



Recruitment and Selection Policy

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I Introduction

This Recruitment and Selection Policy has been produced in line with the DFE Guidance 'Safeguarding Children and Safer Recruitment in Education (January 2007)'. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. 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.

2 Recruitment and selection policy statement

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The school is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

3 Purpose

To ensure that the recruitment of all staff (including volunteers) is conducted in a fair, effective and economic manner.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

4 Scope

The policy applies to all school employees and governors responsible for and involved in the recruitment and selection of all staff.

The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body may delegate the responsibility to the Headteacher for appointing staff other than those to the leadership group.

5 Aims

To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

6 Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The Job Description, person specification and role profile are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection will be carried out by a panel with at least two members but preferably with three. At least one member of the panel will have received appropriate training on the recruitment and selection process as recommended by the DFE.
- Selection will be normally be based on a minimum of completed application form, shortlisting and interview
- Monitoring and evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised
- The Equality Act 2010 makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

7 Equal Opportunities

The School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, religion/belief, age, disability, marital status, sex and sexual orientation. The School acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

For further guidance see Recruitment and selection guidance section 2

8 Safer Recruitment – training

It is a requirement that at least one member of the interview panel has completed the Safer Recruitment Training successfully prior to the start of the recruitment process.

9 Pre-recruitment process

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important; therefore the experience should be positive and all those responsible for recruiting will:

- Leave a positive image with unsuccessful applicants
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the school's commitment to safeguard children and young people.

Application form

A standard application form will be used to obtain a common set of core data from all applicants.

Job description/person specification/ role profile

The school will ensure that up-to-date information about each position is available for candidates.

For further guidance see Recruitment and Selection Guidance section 4

References

The purpose of seeking references is to obtain objective and factual information to support the appointment decision. They will always be sought and obtained directly from the referee.

References will be sought on all short listed candidates, including internal ones, and will be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

For further guidance see the Recruitment and Selection Guidance Section 4

10 Interviews

The interview will assess the merits of each candidate against the job requirements and explore their suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.

Interview panel

A minimum of two interviewers will form the interviewing panel, but preferably three. The members of the interview panel will be the same people who undertook shortlisting. At least one member of the panel will have completed the appropriate training on safer recruitment as recommended by the DFE.

The members of the panel will:

- Have the necessary authority to make decisions about appointments
- Be appropriately trained
- Meet before the interviews to:

Reach a consensus about the required standard for the job to which they are appointing

Consider the issues to be explored with each candidate and who on the panel will ask about each of those;

Agree their assessment criteria in accordance with the person specification or role profile.

The recruitment interview

In addition to assessing and evaluating the applicants suitability for the particular post, the interview panel will also explore:

- The candidate's attitude toward children and young people
- His/her ability to support the school agenda for safeguarding and promoting the welfare of children

- Gaps in the candidate's employment history
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee; and
- Ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If, for whatever reason, references are not obtained before the interview, the candidate will also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. Where references are not available at the time of interview these will be obtained before any appointment is confirmed and any concerns explored with the candidate.

For further guidance see the Recruitment and Selection Guidance section 5

II Conditional Offer of Appointment: Pre-employment Checks

An offer of appointment will be conditional upon:

- The receipt of at least two satisfactory references
- Verification of the candidate's identity
- Verification of eligibility to work in the UK
- Verification of qualifications
- Verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted)
- A check of DFE list 99 and a satisfactory CRB Enhanced disclosure
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and
- (for support staff posts) satisfactory completion of the probationary period.

The School will seek advice from the Plymouth City Council's Safeguarding Business Manager if a disclosure reveals information that a candidate has not disclosed in the course of the selection process.

All checks will be:

- Confirmed in writing
- Documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by CRB regulations)
- Recorded on the school's central record database; and

- Followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where :

- An applicant is found to be on List 99 or the PoCA list, or the disclosure shows s/he has been disqualified from working with children by a Court or;
- An applicant has provided false information in, or in support of, his/her application; or
- There are serious concerns about an applicant's suitability to work with children and young people

The facts must be reported to the police and/or the DFE Children's Safeguarding Operations unit. The school will liaise with the Plymouth City Council's Business Safeguarding Manager and Human Resources where this is the case.

For further guidance see the Recruitment and Selection Guidance Section 7

12 Post Appointment Induction

It is recommended that an induction programme for all staff, governors and other volunteers newly appointed to the school, regardless of previous experience.

For further guidance see Recruitment and Selection Guidance section 10

RECRUITMENT AND SELECTION FLOWCHART

- Review the vacancy – is the same role or same hours required?
- Is the appointment temporary, permanent, fixed term?
- Agree the shortlisting and interview panel (members should be the same for both)
- Agree the grade for the post
- Panel members should be trained, ensure at least one member of the panel has been trained either the NCSL Safer recruitment on line training or the Safer Recruitment Training.



