



Safer Recruitment & Selection Policy

The Children's Endeavour Trust comprises:

- Abbot's Hall Community Primary School
- Bosmere Community Primary School
- Broke Hall Community Primary School
- Chilton Community Primary School
- Combs Ford Primary School
- Freeman Community Primary School
- Springfield Junior School
- Whitehouse Community Primary School

Document Control

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CONTENTS

1. Introduction
2. Delegation of Appointments and Constitution of Appointment Panels
3. Advertising
4. Information for Applicants
5. Short Listing and Reference Requests
6. Interviews
7. Offer of Employment by the Selection Panel
8. Personnel file and Single Central Record
9. Start of Employment and Induction
10. Contractors
11. Trainee / student teachers
12. Volunteers
13. Governors
14. Staff working in alternative provision settings

Appendix A: Online Search Recording Form and Guidance

Appendix B: Self-Disclosure Record

Appendix C: Disclosure Discussion Record

Appendix D: Risk assessment proforma to consider suitability for deployment/continued deployment following a positive disclosure/DBS

Appendix E: Induction Checklist for Staff

Appendix F: CET Reference Form

Introduction

1.1 The Trust Board and Local Governing Bodies at our schools are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

1.2 The appointment of all employees will be made on merit and in accordance with the provisions of Employment Law, the current [Keeping Children Safe in Education](#) and the Equality and Diversity policy.

1.3 The Trust Board and Local Governing Bodies at our schools will ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union, membership, age, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction.

1.4 The Trust Board and schools recognise the value of - and seeks to achieve - a diverse workforce which includes people from different backgrounds with different skills and abilities. The schools are committed to ensuring that the recruitment and selection of all who work within the schools is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The schools will uphold their obligations under law and national collective agreements not to discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

1.5 We will comply with the requirements of the current [Keeping Children Safe in Education](#) with regard to DBS and other pre-employment checks.

2. Delegation of Appointments and Constitution of Appointment Panels

2.1 The Trust Board and Local Governing Bodies delegate the power to offer employment for all posts below the level of Headteacher to the Headteacher.

2.2 The Headteacher is expected to involve the CEO or Head of School Improvement and a Governor in the appointment of the senior management team posts of the school.

2.3 Selection panels will comprise a minimum of two people (normally three). In accordance with the statutory requirement, every selection panel will have at least one member who has undertaken Safer Recruitment Training. This training will be updated every 2 years. In addition, at least one member will have undertaken general recruitment or equalities training.

3. Advertising

3.1 All vacant posts will be advertised to ensure equality of opportunity and encourage as wide a field of candidates as possible. This will normally mean placing an advertisement externally. However, where there is a reasonable expectation that there are sufficient, suitably qualified internal candidates, or staff are at risk of redundancy, vacancies may be advertised internally before an external advertisement – including the consideration of secondments, job-shares, and other flexible working approaches.

4. Information for Applicants

All applicants for all vacant posts will be provided with:

4.1 A job description outlining the duties of the post and an indication of where the post fits into the organisational structure of the school. A person specification may also be provided.

4.2 A CET Application Form - CVs alone will not be accepted.

4.3 An information pack containing:

- A description of the school relevant to the vacant post
- Reference to the policy on Equality and Diversity.
- Reference to the Child Protection and Safeguarding Policy.
- DBS and other pre-employment requirements.
- A statement that canvassing any member of staff, or member of the Governing Body, directly or indirectly, is prohibited and will be considered a disqualification.
- The closing date for the receipt of applications.
- Outline of terms and employment including salary.
- Privacy Statement for candidates
- Notice that we carry out Online Searches
- A Self-Disclosure Record Form

5. Short Listing and Reference Requests

5.1 The selection panel will use an agreed shortlisting form. The criteria for selection will be consistently applied to all applicants. The selection panel will agree the candidates to be called for interview.

