



East Midlands
Education Trust

Recruitment Procedures

Autumn 2021

Review Date:	Autumn 2021	Reviewed & adopted by:	Trustees
Next Review Due:	Autumn 2024	Updated by:	HR Director
Mid-Reviews (statutory):			
Document No:	POL-HR-020	<i>The information contained on this document is considered proprietary to East Midlands Education Trust in that these items and processes were developed at private expense. This information shall not be released, disclosed, or duplicated.</i>	

Contents

Introduction.....	2
Roles and Responsibilities	2
Planning the Recruitment Process	2
Job Description	3
Person Specification	4
Job Evaluation.....	4
Teachers’ Pay.....	5
Candidate Information Pack.....	5
Advertising the Post	5
Applications from Candidates	6
Shortlisting.....	6
References.....	7
Selection Process.....	8
Interview Preparations.....	9
Appointment Procedure.....	10
Recruitment Appeals.....	12
Induction.....	12
APPENDIX 1 – Process flowchart	1
APPENDIX 2 - Suggested selection activities	2
APPENDIX 3 - References.....	4
APPENDIX 4 - Apprenticeships	5
APPENDIX 5 - Secondments.....	6

1 Introduction

- 1.1 This document sets out the process for appointing staff within EMET.
- 1.2 The procedures outlined in this document are intended to represent best HR practice, while setting out where responsibilities lie for each step of the recruitment process. However, schools are strongly recommended to seek advice from the Central HR Team should any questions arise.
- 1.3 The appointment of a new member of staff is a major investment, taking time and money to get it right. It is therefore important that the recruitment process is carefully managed to ensure that a successful appointment is made.
- 1.4 Schools should discuss any questions or difficulties they may have with the process with the Central HR Team at the earliest opportunity to ensure that the recruitment process does not stall at any stage.

2 Roles and Responsibilities

- 2.1 Recruitment is a shared process, with staff in schools and staff in the Central Team both taking responsibility for different elements as the process unfolds.
- 2.2 This document seeks to highlight where responsibilities sit at each stage with the flowchart in Appendix 1 showing all roles and responsibilities at a glance.
- 2.3 For each recruitment process that is carried out, schools are advised to nominate a suitable Recruitment Lead to manage the process in school from start to finish. In most cases this will be the Head Teacher or a nominated senior leader. The Recruitment Lead will have responsibility for following this procedure document and may have delegated authority to make decisions about the recruitment process and the appointment.
- 2.4 No recruitment should take place without the involvement of the Central HR Team. This is to ensure that the Trust meets its legal obligations in terms of safer recruitment and the provision of a contract of employment in advance of the start date.

3 Planning the Recruitment Process

- 3.1 When a vacancy arises, it is important for the Recruitment Lead to plan the recruitment process before writing the advert.
- 3.2 When planning to start a recruitment process it is very important that a conversation takes place with the Trust's Finance Manager in the first instance. This is to determine any budget implications and ensure that a recruitment process is financially viable.

- 3.3 A vacancy can arise either when someone leaves or because a new role is being created. Although the recruitment process is very similar for each of these, there are some subtle differences at the beginning of the process to ensure that the recruitment goes to plan.
- 3.4 If an existing member of staff intends to resign or retire it is a good idea to start planning the recruitment process as soon as possible. However, adverts should not normally be placed until the individual has submitted their resignation in writing. It is recognised that this can sometimes cause difficulties for schools where a member of staff may not be able to submit their written resignation promptly, even though it is clear that their intention is to leave. In these cases, where there are 4 weeks or less before a published resignation date, please speak to the Central HR Team for advice.
- 3.5 Where an existing role becomes vacant, due to a resignation, retirement, or dismissal, it is important to consider what is needed going forward. Just because a job has always been done in a particular way, covered set duties or worked certain hours does not necessarily mean this will be right for the future.
- 3.6 Where a new role is being created, it is important to be clear about the scope of the work and the tasks required to ensure that the post is really needed, how it will impact on other posts in the structure and the new tasks can't be distributed to existing members of staff.
- 3.7 Whether a new or existing role is being filled, the hours and working pattern will also need to be determined.
- 3.8 If an appointment is being considered on a fixed term (temporary) basis, the Recruitment Lead needs to be clear on the reasoning for this. Usually fixed term contracts are only permissible where covering for an existing member of staff (eg maternity, shared parental leave or long term sickness cover) or in cases where the work is time limited or paid from external funding. Posts should never be advertised as fixed term with the intention of making the appointment permanent if the candidate proves to be good. The Trust's probationary and capability procedures are in place to deal with any cases of underperformance.
- 3.9 **It must be noted that if a role becomes vacant because of a redundancy process, the role cannot be advertised or filled. Please speak to the Central HR Team if a post has been made redundant within the last two years and changing circumstances mean that a recruitment is being considered.**

