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<b>Responsibility:</b>	<b>Director of Human Resources</b>

This policy applies to all College activity including ESF contracts.

## **RECRUITMENT AND SELECTION POLICY AND PROCEDURES**

### **PURPOSE AND PRINCIPLES**

1. Leicester College is committed to the fair recruitment and selection of staff, its most valuable resource. It will strive therefore to eliminate harmful discrimination and aims to promote equality and diversity in all areas. Where appropriate, the College will use positive action to further the aim of the composition of its workforce reflecting the local community, which it serves. Within its recruitment practices the College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. The College expects all staff and volunteers to share this commitment.
2. This Policy will apply to all appointments made by Leicester College. Any changes or exceptions to the processes set down in this policy will only be made with the full agreement of the Human Resources Department. The standards listed below underpin the policy and should be adhered to throughout the recruitment process.
  - 2.1. Applicants will be treated on the basis of their skills, abilities and experience in accordance with the College's expressed values of Respect, Inclusion and Equality. The aim is simply to appoint the best person for the job based on evidence obtained during the recruitment process.
  - 2.2. The recruitment process must not only be fair but must also be seen to be fair. Those involved in the process must ensure that their actions do not create the impression that jobs are reserved for certain people.
  - 2.3. The recruitment and selection process will be carried out in a confidential manner.
  - 2.4. Applicants have the right to a quality service throughout their dealings with the College. This means that candidates should be treated with respect, have any concern addressed and be given explanation for non-appointment if requested.
  - 2.5. At least one member of the recruitment and selection panel will be trained in the College's policy for recruitment and selection. Ideally, all members

of the Panel will be trained in this area. The Chair of the Panel will complete the NSPCC Safer Recruitment training.

2.6. The Human Resources Department will monitor the effectiveness of, and compliance with, this policy. A representative of the Human Resources Department may join the recruitment and selection process at any stage of the procedure for this purpose.

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
1. VACANCY New post / Replacement / Change in post	Manager         Manager	<p>If this is a new post, ensure that the line Vice Principal (if appropriate) and Deputy Principal agree with the proposed creation of the post.</p> <p>If this is an existing post, consider whether it is still required. If so, is it required in its current format - has there been a change in work patterns, or have organisational changes produced a different job?</p> <p>When ready to proceed, a staff requisition form must be completed. The following information should be attached electronically to the requisition;</p> <ul style="list-style-type: none"> <li>• a structure chart if appropriate,</li> <li>• job description</li> <li>• person specification (see 2 and 3 below)</li> <li>• wording for advertisement and testing information. (See 4 and 5 below.)</li> <li>• Interview date(s).</li> </ul>	<p>Where the post is new or has undergone significant revision, a job evaluation will be required. In this case, an organisational chart should also be provided showing the location of the post within the department</p> <p><b>It will not be possible to proceed with the recruitment process without a requisition.</b></p>
2. Job Description	Manager	Draw up or update job description (see Appendix B) with support from HR as required. HR holds job descriptions for all roles.	<p>The job description should:</p> <ol style="list-style-type: none"> <li>a) Give a clear, concise and readily understood description of the purpose of the job.</li> <li>b) List main duties and responsibilities as clearly as possible - avoid jargon, ambiguity or vague statements</li> <li>c) State each activity starting with a verb, e.g. "Carry out..." "Record..." "Supervise ..." "Manage..."</li> </ol>



STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
	Manager/HR	The dates when short listing and interview will take place. The date of interview to be included in the advert.	
5. Aptitude testing/ other assessment	Manager/HR	Tests and assessments can provide valuable information on essential requirements of the post (e.g. the ability to absorb and apply rules, practices, etc), which may not easily be investigated at interview.	<p>The HR Department holds a range of tests and exercises, including:</p> <ul style="list-style-type: none"> <li>a) Psychometric (aptitude) tests covering mathematical and verbal reasoning.</li> <li>b) Psychometric (personality) tests are usually used as part of the selection process for more senior management posts.</li> <li>c) Psychometric (aptitude) tests for clerical, secretarial and administrative posts up to and including team leader.</li> <li>d) a micro teach exercise will normally be undertaken as a minimum requirement for all teaching posts.</li> <li>e) Group exercises, such as joint planning and problem solving.</li> </ul> <p>Appropriately qualified HR staff must administer psychometric tests. Managers are requested to check their availability prior to confirming dates for selection.</p> <p>HR may not be able to provide staff to administer other tests, but are available to advise and guide.</p> <p>NB: If a candidate has a low test score they should not automatically be rejected, a decision should be made based on the overall selection process.</p>
Manager/HR	Departments are actively encouraged to design job specific, assessments for use in selection, subject to HR approval. The content of such tests must be strictly justifiable against the duties of the post and reasonable adjustments are made for disabled applicants (See Appendix F).		
Manager/HR	Aptitude/assessment tests to be determined prior to advertisement before the interview dates and procedure are agreed.		
Manager/HR	<p>Tests will be administered, scored and feedback given by suitably qualified persons.</p> <p>Candidates must be informed in advance of any arrangements for testing they are expected to undertake and likely timings. Appropriate notice needs to be given for candidates to prepare e.g. presentations. Normally this will be at least 5 days.</p>		