5.2 The selection panel will take up at least two references (see appendix F) on each shortlisted candidate. We will check that information is not contradictory or incomplete. If a candidate for a post working with children is not currently employed as a teacher, a reference will be sought from the most

recent employment working with children to confirm details of their employment and their reasons for leaving.

5.3 References should always include one from an applicant's current or most recent employer. Where an applicant has not been very long in their current or most recent post, the second reference should be from the previous employer. If necessary, where there is history of short employment, the school will seek further references from previous employers ensuring references cover at least the five most recent years of employment.

5.4 References are the "property" of the selection panel and strict confidentiality will be observed. Employer testimonials or 'bearer references' i.e. those provided by the candidate and/or marked 'to whom it may concern' will not be accepted. References must be in writing on headed paper, or from an official email address, and be specific to the job for which the candidate has applied. The selection panel will not accept references from relatives or people writing solely in the capacity as a friend of the candidate for any post. References will be verified and any discrepancies will be discussed with the candidate at the interview. We will resolve any concerns before confirming appointments.

5.5 Reference requests will ask the referee to confirm:

- The referee's relationship with the candidate;
- Details of the applicant's current post and salary;
- Performance history and conduct;
- Any disciplinary action involving the safety and welfare of children,
- Details of any substantiated allegations or concerns relating to the safety and welfare of children;
- Whether the referee has any reservations as to the candidate's suitability to work with children. If so, the school will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

5.6 If the field of applicants is felt to be weak, the post may be re-advertised.

5.7 Keeping Children Safe in Education states that schools "should consider" carrying out an online search as part of due diligence on shortlisted candidates (paragraph 220).

During shortlisting, a member of staff who has no involvement in conducting interviews or making decisions about recruitment will complete online searches as set out in appendix A.

Having completed the searches, the searcher does not share any irrelevant personal information from the search with the interviewers. The only information shared relates to whether the candidate:

- Is unqualified for the role
- Poses a potential safeguarding risk
- Risks damaging the reputation of your school or trust

Candidates are informed in advance that this will take place and that Data Protection Law applies.

Online searches are not part of the shortlisting process itself but part of Safer Recruitment and Safeguarding. Shortlisted candidates have a chance to address any issues of concern that may come up during the search at interview and have the chance to comment on issues or incidents that arise.

Appendix A sets out the scope of the searches which are completed consistently for each candidate.

5.8 Shortlisted Candidates will be required to declare any convictions in advance of the interview, using the form on appendix B. This will be given to the panel in advance of the interview in order to explore anything necessary during the interview using appendix C.

6. Interviews

6.1 The format, style and duration of the interview are matters for the Trust Board/Local Governing Body/Headteacher to decide dependent on the level of the member of staff being recruited. This will be done in consultation with any Governors involved in the process but the following will be adhered to:

6.1.1 Briefing:

All candidates will be given relevant information about the school to enable the candidate to make further enquiries about the suitability of the advertised job.

6.1.2 The formal interview:

Before the interviews, the selection panel will agree on the interview format. The questions asked will be aimed at obtaining evidence of how each candidate meets the requirement of the job description and the person specification, and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on protected characteristics under the Equality Act 2010 will be asked. The selection process for every post will include exploration of the candidates' understanding of child safeguarding issues and ensure that any gaps in employment on the application form are satisfactorily explained. The interview will also include a discussion of any convictions, cautions or pending prosecutions, other than those protected, that the candidate has declared and are relevant to the prospective employment.

6.2 The recruitment documentation will be retained for six months from the date of the interview. Under the General Data Protection Regulations 2018, applicants have the right to request access to notes written about them during the recruitment process. After 6 months all information about unsuccessful candidates will be securely destroyed.

