

Viking Academy Trust



Recruitment, Induction & Exit Policy

The VIKING ACADEMY TRUST 'Recruitment, Induction & Exit Policy' has been written following DfE and KCC guidance.

Approved by the Trust: Term 6 2017

Reviewed biennially: Term 5

Last review date: Term 5 2022

Signed:

Viking Academy Trust:

, Induction & Exit Policy

Chair of Trust

Recruitment, Induction & Exit Policy

Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

These are:

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This policy applies to the aforementioned schools.

INTRODUCTION

Having the right person in the right place at the right time is crucial to organisational performance and recruitment is a critical activity for all involved.

Purpose

The aims of the Recruitment, Induction & Exit Policy are as follows:

- To ensure that the Viking Academy Trust is able to attract and recruit the highest calibre of candidate for a given vacancy.
- To ensure value for money relating to recruitment costs and to ensure monitoring of the effectiveness of recruitment activity.
- To ensure that all decisions relating to recruitment will be consistent, justifiable and based on merit through the fair testing of the attributes, skills, knowledge and experience of the applicants.
- To ensure that each opportunity to recruit to a Viking Academy Trust post will be assessed with a view to promoting initiatives to eliminate equality imbalances in the workforce.

- To ensure that staff involved in recruitment have the necessary skills and will, at all times, act reasonably, consistently and fairly, in order to address the needs of the Viking Academy Trust and where possible the candidates.
- To promote a positive image of the Viking Academy Trust within the wider community.

Scope

This Policy applies to all staff working for the Viking Academy Trust.

Responsibility

All recruiting managers and support staff have a responsibility to ensure the policy is in place and administered safely, fairly and consistently.

It is the responsibility of the Viking Academy Trust Board of Trustees to have in place, and maintain, a Recruitment, Induction & Exit Policy that meets with the ethos and values of the schools within the Trust.

The policy meets all requirements of relevant legislation, policies and guidance.

Additional guidance is also provided throughout this policy for which safeguarding is a key principle, where the thoroughness of recruitment processes is crucial for the protection of children.

These notes should be read in conjunction with:

- DFE Guidance - 'Keeping Children Safe in Education';
- KCC Safeguarding Children's Board guidance on Safer Recruitment;
- Policies:
 - Equality & Diversity
 - Sex & Relationship Education
 - Equality Policies
 - Pay & Reward
 - Child Protection / Safeguarding incl. Safer Recruitment
 - Staff Code of Conduct
 - Disability Equality Plan
 - Accessibility Plan
 - GDPR Procedures
 - DBS procedure - VAT (Appendix 1)
 - Recruitment Flow Chart (Appendix 6)

Publicity

The Recruitment, Induction & Exit Policy is posted on SharePoint of the VAT's IT network and on the VAT website. Every Viking school has appropriate safeguarding statements displayed on all school documentation including all recruitment materials.

GENERAL GUIDANCE

- An interview panel should include a minimum of the line manager of the role, SLT link and for leadership positions, a member of LAB or Trust Board;
- Safer Practice in Recruitment means thinking about the protection of vulnerable people at every stage of the process in order to protect all stakeholders by ensuring anyone employed to work directly with them poses no risk to their safety or well-being;
- Below is a step-by-step guide to the recruitment and selection process:
 - Vacancy arises through someone leaving, or the creation of a new post within agreed staffing structures
 - A Recruitment Request Form is completed by the Head of School which is approved by the Executive Head.
 - Job Description agreed (available as template on SharePoint)
 - Job evaluation where appropriate
 - Interview dates agreed with panel
 - Advertising
 - Shortlisting criteria (Appendix 7) and exemplar interview questions and scoring matrix (Appendix 7) agreed
 - Applications received and shortlisted
 - Reference requests
 - Invite candidates
 - Interview arrangements/preparation
 - Interviews followed by initial decision, review of references, final decision, notification to candidates
 - Feedback offered
 - Conditional offer of employment & pre-employment checks to include safeguarding legislation (DBS, references, teacher reference number check via Employer Access Online, medical fitness for post, proof of qualifications and identity, S128 check)
 - Appointments and inductions

Central Government is trying to reduce re-offending by getting ex-offenders into paid employment. A Criminal Record often puts employers off selecting an individual to work within their organisation. Objective assessments of candidates will focus on skills, abilities, experience and qualifications. The VAT will also consider the nature of the conviction and its relevance to the job applied for. The Executive Headteacher / Head

of School will assess risks to the School and stakeholders while recognising that a criminal record does not necessarily mean a lack of skills, experience or qualifications.

