***(Policy Number)*** *SAMPLE* RECRUITMENT POLICY

#

## Rationale and Policy Considerations

The Recruitment Policy in relation to an Early Years Service means a policy specifying the procedure to be followed by the [registered provider](#registered_provider) when hiring [employees](#employee) and [unpaid workers](#unpaid_worker), including the steps to be taken to check and verify references, qualifications and vetting documentation.

The goals of this policy are:

* To recruit the best possible people to *[name the service here*] and provide clear guidelines to management and employees on the recruitment and selection process.
* To ensure, through the recruitment and selection process, that children are protected and *[name the service here]* fulfils its duty of care relating to safe recruitment and selection practice.
* To ensure the process is managed fairly without either direct or indirect discrimination towards any individual or group.
* To ensure that *[name the service here]* is compliant with all relevant legislation and quality practice in this area.

### Legislation and regulatory requirements

* Under Regulation 9 of the [Child Care Act 1991 (Early Years Services) Regulations 2016](http://www.irishstatutebook.ie/eli/2016/si/221/made/en/print), the registered provider must ensure that an effective management structure is in place, and appropriate people are recruited to ensure the quality and safety of the care provided to the children attending the service.
* Having a clear, written policy and procedure on Recruitment is a requirement under Regulation 10 of the [Child Care Act 1991 (Early Years Services) Regulations 2016](http://www.irishstatutebook.ie/eli/2016/si/221/made/en/print). The policy must cover both paid and unpaid workers.
* [Child Care Act 1991 (Early Years Services) (Amendment) Regulations 2016](http://www.irishstatutebook.ie/eli/2016/si/632/made/en/print)
* [Data Protection Act 2018](http://www.irishstatutebook.ie/eli/2018/act/7/enacted/en/html).

### Children’s needs

Children need:

* To be cared for and educated by adults who are appropriately qualified.
* The adults who care for them and provide for their education to have the attributes, knowledge, skills and competencies to provide their curriculum/programmes of activities and meet their wellbeing, learning and development needs safely, responsibly and according to the highest quality standards.
* To be safe when in the company of adults in the setting who are there to assist their main educators (such as contractors, volunteers and students).

### Parents’/Families’ needs

Parents/guardians need to:

* Be assured that the service’s approach to recruiting and selecting the early years educators and other staff members who will be responsible for planning and providing for their child’s care and education, while in the early years setting is professional, fair and safe.
* Know that their young child will be safe in the company of any other workers who will spend time interacting with them while they are in the service, either paid or unpaid.

### Staff needs

All staff members need to know:

* That the service’s recruitment and selection processes are fair, open and transparent and are not discriminatory.
* How the service recruits staff.

### Management needs

Management needs to:

* Know that the recruitment and selection process is clear and transparent for all stakeholders.
* Know that they have established safe and appropriate systems and procedures to ensure that the best possible people are recruited to the staff team to ensure the provision of a safe and good quality service.
* Ensure that they fulfil their duty of care to all stakeholders, especially the children in their care, and that all relevant legislation and regulations are fully complied with.

### National Quality Frameworks

* [Tusla: Quality Regulatory Framework](http://www.tusla.ie/services/preschool-services/early-years-quality-and-regulatory-framework/)
* [Síolta: The National Quality Framework for Early Childhood Education](http://siolta.ie/)

## Definitions/Glossary

*[Include definitions here of any words used that may need explanation.]*

|  |  |
| --- | --- |
| Employee in an early years service  | A person who enters into or works under a contract of employment with the registered provider. |
| Unpaid worker in an early years service  | A person who works in the service but who is not remunerated for such work by the registered provider.  |
| Verify  | A process to check or prove the legality or accuracy of a document |
| Direct discrimination | *[include definition here]* |
| Indirect discrimination | *[include definition here]* |

3. Policy Statement*[Outlines the principles, values and purpose of the policy. It will generally be quite short.]*

All recruitment, selection and promotion carried out in this service is in compliance with employment and equality legislation, and is informed by quality evidence-based human resource practices. The aim is always to ensure the selection of the best candidate possible for whichever post is to be filled.

All processes are fair and transparent and all appointments are made on merit and in an open and accountable manner.

All necessary steps are taken to ensure that children are protected, as far as possible, in the recruitment and selection processes, and that *[name the service here]* fulfils its duty of care in relation to the safe recruitment and selection of all those who will have access to the children. This includes requiring appropriate Garda/Police Vetting and written references in accordance with Children First.

