Recruitment and Selection Policy and Procedures

1. RCTTP Recruitment and Selection Policy and Procedures

The Recruitment and Selection Policy and Procedures outline the expectations and roles and responsibilities of everyone involved and connected with the Partnership so that each individual knows what is expected of them.

The policy and procedures are made available to all members of the Partnership through the RCTTP website. A hard copy of the policy is available, with relevant appendices, in the centrally held policy file.

RCTTP is dedicated to bringing into the teaching profession high quality applicants who have the ability to enthuse and inspire children and young people to learn. We aim to select candidates who are academically able and demonstrate the potential to become reflective practitioners with a commitment to developing their own professional practice and learning.

The aims of the recruitment and selection process are:

- To maintain and monitor the quality of entrants to the programme and subsequently the teaching profession
- To apply a process which is fair and consistent but enables differentiation between candidates in line with RCTTP's Equal Opportunities policy
- To provide a supportive environment which allows candidates to demonstrate their potential
- To comply with the DfE criteria for Initial Teacher Training

The recruitment and selection procedures have been developed by the Executive Group and Management staff in conjunction with Partnership Schools who regularly evaluate the process and make suggestions for improvement. At each meeting of the Executive Group Course Leaders will present data regarding the current recruitment cycle.

2. Roles and Responsibilities

Roles and responsibilities of all Partnership Staff are detailed within the Selection and Recruitment Procedures section of this document.

3. Equal Opportunities in Selection and Recruitment *(excerpt from section 4.4 of the RCTTP Equal Opportunities Policy)*

- All possible applicants who meet the essential criteria are interviewed.

- Opportunity will be provided for applicants to identify any special arrangements that they may require when invited for interview
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Applicants complete an evaluation of the selection process within which is a question regarding equal and fair treatment.

4. Complaints Procedure

If anyone in the Partnership feels that this policy is not being followed then they should raise the matter with the Programme Manager who will facilitate the appropriate action under the RCTTP complaints procedure. In the first instance this will be raised informally in order to seek a solution. Action by the Programme Manager may include an investigation and report on the issue. Reports on any such complaints will be raised at the Executive Group.

5. Quality Assurance of Recruitment and Selection Procedures

Quality assurance of the RCTTP Recruitment and Selection procedures are detailed within the Quality Assurance Policy and Procedures document.

Linked policies:
- Quality Assurance Policy and Procedures
- Equal Opportunities Policy
- Safeguarding Policy
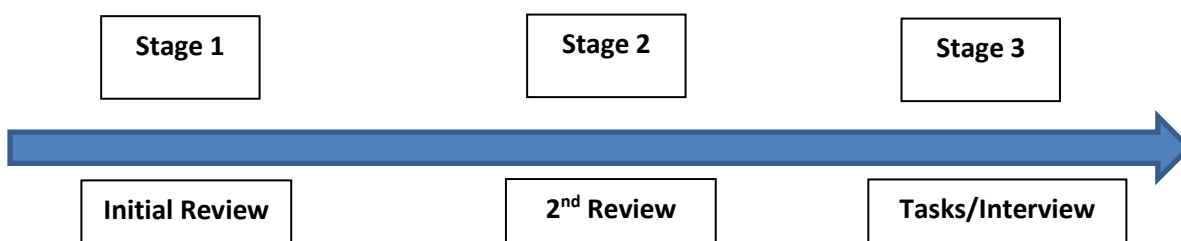- RCTTP Roles and Responsibilities

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TEACHER TRAINING PARTNERSHIP

Recruitment and Selection Procedures

Pre- application
Recruitment and selection is a continual process. We deal with enquiries for much of the year and consider the individual advice and feedback we give applicants to be an essential part of our service. This includes directing potential candidates to local schools who wish to 'test' their appetite for teaching. Feedback from this service has been overwhelmingly positive.

From Receipt of Application
From receipt of applications, the recruitment and selection process is divided into 4 stages.

| Stage 1 | | Stage 2 | | Stage 3 |

| Initial Review | | 2nd Review | | Tasks/Interview |

Stage	Description	Roles and responsibilities
Stage 1 Initial review from application	Qualification check: • GCSE Maths and English at C/4 or above (Science if primary) • Honours degree at 2:2 or above (secondary related to subject wish to train in) NB 3rd class degrees may be accepted and will be considered on a case by case basis.	Primary Course Leader Programme Manager / Secondary Course Leader
Stage 2 **Second review from application**	Shortlisting based on the quality of the application with reference to: Personal statement including: • Demonstration of interest, enthusiasm and passion for education, teaching and learning. • Correct and fluent use of English including accurate use of punctuation and grammar Other relevant experience (this may include school experience) Lack of school experience would not be a reason for rejecting an otherwise suitable applicant.	Primary Course Leader Programme Manager/Secondary Course Leader *In the case of any rejection a second person will review*

	Where an applicant indicates that they have previously been registered with a teacher training programme, RCTTP will check that the applicant has not previously been removed because they behaved in a way that indicated they may not be suitable to work with children, or if the previous provider would have removed the trainee had they not left. References will be checked (at least one reference should be from a professional email address, where this is not the case candidates successful at interview will be asked to provide an alternative professional email for their referee or provide an additional professional reference) Employment History will be checked (candidates successful at interview will be asked to complete a form leaving no gaps in employment/study/unemployment)	
Stage 3 Interview	Candidates invited to an interview at a partnership school to complete a series of tasks designed to assess communication skills, personal qualities, group interaction and knowledge of educational practice. Candidates are asked to send copies of their ID and qualifications prior to interview to be checked. ID is confirmed at interview. Opportunities will be taken to identify any special arrangements required for candidates who have declared a disability as part of their application. **Presentation Task (15min preparation/10min delivery)** Effective interpersonal skills Ability to engage and enthuse Communication skills - use of spoken English - ability to articulate ideas **<u>Primary Only</u>** **Pupil Voice Panel (10mins)** **Personal interview including 'teaching' task**	Primary Course Leader Programme Manager/Secondary Course Leader Head teacher/Mentor/Subject Specialist/Expert Colleague Administrator Panel made up of: Programme Manager/Secondary Course Leader working with Mentors/subject specialists from Partnership School in which candidate may be placed (determined by school expressions of interest) Primary Course Leader working with mentors and Head Teachers from partnership schools

	Questions developed in consultation with schools and subject specialists and include a question focused on safeguarding. The questions are designed to give candidates the opportunity to talk about what they know, to display their abilities and personal qualities and to enable the candidate to demonstrate criteria not sufficiently evidenced in other aspects of the selection process. They allow the panel to assess the extent to which candidates have the underlying competencies required for a successful career in teaching. For secondary candidates this includes a subject specific question that has been designed, with accompanying criteria by a subject specialist. Candidates where we can see potential but have some reservations will be offered a short placement in a Partnership School to give them experience and to confirm their suitability. The interview panel will consist of at least one member who has undergone Safer Recruitment training and a subject specialist wherever possible for secondary.	
At this point in the procedure, successful candidates are made a conditional offer. The offer is made personally by phone and followed up by a letter. Typical conditions of the offer include: • achieving degree at 2:2 or above for those in their final year of a degree course; • safeguarding checks including an Enhanced DBS check, professional references (at least one reference should be from a professional email address, where this is not the case candidates will be asked to provide an alternative professional email for their referee or provide an additional professional reference) and any gaps in employment (candidates will be asked to complete a form leaving no gaps in employment/study/unemployment) • sight of original qualification certificates • successful completion of appropriate health checks Other conditions may include: • completion of a Subject Knowledge Enhancement Course	Programme Manager/Secondary Course Leader Primary Course Leader Administrator	