

# Madeley Academy



## Recruitment & Selection Policy

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## Introduction

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All recruitment procedures are conducted within the parameters of Equality Act 2010 and current employment legislation.

**Reference:** Keeping Children Safe in Education: Safer Recruitment September 2016.

## Advertisement

This should include:

- A statement about the Academy's commitment to safeguarding and promoting the welfare of children
- Reference to the need for the successful candidate to undertake our enhanced disclosure via the Disclosure and Barring Service (DBS)

## Application Form

The common application forms are used for all positions of teaching and non teaching staff.

In addition to the core information required about the applicant, the forms also state that the successful applicant will be required to provide a DBS Enhanced Disclosure.

Two references will be required prior to interview.

## Post Description

This should clearly state:

- The main duties and responsibilities of the post
- The individual's responsibility for promoting and safeguarding the welfare of children
- A person specification may be used

## Scrutinising and Short listing

The applications are scrutinised to ensure that they are fully and properly completed, that the information is consistent and to identify any gaps in employment.

Incomplete application forms are not accepted.

Any anomalies or discrepancies or gaps in employment are noted and taken up as part of the consideration for short-listing.

All candidates are assessed equally against the criteria in the post description.

## References

Two references are sought from all applicants. The references are obtained directly from the referee and the information received is checked against that given by the applicant. No open references or testimonials are accepted.

## Interviews

1. Invitation to interview is made by telephone and followed by confirmatory letter/email
2. All teaching applicants are observed teaching a lesson
3. The interview panel consists of at least one member of the Senior Leadership Team, the Chair of the panel, and two other colleagues. At least one member of the interview panel will have received Safer Recruitment training. The panel will meet before the interview to agree the set of questions and the order of questioning

4. The Headteacher will discuss any concerns in references prior to interview with the Chair.
5. One member of the panel will have responsibility for exploring:
  - The candidate's attitude towards children and young people
  - The candidate's ability to support the Academy's position regarding Safeguarding and promoting the welfare of children
  - Gaps in the candidate's employment history
  - Any concerns arising from the information provided on the application form
6. Following the interview the panel will discuss each candidate's information and performance against the set criteria. The Chair will coordinate the panel's views. The Chair will make the final decision on any recommendation to be made to the Headteacher
7. The Headteacher will discuss the recommendation with the Chair of the panel and agree, or otherwise, with the decision

### **Pre-Employment Checks**

Prerequisite to employment:

- All staff undergo a satisfactory Enhanced DBS disclosure check
- Teachers are checked against the Barred Teachers list
- Receipt of two satisfactory references
- Verification of the candidate's identity
- Verification of qualifications
- Verification of professional status where required eg QTS
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities
- Verification of the candidate's right to work in the UK
- Social media check

### **Offer of Appointment**

The successful candidate will be made an offer of the appointment which is conditional upon:

- A satisfactory Enhanced DBS disclosure
- Verification of the successful completion of statutory induction period for teaching staff and a probationary period for non-teaching staff

### **Staff Induction**

The Academy provides an induction programme for all new staff.

**Annex 1**

**Interview Questions Template**

**Please note:** Wording is at the discretion of interviewer.  
Underlined questions are safeguarding questions – one or two need to be asked as worded.

Candidate Name:	Interviewer Initials:
Post:	Date:
<p>Are you still a firm candidate for the post?</p> <p>Why have you applied for this position at Madeley Academy?</p> <p>Go through application form with the candidate to establish formal education and teaching experience?</p> <p>Give a resume of experience to date and map out career aspiration</p> <p><u>What do you feel are the main reasons which led you to want to work with children?</u></p>	
<p>Reflection and discussion on taught lesson. Can candidate self-evaluate?</p> <p>Questions could include</p> <p>How did you think the lesson went?                      You were given a free hand to teach something to your specialism. Why did you select that topic?</p> <p>Relevant questions based on the content of the lesson</p> <p>How well do you feel the students progressed in your 40 min slot and how did you know?</p> <p>What, on reflection would have made the lesson even better if?</p> <p>Take me through how you would expand on the lesson to develop it for the three hours?</p> <p>What would you do differently about the session that you taught this morning if you did it again?                      Explore discipline/classroom management.</p>	