The VAT will not accept a recent DBS (within 3 years) unless it is portable from a recent Kent Educational post.

The Viking Academy Trust is committed to applying its equal opportunities policy at all stages of recruitment and selection. Shortlisting, interviewing and selection will always be carried out without regard to gender, transgender status, sexual orientation, marital or civil partnership status, colour, race, nationality, ethnic or national origins, religion or belief, age, pregnancy or maternity leave or trade union membership.

The Equality Act 2010 places a duty on employers to provide reasonable adjustments for disabled people in the workplace. The requirement includes reasonable adjustments at all stages of the recruitment and selection process as well as support within the workplace to enable the employee to carry out the duties of the post and to be able to access available training.

PROCEDURE JOB DESCRIPTION

All jobs should have a Job Description outlining clearly the nature of the duties to be undertaken and the skills, knowledge and experience required to carry out the role.

New posts, or posts which have changed substantially over time should be evaluated through a recognised job evaluation scheme. Legislation requires that in the design of Job Descriptions, care should be taken to avoid direct and indirect discrimination.

- 'Direct' discrimination is when criteria are specified which are different for different groups, for example, men, women, minority ethnic and disabled candidates. Direct discrimination deliberately seeks to exclude people from certain groups.
- 'Indirect' discrimination is a more common form, and is when selection criteria are unjustifiably used to the detriment of a particular group, for example requiring a driving licence when little driving is needed for the job, or asking questions of women which are not asked of men, for example about family or child care arrangements.

However, there should be scope within the Job Description to include requirements which could bring in skills, knowledge and ability which can be demonstrated by under-represented groups. For example, experience of working with particular communities, community language skills and understanding how equality and diversity impacts on the job could form some of the desirable criteria for the post.

Legislation requires that non-gender specific job titles are used and that Job Descriptions do not discriminate on grounds of age. However, recruitment for PE posts may be gender specific as this may be classed as a *Genuine Occupational Qualification*.

ADVERTISING

The Executive Headteacher will decide on the appropriate media for advertising in conjunction with the Trust Leadership Team (TLT). The aim of the advertisement is to inform potential candidates about the nature of the role in order to attract the right people. The advertisement should also portray a positive image of the Viking Academy trust and specific Viking school, and encourage applicants from all groups in society.

The COO and CFO will monitor advertising activity in terms of cost and response rate in order to ensure value for money and effectiveness.

The following information will be included in job advertisements:

- Information about the School
- Job Title
- Salary range
- Contract length and number of hours to be worked eg. Full time/part-time, Temporary/Permanent
- Brief but clear description of the requirements of the role
- How to apply
- Closing date
- The Trust / School's website and link to obtain further details.
- A statement about the organisation's commitment to safeguarding and promoting the welfare of children and the need for DBS checks.

Before advertising any job, the existing Job Description should be reviewed to ensure that it is up-to-date and reflects the current requirements of the job.

The VAT uses Kent-Teach standard Application Forms, available from the Kent-Teach website and used for all posts. These are regularly reviewed to ensure compliance with new and emerging employment legislation. CVs will not be accepted.

AIMS OF THE EQUAL OPPORTUNITIES MONITORING FORMS

This information will allow the VAT to produce equality employment monitoring information when and if required by appropriate bodies. Completion of equality monitoring information is required for all new starters. Applications should be treated confidentially and circulated only to those involved in the recruitment process. They must not be passed on to a third party.

Application Forms are retained on file for a period of one year for unsuccessful candidates. Application forms for successful candidates will be retained on their personal file during and after their employment.

APPLICANT INFORMATION

Applicants may access information on the VAT, Viking school, the post (including a job description) and any relevant terms and conditions of employment via Kent-Teach website, the VAT website and also school's website.

* The Rehabilitation of Offenders Act 1974 allows some convictions to become 'spent' so job applicants do not have to declare their existence on application forms. Most positions within education and social services are, however, exempt from this legislation, so applicants are sent the RO2 form, which asks them to declare all convictions, cautions, reprimands and final warnings, whether spent or unspent.

Shortlisted applicants must declare any criminal record on the RO2 form and return it with their application form. During the interview process candidates will be asked if they have completed the RO2 Form accurately and honestly.