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
6. Advertising the Post	HR   HR  HR/Manager	<p>Posts will be advertised externally unless agreed with HR due to exceptional circumstances.</p> <p>All posts will be advertised internally.</p> <p>Placement of adverts in multiple publications/job boards .</p> <p>Clarify lead times for advertising prior to request to place the advertisement.</p> <p>There must be no canvassing of anyone involved in the Recruitment process.</p>	<p>HR to fund standard placements with the cost of any additional placements coming from the recruiting department cost centre including those incurred through a recruitment agency.</p>
7. DETAILS TO APPLICANTS	HR	<p>Details of all College vacancies will be placed on the HR recruitment website and will include:</p> <ul style="list-style-type: none"> <li>a) An online College application form</li> <li>b) An online Equality &amp; Diversity monitoring form.</li> <li>c) Job description and person specification</li> <li>d) Information about College benefits</li> <li>e) Guidance for applicants</li> <li>f) Policy statement on the Recruitment of Ex-offenders.</li> <li>g) Equality and Diversity Policy</li> <li>h) Safeguarding in Recruitment Policy</li> </ul>	<p>Depending upon the post, further details including more background on the post, department, College and Leicester City as well as the College prospectus may also be included.</p>
8. APPLICATIONS RECEIVED	HR/Manager	<p>Where applicants have defined themselves as having a disability on the monitoring form, this will be flagged by HR to the recruiting manager during the short listing process to ensure those who meet the essential criteria are invited for interview. See Appendix F</p>	<p>Disabled applicants who meet the essential criteria for the post are guaranteed an interview. The short listing panel should also ensure in conjunction with HR that any reasonable adjustments for the interview, if required, are made.</p>

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
9.  SHORTLISTING	<p>Manager</p> <p>Short-listing Panel</p> <p>Short-listing Panel</p> <p>Chair of Panel</p> <p>HR</p>	<p>The short listing and interview panels will have been identified prior to advertisement.</p> <p>Where a candidate for the post is a relative or close friend of a member of the short listing or interview panel, this should be declared and will preclude their participation in the process.</p> <p>Other than in the circumstances above, members of the short-listing panel should also form part of the interview panel. Additional members may join the panel at the interview stage, but care should be taken to ensure the size of the panel does not appear intimidating.</p> <p>Select short list of candidates and agree reasons for/against short listing and record on short listing grid.</p> <p>The most senior member of the panel will be responsible for ensuring that the short-listing process is completed in accordance with equality principles. All documentation including the interview arrangements form (See Appendix H) should be completed appropriately and returned to HR as soon as possible and giving at least 7 working days prior to the interview assessment.</p> <p>It may not be possible for HR to process documentation, which arrives after this deadline, which could result in the postponement of the interview or assessment.</p>	<p>Short listing must be carried out by a minimum of two people, ideally one male and one female. Those short listing should also be on the interview panel and at least one must have undertaken training in Recruitment and Selection.</p> <p>Some essential criteria will be assessed through interview or testing rather than at this stage. The method of assessment should be identified on the person specification in the Method column, prior to the short listing commencing.</p> <p>On the short listing grid, list the criteria already identified for short listing assessment on the short-listing grid. Using the information provided from the application form assess whether each criteria is met against the person specification. (Section 3 above and Appendix G).</p> <p>Using these criteria identify which applicants meet these essential requirements and record this on the grid. Only applicants who meet all of the essential short-listing criteria that can be obtained from the application form should be short-listed. NB some essential criteria will be assessed through interview or testing rather than at this stage.</p> <p>Only use information included on the application form - do not make any assumptions or let previous knowledge influence judgements. The only exception to this might be where the applicant is recognised as an ex-employee who was dismissed or who left with disciplinary warnings on his /her file. In such a case advice should be sought from HR.</p> <p>Assess whether the remaining applicants are a feasible number to interview. If the pool is too large, compare the extent to which the applicants meet the desirable characteristics and record on the short-listing grid.</p> <p>If there are still too many candidates to interview, give weighting to each essential factor in the person specification and finally the desirable criteria if necessary.</p> <p>Alternatively to reduce the pool of candidates to invite to interview, consider whether pre-interview aptitude or job-related tests would be appropriate.</p>

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
			If there are a small number of short listed candidates, the manager may decide to re-advertise before proceeding to the interview / assessment stage.
	Short-listing Panel          Short-listing Panel/HR	Disabled applicants who meet the essential criteria for the post are guaranteed an interview. Consideration should also be given to whether any reasonable adjustments are required for the interview/assessment. (Appendix F).  Applicants with criminal records should be dealt with in accordance with the College's Policy on the Recruitment of Ex-Offenders.  Inform unsuccessful internal candidates and offer feedback. (Feedback to be provided by a member of the short-listing panel). External candidates notified by HR.	HR can give advice on making reasonable adjustments and arrange support for the candidate if required.     HR will provide guidance regarding any criminal conviction disclosed by an applicant.
10. INTERVIEW PANEL	Chair of Panel          Panel Member          Chair of Panel to lead	Interview Panel and interview/assessment dates and venues will have been arranged prior to advertisement.  Where a short-listed candidate is a relative or close friend of a panel member, this should be declared and they will not participate in the interview process.  All members of interview panel to be provided with copies of timetable, job details, application forms, job descriptions, person specification and interview record form for each candidate.	If feasible, the panel should reflect the makeup of the candidates, e.g. male, female, and minority ethnic groups. Ideally, all members of the interview panel will have received relevant training. If this is not possible at least one panel member must be trained and this person should act as Chair and take the lead, giving guidance to the other Panel members if necessary.  The questions to be asked should relate only to the person specification and job description. It may be helpful to prepare one (or more) specific question for each section of the person specification to be covered in the interview. Normally, similar lead questions covering these areas will be asked of each candidate, although supplementary probing questions may differ according to the answers given, and the individual's



STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
	Chair of Panel with assistance from HR if required	<p>Structure of interviews, timing, questioning responsibilities and any special weighting to be given to essential specification factors must be agreed beforehand.</p> <p>The Chair of the interview panel must have completed the NSPCC safeguarding in recruitment training.</p> <p>The Chair must ensure the standard safeguarding items on the person specification are specifically addressed during the interview.</p> <p>The Chair must ensure that any gaps in employment are fully explained by the candidate at interview.</p> <p>The Chair of the panel must ensure that external candidates have provided two referees one of which must be their current or most recent employer.</p> <p>Brief panel members on procedures/ process where necessary</p>	<p>circumstances. You should specifically probe any gaps in employment or on the application form.</p> <p>A standard item on person specifications will be the requirement for all staff to demonstrate an awareness and commitment to safeguarding and student welfare. For staff working directly with children and vulnerable adults, to demonstrate suitability to work with children and vulnerable adults including a knowledge/understanding of safeguarding.</p> <p>Further guidance on asking safeguarding questions at interview is available at Appendix E.</p> <p>For all Lecturer posts, the candidate's commitment to undertake teaching qualifications, if not yet obtained needs to be ascertained at interview. Also to ensure candidates understand that appointment will be subject to becoming qualified within 3 years.</p>
11. INTERVIEWS/ ASSESSMENT & SELECTION	HR  HR / Chair of Panel	<p>Invite candidates to assessment/interview, giving at least 5 working days' notice and notice of any assessment/aptitude testing with timings they are expected to undertake.</p> <p>Consideration may be given to genuine requests for alternative interview appointments but only if this does not unduly disrupt the interview/appointment process. Including interview dates at the</p>	<p>Sufficient time should be allocated for each interview to permit adequate exploration of the job criteria, for the candidate to ask any questions they may have, and for panel members to record their personal scores on the interview record form before the next interview.</p> <p>Selection decisions must only be made on the basis of the extent to which candidates (through their application, performance at assessment/aptitude tests and their responses</p>

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
	Interview panel	<p>advertising stage, will help to avoid the need to rearrange interviews.</p> <p>Prepare for interview i.e. structure, questions and areas of responsibility and whether any special adjustments need to be made for candidates with disabilities. (See Appendix F).</p>	during the selection process at interview) fulfil the requirements of the person specification.
	Interview panel	Conduct interviews and assessments. Notes should be kept during the interview of each candidate's response to questions.	
	Chair of Panel	<p>At the end of the set of interviews, the Chair will co-ordinate discussion on the completion of the interview/assessment record form (see appendix J). Essential criteria will be weighted x 2 - unless a heavier weighting has been pre-agreed by the panel for a particularly important factor(s).</p>	
	Chair of Panel	<p>All notes taken at interview should be retained and sent to HR, together with the completed interview record forms and the application forms.</p> <p>It is the responsibility of the Chair of the Panel to ensure that the interview / assessment process and related paperwork is completed appropriately and returned to the HR Dept within 2 days.</p>	
12. APPOINTMENT	Chair of Panel / HR	Inform successful candidate of decision of panel. Ensure the applicant understands that the offer of appointment is conditional	On request, one most recent employment reference may be taken up prior to an offer of employment being made for the lead candidate by HR and will be discussed with the line

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
	<p>Chair of Panel / HR</p> <p>Chair of Panel/ HR</p>	<p>and subject to references, medical clearance, DBS disclosure and barred list checks (where appropriate) considered to be satisfactory by the College, together with evidence of eligibility to work in the UK.</p> <p>Also that this verbal offer does not form a binding contract until the College has received the above and the signed contract documents which will be sent to them.</p> <p>Any offer of salary must be made in accordance with the College salary policies (See Appendix K). Any variation must be agreed with HR prior to an offer being made.</p> <p>Complete and return all recruitment paperwork to HR as soon as possible and within 2 working days in order for pre-employment checks to be commenced. The successful candidate will not normally be permitted to take up his/her employment at the College until all the pre-employment checks have been obtained and considered to be satisfactory to the College.</p>	<p>manager for consideration before confirming the offer of employment. In the case of a senior post-holder, references will be taken up prior to interview. External candidates should provide two referees, one of whom should be from a current or most recent employer and the other should preferably be an employment reference. Character references should only be used as last resort where the person has little work experience e.g. Apprentices. This process also applies to part-time lecturing staff and irregular hours employees who are appointed to substantive positions.</p> <p>Internal candidates are required to provide one referee who should be their Head of Department or a manager nominated by the Head of Department for this purpose. A member of the short listing or interview panel should not also act as a referee. All references are sought using the College proformas, which include safeguarding considerations.</p> <p>Those applicants who require DBS disclosure checks will only be allowed to commence their employment prior to the disclosure being obtained with the agreement of a senior manager and HR. Where this is necessary supervision arrangements must be made for them in order that they do not work unsupervised with students less than 18 years of age or vulnerable adults until a satisfactory disclosure has been obtained. See Appendix E for DBS guidance.</p>
	Chair of Panel	<p>Inform unsuccessful <b>internal</b> candidates first by phone if at all possible, offering opportunity for feedback. (Feedback to be provided by a member of the interview panel.) Make sure reserve candidates are</p>	<p>The feedback should be in the nature of a confidential discussion of the candidate's performance in the interview/assessment and his/her application. Feedback should be constructive, but honest-it is important not to create false expectations. It may include advice about development issues.</p>

