

# Owlcotes Multi-Academy Trust

## Recruitment and Retention Policy



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## About Owlcotes Multi-Academy Trust (OMAT)

**OMAT** is committed to the development of inclusive schools, sharing a common purpose to provide excellent education and improved outcomes for pupils.

**OMAT** strives to provide high-quality education for all children within our local communities by inspiring innovation, creativity and aspiration through an enriched curriculum.

**OMAT** is committed to the principles of co-operation, collaboration and sharing best practice with a strong focus on staff development.

**OMAT** is also committed to the preservation of the unique identity of all schools within the trust: each school will have a Local Governing Board (LGB) which is involved in decision making at school level, with autonomy to make decisions for its own school in line with the scheme of delegation.

All trustees and any schools joining must agree to share and uphold all of these principles now and in the future.

## Recruitment and Selection Policy

### 1. Introduction

We are committed to recruiting the very best support staff, teachers and leaders to support and nurture our children, families and communities, and the best Trustees and Governors to develop and support the strategic leadership of the schools in Owlcotes Trust.

This policy sets out Owlcotes Multi-Academy Trust's policy on recruitment, selection and retention of staff and volunteers in Owlcotes Multi-Academy Trust. This includes school staff, Local Governing Bodies, Board of Trustees, Headteachers, and Owlcotes MAT central leadership.

This policy should be read alongside the Department of Education's Keeping Children Safe in Education guidance a Leeds City Council Education Safeguarding Team's safer recruitment good practice guidelines. Recruitment and selection in Owlcotes Multi-Academy Trust will focus on safeguarding children, through the employment of suitable and appropriately checked individuals.

Owlcotes Multi-Academy Trust Board of Trustees are the employers of the staff in Owlcotes Multi-Academy Trust and have responsibility for ratifying the appointment of Owlcotes central team staff, Headteachers and the CEO. Local Governing Boards have responsibility for school staffing matters, including teacher and support staff recruitment.

#### 1.1 Statement

Owlcotes Multi-Academy Trust is committed to the principles of equal opportunities in the recruitment process. Owlcotes Multi-Academy Trust's objective during the recruitment process is to occupy vacancies with individuals of the highest quality who can support the delivery of high quality education for pupils.

No current employee, or potential candidate, will be disadvantaged or discriminated against on the grounds of age, race, ethnicity, gender, disability, sexual orientation, or religious belief.

Owlcotes Multi-Academy Trust is committed to safeguarding the welfare of pupils in school and expects all staff and volunteers to share this commitment.

## **1.2 Principles**

In adopting this policy, Owlcotes Multi-Academy Trust is committed to the principles of:

- Appointing individuals on merit;
- An open and transparent recruitment process;
- Giving full consideration to all applicants for a vacancy;
- Developing and promoting diversity in Owlcotes schools;
- Giving full consideration to making reasonable adjustments at all stages of the recruitment process for applicants with a disability.

## **2. Legislation**

The policy was written with regard to:

- The Equality Act 2010 which requires public Boards to have due regard to the need to:
  - i. Eliminate discrimination and other conduct that is prohibited by the Act;
  - ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
  - iii. Foster good relations across all characteristics.
- Department for Education's Keeping Children Safe in Education annual guidance;
- Department for Education's Working Together to Safeguard Children;
- School Staffing Regulations 2009;
- Rehabilitation of Offenders Act 1974 (Exemptions Order 1975);
- Data Protection Act 2018;
- Department for Education's Staffing and Employment Advice for Schools.

This policy applies to:

- All Owlcotes Multi-Academy Trust employees;
- Individuals who are not Owlcotes Multi-Academy Trust employees but who work in school, or for the Trust, under a contract for services;
- Applicants for vacancies;
- Trustees and Governors;
- Volunteers;
- Trainees undertaking or seeking training.

Unlike other employment legislation, an applicant can allege discrimination against an employer although there is not direct employment relationship. This is particularly pertinent in the recruitment process whereby a potential applicant, person applying, or shortlisted candidate may claim discrimination on the grounds of one or more of the protected characteristics. All actions and documents involved in the recruitment process must be free of any criteria that could be interpreted as being discriminatory within the terms of the Equality Act 2010 and related legislation. The fact that a person may not have intended to discriminate against someone is irrelevant and would not constitute a defence.