7. Offer of Employment by the Selection Panel

7.1 The offer of employment by the selection panel and acceptance by the candidate is binding on both parties subject to verification of identity, right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, teacher prohibition (for teaching appointments) and barred list checks, disqualification under the Childcare Act 2006 (where appropriate to the role), pre-employment medical screening and satisfactory references. If the person has lived or worked outside the UK, further checks may be carried out if appropriate. The successful candidate will be informed, normally by offer letter, that the appointment is subject to satisfactory completion of these checks.

8. Personnel file and Single Central Record

8.1 Recruitment and selection information for the successful candidate will be retained securely and confidentially for the duration of his/her employment with the school including:

- Application form – signed by the applicant
- Interview notes – including explanation of any gaps in the employment history
- References – minimum of 2
- Proof of identity- passport, driving license or birth certificate, and proof of address
- Proof of right to work in the UK
- Proof of relevant academic qualifications including confirmation that a teacher has obtained Qualified Teacher Status (QTS)
- Evidence of medical clearance from the Occupational Health Service
- Evidence of DBS clearance, Barred List and Teacher Prohibition checks, overseas check (if appropriate)
- Offer of employment letter and signed contract of employment

8.2 The Trust and schools will maintain a Single Central Record of employment checks in accordance with [Keeping Children Safe in Education](#) For more information – please see the Trust Single Central Record Policy.

8.3 We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

8.4 If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

8.5 We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

9. Start of Employment and Induction

9.1 The pre-employment checks listed in paragraph 7.1 above must be completed before the employee starts work. Exceptions will only be made in circumstances where a risk assessment has been undertaken. Exceptions will never be made in the case of the Barred List and Teacher Prohibition checks.

9.2 All new employees will be provided with an induction programme which will cover all relevant matters of school policy but in particular safeguarding, prevent and promoting the welfare of children (see appendix E).

9.3 We would seek written confirmation from any employment agency used by the school (for example to obtain supply teachers), that the agency has undertaken all necessary pre-employment checks. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

10. Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check

10.1 Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

10.2 We will check the identity of all contractors and their staff on arrival at the school.

10.3 For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

11. Trainee / student teachers

11.1 Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

11.2 Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

11.3 In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006

12. Volunteers

12.1 We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

13. Governors

13.1 In line with the [Governance Handbook](#) paragraph 16 (DfE, 2020), all Trustees and Governors will receive an enhanced DBS check with Children's Barred list given the potential for their roles to include working in regulated activity and a section 128 check.

14. Staff working in alternative provision settings

14.1 Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Appendix A: Online Search Recording Form and Guidance

Candidate name:

Role shortlisted for:

Searcher name:

Date and time of online search:

SEARCH PARAMETERS	CONCERNS RAISED
<p><i>Google search:</i> <i>The following terms, looking at the first page of results:</i></p> <ul style="list-style-type: none"> • <i>'Candidate name'</i> • <i>'Candidate name' + 'current school/employment'</i> • <i>'Candidate name' + 'previous school/employment'</i> • <i>'Candidate name' + 'educational institution'</i> • <i>'Candidate name' + 'job title'</i> 	<p><i>Only record information that suggests the candidate:</i></p> <ul style="list-style-type: none"> • <i>Is unsuitable for the role</i> • <i>Poses a potential safeguarding risk</i> <p><i>(in relation to Teaching Standards/Nolan Principals)</i></p> <p><i>Don't</i> include any irrelevant personal information.</p>

Online searches might reveal:

- *A work history that doesn't match the CV and references provided (for example on LinkedIn)*
- *An education history that doesn't match the stated qualifications*
- *Attitudes that suggest the candidate is unsuitable for the role or risks damaging your school's reputation*

The Trust and Schools are aware that the results of an online search may be misleading as any information may be:

- *Out of date*
- *Out of context or untrue*
- *Relating to someone else, especially if the candidate has a common name or uses a pseudonym for social media*

Shortlisted candidates will have the chance to comment on issues or incidents that arise which could avoid any confusion and could explain inaccuracies.