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
	<p>Interview panel member/HR</p> <p>Chair of Panel / HR</p>	<p>aware of their position in case the successful candidate declines the offer.</p> <p>Complete appointment details form and return to HR as soon as possible and within 2 days. <b>Any provisional start date agreed should normally allow for a minimum period of 15 working days</b> to allow time for the completion of pre-employment checks.</p> <p>Inform unsuccessful external candidates offering feedback. (Feedback to be provided by a member of the interview panel.)</p>	<p><b>In cases of urgent start dates Managers must agree arrangements for pre-employment checks with HR.</b> HR will undertake the following pre-employment checks:  Eligibility to work in UK (see Appendix L)  References (with the consent of the individual) Medical clearance  Barring list check  Disclosure and Barring check</p>
13. EQUALITY & DIVERSITY MONITORING	HR	Monitoring information relating to equality and diversity is recorded on the HR database at each stage of the recruitment process.	Statistics are provided to College management and governing body on a regular basis and used to develop good practice.
14. RECORD KEEPING	HR	All records relating to the appointment, application forms, job descriptions, personnel specifications, composition of short listing and interview panels, assessment results, etc, will be retained as College records for at least 6 months. This may be extended in individual cases where complaints of discrimination have been made and papers may be needed by an Employment tribunal.	It is important that only objective and honest statements are made on the assessment form as these may be required to be produced to an employment tribunal or even by the successful applicant at some future date as these records are kept on the personal file.
15. INDUCTION	MANAGER	Arrange a departmental induction programme for the new appointee. Enrol on the College induction training programmes. Address any training needs identified through the selection process,	

STEP	PERSON DEPT RESPONSIBLE	ACTIONS	GUIDANCE NOTES
		including Teacher training courses and ensure mandatory training that includes Safeguarding, Prevent, Health and Safety and Equality and Diversity training is undertaken..	
16. MENTORING	MANAGER	Appoint a mentor for the new appointee.	Mentoring guidelines can be found on SharePoint under College Policies and Procedures
17. PROBATION	MANAGER / HR	Arrange the first probationary review meeting.	The College Probation Policy can be found on SharePoint under College Policies and Procedures

## APPENDICES

- A. Staff Requisition authorisation procedure
- B. Job Description
- C. Discrimination Guidance
- D. Person Specification
- E. Safeguarding guidance for interview panels
- F. Disability Equality
- G. Short listing Grid and completion guidance notes
- H. Interview Arrangements Form
- I. Interview Guidance
- J. Interview / Assessment Record Form
- K. Salary Policy
- L. Ensuring that Employees Have the Right to Work in the UK

## Staff Requisition Authorisation Procedure

1. A staff requisition must be completed and authorised **before** taking action to recruit as follows:
  - To replace an existing jobholder on a 'like for like' basis. This would also include the recruitment of a temporary employee, secondee or acting up appointment to cover a permanent post that is vacant through, for example, long-term sickness or maternity leave.
  - To appoint to a new, additional or amended post that involves additional staff salary costs it is important that full details of how the additional/new post will be funded and any documentary evidence is attached.
  - To implement a reorganisation. Restructuring proposals to the Executive should include a list of existing posts together with details of those which continue unchanged, those which change and any new positions.
  - When a post is re-graded.

The above includes temporary and fixed term appointments (other than part-time lecturers).

Reductions in hours or vacancies that arise where there is no intention to replace (i.e. result in a staff saving) should be advised to HR so that appropriate changes can be made to the establishment.

2. The line manager should attach the following to the online staff requisition:
  - A job description and person specification (including structure chart if possible)
  - Advert wording
  - Interview dates
3. Where the post is a new one and needs to be job evaluated HR a meeting with an HR Representative will take place to progress the grading.
4. All requisitions will initially be received by finance who will check whether there are any budgetary implications. The requisition will then be forwarded to the appropriate Vice Principal before being forwarded to the appropriate Deputy Principal or Principal for approval. All requisitions are also approved by the Director of Human Resources prior to being sent to the Executive.
5. Requisitions will not be forwarded for Executive consideration until approval has been given at all stages of the above process.
6. The Director of Human Resources will take those requisitions which have been approved to the weekly Executive meeting (normally on Tuesday) for final approval. Where requisitions are 'held' pending further consideration e.g. further information required, they will be annotated accordingly.

7. If no appointment has been made against a staff requisition after 6 months from the date of authorisation a further requisition will normally be needed to progress recruitment.
8. HR will make the necessary changes to the establishment and advise line managers of the outcome of the authorisation process.



## LEICESTER COLLEGE

**JOB DESCRIPTION**

JOB TITLE:

GRADE:

DEPT/CURRICULUM:

RESPONSIBLE TO:

**JOB PURPOSE:****DESCRIPTION OF DUTIES AND RESPONSIBILITIES:**

The following duties are not shown in order of priority of frequency nor is the list comprehensive, but rather an indication of the type and level of duties expected of this post.

**AND** such other duties as are within the scope of the spirit of the job purpose, the title of the post and its grading as required.

**DIRECTLY RESPONSIBLE FOR THE FOLLOWING STAFF:**

If you have any queries relating to your Job Description please consult your line manager. The College Human Resources Department holds copies of this Job Description.

Date:

# Discrimination

## Introduction

During the recruitment and selection of employees the College has a legal duty under the Equality Act 2010 to ensure that unlawful discrimination does not take place on the grounds of a protected characteristic:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

The recruitment and selection process must be fair and consistent at all times. This document outlines the types of discrimination that must be avoided.

