



# Recruitment and Retention Policy

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## 1 Purpose

- 1.1 The purpose of this policy is to define the school's strategic approach to recruitment and selection activity and to establish a consistent framework for the application of these activities.
- 1.2 The Board of Governors recognises that safeguarding and promoting the welfare of children and young people is an integral factor in recruitment and selection and is an essential part of creating safe environments for children and young people. The school is committed to ensuring that recruitment and selection activities are undertaken in a fair and transparent way and that appointments are based on the candidate judged to be most suitable. The aims, therefore, of this policy are to:
  - attract and appoint the highest calibre of applicants;
  - ensure safe and equitable recruitment and selection is conducted at all times;
  - deter, identify and reject prospective applicants who are unsuitable for work with children or young people.
- 1.3 This document is available to all members of school staff and to any prospective applicant. The Board of Governors welcomes any comments or contributions to this policy.

## 2 Legal Context

- 2.1 The Board of Governors recognises that recruitment and selection is governed by many statutory provisions, too numerous to list separately, and is committed to ensuring that all legislative requirements are met in the application of this policy. However, particular reference is made to the School Staffing (England) Regulations 2009, as the fundamental basis for recruitment in maintained schools.
- 2.2 This policy does not form part of any employee's contractual terms and conditions and any links within this document to other documents are for ease of use and do not form part of this policy.

## 3 Delegation of authority

- 3.1 In respect of the position of the Headteacher and Deputy Headteacher, the responsibility and authority to appoint lies with the Board of Governors. Where such recruitment activity is required the Board of Governors will convene a recruitment and selection panel in accordance with the School Staffing (England) Regulations 2009. Where a panel of governors is convened, the Board of Governors will ensure members of the panel have knowledge and understanding of the school's needs, the appropriate experience and training in recruitment and selection, including safer recruitment training, as well as the confidence in carrying out the process effectively. The selection of appropriate governors is a matter for the Board of Governors to consider carefully with advice from the Local Authority and, where applicable, the Diocese, as necessary. Unless statutory legislation has been contravened, the Board of Governors will normally endorse the recommendation for appointment made by the selection panel.
- 3.2 Although the same statutory provisions do not apply to Assistant Headteacher and Business Manager posts, a similar process will be adopted but there will be no ratification from the full Board.
- 3.3 In respect of all other posts the Board of Governors has delegated responsibility and authority to appoint to the Headteacher, with the proviso that governor representation (normally the linked governor) will be sought for Head of Department and Head of Year posts. of Vacancies

## 4 Equal opportunities

- 4.1 The Board of Governors is committed to providing equality of opportunity at all stages of the recruitment and selection process and ensuring that candidates are treated fairly and lawfully throughout the process. Shortlisting, interviewing and selection will always be carried out without

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regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, political affiliation or trade union membership.

- 4.2 All disabled applicants who indicate that they consider themselves to have a disability on their application and who meet the minimum criteria for the role will be guaranteed an interview.
- 4.3 Reasonable adjustments to the recruitment process will be made to ensure that no applicant is disadvantaged because of his or her disability.
- 4.4 Recruitment and selection activities will be undertaken in line with the principles of the school's Equalities Policy.

## 5 Vacancy determination and initiating recruitment activity

- 5.1 The Board of Governors will review such a leadership vacancy in accordance with the current needs of the school, including the Headteacher's pay range, job description/person specification and the key tasks the new Headteacher/Deputy Headteacher will need to address, having regard to school improvement.
- 5.2 Subject to the delegation of authority detailed in section 3.2 (where authority to appoint has been delegated to the Headteacher), where a vacancy relates to any other position within the school's existing staffing structure, it is the Headteacher's responsibility to determine that a vacancy exists and to review whether any such vacancy is to be filled or reviewed before initiating any recruitment activity.
- 5.3 Where the Headteacher wishes to create a new position which is in addition to the agreed staffing structure of the school, he will present a case for such a position to the full Board of Governors for approval. Once approved, the Headteacher can initiate recruitment activity.
- 5.4 Where it is decided that the school requires the engagement of a casual worker, the Casual Worker Policy will be followed.

## 6 Planning for recruitment

- 6.1 Where the recruitment activity concerns Headteacher or Deputy Headteacher posts, the Board of Governors will ensure that the Local Authority is advised that the vacancy exists and is to be filled, in accordance with its obligations under the School Staffing (England) Regulations 2009. The Board of Governors may choose to seek advice from the Local Authority.
- 6.2 Prior to undertaking recruitment activity for vacancies other than the Headteacher, the Headteacher will, working with a senior manager as appropriate, ensure that there is a review of the job description and person specification and ensure that this document is an accurate reflection of the role to be filled.
- 6.3 The Board of Governors and/or Headteacher will make a determination as to whether a role is to be filled on a permanent, fixed-term, temporary or any other basis, taking into account any advice received from Education Personnel Services.