4 Job Description

- 4.1 Having confirmed the vacancy, a job description for the post must be written, which sets out the main duties and responsibilities of the post. This is essential not only for recruitment purposes but also for induction, performance management and continuing professional development (CPD).

- 4.2 Where an existing role becomes vacant, the Recruitment Lead should review the current job description and make any necessary changes to ensure that it reflects the role that is needed going forward. Where a new role is being created, a new job description should be written.
- 4.3 The Central HR Team can advise on job descriptions and share examples of job descriptions for similar posts, if required.

5 Person Specification

- 5.1 Having defined the job description, a profile of the qualifications, experience and personal skills required of the postholder should be finalised. The person specification will ensure candidates understand the requirements of the role and allow for objective shortlisting and appointment during the recruitment process.
- 5.2 Where an existing role becomes vacant, the Recruitment Lead should review the current person specification and make any necessary changes to ensure it reflects the role that is needed going forward and the requirements of the postholder in the role. Where a new role is being created, a new person specification should be written.
- 5.3 The person specification should be a realistic reflection of what is required and should not require experience, qualifications or characteristics which are not relevant to the post.
- 5.4 The skills and characteristics listed in the person specification must be objectively measurable from the application form and/or the selection process. Any characteristics relating to personality (e.g. sense of humour, enthusiasm, energetic, etc) must not be used as they cannot be objectively assessed.
- 5.5 When the person specification has been written, the skills and characteristics should be considered in turn to define them as either essential or desirable:
 - 5.5.1 **Essential criteria are non-negotiable** – these are the elements that a candidate must be able to evidence in order to be considered for a role (eg a teaching qualification)
 - 5.5.2 **Desirable criteria are the ‘nice-to-haves’** – for example, it’s probably not crucial that a new receptionist has worked in a school before, but those candidates who have this experience would bring more skills to the role.

The Central HR Team can advise further if required.

6 Job Evaluation

- 6.1 All associate staff posts must be job evaluated before the post can be advertised. To receive a job evaluation, the job description and person specification should be forwarded to the Central HR Team at hr@emet.uk.com for assessment.

- 6.2 When a grade has been awarded, this will be sent back to the Recruitment Lead. If the Recruitment Lead does not agree with the grade assessment, they should contact the Central HR Team for a discussion about the role.
- 6.3 Once the grade has been determined, the Recruitment Lead should speak to their Finance Manager to ensure that the post is included in the budget.

7 Teachers' Pay

- 7.1 Teaching posts will usually be advertised from M1 to UPS3, in line with the Trust's Pay Policy.
- 7.2 When setting pay for a Leadership or TLR post this should be done in line with the Trust's Pay Policy, in conjunction with the Central HR Team.

8 Candidate Information Pack

- 8.1 In all cases candidates should be given sufficient information to enable them to assess their own suitability and desirability of the post before applying.

If the Recruitment Lead wishes, a wider pack of information may be included to give potential applicants more information about the job and the school.

- 8.2 The Central HR Team can give advice and share examples of packs, if required.

