

|                        |                                    |
|------------------------|------------------------------------|
| <b>Document No:</b>    | <b>HR027</b>                       |
| <b>Issue No.</b>       | <b>4</b>                           |
| <b>Issue Date:</b>     | <b>2025-09-01</b>                  |
| <b>Review Date:</b>    | <b>2026-09-01</b>                  |
| <b>Originator:</b>     | <b>Human Resources</b>             |
| <b>Responsibility:</b> | <b>Director of Human Resources</b> |



## **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 values. The aim is 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 concerns addressed and be given an 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. 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<br>DEPT<br>RESPONSIBLE                          | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.<br>VACANCY<br>(New post /<br>Replacement /<br>Change in post) | Manager<br><br><br><br><br><br><br><br><br><br>Manager | <p>If this is a new post, ensure that the Vice Principal and or 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 and person specification (see 2 below).</li> <li>• wording for advertisement and testing information (see 3 and 4 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>It will not be possible to proceed with the recruitment process without a requisition. See staff requisition procedure in appendix A</p>                                           |
| 2.<br>Job Description<br>and Person<br>Specification             | Manager                                                | Draw up or update job description and Person Specification with support from HR as required. HR holds job descriptions and Person Specifications for all roles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>The job description should:</p> <ul style="list-style-type: none"> <li>• Give a clear, concise and readily understood description of the purpose of the job.</li> <li>• List main duties and responsibilities as clearly as possible - avoid jargon, ambiguity or vague statements</li> <li>• State each activity starting with a verb, e.g. "Carry out..." "Record..." "Supervise ..." "Manage..."</li> </ul> |

| STEP | PERSON<br>DEPT<br>RESPONSIBLE | ACTIONS                                                                                                                                                                                | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Manager/HR                    | Job Descriptions and Person specifications are available to candidates during the application process. A summary of the key requirements will therefore be included in the job advert. | <ul style="list-style-type: none"> <li>• Contain nothing, which directly or indirectly discriminates without justification (see Appendix B).</li> <li>• Include safeguarding responsibilities.</li> </ul> <p>The Person Specification should include:</p> <ul style="list-style-type: none"> <li>• Essential/desirable attributes and skills required in the post holder.</li> <li>• The proposed method of selection for each of the job requirements – application form, interview, testing. (More than one method of selection may be used for each job requirement).</li> <li>• safeguarding requirements</li> <li>• equality and diversity requirements</li> </ul> <p>The person specification is a key document in recruiting a suitable candidate and ensuring equality and diversity in selection. It outlines objective criteria about the job and the person required against which applicants can be compared and measured.</p> <p>Care must be taken to cover all essential requirements at this stage, and to properly separate essential from desirable. All elements must be justified requirements of the post and the wording should not directly or indirectly discriminate (appendix B)</p> <p>It is not possible to address all criteria at the short-listing stage. Some requirements cannot be appropriately assessed from the application form – e.g. ability to prioritise. These criteria should be assessed at the interview / testing stage.</p> |

| STEP                                           | PERSON<br>DEPT<br>RESPONSIBLE                      | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                 | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.<br>Advert<br>Preparation                    | <p>Manager/HR</p> <p>Manager</p> <p>Manager/HR</p> | <p>HR holds standard adverts for most roles. Review and agree a concise advertisement using any necessary specific wording provided by the department.</p> <p>Identify the short-listing and interview panel members. Other than in circumstances referred to in section 8 below, those short-listing should also interview.</p> <p>The dates when short listing and interview will take place. The date of interview to be included in the advert.</p> | <ul style="list-style-type: none"> <li>• There should be no differentiation between UK qualifications and their equivalent abroad, provided that these are recognised by the DFES. Guidance may be sought from HR or the Overseas Qualifications Development programme.</li> <li>• Adverts should not contain any wording which could be discriminatory e.g. age restrictions.</li> <li>• Salary (giving band and any starting restrictions) and special features e.g. fractional, fixed term, etc. will be given, together with the closing date for applications.</li> <li>• Information relating to Disclosure and Barring Service checks (DBS) will also be provided.</li> </ul> |
| 4.<br>Aptitude testing/<br>other<br>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>• Tests covering mathematical and verbal reasoning.</li> <li>• Tests for clerical, secretarial and administrative posts up to and including team leader.</li> <li>• a micro teach exercise (this will normally be undertaken as a minimum requirement for all teaching posts).</li> <li>• Group exercises, such as joint planning and problem solving.</li> </ul>                                                                                                                                                                                                   |

