

# RECRUITMENT, DBS & APPRENTICESHIPS

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# Part 1 - Recruitment and DBS

## 1.0 Introduction

This policy applies to all Beckfoot Trust employees including teachers, support staff, casual workers, volunteers, agency staff, contractors and consultants. This is a non-exhaustive list.

- The Beckfoot Trust meets the statutory obligations by making sure the it adheres to all relevant legislation
- The Beckfoot Trust promotes equality of opportunity and are able to attract and retain a workforce that reflects the community it serves
- The Beckfoot Trust employs the best candidate for the job, irrespective of race, gender, marital status, disability, religion/belief, sexual orientation, age etc
- The Beckfoot Trust ensures that all recruitment is compliant with DfE safeguarding guidance with clear links to child protection policies and procedures making them better able to identify, deter or reject people who might abuse children, or who are otherwise unsuited to work with them.
- The Beckfoot Trust uses the most cost effective resources in the recruitment and selection process.

### 1.1 Aims of the Guidance

The aims of the guidance are to help schools ensure that:

- They meet their statutory obligations by making sure that they adhere to all relevant legislation
- They promote equality of opportunity and are able to attract and retain a workforce that reflects the community it serves
- They employ the best candidate for the job, irrespective of race, gender, marital status, disability, religion/belief, sexual orientation, age etc
- They ensure that all recruitment is compliant with DfE safeguarding guidance with clear links to child protection policies and procedures making them better able to identify, deter or reject people who might abuse children, or whom are otherwise unsuitable to work with them
- To ensure the most cost effective use is made of resources in the recruitment and selection process

### 1.2 Relevant Legislation

- Equality Act 2010
- Equality Act 2006
- Work and Families Act 2006
- EU Directive 2000/78/EC on Equal Treatment in Employment and Occupation
- The Maternity and Parental Leave Regulations 1999
- The Maternity and Parental Leave Regulations (Amdt) 2014
- The Data Protection Act 1998

Collectively these Acts prohibit discrimination in employment (including the recruitment and selection process) on any of the following grounds:

- Gender
- Marital status
- Family status
- Disability
- Race
- Nationality, national or ethnic origin
- Religion or belief
- Sexual orientation
- age

### **1.3 Disabled Applicants**

Discrimination is unlawful, unfair and represents significant waste of human potential. Schools are encouraged to demonstrate they are responding to the needs and expectations of the society and community in which they operate by delivering best practice recruitment and selection which enables disabled people to be treated fairly.

All members of a selection panel are expected to be able to identify and avoid direct and indirect discrimination, harassment and victimisation.

Section 60 of The Equality Act (2010) dictates that you cannot ask questions about health or disability prior to job offer or during an interview except in certain specified circumstances. One of the exceptions to this rule is that you can ask a question to find out if a disabled person needs a reasonable adjustment during the recruitment process itself, or for monitoring purposes, which is used to record the diversity of applicants and employees.

### **1.4 Reasonable Adjustment**

We have a legal duty to make reasonable adjustment to any practice, provision or criterion or to physical feature of the premises to ensure a disabled person has the same access (as far as reasonable) to everything involved in obtaining and carrying out a job. It is best practice to request that applicants inform you about any adjustments required (to the application form or the assessment/interview) by telephone or on a separate document / covering letter that does not contain any information relevant to deciding whether to short list the application. This, along with the monitoring form (if applicable) should be kept separate from the rest of the information an applicant provides. The easiest way to make sure the information about reasonable adjustments and equality monitoring is not used in the wrong way (i.e. by excluding a disabled person from the application process) is to take steps to ensure that the shortlisting panel do not see this information before making their decision. There should be a member of school staff who takes responsibility for co-ordinating and administering the recruitment process who is not involved in the short listing or interviewing stages. This will ensure that the information is not used to discriminate unlawfully against disabled candidates and school should be able to evidence that this is not the case. Failure to make reasonable adjustments to ensure all steps of the recruitment process are barrier free could result in legal and reputational risk. (See appendix 1 for examples of reasonable adjustments)

You are not required to do more than is 'reasonable' and when deciding on whether an adjustment is reasonable, consideration should be given to how effective the change will be in avoiding the disadvantage a disabled person would experience without the change, as well as cost (considering the availability of financial support such as Access to Work), practicality, school resources and school size.

### **1.5 Access to Work Scheme**

Access to Work is a government scheme that is available to help overcome the problems resulting from disability. It offers practical help in a flexible way that can be tailored to suit the needs of an individual in a particular job, by giving advice and information to disabled people and through grants towards any extra employment costs that result from a person's disability.

If you have a disabled employee or if you want to recruit someone with a disability, contact your local Disability Employment advisor (DEA) through your nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you.

ATW can help in a number of ways. For example, it can help pay for:

- Communicator support at interview
- A support worker
- Special aids equipment
- Adaptation to premises or to existing equipment

Help with the additional costs of travel to, or in, work for people who are unable to use public transport

The ATW Adviser will speak to both the employer and the employee to arrive at the most effective solution.

It is usually the employer who arranges to purchase the agreed support and then you claim back the grant from ATW.

It is suggested that governors may adopt a 'Guaranteed Interview Policy' as best practice. This means that any disabled candidate who meets the essential requirements as outlined on the employee specification will be included on a shortlist to interview. If a policy is adopted, when applying the policy it is important to assess whether the person would be capable of meeting the requirements after reasonable adjustments have been taken in to account. It would be good practice for the short listing panel to consult with the person administering the recruitment process to cross check whether candidates meeting the essential criteria (but not necessarily the desirable criteria if it is being applied) should be invited to interview under the Guaranteed Interview Policy.

When inviting candidates to interview, schools should ensure that the invitation letter asks what special requirements, if any, they require to accommodate their needs on the day of interview or assessment.

## 2.0 Responsibilities as a Recruiting Manager

The responsibilities as a recruiting manager are to ensure that:

- The Trust's policy on Recruitment & Selection is complied with
- The basis of the contract to be offered has been determined
- Relevant legislation such as the Equality Act 2010 is complied with
- All decisions are based on evidence gained through the selection process.

In all aspects of the process the Trust will ensure:

- A wide range of candidates will be encouraged;
- Procedures and practices are fair, thorough and not discriminatory. The Trust will treat all candidates with dignity and respect, giving them the opportunity to present their skills and experiences effectively.

### 2.1 The Vacancy

- A vacancy will be used as an opportunity to look at the needs of the school and the Trust and where necessary to redefine a post so that these needs can be met more effectively.
- Headteacher/Faculty Leaders will be given reasonable consideration to making changes to physical conditions, supervision, training or job descriptions which would create better job/career opportunities, for people such as those with disabilities, maternity returners, young people, and people with other special needs.
- All posts in the Trust are eligible for job share requests subject to agreement by the Board of Directors and in line with the needs of the schools within the Trust.

### 2.2 Job Descriptions, employee specifications and further particulars

A job description, employee specifications and further particulars will be used in all of the Trust's recruitment packs.

The job description will be clear and reasonably concise and will be a fair representation of the post; it will not be necessary or desirable to attempt to produce a highly detailed and definitive description of the post concerned. Therefore, the job description will not just be a list of tasks but will outline the responsibilities and accountabilities of the role as far as possible.

The specification will be reviewed and agreed by all members of the selection panel and given to the school HR team. If the post is a new one, the job description and employee specification must also have been graded accordingly (for support staff) by the Trust Chief Operating Officer and the Associate Director for HR.

Trust approved recruitment templates can be found in the Trust recruitment pack and in Sharepoint (HR User Group)

### **2.3 Selection Panel**

The selection panel has the responsibility for appointing the person who best matches the employee specification and meets the requirements of the role. It is best practice not to have any staff directors on the panel for impartiality.

The panel must also ensure that all relevant employment legislation and school policies are followed and that the selection process is managed in an equitable and courteous manner. Each panel should have a Chair acting as an appointing officer who is normally the person responsible for the management of the whole process.

It is good practice that selection panels should have a minimum of two members and no more than four for all appointments below Senior Management Level. Where there is an even number of panel members the Chair should have the casting decision.

It is also good practice that all members of the selection panel are involved in the whole process from the outset; agreeing the job description and employee specification, the method of recruitment, short-listing and finally interviewing and selecting.

The panel is responsible for agreeing documentation and for producing the recruitment information pack which is sent out with application forms. Before preparing the advertisement it is useful to determine the outline of the selection process and to arrange the dates when short-listing and interviewing will take place as these dates should be included in the text of the job advertisement.

