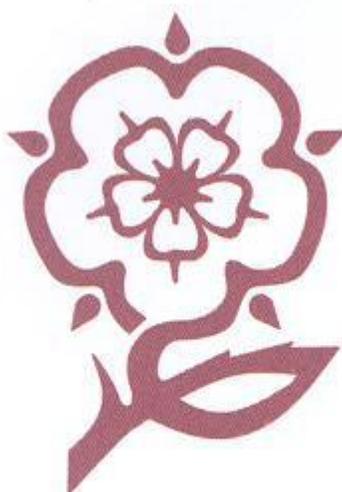


# BULLERS WOOD SCHOOL

## RECRUITMENT & SELECTION POLICY



*Quod Potes Tenta*  
*Strive to your Utmost*

<b>Policy created by:</b> HR Manager	<b>Date of Adoption:</b> March 2017	<b>Date to be Reviewed:</b> February 2020	<b>To be reviewed by:</b> Pay & Performance Committee
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**Safer Recruitment Training** should be undertaken by Headteachers and Governors involved in recruitment and selection processes.

## **RECRUITMENT PROCESS**

- Vacancy
- Job Analysis
- Structure Chart
- Job Description
- Person Specification
- Advertisement

## **SELECTION PROCESS**

- Application
- Shortlisting/Longlisting Scoring System
- Interview Scoring System
- Interviews
- References
- Pre-employment Clearances
- Appointment
- Non-Selection

## **EMPLOYMENT LEGISLATION AND EQUAL OPPORTUNITIES**

The Relevant Acts: -

- The Equality Act 2010
- Rehabilitation of Offenders Act 1974
- Employment Rights Act 1996
- Immigration, Asylum and Nationality Act 2006

### **Appendices 1-6**

## RECRUITMENT PROCESS

### Vacancy

A vacancy can arise in two ways:

- (i) An existing post holder resigns, retires, is promoted etc;
- (ii) A new post is created to address the changing needs of the establishment.

At the outset it is important to determine whether the post should be filled permanently, temporarily or fixed term, having taken into account any relevant constraints.

It is important that before any recruitment takes place, an appropriate person or panel of people is elected to undertake the process. **Please note** it is advisable that one person is not left with the responsibility to recruit on their own.

### Job Analysis

1. All recruitment must begin with the job analysis. This is an assessment and review of the requirements of the job.
2. The job analysis is the foundation of the recruitment process and therefore the source of selection criteria to be used during the recruitment procedure.
3. The job analysis is the creation of/or revision of:
  - (a) Job Description
  - (b) Person Specification
4. These documents must:
  - (a) provide sufficient information for candidates and the selection panel;
  - (b) be written in a straightforward manner;
  - (c) avoid the use of jargon and abbreviations.

Where the above mentioned documents are already in existence, the opportunity should be taken to review the purpose, necessity and duties of the post in order to ensure that they state clearly the **current** job requirements.

Please note consideration should be given to a job evaluation if the duties of the post have changed.

### Job Description

1. The job description is a list of the main duties and responsibilities of the post.
2. It should include the:
  - (a) Job title, scale or grade
  - (b) Main purpose of the job
  - (c) Supervisory/management responsibility
  - (d) To whom responsible (reporting lines)
  - (e) Range of duties/main duties
  - (f) Summary of responsibilities
  - (g) Special conditions of service, e.g. evening meetings
  - (h) Other duties commensurate with the level of responsibility of the post.

## Person Specification

1. The person specification describes the knowledge, experience, skills, qualifications and special conditions required to carry out the main duties of the post.
2. It is derived from a careful analysis of the job description.
3. The following factors should be considered and included:
  - (a) Length and type of experience. This should be restricted to that necessary for satisfactory performance. Care must be given to ensure that no indirect discrimination occurs when determining this criteria
  - (b) Skills and knowledge, technical and personal, required these should be specifically related to the job.
  - (c) Qualifications stated should not exceed the minimum requirements for satisfactory performance, except where statutory/professionally prescribed.

