

the *King's* school

Recruitment, Induction & Exit Policy



RECRUITMENT, INDUCTION & EXIT POLICY

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Recruitment, Induction & Exit Policy

1 Policy Statement

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.

2 Purpose

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

- To ensure that the School 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 school 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 School and where possible the candidates.
- To promote a positive image of the School within the wider community.

3 Scope

This Policy applies to all staff.

4 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 Governing Body of The King's School to have in place, and maintain, a Recruitment, Induction & Exit Policy that meets with the ethos and values of the school. 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';
- Wakefield District Safeguarding Children's Board guidance on Safer Recruitment;
- Policies: Equality & Diversity
 Sex & Relationship Education

Race Equality
Pay
Child Protection
Disability Equality Plan
Data Protection Procedures
DBS procedure - The King's School (Appendix 1)

5 Publicity

The Recruitment, Induction & Exit Policy is posted on the Shared (G) drive of the School's IT network and on the School website. The School's safeguarding statement is 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 at least one Governor;
- 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
 - Job Description agreed (Appendix 2)
 - Job evaluation where appropriate
 - Interview dates agreed with panel
 - Advertising
 - 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))
 - 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)
 - 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 School will also consider the nature of the conviction and its relevance to the job applied for. The Headteacher 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 School deems recent DBS checks to be within 3 years.

- 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.
- It is the policy of the School not to employ in any paid capacity, other than in appropriate circumstances (examples of which are shown below) individuals who left a school or a LA employment under the provisions of a voluntary early retirement scheme, redundancy, or through ill-health retirement where enhanced retirement/early payment of pension costs have been given by the LA.
- In appropriate circumstances, and where a clear skills shortage has been identified, the School may consider approving the re-engagement of employees who have left School or LA employment. Listed below are examples of appropriate circumstances, but the list is not exhaustive: -
 - Where an individual who falls within any of the above categories applies for a vacancy and is short listed and appointed as the best and most suitable candidate, under normal recruitment and selection policies.
 - Where it is determined/identified that a post is of such a specialist nature that it requires individuals from a specific category of employment, e.g. ex/retired police officer.
 - Where all other options have been unsuccessfully explored and therefore requiring the services of employment agencies that may include staff who have left School or LA employment.

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. (Appendix 2). 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 Headteacher will decide on the appropriate media for advertising in conjunction with the Senior Leadership Team (SLT) and the HR Manager.

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 King's School and encourage applicants from all groups in society.

The HR Manager 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 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 School has a standard Application Form, available from the School website, used for all posts that is 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 School 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 School, the post (including a job description) and any relevant terms and conditions of employment via the School's website. Application forms and form RO2 (Appendix 7) are also accessed via the 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 R02 form and return it with their application form. During the interview process candidates will be asked if they have completed the R02 Form accurately and honestly.

SHORT LISTING

After the closing date the recruiting manager 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. (Appendix 3)

Recruiting managers 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 School 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 two staff members and one Governor. At least one member of the interview panel must have undertaken Safer Recruitment training.

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. (Appendix 3)

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 should 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 should 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. 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 Details should be included with all reference requests.

Reference request criteria- See Appendices 5 and 6.

APPOINTMENTS AND INDUCTIONS

The HR Manager 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 Management Policy. A new employee must be consulted where there are any problems with such aspects as performance, attendance and behaviour. See Appendix 8 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 School must check the Recruitment and Selection procedures of agencies before using them. An agency worker or consultant must not be employed by the School 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 in line with the Worklife Balance Policy.
- If successful at interview the employee should inform their Line Manager and Headteacher 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 Headteacher 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 Headteacher, example in Appendix 9, 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 10 and 11).

EXIT INTERVIEW

A well-conducted Exit Interview 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?

TEMPORARY CONTRACT PROCEDURES

- All Fixed Term or Temporary contracts to be advertised clearly as such.
- By 31 March the Headteacher 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
- Annual King's School RO2 is made available in the Staff Information Pack distributed at the beginning of each Academic year.
- 3 year rolling programme renewal for all employed staff and volunteers. 4 year programme (Term of Office) for Governors.
- All personal details are kept on the School's Single Central Record (SCR)