The searches outlined on the Online Search Recording Form will be undertaken, and the following details are recorded:

- *Who carried out the search*
- *Which search terms were used and which sites were looked at*
- *The date and time of the search and details of any concerns raised*

Appendix B: Self-Disclosure Record

1. Do you have any convictions or adult cautions that are unspent? Yes / No
If yes, please provide details here
2. Do you have any other cautions or convictions that would not be filtered? Yes / No
If yes, please provide details here
3. Do you have any cautions or convictions for offences committed in another country which would be relevant to your suitability for this post in line with the law in England / Wales? Yes / No
If yes, please provide details here
4. Are you known to the police or children's social care for any other reason that could affect your suitability for this post? Yes / No
If yes, please provide details here

<p>5. *Only ask if you are recruiting for a post working in regulated activity with children Are you included on the DBS children's barred list? Yes / No</p>
<p>If yes, please provide details here</p>
<p>6. *Only ask if you are recruiting for a post working in regulated activity with adults over the age of 18 years Are you included on the DBS adult barred list? Yes / No</p>
<p>If yes, please provide details here</p>
<p>7. (Teaching posts only) Are you, or have you ever been, prohibited from teaching by the TRA or NCTL or sanctioned by the GTCE? Yes / No / Not applicable</p>
<p>If yes, please provide details here</p>
<p>8. *Management posts only Have you been prohibited from management of an independent school (s128)? Yes / No / Not applicable</p>
<p>If yes, please provide details here</p>

9. Have you lived or worked outside the UK for more than 3 months in the last 5 years? Yes / No

If yes, please provide details here

10. Are you subject to any sanctions relating to work with children in any country outside the UK?
Yes / No

If yes, please provide details here

Please complete the declaration below:

I declare that all the information I have provided in this disclosure is full and correct at the time of application and that I have not omitted anything that could be relevant to the appointment of someone who will work with children. I understand that the recruitment panel may be made aware of any relevant information that I have disclosed in order to discuss the matter(s) with me as part of the recruitment process and that, if my application is successful, a risk assessment of the disclosed information will be held securely on my personnel file. I understand that the declaration of a criminal record will not necessarily prevent me from being offered this role.

Signed:

Date:

Appendix C: Disclosure Discussion Record

How this template will be stored

Information about criminal records (including anything you record on this template) is sensitive personal data and should be managed appropriately.

Successful candidates

- If it is determined that the convictions listed on the DBS certificate **aren't relevant** or don't pose a risk, this record is retained **for no longer than 6 months** destroyed securely
- If it is determined that convictions listed on the DBS certificate **may be relevant**, or are manageable with certain safeguards, this record is retained for as long as it's useful for you to inform ongoing or dynamic risk assessment and mitigation processes
- All criminal records information is stored **securely**, accessible only to those who need this information, and **separately** from the applicant's main personnel file

Unsuccessful candidates

- Records relating to unsuccessful candidates are retained for 6 months from the date an appointment is made (in case an unsuccessful applicant challenges your decision at an employment tribunal), then destroyed securely

Name of applicant:	
Role applied for:	
Date of discussion:	
Names of staff members present:	
Name of HR representative present (if applicable):	

	Notes on applicant's response	Actions/follow-up required
Standard Questions		
<p>Would you please explain the details of your conviction(s) for [X]? We'd like to know:</p> <ul style="list-style-type: none"> • What happened • Who was involved • Why it happened • How old you were at the time of the offence <p>Note: Be aware that minor, spontaneous misdemeanours aren't always explicable. Just because someone can't explain why something happened doesn't mean you shouldn't consider them.</p>		
<p>Were there any circumstances around your offence(s) that you would like to share?</p> <p>Note: If the applicant needs further clarification, you might wish to suggest they mention issues they may have struggled with at the time of the event(s), such as:</p> <ul style="list-style-type: none"> • Bereavement • Depression or mental health needs • Alcohol or drug dependency issues • Financial difficulties <p>Personal traumas</p>		

	Notes on applicant's response	Actions/follow-up required
Have the circumstances around the offence(s) changed? If so, how?		