| STEP | PERSON<br>DEPT<br>RESPONSIBLE | ACTIONS                                                                                                                                                                                                                                             | GUIDANCE NOTES |
|------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|      | Manager/HR                    | Aptitude/assessment tests to be determined prior to advertisement before the interview dates and procedure are agreed.                                                                                                                              |                |
|      | Manager/HR                    | 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. |                |

| STEP                     | PERSON<br>DEPT<br>RESPONSIBLE                          | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | GUIDANCE NOTES                                                                                                                                                                                                                            |
|--------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Advertising the Post  | HR<br><br><br><br><br><br><br>HR<br><br><br>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>                                                                                                                                                             | 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.                                                        |
| 6. 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>• An online College application form</li> <li>• An online Equality &amp; Diversity monitoring form.</li> <li>• Job description and person specification</li> <li>• Information about College benefits</li> <li>• Guidance for applicants</li> <li>• Policy statement on the Recruitment of Ex-offenders.</li> <li>• Equality and Diversity Policy</li> <li>• Safeguarding in Recruitment Policy</li> </ul> | 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.                                                            |
| 7. Applications received | HR/Manager                                             | 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 D                                                                                                                                                                                                                                                                                  | 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. |

| STEP             | PERSON<br>DEPT<br>RESPONSIBLE                                                                        | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. Short-listing | <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 documentation</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 should be completed appropriately and returned to HR as soon as possible and giving at least 7 working days prior to the interview date.</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. 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. Using the information provided from the application form assess whether each criteria is met against the person specification. Using these criteria identify which applicants meet these essential requirements and record this on the shortlisting documentation. 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. 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. 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. 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. Alternatively to reduce the pool of candidates to invite to interview, consider whether pre-interview aptitude or job-related tests would be appropriate. If there are a small number of short-listed candidates, the manager may decide to re-advertise before proceeding to the interview / assessment stage.</p> |

| STEP               | PERSON<br>DEPT<br>RESPONSIBLE | ACTIONS                                                                                                                                                                                                                                                                                                                                                           | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Short-listing Panel           | <p>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.</p> <p>Applicants with criminal records should be dealt with in accordance with the College's Policy on the Recruitment of Ex-Offenders.</p> | <p>HR can give advice on making reasonable adjustments and arrange support for the candidate if required.</p> <p>HR will provide guidance regarding any criminal conviction disclosed by an applicant.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                    | Short-listing Panel/HR        | Inform unsuccessful internal candidates and offer feedback. (Feedback to be provided by a member of the short-listing panel). External candidates notified by HR.                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9. Interview Panel | Chair of Panel                | Interview Panel and interview/assessment dates and venues will have been arranged prior to advertisement.                                                                                                                                                                                                                                                         | <p>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.</p> <p>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.</p> |
|                    | Panel Member                  | 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.                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                    | Chair of Panel to lead        | 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.                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| STEP                                   | PERSON<br>DEPT<br>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 C.</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> |
| 10. Interviews/ Assessment & Selection | <p>HR</p> <p>HR / Chair of Panel</p>               | <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<br>DEPT<br>RESPONSIBLE                                                             | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GUIDANCE NOTES                                                                                                                                                               |
|-----------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <p>Interview panel</p> <p>Interview panel</p> <p>Chair of Panel</p> <p>Chair of Panel</p> | <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 D).</p> <p>Conduct interviews and assessments. Notes should be kept during the interview of each candidate's response to questions.</p> <p>At the end of the set of interviews, the Chair will co-ordinate discussion on the completion of the interview/assessment record form/s. 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> <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> | <p>during the selection process at interview) fulfil the requirements of the person specification.</p>                                                                       |
| 11. 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<br>DEPT<br>RESPONSIBLE | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                     | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                               | <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 inform them that the 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>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. All 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. If a candidate has previously worked in education or with children, a reference should be obtained from that employment even if they are no longer working in the sector. Character references should only be used as last resort where the person has little work experience e.g. Apprentices.</p> |
|      | Chair of Panel / HR           | Any offer of salary must be made in accordance with the College starting salary policy (see Appendix E). Any variation must be agreed with HR prior to an offer being made.                                                                                                                                                                                                                                 | <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>                                                                                                                                                                                                                                                                         |
|      | Chair of Panel/<br>HR         | <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.</p> <p>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>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.</p>                                                                                                                                                                                                  |
|      | Chair of Panel                | 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 aware of their position in case the successful candidate declines the offer.                                                                                                            | <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<br>DEPT<br>RESPONSIBLE                               | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                            | GUIDANCE NOTES                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <p>Interview panel member/HR</p> <p>Chair of Panel / HR</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:<br/> Eligibility to work in UK (see Appendix F)<br/> References (with the consent of the individual) Medical clearance<br/> Barring list check<br/> Disclosure and Barring check</p> |
| 12.<br>Equality and 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.                                                                                                                                                                                                                                   |