Prepare Recruitment Documentation

- Job Description
- Person Specification
- Role Profile (support staff)
- Advert
- Information about the school



ADVERTISING

- Consider where to advertise the post
- If placing in external press or TES, consider the required deadlines for adverts
- All permanent posts should be advertised externally – see guidance



SHORTLISTING PROCEDURES

- Shortlist applicants against person specification or role profile – check guidance
- Invite shortlisted candidates to interview
- Take up references where permission has been given
- Ensure candidates are notified promptly of date/time/location of interview
- If interviewing a disabled candidate check what adjustments may be needed
- Notify candidates promptly of date/time/location of interview
- Notify candidates of any selection tests such as a presentation



INTERVIEW PANEL PROCEDURES

- All shortlisted candidates must be interviewed prior to appointment
- Panel members should be trained
- One member of the panel must have attended the NCSL Safer Recruitment on line training or the Safer Recruitment training.
- If interviewing a candidate with a disability make sure adjustments have been made
- Make arrangements to greet and host candidates



INTERVIEW

- Use guidance notes to structure interview and prepare questioning strategy (ensure all candidates are questioned on same areas)
- Probe carefully on answers and seek examples of past performance
- Ensure good notes are taken during the interview
- Check and verify evidence of eligibility to work in the UK and qualifications
- Check guidance on references and ensure you are satisfied
- Agree which candidate to appoint.
- Collect interview notes from all panel members
- Keep interview notes, any observations from tests etc for 6 months



MAKING AN APPOINTMENT

- Contact successful applicant and make confidential offer subject to any necessary pre employment checks.
- Inform unsuccessful candidates promptly. Offer constructive feedback
- Notify payroll with starters form
- Prepare the induction plan for your new member of staff

Recruitment and Selection Guidance

I Introduction

The purpose of this guidance is to assist those with recruitment responsibilities to ensure a fair and equitable recruitment process.

It is essential that schools adopt a recruitment and selection policy to help deter people from applying who are unsuited to work with children and to ensure that a consistent, fair and thorough process is followed. Making safeguarding an integral factor and promoting the welfare of children and young people in the recruitment and selection process and is an essential part of creating safe environments for children and young people.

This recruitment and selection guidance applies to all staff within schools and volunteers.

The Governing Body is the employer of the staff.

The governing body has the overall responsibility for all staff appointments in the school. With the exception of the appointment of headteachers and deputies, where different arrangements apply it may delegate these responsibilities to the headteacher, an individual governor, or a group of governors with or without the headteacher. Therefore, other than in exceptional circumstances, the governing body should delegate the responsibility for these matters to the headteacher.

2 Equal opportunities

There is a duty on all public bodies to actively promote equal opportunities, eliminate discrimination, promote positive attitudes to disabled people and to take account of disabilities. Every internal or external candidate for a job must be considered against criteria, which relate only to the requirements of the job.

3 Discrimination and key legislation

There is a great deal of legislation surrounding recruitment and employment. This section covers the relevant legislation and best practice that you should be aware of and comply with throughout the recruitment process.

The Equality Act 2010

The Equality Act, the core provisions of which came into force in October 2010, consolidates and simplifies existing discrimination law by bringing a number of separate pieces of legislation into a single Act. Therefore the range of anti-discrimination Acts (which formerly applied to the area of recruitment and selection) including subsequent amendments to each Act, and a number of regulations have now been effectively replaced by the Equality Act 2010, including, in particular: the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Sex Discrimination (Amendment) Act 2000, the Race Relations Act 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003, Employment Equality (Age) Regulations 2006 and the Equality Act 2006. The new Act also contains new measures, which are intended to strengthen protection against discrimination and amends 'existing strands' of anti-discrimination law (although differences between different strands (e.g. age, disability and sex discrimination) remain)

The Act covers the broad range of employer responsibilities including recruitment and selection, promotion, terms and conditions, training, pay and dismissal (including retirement).

It is unlawful for an employer to directly discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. These are the nine 'protected characteristics' under the Act. The definition of direct discrimination includes, for most protected characteristics, 'associative' or 'perceived' discrimination. It is also unlawful for an employer to discriminate indirectly because of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation. (Treatment related to pregnancy or maternity is unlawful if it is unfavourable.) Further, it is unlawful to victimise anyone because they have made a claim or raised a grievance under the Act or any previous anti-discrimination legislation. Harassment now applies to all protected characteristics except pregnancy and maternity and marriage and civil partnership.

Associative discrimination is discrimination against someone because they have an association with someone else who has a protected characteristic. This applies to all protected characteristics except marriage and civil partnership and pregnancy or maternity (age, disability, gender reassignment and sex are covered for the first time).

Perceived discrimination is discrimination against someone because they are thought by the discriminator to possess a protected characteristic, whether or not they actually do so. Again, this applies to all protected characteristics except marriage and civil partnership and pregnancy or maternity (disability, gender reassignment and sex are covered for the first time).

Indirect discrimination is discrimination that arises when a policy applies to everyone, but the policy has a 'disproportionate impact' on those with the protected characteristic. Under the Act, when facing a claim for *indirect* discrimination, employers must justify their behaviour as 'a proportionate means of achieving a legitimate aim'.

Harassment is defined in the Act as 'unwanted conduct related to a relevant protected

characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'. 'Employees' (the definition includes job applicants) can complain of behaviour even if it is not directed at them and/or they do not have the relevant protected characteristic themselves.