SHORT LISTING

After the closing date the recruiting lead person will undertake shortlisting of all applicants against the pre-agreed shortlisting criteria. The shortlisting criteria will be objectively justifiable and will be based on the job description provided to candidates.

The objective of shortlisting is to arrive at a list of candidates from the pool of applications received who meet the essential selection criteria and who are to be invited for interview.

Recruiting leads should also consider whether applications are fully and properly completed, that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Overseas qualifications should be accepted where they meet the equivalent criteria as set by the National Recognition Information Centre. For more information visit www.naric.org.uk. Internal applicants should be given feedback if they are not shortlisted for interview.

DISABLED APPLICANTS

All disabled applicants who meet the essential criteria should be shortlisted and interviewed. The Trust supports the aspirations of the 'J' disability symbol, which provides for a guaranteed interview for disabled applicants who meet the essential criteria.

Preparations for the interview should provide for any reasonable adjustments which a disabled candidate may need in order to fully participate in the interview and selection process.

INTERVIEWS

All candidates on the final shortlist should be invited to interview. The interview panel would normally be made up of a minimum of two staff members and always one Local Governor / Trustee for Leadership positions (Scheme of Delegation details this further).

At least one member of the interview panel must have undertaken Safer Recruitment training within the last three years.

All interviews should be structured and should include questioning on the candidate's work history, reasons for leaving previous posts and any gaps in employment. Interviewers should take notes of the interview and these notes will be retained in School.

Candidates should be given reasonable notice of the date, time, venue, format and approximate duration of the selection process. They should be told the structure of the interview, particularly whether they are required to teach a lesson and/or make a presentation, or to take any form of test. All candidates should be asked if they have any special requirements so that appropriate arrangements can be made.

Candidates must be asked to bring documentary evidence of their identity that will satisfy DBS requirements – i.e. a full birth certificate or a passport/photo driving licence or some form of photograph identification, together with an additional document such as a utility bill within 3 months date that verifies the candidate's name and address. Where appropriate, change of name documentation should also be brought to the interview.

Candidates will also be asked to bring original or certified copies of documents confirming any necessary or relevant educational and professional qualifications. 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. Any costs involved should be incurred by the applicant. Copies of the above documents will be taken and the member of staff who is supporting the interview process should sign to confirm that the originals have been seen.

Evidence of identity must be retained in line with the Asylum and Immigration Act and for the successful applicant retained on their Personal File.

For posts that involve working closely with children the candidates' attitude towards children and commitment to safeguarding and promoting the welfare of children should be tested. 'TED' style questions should form the basis of the interview questions (Tell, Explain, Describe).

The following areas should be explored with the candidates in the interview:

- Their motivation and reasons for wanting to work with children
- Their attitudes and behaviour regarding control and punishment
- Their perceptions about the boundaries of acceptable behaviour towards children
- Their ability to form and maintain professional relationships
- Their understanding of safeguarding children

The Disclosure and Barring Service process must be explained to the candidate at the interview, and it must be made clear that any offer of employment is conditional until a satisfactory DBS check has been received.

FEEDBACK

Unsuccessful candidates must be notified as soon as the recruitment decision is made. Internal and external candidates should be provided with feedback on request. A panel member should be assigned the responsibility of providing feedback, using the notes taken during the selection process.

PROVISIONAL OFFERS OF EMPLOYMENT AND PRE-EMPLOYMENT CHECKS

The provisional offer of employment is made subject to references, medical clearance, checks on the right to work in the UK, DBS checks and checks on registration with the DfE (when required).

All new employees complete a medical questionnaire, and where necessary will see the occupational health nurse/doctor to ensure that any required adjustments are made to enable the employee to work effectively. To comply with the Asylum and Immigration Act, the Application Form asks all candidates to provide evidence that they are entitled to work in the UK.

REFERENCES

A copy of the job description should be included with all reference requests.

APPOINTMENTS AND INDUCTIONS

Viking HR will send out a conditional offer of employment, which will outline terms and conditions of employment and the conditions which must be fulfilled by the candidate.

Appropriate internal communications will take place at this point, including ensuring the candidate is added to appropriate ICT systems. It is the responsibility of the assigned Line Manager to continually review and monitor the progress of new employees against

appropriate standards using the current Performance Appraisal Policy and well as feedback gleaned via 360 staff surveys.

