



**RECRUITMENT
POLICY
AND PROCEDURES**

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Issues and Updates

<i>Pages</i>	<i>Issue No.</i>	<i>Article</i>	<i>Date Amended</i>	<i>Na me</i>	<i>Signature</i>
A 	1	All	01/10/2017	Darren Smith Daniela Prativiera	
A 	2	All	10/05/2018	Darren Smith Daniela Prativiera	
All	3	All	01/10/2021	Darren Smith	
All	4	<i>All</i>	<i>19/09/2022</i>	<i>Darren Smith</i>	
All	5	<i>All</i>	<i>11/04/2023</i>	<i>Darren Smith Yusuf Buz</i>	

RECRUITMENT POLICY AND PROCEDURES

inlingua Leeds follows the recruitment Guidelines and Steps identified by Safer Recruitment Consortium. The procedure is as follows:

Recruitment and selection checklist

Pre-interview:	Initial s	Date
1. Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
2. Vacancy - advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
3. Applications - on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
4. Short - list prepared		
5. References – sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
6. References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		
7. Invitation to Interview - Includes all relevant information and instructions		
8. Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
9. Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file		

Pre-interview:	Initials	Date
10. Conditional offer of appointment: Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
11. References: (if not obtained and scrutinised previously)		
12. Identity (if that could not be verified at interview)		
13. Qualifications (if not verified on the day of interview)		
14. Permission to work in the UK, if required		
15. DBS certificate - where appropriate satisfactory DBS certificate received		
16. DBS Barred list – person is not prohibited from taking up the post		
17. Health – the candidate is medically fit		
18. Prohibition – (for teaching posts) the teacher has not been included in the prohibition list or interim prohibition list		
19. Prohibition from management (independent / free schools and academies only) – anyone appointed to a management position is not barred from management by the Secretary of State		
[n/a] Disqualification from childcare – applies only to those providing early years or later years childcare		
[n/a] Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges), the teacher has obtained a PGCE or Certificate of Education (Cert. Ed) or FE Teaching Certificate. For language teaching, the teacher must have a CELTA Pass or equivalent qualification.		
[n/a] Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Safeguarding Training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc.		

ADVERTISING GUIDANCE

You will need to consider:-

- Where to place the advert
- The audience you wish to reach - the wording of the advert is very important to prevent unwanted applications
- The cost implications
- Your timescales – closing and interview dates, start date (if known)
- Other information – Post title, salary, location, all essential and some desirable criteria required including qualifications etc
- How to apply, contact details
- A positive message
- The advert must make it clear the school's commitment to safeguarding and promoting the welfare of students to serve as a deterrent to would-be abusers e.g.

'The School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment'

And

- **Reference the need for the successful applicant to undertake an Enhanced DBS clearance**

JOB APPLICATION FORM

Instructions: It is important that you read the job description before completing this application form. Please complete this form fully using black ink or type. Sign and date the form.

SECTION 1 PERSONAL DETAILS

Title, Name, Surname:

Address:

Contact Number:

Email Address:

Do you require a work permit?

National Insurance Number:

Date of Birth:

SECTION 2 REFERENCES

Please give details of two referees. **One must be your current or, if currently unemployed, your most recent employer**, and should not be a family member unless they are either your current or previous employer.

If you do not currently work with children or (vulnerable) adults but have done so in the past, you must provide a reference from your most recent employer who employed you to work with children or (vulnerable) adults. If you have never been employed, please give details of two people who know you well, but are not family members, such as community or voluntary group members/leaders

Current or most recent

employer Title, Name, Surname:

Organisation and Position:

How do you know this

person? Full Address:

Contact

Number: Email

address:

Second Reference

Title, Name, Surname:

Organisation and Position:

How do you know this person?

Full Address:

Contact Number:

Email address:

Declaration

In submitting this application (whether signed or not) I declare that I am the person referred to on the form and that the information I have given in all parts of this application is true, complete and correct and authorise inlingua Leeds to contact any current or former employers at the appropriate stage to confirm the details provided.

I understand that if I give incorrect information or a false statement this will lead to the withdrawal of any job offer, or if I am given the job this will result in disciplinary proceedings likely to result in my dismissal from the employment.

In accordance with the Immigration, Asylum and Nationality Act 2006 I am entitled to work in the United Kingdom. I shall produce such original documentation as you shall request to evidence my right to work.

I also agree to the information contained in this application being processed under the Data Protection Act, 1998, for the purposes specified on page four of this form, for statutory returns and in relation to forming any contract of employment.