Victimization is treating someone less favourably than someone else because they have (or are thought to have) raised a grievance or made a claim or complaint under the Act or any previous anti-discrimination legislation. The treatment of the 'victim' no longer needs to be compared with that of someone who has not made an allegation. Malicious allegations or allegations known to be untrue by the person making them are not covered by this protection.

Recruiting managers need to be aware of these definitions and avoid associative and perceptible discrimination and indirect discrimination as well as direct discrimination.

The Act introduces an 'occupational requirement' defence across all protected characteristics. This replaces the 'genuine occupational qualifications' (GOQs) defence in sex, gender reassignment and race cases and the 'genuine occupational requirement' defence in race cases.

Combined Discrimination

From April 2011, under the Equality Act, it will be possible for an individual to bring claims against employers for 'combined discrimination', that is where they have suffered unfavourable treatment or a particular disadvantage because of a combination of two protected characteristics. This applies to the following protected characteristics: Age, Disability, Gender reassignment, Race, Religion or belief, Sex and Sexual orientation. Combined discrimination claims will be allowed for direct discrimination claims only and no more than two characteristics can be combined.

An example of combined discrimination would be if an older woman applied for the role of school caretaker and was unsuccessful in her application. When she asks for feedback she is told that she was not appointed because the role is not considered suitable for an older woman, in that the school do not believe she would have the strength or energy to carry out the full range of physical duties associated with the role. In this example the woman could not succeed in a sex or age discrimination claim, as the reason for her treatment was not her sex or her age in isolation, but a combination of the two.

Below some specific areas of discrimination are addressed in more detail.

Equal Pay

It is unlawful for employers to discriminate between men and women in terms of their pay and conditions where they are doing the same or similar work; work rated as equivalent; or work of equal value. Posts are evaluated in line with the Single Status Agreement.

Sex, Sexual Orientation and Gender Re-assignment

It is unlawful to discriminate (directly or indirectly) or to victimise or harass because of sex, sexual orientation and gender re-assignment.

Transsexual people are protected from discrimination whether or not they are under medical supervision.

There are a few posts which will fall outside the Equality Act due to an Occupational Requirement (OR).

In the limited circumstances when an occupational requirement applies, it is lawful to directly discriminate on the grounds of someone's sex, sexual orientation or gender re-assignment. Please note, that these exceptions are few and are limited to reasons such as when the provision of services can most effectively be provided by a person of the same sex, sexual orientation or gender status.

For example, in certain circumstances an occupational requirement may apply to preserve decency or privacy. In those situations, for reasons of gender sensitivity the school may advertise for a male or female for the position.

Race and Religion and Belief

It is unlawful to discriminate, directly or indirectly, or to victimise or harass anyone because of their race (ie colour, race, nationality, ethnic or national origins), religion or belief.

The only exception to the law against discrimination in terms of recruitment is if the post has an occupational requirement, that is, where it is necessary for someone to be of a particular race, religion or belief. The conditions in which this exception can apply are limited to things such as achieving authenticity in a dramatic performance or similar entertainment, in modelling work, to achieve authenticity in restaurants or to provide personal services to people from a particular racial or religious group, in connection with their welfare, which only a person of the same race or religion can do most effectively.

Employers must show that it is proportionate to apply the occupational requirement in the particular case.

Important: it is recommended that you seek advice from Schools HR if you think an occupational requirement applies to a position you are advertising.

Disability

Discrimination in relation to the employment of disabled people is prohibited, including recruitment, training, promotion, benefits and dismissal. Employers are required to make 'reasonable adjustments' for a disabled person who may be disadvantaged by a provision, criterion or practice, or a physical feature of premises.

Disability is a 'physical or mental impairment that has a substantial (that is, more than minor or trivial) and long-term adverse effect on the ability to carry out normal day-to-day activities'. Under the Equality Act a disabled person no longer has to show that normal day to day activities are affected because their impairment affects a particular 'capacity', such as mobility, manual dexterity etc. Previously (with some exceptions such as cancer and MS), a disabled person had to establish that one or more 'capacities' were affected.

Under the Equality Act 2010, disability-related anti-discrimination regulations were strengthened. The concept of 'disability-related discrimination' has been replaced with the new concept of 'discrimination arising from disability'. An employer will discriminate against a disabled person if they treat that person in a particular way, and because of the effect of that person's disability¹ the treatment amounts to a detriment, unless the employer can justify that treatment as a proportionate means of achieving a legitimate aim. In addition, indirect discrimination provisions now apply to disability as a characteristic.

The full list of types of discrimination involving disability under the Act are:

- direct discrimination,
- discrimination arising from a disability,
- indirect discrimination,
- harassment,
- victimization,
- breach of the duty to make reasonable adjustments.

It is unlawful for an employer to discriminate against a disabled person:

- in the arrangements made for determining who should be offered employment,
- by asking unnecessary health-related questions as part of the recruitment process

¹ Previously discrimination was defined as discrimination *on the grounds of* the disability *itself*.

- in the terms on which the disabled person is offered employment
- by refusing to offer, or deliberately not offering, the disabled person employment.

The Equality Act 2010 makes it unlawful for an employer to ask a job applicant about their health before offering work (on a conditional or unconditional basis).