## Direct discrimination

Direct discrimination would occur during recruitment and selection if a person were treated less favourably on the grounds of a protected characteristic. As part of the recruitment and selection process this could include:

- Failure to shortlist a candidate
- Failure to recruit a candidate to a post

## Indirect discrimination

Indirect discrimination occurs when a provision or a criteria is applied which disadvantages people because of a protected characteristic.

Examples of indirect discrimination that could occur during the recruitment and selection process include:

- A requirement of a fluent English speaker for a post that does not require this skill.
- The non-recognition of an overseas qualification that is comparable with a domestic qualification.

## **Job descriptions/person specifications**

It is important that job descriptions and person specifications only contain requirements that are essential and relevant to the position.

The inclusion of unnecessary or marginal information in a job description or person specification can lead to discrimination.

For example if it was stipulated that a full driving licence was essential for a position that required very little travelling, this could prevent a disabled person from being short-listed despite meeting all the other criteria. It is likely that it would be a reasonable adjustment for the employer to allow the limited travelling for the position to be done by means other than driving a car e.g. by bus or taxi.

## **Leicester College application form**

The College online application form has two sections. The first part collects information directly relevant to the applicant's suitability to the job in terms of their skills, knowledge and qualifications. The second part of the application form contains information that relates to the applicants personal details, the Equality Act, equality and diversity monitoring and the Rehabilitation of Offenders Act.

The second section of the application form is not sent to the recruiting manager to ensure that only the information relevant to the job is used in the short-listing process to avoid any discriminatory practice.

Candidates will be selected for interview from the information they have provided on the application form. This information will be scored against the essential and desirable criteria included on the person specification.

Disabled applicants that meet the essential criteria are guaranteed an interview.

## **Preventing discrimination at Interview**

Panel members must not ask candidates questions that relate to:

- Marriage prospects
- Religion or belief
- Sexual orientation
- Care arrangements for dependent children
- Family plans
- Age

Panel members should prepare their questions in advance by looking through the person specification and plan the questions they will need to ask to cover the main skills they are looking for.

Panel members should ask the same core questions of all candidates with tailored follow up questions.

Objective criteria only should be used as a method of selection. For example panel members should not rely on a recommendation by word of mouth.

Non-acceptability by colleagues is not a legitimate reason for rejecting a candidate. This is to protect individuals from prejudice, for example resistance to women being employed in posts that have been predominantly occupied by men.

Each panel member should keep detailed notes of the interviews for them to be able to demonstrate the basis of their decision-making and to provide adequate feedback to candidates.

### **Preventing discrimination during testing**

Panel members should ensure that any tests that are used during the selection process are non-discriminatory and relevant to the position they are recruiting for.

The HR Department holds a number of testing tools and materials that are fair and free from bias that can be used for a range of posts.

If a selection panel wishes to devise a test for use in a selection process they should liaise with a member of the HR Department who will assess whether the test is non-discriminatory and appropriate to use as part of a selection procedure.

### **Decision Making**

The final selection decision should involve all panel members. The decision of the panel should be based on objective evidence gained during interview and testing.

The evidence should be assessed against the criteria detailed on the person specification using the scoring system detailed in the College recruitment and selection code of practice.

This should be done as a collective process where each decision is jointly discussed and agreed upon.

The candidate selected for appointment will be the candidate that most closely matches the person specification and has achieved the highest score.

## Completion of a Person Specification Guidance Notes

- A person specification is held in HR for all existing posts.
- If you wish to alter the essential criteria on an existing person specification you should liaise with an HR Advisor prior to making any changes.
- Criteria to be included on the person specification should be listed under essential and desirable in the following categories:

### **Qualifications**

**Knowledge**

**Experience**

**Skills**

**Approach**

**Attendance**

- Guidance is included in the Recruitment and Selection Code of Practice on formulating criteria for a person specification and how to avoid discrimination.
- Each criteria should be numbered and its method of assessment indicated on the specification using the following key:

<b>A</b>	<b>Application Form</b>
<b>T</b>	<b>Test</b>
<b>I</b>	<b>Interview</b>
<b>P</b>	<b>Presentation or Micro-teach</b>

- Applicants should then be assessed against each criterion by the appropriate method during the recruitment and selection process.
- Criteria that cannot be assessed as part of the recruitment and selection process should not be included on the person specification.
- Each criteria following assessment should be scored under one of the following categories:

<b>1</b>	<b>Poor</b>
<b>2</b>	<b>Satisfactory</b>
<b>3</b>	<b>Good</b>
<b>4</b>	<b>Excellent</b>

- Following completion of the selection process all candidates should be scored against the criteria included on the person specification. Weighting x 2 should be applied to the essential criteria. (See page 12 of the recruitment and selection code of practice).

### Interview record

Interviewer:		Candidate:		Date:
Questions relating to Essential Criteria		Comments		Score
1. Education & Training				
2. Knowledge & Experience				
3. Skills				
4. Approach				
5. Special Factors				
Questions relating to Desirable Criteria		Comments		Score

**Scoring:**

**1= Poor**

**2= Satisfactory**

**3 = Good**

**4 = Excellent**

**Weighting x 2 for essential criteria**

## Safeguarding and Recruitment

### Guidance for interview panels

All job descriptions and person specifications for roles in Leicester College contain reference to each member of staff's responsibility for safeguarding. The person specification requirements are as follows:

- ***For all staff***  
Demonstrate an awareness and commitment to safeguarding and student welfare.
- ***For staff working directly with children and adults***  
Demonstrate suitability to work with children and adults including a knowledge/understanding of safeguarding.