THE KING'S SCHOOL
'Specialising in Mathematics and Computing'
JOB DESCRIPTION

<p>1. <u>POST TITLE:</u></p> <p><u>GRADE:</u></p> <p><u>POST LOCATION:</u></p>	<p><u>DEPARTMENT:</u></p> <p><u>CONTRACT:</u></p>
<p>2. <u>REPORTING TO:</u></p>	
<p>3. <u>OVERALL PURPOSE OF POST:</u></p>	
<p>4. <u>KNOWLEDGE, SKILLS AND EXPERIENCE REQUIREMENTS FOR THE POST:</u></p>	
<p>5. <u>RESPONSIBILITIES AND ACCOUNTABILITIES</u></p>	
<p>6. <u>PERSONAL CONTACTS</u></p> <p><u>Internal:</u></p> <p><u>External:</u></p>	
<p>7. <u>RESPONSIBILITIES FOR RESOURCES</u></p> <p><u>People:</u> None.</p> <p><u>Budgets:</u></p> <p><u>Physical Resources:</u></p>	
<p>8. <u>CHARACTERISTICS OF THE POST:</u></p> <p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.</p>	

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications - see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure.

9. ORGANISATIONAL STRUCTURE:

DATE PREPARED:

Example Interview Questions

Candidate Name:.....

Interviewer:.....

<u>INTRODUCTION</u>		
<p>Work experience</p> <p>Talk me through your work experience ?</p> <p>(probe any gaps in employment and reasons for leaving)</p>		
<p>What motivated you to apply for this position ?</p>		
<p>Job specific knowledge</p> <p>What strengths have you developed which you can bring to this job?</p> <p>What areas for development do you think you will have?</p>		

<p>Have you ever had to engage a reluctant learner? (If yes- how, what support did you need, what was the outcome, what did you learn? If no, what do you think you would do?)</p>	
<p>What do you understand by safeguarding children and what is your role in it ?</p> <p>If you thought a colleague was, in your view, acting inappropriately towards a student what would you do ?</p>	
<p><u>Personal skills</u> Prioritisation Tell me about a time when you have had to deal with a number of conflicting demands on your time. How did you cope ?</p>	
<p>Teamwork What role do you generally play in a team? / How do you think your colleagues would describe you?</p>	

<p>Working on initiative Can you tell me about a time when you had to work on your own and show initiative?</p>	
<p>Career aspirations How would you like to develop your career, what would you like to do in the future?</p>	
<p>Have you completed an R02 Form accurately and honestly?</p>	
<p>Any questions ?</p> <p>Discuss salary- xx full time equivalent which will be pro-rated down for part time working and term time only working.</p> <p>Hours of work- xx</p> <p>Explain when they will hear from us- check notice period and availability to start.</p>	

Scoring Matrix

Skill	Score
Work experience	
Job specific knowledge	
Prioritisation	
Teamwork	
Working on initiative	
Career aspirations	

1= excellent

2= good

3= satisfactory

4= poor

Decision made:.....

Checklist for verbal offer-

- Any offers made are subject to: DBS checks, Medical clearance, copies of passport/ ID and references (if we don't already have them).
- Discuss salary only if this has already been approved, otherwise it will be offered later, confirm start date.
- Offer letter, forms and contract will be posted out within a week and needs to be completed and posted back to accept the job.

The King's School
'Specialising in Mathematics and Computing'

CONFIDENTIAL REFERENCE REQUEST

Candidate Name: _____ **Post Applied for:** _____

(Please tick column to show your judgement)

CLUSTER:	CHARACTERISTIC:	Always	Mostly	Not often enough	Rarely	Unable to comment
PROFESSIONALISM: The candidate has a core of strongly held values on which they act.	Challenge & Support The candidate is committed to do everything possible for each student and to enable all to be successful.					
	Confidence They believe in their ability to be effective and to take on challenges.					
	Creating Trust They are consistent and fair, keeping their word.					
	Respect for others They believe that the individual matters and deserves respect.					
THINKING: They show a drive to ask why and to seek patterns.	Analytical Thinking They think logically, break things down and recognise cause and effect.					
	Conceptual Thinking They see patterns/links, even when there is a lot of detail/data.					
PLANNING & EXPECTATIONS: The candidate targets energy and effort where it will impact most on learning.	Drive for Improvement They show relentless energy for setting and meeting challenging targets, for students and colleagues.					
	Quality of Teaching They consistently teach to a high standard across all ability and age groups.					
	Attainment of Students The students in their own classes consistently perform at or above expected levels based on prior attainment (given other contextual factors)					
	Information Seeking They seek to find out more and they demonstrate intellectual curiosity.					
	Initiative They have the drive and ability to act now to anticipate and pre-empt events.					
LEADING: The candidate directs, inspires and motivates colleagues and/or students.	Flexibility They have the ability and willingness to adapt to the needs of a situation and change tactic.					
	Exercising Accountability They set clear expectations and to hold others accountable for performance.					
	Managing Students They provide clear direction to students, to enthuse and to motivate them.					
	Passion for Learning They inspire students in their learning, equipping them to become confident and independent learners.					