9 Advertising the Post

Writing the advert

- 9.1 The Recruitment Manager should ensure that an advert is written to attract candidates and inform them of how to apply. As a minimum, all adverts should include:
- Job title
 - Grade and salary
 - Job location
 - A few details about the role and the type of person required
 - Closing date
- 9.2 The Central HR Team can help in drafting adverts, if required.
- 9.3 The Central HR Team will include, at the bottom of all adverts, standard EMET wording regarding safer recruitment, right to work in the UK and how to make an application.

Placing the Advertisement

- 9.4 When the job description, person specification and advert have been finalised, the Recruitment Manager should email these with a completed 'Request for Recruitment Form' to recruitment@emet.uk.com
- 9.5 All vacancies within the Trust will automatically be included on the EMET website and teaching posts will be advertised on the GOV.UK Teaching Vacancies Service. These are both free services.
- 9.6 The Recruitment Lead can also opt to advertise with other publications, as they feel appropriate. These should be listed on the Request for Recruitment Form for the Central HR Team to place the advert. It is important that schools do not place their own adverts unless this has been expressly agreed each time with the Central HR Team.
- 9.7 Advice on advertising media can be sought from the Central HR Team, if required.
- 9.8 In cases where a school is making a redundancy, the Trust has a legal duty to find suitable alternative employment for the redundant individual(s). For this reason, there may be times when an advert is put on hold for one school to give an opportunity for staff to be redeployed from another school into a new role to prevent a redundancy from taking place. If this is the case, the Central HR Team will inform the Recruitment Lead and work with them through the redeployment process. If redeployment isn't appropriate, the post will then be released for advertising.

10 Applications from Candidates

- 10.1 To be considered for a vacancy, all candidates must complete one of the standard EMET application forms, which are available on the EMET website. CVs alone will not be accepted, but may be included as part of a full application.
- 10.2 The Recruitment Lead may ask applicants to submit a covering letter or further information with their application. If this is required, it should be clearly stated in the advert and/or the Candidate Information Pack.

11 Shortlisting

Planning and Preparation

- 11.1 The purpose of shortlisting is to identify those applicants who are to be called for interview. This should be undertaken by the same panel who will ultimately interview the selected candidates, if at all possible. It is important, therefore, to build sufficient time into the recruitment timescale for this to be carefully and thoughtfully undertaken.

Assessing the Applications

- 11.2 Prior to shortlisting, the recruitment panel should agree how they will carry out this process. Some panels agree to meet to go through the applications together, while some prefer to shortlist individually and then have a meeting to finalise the shortlist. In exceptional cases it may be appropriate for an individual panel member to shortlist on behalf of the panel.
- 11.3 If anyone on the recruitment panel has knowledge of a candidate, this should be declared to the rest of the panel as soon as possible to ensure equality and transparency within the process. A note should be kept that this declaration has been made, with a brief description of the relationship between the panel member and the candidate.
- 11.4 Knowledge of a candidate will not automatically mean that a member of staff cannot be on a panel. However, some individuals may choose to stand down from a panel if they know a candidate well. To prevent nepotism, a member of staff should not normally be involved with the recruitment where a member of their family or close family friend is to be interviewed. In these situations, further advice should be sought from the Central HR Team. It is particularly important that if a family member of the Head Teacher applies for a post at the same school, the Head Teacher contacts the Central HR team immediately.
- 11.5 All candidates must be assessed equally against the criteria set out in the person specification. If anyone on the recruitment panel has knowledge of a candidate, this should not be taken into account for shortlisting purposes – only information included in the application should be used.
- 11.6 The aim is to identify, from the information given in the application form, how each candidate meets the essential and desirable elements of the person specification.
- 11.7 When the shortlisting process has taken place, the recruitment panel needs to agree which candidates will be shortlisted. Where too many applicants meet the “essential” criteria, the “desirable” criteria should be used to identify those who most closely match the role’s requirements.
- 11.8 All decisions should be carefully recorded for future reference, especially the reasons for not selecting a candidate for interview.