(Note: Recruiting managers when reviewing the job description and person specification before starting the recruitment process should check that the appropriate safeguarding references are included in the documentation).

At the interview the panel should follow up on any possible issues on the application form which might give rise to safeguarding concerns. For example:

- Any gaps in the application form
- Any gaps in employment history
- Lack of clarity over the reason given for leaving a job with child responsibilities
- Comments in the application that might indicate unsound reasons for wanting to work with children or values/ethics that are inconsistent with the College's values.

The interview panel should ensure that candidates meet the above safeguarding requirements by asking questions using the examples set out in attachment 1. There are two schedules of questions relating to the two criteria.

**One question from schedule 1 needs to be asked of all candidates applying for any vacancy in the College.**

**A second question needs to be asked from schedule 2 where candidates will be involved directly in teaching or working with children and adults.**

The questions may be altered to fit the particular circumstances of the role and interviewers may also develop their own questions to test candidates' suitability and knowledge/understanding of safeguarding. HR should be advised of any 'new' questions so that a comprehensive bank of safeguarding questions can be maintained.

If as result of the interview there are safeguarding concerns about any candidate the situation can be discussed with HR. In the context of safeguarding all offers of employment are subject to:

- A check of identity documents
- Satisfactory references which include a question of safeguarding
- A satisfactory DBS disclosure as appropriate
- A check on qualifications as appropriate.

## Schedule 1: Safeguarding questions for all staff

'Demonstrate an awareness and commitment to safeguarding and student welfare'.

Example questions	Positive Indicators	Negative Indicators
<p><b>Awareness of the issues</b></p> <ul style="list-style-type: none"> <li>• What do you think makes the College a safe and caring place?</li> <li>• What would be your responsibilities as a member of staff for ensuring the College continues to be safe and caring?</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an appreciation of safeguarding issues and an ability to practically contribute to a protective environment.</li> <li>• Alive to the realities of abuse; prepared to believe e.g. a disclosure.</li> <li>• Common sense approach, open to reporting to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not show an appreciation of safeguarding issues being the responsibility of all.</li> <li>• Denies realities of abuse</li> <li>• Puts blame and responsibility for child protection elsewhere.</li> </ul>
<p><b>Motivation for working in a environment with children, young people and vulnerable adults</b></p> <ul style="list-style-type: none"> <li>• What do you think are the main reasons which led you to want to work in an environment with young people/ adults?</li> </ul>	<ul style="list-style-type: none"> <li>• Self aware; convincing. reasons based on balanced understanding of self and circumstance.</li> </ul>	<ul style="list-style-type: none"> <li>• Not self aware or realistic about own strengths and weaknesses.</li> <li>• Driven by personal needs and not needs of others.</li> </ul>
<p><b>Values and Ethics</b></p> <ul style="list-style-type: none"> <li>• Why is learner safety important?</li> <li>• What would you do if you observed a child or adult in an unsafe situation?</li> </ul>	<ul style="list-style-type: none"> <li>• Alive to the realities of abuse; prepared to believe e.g. a disclosure.</li> <li>• Shows respect for others' views, feelings and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme opinions which don't account for the feelings/views of others.</li> <li>• Dismissive of or underplays the risks; fails to believe in suspicions/reports of abuse.</li> <li>• Does not show an appreciation of safeguarding issues being the responsibility of all.</li> </ul>



**Schedule 2: Safeguarding questions for those directly involved in teaching /working with students**

‘Demonstrate suitability to work with children and adults including a knowledge/understanding of safeguarding’.

<b>Example questions</b>	<b>Positive Indicators</b>	<b>Negative Indicators</b>
<p><b>Motivation for working with children, young people and adults</b></p> <ul style="list-style-type: none"> <li>• What do you think are the main reasons which led you to want to work with young people?</li> <li>• How do you motivate children or young people?</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic appreciation of the challenges in working with young people.</li> <li>• Convincing response based on balanced understanding of self and circumstance.</li> <li>• Realistic view of personal strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Not self aware or realistic about own strengths and weaknesses.</li> <li>• Driven by personal needs and not needs of others.</li> <li>• Unrealistic impression of what working with young people is like.</li> </ul>
<p><b>Values and Ethics</b></p> <ul style="list-style-type: none"> <li>• What are your feelings about learners who make allegations against teachers and staff?</li> <li>• How do you define an appropriate teacher/ learner relationship?</li> <li>• What would you do if you were concerned about a colleague’s behaviour towards a child or young person?</li> </ul>	<ul style="list-style-type: none"> <li>• Alive to the realities of abuse.</li> <li>• Demonstrates a balanced understanding of rights and wrongs.</li> <li>• Shows an appreciation of safeguarding issues.</li> <li>• Shows respect for others’ feelings, views and circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme opinions which don’t account for the views/feelings of others.</li> <li>• Doesn’t show a full or rounded view of safeguarding issues.</li> <li>• Puts the blame and responsibility for child protection elsewhere.</li> <li>• Fails to believe in suspicions/reports of abuse.</li> </ul>
<p><b>Emotional maturity/resilience</b></p> <ul style="list-style-type: none"> <li>• Tell me about a time when you were working with young people and your authority was challenged? How did you react? What strategies did you use?</li> <li>• You observe a young person seeking out the attention of a colleague. How would you deal with this?</li> <li>• Give an example of how you have managed poor learner behaviour?</li> </ul>	<ul style="list-style-type: none"> <li>• Has control over emotions with young people.</li> <li>• Understands position power and how to manage boundaries.</li> <li>• Knows when to seek help in difficult circumstances.</li> <li>• Dismissive or underplays potential risks in a ‘crush’ situation.</li> <li>• Prepared to challenge others and tackle difficult issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to control temper/emotions with young people.</li> <li>• Handles conflict badly.</li> <li>• Doesn’t seek help when needed.</li> <li>• Passive approach to safeguarding issues.</li> <li>• Reluctance to challenge; sees it as someone else’s responsibility.</li> </ul>
<p><b>Knowledge of Safeguarding</b></p> <ul style="list-style-type: none"> <li>• What would you expect to be in the LC safeguarding policy?</li> <li>• Give an example of when you have had learner safeguarding concerns? What did you do?</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a good understanding of the issues.</li> <li>• Personal experience of dealing with challenging safeguarding issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Not clear in understanding the issues.</li> <li>• No real experience handling safeguarding issues; naive approach.</li> </ul>

