



Recruitment Policy

Name of the Owner: Mr. Alistair Downs
Name of the Author: Alistair Downs
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1. Introduction

Reigate Grammar School Riyadh (RGSR) is committed to providing the best possible care and education to its students, and to safeguarding and promoting the welfare of children and young people. The school is also committed to providing a supportive and flexible working environment to all its members of staff. The school recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The aims of the school's recruitment policy are as follows:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- To ensure that all job applicants are considered equally and consistently;
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- To ensure compliance with all relevant legislation, recommendations and guidance.
- To ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

2. Data Protection

The school is legally required to carry out the pre-appointment checks detailed in this procedure. Staff and prospective staff will be required to provide certain information to the school to enable the school to carry out the checks that are applicable to their role. Failure to provide requested information may result in the school not being able to meet its employment, safeguarding or legal obligations.

3. Recruitment and Selection Procedure

Prior to the commencement of any recruitment exercise a job description should be prepared for the vacant role. This will confirm that there is a genuine need for recruitment and will assist the school in ensuring that the most appropriate candidate is recruited for the role.

Staff members involved in the recruitment process must have successfully completed Safer Recruitment Training and have obtained the certificate in Safer Recruitment. Online training is currently available from the NSPCC eLearning Portal (content formally managed by the UK Department for Education) via <https://learning.nspcc.org.uk/training/safer-recruitment-education>.

3.1. Application and Interview

Jobs should be listed on the TES International Recruitment platform, and a candidate information booklet (including job description) should be attached to the advertisement. A safeguarding commitment statement and an equal opportunity commitment statement should be included in all job advertisements.

All applicants for employment will be required to submit a covering letter and CV through the TES online application form. Should there be any gaps in academic or employment history, a satisfactory explanation must be provided.

The applicant may then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail. There will be a minimum of two rounds of interviews for all teaching positions, with a minimum of three for SLT positions. Please refer to Appendix 1 (Interview Guide) and 2 (Safeguarding Questions Guide) for further information. To assist with the recruitment process, the school may use selection criteria to assess the candidates' performance in relevant tasks, for example this may be teaching a lesson for teachers and a letter writing task for administrative staff. During the interview process the applicant's suitability for work with children, as well as for the post they have applied for, are explored.

Expatriate teachers may be required to provide copies of their teaching qualifications prior to interview to ensure that they meet local visa requirements.

3.2. Employment Offer

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- The agreement of a mutually acceptable start date and the signing of an offer letter incorporating the school's standard terms and conditions of employment;
- Verification of the applicant's identity;
- Verification of qualifications, whether professional or otherwise, which the school takes into account in making the appointment decision;
- Verification of the applicant's employment history;
- The receipt of two references (one of which must be from the applicant's most recent employer) which the school considers to be satisfactory. One of these references must be verified by a telephone conversation (see section 4.2 below);
- Relevant UK Police checks and, where an applicant has worked outside the UK, a police check from all previous countries of employment;
- Verification of the applicant's right to work in KSA;
- Any further checks which the school decides on are necessary as a result of the applicant having lived or worked outside of the UK, which may include an overseas criminal records check, certificate of good conduct or professional references.

4. Pre-employment Checks

RGSR carries out a number of pre-employment checks in respect of all prospective employees. A list of these checks is detailed in Section 3.2 above.

A new member of staff may not start work at the school until all checks are completed to the satisfaction of the school.

In addition to the checks set out below, the school reserves the right to obtain such formal or informal background information about an applicant as is reasonable in the circumstances to determine whether they are suitable to work at the school. This may include internet and social media searches.

In fulfilling its obligations, the school does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

4.1 Verification of Identity and Qualifications

Applicants who are invited to an interview may be required to provide a copy of his/her passport/ID and relevant qualifications in advance.

4.2 References

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the school. One of the references should be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. The referee will also be asked to confirm the following:

- The applicant's dates of employment, job title, reason for leaving, performance, attendance and disciplinary record.
- Whether the applicant has ever been the subject of disciplinary procedures and if these have involved issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired).
- Whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people.

For expatriate staff the school will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials. One reference must be contacted via telephone for verification purposes (see appendix 3).

For local (Saudi Arabian) staff the school will accept recommendation letters, however these must be verified through subsequent telephone conversations.