Signed:

Date:

SECTION 3 EDUCATION

School:

College or University:

Any other Qualifications:

SECTION 4 CONFIDENTIAL - Optional

Where did you see job

advertised? Are you currently in

paid work?

If no how long have you been

unemployed? Do you speak any other

foreign language?

Do you have sole responsibility for a child under

16? If you know, what is your ethnic group?

If you have, what is your religion or belief?

What are we trying to achieve?

inlingua Leeds is fully committed to achieving fairness and equality in employment and seeks to achieve a workforce which reflects the diversity of the community it serves. No job applicant or employee will be treated less favourably or disadvantaged, either directly or indirectly, on the grounds of gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age, marriage or civil partnership and pregnancy or maternity or any other unjustifiable reason.

Why do we ask for information?

Our recruitment and selection policies and procedures are reviewed regularly to ensure that all applicants are selected according to their merits and abilities. We use the information to check to what extent the people who apply to us for jobs, or who get jobs with us, are representative of the local community. This in turn helps us to judge whether our recruitment processes are fair and equally open regardless of background. Monitoring helps us to develop future initiatives and to overcome discrimination. It is, therefore, important that you complete the monitoring form in full.

Local Employment Partnership

As part of the Local Employment Partnership with Jobcentre Plus we wish to record unemployed applicants, such as individuals in receipt of incapacity benefit, lone parent benefit or jobseekers allowance.

What happens to the form?

The form will be separated from your application and will not be passed on to anyone involved in short-listing, selection or appointment for the job for which you are applying. It will be stored securely and confidentially. If you are unsuccessful this will be stored for a period of one year and then confidentially destroyed. Should you be successful the data will be held on your personal file and electronically for future workforce monitoring purposes.

Disabled Applicants

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities. Applicants invited to interview will be asked to let us know of any reasonable adjustments which are needed to ensure the interview is accessible.

SECTION 5 PERSONAL STATEMENT

Please use this section to explain in detail how you meet the requirements of the Employee Profile. If you are or have been involved in voluntary/unpaid activities, please also include this information. Attach and label any additional sheets used.

Relevant Experience:

Skills:

Knowledge:

Interpersonal / Communication Skills:

Further information to support your application:

SHORTLISTING CRITERIA

EFL Teachers Essential requirements	Admin Officer Essential requirements	Management Essential requirements
1. CELTA or TEFL (120h)	1. 5 GCSEs, (English and Maths essential)	1. Degree in relevant field
2. Background Check / DBS	2. Microsoft Office knowledge and skill	2. Background Check / DBS
3. 2 years experience	3. Excellent Communication skills	3. 5 years experience
4. UK work permit	4. UK work permit	4. Excellent communication skills
	5. Background Check / DBS	5. UK work permit
Desirable	Desirable	Desirable
1. DELTA	1. ECDL	1. Safeguarding etc. Training Certificates
2. Overseas experience	2. Cultural Awareness	2. Cultural Awareness
3. UK experience	3. Safeguarding etc. Training Certificates	3. IT skills
4. Safeguarding etc. Training Certificates		
5. IT skills		

**USE OF THE SHORTLISTING
FORM**

- a) List the Applicant ID numbers (from the application form) down column 1 of the form.
- b) Select a maximum of eight key essential requirements from the person specification that can be identified from the application form and list these across the form. If you are using weightings for scoring purposes (see below) you should make a note of these alongside each relevant essential requirement.
- c) Similarly, list the key desirable requirements which can be identified from the application form.
- d) Go through the application forms and identify all the essential/desirable requirements which can be identified from the forms; score the requirements (optional). Remember that the applicants should have evidenced that they have the required requirements.
- e) Make additional remarks in the final column to evidence why the applicant is/is not being shortlisted.

Optional Scoring System

1. You may simply place a tick in the relevant column if the requirements is met or use the following optional codes:

F = Fails (not met/not answered/not evidenced)
 P = Partly met/not answered/not evidenced)
 M = Meets essential requirements

2. Alternatively, you may find it useful to measure the extent to which each applicant meets each essential requirements by using the following scores:

1 = not met/not answered/not evidenced
 2 = partly met/partly answered/partly evidenced
 3 = met/evidenced well

3. If you wish, you can use weightings where you feel that some areas are more important. If you are using weightings you will need to decide whether requirements are of high, medium or low importance, as follows:

3 = High
 2 = Medium
 1 = Low

The final score for each requirement is the score in paragraph 2 multiplied by the appropriate weighting.