Successful recruitment depends on finding people with the necessary skills, attributes, experience and appropriately recognised qualifications[[1]](#footnote-1) to carry out their roles competently, and the ability to make a positive contribution to upholding the service’s operating principles and values and meeting its goals.

Equal Opportunities

Selection of applicants is based on the applicants having the relevant qualifications, skills, competencies and experience to meet the requirements of the post, without bias on grounds of gender, marital or family status, age, disability, religion, sexual orientation, race or membership of the Traveller community (Employment Equality Acts 1998 and 2004).

Positions are open to all suitably qualified applicants who satisfy the educational and experience selection criteria relevant to each specific post. Applicants who meet the selection criteria have equal access to the selection process.

**Garda/Police Vetting**

The *Registered Owner/All Management Committee Members and Directors, the Manager* and all employees of this service will each have two references taken up and will also be appropriately Garda/Police Vetted. Garda Vetting is renewed every three years.

All other persons who work in the service such as contractors, students and volunteers will be appropriately vetted to ensure that children are protected at all times. Parents/guardians who go on occasional outings and/or who work in a supportive role with the service are not required to be vetted as they will not have unsupervised access to children other than their own.

*(See Appendix A for guidance on essential competencies of early years care and education staff.)*

4. Procedures & Practices*[Outlines the specific steps and/or guidance to be followed in order to implement the policy.]*

*(See Appendix B for a sample recruitment schedule.)*

**Job description**

All posts must have:

* A standard job description *(see information in Appendix C)* outlining the functions and objectives of the role, responsibilities and expectations, and minimum qualifications;
* A person specification of desirable attributes, skills and competencies associated with the job; and
* Details of terms and conditions of employment.

*(Appendix D outlines sample occupational profiles.)*

**Advertising**

Recruitment advertisements will contain nothing of a discriminatory nature and will aim to encourage applications from the broadest possible base. They will comply with all relevant legislation including the Equal Status legislation.

**The application process**

All applicants must be given a comprehensive job description, person specification, information on the terms and conditions of employment, a Garda Vetting form and appropriate background information on the post, at application stage.

All candidates will be required to submit a fully completed standard application form **or** an up-to-date curriculum vitae detailing their education, training and employment history. (The advertisement for the post will specify which is required.)

Any identified gaps in an applicant’s education/ training/employment history will be investigated.

False or misleading information given on the application, Garda Vetting form or medical form may be considered a breach of trust and may lead to non-appointment, disciplinary procedures or may prevent the employee being confirmed in post.

**Shortlisting for interview**

Candidates are selected for interview based on the objective requirements of the post and those with relevant qualifications and experience at the level of the post, based on the job description and person specification, will normally be selected for interview.

All applicants are screened and replied to within *[identify a reasonable timeframe]*. Candidates who clearly best meet the requirements of the position, based on their application, are brought forward to the next stage of the recruitment process.

Should the number of applicants who meet the basic requirements of the post be too large to interview all of the candidates, then further shortlisting may be required giving preference to those candidates who, on the basis of the quality of their application, are most likely to succeed at interview stage.

**Methods of assessment**

All those who apply for a position are assessed on the following:

1. Application Form/Curriculum Vitae

2. Interview *(See Appendix E for a sample interview process and Appendix F for a sample interview scoresheet.)*

3. Satisfactory identity confirmation

4. Satisfactory reference checks

5. Satisfactory Garda/Police Vetting

***1. Application form / Curriculum Vitae***
Applications/ CVs are assessed at the shortlisting stage to determine whether the applicant meets the essential requirements for the position. The quality of the application may also form part of this assessment.

***2. Interview***Prior to interviews, an interview panel is convened to agree the interview format and core areas of questioning. This panel normally comprises three people (always a minimum of two people) with at least one external. A competency-based, weighted marking scheme in line with the Job Description and Person Specification will be drafted and agreed (*see sample in Appendix C*).

A member of the interview board who has a personal or professional relationship to an applicant must declare that relationship to other members of the board and a decision will be taken by the *registered provider/owner/committee* as to whether their participation as an interviewer is appropriate.

Candidates invited for interview are informed of the time, date and venue for interview in writing as early as possible.

Before the interview is completed the candidate is informed of the next step in the process.

The shortlisted candidate from the interview process is informed of *[name of service here]*’s interest but also informed that a formal offer will only be made when satisfactory reference and Garda/Police Vetting information are obtained.

All candidates are informed of the outcome in writing within *[identify a reasonable timeframe]*.

***3. Confirmation of identity***

Prior to an appointee taking up any post their identity must be confirmed against some statutory documentation (such as a passport, driver’s licence, public services card or ID card), which gives their full name, address, signature and photograph. A copy of the ID will be kept on file.