The school will compare all references with any information given by the applicant. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed. The applicant may be asked to provide further information or clarification.

If factual references are received i.e. those which contain limited information such as job title and dates of employment, this will not necessarily disadvantage an applicant although additional references may be sought before an appointment can be confirmed.

All internal candidates who apply for a new role at the school will have their application assessed in accordance with this procedure. References will be taken up on all internal candidates as part of the application process but can be provided by senior colleagues with appropriate authority as the school will be the most recent employer.

4.3 Internet Search

An internet search is completed to gather any public domain information which could assist in the identification of any previously undisclosed criminal history or adverse findings that may potentially impact on the candidate's character and ability to fulfil their role.

The internet search should be conducted based on the first and last name of the candidate, combined with current job title and location. The first three pages (10 hits per page) of the search results are to be viewed and any concerns or adverse information must be escalated to the Principal. The Principal must review the information and agree to proceed.

4.4 Criminal records checks

All successful expatriate applicants must provide a Police Certificate from their previous countries of residence.

All successful UK expatriate applicants must additionally provide a Police Certificate from the ACRO Criminal Records Office. The certificate details whether or not an applicant has a criminal record in the United Kingdom. Certificates will also contain impending prosecutions and offences that are under investigation. It may also include foreign criminal history information where it has been disclosed to the UK. Police Certificates are prepared in accordance with the ACRO Step Down Model (<https://www.acro.police.uk/>)

5. Contractors

The school must complete the same checks for contractors and their employees undertaking regulated activity at the school as it does for its own employees. The school requires written confirmation from the contractor that it has completed these checks on all of those individuals whom it intends will work at the school before any such individual can commence work at the school.

6. Volunteers and Visitors

The school welcomes volunteers and visitors to work with students and support learning.

All volunteers are required to sign in and out at Reception, wear a volunteer lanyard and sign to confirm they have read, understood and agreed to the schools' safeguarding and other relevant policies. In addition, the school will seek to obtain further suitability information about a volunteer as it considers appropriate in the circumstances. This may include (but is not limited to the following):

- Formal or informal information provided by staff, parents and other volunteers
- Character references from the volunteer's place of work or any other relevant source; and
- An informal safer recruitment interview

Volunteering duties are subject to regular, day-to-day supervision by a fully checked member of staff or by a volunteer who the school has deemed appropriate to supervise and ensure the safety of those students in their care. Under no circumstances will the school permit a volunteer to have unsupervised contact with students.

Visitors should sign in and out at Reception and wear a visitor's lanyard at all times. Visitors should be escorted by a fully vetted member of staff between appointments.

The school will also obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the school.

7. Whistleblowing

All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of students, the conduct of staff or other matters, during the course of their employment in accordance with the school's policies (including the Whistleblowing Policy, the Safeguarding Policy and the Staff Code of Conduct). Safeguarding children is at the centre of the school's culture and is accordingly considered formally during staff performance development reviews and appraisal.

Appendix I - Interview Guide

Introduction

The goal of the interview is to assess a candidate and determine whether there is a good fit between the candidate and the position requirements. The interviewer also describes the job and working conditions. This is also an opportunity to create goodwill for the school or organisation.

Good Interviewing

The following is required to meet the interview goals:

- Interpersonal skills by the interviewer to put the candidate at ease and elicit the most accurate responses
- Preparation helps the interviewer cover all job-related questions and avoid saying things that might be discriminatory, create an implied employment contract or misrepresent the job
- Objectivity requires the interviewer to be impartial and unbiased. The candidate must be evaluated on factors that predict future job performance
- Good record keeping ensures candidates can be compared and documents the screening process in case a hiring decision is challenged

Interview Type

It is recommended that structured interviews are followed.

Structured Interviews

The interviewer is organised with well-planned questions and stays on task. Interview questions can be asked in a specific order or in a more relaxed approach, though still addressing all pre-planned questions.

Structured questions generally provide the interviewer with the information needed to make the hiring decision. All candidates are asked the same questions, rather than tailoring the questions to target an individual.

