



Compass PRU

Recruitment & Selection Policy 2020-2021

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|----------------------------------|---|
| Governors' Committee responsible | Personnel, Finance & Resources Committee |
| Link Senior Governor | Chair of Committee |
| Link SLT | School Business Manager (HR Officer) |
| Date Reviewed | October 2020 |
| Next Review Date | October 2021 |
| Linked Policies | Staff Code of Conduct Safer Recruitment Policy & Guidelines Whistleblowing policy |

Our aim is to help all our learners unlock their potential in life and work

2/10/2020

..... Signed & date
Chair of Compass Governing Board

2/10/2020

..... Signed & date
Head teacher

All policies can be found on the Compass 'R' drive in the Policies Folder

Equality Impact Assessment – initial screening record

| <ul style="list-style-type: none"> What area of work is being considered? Upon whom will this impact? | Recruitment & Selection Policy 2019 Safeguarding / Statutory/All Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------|-----------------|-----------------|-----------|------------------------|---|---|--|--------|---|---|--|------------|---|---|--|---------------------------|---|---|--|--------------------|---|---|--|-------------|---|---|--|-----|---|---|--|----------|---|---|--|
| <ul style="list-style-type: none"> How would the work impact upon groups, are they included and considered? <table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table> | | The Equality Strands | Negative Impact | Positive Impact | No impact | Minority ethnic groups | | √ | | Gender | | √ | | Disability | | √ | | Religion, Faith or Belief | | √ | | Sexual Orientation | | √ | | Transgender | | √ | | Age | | √ | | Rurality | | √ | |
| The Equality Strands | Negative Impact | Positive Impact | No impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Minority ethnic groups | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disability | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religion, Faith or Belief | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sexual Orientation | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transgender | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rurality | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Does data inform this work, research and/or consultation. And has it been broken down by the equality strands? <table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td>√</td><td></td><td></td></tr> <tr><td>Gender</td><td>√</td><td></td><td></td></tr> <tr><td>Disability</td><td>√</td><td></td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td>√</td><td></td><td></td></tr> <tr><td>Sexual Orientation</td><td>√</td><td></td><td></td></tr> <tr><td>Transgender</td><td>√</td><td></td><td></td></tr> <tr><td>Age</td><td>√</td><td></td><td></td></tr> <tr><td>Rurality</td><td>√</td><td></td><td></td></tr> </tbody> </table> | | The Equality Strands | No | Yes | Uncertain | Minority ethnic groups | √ | | | Gender | √ | | | Disability | √ | | | Religion, Faith or Belief | √ | | | Sexual Orientation | √ | | | Transgender | √ | | | Age | √ | | | Rurality | √ | | |
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| Age | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rurality | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Does the initial screening highlight potential issues that may be illegal? <p>No</p> <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> Further comments:- </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Do you consider that a full Equality Impact Assessment is required? No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Initial screening carried out by School Support Manager Signed: K.S Taylor..... Dated: 24.09.2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comment by Headteacher: <i>Alison Glazier</i> Date ...24.09.2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Recruitment and Selection Procedure – (A Framework for Schools)

1 Introduction

- 1.1 Employees are a school's most important resource. In serving the needs of its pupils, the school can only be as effective as the people it employs.
- 1.2 Successful and thorough recruitment and selection has a fundamental role to play in ensuring the people with the right combination of knowledge, competencies and personal attributes are appointed.
- 1.3 Under sections 175 and 157 of the Education Act 2002 and Keeping Children Safe in Education 2018, Governing Bodies in all schools must ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. It is vital that schools adopt recruitment and selection procedures that help deter, reject or identify people who might abuse children or are otherwise unsuited to work with them, in order to safeguard children.

2 Scope

- 2.1 This procedure is recommended to Governing Bodies for adoption by all schools.
- 2.2 It is vital that measures described in this guidance are applied thoroughly whenever someone is recruited to work in a school. Those are not only people who regularly come into contact with children or are responsible for children, but who regularly work in a setting where nevertheless, they will be seen as safe and trustworthy because of their regular presence.
- 2.3 **The Local Authority will not accept liability for any actions, claims, costs or expenses arising out of a school's decision not to follow this recommended policy or procedure, where it is found that the school's Governing Body has been negligent or has acted in an unfair or discriminatory manner.**

3 The Policy

- 3.1 This policy and procedure has been designed to provide detailed guidance to schools to develop and maintain high standards of professional and effective recruitment practice.
- 3.2 The policy guides schools in planning, monitoring and carefully undertaking recruitment.
- 3.3 Compass Learning Centre is committed to safeguarding and promoting the welfare of children and young people in its recruitment practice and expects all school based employees and volunteers to share this commitment.
- 3.4 Good practice and equality of opportunity are integral to Compass Learning Centre recruitment and selection processes. Recruitment and selection in Compass Learning Centre shall be approached in a fair, consistent, equitable, transparent and effective manner, with due regard for Equal Opportunities legislation.
- 3.5 In cases of redundancy and redeployment, alternative recruitment practices will apply.

4 Guiding principles

- 4.1 Guiding principles, which reflect good employment practice and appropriate employment legislation, are the minimum principles established by the county council, in consultation with Headteachers and the recognised Trade Unions and Professional Associations. These principles must be observed in recruitment and selection in schools.
- 4.2 These principles are highlighted as key steps in the following procedure summary.
- 4.3 These principles should be viewed as minimum 'must dos' designed to assist schools in making sound, informed employment decisions. The standards ensure measures to safeguard children.
- 4.4 Schools may introduce further standards, providing they do not conflict with these essential requirements.

5 Responsibilities

- 5.1 The Headteacher and the Compass Learning Centre Governing Body will be responsible for the management and implementation of this policy.
- 5.2 They will ensure that managers involved in recruitment and selection in Compass Learning Centre are aware of their responsibilities within this policy.
- 5.3 The Governing Body will ensure that at least one person on an interview panel has received Safer Recruitment training in accordance with the School Staffing (England) (Amendment) Regulations 2013.