## **2.1 Dealing with Complaints**

If a complaint is received by the school, it should be dealt with in line with the Trust's Complaints Policy. It is important to bear in mind that a complaint of discrimination may lead to a claim against an individual or a claim to an employment tribunal, and should the employment tribunal decide that the complaint is well founded, damages may be awarded against the employer.

## **2.2 Reasonable Adjustment for Interview and Assessment Purposes**

It is permitted under the Equality Act to ask candidates when inviting them to interview to notify you of any reasonable adjustment that may need to be made to allow them to take part.

Candidates should be asked to notify an administrative contact of the school or recruitment panel to make the panel aware of any reasonable adjustment required. The school's contact person should then ensure that reasonable adjustments are made.

## **3. Recruitment and Selection of School and Central Team Staff**

This section details the process for recruitment and selection of school and Central Team staff within Owlcotes Multi-Academy Trust.

### **3.1 Analysis of Post Requirement**

When a post becomes vacant, an analysis will be undertaken to establish whether the vacancy needs to be filled. The Headteacher will review the school's staffing structure and staffing needs and determine whether it is necessary for the vacant post to continue in its current form or whether changes should be made. If it is decided that the post needs to be filled, the requirements of the post will be reviewed. This review will include the working hours of the post, job description of the role, specific aspects and duties of the role, and how the role relates to the overall objectives of the school.

If the post is a new one, the job description and employee specification must also have been graded accordingly (for support staff). HR will provide 'job evaluation' advice in these instances.

Consideration of the financial implications of creating any new post, or increasing the working hours of an existing post to cover the duties of the vacated role, is essential. To facilitate this, the Headteacher will work in partnership with the CFO to review the school's budget position to ensure that the role is fully costed and affordable within the staffing structure. In circumstances where a planned additional staffing role; increase in hours; or staff restructure causes financial concerns then the Headteacher would be required to obtain approval from the CEO.

### **3.2 Producing the Job Description and Employee Specification**

The job description for the vacant post will be reviewed to ensure it reflects the requirements of the post, prior to a post being advertised. A job description will be produced if one does not already exist.

A job description must state:

- The job title;
- The job purpose;
- The main duties and responsibilities of the post;

- The reporting structure – to show where the job is placed within the school;
- The salary band;
- The individual’s responsibility for safeguarding the welfare of pupils in school.

The employee specification details the essential and desirable attributes needed by the successful candidate. This is an essential part of the recruitment process as the employee specification will support the shortlisting of applicants and a final selection to be made, based on fair, equitable, and consistently applied criteria. The person specification may include:

- Qualifications, work experience, and other requirements deemed necessary to perform the role;
- Qualities that a successful candidate should be able to demonstrate, including suitability to work with children.
- Detail the method of assessment, for example, application form, test, or interview.

These requirements will be carefully considered to ensure no individual with protected characteristics is being discriminated against.

### **3.3 Internal Recruitment**

When a vacancy arises, the CEO or Headteacher may identify an opportunity for current staff to apply for the vacancy, or additional hours (if applicable), prior to the vacancy being advertised to external candidates.

When reviewing the school’s internal staffing capacity, consideration should be given to:

- The potential for temporary or fixed term acting up opportunities;
- Ensuring internal opportunities are shared with all appropriate staff, including any colleagues on leave;
- The potential need to fill further vacant posts or hours if the appointment were made internally.

### **3.4 Advertising Vacancies**

The Local Governing Body/Board of Trustees must consider the most appropriate way of advertising and promoting the vacancy. In some circumstance, the vacancy may only be advertised internally.

Headteachers or the recruitment manager may ask for initial expressions of interest to gauge the size and quality of the internal field of candidates before deciding whether to continue with the internal or external recruitment process, or both.

The internal recruitment process must include an interview and the applicant(s) should complete an application form to support their application.

The school should consider whether it is necessary to advertise externally and via which publication or channel (i.e., school newsletter, the Owlcotes Multi-Academy Trust website and social media channels, Leeds City Council, E-teach etc.). Due regard should be given to advertising timescales, application deadlines and associated advertising costs. External adverts should be live for at least two weeks to allow the advert to be seen by potential applicants and to give them a reasonable

amount of time to apply. Internal applicants applying for a role that is also being externally advertised should apply through the stated application process.

Advertisements must not include discriminatory statements which contravene legislation.