Safer recruitment shortlisting matrix

To be agreed and signed by all panel members.

SIGNED

SIGNED

SHORTLISTING – How to Shortlist Guide

- Take from the person specification, essential criteria which can be identified from the application form – list these across the form in Column 2
- List desirable criteria which can be identified from the application form – list these across the form in Column 3
- List number of all applicants down left hand column
- Go through each application form – tick off essential and desirable which can be identified from the application form
- Additional remarks can be made in Column 4 – evidence to show why not being shortlisted
- Only shortlist those who have ticks in ALL of the essential criteria boxes
- Candidates who do not meet the criteria must not be interviewed
- Can reduce shortlist numbers by referring to ticks in desirable column

REFERENCE REQUEST FORM



Your Reference: 0001

My Reference: 0001

Telephone: 0113 226 1789

Email:
admin@leedsacademy.com

Address: York
House, St Andrews
Court, St Andrews
Street, Leeds, LS3
1JY

Date:

Private and Confidential

Dear

Reference Request Part 1:

Applicants Name:

I am writing to inform you that the above person has applied for a position with inlingua Leeds and I would therefore be grateful if you would complete the enclosed Reference Form.

The interviews are due to be held on ../../.... and therefore as a result of the short timescale email reply from your official email address would be acceptable.

On behalf of the interview panel please accept our apologies for the short notification.

In line with the Equality Act 2010, at this stage I am not asking for information surrounding sickness absence as part of this reference. If however, this individual is successful throughout the recruitment process and is given a Conditional Offer of Appointment, I will be writing to you again to ask for a confirmation of absence related to sickness in the last 2 years whilst in your employment.

Thank you for your co-operation over this matter.

Yours sincerely

Darren Aydin

Managing Director

REFERENCE REQUEST FORM

Part 2

**(In line with the Safer Recruitment Guidance) Please answer the following questions briefly.
Please also see 'Prospective Employee reference' document template.**

In relation to [insert name of the candidate]:

1. In what capacity were you associated with the applicant?
2. How long did the candidate work for your organisation?
3. What was the nature of the candidate's role at your organisation?
4. How much was the candidate paid? (OPTIONAL)
5. *Was the applicant successful in fulfilling his or her duties?*
6. *Did the applicant respond positively to supervision?*
7. *Was the applicant a valuable member of the team?*
8. Where was the candidate employed before joining your organisation?
9. How often was the employee absent from work?
10. Did the candidate have any weaknesses in relation to their position?
11. How does the candidate compare to their colleagues/ their replacement?
12. What steps did the candidate take to ensure urgent tasks were delivered on time?
13. *Did you ever find it necessary to reprimand or discipline this person? If so, what were the circumstances?*
14. *Considering the job being applied for, do you think the applicant is suitable?*
15. *Why did they leave your employment?*
16. *Is there anything else you would like to add?*
17. *Do you see any reason why this candidate should not be working with under 16s?*
18. Would you rehire the candidate in future?

Whether the person has been subject to any capability proceedings (performance)

Do you have any other comments on the applicant's performance history and conduct?

Timekeeping:

Please comment on the applicant's punctuality and reliability.

Reason for Leaving:

(eg Voluntary resignation, dismissal, etc)

Whether in your opinion taking into consideration the nature of the post would you recommend the person for promotion?

In similar circumstances and with your present knowledge, would you re-employ the applicant? If not, please say why

Printed Name:

Signature:

Position:

School/Organisation:

n:

THE INTERVIEW GUIDANCE

Preparation is essential in making the selection interview as effective as possible:

Areas needing attention are:

● **Timetable**

- advance notice to candidates
- breaks
- ½ hour interviews
- 8-9 interview in one day no more
- time to complete the assessment form

● **Physical environment and arrangements**

- somewhere quiet
- without distraction
- somewhere comfortable (too much heat, too cold, poor light, sun shining in faces)

● **Administrative arrangements**

- candidates informed of any delays
- reception arrangements
- planned
- seating provided
- drinks
- toilets
- expenses

The Interview Panel

Structure - Panel Arrangements

- seating arrangements – formal – behind a table, informal – in a circular group
- Roles
- Who is chairing the interview
- size of panel – minimum 2 interviewers
- team work
- Agree a set of questions relating to the requirements of the post
- The issues that need to be explored with the candidate e.g. issues from the application form, gaps in employment history, references