Staff and directors involved in the interviewing process should preferably have completed training in Disability Awareness to reduce the risk of discriminatory attitudes affecting the selection process and decisions made.

### **2.4 Other Appointments**

**Temporary Staff:** Anyone involved in the appointment of temporary staff should ensure that they apply the same high standards of selection to temporary appointments. There must be an assessment against the criteria in the employee specification and a proper selection process should take place.

Members must be sure that the applicant is suitable to appoint and should only appoint an existing temporary employee where they are the best person available to fill the job, taking into account the aspirations of other employees. Public advertising is recommended as the fairest method of attracting applicants and filling vacancies.

### **2.5 Advertising and Attracting Candidates**

The Trust aims to attract the right person for the job and to promote any of the schools within the Trust as an interesting and attractive place to work.



Schools within the Trust will, when choosing external media and preparing advertisements, take account of the Trust's equalities policy and the need to reach disadvantaged groups. Managers will compose advertisements in a way which makes them as attractive as possible to candidates of all ages, sex, ethnic origin, disability etc. Restate your commitment to equalities in your advert or information pack.

Adverts must be non-discriminatory. Descriptions of jobs will reflect accurately the data set out in the job description and the employee specification.

- **Informal channels:** It is best practise not to recruit using word of mouth or from those whose access to jobs information is by personal association and not open access. The benefits of open advertising are that this will attract a wider pool of applicants and reduce the risk of contravening equalities legislation.
- **Responses:** Applicants should be made clearly aware of the contact point for enquiries by telephone and all application forms sent out must show the closing date, time and to whom the form should be returned.

## **2.6 Other Recruitment Sources**

**Casual Staff:** It is recommended that where Casual Staff are used, all those people employed in this way should first go through some form of assessment to determine their suitability for the post. The equality aspects of any such arrangements must be very carefully monitored. School should carefully consider the circumstances in which it may be appropriate to employ staff on a casual basis. The rationale for this may be where the work is occasional or where there is no definite requirement to work a particular number of hours. In the event that you are unsure about the type of contract an employee should be placed on, please see HR.

## **2.7 Recruitment Information for Candidates**

This information should strive to encourage suitable candidates to apply and help others to decide for themselves whether completing and returning an application is appropriate (i.e. to self-select). As a minimum, this should include the advertisement, information about the school, job description, employee specification, job information, any relevant code of conduct, and equalities statement, templates all of which can be found in the Beckfoot Trust recruitment pack.

It is recommended that candidates are informed that they have the right to bring to the attention of the selection panel any concerns they have about the procedures especially if they felt that discrimination occurred or may have occurred during the process. Candidates may be reminded that panel members are also glad of any positive feedback.

## **2.8 Application Forms**

Application forms should be used for all appointments. All forms, whether complete or incomplete, must be considered by the selectors. The panel must arrange to have completed applications for use in the final selection process. Schools are discouraged from accepting CV applications as they can make fair comparison at short-listing difficult to achieve.

Applicants may require information in a different format, for example in large print, as an audio file etc. All staff involved in the recruitment process should be aware of their duty to accommodate such a request.

## **2.9 Closing Dates**

Closing dates and response arrangements should be clearly indicated; on the advertisement, on the application form and in any covering letter.

Always ensure that applicants are aware and understand what will happen after their application form is received (e.g. timescale/notification of rejection/feedback).

## **2.10 Short-Listing**

All members of the selection panel should be equally involved and contribute to the short-listing process otherwise selectors have advisory status.

The use of a Matrix system for short-listing will assist recruiters to be systematic when short listing for vacant posts. The matrix is based on the employee specification.

## **2.11 Assessment**

When drawing up a short list, selectors must assess applicants solely against the employee specification criteria. Only ever shortlist candidates who fully meet the requirements of the role and, who from the application form at least, appear to be suitable to appoint.

It is good practice to read all the material presented by candidates, privately work through your assessment and then share your view with other selectors in a group session. School may want to consider limiting the amount of material presented by candidates to a set amount.

Selectors must draw up their shortlist systematically, measuring the candidate's experience and qualities methodically, against the employee specification. The candidates' experience, qualities, qualifications etc must be carefully assessed against the employee specification and copies of the selectors' assessment placed on file.

Test out only those criteria assessable from a screening of the forms at this stage. It can be helpful if the employee specification identifies when the criteria would be assessed e.g. from the assessment form, at interview or in a test.

Note: Applicants personal details and equality information must not be shared to either the shortlisting or selection panel to avoid the risk of unconscious bias led decisions.

## **2.12 Consistent Practices**

Selection criteria must be applied consistently to all candidates.

- All application forms should be processed in exactly the same way.
- Remember the importance of adopting the same criteria for both internal and external applicants.

- Beware of short-listing known candidates especially those within the section/workplace for the sake of interview experience or to meet their heightened expectations.
- Never take account of pressure to shortlist a particular candidates this can potentially be discriminatory and is unlawful.
- Ensure all shortlisted applicants receive the same invitation to interview letter/details and supporting material within the same timeframe and ensure the letter contains information on how to inform the panel of any special requirements needed for the day of the interview.

### **2.13 Rejecting Candidates**

On the cover letter in the recruitment pack it will state that *'all successful candidates for interview will be contacted by telephone'*. This will be a phone call followed by an email to invite the candidate for an informal interview. No rejection letters will be issued.

### **2.14 Declaration of Interest or Relationships**

Any member of a selection panel should make a declaration if any applicant is a relative or a friend from outside the work environment. Employees/applicants also have a duty to declare any interest that they may have in respect of any aspect of the Trust's business.

It is the Recruiting Manager's responsibility to ensure that if an applicant declares an interest or relationship with someone within the Trust that the person concerned does not take any part in the recruitment process. If the Recruiting Manager themselves identify that they have an interest or relationship with an applicant they will declare this immediately and remove themselves from the recruitment process.

## **3.0 Objectives of the Selection Process**

The final selection is not just a test of the candidates. It is also a test of the interviewer's ability to listen, probe, assess - and, above all, to be objective and fair.

- To determine each candidate's suitability for the job as measured against the employee specification.
- To maintain the image of the Beckfoot Trust as a good employer.
- To select the right person for the job.
- 

### **3.1 Selection Methods**

The role and function of the Chair of the selection process is absolutely crucial to its effective management.

The interview is the most commonly used method of assessing candidates for appointment but there may be some aspects of the job requirements which cannot be tested in interview and for which different forms of assessment are necessary e.g. presentations, practical activities, specific skills exercises etc.

- Provide candidates with an outline of the process they will be expected to undertake.
- Be objective; seek to identify each candidate's abilities and potential contribution.
- Set exactly the same standards for all candidates and assess against these agreed scoring ratings/criteria. Never make generalised assumptions about individuals based on your perception of them.
- Each individual should be assessed according to his/her personal capability to carry out the particular post. It should not be **assumed** that certain kinds of candidate are more or less able to perform certain occupations or duties.
- Always focus on questions related to the job and to those requirements set out in the employee specification.

It is important that selectors are aware of cross-cultural communication issues such as language, culture and non-verbal behaviour which may affect candidates from varied backgrounds and/or cultures.

The questions to be asked at the interview should, therefore, be well thought out and decided upon beforehand. As far as possible, the same questions should be put to all the candidates in order to avoid treating one candidate less favourably than another. However it is possible to ask supplementary questions of the candidates which will be specific to the individuals.

The venue for interviewing candidates needs to be convenient and accessible, with disabled parking facilities. You should also consider whether the venue has disabled toilets and whether the rooms being used for the process are accessible, with level access.

### **3.2 Testing**

Certain occupational tests must only ever be used by trained and qualified administrators. Poorly designed tests may leave the school open to allegations of unfair procedures and practices where they are not validated against job related skills and linked to the employee specification criteria. Selection tests of any kind must be free of unjustifiable bias, relevant to the job and reasonable adjustments must be made to enable disabled people to participate and compete on equal terms. It is good practice to inform candidates when inviting them to interview, that they will be undertaking a test, give a brief outline and explain how to inform you if they require reasonable adjustment(s) to be made. If they chose to not inform you prior to the day but is apparent once they arrive for the test, you are still obliged to make any adjustments which are reasonable. However, you do not have to adapt a test to the point where it no longer tests whether someone would be able to do the job or not.

The use of psychometric (or personality profile) tests requires professional expertise within the selection process and it is recommended that they are not used as a "cut-off device" to reject candidates.

You should seek advice from the school HR team where you are using practical/vocational or other testing techniques.