**Essential** criteria only should be included.

1. The person specification criteria should be an accurate, relevant and comprehensive reflection of the job description.
2. In practice the criteria laid down in the person specification forms a checklist which will later be used to longlist/shortlist applicants and to select a suitable candidate. The contents of the person specification, once sent to applicants, may not be altered at any later stage of the recruitment process; this may mislead candidates on the selection criteria they are being considered against.
3. **It is therefore essential that a set of high quality criteria is produced at the beginning of the selection process.** If you start the process again you may, of course, review the criteria and revise accordingly.

## Advertisement

1. The advertisement should be placed with reference to the type of post. It is good practice to advertise all posts. ***Please note that it is no longer a requirement to advertise all Headteacher and Deputy Headteacher posts nationally although it is best practice and provides equality of opportunity.***
2. The advertisement should:
  - (a) be brief, attractive and relevant;
  - (b) be compiled using information contained in the job analysis documents, i.e., job description, person specification;
  - (c) be realistic, factual and clear;
  - (d) make any genuine occupational qualification clear;
  - (e) give a closing date for receipt of applications;
  - (f) contain clear instructions on how to apply.
  - (g) contain clear wording about its commitment to safeguarding.
3. A 'reasonable' period of time should be allocated between the appearance(s) of the advertisement and the stated closing date. A 'reasonable' period to be determined by the level of the post and method of advertisement (internal/external). (Normal practice 2 weeks.)

## SELECTION PROCESS

### Application

1. Application forms should be sent to all interested candidates together with relevant information appropriate to the level of the post.
2. A date may be included in the information to let the applicant know that if they
  - a. have not heard from the employing school/establishment by that date, they
  - b. must assume their application has not been successful.
3. Application forms should not be issued after the closing date.
4. Application forms received after the closing date should not be accepted. However, a late application can be accepted if there is a bona fide and exceptional reason, e.g. postal strike. It is good practice to record the reason for this decision in case any complaints arise.
5. Wherever possible, it is preferable to advise applicants of the proposed dates for longlisting/shortlisting, testing (if applicable) and interview(s) in the background information despatched with the application form. This is so candidates can book these dates as soon as possible in their diaries to ensure their availability.
6. Where internal delays in the despatch of information to applicants occur, the closing date may be extended and all applicants advised accordingly.

### Longlisting/Shortlisting

1. The longlisting/shortlisting should be conducted by a panel of at least two members with the Chair being determined in advance.
2. Wherever possible, consideration should be given to the gender and ethnic makeup of the panel.
3. Non-voting advisers (i.e. specialists, e.g. Human Resources) may be included in the process as required by the Chair of the panel.
4. It is desirable that for each appointment the longlisting/shortlisting and interviewing processes should be conducted by the same panel (not mandatory where exceptional circumstances require otherwise).
5. It is good practice that a Longlisting/Shortlisting Assessment Form be used with the relevant criteria entered. (See example at **Appendix 1**).
6. The panel should endeavour to produce a manageable longlist/shortlist. This will depend upon:
  - (a) the number of applicants/vacancies;
  - (b) how much time can be reasonably devoted to interviews;
  - (c) who meets the criteria.

### Definition

**Longlisting** - this is where a two stage selection process is to be used. The longlisting is conducted as mentioned above. Candidates are then called to a first stage interview or assessment day as appropriate, depending on seniority of the post. These candidates, will be shortlisted to move on to the next stage of the selection process.

**Shortlisting** - This will either be the second stage of the selection process; or where the selection is made by shortlisting from application forms to attend for interview and tests (if applicable) and from this the successful candidate is selected.

## Scoring System Longlisting/shortlisting

**Individual Establishments/School Governors Appointments Panel will need to consider the scoring system which most suitably meets their needs and the requirements of the post they are selecting staff for.**

1. The panel members should independently score each candidate against each Criterion using the person and job specification.
2. The scoring method will be:
  - to mark a / or X against each criterion for each candidate
  - X the candidate fails to meet the criterion
  - / = the candidate meets the criterion at this stage.

Where there are doubts the panel member can initially use a ‘?’

- 2.1 The panel should then compare scores and discuss them with the aim of reaching a consensus.
- 2.2 The ‘?’ should be discussed and a decision made to convert it to an X or /
- 2.3 If a disagreement occurs the majority view will prevail.
- 2.4 If there is a panel of two, the Chair will have the final decision.
- 2.5 The final decision for each criterion should be recorded by the Chair for each candidate and agreed by all panel members.
- 2.6 Candidates scoring X against one or more criteria should be eliminated.
- 2.7 Candidates scoring / □ against all essential criteria should be longlisted/shortlisted.