12 References

- 12.1 Having completed the shortlist, references should be requested for all shortlisted applicants, where permission has been given.
- 12.2 References now often give limited information about the candidate’s previous employment, with factual references becoming more popular than the traditional character reference. However, references are still an important part of safer recruitment practice, giving the

Recruitment Lead an opportunity to ensure that employment information supplied in an application is correct.

- 12.3 EMET has clear expectations about the references provided for any candidate who applies to work within the Trust:
- 12.3.1 Two written references must be sought, and should be received before the preferred candidate is formally confirmed in post.
 - 12.3.2 One of the references supplied must be from the current or most recent employer. If an applicant has previously worked with children, either in paid or voluntary activities, at least one reference should be obtained from that organisation.
 - 12.3.3 References should always be sought directly from the referee via a standard EMET Reference Request Form.
 - 12.3.4 References will be requested by the Central HR Team on receipt of the shortlist.
 - 12.3.5 Further advice is available from the Central HR Team, if required.

13 Selection Process

- 13.1 Having confirmed the shortlist, the recruitment panel must confirm any other activities they wish to include in the selection process. They should again refer to the person specification to ensure that such activities will allow the candidates to demonstrate how they meet the criteria.

Selection Activities

- 13.2 It is important to remember that the selection process does not only enable the selection panel to assess the individual candidates but also allows the candidates to find out about the school and the post for which they are applying.
- 13.3 All selection processes should include an interview with a recruitment panel. The panel will usually be made up of three members, but may vary from this, if necessary. Recruitment decisions should always be made by at least two people.
- 13.4 ***No individual should ever interview alone*** – this is to protect the individual and the candidate from claims regarding inappropriate or discriminatory behaviour on either side during the selection process. In cases where multiple selection activities take place within a recruitment process and a mini-interview is planned on a one-to-one basis (in addition to the main panel interview) an impartial member of staff should be in the room at the same time, to take notes. However, it must be made clear that the note taker will have no involvement in the decision making process.

- 13.5 The Recruitment Lead should ensure that at least one member of the recruitment panel has successfully completed the Safer Recruitment on-line training, which can be accessed via EVERY System.
- 13.6 The Trustees have the right to attend any interview or other activities relating to the selection process, or nominate a senior officer within the Trust to attend on their behalf. However, in normal circumstances, this right will usually only be exercised in respect of the appointment of Head Teachers and the CEO.
- 13.7 Governors may wish to be involved in the recruitment process for some posts, and this will be a decision for the school. However, there must always be representation from the Governing Body in cases of the appointment of a Head Teacher.
- 13.8 All interviews should be planned in advance with open questions designed to assess each candidate against the requirements of the job listed in the person specification, even if there is only one shortlisted candidate. Supplementary questions can be asked which are specific to a particular candidate and the structuring of the interview needs to be flexible enough to allow this.
- 13.9 At least one question should assess the candidates' knowledge of safeguarding, relevant to the type and level of post they have applied for.
- 13.10 Candidates should not be asked at interview about their personal circumstances i.e. their marital status, sexual orientation, family, religion, politics, trade union affiliation, health or absence history, etc. If a candidate chooses to disclose information of this type, it should not be used in making the final decision.
- 13.11 In addition to an interview, a number of other activities can be planned to support the decision making process. Some ideas for selection activities are included in Appendix 2.

14 Interview Preparations

- 14.1 When the selection process has been planned, the Recruitment Lead should ensure that a programme for the interview day(s) is drawn up. The programme will inform when each candidate will arrive and the order they will complete the selection activities.
- 14.2 The Recruitment Lead should also ensure that appropriate rooms and refreshments are available for each element of the selection process. The provision of cover for staff involved and the availability of panel members will also need to be considered.
- 14.3 The recruitment panel should agree their respective roles prior to the interview process. For example, it is helpful to establish who will chair the interview and allocate other duties such as collecting candidates from reception, etc.
- 14.4 If a candidate has disclosed a disability which may affect their performance at interview, adjustments must be made to the arrangements to accommodate this.