Areas to watch out for:-

- Selection decisions tend to be made early (in the first 4 minutes), be careful to avoid this. It is

neither good practice nor accurate

- Interviewers tend to be attracted to people like themselves
- Believing what people say rather than examining the evidence of what they have done

The Interview

Welcome

- Warm, friendly, rise, shake hands, etc
- Chair – introduce the panel

Interview Plan

- Explain how the interview will be conducted
- Confirm received a copy of the job description & person specification
- Opportunity to ask questions at the end of the interview or to add anything in support of their application which has not been covered by the interview questions
- Note taking

Start of the Interview

- Establish a rapport – generate pleasantness eg journey
- Explain about the structure – refer to an organisational chart

REMEMBER: THE PURPOSE OF THE INTERVIEW IS TO GET AS MUCH INFORMATION AS POSSIBLE ABOUT THE CANDIDATES RELEVANT TO THE POST

Running the Interview Avoid

1. Talking too much yourself
2. Making assumptions
3. Using complex or jargon words
4. Leading the candidate in a particular direction
5. Letting the individual sidetrack the process – stick to agreed questions and request an answer
6. Accepting a short and un-detailed answer and moving on – probe and ask further questions if required
7. Encourage the candidate to talk

Questions – must relate to the person specification

A) Settle the candidate down, ask about their most recent post (something comfortable about discussing)
eg Referring to your most recent experience what makes you a suitable candidate for the post you have applied for?

B) Use broad, open ended questions
eg Tell me about.....

Give me an example of when you last had to speak to a member of staff on their performance at work, how did you handle the situation?

C) Avoid questions with the YES/NO answer
eg Is it right that you.....

D) Be encouraging – respond to answers (probe if necessary)

Open

These questions cannot be answered with the simple Yes or No. They are asking the candidate To give information. They usually begin How, When, What, Why

e.g. How do you encourage parental involvement in your work as an Extended Services Manager?

Closed

These require a simple Yes or No answer but can be useful with a candidate when you need to check you have understood clearly what they are saying.

e.g. Do you?

When where you....?

Do you think it is acceptable to....?

Specific

These are used to getting very specific information, or pinning down the candidate.

e.g. How long did the course last?

Reflective

The question is rephrased or repeated and handed back to the candidate. It is useful for summing up before moving on to another topic.

e.g. So you are saying your knowledge of computers would be an advantage in the job?

Leading

Beware! This can result in the candidate agreeing with you and tells you nothing about them.

e.g. We believe Would you agree?

Hypothetical

These are best left to the end of the interview once the candidate has relaxed and gained confidence. It asks for a constructive contribution from the candidate, testing their ability to deal with a problem and present a solution.

e.g. You are faced with the situation....What would you do?

How would you go about introducing ?

- Probe if necessary until you get what you need

- Explore the candidate's attitude towards children and young people

Closing the Interview

1. Allow the candidate to ask questions etc.
2. Ask the candidate if they would like to add anything in support of their application.
3. Explain what will happen next.
4. Ask if they are still interested in being considered.
5. Try to leave the candidate with a good impression of the school.

6. Check qualifications, national insurance number, interview expenses – who?

Finally

Guide and link the conversation

Ask clear questions – short and brief

Complete the Assessment Form

A Balanced View – Who To Appoint?

References, Application Form, Tests and Interview = combination of all of them

Feedback

- This is an important end in the process for all applicants
- Nominate who will give feedback to the unsuccessful and successful candidate(s)
- The panel should also invite feedback on themselves
- The feedback for the successful applicant should form the basis of their development plan, particularly for internal applicants

INTERVIEW CALL LETTER

Your Reference: 0001
My Reference: 0001
Telephone: 0113 226 1789
Email: info@leedsacademy.com
Address: York House, St Andrews
Court, St Andrews Street, Leeds,
LS3 1JY

Date:

Dear (insert name of the candidate)

Post Title:-

Following receipt of your application form you have been short listed for the above post and are therefore invited to an interview on #####.

Your formal interview will take place on ##### at [## am/pm](#) and will be held at #### school. You will be met on arrival at the main reception area.

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. [The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.](#)

The panel will comprise of the Director of Studies and the Academic Management. The first part of your interview will consist of a 5 minute (maximum) presentation to the inlingua Leeds. You will then be asked question pertaining to the role and your experience and have the opportunity to ask your own questions. The whole interview should take between 30-40 minutes.

The selection process and interview questions have been structured around the person specification and job description which were provided with details of the vacant post. We have enclosed an extra copy of these with this letter to assist you with your preparation.