## Interviews

### *Planning the Interview*

1. Arrangements should be made for a reception area for candidates and an interview room where there will be no interruptions/e.g. telephone, visitors.
2. An interview timetable should be prepared (ideally not more than six candidates a day).
3. The panel members should receive the:
  - a. job description and person specification;
  - b. conditions of service details;
  - c. copies of longlisted/shortlisted applications;
  - d. interview timetable;
  - e. interview structure.
  - f. interview process guidelines and competency interview questions regarding safeguarding (**Appendix 4**).

4. The interviewee should have the following information:
  - a. reasonable notice of interview;
  - b. clear details of the process;
  - c. details of any tasks, i.e. when/where/how (where applicable)
  - d. date, time, venue of interview (good practice is a minimum of five working days' notice) - if already stated in further details a telephone call is acceptable if less than five days are available;
  - e. travel details, parking, accessibility; be encouraged to disclose in advance any disabilities that are likely to influence their performance at interview;
  - f. informed that reasonable measures will be taken to assist disabled applicants, e.g. provision of readers, signers, Braille etc.
5. The panel should aim to meet either on the day prior to the interview or at least one hour before the commencement of the first interview to review the relevant documents, to draft questions and model answers, discuss the depth and content of responses which are required, etc.

Questions must **only** be directly related to person specification criteria.

### During the Interview

1. The interview structure must be applied consistently to all candidates. Where any unforeseen change to the schedules arises, candidates must be informed. Where a candidate indicates they cannot attend, no alternative arrangements are to be made except on the decision of the Chair of the panel who will take into account all relevant considerations and evidence these on the candidates application form.
2. The Chair of the panel should:
  - (a) welcome the candidate;
  - (b) introduce the panel;
  - (c) explain the purpose and the structure of the interview;
  - (d) advise the candidate that the panel may take notes.
3. Establish rapport.
4. Use open questions.
5. Use probing questions.
6. Select at least one question related to the protection and safeguarding of young people **(See Appendix 5)**.
7. Allow the candidate the opportunity to ask their own questions.
8. The Chair of the panel should conclude the interview and inform the candidate
  - (a) when/how they will be notified of outcome.

### After the Interview - Assessing the Candidate

1. Each panel member should score independently on the interview assessment Form (criteria to be established from the job/person specification). It is good practice to do this after each interview and make written comments on how the candidate has or has not satisfied the criteria by using notes taken during the interview. **(See Appendix 2)**.
2. An example of scoring is as follows:
  - i. **0** = Candidate failed to meet the criterion.
  - ii. **1** = Candidate met the criterion satisfactorily.
  - iii. **2** = Candidate met the criterion above essential standard.

3. The panel should compare scores and discuss them, with the aim of reaching a consensus.
  - a. If a disagreement occurs, the majority view will prevail.
  - b. If there is a panel of two, the Chair will decide.
4. The final score for each criterion should be recorded by the Chair for each candidate and signed by all panel members.
5. Candidates scoring '0' against one or more criteria should be eliminated.
6. The scores should then be totalled for all of the other candidates. The candidate with the highest overall score will be the successful one.
7. If the panel is still unable to reach a clear decision, consideration should be given to re-interviewing the leading candidates - second stage interview.
8. If a successful candidate declines the offer of appointment (or is rejected on references or medical grounds), the panel may appoint the 'next best' candidate in his or her place.

**Please note, when using a two-stage interview process and shortlisting a small selection of candidates after the first interview, adopt a similar scoring system and select the best two or three candidates to go forward to the final interview.**

## **References**

1. References should be requested at longlisting/shortlisting stage of the process and prior to the final interview for both internal and external candidates. **(See Appendix 3)**
2. The reference request should be restricted to factual information and assessment.
3. In all cases, the school reserves the right to request references from previous employers indicated on the application form. A reference should be taken from the current employer or in the case of candidates not currently working, most recent. Where current or recent employment does not include working with children, a reference should be taken from any previous employer where working with children was applicable.
4. If possible all references should be cleared by panel members to ensure they are all satisfied with the candidate's suitability for final appointment.