## 7 Advertising vacancies

- 7.1 The Board of Governors recognises that it is a legislative requirement (School Staffing (England) Regulations 2009) that at least one member of a selection panel must have completed safer recruitment training. A selection panel will not be convened without at least one panel member having been appropriately trained in safer recruitment.
- 7.2 For the position of Headteacher or Deputy Headteacher, the selection panel will consist of a minimum of three governors (excluding the Headteacher or, as the case may be, the Deputy Headteacher). For all other posts the panel will normally consist of at least two senior members of staff.

- 7.3 The shortlisting and interview panels will normally be made up of the same members of staff to ensure consistency and fairness.
- 7.4 During the shortlisting process all applications will be assessed equally against the same criteria, without exception or variation. All applications will be carefully scrutinised, with particular care paid to any gaps in employment; repeated and/or regular/frequent changes in employment; and anomalies or discrepancies in information contained within the form. Any such concerns will be taken up with the candidate at interview and will be satisfactorily resolved before any firm offer of employment is made.
- 7.5 References will be requested prior to interview, to enable the panel to compare the information received against the candidate's application form and their answers at interview, as well as allowing for any discrepancies to be explored at interview. References requested at this stage of the process will exclude requests for health information.
- 7.6 The selection process for shortlisted candidates will, as a minimum, consist of a face to face selection interview with an interview panel, with other selection activities (such as classroom observation; group activities; written work) determined by the nature and duties of the vacant post.

## 8 Outcome of the selection processes

- 8.1 A selection decision will be made based on a fair and thorough assessment of the skills and abilities demonstrated by all the candidates against the requirements of the person specification/ job description during the selection process.
- 8.2 Any offer of employment made to the preferred candidate will be made conditionally, in writing, subject to satisfactory completion of pre-employment checks (in line with Section 9).
- 8.3 In Headteacher and Deputy Headteacher recruitment, the selection panel will make a recommendation to the Board of Governors for the appointment of one of the applicants, with the determination of whether to appoint sitting with the Board of Governors and not the selection panel.
- 8.4 For all other appointments, the power to appoint is in accordance with the delegation of authority detailed in Section 3. The chair of the selection panel will report any appointments made under such delegation to the Board of Governors.

## 9 Pre-employment checks

- 9.1 The Board of Governors recognises its statutory responsibility to carry out pre-employment checks for all new staff as well as to update the Single Central Record prior to new staff commencing employment.
- 9.2 These processes will be undertaken in accordance with the school's Fitness and Suitability for Work Policy and Overseas Criminal Records Policy as well as guidance contained in the [Manual of Personnel Practice](#), with further advice sought from Education Personnel Services as necessary.
- 9.3 The selection panel will act reasonably in making decisions about the suitability of prospective employees based on checks and evidence, which may include the following where appropriate: DBS checks, barred list checks, prohibition checks, right to work and identity checks, together with health declaration, references, application forms, interview information and checks of relevant academic and professional qualifications.
- 9.4 The selection panel will assess all information gathered from pre-employment checks as the information is received, in accordance with the Fitness and Suitability for Work Policy. Any unsatisfactory pre-employment checks may lead to the consideration of withdrawal of a conditional offer of employment. Where consideration is being given to withdrawing an offer on the basis of pre-employment checks, advice will be sought from Education Personnel Services.

- 9.5 The candidate will not normally commence employment until all relevant pre-employment checks have been completed and must not start until at least the candidate's identity and right to work in the UK have been established. In exceptional circumstances, the Headteacher may determine to allow an individual to commence employment in regulated activity prior to the receipt of a DBS check. In these circumstances, all other checks, including a separate barred list check where appropriate, must have been completed and he or she will not be left to work unsupervised. A [risk assessment](#) will also be carried out to determine whether other safeguarding measures may need to be put in place.
- 9.6 For volunteers the school will undertake the appropriate checks in line with the guidance in the [Manual of Personnel Practice](#).
- 9.7 Individuals who have lived or worked outside of the UK will be subject to the same pre-employment checks as all other staff. In addition, further appropriate checks, such as an overseas police check, will be made as necessary in accordance with the school's Overseas Criminal Records Policy, in order to sufficiently establish the individual's suitability to be appointed.
- 9.8 For individuals who work at the school via an employment agency, the school will obtain written notification from the agency that the necessary checks that the school would normally otherwise perform have been carried out, prior to engaging the individual. The school will also check that the individual arriving at the school for work is the same person on whom the checks have been made.
- 9.9 For trainee/student teachers who are salaried by the school, the school will ensure that all necessary checks are carried out. For other trainee/student teachers, it is the responsibility of the initial teacher training provider to carry out the necessary checks and for the school to ensure that such checks have been undertaken prior to deployment within the school.

