



Safer Recruitment Policy

NTS	850
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Mission

'We will increase skills through the attainment of vocational and fundamental English and maths qualifications whilst improving learners' employability skills and life chances. We aim to increase employment levels, decrease NEET and meet the skills demands of the learners, Local Authorities, employers and LEP's that we serve.

Values

Maximising learner / customer success and achievement through innovative delivery to improve individual's life chances and / or employment opportunities, in a safe, secure and nurturing environment underpinned by our specific values of:

Respect, Honesty, Trust, Openness, Equality of Opportunity for all.

Vision

Through a socially inclusive approach, we will provide high quality learning and training support, to equip individuals with the skills for future employment, further development and or Further Education.

Nova Training are committed to delivering excellence, providing the best possible experience and effective IAG for all of our learners and staff alike; with a strong emphasis on Equality and Diversity and a commitment to **Safeguarding** all of our learners / customers to ensure they feel safe, and are safe. We aim to be a high-performing organisation with a passion for learning and a dedication to become the training provider of choice.

INTRODUCTION

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people;
- ensure compliance with all relevant recommendations and statutory guidance including the recommendations of the Department for Education (DfE) in "Safeguarding Children: Safer Recruitment and Selection in Education Settings", the code of practice published by the Disclosure and Barring Service and the 2018 Statutory Guidance for Keeping Children Safe in Education
- ensure that Nova Training meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks;
- employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy and the Statutory Guidance on safer recruiting.

All staff responsible for recruitment will be given accredited training in safe recruitment procedures.

1. Inviting Applications

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“Nova Training has a clear safeguarding policy and will make appropriate DBS checks and take up references prior to any offer of employment. All applicants must complete an application form.”

Prospective applicants will be supplied, as a minimum, with copies of the following documents:

- job description and person specification;
- NTS717 Safeguarding and Child Protection Policy;
- NTS850 Safer Recruitment Policy;
- the selection procedure document for the post;
- NTS1d Employment Application Form

2. Recruitment and Selection Procedure

Applicants will receive a pack containing documentation as detailed in section 1.above for the role applied for.

All applicants for employment will be required to complete in full the Nova Training NTS1d Employment Application Form giving information about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to

the applicant where the deadline for completed application forms has not passed. A curriculum vitae will not be accepted in place of the completed application form.

The applicant may then be invited to attend a formal interview at which his/her relevant skills and experience as applicable to the job being applied for will be discussed in more detail. If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- the agreement of a mutually acceptable start date and;
- the receipt of two references (one of which must be from the applicant's most recent employer) which Nova considers satisfactory; and the;
- receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service and;
- a check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.

If the above conditions are satisfied and the offer is accepted then the applicant will be issued with duplicate contracts of employment as confirmation of the offer of employment. One copy is to signed and returned to Nova Training on the commencement of employment.

All appointments are subject to a six months probationary period during which the notice period to terminate the employment for whatever reason, by either the employee or Nova Training is one week. Nova Training also reserves the right to extend this probationary period should it deem this necessary.

3. Pre-employment checks

In accordance with the recommendations of the DfE in "Safeguarding Children: Safer Recruitment and Selection in Education Settings" and the 2018 Statutory Guidance "Keeping Children Safe in Education" Nova Training carries out a number of pre-employment checks in respect of all prospective employees. As 1st July 2015 the statutory guidance states that all staff starting a position where a DBS is required will have to have a current DBS and 2 references in place and a clear disqualification teaching check completed before they can start work.

3.1 Verification of identity and address

All applicants who are invited to an interview will be required to bring the following evidence of identity, address and qualifications:

- current driving licence or passport or full birth certificate;
- and two utility bills or statements (from different sources and less than 3 months old) showing their name and home address;
- and documentation confirming their National Insurance Number (P45, P60 or National Insurance Card);
- and documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) he/she will be required to provide documentary evidence of the change.

3.2 References

All offers of employment will be subject to the receipt of two satisfactory references, one of which must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. The company will follow up on the 2 references required for any person prior to appointing them into a position of employment

Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following:

- the applicant's dates of employment, salary, job title/duties, reason for leaving.
- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which an investigation was commenced but not completed or the disciplinary sanction has expired)
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people
- the candidate's suitability for working with children and young people;
- the candidate's suitability for this post.

Nova Training will only accept references obtained directly from the referee/s contacted. It will not rely on references or testimonials provided by the applicant or on open references or testimonials.

Nova Training will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be discussed with the applicant before any appointment is confirmed.

4. The Selection Process

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not replace a face-to-face interview (which may be via visual electronic link). For all candidates interviewed, there must be 2 interviewers present. The interviewers are determined as follows:

- A Manager and IQA will interview all tutor candidates.
- A Manager and IQA/ SEN lead will interview all ALS candidates
- 2 Managers **or** a Manager and IQA will interview all PPO/RO roles
- 2 Managers will interview all administration / other roles.

Candidates will be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a DBS certificate.
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

5. Pre-Employment Checks

All successful applicants are required:

- to provide proof of identity at time of interview and on commencement of employment;
- to complete a DBS application form if applying for a regulated position and receive satisfactory clearance prior to commencing work;
- to provide actual certificates of qualifications;
- to provide proof of eligibility to live and work in the UK.

6. Criminal records check

Due to the nature of the work, Nova applies for enhanced criminal record certificates from the Disclosure and Barring Service (DBS) in respect of all prospective staff members and volunteers working in regulated positions. All staff in controlled employment will be subject to a basic criminal record check through Disclosure Scotland.

Nova Training will always request an Enhanced Disclosure as described below.