Optional Questions

- Ask these questions if the types of sentences indicated on the DBS certificate suggest that asking about rehabilitation, support or probation may be relevant
- This is most likely to apply where convictions resulted in a sentence **other than** a fine or caution
- Note that even if the applicant was once supported by a probation officer (or similar), they may not be able to contact them now, or the officer may not be willing to work with employers. This is likely to be the case if an applicant received a conditional discharge or reprimand, or their sentence has ended

	Notes on applicant's response	Actions/follow-up required
Have you taken part in any relevant rehabilitation or support programmes?		
What other positive steps have you taken to address your history of offending, or your motivations behind offending?		

<p>Is there anyone supporting you in dealing with your convictions and/or trying to find work?</p> <p>Would you be happy for us to contact them?</p> <p>Note: It's unlikely that someone who's currently serving a sentence or out on licence (and who would have access to a probation officer as a result) would apply for a role in a school.</p>		
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Guidance on disclosure discussions

- *A disclosure discussion is a conversation with the applicant (either in person or over the phone) to understand the context of their criminal record, and any circumstances surrounding their offences. It will need to involve:*
 - The person leading on recruitment for the role*
 - Your school's safer recruitment lead (if they aren't already involved)*
 - Your HR provider (though a HR representative doesn't have to be physically present)*
- *It can be difficult for applicants to discuss a criminal record they may feel ashamed or embarrassed about. Be empathetic and sensitive – applicants may disclose other information (e.g. illness, bereavement or domestic violence) as they explain the circumstances around their criminal record*
- *Don't pass judgement on someone's 'attitude' about their offences (for instance, whether you think someone is remorseful). The applicant may have had to discuss their criminal record multiple times throughout their life: at university or as part of training, during job placements, during other job interviews, with new friends or partners, to insurers, etc. Discussion of their criminal record may also require discussion of painful personal circumstances. Over time, people may give simple or matter-of-fact accounts to avoid becoming emotional. Don't let your opinions about the way they discuss their criminal record influence your assessment of whether they're suitable*
- *Be clear with the applicant that you're not judging them – your aim is to use the information on their self-disclosure form or DBS certificate to inform the discussion and help you decide their suitability for the post*

- *You'll need to adapt the questions below based on the contents of a self-disclosure form or the results of the DBS check. Ask specific questions based on the nature of the offence. For instance, if the role is for a school business manager, and the self-disclosure/DBS lists a previous conviction for theft, it's important for you to understand the circumstances around this conviction so you can make a reasoned recruitment decision*
- *Don't use this discussion to share your thoughts or opinions about what someone has told you, or to express whether you think they're telling the truth. Reflect on what you hear after the applicant has left the meeting/conversation*

Appendix D: Risk assessment proforma to consider suitability for deployment/continued deployment following a positive disclosure/DBS

[Disqualification under the Childcare Act 2006 - statutory guidance Appendices \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Name of Staff Member			Start Date	
Nature of Work			Post	
Decision				
Overall assessment of risk following this assessment			Decision based on risk (tick one)	
LOW	MEDIUM	HIGH	(A) Deploy/Continue deployment	(B) Suspend recruitment/Suspend staff member
Nature of Offence			<ul style="list-style-type: none"> • Is the staff member barred or disqualified from working with children? • Is the caution/conviction a 'one off' or are there several? • Are the cautions/convictions of a similar nature? • Was the MOS a juvenile or adult at the time of the caution/conviction? • How long ago was the caution/conviction awarded? 	
Relevance to Post			<ul style="list-style-type: none"> • Is the caution/conviction relevant to the role which will be undertaken? • Is the MOS likely to be placed in circumstances similar to those in which they previously offended? 	