## ***Rehabilitation of Offenders Act***

1. Some school based, education establishment, central education posts are included in the Exemptions Order of this Act. (All teaching posts are included in this.)
2. For these posts it is permitted to require a declaration of 'spent' criminal convictions, which should be considered as part of the candidate's background.
3. Information on 'unspent' convictions will be obtained for all posts.

## **Immigration, Asylum and Nationality Act 2006**

1. If an applicant does not hold a British or EU passport, the school will need to ascertain whether they have the right to live and work in the UK. Work permits are only issued for specific or temporary teaching and non-teaching jobs. It is the School's responsibility to ensure that an employee has/or obtains a current work permit if this is required.
2. Schools need to make checks sensitively, with due care for the feelings and confidentiality of the individual concerned.

**For further information please see guidelines on Illegal Working, Asylum and Immigration Act 1997.**

### **Medical Clearance**

1. All external appointees must complete the School's medical questionnaire. It may be necessary for internal appointees to complete a medical questionnaire, for example if there is a substantial change in the nature of the duties to be performed.
2. The Occupational Health Service will decide whether a medical examination is required. There are specific posts where there is a condition of service that a medical examination is required, e.g. handling food. The Occupational Health Service will require specific information about the nature and duties of these posts.
3. A decision to reject on medical grounds can be taken by the School or Governing Body Selection Panel on the basis of all the information available.

### **Appointment**

1. The successful candidate should be informed and a provisional offer made in writing, subject to satisfactory pre-employment checks, e.g. references, medical clearance and DBS check and Asylum and Immigration regulations. All pre-employment checks are recorded at the front of the Personal File **(See Appendix 6)**.
2. Once all checks have been completed and cleared, the appointment will be confirmed and a start date arranged. Due to the time in obtaining a DBS check it is possible for an employee to commence employment provided that other checks have been undertaken and are satisfactory and strategies are put in place to ensure that he/she does not have unsupervised access to pupils.
3. The written particulars of employment should ideally be sent before the first day of service, but in any event must be issued within four weeks of commencement of employment.

### **Non-Selection**

Candidates may be rejected at any one of three stages:

- a) Longlisting/Shortlisting
- b) Interview
- c) Post Interview
  - failure of medical examination;
  - unsatisfactory reference;
  - failure following official checking procedure, e.g. DBS check and List 99
  - discovery of misrepresentation, e.g. false reference.

Candidates should be contacted to advise them of the result of their application. The Chair of the Panel may also wish to consider providing feedback on their application and their performance in the selection process.

## **EMPLOYMENT LEGISLATION AND EQUAL OPPORTUNITIES**

### **The Relevant Acts :**

1. The Equality Act 2010
2. Rehabilitation of Offenders Act 1974
3. Employment Rights Act 1996
4. Immigration, Asylum and Nationality Act 2006

Failure to comply with the legislation may result in an applicant or employee taking the Governing Body or the school to an Employment Tribunal.

### **The Equality Act 2010**

**This act forms the anti-discrimination law in Great Britain. The act was primarily the Equal Pay Act, 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995.**

It requires equal treatment in access to employment as well as private and public services, regardless of the protected characteristics of disability, gender reassignment, marriage or partnerships, race, religion or belief, sex and sexual orientation.

### **Rehabilitation of Offenders Act 1974**

This allows certain people with convictions to consider their conviction as 'spent' after a period of time. A 'spent' conviction means that it is treated as if it had never occurred.

- a) The rehabilitation period will depend on the severity of the crime, but where a sentence is longer than 2.5 years, the crime will always be taken into account.
- b) If a conviction is spent, applicants need not declare it nor answer questions about it.
- c) If a spent conviction is found, the applicant cannot be refused employment on these grounds. Once in post they cannot be dismissed if a spent conviction is discovered.

### **Exceptions**

In certain jobs, for example jobs giving access to children, (this would include the majority of jobs in schools) candidates are required to disclose all convictions - even spent ones.

### **EMPLOYMENT RIGHTS ACT 1996**

This Act consolidates all the legislation on the individual rights of employees.