- An Enhanced Disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. It may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.
- If the individual is applying for a position working with children or young adults, it will also reveal whether he/she is barred from working with children or vulnerable adults by virtue of his/her inclusion on the lists of those considered unsuitable to work with children or vulnerable adults maintained by the DfE and the Department of Health. Applicants with recent periods of overseas residence and those with little or no previous UK residence may also be asked to apply for the equivalent of a disclosure, if one is available in the relevant jurisdiction(s).

Where Nova uses staff from supply agencies, contractors etc., then Nova expects those agencies to have registered these staff with the DBS following their own policy or their own comparable policy. Proof of registration will be required before Nova will commission services from any such organisation.

6.1 Retention and security of disclosure information

Nova Training's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information as well as that contained in the 2018 Statutory Guidance.

In particular, Nova will:

- store disclosure information and other confidential documents issued by the DBS in locked, non-portable storage containers, access to which will be restricted to members of Nova's senior management team responsible for DBS checks and any associated follow up.
- not retain disclosure information or any associated correspondence for longer than is necessary. In most cases, Nova will not retain any hard copies such information for longer than 1 month although Nova will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken.
- ensure that any disclosure information is destroyed by suitably secure means such as shredding
- prohibit the photocopying or scanning of any disclosure information.

Nova Training complies with the provisions of the DBS code of practice, a copy of which is available on request.

7. Induction

All staff who are new to Nova will receive induction training that will include Nova’s safeguarding policies and guidance on safe working practices.

Regular formal and informal probationary meetings will be held during the first 6 months of employment between the new employee and the appropriate manager(s).

8. Retention of records other than DBS records

If an applicant is appointed, Nova Training will retain any relevant information provided on their application form (together with any attachments) on their personnel file. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months unless the applicant specifically requests Nova Training to dispose of these record or to hold their details on file pending further potential jobs becoming available.

9. Queries

If an applicant has any queries on how to complete the application form or any other matter they should contact the HR Operations Manager.

10. Safer Recruitment Questions for interview panel

The questions that will be used to explore the potential employees suitability for the post applied for are contained in NTS850a Interview Questions for Safer Recruitment.

NTS850a Interview Questions for Safer Recruitment

Positive Indicators	Sample questions to test for safeguarding and understanding. (pick one or two)	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. Knows about test cases</p>	<p>Tell us what you have done in the last 12 months to actually improve learner protection in the workplace. How did this action arise?</p> <ul style="list-style-type: none"> • Follow up with: Who did you talk to? What were the results? <p>What is the safeguarding policy in your workplace?</p> <ul style="list-style-type: none"> • Follow up with: How is it monitored? <p>What steps have you taken to improve things? Give me an example of when you have had safeguarding concerns about a learner.</p> <ul style="list-style-type: none"> • Follow up with: What did you do? Who did you involve? What was the outcome? <p>Tell us about a situation which you felt fell short of safeguarding standards.</p> <ul style="list-style-type: none"> • Follow up with: How did it arise? Who did you speak to? What actions did you take? <p>Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns?</p> <ul style="list-style-type: none"> • Follow up with: What were the circumstances? How did you go about it? What was the outcome? 	<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>
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Competency interview questions to address suitable personal behaviours for teaching, including safeguarding children and young people.

Positive Indicators	Personal Competencies	Negative Indicators
Convincing responses based on balanced understanding of	1. Motivations for working with children	Unconvincing responses based on whimsical examples

<p>self and circumstance.</p> <p>Has a realistic knowledge of personal strengths and weaknesses.</p> <p>Examples of having considered / tried other options and 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>Self-awareness / knowledge & understanding of self, interconnection between self and professional role</p> <p>Example questions:</p> <ul style="list-style-type: none"> • <i>What do you feel are the main drivers which led you to want to work with young people / adults?</i> • <i>How do you motivate young people / adults?</i> • <i>What has working with young people / adults to date taught you about yourself?</i> 	<p>Not self aware, don't see themselves as others do</p> <p>Driven by personal needs, not needs of others</p> <p>Not realistic about personal strengths and weaknesses</p> <p>Unrealistic impression of what working with children is really like</p> <p>Failure to consider other alternatives</p> <p>Pushed by others, or forced by circumstance to do something they don't appear to have personally thought through</p>
<p>Behaves consistently and appropriately under pressure or in a position of authority</p> <p>Has control over emotions with adults and young people</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 and resilience</p> <p>Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance / support where necessary</p> <ul style="list-style-type: none"> • <i>Tell me about a time when you have been working with young people or adults when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</i> • <i>Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the 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 young people or adults</p> <p>Doesn't seek help when needed Fails to go to others for advice</p>
<p>Demonstrates a balanced understanding of rights and</p>	<p>3. Values and ethics</p>	<p>Extreme opinions which don't account for the views /</p>

<p>wrongs</p> <p>Puts the learner first</p> <p>Alive to the realities of abuse</p> <p>Prepared to believe</p> <p>Shows a contemplative approach, drawing on personal experiences and lessons from others</p> <p>Builds values and 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>Ability to build and sustain professional standards and relationships, ability to understand and respect other peoples' opinions, ability to contribute towards creating a safe and protective environment</p> <ul style="list-style-type: none"> • <i>What are your attitudes toward learner safety? How are these developed over time?</i> • <i>What are your feelings about learners who make allegations against teachers or staff?</i> • <i>How do you feel when someone holds an opinion which differs to your own? How do you behave in this situation?</i> • <i>Have you ever had concerns about a colleague? How did you deal with this?</i> 	<p>feelings of others</p> <p>Doesn't show balance in opinion 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>Dismissive of, or underplays the risks</p> <p>Consistently puts the blame and responsibility for child protection elsewhere</p> <p>Fails to believe in suspicions / reports of abuse</p>
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