Appendix E: Induction Checklist for Staff

Introduction

- Print off this induction checklist
- Be clear about who will be responsible for the induction
- Prepare beforehand
- Make sure you cover the checklist as a minimum
- Mix conversation with materials
- Provide the member of staff with a buddy
- Evaluate the success of your programme

Please record when each of the following areas have been covered and return the checklist to the headteacher once completed.

Induction checklist for _____ (name of employee)

WHEN	TASK (please tick the circle when complete)
Prior to the employee's first day	<ul style="list-style-type: none"> ○ Send out induction pack and Staff Handbook ○ Identify who will be responsible for the induction, including assigning mentors and/or buddies ○ Set up employee's ICT account and internet access ○ Ensure first week of induction is planned and relevant members of staff are notified e.g. that the DSL is informed about carrying out safeguarding training etc.
First Day	<ul style="list-style-type: none"> ○ Check that the employee has returned the initial contact, medical and security forms ○ Share code of conduct (retain signed copy) to establish expectations around staff conduct; use of mobile, social media and dress code ○ Introduce colleagues, pupils and mentor or buddy ○ Tour of the school ○ Signing in and out of school ○ ID badge use ○ Pigeonholes and where to find information ○ Outline health and safety procedures, asbestos log, fire drill and meetings points and recording incidents ○ Playground rotas and procedures

	<ul style="list-style-type: none"> ○ Allocation of laptop ○ Issue log on details for all relevant systems ○ Help the employee to become familiarised with the ICT shared drives, photocopier etc. ○ Use of smart boards ○ Room bookings ○ Staff room protocol ○ Explain the school's behaviour and rewards system ○ Signpost employee to wellbeing support ○ Explain cycle to work scheme ○ The school timetable, including registration timings of staff meetings, assemblies ○ Conditions of employment process of reporting absence and disciplinary procedures ○ Stress the importance of reading the Staff Handbook
First Week	<ul style="list-style-type: none"> ○ Ensure employee meets the DSL and has safeguarding training ○ Ensure employee meets SENDCo and school business manager ○ Meet the Family Liaison Office, Prevent and Online Safety Lead ○ Data protection and responsibilities ○ Register of permissions for photos, internet etc. ○ Explain ordering and expenses reimbursement through petty cash ○ Ensure employee meets mentor or buddy at the end of the week to review progress and identify training and development needs ○ CPD entitlement and expectations ○ Ensure employees line manager outlines the school's performance management system and begins to determine objectives
First Month	<ul style="list-style-type: none"> ○ Ensure meetings have continued with mentor or buddy ○ Evaluate the success of the induction programme and use findings to inform future practice

Checklist completed by _____

Date _____

Appendix F: CET Reference Form



REFERENCE REQUEST FORM - ESSENTIAL INFORMATION	
Please continue on separate sheet if necessary	
Name of applicant:	Job title (in your employment):
Start date:	Date of leaving (where applicable):
Reason for leaving:	
Current or most recent salary or salary point, plus any allowances:	
Capacity in which you know/knew the applicant:	
Length of time you have known/knew them in this capacity:	
<p>In your view, does the applicant's overall performance suggest that they are equipped to fulfil the responsibilities of the post for which they are applying? (Please see enclosed Job Description and Person Profile.) Yes/No</p> <p>If no, please comment:-</p>	
<p>Is the applicant (or were they at the date of leaving your employment) subject to any informal or formal disciplinary or capability procedures (including investigations) or sanctions? Yes/No</p> <p>If no, please provide details:-</p>	
<p>In the preceding two years, has the applicant been subject to any formal capability procedures? Yes/No</p> <p>If yes, please provide details:-</p>	
<p><i>(Regulation 8A of the School Staffing (England) Regulations 2009 requires schools (maintained or academy) to provide this information in relation to teaching posts. For other posts, referees are asked to provide relevant information as part of their obligation to provide a fair and accurate reference.)</i></p>	
<p>Have there been any substantiated safeguarding concerns/allegations in relation to this applicant that have met the harm threshold and therefore impact their suitability to work with children or young people? Yes/No</p>	

If yes, in accordance with safer recruitment guidance, please include details of the outcomes of those concerns i.e. whether allegations or concerns were investigated, the conclusion reached and how matters were resolved. It is important that the information provided in this section is factual and does not include opinions.