14.5 Further support can be sought from the Central HR Team, if required.

Letter of invitation

- 14.6 The letter of invitation should be emailed to candidates, giving reasonable notice and time to prepare for any specific activities that are required, such as a presentation. Candidates should be asked to confirm that they are able to attend. Emails can be followed up with a text message or phone call to ensure that they have been received if candidates don't confirm within a day or two.
- 14.7 Within the letter, candidates should be asked to bring certificates of relevant qualifications and appropriate identity documentation with them to prove their eligibility to work in the UK and to apply for a DBS check should they be the preferred candidate.
- 14.8 More details on this can be found in the EMET Safer Recruitment Policy and example letters can be requested from the Central HR Team.

Managing the interview

- 14.9 As the interview is a two-way process, the candidate should be given the opportunity to ask questions or raise issues which have not been covered by the panel. At the end of the interview the applicant should be asked to confirm that they are still a firm candidate for the job.
- 14.10 Clear notes of all selection activities should be kept for the panel to refer to when making their decision. Notes for the successful candidate should be kept on their Personal file. All notes on unsuccessful candidates should be retained for six months after the date of the decision being made before being securely destroyed.
- 14.11 It is usual for the decision to be made directly after the selection activities have ended. Candidates should be informed of when the decision is likely to be made and how and when they will be notified.

15 Appointment Procedure

Decision

- 15.1 Following the final selection activity of the shortlisted candidates, the recruitment panel should immediately discuss each candidate and match them against the requirements of the job, considering the scores each applicant receives in each selection activity.
- 15.2 The chair of the recruitment panel should ensure that an assessment of all candidates is discussed by all members of the panel and that each member plays an active part in the decision making process.

- 15.3 The recruitment panel should attempt to reach a consensus about which candidate best fits the person specification. Where there is more than one candidate who meets all the essential criteria, reference should be made to the desirable criteria to identify the most suitable candidate. If it is not possible to reach a unanimous decision by consensus, the panel will need to decide whether they are prepared to vote and proceed on the basis of a majority decision. In the instances of a Head Teacher appointment, Trustees would never impose their will on the recruitment panel but do hold a power of veto to block an appointment if they are not secure with the appointment being proposed.
- 15.4 Where there is uncertainty about deciding, the panel may need to consider whether it is appropriate to make an appointment or whether the post should be re-advertised. Although some panels have concerns about failing to fill a post, the implications of making an inappropriate appointment can be far more damaging to pupils and the school as a whole.
- 15.5 Once a decision has been made, all members of the recruitment panel should accept this as a collective decision and the discussions and process leading to the decision should be deemed confidential. When a decision has been made the panel should confirm and record why the other candidates have been rejected and retain those notes for six months in case of a challenge at a later date.

Conditional Offer

- 15.6 Once a decision has been made a conditional offer of appointment can be made to the preferred candidate. The offer should be made for the post as it was advertised. Any proposed changes from the advertised hours, salary or number of posts should be discussed with the Central HR Team prior to offers being made.
- 15.7 Once an offer has been made and accepted, the Central HR Team should be informed on an EMET New Starter Details Form.
- 15.8 The Central HR Team will then follow up the verbal offer with written confirmation of the offer and details of the standard pre-employment checks which need to be undertaken.
- 15.9 The Central HR Team will ensure that the standard pre-employment checks have been completed and will complete the details on the school's Single Central Record. The Central HR Team will also produce the Contract of Employment and set the new member of staff up on the Trust's payroll system.
- 15.10 Should any discrepancies or information appear which raise doubts about the successful candidate's suitability to work with children or the candidate has apparently provided false information in the course of the recruitment process, the Recruitment Lead should contact the Central HR Team immediately for urgent advice and guidance.

Candidate's Debrief

- 15.11 All candidates are entitled to be promptly informed of the recruitment panel's decision, whether they were successful or unsuccessful.
- 15.12 The preferred candidate should always be contacted first, and only when they have accepted the post should the remaining candidates be informed.
- 15.13 For unsuccessful candidates, the debrief should be short, constructive and sensitive, based on the criteria outlined in the person specification and their performance at interview. Candidates should never be told the answers the panel was looking for, but given examples of where their performance was good and where the panel felt that the person specification wasn't met.
- 15.14 Debriefs should always be conducted verbally and never given in writing.