### **3.5 Job Application Form**

Owlcotes Multi-Academy Trust schools will not accept curriculum vitae written by applicants or recruitment agencies in place of an application form as they do not meet safer recruitment guidelines. The job application form should contain sections for the applicant to submit the following information:

- Identifying details of the applicant including full name, current address and national insurance number;
- A full history, in chronological order, since leaving secondary education of any post-secondary education/training and part-time and voluntary work as well as full-time employment, with state and end dates, and explanations for periods of time spent not in employment, education, or training – and reasons for leaving employment;
- A statement of any academic and/or vocational qualifications that the applicant has obtained that are relevant to the position for which they are applying, with details of the awarding body and date of award;
- A declaration of any family or close relationships to existing Owlcotes Multi-Academy Trust employees or employers (including Trustees and school governors);
- Details of referees, including the referee's name, telephone number, and the capacity in which the applicant knows their referee, should be the applicant's current or most recent employer and the applicant must provide at least two referees;
- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post;

### **3.6 Shortlisting Candidates**

All applicants (internal or external) will complete an application form. All application forms received will be scrutinised to ensure that they are fully completed and that the information provided is satisfactory and consistent. Incomplete application forms should not be accepted and should be returned to the applicant for completion.

In line with safer recruitment guidance, any anomalies or discrepancies of gaps in employment identified on the applicant's application form should be noted to that they can be discussed with the applicant if they are shortlisted. As well as reasons for gaps in employment, the reasons for a history of repeated changes of employment, or a mid-career move from a permanent teaching post to supply teaching or temporary work, will also need to be noted. These points should be discussed during the interview stage.

Shortlisting of candidates will be undertaken by all the selection panel members. The panel will agree a final shortlist of applicants to invite to interview.

Applications received after the stated deadline on the vacancy description will generally not be considered for shortlisting.

### **3.7 References**

The purpose of seeking references is to obtain objective and factual information to support the decision whether or not to employ an individual. References will always be sought directed from the named referee and not via the candidate.

Regardless of the type of role being applied for, candidates (internal or external) will be asked to provide contact details of two referees, ideally from their previous two employers.

References for shortlisted candidates who will be working in roles with children will be obtained before interview where possible. This allows for the referee to raise any areas of concern and, if appropriate, obtain further information from the referee or explore with the candidate during the interview.

For roles where candidates will have no contact with children then references will be sought and only reviewed after a preferred candidate has been selected in order to comply with the Equality Act 2010, which states that references which may disclose disability or sickness absences details cannot be provided prior to interview in order to safeguard the impartiality of the recruitment process.

All references will be scrutinised to ensure all questions have been answered in a satisfactory way. The referee will be contacted to provide further clarification if appropriate. The information given should also be compared with the candidate's application form to ensure that the information provided by the referee is consistent with the information provided by the candidate on the job application form. Any discrepancy should be discussed with the candidate and clarified.

If a referee fails to provide a reference for a candidate in a timely manner, the candidate will be contacted and asked to provide the details of an alternative referee.

References or testimonials provided by the candidate, or open references or testimonials (i.e. addressed "to whom it may concern"), or verbal references, cannot be accepted.

### **3.8 Selection**

Shortlisted candidates will be invited to interview by phone call and in writing, with at least five days' notice given to candidates. The interview invite will also contain information on the appropriate documentation that may need to be brought to interview.

Disabled candidates who are shortlisted to interview should be asked to contact the school or Trust to discuss any adjustment they need to be able to attend the interview.

Assessment and interview questions should be agreed prior to the interview date by the full interview panel.

During their interview, candidates will be asked:

- The same set of questions, and their answers will be noted by the interview panel. At the discretion of the interview panel, some answers may be probed further;
- Questions to determine competency towards safeguarding, with answers being noted;
- Questions relating to information provided in their application form, with answers being noted.

The interview panel will discuss and agree feedback for each candidate and agree on the successful candidate.



Offers of employment will not be made at interview. All candidates will be notified of the outcome of the interview as soon as possible. The interview panel should wait until the successful candidate has accepted the job offer before informing unsuccessful candidates, unless the interview panel have unanimously agreed that a particular candidate is unsuitable for the post.