A new employee must be consulted where there are any problems with such aspects as performance, attendance and behaviour. See Appendix 6 for Induction process.

ADDITIONAL GUIDANCE ON RECRUITING AGENCY WORKERS, CONSULTANTS, VOLUNTEERS, ELECTED MEMBERS, GOVERNORS AND OVERSEAS STAFF

Where members of staff are engaged via specialist employment agencies, it is important that there are systems in place to ensure that only employment agencies which can offer safe selection processes are used.

The VAT School must check the Recruitment and Selection procedures of agencies before using them. An agency worker or consultant must not be employed by the VAT unless it is satisfied that all required checks have been completed.

The agency must complete the following:

- DBS checks where required
- Medical checks
- References (one must be current or last employer)
- Evidence of qualifications
- Proof of identity and proof of the right to live and work in the UK

It is expected that agency staff provide verification of their identity prior to starting work in the same way as any directly employed member of staff. Volunteers applying to work with children and vulnerable adults must also be rigorously checked by means of Enhanced Disclosure and references.

EXIT PROCEDURES

- Employees should inform Line Managers when seeking new positions.
- Employees should apply for Leave of Absence for Job Interviews via key survey Request for Absence electronic form.
- If successful at interview, the employee should inform their Line Manager and Head of School as soon as possible and follow this in writing with the appropriate resignation.
- One day with pay is available to visit new employment.
- Staff intending to retire should inform the EHT/HoS giving enough notice as possible, ideally an academic year in advance.
- It is the employee's responsibility to inform their Pension provider of their intentions to retire.

Upon receipt of a resignation a letter will be sent from the Executive Headteacher, example in appendix 2, thanking the member of staff for their service and asking the individual to complete an Exit Questionnaire and/or interview and return School property (Appendix 3 and 4).

EXIT INTERVIEW / QUESTIONNAIRE

A well-conducted Exit Interview / Questionnaire will help the Line Manager to address the questions below, these will be offered to all staff who are leaving.

- Is the post still needed?
- Does the post still need the same number of hours?
- Could the post be offered as a secondment, making it an opportunity for progression as part of the workforce development plan?
- What tasks need to be done in the role?
- What skills are required for the role?
- Does the post need to be re-evaluated?

The Exit Questionnaire is shared with all staff before their departure date. Staff can request a face to face interview if they prefer with the Executive Headteacher or Chair of the LAB.

TEMPORARY CONTRACT PROCEDURES

- All fixed term or temporary contracts to be advertised clearly as such.
- By 31 March the Head of School will clearly outline to the temporary employees the position regarding permanent employment opportunities for the following academic year.
- By 31 May the Headteacher will give further notification of any potential opportunities. If no opportunities are likely notice of termination of temporary contract will be given.
- All temporary employees should regularly discuss with their Line Manager their future employment.

Appendix 1:

DBS Procedure/Flow Chart

- DBS Check on recruitment: Enhanced DBS check

RO2 (Rehabilitation of Offenders form) is made available in the Staff Information Pack distributed at the beginning of each academic year.

- 4-year programme (Term of Office) for Local Governors/Trustees.
- All personal details are kept on the School's Single Central Record (SCR)
 - If the person has lived or worked outside the UK, make any further checks.

Job Description - See Sharepoint for template JD

- Shortlisting criteria (Appendix 3) and exemplar interview questions and scoring matrix (Appendix 4) agreed
- Applications received and shortlisted
- Reference Requests (Appendices 5 (Teaching staff) & 6 (Support staff))

Appendix 2: [Template Leaver's Letter Date xxx](#)

Dear xxx,

I acknowledge receipt of your letter of resignation of xxx and can confirm that your last day in employment at [Upton Junior School](#) will be xxx.

I would like to thank you for your contribution to Upton over the last xxx years. Although I am obviously sad to see you leave, I wish you all the best for your future role at xxx / future happiness/.

Enclosed you will find an exit questionnaire which I would be grateful if you could complete and return to Lisa Burke, COO, before your leaving date. If you would like to complete this in a face to face interview instead please let Lisa know. The questionnaire helps us gather feedback on aspects of school life and any issues we need to be aware of in the future. Your input in this would be extremely valuable.

I am also enclosing a checklist of items to be returned to your line manager before you leave us and a form which should be signed by you both to confirm you have done so.