Please also bring with you [original documents](#) confirming your qualifications gained and an original document verifying your identity, i.e. a valid passport or driver's license. This post will also entail having an Enhanced DBS check.

I would be grateful if you could contact our Administrator and Welfare Officer to confirm your attendance at the interview on the telephone number or email address above. If you have any questions/queries relating to the selection process she will be happy to respond to them.

Also if you have a disability and have any special requirements at the interview, for example: a sign language interpreter, special seating, wheelchair accessible premises etc., please contact me on the above number as soon as possible so that arrangements can be made to provide these.

Yours sincerely,

Darren Aydin
Director of Studies

INTERVIEW TIMETABLE

Post:

Venue:

Date(s):

Reporting to:

Interview panel:

Contact number:

Date	Time	Candidate Name

Notes:

1. At least one panel member must have completed and passed the Safer Recruitment Training either online or attended a workshop.
2. Please ensure that reception receive a copy of the interview timetable and interview expense claim forms.
3. Please ensure that qualifications are checked.

RECRUITMENT QUESTIONS

STRICTLY CONFIDENTIAL

Interview questions for teachers to measure the personal attributes relating to Safeguarding

Positive indicators	Personal attributes – pick at least one question from each heading	Negative indicators
<p>Convincing responses based on balanced understanding of self & circumstance.</p> <p>Has a realistic knowledge of personal strengths and weaknesses</p> <p>Examples of having considered/tried other options & alternatives</p> <p>A realistic appreciation of the challenges involved in working with children</p> <p>Evidence of others having supported and encouraged based on observation of personal talent</p>	<p>1. Motivations for working with language learners</p> <p>Self awareness/knowledge & understanding of self, interconnection between self & professional role</p> <ul style="list-style-type: none"> ● <i>What do you feel are the main drivers which led you to want to work with international students?</i> ● <i>How do you motivate language learners?</i> ● <i>What has working with language learners to date, taught you about yourself?</i> 	<p>Unconvincing responses based on whimsical examples. Not self aware don't see themselves as others see them</p> <p>Not realistic about personal strengths & weaknesses</p> <p>Unrealistic impression of what working with children is really like</p> <p>Failure to consider other options to test out alternatives</p> <p>Pushed by others, or forced by circumstances to do something they don't appear to have thought through for themselves</p>
<p>Behaves consistently and appropriately under pressure or in a position of authority.</p> <p>Has control over emotions with adults and with children</p> <p>Understands position power and how to manage boundaries.</p> <p>Knows when and how to seek help in difficult circumstances</p>	<p>2. Emotional Maturity & Resilience</p> <p>Consistency under pressure, ability to use authority & respond appropriately, ability to seek assistance/support where necessary</p> <ul style="list-style-type: none"> ● <i>Tell me about a student you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</i> ● <i>Tell me about a role where you were in control of others but where the circumstances slipped out of control. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</i> 	<p>Inappropriate responses when under pressure or when in a position of power</p> <p>Inconsistent responses</p> <p>Handles conflict badly</p> <p>Fails to control temper/emotions with children & or adults</p> <p>Doesn't seek help when needed</p> <p>Fails to go to others for advice</p>
<p>Demonstrates a balanced understanding of rights and wrongs</p> <p>Shows a contemplative approach, drawing on personal experiences & lessons from others</p> <p>Builds values & judgements based on new information</p> <p>Shows an appreciation of Safeguarding issues and an ability to contribute towards a protective environment</p> <p>Shows respect for others feelings, views and circumstances</p>	<p>3. Values & Ethics</p> <p>Ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment</p> <ul style="list-style-type: none"> ● <i>What are your attitudes to child protection? How have these developed over time? (ask everone)</i> ● <i>How have your own personal values evolved over time? How have they been shaped and influenced? What particular experiences have you drawn on?</i> ● <i>How do you feel when someone holds an opinion which differs to your own? How do you behave in this situation?</i> 	<p>Extreme opinions which don't account for the views/feelings of others</p> <p>Doesn't show balance in opinion</p> <p>Doesn't build on new information or understanding</p> <p>Opinions harden/become dogged</p> <p>Doesn't show a full or rounded appreciation of Safeguarding issues</p> <p>Underplays the risks</p> <p>Consistently puts the blame & responsibility for child protection elsewhere</p>

Use form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark

A	Evidence exceeds the standard set	B	Evidence meets the standard set
C	Some evidence, but falls short of standards set D	D	No evidence provided or evidence fall completely short of

Interview Questions to test for knowledge & understanding of safeguarding in Schools/Council