RELATING TO OTHERS: The candidate manages relationships and interactions effectively.	Impact and Influence They produce positive outcomes by impressing and influencing others.					
	Team Work They work effectively with others to achieve goals.					
	Understanding Others They understand why others behave the way they do.					
	School Ethos They have commitment and contribute to the wider life of school (eg. extra-curricular)					
OTHER FACTORS: Please circle	Classroom Management	No concerns	Some concerns	Serious concerns	Very serious concerns	
	Organisational Skills and ability to meet deadlines	No concerns	Some concerns	Serious concerns	Very serious concerns	
	Attendance/Punctuality (for serious or very serious concerns please give details):	No concerns	Some concerns	Serious concerns	Very serious concerns	
	Sickness Absence (for serious or very serious concerns please give details):	No concerns	Some concerns	Serious concerns	Very serious concerns	
	If you were looking to fill a similar post you would :	Make every effort to appoint/retain this candidate	Be happy to appoint/retain this candidate	Be prepared to appoint/retain this candidate	Not seek to appoint/retain this candidate	

If you have a written reference to accompany the completed Proforma please attach, alternatively a space is provided below for any additional comments.

Signed Date

Name:

Position

School

The King's School
'Specialising in Mathematics and Computing'

Confidential Reference Request

Name of Applicant:

Post:

	Yes without reservation	Yes with some reservation	Undecided	No
If you had a similar post would you appoint this applicant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this applicant for the post in question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you aware of any reason why the applicant should not have substantial access to children?
(Please give any relevant details) Yes/No

	Excellent	Good	Satisfactory	Un-satisfactory
Relationships with young people				
Pastoral and tutorial work				
Relationship with colleagues				
Ability to lead and inspire colleagues				
Management of staff				
Organisational Skills				
Ability to deal with paperwork				
Ability to meet deadlines				
Receptiveness to new ideas				
Willingness to give freely of time				
Support for school/company ethos				
ICT Skills				
Potential for advancement				
Communication Skills				
Presentation Skills				
Punctuality				
Health and attendance				
Ability to use initiative				
Tenacity				

If you have a written reference to accompany the completed tick list please attach.

Any other additional comments:

Signed

NAME

Position

School

Has this reference been shared with the candidate ? YES / NO



POSTS EXEMPT FROM THE REHABILITATION OF OFFENDERS ACT 1974

As the post for which you are applying for is exempt from the provision of Section 4(2) of the Rehabilitation of Offenders Act 1974, by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, you are not entitled to withhold information about convictions, cautions, reprimands or final warnings which for other purposes are 'spent' under the provisions of the Act.

This information is being collected by the City of Wakefield Metropolitan District Council. Any information given will be treated in the strictest confidence and in accordance with Data Protection principles. It will be considered only in relation to an application for positions to which the order applies. This form will be destroyed once a decision regarding your suitability for the post has been made.

Part A

NAME IN FULL: _____
POST REF NO: _____
JOB TITLE: _____
POST LOCATION: _____

Part B

I have Convictions, Cautions, Reprimands or Final Warnings to declare: YES NO
If YES please complete below giving dates.

I declare that the information given above is correct.

Signed _____ Date _____

Please ensure that this form is returned with your Application Form in a sealed envelope marked RO2, with your name clearly marked.

Any offer of appointment will be provisional until a Standard or Enhanced Disclosure Certificate is received from the Criminal Records Bureau and checked to ensure that you do not have a criminal record that may make you unsuitable for this post.

Failure to declare a conviction, caution, reprimand or final warning may, however, disqualify you from appointment or result in summary dismissal if this discrepancy comes to light following your appointment.

INDUCTION PROCEDURES

New Staff Induction Day & first year

Roles and Responsibilities

Headteacher/Chair and/or Vice of Governors:

- Inform HR Manager
- Induction day - welcome and general info about school ethos

PA to Headteacher/HR Manager:

- Personnel and Finance
- Employment checks
- Organise Induction packs
- Allocate staff initials with SIMs Manager

Assistant Head-Personnel:

- Introductions & Teaching & Learning Policy
- Co-ordinate induction, distribute and go through planner, handbook
- Sickness procedure cards
- Introduce CPD
- Co-ordinate NQT / ITT induction and assessment
- Introductions to staff
- Ensure Safeguarding training is completed within 1st calendar month of employment
- Monitor progress throughout first year/QA/MER of classroom performance

Deputy Head - Curriculum:

- Curriculum outline
- Timetable (teaching staff only)

Assistant Head - Whole School Behaviour:

- Introduction to PDL/planners - ethos

Assistant Heads

- Student Achievement/Pastoral structure

Business Manager:

- Role & Health & Safety, Risk Assessments

Subject Team Leader/Line Manager:

- Induct into Department
- Biometrics (Finance Office)/ID Photos (Reprographics)/InVentry Bar Codes (Main Reception)
- Tour of School
- PDL Department Policy
- Keys
- SOW
- Timetables
- SIMs training
- Performance Management or ITT/NQT Induction/Training Programme
- Monitor progress throughout first year

Year Achievement Leader:

- Induct into Year Team, PDL Team Policy,
- Form Tutor SIMs training,
- Monitor progress throughout first year

SLT:

- To liaise with Link Departments /Year Teams to monitor progress

Receptionist (SHo):

- Update staffing database from Application Form

Professional Friends

- “Buddy” to make contact and offer advice and support as appropriate throughout first year

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 The King's School will be xxx.

I would like to thank you for your contribution to the xxx department/xxx 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.

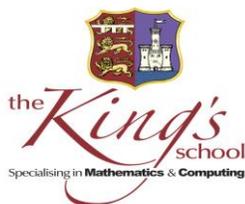
Enclosed you will find an exit questionnaire which I would be grateful if you could complete and return to Ruth Thomson, HR Manager, before your leaving date. If you would like to complete this in a face to face interview instead please let Ruth know. The questionnaire helps us gather feedback on aspects 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,

Barbara Tibbetts
Headteacher



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.



Exit Questionnaire

Name:	Department/Team:
Start Date:	Leaving Date:

Reason for Leaving (Tick One Box Only)			
Promotion with External Organisation	<input type="checkbox"/>	Change of Career	<input type="checkbox"/>
Retirement	<input type="checkbox"/>	Family Reasons*	<input type="checkbox"/>
Redundancy	<input type="checkbox"/>	Health Reasons*	<input type="checkbox"/>
End of Temporary Contract	<input type="checkbox"/>	Other Reason*	<input type="checkbox"/>
*(Please provide further details in Other Issues Section)			

What are your views about working for The King's School?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I enjoyed my job					
The job provided me with challenging work					
I had to use my own initiative					
I was given the opportunity to use my skills and abilities					
I often received feedback on my performance					
Bureaucracy was not an issue in my work					
Training and development opportunities were available					
My workload was acceptable to me					
Pay was good					
Promotion prospects were available					
Flexible working arrangements were made available to me					
I often received recognition for work well done					
Employee benefits were good (Holidays, Pension, Sick Pay)					
I had a good work life balance					
I felt secure in my job					
Working conditions and facilities were good					
Stress levels were acceptable					
Working relationships within the team were good					
Communications were timely and accurate					

My job description broadly reflected my role					
I received appropriate training to do my job					
The School is committed to ensuring equal opportunities					
I had a good relationship with my Line Manager					
The School is good at listening to employees					

Which of the following attracted you to working for The King's School? (Tick One Box)

- | | | | |
|--|--------------------------|---------------------------|--------------------------|
| Flexible Working Options | <input type="checkbox"/> | Equality of opportunities | <input type="checkbox"/> |
| Salary | <input type="checkbox"/> | Training and Development | <input type="checkbox"/> |
| Benefits (Holidays, Pension, Sick pay) | <input type="checkbox"/> | Other (Please state) | <input type="checkbox"/> |

Were any of the following an issue in your decision to leave?

- | | | | | |
|---------------------|-----|--------------------------|----|--------------------------|
| Personal Harassment | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Bullying | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Discrimination | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

If you answered **Yes** to any of these, please provide more details below

Other Issues

- i) **Would you apply for a position with the School in the future?**
- ii) **Do you have any suggestions about how the School can be a better employer?**

If you have any further issues that you would like to raise please use this space (additional sheets may be attached if required)

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 this questionnaire with the appropriate Line Manager. In processing personal data we comply with the requirements of the Data Protection Act 1998.

Please return to:

Ruth Thomson
 HR Manager
 The King's School
 Mill Hill Lane
 Pontefract
 WF8 4JF

Staff Leaving Checklist

Lap top returned (receipt from ICT)	
Keys and ID card returned	
Team/Dept Documents returned	
Electronic documents identified to STL/Line Manager	
All students work (Coursework/Exercise books) marked and left with STL for re-distribution to appropriate new class/teacher	
All progress data & student reports for all classes provided for STL	
All KSP property is returned	
Site Services notified of mobile phone number to withdraw entry gate access	
Staff Name:	
Staff Signature:	
STL/Line Manager Name:	
STL/Line Manager Signature:	