***4. Reference checks***

An applicant must submit names of two referees who will be contacted by [*name person responsible here]* in confidence, one of whom must be a current employer if the person is employed or the most recent employer if not.

Where the applicant has been employed in the early years sector, a reference will be sought where practicable.

In the case of internal applicants who have been employed in this service for five years or more *[insert the name the registered provider]* the registered provider of this service, as their employer, can provide a reference.

Where a reference from a previous employer is not available, references will be sought from other reputable persons[[2]](#footnote-2). Character references will not be obtained instead of appropriate employer references.

It is the responsibility of *[name person responsible here on behalf of the registered provider]* to check references and to ensure that they are satisfied as to the character and suitability and relevant experience of the candidate prior to any person being appointed or allowed access to a child in the service.

All referees must be contacted in person/by phone in order to:

* Either obtain a verbal reference, which must be documented on a verbal reference form, signed and dated by *[name the registered provider]* and recorded confidentially on the employee’s file; or
* Verify a written reference from the referee. The referee is asked to confirm that they authored the written reference. The reference, once verified, is signed and dated by the registered provider or the named person responsible on behalf of the registered provider *[name registered provider or the person responsible here on behalf of the registered provider]*.

References will only be obtained from a current employer with the candidate’s permission and after all other references have been taken up.

Board members and Directors of the Board are required to have two written, validated references.

***5. Qualifications***

Each person appointed to work directly with children must either hold the appropriate minimum qualifications for the post or a confirmed exemption under the Grandfathering Clause or the Access and Inclusion Model (AIM).

*[Include an appendix giving appropriate minimum qualifications and exemptions which can be found on* [*www.dcya.gov.ie/documents/earlyyears/20171018DCYAEarlyYearsRecognisedQualifications.pdf*](file:///C%3A%5CUsers%5Cmarie_willoughby%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CLA0G9U39%5Cwww.dcya.gov.ie%5Cdocuments%5Cearlyyears%5C20171018DCYAEarlyYearsRecognisedQualifications.pdf)*. Make reference to this appendix here.]*

Qualifications are verified by viewing the original certificate, a certified copy of the certificate, the original transcript or certified copy of the transcript. *[Name the registered provider]* will document that the appropriate document has been verified. [*See the explanatory notes in the* [*Tusla: Quality and Regulatory Framework*](http://www.tusla.ie/services/preschool-services/early-years-quality-and-regulatory-framework/)  *for further information on ‘certified copy’.*]

***6. Garda Vetting***

All applicants must submit a properly completed Garda Vetting Form when an offer of position has been made.

*[Police vetting must be submitted when an offer of a position has been made and where a person has worked in a state or country outside of Ireland for 6 consecutive months where it is practicable to do so.]*

*[Name of service here]* reserves the right not to appoint an applicant if any unacceptable[[3]](#footnote-3) previous criminal conviction/s record, prosecution/s (successful or not, pending or completed), or a query related to their identity comes to light and/or was not disclosed at application stage. *[If you have a Records and Record Keeping Policy and/or a Confidentiality Policy refer to them here. Note they are not required policies but may be useful to have.]*

*[Note: Assessing a Disclosure*

*If you find someone has a criminal record it doesn’t automatically mean they will be unsuitable.*

*You need to consider:*

* *The nature of the offence*
* *How long ago it took place*
* *Its relevance to the job*
* *The risk to children if it were to be repeated*

*Motoring offences, for example, may not need to be a prohibition to an offer of employment unless the job involves driving the children.*

*Where a vetting disclosure is received which causes concern regarding a candidate, the service must undertake a comprehensive risk assessment to determine the suitability of the candidate for employment.]*

*[If the service is a community service and recruits staff through the Community Employment Childcare Training and Development Programme, include the following paragraph here:*

*It is essential that all adults who work with the children in the service are suitable, therefore those who are recruited through employment schemes such as the Community Employment Childcare Training and Development Programme (CE) are required to undergo a thorough selection and assessment process in the same way as other employees.]*

Please note:Further important detailed information from Tusla on qualifications, references and Garda/Police Vetting is included in Regulation 9 of [Tusla: Quality and Regulatory Framework](http://www.tusla.ie/services/preschool-services/early-years-quality-and-regulatory-framework/).

**Canvassing**

Canvassing – that is, making an approach to secure advantage – is an unacceptable practice and may lead to disqualification. However, it is entirely reasonable for a candidate to seek information about *[name of service here]*. This contact is not part of the interview process and candidates will not be advantaged or disadvantaged by such contact.