## 4.0 Decision Making

Relevant and objective selection criteria should be used, and it should be clear from the documentation how the final decision was reached. Scoring records will also be useful if the decision is later challenged on the grounds of discrimination.

The final decision must be based on the job description and employee specification using agreed criteria and defining the standards required to perform the job. Each candidate must be measured against these benchmark requirements. A disabled candidate's ability should be considered after reasonable adjustments have been made. It is good practice to involve the candidate, by discussing adjustments within the interview process, rather than assuming or guessing what would be effective / appropriate.

Members must ensure they have sound and accountable reasons why all candidates were not selected at any stage and take into account all the evidence they have collected. The selection panel should normally unanimously agree their final selection and formally record this. Where there is no ideal candidate school should consider whether it may be better to re-advertise the post rather than offering the role to the second best candidate.

School should record reasons for rejection based on the employee specification requirements. All selection assessment records should be handed to the Chair of the panel. Although the Data Protection Act does not specify any particular retention periods for selection data it stipulates that personal data should not be kept longer than necessary for the purpose for which it was processed. The retention times should be based on business needs, but it is advisable that applications and interview records should be kept for approximately 12 months after notifying unsuccessful candidates. This takes into account the fact that an applicant can bring a claim for discrimination within 3 months from the date of the rejection for the role, but also that this time limit can be extended where a Tribunal feels it is 'just and equitable to do so'.

## 5.0 Confidentiality

Information obtained within the whole selection process will be treated as confidential. All information will be handled sensitively and used only for its proper purpose. Comments about specific candidates' performance will not be revealed outside the process (except, of course, personal feedback to individual candidates where they have requested this).

## 6.0 Safer Recruitment Practice

The Trust will comply with national and local guidance on safer recruitment practice. The schools within the Trust will be committed to safeguarding and promoting the welfare of

children and young people and expects all staff and volunteers to share this commitment. Further information can be found in the CHILD PROTECTION AND SAFEGUARDING POLICY.

## 7.0 Training and Monitoring

The Trust Board of Directors with a responsibility for recruitment and selection will be aware of their legal obligations under existing employment legislation.

From 1<sup>st</sup> January 2010, the School Staffing (England) Regulations (2009) states that the Governing Body must ensure that any person who interviews an applicant for any position or where there is a selection panel established for that purpose, at least one member of that panel or group should have completed the safer recruitment training as approved by the Secretary of State. It is best practice for Headteacher recruitment that this would be a non-staff director. The Safeguarding Children and Safer Recruitment in Education document advises refresher training to ensure that knowledge and skills are kept up to date.

Safer Recruitment is a training package developed for Headteachers, Directors and other recruiters which aim is to improve recruitment processes in schools to help identify, deter and reject applicants who might be unsuitable to work with children and young people. The Safer Recruitment training provides valuable background information, advice about a safer school culture, best practice suggestions and practical advice to strengthen safeguards against employing unsuitable people. It is recommended that training is refreshed every 5 years.

Where the Trust is involved in the recruitment process; for example in Headteacher recruitment; it is recommended that they involve the person who has undergone the safer recruitment training at all stages in the recruitment process.

## 8.0 Employment Checks

Governing bodies must undertake the relevant employment checks (in respect of Regulations 12 and 24 of the School Staffing (England) Regulations) to establish:

The preferred candidate's identity

Their qualifications: and

Their right to live and work in the UK

Schools must act in accordance with the Immigration Asylum and Nationality Act 2006. The Act requires employers to establish the eligibility of people to work in the UK before their employment is confirmed. It is a criminal offence to employ someone who is subject to immigration control and:

- Who does not have current and valid permission **to be in** the United Kingdom or
- Who does not have permission **to work in** the UK

Employers may be liable for a civil penalty of up to £20,000 for each illegal worker employed. A new offence of knowingly employing an illegal worker may be liable to imprisonment, to an unlimited fine or both.

To ensure that recruitment practices are not discriminatory, all short listed applicants (regardless of their race, nationality, or ethnic or national origin) must be asked to produce original documents as evidence of their right to work in the UK. For further advice on the Right to Work in the UK please see HR..

Once there is a preferred candidate and before any appointment is made, the Headteacher or Board should:

- Take up references from the applicant's current or former employer, following up with the author of the references if there is **anything** that appears to be contradictory or incomplete.
- Consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.
- Consider whether the candidate has the necessary health and mental fitness to teach, including whether any reasonable adjustments are required to enable the individual to provide effective and efficient teaching (as required by the Education (Health Standards) (England) Regulations 2003). Governing bodies should ensure that their recruitment policies and practices comply with the Equality Act 2010 as well as the Education (Health Standards) (England) Regulations 2003

When making any appointment, due consideration must be given to the requirements of equalities legislation and to best employment practices. When sharing information, governing bodies should ensure that they act in accordance with the Data Protection Act 1998 and data protection principles, making sure that the information provided to prospective employers is fair and transparent. It is good practice to make teachers aware in the school's policies that information about performance and capability will be provided to potential employers when requested. Similarly, when requesting information, governing bodies should explain why information is being sought, what it will be used for and how long it will be retained.

## 9.0 Teachers Status Check

All teacher and senior leadership candidates will be checked for any sanctions on their record via the Department for Education's [Secure access portal](#). A copy will be kept on the appointed candidates file and recorded on the Single Central Register.

## 10.0 References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Schools should seek two references, one of which must be from the current

employer and preferably another from a previous employer, unless the candidate has no previous employer in which case references from their university/college tutor (or someone in a similar position of authority) is acceptable. If the candidate already works for the school, a reference will be sought from their current line manager. References from friends and family members are not acceptable. It is recommended that references for shortlisted candidates are obtained prior to the interview; however the panel should not have sight of these until they have selected the candidate.

If the references provided by the candidate do not cover a period of 5 years employment, it is recommended references should be sought from previous employers. Verbal references will not be accepted in any circumstances.

For posts in schools, the line manager will verify references (once opened after selecting the preferred candidate) to check:

- The organisation the referee works for exists
- The referee's relationship to the candidate
- The name and job title of the referee match what the candidate has stated
- The referee was the author of the reference received by the school
- The information given in the reference (candidate's job title, dates of employment, reason for leaving match what has been provided in the application form and through the interview and selection process

References should not be sought at an early stage for use as an aid to short-listing.

References should not request details about the candidate's sickness record or disability, in order to ensure that they comply with the Equality Act 2010. Such information regarding the candidate's sickness record should be obtained after interview and for the successful candidate only.

References should be held by the Chair of the selection panel until after the final decision has been made and only at that stage should the reference of the successful candidate be shared with other members of the panel.

The use of references is best restricted to the identification of contra-indicators, in other words information as to why a particular candidate might not be suitable for appointment. If an appointment is not to be confirmed due to "unsatisfactory" references the panel should ensure that the decision is fair and reasonable and based on justifiable grounds.

A formal offer of employment should not be made until references and a DBS check that is satisfactory to the school have been received.

It is not good practice to request references for some of the short listed candidates (unless they have so requested), and not for others, as this could lead to perceptions that some candidates are being treated more or less favourably than others. It is a breach of the



applicant's confidentiality to seek references, or make informal enquiries, from any person other than the applicant's nominated referees.

Where the reference is unclear or hints at problems it is advisable to telephone the referee in order to clarify the information. Notes of the telephone conversation should be made.

All employees must undergo vetting by the Disclosure and Barring Service (DBS) **prior** to commencing employment. The DBS helps employers make safer recruitment decisions and prevents unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) and was formed under the Protection of Freedoms Act 2012.

It is illegal for anyone barred by the DBS to work, or apply to work with the sector (children or adults) from which they are barred. It is also illegal for an employer to knowingly employ a barred person in the sector from which they are barred.

If the candidate has revealed information about a criminal background the panel must decide whether, in relation to the post in question, the nature of their background is sufficiently serious to justify non-selection for the post. In the event of the panel deciding not to select on the grounds of a declared criminal background advice must be sought from Human Resources before further action is taken.

It is important to note that the possession of a criminal background does not automatically debar an applicant from employment.

All information about previous convictions given by applicants must be treated in the strictest confidence.

Failure to disclose previous offences or pending legal action for posts could lead to the offer of employment being withdrawn.

## 11.0 DBS Checks and Access to the Schools Within the Trust

### 11.1 The School Day

The Trust's DBS Policy is operational during the School Day which for this purpose is regarded as 7.30am to 2.45pm. Outside these times, the Trusts operate as 'extended Trusts' and therefore include for the possibility of increased Community Group activity. Safeguarding is equally highly regarded during these times but the responsibility for it is more widely shared by those using the facilities.