Positive indicators	Possible questions to test for safeguarding in schools (select one or two or insert your own) Note: you could use these questions as the basis for a presentation or written exercise	Negative indicators
<p>Proactive & has personally taken actions to improve safeguarding culture</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue</p> <p>Personally committed towards making improvements. Sees it as part of their job</p> <p>Prepared to challenge other in the workplace to make tangible improvements to safeguarding</p> <p>Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice</p> <p>Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases</p>	<ul style="list-style-type: none"> ● Tell us about what you have done in the last 12 months to actually improve protection of staff and students in the workplace. How did this action arise? Who did you talk to? What were the results: ● What is the Safeguarding policy in your workplace? How is it monitored? What steps have you taken to improve things? ● Has an allegation about acting inappropriately with a vulnerable group ever been made about you? What was the situation? What was the outcome? What did you learn from this? ● Give me an example of when you have had safeguarding concerns about a student. What did you do? Who did you involve? What was the outcome? ● Tell us about a situation which you felt fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take? ● What is the Prevent duty policy in your workplace? How is it monitored? What steps have you taken to improve things? ● What would you do if you had concerns about a student being radicalised? ● How would you address concerns about a student's welfare? Do you feel that this is an important part of your role? 	<p>No evidence of having taken steps in own right to make improvements</p> <p>Passive approach to safeguarding issues</p> <p>Reluctance to challenge people/systems/processes to make things better</p> <p>No real experience of handling safeguarding issues. Naïve approach</p> <p>Sees it as someone else's job and/or responsibility</p> <p>Not well versed or clear in understanding of the issues/sensitivities</p> <p>Intolerant of the bureaucracy around safeguarding</p> <p>Shows a tendency to take inappropriate chances/risks in area of safeguarding.</p>

Use form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use rings to give an overall mark

A	Evidence exceeds the standards set	B	Evidence meets the standards set
C	Some evidence, but falls short of standards set	D	No evidence provided or evidence fall completely short of standards set

Safeguarding Personal Interview Questions – Motivations for working with international students

Candidate
Date

Positive indicators	Insert Questions here	Negative indicators
<p>Convincing responses based on balanced understanding of self & circumstance. Has a realistic knowledge of personal strengths & weaknesses Examples of having considered/tried other options & alternatives A realistic appreciation of the challenges involved in working with international students Evidence of others having supported and encouraged based on observation of personal talent</p>	<p>Record notes here</p>	<p>Unconvincing responses based on whimsical examples Not self aware, don't see themselves as others see them Not realistic about personal strengths and weaknesses Unrealistic impression of what working with international students is really like Failure to consider other options to test out alternatives Pushed by others, or forced by circumstances to do something they don't appear to have though through for themselves</p>

Use form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark

- | | |
|--|---|
| A Evidence exceeds the standard set | B Evidence meets the standards |
| C Some evidence, but falls short of standards | D No evidence provided or evidence falls completely short of standards |
| C set | D set |

Safeguarding Personal Interview Questions – Emotional maturity & Resilience

Candidate
Date

Positive Indicators	Insert questions here	Negative indicators
Behaves consistently & appropriately under pressure or in a position of authority. Has control over emotions with adults & with children Understands position power & how to manage boundaries. Knows when & how to seek help in difficult circumstances	Record notes here	Inappropriate responses when under pressure or when in a position of power inconsistent responses Handles conflict badly Fails to control temper/emotions with children & or adults Doesn't seek help when needed Fails to go to others for advice

Use form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark

- | | |
|--|---|
| A Evidence exceeds the standard set | B Evidence meets the standards |
| C Some evidence, but falls short of standards set | D No evidence provided or evidence falls completely short of standards set |

Safeguarding Personal Interview Questions – Values and Ethics

Candidate
Date

Positive indicators	Insert questions here	Negative indicators
<p>Demonstrates a balanced understanding of rights and wrongs Shows a contemplative approach, drawing on personal experiences & lessons from others Builds values & judgements based on new information Shows an appreciation of Safeguarding issues & an ability to contribute towards a protective environment Shows respect for others feelings, views and circumstances</p>	<p>Record notes here</p>	<p>Extreme opinions which don't account for the views/feelings of other Doesn't show balance in opinion Doesn't build on new information or understanding Opinions harden/become dogged Doesn't show a full or rounded appreciation of Safeguarding issues Underplays the risks Consistently puts the blame & responsibility for child protection elsewhere</p>