Once again, thank you for your contribution to the school and the very best of success for the future

Yours sincerely,

Mrs M Lewis

Executive Headteacher

Appendix 3: LEAVERS QUESTIONNAIRE - EMPLOYEE GUIDANCE

The School asks all departing employees to complete an Exit Questionnaire so we can learn more about your reasons for leaving.

This provides an opportunity to gather feedback about:

- The School as an employer;
- Any recruitment and retention issues;
- Leadership and management;
- An internal view of the school, in terms of their relationship with staff, learners and the wider community;
- Opportunities for career development;
- Areas for development.

The objective is to try to make improvements that affect employees and your input is appreciated. Please be as honest and open with your feedback as possible. Whilst we aim to keep all feedback confidential, should you highlight any issues that require further investigation we reserve the right to share the content of the questionnaire with the appropriate Line Manager or member of SLT. In most cases this can be done anonymously, however in exceptional circumstances e.g claims of bullying/harassment or whistleblowing, confidentiality cannot be protected but support will be provided to you.

Appendix 4: Exit Questionnaire – via Key survey

VAT Staff Exit Questionnaire

School:
Please select one ...

Name:

Department/Team:
Please select one ...

If other

Start Date:

Leaving Date:

Reason for Leaving (Tick One Box Only)

☐ Promotion with External Organisation

☐ Change of Career

☐ Retirement

☐ Family Reasons*

☐ Health Reasons*

☐ End of Temporary Contract

☐ Other Reason*

☐ *Please provide further details

What are your views about _____?

I enjoyed my job	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The job provided me with challenging work	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I had to use my own initiative	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I was given the opportunity to use my skills and abilities	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I often recieved feedback on my performance	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Training and development oportunites were available	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Promotion prospects were available					
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
I often received recognition for work well done					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
I had a good work life balance					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Working relationships within the team were good					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Communications were timely and accurate					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
My job description broadly reflected my role					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
The school is committed to ensuring equal opportunities					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
I had a good relationship with my line manager					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
The School is good at listening to employees					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Which of the following attracted you to working for ____? (Tick one box)					
<input type="checkbox"/> Reputation and ethos of the school					
<input type="checkbox"/> Equality of Opportunities					
<input type="checkbox"/> Desire to work with children					
<input type="checkbox"/> Salary					
<input type="checkbox"/> Training and Development					
<input type="checkbox"/> Benefits (Holidays, Pension, Sick Pay)					
<input type="checkbox"/> Other <input type="text"/>					
Were any of the following an issue in your decision to leave?					
Personal Harassment					
<input type="radio"/> Yes					
<input type="radio"/> No					
Bullying					
<input type="radio"/> Yes					
<input type="radio"/> No					

Discrimination

- ☐ Yes
☐ No

If you answered 'yes' to any of the questions above, please provide details below

Would you apply for a position within the Viking Academy Trust in the future?

Yes	No	Comments
<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Do you have any suggestions about how the Viking Academy Trust can be a better employer?
(If yes, please provide details in the 'extra details' box)

- ☐ Yes
☐ No

Would you like to request a face to face meeting with Mrs Lewis or the Chair of Governors to discuss the contents of this form?

Yes	No	Comments
<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Any Additional Information

We aim to keep all feedback confidential. Should you highlight any issues that require further investigation we reserve the right to share the content of this questionnaire with the appropriate Line Manager. In processing personal data we comply with the requirements of the Data Protection Act 1998.