Interview Outline

Establish Rapport

- Help the candidate relax with brief casual conversation
- Maintain appropriate eye contact
- Listen
- Remain neutral even in questionable conduct

Control the Interview

- Prepare the interview questions
- Keep to the planned agenda and allocate enough time
- Politely return to the question if the candidate's gives an evasive answer
- Persuade the candidate to elaborate on suggestive or incomplete responses by asking follow up questions, repeating the candidate's statements or maintaining silence
- Make smooth transitions from one topic to another

Document the Interview

- Take reliable notes
- Evaluate comments after the candidate has left

Questioning

Interview Questions

Interview questions should accomplish the following goals:

- Determine a candidate's qualification and character in relation to the job
- Expose undesirable traits
- Reveal inconsistencies
- Clarify information

Provide an overview

Interviewers should provide the candidate with an overview of the interview process – how the interview will proceed and what will be covered.

Safeguarding Questions

Candidates must be asked at least one compulsory safeguarding question. Please refer to the Safeguarding Questions Guide.

Evaluating Candidate Responses

The candidate's first answer to any question is not always the only answer. If an answer to a question is lacking, the interviewer should ask layered questions until reaching an answer with a satisfactory amount of information.

Open Ended Questions

Better results are obtained from open-ended questions because an explanation is required to answer the question. An example is "How did you succeed in working under pressure." Open ended questions often begin with "Tell me about a time....." or "Describe a situation where you..."

Question Layering

Question layering allows an interviewer to thoroughly probe and answer on many levels. Use a combination of questions styles and techniques to examine the topic from many angles. The interviewer can ask: Who? What? When? Where? Why? How?

Additional Questions

Additional questions that go beyond a candidate's technical competence should be asked in the interview. Qualities needed to succeed at the job include organisational skills and willingness to put in extra time and effort. The candidate can also provide a self-assessment, detailing their personal and professional strengths, as well as developmental needs.

Candidate's Interests and self-assessment

After discussing a candidate's education and work experience, the interviewer may ask questions about the candidate's interest or hobby to get a broader perspective.

Close the Interview

The interviewer should provide an opportunity for the candidate to ask questions. Notify the candidate of next steps and timeline.

Appendix 2 - Safeguarding Questions Guide

Aim

To establish attitude candidates towards children and young people; their motivation and reason for working with them; their attitude about control and punishment and their perceptions about the boundaries of acceptable behaviour towards children.

To gain candidates general understanding of safeguarding of children, and their support of safeguarding and promoting the welfare of all children.

Questions

- Tell me about a time in your classroom when your authority was challenged. What happened? How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?
(Understands position power and how to manage boundaries).
- Bullying is often a serious issue that has to be dealt with in all areas of work. In your experience, what is the best way to deal with bullying? How did you tackle bullying problems in your previous roles?
- What do you think are the main drivers which led you to want to work with children?
(A realistic appreciation of the challenges involved in working with children; driven by the needs of others).
- How do you motivate children and young people? Give me an example from your previous role.
- What has working with children/young people to date, taught you about yourself?
- What are your attitudes to the protection of children? How have these developed over time?
(Is aware and open to discussing the realities of abuse).
- Tell me about a situation when someone had a different opinion to your own. How did you feel?
- Have you ever had concerns about a colleague's behaviour towards children? What were your concerns? What did you do? How was the issue resolved?
(Fails to believe in suspicions or reports of abuse)
- Tell me about what you have done in the last 12 months to improve child protection in the workplace. How did this action rise? Who did you talk to and what were the results?
(Proactive attitude and takes personal actions to improve the safeguarding culture).
- What is the safeguarding policy in your current/previous workplace?
(Shows a good understanding of the issues; is up to date with events and legislation).
- What is your understanding of safeguarding in schools, and have you been involved in student protection matters?
- 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?
(Follows policy and protocol).
- Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns? What were the circumstances? How did you go about it and what was the outcome?
(Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice).

Appendix 3 - Interview Guide

The following table should be completed when verifying references via telephone or video call.

Candidate Name:	Position applied for:
Referee Name:	Current position of referee:
Date of reference verification:	
Name of the person completing the reference verification:	
Key question 1: Can you confirm that you wrote the reference (quote sections of the reference):	
Key question 2: Is there anything you would like to add verbally to the reference that you were reluctant to put in writing?	
Key question 3: Can you confirm that the candidate is safe to work with children?	
Key question 4: Can you confirm that there have been no disciplinary charges against this teacher and that no disciplinary action is pending?	
Key question 5: Would you rehire this teacher?	
Further Comments:	