<p>Exploring subject knowledge and experience</p> <p>KS3 curriculum – investigate experience of teaching and how curriculum can be developed through KS3</p> <p>KS4 curriculum – experience of teaching BTEC/GCSE. Key areas of expertise/knowledge. Knowledge of the new syllabi. Investigate working knowledge of the components (easier, harder and what strategies adopted to raise achievement)</p> <p>KS5 curriculum – experience of BTEC/AGCE. Aiming for higher grades at this level, key strategies and components of the syllabus</p> <p>What is your philosophy for teaching (subject) – what are the main aims?</p> <p>The place of ICT in the curriculum to raise achievement, experience</p> <p>What are your particular strengths within the curriculum?</p> <p>If appropriate: How would you go about addressing issues relating to Health and Safety within (subject)?</p> <p>Extra-curricular interests</p>	
<p>Looking at personal attributes and the skills required of teachers</p> <p>What do you believe are the most important attributes a teacher should have?</p> <p><u>How do you go about motivating students?</u></p> <p>What are the things about your colleagues that you respect the most?</p> <p>What terms would your existing students use to describe you?</p> <p>Can you give some examples of how you work with others?</p> <p><u>What is your understanding of safeguarding children? Provide examples of how you have dealt with safeguarding children? (NB any training required?)</u></p> <p>Explain how you would ensure that all students maximise their true performance – strategies adopted for raising achievement.</p>	

<p>Use of data to track and monitor progress, target setting etc</p> <p>Best moment/worst moment in teaching to date – explore the reasons behind and the actions taken as a result – link to:</p> <p>Classroom management – <u>Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</u></p>	
<p>Summarising</p> <p><u>What has working with young people to date, taught you about yourself?</u></p> <p>What do you consider to be your strengths? If appointed what do we get? What can you offer that others can't?</p> <p>Have you any questions for the panel?</p>	
<p>Comment on general appearance and body language</p>	

**Interview Questions to Address Suitable Behaviours for Teaching, including Children & Young People**

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Convincing responses based on balanced understanding of self and circumstance</li> <li>• Has a realistic knowledge of personal strengths and weaknesses</li> <li>• Examples of having considered/tried other options and alternatives</li> <li>• A realistic appreciation of the challenges involved in working with children</li> <li>• Evidence of others having supported and encouraged based on observation of personal talent</li> </ul>	<p><b>1. Motivation for working with children</b></p> <p><i>Self-awareness/knowledge and understanding of self, interconnection between self and professional role.</i></p> <p><i>Example Questions:</i></p> <ul style="list-style-type: none"> <li>• <b>What do you feel are the main drivers, which led you to want to work with children?</b></li> <li>• <b>How do you motivate young people?</b></li> <li>• <b>What has working with young people to date taught you about yourself?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Unconvincing responses based on whimsical examples</li> <li>• Not self aware, don't see themselves as others do</li> <li>• Driven by personal needs not needs of others</li> <li>• Not realistic about personal strengths and weaknesses</li> <li>• Unrealistic impression of what working with children is really like</li> <li>• Failure to consider other alternatives</li> <li>• Pushed by others, forced by circumstance to do something they don't appear to have personally thought through</li> </ul>
<ul style="list-style-type: none"> <li>• Behaves consistently and appropriately under pressure or in a position of authority</li> <li>• Has control over emotions with adults and with children</li> <li>• Understands position power and how to manage boundaries</li> <li>• Knows when and how to seek help in difficult circumstances</li> </ul>	<p><b>2. Emotional Maturity &amp; Resilience</b></p> <p><i>Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.</i></p> <p><i>Example Questions:</i></p> <ul style="list-style-type: none"> <li>• <b>Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</b></li> <li>• <b>Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate responses when under pressure or when in a position of power</li> <li>• Inconsistent responses</li> <li>• Handles conflict badly</li> <li>• Fails to control temper/emotions with children and/or adults</li> <li>• Doesn't seek help when needed</li> <li>• Fails to go to others for advice</li> </ul>