## 10 Offers of employment

- 10.1 Offers made prior to satisfactory completion of pre-employment checks must be made on a conditional basis. Conditional offers of employment must only be confirmed once all pre-employment checks have been satisfactorily completed.
- 10.2 Contracts of employment will be received by the individual within 8 weeks of the first day of their employment and therefore pre-employment checks are required to be satisfactorily completed within 8 weeks. Where such checks are not completed within this timeframe, and the withdrawal of a conditional offer of employment is being considered, the Fitness and Suitability for Work policy will be followed.

## 11 Retention of recruitment records

- 11.1 For unsuccessful applicants, all paperwork gathered as part of a recruitment exercise will be kept confidentially and securely in accordance with the General Data Protection Regulation 2016 (GDPR) and the Data Protection Act 2018 (DPA), for a period of 12 months after the interview date to ensure that if there are any claims raised, the school is able to rely on its records to justify its judgment and decision. After this period these records will be confidentially disposed of.
- 11.2 For staff appointed to work at the school, information gathered during the recruitment process will be used to form part of the employee's personnel file and, where applicable, will be mandatorily recorded on the school's Single Central Record.

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## APPENDIX 1

### HEALTH AND WELL-BEING STRATEGY

- 1 We believe that staff wellbeing is of vital importance. It is an important factor in job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff.
- 2 We have a clear aim to promote the positive health and wellbeing of our staff. The issue of staff health and wellbeing at work is part of our broader approach to health promotion.
- 3 **We aim to:**
  - Promote good practice in both health and wellbeing activities and share success
  - Provide relevant training for all managers
  - Ensure all necessary resources are provided
  - Identify circumstances that may contribute to inappropriate levels of work-related stress.
  - Consult with relevant trade union safety representatives and other stakeholders.
  - Provide confidential counselling for staff as necessary
  - Promote an emphasis on health and wellbeing
  - Provide central support, training, resources and advisory services
  - Produce and disseminate guidance notes
- 4 **Our Senior Leaders will:**
  - Set an example to others
  - Actively promote the principle of positive staff wellbeing and ensure it is seen as a priority
  - Establish effective monitoring processes
  - Make recommendations following consultation with staff
  - Ensure the promotion of the policy throughout the school
  - Ensure staff are provided with meaningful developmental opportunities
  - Provide support and guidance for individuals
  - Allocate resources necessary
  - Be vigilant to employees' personal circumstances, offering additional support as necessary
  - Ensure that communication is effective
  - Ensure that bullying, harassment and discrimination are never tolerated
  - Refer employees (with their consent) to Occupational Health Service or counselling services
  - Ensure effective measures are in place for monitoring stress-related absences
- 5 **Our Middle Leaders will:**
  - Monitor the wellbeing of their teams
  - Ensure staff are fully trained for their duties
  - Monitor workloads to ensure staff are not overloaded
  - Monitor working hours to ensure staff are not overworking.
  - Attend relevant training as required
  - Ensure any potential staff wellbeing issues are communicated to a member of the Senior Team as soon as possible.
  - Ensure absence patterns are monitored and anomalies are reported to Senior Team
- 6 **All staff are expected to:**
  - Look after the health and wellbeing of themselves and their colleagues
  - Treat each other with dignity and respect
  - Take advantage of training and information sources
  - Uphold confidentiality (wherever safety is not at risk)
  - Recognise the limits of what they can do and seek advice at the earliest opportunity
  - Share ideas for promoting health and wellbeing in the workplace
  - Raise issues of concern with their line manager
  - Accept opportunities for occupational health review or counselling when recommended

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## APPENDIX 2

### TOOLKIT OF INCENTIVES

#### Definition

- 1 These are cash payments or non-cash benefits made in order to attract or retain staff. They are typically made where posts are difficult to recruit to, or where key members of staff indicate they wish to move on.

#### Potential Benefits

- 2 The benefits are potentially that better candidates are selected following the first advertisement. As information about the school's schemes spread, the school may find it is approached by potential employees, increasing the pool. Benefits of retention benefits are potentially retaining staff who would otherwise leave the school causing detrimental impact.