However it will not be unlawful to ask about the applicant's health if the prospective employer asks for the purpose of:

- finding out whether an applicant is able to participate in an assessment to test their suitability for the role
- establishing whether there is a duty to make reasonable adjustments to enable an applicant to take part in the recruitment process
- establishing whether the applicant will be able to carry out a function that is fundamental/intrinsic to the work concerned
- monitoring equality and diversity and
- taking positive action in supporting employment for disabled people or where the employer has an occupational requirement that the employee has a particular disability, establishing the person has that disability.

It remains legal to ask health-related questions after the job offer has been made, so offers conditional on completion of a medical form / check can still be made. Questions regarding attendance levels can be carried out after the successful candidate has been offered the position.

In drawing up job descriptions, person specifications and recruitment adverts, make sure that you do not ask for attributes, experience or qualifications which are unnecessary and may therefore amount to unlawful discrimination against someone with a disability.

Consider whether part or all of the job duties can be modified to suit someone with a disability.

Remember that not all disabilities are visible. For example, someone with a learning disability may struggle to carry out all the duties of a job, however with reasonable adjustments to the job or additional support, may prove an ideal candidate.

Ensure that you consider reasonable adjustments that may need to be made at all stages of the recruitment process, including when making a job offer. Don't make assumptions about the type of adjustments that may be necessary for someone with a disability – always ask the individual what support, if any, they may need.

It is Elburton School's policy to interview all disabled applicants who meet the basic criteria for the post and this is recommended for all school posts.

There is also a Government-run Access to Work Scheme that provides practical and financial support to help disabled people achieve and maintain employment. For further advice regarding employing people with disabilities contact your Schools HR Adviser.

Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Positive Action

The Equality Act 2010 introduces the right for employers to take positive action when selecting between two equally qualified candidates. This permits employers to base their recruitment decision on, for example sex or ethnicity where there is an under-representation in the workforce of that particular group and they are faced with two or more equally suitable candidates for an available role. However, it is not intended to allow automatic selection of under-represented groups. This is a complex area and it is recommended that if managers are considering this action they should contact the School's HR Adviser for advice.

Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act (ROA) is aimed at helping people who have been convicted of a criminal offence and who have not re-offended since.

The Act enables criminal convictions to be come 'spent' or ignored after a 'rehabilitation period'. After this period, with certain exceptions, a person with a conviction is not normally obliged to mention it when applying for a job.

However positions in schools are exempt from the ROA because duties of posts in schools (paid or unpaid) involve regular contact with children and therefore fall under the Rehabilitation of Offenders Act (Exceptions Order) 1975 and 2000. For all posts in schools that will involve regulated activity the recruiting manager is required to request a CRB Disclosure check under the Police Act 1997 and the Vulnerable Groups Act 2006. The CRB Disclosure which provides information on both 'spent' and 'unspent' convictions.

4 Pre Recruitment Process

The objective of the recruitment process is to attract select, and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important. Therefore, the experience should be positive and all those responsible for recruitment should:

- Leave a positive image with unsuccessful candidates
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the commitment to safeguard children.

Planning is vital to successful recruitment. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate and whether there are any particular matters which need to be mentioned in the advertisement for the post in order to prevent unwanted applications. It is an opportunity to consider other arrangements such as job sharing or part-time hours. It is also vital to plan the recruitment exercise itself.

Adopting a structured recruitment process will

- Minimise the risk of appointing someone unsuitable
- Ensure the capabilities and conduct of new staff are acceptable
- Enable the school to 'track' a process and ensure all relevant steps are taken
- Ensure written records of procedures are available for future records if required.

Review the job description/role profile

The role profile or job description should be reviewed to ensure it is up to date. If any changes are made to the duties for a support staff position then a revised role profile will need to be sent to the Job Evaluation team and this role will then be re-evaluated by a panel. The Headteacher will be notified of the actual grade of any changed/new job.

Role profiles for support staff can be found on the School Room under HR support – Pay and Conditions – Role profiles.

It should be noted that the shortlisting criteria for these posts which are described by a role profile, can be found in the section called Experience, Knowledge and Qualifications.

Any amendments to teachers' job descriptions must be made in line with the conditions of service and the framework of professional standards for teachers as set out in the Schoolteachers' Pay and Conditions Document. If additional responsibilities are to be allocated to the post consideration may be required to the payment of a Teaching and Learning Responsibility allowance.

Care should be taken when revising any role profiles or job descriptions that any discriminatory requirements are not included such as:

- Age limits or requirement to have 'x' years experience
- Check the qualifications are necessary and can be backed up objectively, and consider the reference to the type of exam so as not to exclude, such as O levels, GCSEs etc, perhaps state skills instead
- Physical requirements should only be specified where it can be demonstrated that physical strength is required. Statements such as "must be energetic" for a job mainly sedentary should be avoided.

Schools should contact the School's HR Adviser for advice regarding role profiles or job descriptions.

Advertising

Specific guidance applies to the advertising of a Deputy Headteacher. The Guidance on managing staff employment in schools published by the Department for Education (November 2009).

Advertising the post of deputy headteacher

The 2009 regulations specify that the governing body must advertise the vacancy or post in such manner as it considers appropriate, unless it has good reason not to. A decision not to advertise should only be taken if the governing body can demonstrate there is good reason not to and that it does not leave them open to challenge. All decisions should be documented fully, as the governing body will need to demonstrate that it has acted reasonably if it is challenged."