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Demonstrates a balanced understanding of rights and wrongs</li> <li>• Puts the child first</li> <li>• Alive to the realities of abuse</li> <li>• Prepared to believe</li> <li>• Shows a contemplative approach, drawing on personal experiences and lessons from others</li> <li>• Builds values and judgements based on new information</li> <li>• Shows an appreciation of Safeguarding issues and an ability to contribute towards a protective environment</li> <li>• Shows respect for others’ feelings, views and circumstances</li> </ul>	<p><b>3. Values &amp; Ethics</b></p> <p><i>Ability to build and sustain professional standards and relationships, ability to understand and respect other people’s opinions, ability to contribute towards creating a safe and protective environment.</i></p> <p><i>Example Questions:</i></p> <ul style="list-style-type: none"> <li>• <b>What are your attitudes to child protection? How have these developed over time?</b></li> <li>• <b>What are your feelings about children who make allegations against teachers or staff?</b></li> <li>• <b>How do you feel when someone holds an opinion which differs to your own? How do you behave in this situation?</b></li> <li>• <b>Have you ever had concerns about a colleague? How did you deal with this?</b></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 balance in opinion</li> <li>• Doesn’t build on new information or understanding</li> <li>• Opinions harden/become dogged</li> <li>• Doesn’t show a full or rounded appreciation of Safeguarding issues</li> <li>• Dismissive of, or underplays the risks</li> <li>• Consistently puts the blame and responsibility for child protection elsewhere</li> <li>• Fails to believe in suspicions/reports of abuse</li> </ul>

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Proactive and has personally taken actions to improve Safeguarding culture</li> <li>• Has personal experience of having appropriately dealt with a challenging Safeguarding issue</li> <li>• Personally committed towards making improvements. Sees it as part of their job</li> <li>• Prepared to challenge others in the workplace to make tangible improvements to Safeguarding</li> <li>• Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice</li> <li>• Shows a good understanding of the issues. Up-to-date with events and legislation, Knows about test cases</li> </ul>	<p><b>4. Safeguarding Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• <b>Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise?</b> ⇒ <i>Follow up with:</i> Who did you talk to? What were the results?</li> <li>• <b>What is the Safeguarding policy in your workplace?</b> ⇒ <i>Follow up with:</i> How is it monitored? What steps have you taken to improve things?</li> <li>• <b>Give me an example of when you have had Safeguarding concerns about a child.</b> ⇒ <i>Follow up with:</i> What did you do? Who did you involve? What was the outcome?</li> <li>• <b>Tell us about a situation which you felt fell short of Safeguarding standards?</b> ⇒ <i>Follow up with:</i> How did it arise? Who did you speak to? What actions did you take?</li> <li>• <b>Have you ever had to challenge the views of someone more senior than yourself in relation to Safeguarding concerns?</b> ⇒ <i>Follow up with:</i> What were the circumstances? How did you go about it? What was the outcome?</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of having taken steps in own right to make improvements</li> <li>• Passive approach to Safeguarding issues</li> <li>• Reluctance to challenge people/systems/processes to make things better</li> <li>• No real experience of handling Safeguarding issues Naïve approach</li> <li>• Sees it as someone else’s job and/or responsibility</li> <li>• Not well versed or clear in understanding of the issues/sensitivities</li> <li>• Intolerant of the bureaucracy around Safeguarding</li> <li>• Shows a tendency to take inappropriate chances/risks in the area of Safeguarding</li> </ul>

**Additional Questions**

- Have you ever felt uncomfortable about a colleague's behaviour towards children in a previous job? What were your concerns, what did you do, and how was the issue resolved?
- Safeguarding children is an important part of our work. Can you give me some examples of how you would contribute to making the organisation a safer environment for children?
- Tell me about a time when a child or young person behaved in a way that caused you concern. How did you deal with that? Who else did you involve?
- Why do you want to work with children? What do you think you have to offer? Give an example of how children have benefited from contact with you.
- Bullying is often a serious issue that has to be dealt with in all areas of work with children. In your experience what is the best way to deal with it? How did your previous organisation tackle the problem?
- What sort of things may young people do or say to make you angry or upset? How would you respond to these situations?
- When do you think it is appropriate to physically intervene in a situation involving young people?
- Give an example of what you would consider to be inappropriate behaviour