The Act covers:

- Written particulars of terms of employment
- Itemised pay statements
- Guarantee payments
- Medical suspension
- Trade union memberships and activities
- Time off work

- Maternity rights
- Minimum periods of notice
- Breach of contract
- Summary dismissal
- Employees' rights during notice
- Unfair dismissal
- Written statement of reasons for dismissal
- Redundancy payments
- Transfer of undertakings
- Employees' rights in insolvency
- Calculations of normal working hours and a week's pay
- Calculating continuous service.

### **Immigration, Asylum and Nationality Act 2006**

The Immigration, Asylum and Nationality Act was introduced to encourage employers to check applicants' eligibility to work in the United Kingdom.

The employer could be guilty of a criminal offence if s/he employs someone who does not have permission to be in work or to work in the United Kingdom.

LONGLISTING/SHORTLISTING ASSESSMENT FORM

CRITERIA	CANDIDATES INITIALS														

Completed by..... Date.....

INTERVIEWING ASSESSMENT FORM

CRITERIA – taken from job/person specification		COMMENTS

- Safeguarding checked?
- References, List 99 and DBS completed – anything to declare?
- Anything in the public domain that could cause embarrassment?
- What is your preferred 2<sup>nd</sup> subject to teach?
- Dress code explained?
- Pay and grade understood?
- Still a firm candidate?
- Please sign the application form

Completed by..... Date.....

**Reference request**

Address

Dear

**xxxxxxxxxxxxxx - Post of Teacher of xxxxxxxxxxxx**

xxxxxxxxxx has applied for the above post at Bullers Wood School and has given us your name as a referee. We should therefore warmly welcome, in confidence, your opinion as to his/her suitability for this post.

We would be pleased if you would confirm how long you have known him and in what capacity, and let us have your comments regarding his/her

- Teaching ability, including subject and curriculum knowledge
- Preparation and planning, monitoring and assessment skills
- Classroom management and discipline, including maintaining a positive learning environment
- Relationship with pupils
- Interpersonal skills with colleagues
- Personal attributes such as honesty, trustworthiness, flexibility and reliability
- Contribution to the life of the school, including participation in extracurricular activities

Please indicate any reservations which you might have and confirm whether or not he was subject to any disciplinary or capability proceedings whilst in your employment or gave you any cause for concern including whether you have any reservations about the candidate's capability or suitability to work with children.

We should be most grateful to have your early reply, by email or fax as we shall be interviewing on xxxxxxxxxxxxxxxxx.

Thank you very much for your help in this matter.

Yours sincerely

## Interview Process Guidelines

### Scrutinising and shortlisting

All applications should be scrutinised to ensure they are fully and properly completed, that the information is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications should not be accepted and should be returned for completion.

All applications should be assessed equally against the criteria contained in the person specification.

### Interviews

Interviews should be conducted by at least two members of staff.

A member of the interview panel should be appropriately trained (NCSL safer recruitment training). The interview panel should meet before the interviews to agree selection criteria, issues to be explored and who will ask about each area. An agreed set of questions should be prepared relating to the requirements of the post and information provided in the candidate's application. Candidate's responses will determine whether there are further areas to be explored. Where possible ask competence based questions that relate to how an individual has responded to or dealt with an actual situation. Any tasks set should be relevant and appropriate.

During the scope of the interview the applicant's suitability for the post should be explored in addition to the candidate's attitude to working with children and their ability to support safeguarding and promoting the welfare of young children. (Please see attached Competency Interview Questions to aid questions relating to working with children and attitudes towards child protection).

The applicants should be asked if they wish to declare anything in the light of the requirement for an enhanced DBS disclosure.

The applicant should sign the application form on Declarations, Page 8, if they have not already done so.

A member of the panel is appropriately trained in safer recruitment?	
Applications checked for completeness and assessed against the criteria?	
Panel met, questions agreed etc?	
Task relevance confirmed?	

Attitude to working with children/safeguarding explored?	
Anything to declare?	
Application form signed?	