All posts should be advertised as widely as possible unless there are clearly defined reasons not to.

Posts advertised internally within the school should be circulated to staff on maternity leave and long term absences.

Occasionally, a post may not be advertised, either because a similar post has recently been advertised and an appointment can be made from the subsequent interviews, or because a fixed-term appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long term sickness absence.

Where the need for a fixed term post becomes a permanent one, then the governing body will need to consider whether it is appropriate for the postholder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post being designated as fixed-term and any subsequent changes in the needs of the school and

the original recruitment process that was undertaken. Advice should be sought from the School's Human Resources Adviser.

In line with DFE Guidance the paragraph below should be included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, person specifications, role profiles or job descriptions, competency frameworks and induction training materials:

“The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.”

Writing the advertisement

Advertisements should be clear and state briefly:

- The job title
- Salary (if part-time the pro rata salary)
- Number of hours
- Whether available for job share
- Job requirement, if not explicit in the job title
- Essential criteria for job applicants
- A brief description of the school
- Job Location
- Contract terms, permanent, temporary, fixed term
- How to apply
- Name of the person advertising the job with a telephone number to call if the applicant wants to find out more information

Avoid using phrases such as “young, mature, energetic” person. Consider alternative wording when not putting in ‘x years experience’. Think about pictures and images used in adverts, could they be considered discriminatory.

If the post being advertised is for a fixed term or temporary basis then the reason for the appointment being temporary needs to be specified in the advert. Advice on reasons can be sought from the School's Human Resources Adviser.

When a vacancy is advertised, the advertisement should include a statement similar to: “the school is committed to safeguarding and promoting the welfare of children therefore the successful applicant will be required to undertake a criminal record check via the CRB”.

Application form

A standard application form is produced by the local authority and can be found on the school room. It is **not** good practice to accept curriculum vitae drawn up by the applicants in place of an application form because these will only contain the information the applicant wishes to present.

Shortlisting

All applications must be scrutinised to ensure that they are fully and properly completed, that the information provided 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.

Shortlisting will be undertaken by all selection panel members. The panel agree a final short list of applicants to interview.

Late applications should not generally be considered and certainly not once short-listing has commenced.

All candidates must be assessed equally against the essential criteria without exception.

Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the applicant.

It is unlawful to eliminate applicants from the short list on the grounds of

- Disability
- Gender
- Pregnancy
- Sexual orientation
- Race
- Religion or belief
- Age or
- 'spent' convictions unrelated to the job.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought directly from the referee, not via the candidate themselves.

Do not rely on references or testimonials provided by the candidate or an open reference i.e. “To Whom it may concern”. There have been instances of candidates forging references, also open references/testimonials may be the result of a “compromise agreement” and are unlikely to include any adverse comments.

Ideally, references should be sought on all short-listed candidates, including internal ones, and should be obtained before the interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

In any case, where a reference has not been obtained on the preferred candidate before interview, the school must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person’s appointment is confirmed.

All requests for references should seek objective, verifiable information and not subjective opinion. A copy of the job description and person specification or role profile should be included withal requests, and every request must ask:

- About the referee’s relationship with the candidate, e.g. did they have a working relationship; if so what, how long has the referee known the candidate and in what capacity.
- Whether the referee is satisfied that the person has the ability and it suitable to undertake the job in question, and for specific comments about the applicant’s suitability for the post, and how s/he has demonstrated that s/he meets the person specification/role profile.
- Whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee’s concerns and the reasons why the referee believes the person might be unsuitable.

And should remind the referee:

- They have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission.
- That relevant factual content of the reference may be discussed with the applicant.

In addition to the above, requests addressed to a candidate's current employer, or a previous employer in work with children, must also seek:

- Confirmation of details of the applicant's present post.
- Specific verifiable comments about the applicant's performance history and conduct.
- Details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children and young people, including any in which the disciplinary investigation has expired, and the outcome of those; and
- Details of any allegations or concerns that 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, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

On receipt of references it should be checked to ensure that all the specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate.

The information given should also be compared with the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised are less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily.

A history of repeated concerns or allegations over time is also likely to give cause for concern.

If an applicant is not currently employed with children or young people it is advisable to check with the school/education establishment they were last employed in and reasons for leaving.

Full information on the best practice for references can be found in the Safeguarding Children and Safer Recruitment in Education publication.

5 The selection process: Interviews

Candidates must be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. NB if the successful

candidate cannot produce original documents or certified copies written confirmation of his/her relevant qualifications must be obtained from the awarding body.

Although it is possible for interviews to be conducted by a single person, it is not recommended. The panel should consist of two people, ideally three.

The panel should consist of the same people throughout the selection process.

It is a requirement that at least one member of the interview panel has completed either the NCSL 'Safer Recruitment' online training or undertaken the Safer Recruitment training.

Safer Recruitment is a training package developed for headteachers and governors which aims to improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children and young people. The Safer Recruitment training provides valuable background information, and advice about a safer school culture, best practice and suggestions and practical advice to strengthen safeguards against employing unsuitable people.

The panel should agree the questions that will be put to all candidates relating to the requirements of the post.