The initial job offer to the successful candidate will normally be made verbally over the phone, and followed up in writing as soon as possible. The job offer in writing must state that the offer is subject to:

- Satisfactory references;
- Pre-employment health questionnaire;
- Qualification (if applicable);
- Enhanced DBS check;
- Proof of identity and eligibility to work in the UK;
- Disqualifications under the Childcare Act 2006 checks.

A pre-employment health enquiry will be sent to successful candidates in order for Owlcotes Multi-Academy Trust and its schools to be able to make reasonable adjustments if appropriate.

### **3.9 Records Retained by Owlcotes Multi-Academy Trust**

Original pre-employment set-up documents should be returned by the successful candidate and a copy of these will be taken by the respective school and kept on the successful candidate's personnel file.

Owlcotes Multi-Academy Trust has a responsibility to maintain a central record of the recruitment process of each employee for a minimum of 12 months. This central record includes records of:

- The job description and employee specification advertised for their role;
- Candidate's application form;
- Interview notes;
- References received;
- Copies of identity and qualifications.
- Employee's contract.

All employees are entitled to access their personnel file in accordance with the Freedom of Information Act 2000.

### **3.10 Eligibility to Work in the UK**

Under the Immigration, Asylum and Nationality Act 2006 it is a criminal offence to employ an individual without entitlement or permission to work in the UK. Section 15 of the Immigration, Asylum and Nationality Act requires all employers in the UK to make basic document checks on every person before they begin employment.

All shortlisted candidates, regardless of protected characteristics, will be asked to produce original documents to evidence their right to work in the UK.

### **3.11 Interview Procedure**

At least one member of all interview panels must have a valid safer recruitment training certificate from an accredited provider. Members of the interview panel should ensure that the interview is conducted in a fair and appropriate manner. All candidates should be treated consistently and fairly.

Interview questions should be structured based on the job description and person specification for that particular role.

Under no circumstances should interview questions relate to a candidate's age, gender, disability, sexual orientation, race, marital status, or religion/belief. Fluency in the English language should not be used as a selection criteria unless it is a genuine requirement of the job.

#### **4. Procedure for Appointments of School and Central Team Staff**

##### **4.1 Pre-Employment Checks**

An offer of employment to the successful candidate will be conditional upon:

- The receipt of at least two satisfactory references;
- Verification of the candidate's identity;
- An enhanced DBS check, including barred list checks;
- Pre-employment health declaration;
- Verification of qualifications, if required for the role (original documents will be seen and a photocopy retained);
- Verification of professional status, if required for the role (e.g. QTS status, NPQH, etc.);
- For teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999);
- For non-teaching posts, satisfactory completion of the probationary period (outlined in the school's Probationary Policy);
- Verification of the right to work in the UK;
- Declaration by the employee that they are not disqualified under the Childcare Act 2006;
- For teaching and support staff posts, checks against the NCTL registration list to check whether the applicant has been de-registered from the teaching profession. This must be carried out prior to the employment start date;
- Checks that they are not subject to a section 128 direction made by the Secretary of State.

##### **4.2 Pre-Employment Checks for Individuals who have Lived or Worked Outside the UK**

Individuals who have lived or worked outside the UK must undergo the same checks as all other candidates. This includes obtaining an enhanced DBS certificate (including barred list information for those who will be engaging in regulated activity), even if the individual has never been to the UK. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- Criminal records checks for overseas applicants;
- Obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked.

Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess the candidate's suitability. Where this information is not available, the Trust should seek alternative methods of checking suitability, or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment, or a combination of both.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

### **4.3 Issuing Contracts**

All employees of Owlcotes Multi-Academy Trust will receive written details of the terms and conditions of employment, including hours of work, breakdown of salary, working pattern, and nature of appointment, within two weeks of their appointment and on or before their agreed employment start date, as per the statutory requirement. The nature of the contract (e.g. permanent, fixed term, temporary) and the terms and conditions of employment will be clearly delineated in the contract and will be appropriate for the role in question and requirements of Owlcotes Multi-Academy Trust.

### **4.4 Single Central Record**

Pre-employment checks including DBS status, verification of identity and right to work in the UK, receipt of references, qualifications, disqualifications under the Childcare Act 2006 declaration, and section 128 checks, will be recorded on a single central record at all Owlcotes Multi-Academy Trust schools. This record is subject to inspection by Ofsted inspectors.