### 11.2 DBS Checks Returned with a Disclosure

The Trust recognises that in some cases DBS checks will include disclosures of past criminal activity. This is not of itself a bar to inclusion on the Single Central Record. In all such cases,

the Headteacher will complete a risk assessment, taking advice as necessary, and decide if the individual is considered appropriate to include on the SCR.

It is the Trust's understanding that other Authorised Bodies completing DBS checks that are recognised by the Trust will complete similar risk assessments in the event of a DBS Check disclosure.

### **11.3 Updating DBS Checks**

There is a rolling system of replacing DBS checks every ten years at the Trust. For Special Schools this is every three years. In addition, there is an interim declaration every five years where each employee signs a declaration stating that no criminal conviction etc has occurred since their DBS check.

Individuals may choose to join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers. Before using the Update Service, schools:

- obtain consent from the applicant to do so;
- confirm the certificate matches the individual's identity; and
- examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information.

Schools can subsequently carry out a free online check within the same agreed timescales as all other DBS checks. This would identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual should apply for a new certificate. Individuals will be able to see a full list of those organisations that have carried out a status check on their account.

### **11.4 Audit of Practice**

In order to audit the policy, schools within the Trust holds a Central Record of recruitment including:

1. A DBS summary record spreadsheet for all staff and regular visitors
2. Checklist for Interviews (recording identity and qualification checks) of applicants
3. References and application forms are held in the personnel files of appointed staff
4. Confirmation that successful applicant has a clear DBS check that is held in their personnel file.

## **12.0 Overseas Applicants**

Where the individual has lived outside the United Kingdom, further checks will be made. These checks will be undertaken by HR/Business Manager and will verify the individual's references by telephone and seek a criminal record statement from their country of origin.

Overseas-trained teachers (OTTs) may be employed to teach in state maintained and non-maintained special Trusts in England. OTTs are people who have qualified as teachers in a

country outside of the European Economic Area (EEA) and Switzerland having successfully completed a course of initial teacher training which is recognised by the relevant authorities in their home countries.

The Education (Specified Work and Registration) (England) Regulations 2012 set out the conditions under which overseas-trained teachers are allowed to carry out specified work. The Education (Specified Work) (England) Regulations 2012 allow teachers trained in a country outside of the UK to teach in state maintained Trusts and non-maintained special Trusts in England for up to four years.

Since 1 April 2012 qualified teachers from Australia, Canada, New Zealand or the USA can apply to the National College for Teaching and Leadership (previously the Teaching Agency) for qualified teacher status (QTS) without undertaking further training or assessment in England. Further information, including applying for QTS, is on the [Department for Education website](#).

## 13.0 The Four Year Rule

The four year rule applies to teachers who qualified in countries outside of the EEA and Switzerland except for teachers who qualified in Australia, Canada, New Zealand and the USA. 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). An OTT is allowed to work as an unqualified teacher and the four year period 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.

Teachers who qualified in countries outside the EEA and Switzerland are still subject to the four year rule even if they do not require Home Office permission to work or remain in the UK.

It is essential that schools make OTTs aware on their appointment that there is a legal limit on the length of time they are allowed to teach without QTS. It is strongly recommended that the following action is undertaken by OTTs either before or shortly after arrival in the UK:

- They arrange a check with UK NARIC to establish whether their home qualifications are equivalent to a UK first degree and also to a GCSE grade 'C' in maths and English (and science if the person is a primary teacher). It is important these checks are carried out at an early stage as some teachers may need to top up their qualifications before they can undertake QTS training and extra time is not available for this purpose.
- They arrange to undertake an employment-based training course leading to QTS by contacting the National College for Teaching and Leadership (previously the Teaching Agency) Teaching Information Line.

### 13.1 The Position of OTTs After Four Years

In order to teach after four years, OTTs must have been awarded QTS. OTTs who have been awarded QTS by the end of their four year period become qualified teachers and are allowed to continue teaching subject to UK Border Agency permission if required under the terms of their UK entry.

It is unlawful for OTTs to continue teaching in state maintained schools and non-maintained special schools in England beyond four years if they have not been awarded QTS. OTTs without QTS may only continue teaching after four years if:

- They have taken statutory maternity, paternity, adoption or parental leave or pregnancy related absences during the four-year period. In such cases, the OTT is eligible for extra time equal to the amount of statutory maternity, parental, adoption or parental leave taken under the Employment Rights Act 1996. For example, if a teacher has taken 34 weeks statutory maternity leave during her four-year period, she is allowed an extra 34 weeks to obtain QTS.
- They are being employed as an Instructor who may fill a teaching post if they have skills, qualifications and experience relevant to the teaching post in question.

## 14.0 Instructors

An instructor is defined; as in the 2012 specified work regulations; as:

*“....a person appointed to give instruction in any art or skill or subject or group of subjects (including any form of vocational training), where special qualifications or experience or both are required in order to carry out the specified work”.*

Since 1 September 2012, an instructor can be employed even if there's a suitable qualified teacher, graduate teacher, registered teacher or teacher on an EBITT scheme available for appointment to give instruction but an instructor can still only be employed to teach subjects or courses that require special qualifications and/or experience. An OTT's role should not be re-classified to an instructor unless they meet this requirement. It is important to note that an unqualified teacher can't lead a class and as such instructors should also not be used in this way. Instructors can only be paid on the unqualified teachers' pay scale.

Instructors are unqualified teachers who may teach pupils where specialist qualifications and/or experience are required. There is no generic definition of skills, qualifications and experience, but the appropriate types are decided by the individual headteacher based on the subject they are teaching. Instructors may now be appointed as a first choice and on a permanent basis. Schools decide who is best qualified to teach subjects where specialist knowledge and experience are required.

## 15.0 Withdrawing a Job Offer

All offers of employment are made on a provisional basis, subject to all necessary clearances being successfully completed. This means that you are able to legally withdraw an offer of employment should you need to do so. You will need to weigh up the information available before making a decision.

If you wish to withdraw an offer of employment, you should seek advice from your school HR team/Business Manager before doing so. Where the employee has already commenced work it ceases to be a job offer and you should also seek advice from your school HR team/Business Manager on the appropriate course of action.

School will need to consider what the appropriate course of action is where:

- The candidate is found to be on a barred list: or
- The DBS 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 or her application; or
- There are serious concerns about an applicant's suitability to work with children

In relation to serious safeguarding concerns school will need to report these to the police and/or DfE Children's Safeguarding Operations Unit. You should discuss this with your school HR team/Business Manager where unclear.

## 16.0 Medical Issues

The 2010 Equality Act limits the circumstances when an employer can ask general health-related questions before a job offer has been made. Prior to making an offer of employment to an applicant, health-related questions must only be asked to help the employer to:

- Decide whether there is a duty to make any reasonable adjustments for the person to undertake any part of the assessment/selection process;
- Decide whether an applicant can carry out a function that is essential to the job once reasonable adjustments are in place;
- Monitor diversity among people making applications for jobs;
- Take positive action to assist people with disabilities;

**This means that applicants must not be asked, as a matter of course, to complete generic health questionnaires as part of the application process. A pre-employment questionnaire can be completed and referred to the EHWP unit for advice on reasonable adjustments to support a successful candidate**

## 17.0 Notification of Results of Selection Process

School should inform interviewed candidates as quickly as possible about the outcome. School should determine options concerning starting salary and terms for the successful candidates(s) in line with the schools pay policy and the School Teachers Pay and Conditions document. Differential terms must be justifiable and any negotiations within normal parameters.

### 17.1 Feedback to Candidates

All short-listed candidates should be told of the outcome of their interview, and any unsuccessful applicants seeking information about why they were not selected, should be given honest and thorough feedback about their application at your earliest convenience.

To ensure consistency, one member of the interview panel should be designated to give such feedback or, alternatively, the interview panel could reconvene to meet the candidate(s) concerned. There should be an agreed message determined at the end of the selection process' final decision.

## 18.0 Review and Monitoring

At the end of each selection process, those responsible should review the decisions they have made and the procedures used to ensure they are confident that the approach adopted has reflected the school's commitment to equality. Selectors should be able to justify every decision taken and the process which has been adopted to arrive at their selection.

A note of the reason for rejection for each unsuccessful candidate must be made on the back of the application form. The reasons should relate to an area or areas of the employee specification.