#### Potential Downsides

- 3 Sustainability: the national position is still one of financial restraint. Future budget shares for the school are clearly not known year-on-year and, therefore, longer term commitments to payments or non-cash rewards need to be considered carefully in the context of the school's budget. That said, the government has prioritised investment in education as one of their measures to drive long-term economic growth.
- 4 Administrative burden: Managing too many types of schemes or payments creates an administrative and governance burden.
- 5 Inequity: Any scheme needs to be managed carefully to avoid feelings of inequality between staff and potential equal pay claims which are difficult to defend if too many different schemes are used. We must also avoid feelings of inequity between existing staff and newly recruited staff, particularly if benefits being used are not transparent.
- 6 Stagnation: Any organisation needs to develop and improve and a carefully selected and managed supply of "new blood" will inject fresh ideas to that organisation and help it develop further. Therefore, we need to consider what level of turnover is accepted and/or needed for the school to continue to develop in the direction it wants. From an employee's perspective, working in different environments helps them develop skills, providing new challenges in hopefully a long term career. Therefore, retention incentives must not be used to "retain all staff forever", but to ensure staff remain in the school for as long a period as is appropriate for the school's needs.
- 7 Determining appropriate values: Without appropriate benchmarking data for local employment, determining the appropriate value of recruitment or retention payments or benefits is difficult. Data that is around does provide some information on median salaries but this is not specific enough to break down salary data by sector, or by subject in areas across the country. The best way to gather information is to review other school's adverts.

#### Statutory Position

- 8 There is no statute, legislation or guidance about the payment of such benefits. However where they are paid, they are considered part of remuneration and they are therefore in scope should someone consider themselves paid less preferentially than someone of the opposite sex carrying out like work (i.e. an Equal Pay Claim). Where we do make such payments there should be a clear and transparent justification; this ensures that staff understand in what situations such payments are made and gives the school evidence should they be challenged in an equal pay claim.

#### Contractual Position

- 9 The Teachers Pay and Conditions document already provides adequate flexibility to award any payment or non-cash payment in order to attract and retain key members of teaching staff.

## Options

- 10 As an Academy, there is greater flexibility for the Board of Governors to consider whether to use recruitment and/or retention benefits, in what situations and on what conditions. This is because the threat of an equal pay claim is restricted to employees within this establishment.
- 11 The most important recruitment and retention incentive is the school's ethos: its open and transparent culture; its supportive governance and leadership; relationships with staff and with students. Existing employees know how important this is and most prospective staff pick it up quickly on the day of interview. It should not be under-estimated and should be celebrated!
- 12 In addition, Governors have authorised the Headteacher or, in the case of Senior Team, the Governors' Selection Panel or Pay Committee, to consider a number of different options:
  - Golden handshakes: a cash payment paid in the first payslip for joining the school, with a requirement that the employee signs a repayment scheme if they leave before the end of a certain period. A mixture of a handshake and a handcuff could be used.
  - Golden handcuffs: paid after a certain period in employment.
  - Recruitment allowance: paid on a monthly basis for a period of time from the start of the employment to the end of the specified period.
  - Retention allowance: paid on a monthly basis for a period of time from the point at which the employee has indicated they intend to leave to the end of the specified period.
  - Relocation allowances: payments made to cover some expenses associated with moving, particularly if the school has identified a limited pool of potential candidates in the local area.
  - Employee referral schemes: rewards (cash or otherwise) made to existing employees (and sometimes to recruited employees) if someone is recruited following a referral made by them.
  - Varying contract "start dates" to attract candidates: which may be of value to NQTs, offering a contract start date in July or August, for example.
  - Long service awards: gifts/certificates/vouchers awarded for 10, 20, 30 and 40 years' service to Priestlands. For staff employed at Priestlands prior to academy conversion, the school will also honour the equivalent Hampshire Long Service scheme.
  - Subsidised access to award-bearing courses: this scheme allows teachers and members of the support staff to undertake further study in return for an agreement not to leave the school within a given time period.
  - Counselling provision: as part of the school's insurance policy, Health Assured provides a confidential counselling and support service staffed by trained, experienced counsellors for our staff and their family members. The school receives no information relating to usage of the service therefore colleagues can be assured it is completely confidential. This service is available to all Priestlands staff by contacting the Health Assured on 0870 240 2530 or by visiting the website portal at: [www.healthassuredeap.co.uk](http://www.healthassuredeap.co.uk) (Username: Education / Password: Broker).
  - Bike purchases: the school operates a salary sacrifice scheme to enable employees to buy bicycles. The scheme runs from September of each year.

## APPENDIX 3

### LONG SERVICE AWARDS

- 1 The school will introduce a Long Service Award which will apply to all employees.
- 2 Awards will be given to staff after 10, 20, 30 and 40 years' service at the school.
  - 10 year gifts will consist of a certificate recognising long service and an engraved item of glassware with the Priestlands logo.
  - 20 year gifts will consist of a framed certificate recognising long service, an item of glassware engraved with the Priestlands logo, and £100 of Gift Vouchers.
  - 30 year gifts include a hamper, £200 of Gift Vouchers and a framed certificate.
  - 40 year gifts include a gift, £300 of Gift Vouchers and a framed certificate.
- 3 Awards will be presented at a suitable staff meeting in the term following the member of staff reaching each anniversary.
- 4 It will be each employee's responsibility to ensure that the Headteacher is aware that they are approaching or have reached an Award anniversary.
- 5 The scheme will start in September 2016 and apply retrospectively to all staff employed at the school in September 2016.