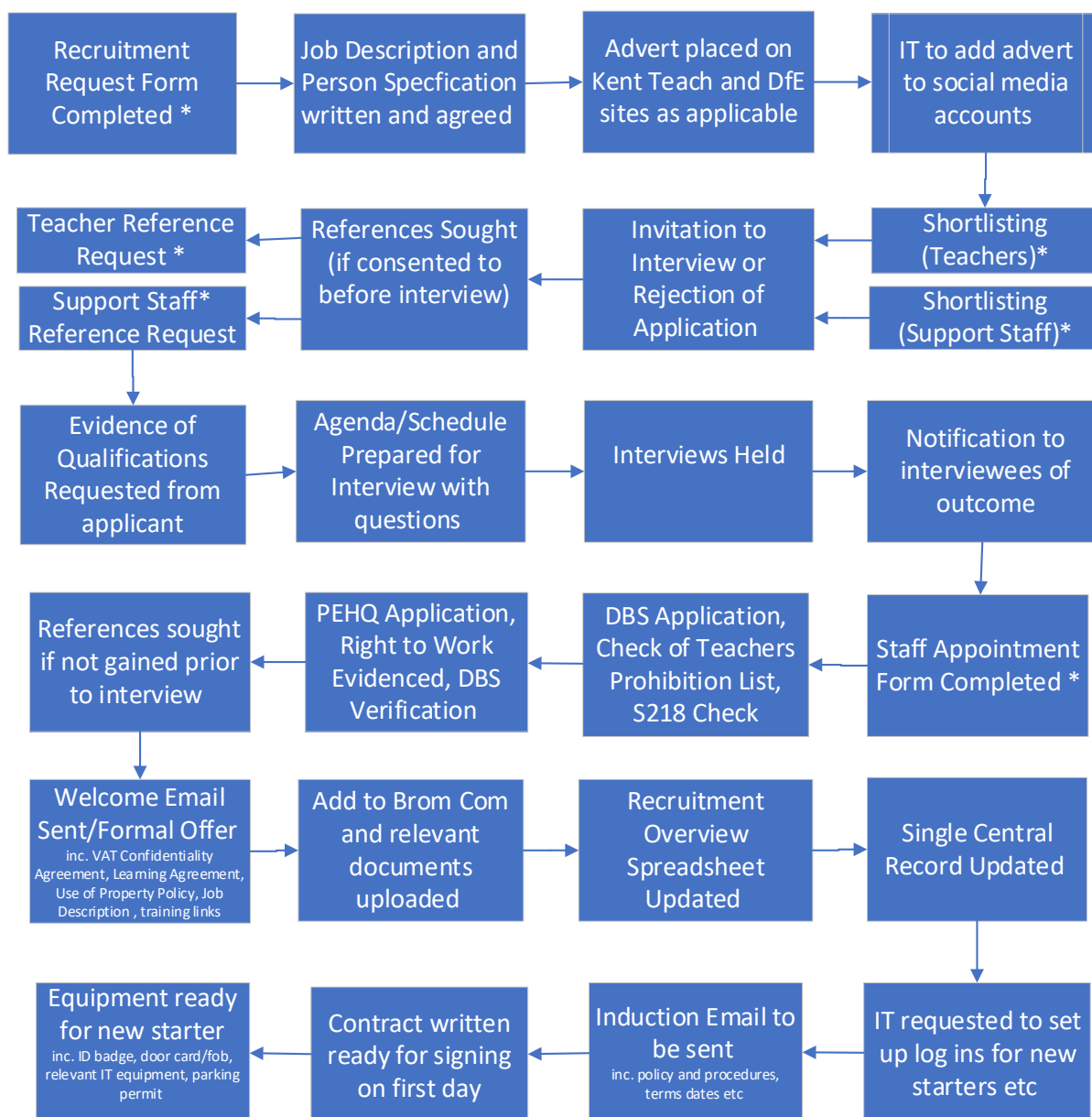
On submission of this form, it will be sent to Mrs Lewis, EHT Viking Academy Trust. A copy will be sent back to you for your records. If you would like to discuss this further, please indicate.

Submit

Appendix 5: Staff Leaving Checklist

Name of staff member: <Name>		
Viking School: <School>		
Last day of work (working date): <Date>		
Date of termination of contract (e.g. 31 st August): <Contractual End Date>		
	Signed by: appropriate school personnel	Signed by: Exiting staff member
Letter confirming last day of employment and reminder to return property by DoL		
Exit interview (on-line Q)		
Cost of training courses calculated for reimbursement to the Trust		
Access to Office 365 restricted		
Inform payroll & personnel		
Ensure all claims for overtime and mileage are submitted		
Email address cancelled & login to network deleted		
School camera/other electrical devices		
School keys, fobs and Paxton cards returned to HR (if working on behalf of the Trust, these must be labelled for easy identification)		
All other Viking property is returned		
Electronic documents identified to Line Manager saved on to SharePoint with link shared.		
ID card returned		
Laptop returned (receipt from ICT)		
A detailed handover with the COO containing passwords, passcodes relevant to the running of the school / trust.		
School mobile phone (if applicable)		
Teaching / Subject Leader files		
Teaching / Subject Leader resources		
Update Single Central Register		
Assessment records / reports		
Pupil information		
Update Bromcom		
Archive Personnel file		
Recruitment?		
ANO:		
Staff signature:	Date:	
Viking SLT signature:	Date:	