The panel will also agree issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to an issue will determine whether and how that is followed up.

Where a candidate is known personally to a member of the selection panel it must be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Scope of the interview

In addition to assessing the applicant's suitability for the particular post, the interview panel should also explore:

- The candidate's attitude toward children and young people;
- His/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children and young people;
- Motivation to work with young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and, attitudes to use of authority and maintaining discipline;

- Gaps in the candidate's employment history
- Concerns or discrepancies arising from the information provided by the candidate and or referee; and
- Ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees.

Records of interviews must be retained for a minimum of 6 months from the date of the advertisement. Records should include:

- Assessment and selection criteria used;
- Application of assessment and selection criteria;
- Interview and other selection method notes
- Reasons for the decision made.

Reasons for the decisions taken by the interview panel must be recorded, to be completed and filed by the appointing officer. This must include details of all the information used to reach a decision.

All recruitment paperwork relating to the successful candidate must be retained and placed on his/her personal file.

The school has a responsibility to maintain a central record for the complete recruitment process including interview notes, CRB checks and copies of qualifications.

6 Assessment methods

Assessment and selection methods should be relevant, non-discriminatory and cost effective. Selection methods must not disadvantage any particular group.

A range of selection methods should be considered in order to test candidates' suitability for the role. For example teachers are likely to be observed teaching as well as attending an interview.

Where a presentation or classroom observation is to be part of the selection process the panel should decide how information will be collected and fed back to the candidates.

Candidates should be notified in advance of any tests, presentation or selection exercises.

Assessment and selection of applicants with a disability: applicants who have indicated on the application form that they have a disability must be contacted by the appointing officer and informed of the selection process, and checks made of what 'reasonable' adjustments might be required to meet their needs.

7 Conditional offer of appointment and pre-employment checks

An offer of appointment to the successful candidate should be conditional upon:

- The receipt of at least two satisfactory references (if those have not already been received).
- Verification of eligibility to be employed in the UK
- Verification of the candidate's identity (if that could not be verified straight after the interview)
- Verification of qualifications (if not verified after the interview)
- Verification of professional status where required e.g. GTC registration, QTS status,
- A check of DFE list 99 and a satisfactory CRB Enhanced Disclosure.
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999) and
- (for support staff posts) satisfactory completion of the probationary period.

Guidance regarding CRB procedures and concerns regarding disclosures can be obtained from Human Resources.

All checks should be:

- Confirmed in writing
- Documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by CRB regulations)
- Recorded on the school's central record database; and
- Followed up where they are unsatisfactory or there are discrepancies in the information provided.

Human Resources will liaise with the school in order to follow relevant CRB guidance if a disclosure reveals information that a candidate has not disclosed in the course of the selection process. If the disclosure conviction information supplied is different from the information supplied by the applicant on their original job application ask the applicant to explain this. If a judgement is reached that the applicant deliberately falsified the information supplied on the job application this can be taken into account when considering whether a job offer can be withdrawn. It is normal policy that any deliberate falsification of an application, in any respect, will debar an applicant from appointment.

If subsequent checks reveal any concerns or that the candidate is found to be on List 99 or the PoCA list, or that the candidate has been disqualified from working with children by a Court, or the applicant has provided false information in support of their application, the school should contact Human Resources for advice.

Portability of CRB disclosures

Elburton School will accept portability of CRB Disclosures in specific circumstances. Relevant sections from this policy are quoted below:

The Governing body has determined that Elburton School will only accept the process of portability of Criminal Records Bureau (CRB) disclosures in the following circumstances and provided the satisfactory disclosure is of the same level as required by Plymouth City Council, with the same degree of contact with children/young people and has been obtained within the last three years:

- Where someone moves to the school from another local authority, school or further education college and provided they have not had a break in service.
- Trainee teachers on recognised and approved teacher training courses at university or teacher training college where there is a requirement (as part of the course) to attend teaching practice at Elburton school, at regular and agreed intervals.
- Students who attend university/college or sports coaching degree courses and require a work placement as a condition of completing the degree course and, formal agreement to such a placement has been made with the university/college.

CRB disclosures can only be considered for portability purposes if they are within two years and nine months of their issue date (i.e. at least three months before the three-year anniversary of the issue date).

Where schools are considering CRB disclosure portability, it is strongly advised that advice is sought from Plymouth City Council's Safeguarding Business Manager.

Where portability of a CRB disclosure is agreed it will only be valid for a period of two months to enable a new CRB clearance to be sought by the school and any offer of employment will remain subject to satisfactory CRB clearance.

8 Eligibility to work in the UK

Under the Immigration, Asylum and Nationality Act 2006 it is a criminal offence to employ someone without entitlement or permission to work in the UK. The Act requires all employers in the UK to make basic document checks on every person before they start work to help ensure that they do not employ illegal workers.

Employers are also required to re-check documents at least every 12 months if the employee has time-limited leave to enter or remain in the UK.

Detailed guidance on eligibility to work in the UK can be found in Appendix 2 attached.

Overseas trained teachers (OTT)

OTTs are allowed to teach in state maintained schools and non-maintained special schools in England as unqualified teachers for four calendar years. However, they are not permitted to teach in pupil referral units (PRUs) until they have been awarded qualified teacher status (QTS). The four-year period an OTT is allowed to work as an unqualified teacher begins on the first day the individual taught in a state maintained school or a non-maintained special school in England and expires exactly four years later regardless of whether the OTT has taught throughout the four-year period.