Use form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark

- | | |
|--|---|
| A Evidence exceeds the standard set | B Evidence meets the standards |
| C Some evidence, but falls short of standards set | D No evidence provided or evidence falls completely short of standards set |

Interview Questions to test for Knowledge and Understanding of Safeguarding in Schools/Council

Candidate
Date

Positive indicators	Insert questions here Record notes here	Negative indicators
<p>Proactive and has personally taken actions to improve safeguarding culture</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue</p> <p>Personally committed towards making improvements. Sees it as part of their job</p> <p>Prepared to challenge others in the workplace to make tangible improvements to safeguarding</p> <p>Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice</p> <p>Shows a good understanding of the issues. Up to date with events and legislation</p> <p>Knows about test cases</p>		<p>No evidence of having taken steps in own right to make improvements</p> <p>Passive approach to safeguarding issues</p> <p>Reluctance to challenge people/systems/processes to make things better</p> <p>No real experience of handling safeguarding issues. Naïve approach</p> <p>Sees it as someone else's job and/or responsibility</p> <p>Not well versed or clear in understanding of the issues/sensitivities</p> <p>Intolerant of the bureaucracy around safeguarding</p> <p>Shows a tendency to take inappropriate chances/risks in area of safeguarding</p>

Use form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark

- | | |
|--|---|
| A Evidence exceeds the standard set | B Evidence meets the standards |
| C Some evidence, but falls short of standards set | D No evidence provided or evidence falls completely short of standards set |

ASSESSMENT FORM

Use this form to take account of all aspects of the selection process: the application form and final interview as well as any tests, written exercises, presentations or preliminary interviews if these have been used. If you are using ratings these should reflect the overall total assessment of the candidate based on all of the selection tools used. You must complete the comments boxes. Each panel member should complete a separate Assessment Form.

Post Title		Post Ref. No.	
Candidate		Service Area	
Requirements	Rating (if used)	Weighted Rating (if used)	Notes/Comments Excellent, Good, Average. Poor
Qualifications (if applicable)			
Relevant Experience * *			
Skills * *			
Knowledge * *			
Interpersonal/Communication Skills * *			
Qualifications Checked	YES/NO		

* Insert the key requirements from the person specification which you have assessed during the selection process.

COMMENTS/OVERALL ASSESSMENT

Signed:

Designation:

Date:

AGREED CANDIDATE FEEDBACK (to be completed by the Managing Director with the agreement of all management)

RATING GUIDE

1. Very Poor	Major areas of weakness. Fails to demonstrate any of the standards required.
2. Poor	Fails to meet many of the standards required. Needs to develop in all areas.
3. Marginal	Falls short of some of the standards. Would need significant further development.
4. Suitable	Acceptable standard. Scope for further development in some minor areas of weakness.
5. Good	Highly acceptable, a strong candidate with few weaker areas. Meets all the essential requirements and some desirable requirements (where these apply).
6. Excellent	Outstanding candidate with many strengths and no weaknesses. Meets all the essential and desirable requirements (where these apply).

A GUIDE TO RATING CANDIDATES

1. The following optional rating guide can be used for any aspect of the selection process: presentations, written assignments, interviews etc. The rating on the Assessment Form should reflect an overall final rating gained after consideration of all aspects of the selection process.

RATING GUIDE

1. Very Poor	Major areas of weakness. Fails to demonstrate any of the standards required.
2. Poor	Fails to meet many of the standards required. Needs to develop in all areas.
3. Marginal	Falls short of some of the standards. Would need significant further development.
4. Suitable	Acceptable standard. Scope for further development in some minor areas of weakness.
5. Good	Highly acceptable, a strong candidate with few weaker areas. Meets all the essential requirements and some desirable requirements (where these apply).
6. Excellent	Outstanding candidate with many strengths and no weaknesses. Meets all the essential and desirable requirements (where these apply).

CONDITIONAL OFFER

Your Reference: 0001

My Reference: 0001

Telephone: 0113 226 1789

Email: admin@leedsacademy.com

Address: 14A Woodsley Road
Leeds, LS3 1DT

Date:

Dear #

Appointment of:.....

Grade:-.....

Hours:-.....

1 Year Fixed Term Appointment – (subject to review and continuation of funding) (only include if relevant)

Further to your interview for the above post, I am pleased to make you a provisional offer of employment to the post of (insert job title) at a salary of per annum plus (insert any other benefits).

(Teachers) You will be paid £# per annum, which is the # point on the #(Main Pay Scale/Upper Pay Scale (only include if you know)).