### **Guidance relating to Applicants with a Disability**

Everyone involved in recruitment and selection within the College should be aware of the provisions under the Equality Act 2010 relating to Disability and the implications it has during the recruitment and selection of staff.

Under the Act all those involved in the recruitment and selection of staff have a duty to:

- Not to treat people defined as disabled by the Act less favourably than they would treat others, for reasons related to disability.
- Not to discriminate in the way arrangements for and offers of employment are made as a result of any physical features of the premises used for employment purposes.
- To make reasonable adjustments to remove any substantial disadvantage faced by someone with a disability or health condition, which may include allowing appropriate support or facilities for the person with a disability at interview and more interview time if there is a discussion of issues related to the disability and reasonable adjustments at interview.

Applicants with disabilities should be assessed, as they would be if any reasonable adjustments required under the Act had been made.

#### **Job Descriptions and Person Specifications**

It is important that requirements included on job descriptions and person specifications clearly relate to the duties of the post.

Including unnecessary or marginal requirements can lead to discrimination.

#### **Recruitment Advertisements**

Each recruitment advert states that the College is a member of the Disability Confident Employer scheme

Advertisements can be made available in an alternative format.

## **College Application Form**

The College application form can be made available in alternative formats.

Additional information about a vacancy e.g. the job description and job details can also be made available in an alternative format.

Section two of the College application form asks candidates whether they consider themselves to have a disability and if they require any adjustments to attend interview or to do the job.

Asking candidates for this information at the beginning of the recruitment process should help reassure applicants with disabilities that the College is taking its responsibilities under the Equality Act seriously.

### **Short-listing**

An applicant who states that they have a disability is guaranteed an interview if they meet the essential criteria under the 'Disability Confident Employer' Scheme of which the College is a member.

It is important that members of a short-listing panel understand what a reasonable adjustment can mean in terms of the recruitment and selection process.

Examples of a reasonable adjustment that may assist a candidate with a disability at interview include:

- Overcoming problems with accessibility by holding interviews in a ground floor room
- Arranging accessible car parking
- Providing sign language interpretation

### **Notification to interview candidates**

Emails inviting candidates to interview ask if they have any special requirements at interview due to a disability. If a candidate has already informed the College of their disability on their application form and they are short-listed for interview; a member of the HR Department will contact them to establish what reasonable adjustments, if any, are required in order for them to attend the interview.

## **Selection Interviews**

Selection interviews should be objective and non-biased. It is important that when a person with a disability is interviewed the interview panel do not let any misconceptions about a disability influence their view on whether the candidate can do the job.

Any questions the panel wish to ask about a person's impairment should only relate to their ability to do the job.

It may be helpful to allow the individual to guide the interview panel through their impairment and how it may affect them at work. This will enable the interview panel to find out whether an adjustment is required for the individual to the job and what that might be.

It is important that an interview panel do not make assumptions about an individual's ability to perform certain tasks. People with disabilities often develop solutions to everyday tasks with or without the need for technical aids or personal support.

## **Testing**

On occasion it may be necessary to revise tests, the way results of such tests are assessed or administered to take account of applicants with disabilities.

For example a person with a hearing impairment may have difficulty in following oral instructions or a person with dyslexia may take longer to read questions.

The HR team can be contacted for further advice and guidance.

## **Decision making**

The important question an interview panel must ask is often not whether a person with a disability is the best person for the job, but whether they would be the best person for the job if a reasonable adjustment were made.

While the College must follow the above and ensure that people with disabilities are interviewed and considered for selection fairly, it does not have to employ a person with a disability if they are not the best person for the job.

For example:

- If they do not have the necessary skills or experience
- If another applicant has better skills or experience
- If the applicant with a disability is less suitable for the job, having taken into account reasonable adjustments

SHORT-LISTING GRID

JOB TITLE:	DEPT:
REF NO:	CLOSING DATE:

APPLICANT NUMBER	ESSENTIAL CRITERIA								DESIRABLE CRITERIA								S/LIST		REASONS FOR DECISION ADDITIONAL NOTES
																	Y	N	

**Date application forms collected:**

**Please note that the completed short-listing grid should be sent to the HR Department 10 days before the scheduled interview or assessment.**

**Short- listing panel:**

**Date short listing completed:**

## Completion of Short-listing grid

### Guidance Notes

- The short listing should be undertaken by a minimum of two people, ideally one male and one female, who will also form part of the interview panel.
- Short-listing criteria must be completed for all applicants.
- See page 8 of the Recruitment and Selection code of practice for further guidance on how to short list.
- Criteria used for short listing must be information that can be assessed from the application form.
- Using the person specification take the criteria highlighted to be assessed from the application form.
- Take the number of each relevant criterion from the person specification and list them on the short-listing grid.
- Each application should be assessed under each one of the criteria with a tick or a cross. An indication then should be given of whether the applicant has been short-listed.
- The reason for the decision of whether or not to short list must be given for each candidate.
- Additional notes should be made where a decision has been made that may not be reflected elsewhere on the short-listing grid, for example if a qualification not included on the person specification is allowed as an equivalent to the one listed.