### **4.5 Induction Arrangements**

For school staff, the Headteacher or Head of School will make appropriate induction arrangements for all newly appointed staff. For central team staff, the CEO of Owlcotes Multi-Academy Trust will make appropriate induction arrangements for all newly appointed staff.

In accordance with statutory guidance, part of the induction arrangements for all new staff at Owlcotes Multi-Academy Trust schools must include access to Keeping Children Safe in Education part 1. Newly appointed staff will also be given access to that respective school's staff handbook for the academic year, the school's Safeguarding and Child Protection Policy, Health and Safety Policy, Behaviour Policy, Whistleblowing Policy, Use of ICT policy, E-Safety Policy, the Guidance for safer working practice for those working with children and young people in education settings document, and the Children Missing in Education document. Newly appointed staff are expected to fully read and understand these documents. Newly appointed staff will also be made aware of the systems within school to support safeguarding and report safeguarding concerns.

## **5. Recruitment and Selection of Volunteers**

Recruitment of volunteers will mirror key elements of the framework detailed in the previous two sections. All volunteers will complete a short, written application and all recruitment checks that are applied to permanent, fixed term, or temporary school or central team staff will also be applied to volunteers.

## **6. Recruitment and Selection of Governors to School Local Governing Bodies**

This section details the process for recruiting, selecting and appointing Governors to the Local Governing Boards of schools within Owlcotes Multi-Academy Trust.

## **6.1 Introduction**

The Owlcotes Multi-Academy Trust Scheme of Delegation and the Terms of Reference for Local Governing Boards (LGB) in the Owlcotes Multi-Academy Trust set out the minimum and maximum number of LGBs members for schools. Any recruitment of Governors to the Local Governing Boards, or Trustees to the Board of Trustees, will be made in line with this. Ex-officio roles and associate governor roles are not included in this total.

Owlcotes Multi-Academy Trust CEO will be treated for all purposes as being an ex-officio member of the Local Governing Boards within Owlcotes Multi-Academy Trust. Attendance at meetings by the CEO may be delegated to a representative from the Central Team or Executive Leadership Team.

## **6.2 Analysis of Post Requirements**

Owlcotes Multi-Academy Trust CEO and Head of Information and Communication support LGBs, the Board of Trustees, and its sub-committees, to carry out an annual evaluation of effectiveness. During this process, governors evaluate the number of governors and the range of skills on the board and consider whether the board is providing adequate support and sufficient scrutiny to ensure that decision making is as effective as possible. If it is decided that a new member must be recruited, the requirements of the post will be reviewed and a person specification will be created by using the Governors' skills matrix and identifying areas of experience that the Local Governing Board is looking for.

## **6.3 Advertising Vacancies**

The Local Governing Board must consider the most appropriate way of advertising and promoting the vacancy. This could be done via professional organisations including Leeds City Council Governors Support Service, National Governors Association; the respective school's website, the Owlcotes Multi-Academy Trust website, via the school newsletter, and via school social media channels; depending on the requirements of the role and/or the category of governor being sought.

The advert should state:

- The main duties and responsibilities of the post;
- The individual's responsibility for safeguarding the welfare of pupils in school;
- Any specific skills or experience required.

These requirements will be carefully considered to ensure no individual with protected characteristics is being discriminated against.

## **6.4 Shortlisting Candidates**

All applicants will complete a brief application form with a summary of their skills and experience. All application forms will be scrutinised to ensure that they are fully completed and that the information provided is satisfactory and consistent. Any anomalies or gaps in employment must be noted and taken into consideration when making the decision to shortlist candidates.

Applications forms for Governors to Local Governing Boards must be sent to the Chair of Governors and the Owlcotes Multi-Academy Trust CEO.

## **6.5 Selection**

Shortlisted candidates will be invited to attend an informal interview/ meeting with the Headteacher and Chair of Governors in order to ensure that any potential governor is fully aware of the commitments needed to be a governor and has the opportunity to ask and answer questions related to the skills and experience needed for the role. For parent governors who may self-nominate and subsequently be elected by ballot, this meeting should take place on receipt of their expression of interest and before proceeding with their nomination.

All governor eligibility checks must be completed before being appointed and these include:

- Enhanced DBS check;
- Proof of identity and eligibility to work in the UK;
- Disqualifications under the Childcare Act 2006 checks.