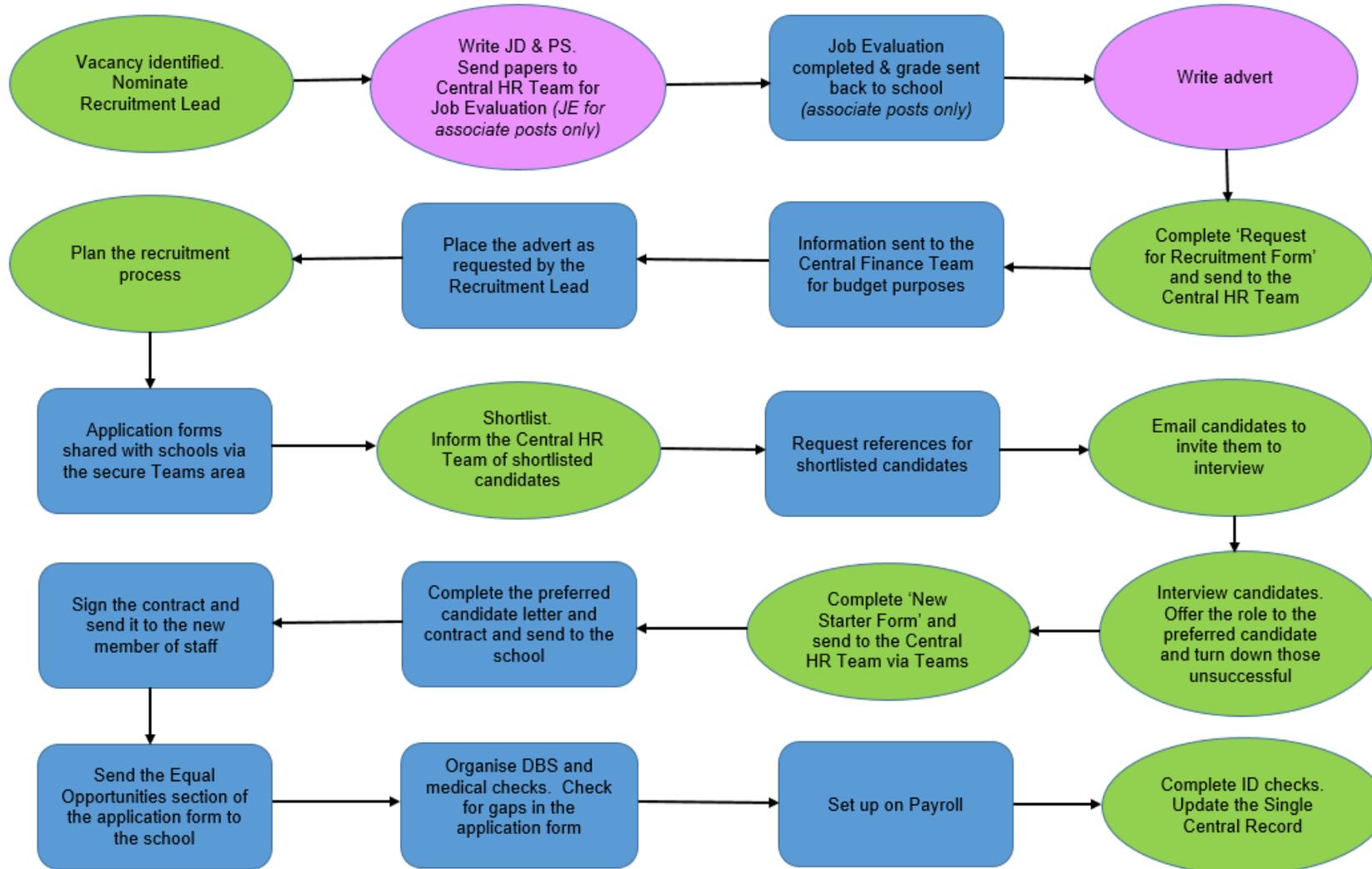
16 Recruitment Appeals

- 16.1 Any written complaint about the recruitment decision or procedures should be referred to the Central HR Team in the first instance for advice on an appeals procedure or other appropriate means of addressing the matters raised.