LEICESTER COLLEGE

INTERVIEW ARRANGEMENTS FOR THE POST OF:

< Job Title >

< Job Ref >

< Date >

Candidates have been asked to report to Reception at < Campus > and ask for < Interview Panel Member >.

Candidates	Cand. No.	Interview Time	Confirmed	Attended	Appointed
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**INTERVIEW PANEL** - to meet 30 minutes before first interview

< Interview Panel >

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**HR Use**

- Room Booked
- Testing arranged
- Facilities arranged
- Disability Requirements

**INTERVIEW / ASSESSMENT SUMMARY FORM**

**JOB TITLE:**

**DATE:**

**DEPARTMENT:  
PANEL):**

**COMPLETED BY (CHAIR OF**

<b>NAME</b>	<b>TOTAL SCORE</b>	<b>APPOINT (Y/N) Indicate Reserve candidates</b>	<b>REASONS FOR DECISION</b>

**SIGNED (CHAIR OF PANEL):**

**DATE:**

**Form to be returned to HR department.**



Leicester College

**Starting Salaries Policy**

Offers of employment should usually be made at the bottom of the scale (managerial and support staff)

Internal appointments on the same scale or a transfer to an extended grade e.g. Scale 3 to Scale 3/4 should be offered at the applicants current salary.

**Variations to this policy must be agreed with HR prior to an offer of employment being made.**

## Appointment Details Form

Vacancy			
Vacancy		Reference Number	
Area/ Department		Grade	
Cost Centre		Campus	
Line Manager		Mentor	

Employee Details				
Title				
Surname		Is this person currently a member of Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Contract Details				
Start date & Time		Is this fixed term <input type="checkbox"/> Yes <input type="checkbox"/> No		
Starting Salary:		If yes, please give end date:		
Grade				
Contract Type	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Term Time <input type="checkbox"/> Secondment <input type="checkbox"/> Casual <input type="checkbox"/>			
Part Time Hours		Pattern of Work (please show days worked and hours per day)	<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> Sat <input type="checkbox"/> Sun	
Percentage (if known)				
If term time only, please give number of working weeks per year:				
Name of person to report to on first day, campus and what time?				
Is this person new to teaching?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Is this their primary or secondary role?				

Approved by Line Manager (person appointing):			
Signature		Date	
Print Name			
Approved by Vice Principal (PTL Only)			
Signature		Date	
Print Name			

## Preventing Illegal Working

The government requires all employers to check certain types of documentation for proof of a person's right to work in the UK and to do the type of work that is being offered. These checks have to be completed before the potential employee has started working for the College. The College is at risk of committing a criminal offence and receiving a fine if it fails to carry out these checks and a person is found to be working illegally for the organisation.

These checks are in addition to those required for DBS purposes.

The College will have to check and photocopy certain documents prior to a potential employee commencing employment.

All offers of employment will be made subject to these checks being satisfactorily completed.

### Procedure

**The potential employee will be informed by the College HR Department what original documents they are required to bring to the College HR Department in person prior to their start date.** The potential employee cannot commence employment at the College until these checks are completed.

1. Appointment details are received by the HR Department a minimum of **15** working days prior to a proposed start date. If exceptional circumstances exist and the above timescale cannot be complied with, the manager concerned should discuss this with the HR Department prior to interviews taking place. This is to allow for alternative arrangements to be made. If alternative arrangements are not made, the proposed start date may have to be revised to allow the appropriate checks to take place.
2. An offer letter will be sent to the potential employee informing them of the documentation they are required to bring to the HR Department in person to demonstrate their right to work in the UK and to do the type of work that is being offered.
3. The letter will ask the potential employee to telephone a named contact in the HR Department prior to their proposed start date. The employee will have 2 options:
  - To arrange an appointment prior to their start date with a member of the HR Department.
  - The employee will be asked what sort of documentation they intend to bring to their appointment.
4. When the potential employee brings their documentation to the HR Department an HR representative must be satisfied that the potential employee is the rightful holder of any of the documents they present.

- A photocopy of certain parts of the documentation must be taken.

The photocopied documentation should be kept with employee's personal record.

## **6. Exceptions to the standard procedure**

If the standard procedure cannot be complied with e.g. in the case of some part time lecturer recruitment, early morning cleaning staff recruitment or urgent recruitment the interview panel will be required to undertake the necessary checks.

In these circumstances a manager should contact the HR Department prior to interviews taking place. A revised invite to interview will be sent and an HR representative will provide a member of the interview panel with the necessary training to check documentation.

## **3. Documentation required to demonstrate right to work in the UK**

In order to comply with the law all candidates are required to provide acceptable original documents demonstrating their right to work in the UK. The documents are set out in two lists – List A and List B.

List A contains the range of documents which may be accepted for checking purposes for a person who has a permanent right to work in the UK. By viewing these documents we can establish a continuous statutory excuse for the duration of your employment with us.

List B contains the range of documents which may be accepted for checking purposes for a person who has a temporary right to work in the UK. By viewing these documents we can establish a time-limited statutory excuse. We will be required to carry out a follow-up check as set out below.