## **6.6 Induction Arrangements**

The Chair of the Local Governing Board and Owlcotes Multi-Academy Trust CEO will make appropriate induction arrangements for all newly appointed Governors.

In accordance with statutory guidance, part of the induction arrangements for all new Governors at Owlcotes Multi-Academy Trust schools must include access to Keeping Children Safe in Education part 1 and part 2 and Safeguarding training for governors.

The Clerk to the Local Governing Board will confirm any new appointments at the next Local Governing Board meeting following the new appointments.

## **7. Appointment of Governors to Local Governing Boards**

A Governor to the Local Governing Board's term of office will automatically expire after a term of four years, unless the Governing Board agrees to recommend a further appointment.

## **8. Recruitment and Selection of Trustees to the Board of Trustees**

This section details the process for recruiting, selecting and appointing Trustees to the Owlcotes Multi-Academy Trust Board of Trustees.

Owlcotes Multi-Academy Trust CEO, Mrs Lesley West, is a Trustee. The Chief Finance Officer, Mrs Kate Spence, will be treated for all purposes as being an ex-officio members of the Board of Trustees.

### **8.1 Analysis of Post Requirements**

If it is decided that a new Trustee must be recruited, the requirements of the post will be reviewed and a person specification will be created by using the Trustee's skills matrix and identifying areas of experience that the Board of Trustees requires support.

### **8.2 Producing the Job Description and Person Specification**

The job advertisement for the vacant Trustee's post will be reviewed to ensure it reflects the requirements of the post.

A job advert must state:

- The main duties and responsibilities of the post;

- The individual's responsibility for safeguarding the welfare of pupils in school.
- Qualifications, work experience, and other requirements deemed necessary to perform the role.

These requirements will be carefully considered to ensure no individual with protected characteristics is being discriminated against.

### **8.3 Advertising Vacancies**

The Board of Trustees must consider the most appropriate way of advertising and promoting the vacancy. This will be done via professional organisations such as Academy Ambassadors, NGA, etc. via Owlcotes Multi-Academy Trust social media channels.

### **8.4 Shortlisting Candidates**

All application forms will be scrutinised to ensure that they are fully completed and that the information provided is satisfactory and consistent. Any anomalies, or gaps in employment dates, must be noted and taken into consideration when making the decision to shortlist candidates.

Applications forms, or expressions of interest, for Trustees must be sent to the Chair of the Board of Trustees and to Owlcotes Multi-Academy Trust CEO who will shortlist candidates for interview.

### **8.5 Selection**

Shortlisted candidates will be invited to interview. During their interview, candidates will be asked:

- The same set of questions, and their answers will be noted by the interview panel. At the discretion of the interview panel, some answers may be probed further;
- Questions relating to information provided in the application form, with answers noted.

The interview panel will discuss and agree feedback for each candidate and agree on the successful candidate.

Offers of appointment will only be made after discussion and approval from the Owlcotes Members and ratification by the Board of Trustees in line with the Owlcotes Multi-Academy Trust Articles of Association and scheme of delegation. All candidates will be notified of the decision as soon as possible and the necessary checks must be completed before appointment. These include:

- Enhanced DBS check;
- Proof of identity and eligibility to work in the UK;
- Disqualifications under the Childcare Act 2006 checks.

### **8.6 Induction Arrangements**

The Chair of the Board of Trustees and Owlcotes Multi-Academy Trust CEO will make appropriate induction arrangements for all newly appointed Trustees.

In accordance with statutory guidance, the induction arrangements for all new Trustees must include access to Keeping Children Safe in Education parts 1 and 2 and safeguarding training.

The Clerk to the Board of Trustees will confirm any new appointments at the next Board of Trustees meeting following the new appointments.

## **9. Appointment of Trustees to the Board of Trustees**

On appointment, all Trustees must:

- Declare their interests on the register of interest form prescribed by Owlcotes Multi-Academy Trust Board of Trustees;
- Agree to abide by the Owlcotes Multi-Academy Trust Board of Trustees Code of Conduct.
- Agree to be registered at Companies House.

As per the Owlcotes Multi-Academy Trust Articles of Association, the term of office for any Trustee shall be four years, save that this time limit shall not apply to any post which is held ex officio. Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected

## **10. Retention of Staff**

Staff are our most significant investment and most important resource. Our recruitment processes are designed to identify and secure the best staff in our schools and our retention commitment is designed to ensure that we invest appropriately in the workforce with a focus on their career and development so that we can retain the very best leaders, teachers and support staff in our schools and central teams.