- The recruitment master file must be kept for at least 12 months and should contain key documentation. This should include interviewer's notes.
- It is always important to review the whole process on completion to ensure equality of opportunity has been observed and to set out, for future exercises, more pro-active steps where candidates from under-represented groups have not applied/or have not performed as expected within the selection process.

## 19.0 Notifying Human Resources

Once all of the recruitment procedures are complete, all relevant documents for setting up a new starter should be sent to the school HR team/Business Manager.

## 20.0 Salary Assessment

The Trust is responsible for determining the starting salary of the appointee. School must undertake the salary assessment for any new starter in accordance with the School Teachers Pay and Conditions, the stated intention in the advertisement, and the Trust's Pay Policy.

Account may be taken of the previous experience of the individual and of the salary level in their current post.

## 21.0 Maintaining a Single Central Record (SCR)

The Department for Education's (DfE's) statutory safeguarding guidance, Keeping Children Safe in Education, explains in paragraph 148 that schools must keep a single central record (SCR) to demonstrate that they have carried out mandatory pre-appointment checks. The guidance explains that the SCR must cover:

- All staff who work at the school including supply staff to the school whether employed directly by the school or local authority or through an agency and have regular contact with children
- All others who work in regular contact with children in the school or college. This covers volunteers, Directors who also work as volunteers within the school, and people brought into the school to provide additional teaching or other experience for pupils but who are not staff members e.g. a specialist sports coach or artist

The record must indicate whether or not the following have been completed:

- Identity-name, address and date of birth
- Qualifications-where the qualification is a requirement of the job i.e. those posts where a person must have QTS;
- Evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country;
- DBS—for all those who require a check under the guidance and regulation applying at the time they were recruited
- Date that the check was evidenced

As well as recording whether or not various checks have been completed, schools are also required to keep copies of the following documents on staff personnel files:

- Documents used to verify the employee's identity
- Evidence of the right to work in the UK
- Evidence of the required qualifications

School should be aware that an applicant can allege discrimination against a potential employer although there is no direct employment relationship.

Formal complaints about the recruitment process should be dealt with through the Trusts' complaints procedure.

Those people not included on the SCR but who could be found in the schools within the Trust include

Occasional Visitors, Building or Maintenance Contractors and Board of Directors and these circumstances are described below.

## 22.0 Complaints

Schools should be aware that an applicant can allege discrimination against a potential employer although there is no direct employment relationship.

Formal complaints about the recruitment process should be dealt with through the Trust's Staff Discipline, Conduct and Grievance policy. If schools requires any further advice on this please contact your School HR/Business Manager.

## 23.0 Induction

### 23.1 School Specific Induction

A systematic induction programme should be prepared to help the new employee adjust to the new social and working environment and to become effective in the job as soon as possible. People with disabilities may require particular reassurance and encouragement when taking up employment in a new role and a clearly structured induction programme is helpful to this end.

Headteachers should ensure that they follow the statutory induction programme for Newly Qualified Teachers where applicable.

The purpose of induction is to:

- Confirm the conduct expected of teachers and support staff within the school
- Provide training and information about the school's policies and procedures
- Support individuals in a way that is appropriate for their role
- Provide individual information about what support and assistance is available, and what reasonable adjustments will be made (acknowledging that these adjustments will be reviewed regularly as needs change)
- Provide new employees the opportunity to discuss any issues or concerns about their role or responsibilities; and
- Enable the headteacher or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and take steps to address these in a timely manner.

The content and nature of the induction process will vary according to the role and previous experience of the new staff member but should include information about and written statements of:

- Mandatory policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any other relevant child protection or safeguarding procedures
- Safe practice and the standards of conduct and behaviour expected of staff in school
- How and with whom any concerns about any issues should be raised and
- All relevant employee procedures such as disciplinary, capability whistle blowing etc.



Line managers have a responsibility to ensure that disabled staff are treated fairly with the same opportunities at work as non-disabled colleagues e.g. equal access to training and development. See Appendix 4 New Start Induction.

### **23.2 Trust Induction**

All new employees will be invited to attend a Trust induction session. The purpose of this session is to share what it means to be part of the Beckfoot Trust and Appraisal and Professional Development opportunities within the Beckfoot Trust.

## Appendix 1 - Reasonable Adjustments – Examples

1. Amending the way things are done (**provision, criterion or practice**).

For example:

School has a policy that designated car parking spaces are used only by employees and not by visitors. A job applicant who has mobility impairment who needs to park close to the interview location is given a designated car parking space for their interview.

This would represent a reasonable adjustment to the school's car parking policy

2. Making changes to overcome barriers created by **physical features**.

For example:

Clear glass doors at the end of a corridor present a hazard for a visually impaired job applicant.

Adding stick-on signs or other indicators to the doors so that they become more visible is likely to represent a reasonable adjustment.

3. Providing extra equipment or assistance (**auxiliary aid or auxiliary service**).

For example:

A blind job applicant attends for an interview. School arranges for a member of staff to meet them and generally accompany them, so they can be shown to the toilets, the cloakroom and the interview room as and when necessary.

## Right to Work in UK

### Immigration, Asylum and Nationality Act 2006 (the 2006 Act)

**IMPORTANT INFORMATION FOR ALL SHORTLISTED CANDIDATES**

**PLEASE READ CAREFULLY AND FOLLOW THE INSTRUCTIONS  
SET OUT IN THIS LEAFLET**

This Act of Parliament places a legal responsibility on employers to only recruit new employees/staff from those who are eligible to work in the United Kingdom. An employer who does not comply will face a civil penalty up to £20,000.

It is, therefore, very important for an employer to obtain information which will demonstrate that all its new employees meet the eligibility rules. The information needs to be in a form which can be recorded for future demonstration that the employer has complied with the Act in its recruitment practices and decisions.

**In practice this means that every candidate who is shortlisted for interview is required to bring to that interview documentary evidence which confirms their eligibility to work in the United Kingdom. The Home Office have specified several documents which will satisfy this requirement and these are listed in tables in the enclosed document.**

- **Note on successful candidates who are nationals from the European Economic Area (EEA):**
  - EEA nationals have the right to work in the UK, however not all EEA nationals are permitted to work in the UK without restrictions. You will need to produce an official document showing your nationality. This will usually be either a national passport or national identity card which indicates that the holder is a national of an EEA state.
  - Nationals from Croatia must obtain an Accession Worker Authorisation Document (or 'Purple Registration Certificate') from the Home Office *before* starting work. Please refer to the full Home Office Guidance on employing Croatian Nationals.

**CANDIDATES MUST BRING THE SPECIFIED DOCUMENT/S TO THE INTERVIEW.**

**THE DOCUMENT/S MUST BE ORIGINAL/S AND MUST RELATE TO THE CANDIDATE.  
(PHOTOCOPIES ARE NOT ACCEPTABLE).**

**CANDIDATES SHOULD NOTE THAT FAILURE TO PRODUCE THE SPECIFIED DOCUMENT/S WILL MEAN THAT THE ORGANISATION WILL NOT BE ABLE TO OFFER EMPLOYMENT.**

The specified document/s will be inspected and copied. Any personal information in the document/s supplied will be kept on a confidential basis and it will not be used for any other purpose other than compliance with this Act.

It is anticipated that the documentation provided by candidates will be straightforward and readily recognised. However, in cases where documents are unfamiliar, advice will be sought and this may lead to a short delay in offering employment. In such cases every effort will be made to keep the delay to a minimum in the interests of all applicants

ALL APPLICANTS MUST COMPLETE THE ATTACHED FORM

PLEASE COMPLETE THE FORM BELOW  
AND BRING IT WITH YOUR SPECIFIED DOCUMENT/S TO THE INTERVIEW  
PLEASE USE BLOCK CAPITALS

SURNAME:

FORENAME:

ORGANISATION:

POST TITLE:

INTERVIEW DATE:

Are there any restrictions issued by the Home Office or the UK Border Agency which may affect your employment status with this organisation?

YES:

NO:

(FURTHER DOCUMENTATION AS DETAILED IN THE ATTACHED TABLES WILL BE REQUIRED  
IF YOU ANSWER YES TO THIS QUESTION)

Please refer to the Specified Documents listed in the attached tables. Identify the reference number next to the type of document/s you will bring to your interview, read the statement below, and enter the document reference letter and number.