**Competency Interview Questions to address suitable personal behaviours for teaching,  
including safeguarding children and young people**

<b>Positive Indicators</b>	<b>Personal Competencies</b>	<b>Negative Indicators</b>
<p>Convincing responses based on balanced understanding of self and circumstance. Has a realistic knowledge of personal strengths and weaknesses. Examples of having considered/tried other options/alternatives. A realistic appreciation of the challenges involved in working with children. Evidence of others having supported and encouraged based on observation of personal talent.</p>	<p><b>1. Motivations for working with children</b> Self-awareness/knowledge &amp; understanding of self, interconnection between self and professional role.</p> <p>Example questions: What do you feel are the main drivers which led you to want to work with children?  How do you motivate young people?  What has working with young people, to date, taught you about yourself?</p>	<p>Unconvincing responses based in whimsical examples. Not self-aware, don't see themselves as others do. Driven by personal needs not the needs of others. Not realistic about personal strengths and weaknesses. Unrealistic impression of what working with children is really like. Failure to consider other alternatives. Pushed by others, or forced by circumstance to do something they don't appear to have personally thought through.</p>
<p>Behaves consistently &amp; appropriately under pressure or in a position of authority.</p> <p>Has control over emotions with adults &amp; children.</p> <p>Understands position power &amp; how to seek help in difficult circumstances.</p>	<p><b>2. Emotional Maturity and Resilience</b> Consistency under pressure, ability to use authority &amp; respond appropriately, ability to seek assistance/support where necessary.</p> <p>Example questions: Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation? Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</p>	<p>Inappropriate responses when under pressure or when in a position of power. Inconsistent responses. Handles conflict badly. Fails to control temper/emotions with children &amp; or adults. Doesn't seek help when needed. Fails to go to others for advice.</p>

<p>Demonstrates a balanced understanding of rights and wrongs. Puts the child first. Alive to the realities of abuse. Prepared to believe. Shows a contemplative approach, drawing on personal experiences &amp; lessons from others. Builds values and judgements based on new information. Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment. Shows respect for others feeling, views and circumstances.</p>	<p><b>3. Values and Ethics</b>          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> <p>Example questions:          What are your attitudes to child protection? How have these developed over time?          What are your feelings about children who make allegations against teachers or staff?          How do you feel when someone holds an opinion which differs from your own?          How do you behave in this situation?          Have you ever had concerns about a colleague? How did you deal with this?</p>	<p>Extreme opinions which don’t account for the views/feelings of others. 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. Dismissive of, or underplays the risks. Consistently puts the blame &amp; responsibility for child protection elsewhere. Fails to believe in suspicions/reports of abuse.</p>
<p><b>Positive Indicators</b></p>	<p><b>Sample questions to test for safeguarding knowledge &amp; understanding</b></p>	<p><b>Negative Indicators</b></p>
<p>Proactive and has personally taken action to improve safeguarding culture.</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue. Personally committed towards making improvements; sees it as part of their job.</p> <p>Prepared to challenge others in the workplace to</p>	<p>Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? (Follow up with: Who did you talk to? What were the results?)          What is the safeguarding policy in your workplace? (Follow up with: How is it monitored? What steps have you taken to improve things?)</p> <p>Give me an example of when you have had safeguarding concerns about a child. (Follow up with: How did it arise? Who did you speak to? What actions did you take?)</p> <p>Tell us about a situation where you felt you fell short of safeguarding standards. (Follow up with: How did it arise? Who</p>	<p>No evidence of having taken steps in own right to make improvements.</p> <p>Passive approach to safeguarding issues. 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 responsibility.</p> <p>Not well versed or clear in understanding of the issues/sensitivities.</p>

<p>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>did you speak to? What actions did you take?)</p> <p>Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns? (Follow up with: What were the circumstances? How did you go about it? What was the outcome?)</p>	<p>Intolerant of the bureaucracy around safeguarding.</p> <p>Shows a tendency to take in appropriate chances/risks in area of safeguarding.</p>
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## Pre-employment Checks - Teaching Staff (incl. NQTs)

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Start Date: \_\_\_\_\_

DOB: \_\_\_\_\_ DfES ref: \_\_\_\_\_

	Details	Sent/ Requested	Received	Comments
Reference 1				
Reference 2				
Other reference (if applicable)				
Offer/Contract Letter				
Health Check				
List 99				
DBS Check				
QTS/PGCE				
Skills Test Numeracy				
Skills Test Literacy				
Skills Test ICT				
Degree(s)				
A Levels				
Eligibility				
Disability				
Photograph				
e - Safety				
Register of Interests				
Pension				
Induction Pack				
SIMS				
Master Staff List				
ICT Advised				