**Following selection**

All employees will be given a written statement of their terms and conditions of employment on application where possible and at least within two months of commencement of employment.

All employees are given an information pack and a copy of the Staff Handbook on commencement of employment.

**Probation**

All new employees are on probation for the first twelve months of employment.

A review of the employee’s performance must take place with the employee half way through the probation period and again at the end of the probation period. The manager must set standards and goals and the candidate must be clear on the service’s expectations.

*[Name of service here]* (the employer) reserves the right to extend the probation period if appropriate or terminate employment during this period should the employee prove unsuitable for the post. Probation periods may be extended to compensate for extended absences during the probation period.

No employee will be confirmed in post until the *[registered provider/ management committee]* receives a satisfactory report in writing *[from the manager]* on their performance at the end of the probation period. The employee will be informed in writing as to the outcome at the end of the probation period.

**Induction, supervision, support and training during probation period (see Staff Training Policy)**

All new employees must be given induction training on commencement of employment with *[name of service here]*. The employee is required to sign the induction checklist confirming they are happy that all areas listed were appropriately covered.

During the induction period, new staff members will be required to familiarise themselves with all of the service’s policies, procedures and statements. All staff members will receive regular support and supervision to enable them to perform their role effectively.

**Contracts of service**

* Careful consideration must be given to the type of contract offered to prospective employees. [*State here that a written contract will be issued appropriate to the position.]*

**Contract of Employment**

The Contract of Employment will include the following:

* The employee’s name, address and telephone number.
* Their date of birth, photographic proof of identity confirming that they are over 18 years of age.
* The name and telephone number of the employee’s next of kin to be notified in an emergency.
* The date of commencement in the service.
* The job description to include role and responsibility.
* Terms and conditions of employment.

**Record keeping**

* A Personnel Records file must be opened and maintained for each employee of *[name of service here]* (Organisation of Working Time Act 1997). Staff members may have access to their own personnel files.
* *[Name of service here]* will keep:
* References, Garda vetting and police vetting for a period of 5 years after the person starts working in the service. This includes current staff and staff who are no longer working in the service
* All other records on ex-employees for at least three years. After three years the files are reduced and only essential information is retained in accordance with GDPR requirements.
* Paperwork on candidates who were unsuccessful at interview is kept in accordance with GDPR requirements.
* Personnel records are stored in a confidential folder at *[state where]* in accordance with GDPR requirements.
* All confidential personnel information is disposed of safely by *[the Registered Provide/Manager]* following required retention periods, by shredding.

## Communication Plan *[For staff & families]*

A copy of this Policy and Procedures and its Appendices will be available during all hours of operation to all staff team members and parents in the Policy Folder located in ……………………………………...

Parents/guardians may receive a copy of the policy at any time upon request.

Parents/guardians and staff members will receive written notification of any updates.

## Related Policies, Procedures and Forms *[List of all related documents. The policies in bold are those required under the Early Years Regulations 2016.]*

* **Inclusion Policy**
* Induction Policy and Procedures
* Child Protection Policy and Procedures
* Confidentiality Policy
* Record Keeping Policy
* Garda Vetting Form
* Application Form

7. References/Supporting Documents/Related Legislation*[List of any relevant Legislation and Practice Guides referred to in drafting the Policy]*