LIST A:

LIST B:

I HAVE INDICATED ABOVE THE REFERENCE NUMBER OF THE TYPE OF SPECIFIED DOCUMENT/S THAT I HAVE PRESENTED AT MY INTERVIEW. I CONFIRM THAT I AM THE PERSON REFERRED TO IN THE DOCUMENT/S AND THAT I AM ENTITLED TO WORK IN THE UK. I UNDERSTAND THAT INFORMATION OR DOCUMENTATION SUPPLIED WHICH LATER PROVES TO BE FALSE OR MISLEADING WILL BE GROUNDS FOR DISMISSAL.

## DECLARATION

I CONFIRM THAT THE INFORMATION I HAVE PROVIDED ON THIS FORM IS CORRECT

SIGNED:

DATED:

FOR OFFICIAL USE ONLY

MUST BE COMPLETED BY CHAIR OF INTERVIEW PANEL

DOCUMENT LIKENESS VERIFIED: (  )

PHOTOCOPIES ATTACHED (  )

CHAIR OF PANEL (PRINT NAME):

SIGNED:

DATED:

Date follow up check required:

## Lists of acceptable documents for right to work checks

<b>List A</b>	
<b>Acceptable documents to establish a continuous statutory excuse</b>	
1.	A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2.	A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3.	A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
4.	A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
5.	A <b>current</b> Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6.	A <b>current</b> passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7.	A <b>current</b> Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
8.	A <b>full</b> birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
9.	A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
10	A certificate of registration or naturalisation as a British citizen, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
<b>List B</b>	
<b>Group 1 – Documents where a time-limited statutory excuse lasts until the expiry date of leave</b>	
1.	A <b>current</b> passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2.	A <b>current</b> Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3.	A <b>current</b> Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
4.	A <b>current</b> Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
<b>Group 2 – Documents where a time-limited statutory excuse lasts for 6 months</b>	
1.	A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to 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 <b>less than 6 months</b> old <b>together with a Positive Verification Notice</b> from the Home Office Employer Checking Service.
2.	An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, <b>together with a Positive Verification Notice</b> from the Home Office Employer Checking Service.
3.	A <b>Positive Verification Notice</b> issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

## Appendix 3 - Pre-employment Health Questionnaire

Section 1: To be completed by recruiting HR *prior to issuing form for completion to candidate.* (Please PRINT all details)

Name of HR officer / manager:
-------------------------------

Candidates surname:	Forenames:
Maiden name (if applicable):	Date of birth:
Home address:	Department:
Home Tel no:	Proposed place of work:
Mobile Tel no:	Job title:
	Hours of work:
	Proposed start date:
	Email address:

### Section 2: - Job & Task Analysis to be completed by Manager

Please tick any of the boxes relevant to the normal duties of the proposed role:

Moving and handling		Working with hazardous substances	
Working at heights		Working with vibratory tools	
Working in confined spaces		Working in a noisy environment	
Working with display screen equipment for most or part of day		Preparing/handling of food	
Driving duties eg: FLT, LGV/PCV vehicles		Working Shifts / Nights	

### Section 3: - To be completed by candidate - Work related health history

Do you need any special aids/adaptations to assist you at work, whether or not you have a disability?		
Have you ever been denied or left a job for health reasons?		
Are you having, or waiting for, treatment or investigation of any kind at present?		
Have you ever suffered any work related ill health?		
Do you have / have you had a medical condition either physical or mental that would affect your ability to perform the proposed job?		

**YES**

**NO**

**PLEASE DO NOT ELABORATE ON ANY 'YES' RESPONSES ON THIS FORM.** If you answered 'yes' to any of the above questions this document will be passed to the Occupational Health Team. You will be contacted by one of the Occupational Health Advisors, and your answers will be held in ***strictest confidence*** and retained by the Occupational Health Department, in accordance with the provisions of the Data Protection Act 1998. No medical detail will be released to a third party without your informed consent.

Declaration by candidate

**I declare that all the information given above is true and correct to the best of my knowledge. I understand that if I knowingly withhold or give inaccurate information, this may constitute grounds for termination of employment. I acknowledge and understand that I may be expected to attend for an Occupational Health assessment if required.**

Name: (Print)

Signature:

Date:

## Appendix 4 - New Starter Induction Best Practice Example

### NEW STARTER INDUCTION

**Name**

**Role**

**Line  
Manager**

**Department**

**Start Date**

**PLEASE RETURN THE COMPLETED FORM TO THE HR DEPARTMENT AFTER THE MONTH 3 REVIEW**

### PRE FIRST DAY

<b>Roles and Responsibilities</b>	<b>Description</b>	<b>Who does this relate to</b>	<b>How delivered</b>	<b>Delivered by</b>	<b>Date sent</b>
	Job Description	All Staff	Included in Application Pack	HR	
	Contract of Employment (working hours, pay, holidays, pension etc.)	All Staff	Sent on acceptance of employment	HR	
	Bank Details Form	All Staff	In person at Interview or/included in New Starter Pack	HR	
	P46 (Please complete if you cannot provide a P45)				



**History,  
values and  
ethos**

DBS Form

Trust Holiday Calendar

Trust Day Timetable

Campus Map

Absence Line Card

Personal ParentPay Log on details - Staff

Pre-Employment Health Questionnaire

School Specific Strategic Vision

Included in Application Pack

School Leadership Team & Responsibilities

School Staffing Structure

School Positive Learning Strategy

Included in Application Pack

School Behaviour Policy

Included in New Starter Pack

**FIRST DAY**

**Essentials**

**Description**

**Who does  
this relate  
to**

**How delivered**

**Delivered by**

**Date**

**received/  
completed**

ID Badge /Keys	All Staff	In person	HR
Introduction to Colleagues	All Staff	In person	Line Manager
Tour of School/Campus to include:-			
Fire Alarm, Exits & Emergency Meeting Points			
Staffroom/Pigeon Holes			
Dining Room/ Dining Areas /Catering			
Staff Toilets			
First Aid/Healthcarer /Personal Care Team			
Physio Room/Hydropool (SEN)			
Admin, Finance & HR			
Reprographics/Audio Visual Team			
Student Facilities Office & Reception			
Year Offices/ Bases/Offices			
PACT			
LRC/Careers/SEN			
Lost Property			
Signing in/out books – Reception			

Issue of any Protective Equipment/Clothing (please note any relevant PPE):-

**Key Information about the School/Campus (School Specific)**

AMEY FM Role on the campus	All Staff	In person	Line Manager
How to log building & ICT issues			
Co-location			
Staff Information Folder/T Drive/X Drive/Office 365			
Staff Handbook – Staff Page - 365			
Telephone/Email List & Staff List	All Staff	Staff Page 365	Employee
Staff Handbook (including info re. support services e.g. Admin/Finance/Exams/Student Facilities/Visual Resources)	All Staff	Staff Page 365	Line Manager
Trust Calendar	All Staff	Staff Page 365 or Staff Information Folder T Drive	Line Manager

**ICT Training**

Teacher Toolkit/Laptop or PC overview	All staff	In person (please contact Brian Stocks to make an appointment)	Brian Stocks
Logins	All staff		

X, T, U & S Drive	All staff		
Trust Website Links/Internet			
365 – Use of Email/Calendar/Staff & Student Areas			
SIMS Learning Gateway (SLG) – Homepage info & finding Students/Staff Timetables (inc taking registers)	All staff		
SIMS In Touch	All staff		
Swipecard (Printers/Door/Access/Catering/Library)	All staff		
Printer/Copier/Scanning	All staff		
ICT Help Files	All staff	Staff Page 365	Employee
ICT Policy & ICT Learning Culture	All Staff	Staff Page 365/Staff Handbook	Employee
Accessing academic monitoring	Teachers	In person	Line Manager
Identify any other software training requirements in the professional development section:-	All staff	In person	Brian Stocks/Line Manager

## FIRST MONTH

Description	Who does this relate to	How delivered	Delivered by	Date completed
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**Health & Safety Training**

Complete the Campus Safeguarding and Child Protection Policy 2015/ Be aware of who the named persons for Child Protection are.