Appendix 6: Recruitment Flow Chart



* hyperlink available

Appendix 7 Competency Interview Questions Example

Example interview questions exploring motives and attitudes regards Fundamental British Values

(Questions)	Indicators	Evidence	Rating (satisfactory/ unsatisfactory or no evidence)
<p>Teaching staff</p> <ul style="list-style-type: none"> • Would you rather approach British values as part of the curriculum or as part of assemblies, or both? • How do you weave British values into your planning? [E.g. whole classroom or specific lesson such as literacy for Primary or subject area, if secondary]? • How do you promote British values and celebrate other faiths and cultures within your classroom? 	<p>Good evidence</p> <ul style="list-style-type: none"> • Express the importance of children's' understanding of FBV <ul style="list-style-type: none"> - to their own development (confidence, sense of responsibility and respect) - Within school - Outside of school and to prepare for life beyond school. • Recognise value of a consistent whole-school approach to British values • Come up with ideas both inside and outside of the classroom to support T&L of FBV <p>Areas of concern</p> <ul style="list-style-type: none"> • Unable to see value of FBV • FBV not a consideration in planning or classroom delivery • FBV considered a leadership responsibility and not a whole school responsibility 		
<p>Classroom-based support staff</p> <ul style="list-style-type: none"> • Equality is an important aspect of British values and something all schools are required to promote. How have you/do you 	<p>Good evidence</p> <ul style="list-style-type: none"> • Describes creative ideas for group work with children 		

<p>do this when working with small groups or individual pupils?</p> <ul style="list-style-type: none"> Can you tell me about a time when you've heard a pupil use disrespectful, potentially even extremist language at school... what did you do? <ul style="list-style-type: none"> Or... You are working with a small group and a pupil makes a disrespectful comment about another faith or culture. What would you do? 	<ul style="list-style-type: none"> Discusses ways to develop pupil's understanding of key themes of respect, tolerance etc <p>Areas of concern</p> <ul style="list-style-type: none"> Unable to see value of FBV FBV not considered relevant to role Unable to recognise or respond to attempts to undermine FBV 		
<p>Non-classroom based support staff</p> <ul style="list-style-type: none"> Can you tell me about a time when you've witnessed a pupil treating another child unfairly in the corridor/playground and describe what you did? <ul style="list-style-type: none"> Or... How would you deal with a pupil who you saw treating another child unfairly in the corridor as you walked past? What does the term 'British values' mean to you and, as a member of the xxx team, what do you see as your role in promoting this? You are in the school office and a parent comes into school loudly complaining about the school promoting "non-British culture" 	<p>Good evidence</p> <ul style="list-style-type: none"> Understands the importance of referring incidents - pupils or parents - to an appropriate member of staff Understands that they have a role to play in promoting British values within the school - pupils, colleagues, parents etc Respond appropriately to parent concerns in line with the school's policies and procedures <p>Areas of concern</p> <ul style="list-style-type: none"> Does not see role in promoting FBV No/little reference to following school policy and procedures 		

and celebrating other faiths in assemblies rather than Christianity. How do you respond			
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Competency interview questions to address suitable personal behaviours for teaching (including safeguarding children and young people)

These are examples of questions and indicators prepared for training purposes by one local authority (Buckinghamshire). These are to provide an illustration rather than to provide standard interview questions for ongoing use.

Positive indicators	Personal competencies	Negative indicators
<p>Convincing responses based on balanced understanding of self and circumstance.</p> <p>Has a realistic knowledge of personal strengths and weaknesses.</p> <p>Examples of having considered/tried other options and alternatives.</p> <p>A realistic appreciation of the challenges involved in working with children.</p> <p>Evidence of others having supported and encouraged based on observation of personal talent.</p>	<p>1. Motivations for working with children</p> <p>Self-awareness/knowledge and understanding of self, interconnection between self and professional role.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • What do you feel are the main drivers that 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>Unconvincing responses based on whimsical examples. Not self-aware, don't see themselves as others do.</p> <p>Driven by personal needs not needs of others.</p> <p>Not realistic about personal strengths and weaknesses.</p> <p>Unrealistic impression of what working with children is really like.</p> <p>Failure to consider other alternatives.</p> <p>Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.</p>