You have been appointed to this post on a permanent basis OR on a one year fixed term project basis, which is subject to review and continuation of funding. Your normal working week will be one averaging 37 hours per week (**for support staff only**).

Your starting date in your new post will be confirmed once the school/local authority has received the following satisfactory clearances:-

- a) Your outstanding references at least 2 satisfactory references must be received (include if appropriate).
- b) Confirmation of your qualifications as stated on your application form – please arrange for your original documents to be checked by the school if they weren't checked at interview.
- c) Your appointment will also depend upon a satisfactory clearance from the Disclosure and Barring Service; until this is received you will not be able to have any unsupervised contact with students. However, this will not affect your start date. A separate letter will be sent to you from Zahra Ali, our Administration and Welfare Officer.
- d) Asylum and Immigration Act 1996 – confirmation that you have current and valid permission to live and work in the UK. This would normally be a document showing your National Insurance number or your passport.
- e) Confirmation of your sickness absence record for the last 2 years from your referee(s) and reasons which conforms with the Equality Act 2010.

Teaching Posts only:-

- f(i) Confirmation of your English language teaching certificate/s
- f(ii) Confirmation of your Qualified Teacher Status (QTS) (if necessary)

If you decide to resign from your existing post before these satisfactory clearances have been obtained this is your own personal decision. Your Statement of Main Terms of Employment will be forwarded to you in due course by the Director of Studies, Philip Clark. Any questions about your terms of employment can be addressed to her.

Your appointment is subject to a probationary period of 24 weeks during which time you will be expected to show that you are suitable for the post. Successful completion of this probationary period may then lead onto a more permanent contract. (include if relevant).

On behalf of the school, may I welcome you to Inlingua Leeds and I look forward to working with you in the future.

Yours

sincerely,

Darren Aydin

Managing Director

ACTION PLAN

Now that you have completed the Safer Recruitment Workshop, the purpose of this questionnaire is to give you an opportunity to reflect on your own organisation, to think about the areas where you feel you have a lot in place already to keep children safe, and to identify the areas where you feel you could and need to do more to improve your safeguarding practices.

This is an individual exercise that will help you to put some of the learning you have gained from this workshop into practice and to give you the basis for an action plan.

For each of the following statements please rate your organisation on a scale of 1 to 5, where 1 is nothing is in place and awareness in this area is low currently so action needs to be taken, and 5 is things are fully in place and awareness of this area is high so no action needs to be taken at this time.

Once you have rated your organisation against each of the safeguarding features, go back through each area you have given a lower rating to, and have identified that you need to take some action in this area, and write in the last column what action you will take.

Safeguarding feature	Rating 1–5	Action to be taken
<p>1. Staff and volunteers have had briefings or training on understanding abuse and believe that it can be an issue for organisations that they need to be aware of.</p>		
<p>2. Time is taken to plan and structure recruitment activities so that everything is in place before a candidate is interviewed, including person and role specifications and the criteria for selecting the right candidate.</p>		
<p>3. Before inviting candidates to interview, detailed information has been collected from them on the application form and has been carefully scrutinised.</p>		
<p>4. References are taken up at as early a stage as possible in the recruitment process and the information is carefully scrutinised.</p>		
<p>5. Interviews are well planned and questions and criteria probe into candidates' motives for working with children and their suitability as well as their skills and</p>		

experiences.		
6. Wherever possible other selection tools are used and an interview is the minimum selection process that candidates go through for positions involving work with children.		

7. Candidates are asked to disclose criminal convictions and a criminal records check is carried out for posts involving work with children. There are processes in place for carefully and fairly scrutinising criminal records information.		
8. Policies and procedures are in place for people to raise concerns about someone's behaviour towards a child or young person and the culture of the organisation is open and encourages people to raise concerns.		
9. Allegations or concerns about behaviour towards children are taken seriously and are dealt with in an appropriate, fair and timely manner.		
10. There is a code of behaviour that everyone is familiar with, that tells all staff and volunteers what is expected of them in terms of their behaviour towards children, young people and families, and that tells children what behaviour is expected of them.		
11. Staff and volunteers are given a thorough induction that includes setting out the boundaries and expectations of their roles and their responsibilities for safeguarding and protecting children.		
12. Safeguarding and protecting children is seen as core to what the organisation does by everyone and the organisation ensures all staff and volunteers know their responsibilities for		

safeguarding children.		
13. The organisation has a culture of vigilance and does not rely on criminal records checks or recruitment as the only method of ensuring people who work with children are safe.		