Complete the Campus General Health and safety Training & Understanding the Trust Health & Safety Policy

Complete the Campus Fire Prevention Training & Understanding the Trust Fire Evacuation Policy (individual responsibilities if applicable) *Line Manager to advise of any specific Fire Evacuation Duties.*

Read the Accident Reporting Policy and First Aid Procedure

Complete the Campus Manual Handling Training

Read through the Lone Working Risk Assessments relevant to your role

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Complete the Campus Safety with Computers (DSE Training Pack) and other DSE Guidance applicable to your role

All staff

**Health & Safety Training** can be found in X:\Health And Safety\Campus H&S Training\H&S Compulsory Training - All Staff

**Policies** can be found through the staff page on 365 Staff Page or X Drive/Campus Policies and Procedures (PDF)

**Risk Assessments** can be found on 365 Staff Page or X Drive/Health and Safety/Risk Assessments

Employee – self learning

All Staff

In person

Employee

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Complete the Campus Risk Assessment Training & Awareness of Campus Risk Assessments

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Employee

Working at Heights - All staff are required to read RA147 Working at Heights Risk Assessment – sign and pass to HR if applicable

Employee

End of session procedures – role specific (roles, tidying, cleaning, security):

Line Manager

**Professional Development**

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Faculty/Department specific Induction programme and probationary period (if applicable)

All Staff

In person

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Line Manager

Overview of Appraisal system/IPR's & Self Reflection

All Staff

In person

Line Manager

Personal Development Plan

All Staff

In person

Line Manager

Role Specific Training to be identified

All Staff

In person

Line Manager

1.

2.

<b>Ethos Values and Vision (School Specific)</b>	<b>Description</b>	<b>Who does this relate to</b>	<b>How delivered</b>	<b>Delivered by</b>	<b>Date received</b>
	Understanding the organisational structure of the each Trust, including the role of Beckfoot Trust Board	All staff	In person	Line Manager	
	Understanding the role of the Beckfoot Student Leadership Groups	Beckfoot	Staff Page 365	Employee	
	Understanding the Behaviour Policy of each Trust	All staff		Employee	
	Awareness of all other policies	All staff		Employee	
	Reporting System/Reporting Timetable (Beckfoot)	Teachers/ Admin Staff (Beckfoot)	T:\Academic Monitoring\Reports Information	Employee/ Line Manager	

## MONTHS 1-3

<b>Health &amp; Safety (School Specific)</b>	Display Screen Assessment (please complete within 6 weeks of start date after completing the Safety with Computers (DSE Training Pack)	All staff who use Display Screen Equipment	Fixed Assessment for those with a permanent workstation – Flexible for all other staff.	Employee/ Line Manager
	Child protection/Safeguarding Training via online link through Bradford Council	All staff	An email will be sent to you with log on details.	Bfd Council
	Non-confrontational approach training	Beckfoot	By request	Gill Halls
	Team Teach Training/Manual Handling	Hazelbeck	By request	Sue Pierce
	Moving and Handling Training	Hazelbeck Beckfoot	By request By request	Line Manager

**Other**

## INDUCTION REVIEWS

Date of Review	Line Manager Signature	Employee Signature	Comments
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**Week 1 Induction  
Review**

**Month 1 Induction  
Review**

**Month 3 Induction  
Review**

**PLEASE RETURN THE COMPLETED FORM TO THE HR DEPARTMENT AFTER THE 3 MONTH REVIEW**

## Part 2 - Apprenticeships

### 1.1 What is an Apprenticeship?

An apprenticeship is a way for both young people and adult learners to earn while they learn in a real job and gain a qualification.

Hiring apprentices helps schools to grow their own talent by developing a motivated, skilled and qualified workforce.

Apprentices are available to businesses of all sizes and sectors in England, and can last anything from 12 months to 4 years.

They are linked to job roles or occupations some 1,500 of them across 170 industries. Therefore it is important to ensure that every apprenticeship is relevant and appropriate for both the school and the employee.

There are currently 3 Levels of Apprenticeships available:

1. Intermediate Level (Level 2) - equivalent to 5 A\*-C GCSEs. This normally lasts between 12 and 18 months.
2. Advanced Level Apprenticeship (Level 3) - equivalent to 2 A Levels. This normally lasts between 12 and 24 months depending on the Apprenticeship Framework being undertaken.
3. Higher Level Apprenticeship (Levels 4-7) - equivalent to a foundation degree and above. These may take up to 24 months to complete.

### 1.2 Who is involved?

The National Apprenticeship Service supports a partnership between the employer, training organisation and apprentice and is part of the Skills Funding Agency. They work with organisations of all sizes to analyse their training needs, identify relevant apprenticeships and the best way of providing the training.

The Skills Funding Agency has a network of quality assured contracted training organisations or colleges of further education who deliver apprenticeships through off the job training. Each training organisation is open to Ofsted inspections.

The Training Organisation will work closely with the school to ensure that the apprenticeship offered is the most appropriate for the individual's job role, whilst reflecting individual school and learner needs.

The School will normally work with the training organisation that will support the delivery of the training programme, carry out the assessment and deliver the additional skills, knowledge and training required to successfully complete the framework, through an agreed training plan.

### **1.3 Benefits of Apprenticeships**

Apprenticeships help to develop a motivated, skilled and qualified workforce. Many organisations that use apprenticeships have found them to be beneficial to their long term development as they help to improve the skills base within the organisation. In addition to this the majority of apprentice employers have found that they have lower recruitment costs, lead to increased employee satisfaction, reduced staff turnover and greater productivity.

### **1.4 Employer Responsibilities**

As an employer school should give the apprentice an induction into their role and provide on the job training. School is responsible for paying the apprentice's wages and issuing their Apprenticeship Agreement. As an employee, the apprentice should receive the same benefits as other employees.

By employing an apprentice school has certain requirements to meet.

- The apprentice must be issued with an Apprenticeship Agreement and paid at least the Apprenticeship National Minimum Wage. Apprentices who are under 19 or who are over 19 but in the first year of their intermediate level or advanced level apprenticeship, must be paid a minimum of £3.30 per hour.
- Provide apprentices with the same benefits as other employees.
- The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the apprenticeship should be extended.
- All apprentices must have an Apprenticeship Agreement in place between the school and the apprentice.
- School must provide the apprentice with the required training in line with the Apprenticeship Agreement to allow them to complete their Apprenticeship Framework.

### **1.5 Apprenticeship Funding**

Each school will contribute to the apprenticeship levy via payroll. The £15,000 apprenticeship levy allowance will be applied to each school in direct proportion to the charge they receive annually. Each school will have access to the amount of the levy that they have directly contributed. Each school must provide a business case (see Appendix a) for how they intend to use their allocation. If any under-spend can't be used by the individual school it will go into a central pot where other Trust schools can then utilise the funds according to their business plan. The funding pot will be administered by the CFT.

## **1.6 Apprenticeship Providers**

The Trust will collaborate and choose Apprenticeship Providers based on past experience, locality and individual need. All providers should be on the Government's Approved Apprenticeship Providers list. It will be the decision of the local school to select a training provider and should be done in conjunction with the individual. The individual should provide feedback on their provider at the end of their apprenticeship to help build a Trust picture of local providers.

## **1.7 How to set up a New Apprentice**

To set up a new apprentice, schools must enter details on to the 'Manage Apprenticeships Government website.

Using the online service, schools can:

- add or amend information about apprentices and training
- authorise payment to the training provider
- view payment activity in your account and view your balance
- pause or stop a payment to your training provider

For HR will set up a new starter as an employee, they will need the following information to complete the apprenticeship agreement (Appendix b):

- The duration of the apprenticeship and the start and end date
- The name of the framework and the level that the apprenticeship is working towards
- The person that the apprentice will report to
- The name of the allocated training provider and the number of days and pattern that the training will take
- Whether or not the school is paying the course fees
- Whether or not the apprentice has been allocated any study days for exams etc.

The Apprenticeship Agreement is a legal requirement for all apprentices.