As a trust we are committed to:

- High quality induction of newly recruited staff bespoke to the specific role to help the new employee to feel welcome, to support the staff member to settle quickly in to the working environment and to become effective in the job as soon as possible.
- Access to initial and ongoing training for Governors, Trustees and volunteers to enable them to be effective in their roles. This training will include a variety of in-house training and development such as reading documents and policies, engaging in remote or face to face training, observing meetings, shadowing more experienced staff or peers.
- Allocation of line managers to all paid staff so that there are clear lines of communication and support for all employees.
- Appraisal for staff which recognises and rewards effort and achievement and provides a formal opportunity for the staff member to discuss career progression, job satisfaction and training needs.
- Developing teachers of the future through our school based initial teacher training programmes (School Direct)
- Providing Continuous Professional Development (CPD) for all our school based informed by research and / or the Standards for Headteachers; Teachers and Teaching Assistants in line with the DFE standards for professional development.
- Providing training and CPD for central team employees, business, admin and premises staff, etc
- Providing high-quality early career support through bespoke training, coaching and mentoring for Trainee Teachers, Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) in line with the governments Early Career Framework (ECF)
- Providing pathways of accreditation, support and development to teachers who may not want to take the step into senior leadership, e.g. SLEs, Leading Practitioners, moderators etc.

- Providing opportunities for staff to work in other schools within the Trust as appropriate to develop skills and experience
- Supporting aspirational and current school leaders to develop their knowledge, understanding and skills as middle, senior and executive leaders, including facilitating the National Professional Qualifications (NPQs) and supporting them through accreditations such as National Leader of Education (NLE) Local Leader of Education (LLE) and Specialist Leader of Education (SLE) and National Leader of Governance (NLG) in conjunction with the Noctua Teaching School or other DfE funded routes.
- Funding other specific role that meet the contextual needs of a school or trust level aims and objectives e.g.: family liaison officers, learning mentors, intervention managers etc
- Considering internal vacancies to give current staff opportunities for promotion within Trust, this will retain excellent staff within our organisation and ensure that the member of staff maintains all benefits including maintaining continuous service
- Providing support for employees through our employee support and counselling programme, HELP, funded by the Trust
- Valuing the importance of good working relationships and industrial relations facilitated by our engagement with local trade unions through our JCC.
- Working collaboratively across the trust to reduce unnecessary teacher and leader workload, utilising trust level documents and shared resources and planning whenever possible.
- Regularly reviewing staffing structures to address workload and to ensure that the structure of each school is aligned to its own particular context.
- Ensuring that we follow all national recommendations for pay awards for staff.
- Reviewing pay ranges of existing staff to ensure that the ranges remain appropriate and take account of changes to job descriptions, increasing responsibility or additional demands.
- Taking time to ensure that we recognise, value and acknowledge the contributions that all staff make to our schools.

## **11. Monitoring the Policy**

The Trustees will monitor the effectiveness of this policy on a two yearly cycle to ensure the trust's compliance with equalities legislation.

The policy may also be reviewed and amended at any time following advice from the trust's HR provider and/or after any changes to legislation or agreed procedures.



**This Recruitment and Retention Policy was adopted by Owlcotes Multi Academy Trust on 11/02/2021**

<b>Chair of Trustees: Mrs Judith Norfolk</b>		
<b>Signature:</b>		<b>Judith Norfolk</b>
<b>Frequency of review:</b>	2 years	
<b>To be reviewed by:</b>	OMAT Full Board	
<b>To be approved by:</b>	OMAT Full Board	
<b>Date of next review:</b>	June 2025	

**REVIEW RECORD**

Date of review	Reason for review	Date of next review
22/06/2023	Reviewed in line with Leeds City Council model policy.	June 2025

<b>Name:</b>		<b>Signature:</b>	
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**on behalf of OMAT Full Board**

Date of review	Reason for review	Date of next review

<b>Name:</b>			
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**on behalf of OMAT Full Board**

Date of review	Reason for review	Date of next review

<b>Name:</b>		<b>Signature:</b>	
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**on behalf of OMAT Full Board**