17 Induction

- 17.1 All new staff should have access to a carefully planned induction programme when they take up their new appointment. This should include, as a minimum, relevant information about their place of work, team, roles and responsibilities, and how to access support and advice.
- 17.2 The induction period is also a good time to debrief the new member of staff on their performance during the recruitment process. It can be helpful to refer to answers given within the selection activities to create relevant training and learning opportunities to support them in their new role.
- 17.3 All new associate staff to the Trust will also be subject to a probation period for their first six months in post. Their line manager should ensure that the appropriate probation meetings are completed at one, two and five months of service, and recorded on the EMET Probationary Review Form.
- 17.4 If there are any concerns at all about the new member of staff while they are in their probation period, this should be raised with the Central HR Team as a matter of urgency.

APPENDIX 1 – PROCESS FLOWCHART



APPENDIX 2 - Suggested selection activities

- 1.0 A number of informal preliminary activities can be used to put the candidates at their ease before the actual selection procedures begin. These could include a tour of the school, a short presentation about the school and the job and an opportunity to meet staff, pupils and governors.
- 1.1 For some posts, additional activities will help the panel gain information which would not easily be obtained in a formal interview. A programme should be planned to include a range of activities appropriate to the post.
- 1.2 When planning the programme, account will need to be taken of the number of candidates involved and the range of activities to be included. For some senior posts the process may need to extend over more than one day. Similarly, with a large number of candidates, a two-stage process could be arranged in which fewer candidates are selected for the final stages. The reasons for some candidates not continuing to the second stage should be recorded.

Skills testing

- 2.0 For some posts, it may be appropriate to assess the applicant's aptitude for the job or confirm that they possess specific job-related skills. For example, if appointing a science technician, the panel could ensure that the level of skills meets the requirements set out in the person specification by asking them to set up an experiment as part of the selection process. Candidates for teaching posts should be asked to teach a lesson or part of a lesson while being observed.
- 2.1 Details of such practical activities should be included in the invitation letter to shortlisted candidates if they are expected to prepare in advance of the selection day.

Written Exercises

- 3.0 These may take several forms, but the most common involves a bundle of papers containing mock reports, memoranda, circulars, etc., requiring a response by the candidates.
- 3.1 These tests are likely to be most suitable for senior management or administrative posts, or teaching posts where significant management or administrative skills are required. They can be designed to test the candidates' ability to prioritise the order of response, the appropriate method of response (e.g. verbal, report, memorandum) and their ability to deal with the problems raised in an appropriate manner, i.e. their decision-making capacity and their understanding of both the organisational and operational day to day constraints of the post.
- 3.2 Similar tests may be devised for administrative posts. For example, a typical 'in-tray' for this type of appointment might include dealing with telephone messages, an invitation to Governors, or a report for governors to be typed from basic notes.

- 3.3 Where some financial accountability is involved, a simple account or budget statement requiring comment could be used to test financial awareness and an appropriate response or candidates could be asked to draft a report for Governors based on data provided in a spreadsheet or budget statement.

Candidate presentation to the panel

- 4.0 The use of this activity involves the preparation and delivery of a presentation by each candidate to the selection panel.
- 4.1 The topic should be relevant to the area of work relating to the post, and should be the same for all candidates. The subject to be addressed and nature of the audience (e.g. governors/staff/parents) could either be given at the time the candidates are invited for interview or on the day of selection, in which case a suitable period of time should be set aside for preparation. Appropriate presentation materials should be made available. Presentations are usually brief, for example, 5 to 10 minute deliveries and designed to demonstrate the candidate's ability to organise the topic, knowledge of the subject and general effectiveness, as well as use of communication skills, presentation materials and impact on the target audience. As part of the presentation the panel should have an opportunity to ask questions to test the candidate's in depth understanding of the subject and their ability to respond appropriately.