[illegible]

## **APPENDICES**

- A. Staff Requisition authorisation procedure
- B. Preventing Discrimination Guidance
- C. Safeguarding guidance for interview panels
- D. Disability Equality
- E. Starting salary Policy
- F. Ensuring that Employees Have the Right to Work in the UK

## APPENDIX A Staff Requisition 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 ELT 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 all temporary and fixed term appointments

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 by 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 ELT.
5. Requisitions will not be forwarded to for ELT 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 ELT meeting 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.

## **APPENDIX B - Preventing Discrimination Guidance**

### **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 how discrimination can 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 and 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 license 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 applicant's 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.

## **APPENDIX C - Safeguarding 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 and 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 schedule 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                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Awareness of the issues</i></b> <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>                                                                        |
| <b><i>Motivation for working in a environment with children, young people and vulnerable adults</i></b> <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>                                                                                                                                             |
| <b><i>Values and Ethics</i></b> <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’.

| Example questions                                                                                                                                                                                                                                                                                                                                                                                                                  | Positive Indicators                                                                                                                                                                                                                                                                                                                                                        | Negative Indicators                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Motivation for working with children, young people and adults</i></b> <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>                                                                            |
| <b><i>Values and Ethics</i></b> <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> |
| <b><i>Emotional maturity/resilience</i></b> <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>                       |
| <b><i>Knowledge of Safeguarding</i></b> <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>                                                                                                                                                                 |

## **APPENIDX D - 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

## **APPENDIX E Starting Salary Policy**

All offers of employment should usually be made at the bottom of the relevant pay scale with the exception of VHLs who are paid at either the qualified or unqualified rate dependent on whether a teaching qualification is held.

Internal appointments on a different scale should be offered the next point above the applicant's current salary on the new scale.

Internal appointments on the same scale and point should be offered at the applicant's current salary.

Any variation from the above must be requested via the "Appointment Above Bottom of Scale Approval Application", available on the HR Recruitment Hub on SharePoint. The request should include a clear explanation and will be considered by the Director of HR.

## **APPENDIX F - 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 and all offers of employment will be made subject to these checks being satisfactorily completed.

### **1.0 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.

- 1.1 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 employee's proposed start date may have to be revised to allow the appropriate checks to take place.
- 1.2 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.
- 1.3 The potential employee will be contacted by the HR department to arrange an appointment with a member of the HR team prior to their start date, during which they will be asked to bring their documents for checking.
- 1.4 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 copy of certain parts of the documentation must be taken and retained on the potential employee's personal file.

### **2.0 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, the current versions of which are available from the Home Office right to work checks guidance.

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 employment with the College.

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, and we are required to carry out a follow-up check at the expiry date to ensure continued eligibility.