[**Important** – to avoid any unfair and unnecessary detriment to candidates this reference should not include information about concerns or allegations which are unsubstantiated, unfounded, false and malicious. This reference should also not include any information about repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated, or malicious.] **For further information please refer to Part 4 of Keeping Children Safe in Education 2022** [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Is/Was their general attendance (unrelated to health) and punctuality good? **Yes/No**

If no, please comment:-

Would you re-employ the applicant? **Yes/No**

If no, please comment:-

In your opinion, is there any reason why the applicant should not be employed to work with children or be employed in a school or Pupil Referral Unit environment? **Yes/No**

If yes, please comment:-

REFERENCE REQUEST FORM - FURTHER INFORMATION

Please rate (circle as appropriate) and comment, to the best of your knowledge, on the applicant's ability, typical performance or any specific activities they have undertaken in the following areas (continuing on a separate sheet if necessary):

1. Building and maintaining effective working relationships. (If currently or previously employed in a school environment, please comment on relationships with pupils, parents, colleagues and the wider school community)

Excellent

Good

Fair

Poor

Comments:

2. Willingness to learn and develop/continuous professional development.

Excellent

Good

Fair

Poor

Comments:			
3. Flexibility. (For example, willingness to undertake varied tasks and/or new methods commensurate with grade or professional standing)			
Excellent	Good	Fair	Poor
Comments:			
4. Team working. (Ability to work co-operatively with colleagues and share responsibility for team outputs)			
Excellent	Good	Fair	Poor
Comments:			
5. Ability to prioritise work and meet deadlines			
Excellent	Good	Fair	Poor
Comments:			
6. Ability to use own initiative appropriately			
Excellent	Good	Fair	Poor
Comments:			
7. Communication, both written and verbal, with varying audiences			
Excellent	Good	Fair	Poor
Comments:			
8. Contribution to your organisation/general life of the school or unit			
Excellent	Good	Fair	Poor
Comments:			

9. For teaching appointments only, quality of teaching (overall, based on lesson observations during current/most recent performance management cycle)			
Outstanding	Good	Requires Improvement	Inadequate
Comments:-			
10. For teaching appointments only, assessment against 'Teachers Standards' (overall, based on lesson observations during current/most recent performance management cycle)			
Outstanding	Good	Requires Improvement	Inadequate
Comments:-			
11. For management or leadership posts only: People management and leadership skills:			
Excellent	Good	Fair	Poor
Comments:-			
12. For management or leadership posts only: Budget management skills			
Excellent	Good	Fair	Poor
Comments:-			

13. For management or leadership posts only: Relationships with senior management teams and/or other relevant agencies and organisations. (For headship appointments, please comment on relationships with Governing Body/Management Committee Members.)			
Excellent	Good	Fair	Poor
Comments:-			
14. In your opinion, are there any elements of the post with which you think the applicant may have difficulty? Yes / No			
If yes, please comment:			
15. For all posts, overall, how would you grade your recommendation for this applicant for the above post?			
Strongly recommend	Recommend with reservations stated below	Do not recommend	
Any comments:			

Signed:	
Name:	
Position:	
Date:	

REFERENCE REQUEST FORM – PART 2

Additional information only to be considered after any offer of employment

Name of applicant:

How many days of sickness absence has the applicant had/did the applicant have in their last 12 months of employment?

Over how many separate occasions did these absences occur?

Any comments:

(Note: Under the Data Protection Act, sensitive data regarding reasons for absence may only be included with the applicant's permission)

Signed (referee):