Alternative interview panels

- 5.0 In addition to the main interview panel, consideration may be given to arranging mini interview panels with alternative participants to gain a different perspective on candidates' abilities. For example, a Pupil Panel or a panel of staff from the appropriate work area.

APPENDIX 3 - References

Providing Employee References

- 1.0 When an employer reference request is received for a current or former member of EMET staff, references are generated by the Central HR Team and refer to matters of fact only. The employer reference includes:
 - The name of the individual
 - Their job title
 - The dates employed
 - The present salary or salary upon leaving
 - A statement of the individual's suitability to work with children
- 1.1 Individuals may choose to ask a colleague to provide their second reference. Any additional references provided by employees working within the Trust are deemed to be character references and not employer references.
- 1.2 As a general guide, character references should not include anything which the writer is not prepared to share with the individual or for which there is no evidence. References should not include information about an individual's health. Personal information, outside activities and involvement in Trade Union activities should not be included unless this is directly relevant to the post and has been agreed with the individual.

Making Reference Requests

- 2.0 Some candidates request that their referees aren't contacted unless they are offered a post. This should always be respected if stated on the application form, as jobs should be offered subject to satisfactory employment checks, including references.
- 2.1 Referees should be sent the standard EMET Reference Request Form and asked to complete it in relation to the candidate.
- 2.2 Not all referees will complete the standard EMET form, but the Recruitment Lead should be particularly cautious about accepting references which do not appear to specifically relate to the post or appear to be a standard testimonial such as a statement addressed "To whom it may concern." Further advice should be sought from the Central HR Team in these circumstances.

APPENDIX 4 - Apprenticeships

Employing a new apprentice

- 1.0 Some posts are suitable to offer as an apprenticeship, which allows an individual to learn 'on the job' while gaining an appropriate qualification. Through the Apprenticeship Levy it is possible to access funding to cover the costs of training, making it an affordable way to add staffing for some schools.
- 1.1 Colleges will often run the advertising and recruitment of an apprenticeship opportunity for a school and then provide applications to consider, which keeps costs low and ensures that only candidates who have the right skills and aptitudes are able to apply. The new member of staff is engaged under an apprenticeship agreement and paid the national apprenticeship wage, then the national minimum wage for their age after 1 year if the apprenticeship is longer than 12 months.
- 1.2 The school will be required to enter into an agreement with the training provider/college and the individual, which will include the agreement to release the apprentice for 20% of their working hours to complete their training. This time may be day release to allow them to attend college, or time out of work to complete assignments.
- 1.3 The individual will gain a recognised qualification by the end of the apprenticeship. There is no requirement to offer them a contract of employment at the end of the apprenticeship, although this is possible if the school can create an appropriate post and has the budget to support an additional post.
- 1.4 A full list of courses covered by the Apprenticeship Levy can be found at:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799897/A to Z of apprenticeships.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799897/A_to_Z_of_apprenticeships.pdf)
- 1.5 Further advice and guidance on apprenticeships can be requested from the Central HR Team.

APPENDIX 5 - Secondments

- 1.0 A secondment is the assignment of a member of staff from one organisation to another organisation for a temporary period of time, usually to bring in expertise, to increase capacity or to allow an individual to learn within a different role or culture.
- 1.1 There may be occasions where a secondment is a suitable way of meeting the needs of both the Trust and an individual, and it is possible to arrange these between schools.
- 1.2 Where a secondment is being considered, this should be discussed with the Central HR Team at the earliest opportunity and before any agreements are made.
- 1.3 Where a secondment is agreed in principle, a Secondment Agreement will be drawn up by the Central HR Team before the secondment starts. The Secondment Agreement sets out the legal situation and responsibilities of all parties and will be signed by the Head Teacher or Chair of Governors at each school within the arrangement.
- 1.4 For further information on secondments, please contact the Central HR Team.