In order to teach lawfully in maintained schools and non-maintained special schools in England, overseas-trained teachers from outside of the EEA who have not been awarded QTS must be provisionally registered with the General Teaching Council in England (GTCE). Further information is available on the GTCE website, <http://www.gtce.org.uk>

It is no longer possible for OTTs without QTS to continue teaching after their four years has expired under any circumstances other than taking statutory leave into consideration.

OTTs who have not obtained QTS within the four years may be redeployed as an instructor. OTTs can only be classified as instructors where and for as long as there is no suitable qualified teacher or teacher on the employment-based teacher training scheme available to fill the post.

Enquiries regarding overseas trained teachers and QTS should be directed to the TDA on 0845 6000 991.

9 Unsuccessful applicants

Unsuccessful candidates should be contacted as soon as possible. It is good practice to provide feedback where requested.

Should the successful applicant subsequently refuse the appointment, the school may recruit from the unsuccessful applicants without re-advertising the post as long as this is within 12 months of the original recruitment process.

10 Induction

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience.

The purpose of the induction is to:

- Provide training and information about the establishment's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm the conduct expected of staff within the school and;
- Provide opportunities for the new member of staff volunteer to discuss any issues or concerns about their role or responsibilities, and
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or other volunteer, but as far as safeguarding and promoting the welfare of children and young people is concerned the induction programme should include information about:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti bullying, anti racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures
- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment
- How and with whom any concerns about those issues should be raised and
- Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role.

11 Probation

Different probationary arrangements will apply for teachers and support staff. For information on teacher's probation see the Statutory Guidance on Induction for Newly Qualified Teachers in England. The guidance can be found on www.teachernet.gov.uk/professionaldevelopment/induction.

Support staff are required to undertake a probationary period of 6 months in every new post.

I2 Volunteers

Recruitment of volunteers must be in line with this policy and all appropriate recruitment checks should be made on volunteers as would be done for substantive, fixed term and temporary staff. See the Model Schools Volunteer Policy on school room.

I3 Agency/supply teachers

It is important that thorough checks are made on anyone who will be working in a school both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession.

Schools must satisfy themselves that the agency has carried out the necessary checks in respect of safeguarding and eligibility to work in the UK.

Schools must record whether they received confirmation of relevant checks from the supply agency (and copies of the CRB Disclosures where appropriate) on the school's single central record.

Where a teacher is directly employed following a period of agency working it is essential that the school carries out all checks normally conducted on a new employee.

Other useful/related documents:

Guidance on managing staff employment in schools, November 2009

<http://publications.education.gov.uk>

Schoolteachers' Pay and Conditions Document

www.teachernet.gov.uk/management/payandperformance/pay

Safeguarding Children and Safer Recruitment in Education

www.schoolsrecruitment.dcsf.gov.uk

Statutory Guidance on Induction for Newly Qualified Teachers in England

www.teachernet.gov.uk/professionaldevelopment/induction

Schools Volunteer Policy

Equal Opportunities Policy

Appendix I: Recruitment Guidance

Country	Code	Identity list	12 month repeat check	Additional info
UK	UK	List A	No	Copy of evidence required.
Austria, Belgium, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Netherlands, Norway, Portugal, Spain, Sweden (and Switzerland)	EEA / Swiss	List A	No	Nationals from these EEA countries (and Switzerland) can enter and work freely in the UK without restriction. Copy of evidence required.
Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, Slovenia	EEA (A8)	List A	No	A8 workers can live in UK if working (or have enough £ to support themselves) but must obtain a work registration certificate within one month of commencing employment (unless exempt*). Can start employment with copy of evidence of application for registration.
Bulgaria, Romania	EEA (A2)	List A	No	A2 workers only able to work in the UK if they hold a valid accession worker card or are exempt**. PCC is likely to need to apply for a <u>work permit</u> before accession worker card is issued. Can <u>not</u> start employment until the worker card has been issued.
All other countries	Outside EEA	List A	No	Copy of evidence required.
		List B	Yes	These documents can demonstrate a person is entitled to work in the UK for a <u>limited</u> period and these documents will need to be re-checked at least every 12 months. Copy of evidence required. Sponsorship: Those individuals that PCC sponsor will fall under this category and PCC must report to UKBA early termination of their employment

Immigration, Asylum & Nationality Act 2006
(evidence required showing entitlement to live and work in UK)

Steps to follow

You should follow Steps 1 - 3 set out below **for every employee** you are considering employing from 1 May 2004 onwards and **before that person begins working for you.**

Documents which show a person's entitlement to work

The documents that establish someone's entitlement to work are split into two lists.

List A - documents show that the holder is not subject to immigration control, or has no restrictions on their stay in the UK.

List B - documents demonstrate that the person has been granted leave to enter or remain in the UK for a limited period of time and/or has restrictions on their ability to take employment in the UK. If an employee provides documents from list B, you will need to carry out specified checks before the employment can begin and then carry out follow up checks of the same kind at least once every 12 months.