## Appendix a – business case

<b>School</b>	
<b>Total Annual Apprentice Levy Allocation</b>	
<b>Remaining amount available for year</b>	

<b>Recruitment Need</b>	
<b>School Criteria</b>	<b>Met / Not Met</b>
<ul style="list-style-type: none"> <li>Invest and grow local talent</li> <li>Open recruitment to wider field</li> <li>Attract higher level of staff</li> <li>Grow and mould staff</li> <li>Teacher recruitment</li> </ul>	

<b>Details</b>			
<b>Name</b>			
<b>Course</b>			
<b>School Support</b>			
<b>Provider</b>			
<b>Duration</b>			
<b>Cost</b>			
<b>Career Path</b>		<b>Cost</b>	<b>Completed</b>
<b>Year 1</b>			
<b>Year 2</b>			
<b>Year 3</b>			
<b>Year 4</b>			
<b>Year 5</b>			
<b>Authorisation Trust Committee</b>			
Signature		Date	

<b>Total Cost to Apprenticeship Levy</b>	
<b>Remaining Allocation</b>	
<i>Rationale if over the School Allocation</i>	
Agreed Signature	Date

Procurement Followed	
Finance Agreed	
Finance Apportioned	
Learner Agreement Signed	
Start Date	



*This agreement is not a contract of apprenticeship but a contract of service entered in connection with (INSERT NAME) which is a qualifying Apprenticeship Framework and contains the statement of particulars for the purposes of complying with s1 of the Employment Rights Act. This arrangement is not intended to afford the apprentice additional rights to those enjoyed by the employer's current employees and governed by the Law of England and Wales*

## AGREEMENT FOR AN APPRENTICESHIP

NAME OF APPRENTICE      XXX  
ADDRESS OF APPRENTICE    XXX

NAME OF EMPLOYER        XXX  
ADDRESS OF EMPLOYER    XXX

### Definitions

'Apprenticeship Framework'              Framework that complies with the Specification of Apprenticeship Standards for England (SASE)

'School':    [Insert name and address of School]

'School's management' – these are school managers including the senior leadership team but also includes the Governing Body for the School

'Training Provider'-                            the College or other institution which must be attended in order to gain academic training for the Apprenticeship Framework

### DATE

## 1. COMMENCEMENT AND TERMINATION DATES OF EMPLOYMENT

Your employment commenced on XXX so your date of continuous service is XXX.

The duration of this agreement will be XXX months and therefore, your employment will end without further notice on XXX unless terminated earlier in accordance with this written statement of particulars of employment. This will be in conjunction with the school policies that are incorporated into this statement of particulars.

You understand and acknowledge the duration of this arrangement is dependent on the Employer continuing to receive funding until the end of the period for this Apprenticeship Framework. In the event that the funding ends, this agreement will be terminated by the Employer in line with the notice provisions in this statement of particulars of employment.

## 2. APPRENTICESHIP DETAILS

You agree to work for XXX months under the terms of this agreement.

You will be employed as an apprentice in connection ..... (*Insert name of apprenticeship framework*) level X, which is a qualifying Apprenticeship Framework.

The skill, trade or occupation for which you are being trained XXX; the Training Provider is XXX. School's management reserves the right at its discretion to change the Training Provider.

### **3. YOUR DUTIES**

You are required to undertake the tasks described in your job description and properly complete duties in your training plan. The job description and training plan do not form part of your contract and may therefore be varied where necessary or appropriate to reflect the range of duties required by the Training Provider or Apprenticeship Framework.

For the duration of the apprenticeship you will report to XXX (*name*) and mentored by XXX (*name*). Your mentor will guide you through your training plan.

It is a fundamental requirement of this arrangement that during your apprenticeship, you will regularly attend the Training Provider and receive training. The expected pattern of attendance for training will be N/A / Add Number day/s per week commencing on N/A / Training start date until N/A / Training end date in addition to attending for assessments as required by the Training Provider or stipulated under the Apprenticeship Framework. On any occasion that you would normally be expected to attend training, but the Training Provider has asked you not to attend (for example where they are closed), you are expected to attend your place of employment instead.

If you are unable to attend a training session due to sickness, you must refer to and comply with the School's sickness reporting procedures. Failure to follow the sickness reporting procedures will be viewed as a potential disciplinary issue and may lead to the School taking disciplinary action against you. Please also see the School's Capability Procedure and Disciplinary Procedure which applies to this arrangement.

You are required to maintain the expected levels of attendance at both the School and the Training Provider. A failure to maintain the required levels of attendance could result in the School management's use of its Attendance Policy or if appropriate the Disciplinary Policy to manage the situation.

### **4. HOURS OF WORK**

Your hours of work are XXX per week (*term-time only/plus X days/all year round*).

Actual working hours will be worked according to the needs of the school.

You will be allowed paid time off work to attend college or training as required/agreed.

### **5. ANNUAL LEAVE**

Your Statutory Entitlement to paid annual leave is 20/25 days plus bank holidays, and one floating day allocated by your employer at Christmas if you work all year round.

If you are working Term Time only, it is expected that in accordance with School's Policy you will not take leave, other than for sickness or compassionate leave during the school term. The consequence of taking leave other than in these circumstances are explained in the School's policies.

### **6. PENSION ARRANGEMENTS**

Where you earn over the earnings trigger for automatic pension enrolment (£ 10,000 per annum) **and** are aged between 22 and 75 you will be auto enrolled into the Local Government Pension Scheme. Contributions will automatically be deducted at the appropriate rate based on your annual salary.

The scheme is run for Bradford Council by the West Yorkshire Pension Fund. If you wish to opt out of the West Yorkshire Pension Fund please ring the Pension Help Desk on 01274 434999 to obtain Form LVOPT.

## **7. REMUNERATION AND BENEFITS**

You will be paid £XXX per annum; payments are made **four weekly/monthly** direct to your bank or building society.

**XXX USE IF WORKING TTO XXX** If working term-time only your salary is calculated taking into account the pay for your weekly hours and for your statutory holidays (including bank holidays etc) over a full year. There is a proportion of your pay retained each pay period to enable you to be paid over the 12 months to coincide with your annual salary.

You will be paid for the time you attend training as part of your Apprenticeship Framework.

The School's management is authorised to deduct from your salary any sums due to it the School or your Employer.

## **8. COST OF TRAINING**

The school agrees to pay the course fees of the Training Provider for the training related to this agreement under the Apprenticeship Framework. It is understood that the training will cost **N/A £XXX**.

## **9. RECOVERY OF TRAINING COSTS**

In the event that you leave this employment that is based at the School for any reason other than redundancy or Medical Capability Dismissal and do so prior to completing the Apprenticeship Framework, you agree you will repay in full any contribution made by the school towards the costs of the Apprenticeship Framework up to the date of you leaving the School.

The School reserves the right to deduct from your salary amounts due to the School through the operation of this clause. If there is still an amount outstanding to the School after making such deductions, you will be required to repay the outstanding amount to the school within one month of leaving.

## **10. STUDY TIME**

In addition to being absent from work to attend training, you are permitted to be absent for **N/A/add number** days per year for the purpose of studying for examinations/assessments. The days must be agreed in advance with your manager.

## **11. PERFORMANCE MANAGEMENT**

The school operates a performance management culture that monitors all employees' performance and implements appropriate support.



Apprentices are expected to comply with and undertake all aspects of the Apprenticeship Framework to a satisfactory standard. During your apprenticeship, you will be subject to regular reviews undertaken by your line manager to ensure that you are progressing to a satisfactory standard in both your studies and in your work placement.

Any concerns will be managed under the School's Appraisal, Capability or Disciplinary Procedures as appropriate. If you fail to meet the Training Provider's targets, or due to misconduct fail to attend work or college, this apprenticeship may be terminated early, subject to the notice clause below.

## **12. PERIOD OF NOTICE TO TERMINATE EMPLOYMENT**

During your apprenticeship you must give the school **4 weeks/one months** notice in writing if you wish to terminate the agreement.

The School may terminate this agreement immediately in the event that your behaviour constitutes gross misconduct. Behaviours that may be construed as gross misconduct are described in the Schools Disciplinary Procedure read in conjunction with the School's code of Conduct.

You therefore agree and understand that this apprenticeship is offered subject to satisfactory DBS Disclosure. You are required to inform the School's management in the event that while you are employed at the School, your status on the records have changed or allegations are made against you that could affect your status on these records. It is agreed that failure to promptly inform the school of a change to your status or allegations that could change your status will be behaviour capable of constituting gross misconduct.

## **13. UNACCEPTABLE BEHAVIOUR**

If the school is made aware that you are not attending the training sessions or are behaving in an unacceptable manner (this includes behaviours described in the School's Code of Conduct), then the School's management reserves the right to take disciplinary action against you. In serious cases this action may include dismissal.

## **14. EXCHANGE OF INFORMATION WITH THE TRAINING PROVIDER**

By signing this agreement, you consent to the School exchanging information about you with the Training Provider and other relevant organisations for the purpose of facilitating and monitoring your training.

## **15. CONFIDENTIALITY**

The business of the School is confidential; during the period of this apprenticeship you will have access to confidential and sensitive information which may include personal details of students and staff. You therefore agree not to disclose such information and agree that a breach of this clause is capable of being a fundamental breach of this agreement.

## **16. GOVERNING LAW AND JURISDICTION**

This agreement is governed by the law of England and Wales and the parties agree to submit to the exclusive jurisdiction of the courts of England and Wales.

**SIGNATURES**

Please ensure that you return a signed copy of this agreement to your school administrator and keep a copy for your own records.

.....  
**Apprentice's signature**

.....  
**Signature on behalf of the School**