STEP 1

You should ask all of your potential employees to provide either:

- one of the single documents, or two of the documents in the specified combinations given from List A;

OR

- one of the single documents, or two of the documents in the specified combinations given from List B

STEP 2

Under the new requirements, you must also satisfy yourself that your potential employee is the rightful holder of any of the documents they present to you. These documents should also allow them to do the type of work you are offering.

You must carry out the following **reasonable steps** when checking any documents presented to you by your potential employee:

- check any photographs are consistent with the appearance of the employee; **and**
- check any dates of birth listed are consistent across documents and that you are satisfied that these correspond with the appearance of the employee; **and**
- check that the expiry dates of any limited leave to enter or remain in the UK have not passed; **and**

- check any United Kingdom Government endorsements (stamps, visas, etc) to see if your potential or current employee is able to do the type of work you are offering; **and**
- satisfy yourself that the documents are genuine, have not been tampered with and belong to the holder; **and**
- if your employee gives you two documents which have different names, you should ask them for a further document to explain the reason for this. The further document could be a marriage certificate, divorce document, deed poll, adoption certificate or statutory declaration.

STEP 3

Finally, make a photocopy or a scan (using **only** the Write Once Read Many / WORM software package) of the following parts of all documents shown to you:

- the front cover and all of the pages which give your potential employee's personal details. In particular, you should copy any page that provides details of nationality, their photograph, date of birth, signature, date of expiry or biometric details; **and**
- any page containing a United Kingdom Government endorsements indicating that the holder has an entitlement to undertake the work in question.

Other documents should be copied in their entirety; this includes both sides of a Biometric Residence Permit.

LIST A

- A passport showing the holder is a British citizen or a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom
- A passport or national identity card showing that the holder is a national of a European Economic Area country or Switzerland
- A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to a national of a European Economic Area country or Switzerland
- A permanent residence card or document issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to a family member of a national of a European Economic Area country or Switzerland
- A passport or other travel documents endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right to abode in the UK or has no time limit on their stay in the UK

Document Combinations

These documents can only be accepted if they are presented in the combinations specified:

- An official document issued by a previous employer or Government agency (e.g. HM Revenue and Customs (formally the Inland Revenue), the Department for Work & Pensions, Jobcentre Plus, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency) which contains the National Insurance number and name of the person.
A P45, P60, National Insurance number card, or a letter from a Government agency is acceptable to demonstrate a person's National Insurance number.

Along with checking and copying a document giving the person's National Insurance number and name, you must also check and copy **ONE** of the following documents:

- An Immigration Status Document issued by the Home Office, the Border and Immigration Agency or the UK Border Agency to the holder with an endorsement indicating that the person named in it is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK; **or**
- A full birth certificate issued in the UK which includes the name(s) of at least one of the holders parents; **or**
- A full adoption certificate issued in the UK which includes the name(s) of at least one of the holders adoptive parents; **or**
- A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; **or**
- An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland; **or**
- A certificate of registration or naturalisation as a British Citizen; **or**
- A letter issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the UK

LIST B

- A passport or travel document endorsed to show that the holder is allowed to stay in the UK and is allowed to do the type of work in question
- A Biometric Residence Permit issued by the UK Border Agency to the holder which indicates that the person named in it can stay in the UK and is allowed to do the work in question
- A residence card or document issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to a family member of a national of a European Economic Area country or Switzerland

Document Combinations

These documents can only be accepted if they are presented in the combinations specified:

First Combination

- A work permit or other approval to take employment issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency

Along with the actual permission from the Border and Immigration Agency or the UK Border Agency for the person to take the employment in question, you must also ensure that the work permit holder has been given the leave to enter or remain in the UK. This will be in the form of:

- A passport or another travel document endorsed to show the holder is allowed to stay in the UK and is allowed to do the work in question; **or**
- A letter issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to the holder or the employer or prospective employer confirming the same

Second Combination

The following documents (Certificate of Application and Application Registration Card) will only be accepted where they have been checked by the UK Border Agency Employer Checking Service (for information see www.ukba.homeoffice.gov.uk/employingmigrants)

- A Certificate of Application issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to or for a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old; **or**
- An Application Registration Card (ARC) issued by Home Office, the Border and Immigration Agency, or the UK Border Agency stating that the holder is “ALLOWED TO WORK” or “EMPLOYMENT PERMITTED”

Third Combination

- A document issued by a previous employer or Government agency (e.g. HM Revenue and Customs (formally the Inland Revenue), the Department for Work & Pensions, Jobcentre Plus, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency) which contains the National Insurance number and name of the holder

Along with checking and copying a document giving the person's National Insurance number and name, you must also check and copy **ONE** of the following documents:

- An Immigration Status Document issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to the holder with an endorsement indicating that the person named in it can stay in the UK and is allowed to do the type of work in question; **or**

A letter issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to the holder or the employer or prospective employer, which indicate that the person named in it can stay in the UK and is allowed to do the work in question.

Useful links:

<http://www.ukba.homeoffice.gov.uk/workingintheuk/>

<http://www.ukba.homeoffice.gov.uk/sitecontent/documents/employersandsponsors/preventinillegalworking/>

http://www.workpermit.com/uk/worker_registration_scheme