* [Tusla: Quality Regulatory Framework](http://www.tusla.ie/services/preschool-services/early-years-quality-and-regulatory-framework/)
* [Child Care Act 1991](http://www.irishstatutebook.ie/eli/1991/act/17/enacted/en/html)
* [Child Care Act 1991 (Early Years Services) Regulations 2016](http://www.irishstatutebook.ie/eli/2016/si/221/made/en/print) and [Child Care Act 1991 (Early Years Services) (Amendment) Regulations 2016](http://www.irishstatutebook.ie/eli/2016/si/632/made/en/print)
* [Registrations, Early Years Inspectorate, Tusla](http://www.tusla.ie/services/preschool-services/new-providers/)
* [Our Duty to Care: The Principles of Good Practice for the Protection of Children and Young People](https://www.dcya.gov.ie/documents/publications/ODTC_Full_Eng.pdf)
* [National Vetting Bureau, An Garda Síochana](https://vetting.garda.ie/)
* [NPCC: ACRO Criminal Records Office, International Child Protection Certificate (UK)](https://www.acro.police.uk/icpc/)
* [UK Government, Disclosure and Barring Service](https://www.gov.uk/government/organisations/disclosure-and-barring-service)
* [Barnardos Vetting Service](https://www.barnardos.ie/what-we-do/our-services/specialist-services/vetting-service.html)
* [Early Childhood Ireland Garda Vetting](https://www.earlychildhoodireland.ie/work/operating-childcare-service/garda-vetting/)
* [Equal Status (Amendment) Act 2012](http://www.irishstatutebook.ie/eli/2012/act/41/enacted/en/print.html)
* [Department of Children and Youth Affairs, Early Years Recognised Qualifications](https://www.dcya.gov.ie/viewdoc.asp?fn=/documents/earlyyears/20170223DCYAEarlyyearsQualifications.pdf).
* [National Vetting Bureau (Children and Vulnerable Persons) Act 2012](http://www.irishstatutebook.ie/eli/2012/act/47/enacted/en/html)
* [Department of Children and Youth Affairs: Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education](http://aim.gov.ie/wp-content/uploads/2016/06/Diversity-Equality-and-Inclusion-Charter-and-Guidelines-for-Early-Childhood-Care-Education.pdf)
* [Children First Act, 2015](http://www.irishstatutebook.ie/eli/2015/act/36/enacted/en/pdf)
* [NERA: The National Employment Rights Agency](http://workplacesolutions.ie/nera/)
* [Recruitment and Retention: A good practice guide for early years, Childcare and playwork providers](http://webarchive.nationalarchives.gov.uk/20130404090542/https%3A/www.education.gov.uk/publications/eOrderingDownload/RR409.pdf) Sure Start DfES, 2003

## Who Must Observe This Policy

This policy must be observed by all registered providers, managers and all staff members.

## Actions to be Followed if the Policy is not Implemented

*[Add in any relevant actions to be taken]*

10. Contact Information*[Who to contact for more information]*

If you need more information about this policy, contact:

|  |  |
| --- | --- |
| Name |  |
| Phone number or email |  |

## Policy Created

|  |  |
| --- | --- |
| Date this policy was created  |  |

## Signatures

|  |  |  |
| --- | --- | --- |
|  | Name and position | Signature |
| Approved by  |  |  |
| Approved by |  |  |

## **Review Date**

|  |  |
| --- | --- |
| Date this policy will be reviewed  |  |

***Appendix A***

**ESSENTIAL COMPETENCIES OF EARLY YEARS CARE AND EDUCATION STAFF**

A crucial element in providing quality early years care and education services is the knowledge, skills and competencies of the staff team members.

The quality of the early years care and education service and the programme is directly linked to the skills and competencies of the staff members.

[*Here provide a list of the essential professional competencies for early years care and education staff. The following are useful sources of information for this:*

* [*Skills & Competencies Framework for Early Years’ Professionals*](https://www.ncn.ie/index.php/information-resources/proposed-skills-competencies-framework-for-early-years-professionals) *(Crann & NCN, 2016)*
* [*CORE, Competence Requirements in Early Childhood Education and Care*](https://files.eric.ed.gov/fulltext/ED534599.pdf) *(*European Commission*,*2011*)*]

***Appendix B***

**SAMPLE** **RECRUITMENT SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Task** | **Approximate Duration of Task** | **Example of Schedule with dates:****Start Date 1 September 2018** |
| Draft Job Descriptions and Person Specification | One week | 8 September 2018 |
| Draft Advertisement |   | 10 September 2018 |
| Decide on which publication and/or website to advertise in and confirm price |  | 14 September 2018 |
| Advert placed in paper and/or website |  | 17 September 2018 |
| Include deadline for receipt of applications in advert  | Three weeks from publication of advert | 7 October 2018 |
| Photocopy applications and send to shortlisting panel | One week  | 14 October 2018 |
| Shortlisting | One week | 21 October 2018 |
| Interview invitation letters sent out | Two weeks notice required to candidates | 5 November 2018 |
| Interviews | One day  | 8 November 2018 |
| Informing all candidates of interview Outcome  | Half a day  | 10th November 2018 |
| Selected candidate – Garda vetting, check references etc. | One month to allow for Garda vetting | 22 November 2018 |
| Appointment | Candidate may need to give notice to previous employer (this could be up to one month), this will determine start date in new position.  | 22 November 2018 |
| Inform other candidates that they have been unsuccessful/placed on a panel |  | 22 November 2018 |

***Appendix C***

 **Job Descriptions**

*[Include here standard job descriptions outlining the functions and objectives of the various roles in your service along with responsibilities and expectations, and minimum qualifications.]*

***Appendix D***

**Occupational Profiles**

*[Include here occupational profiles for the various roles in your service.]*

## *Appendix E*

## SAMPLE EARLY YEARS CARE AND EDUCATION ASSISTANT INTERVIEW PROCESS

**(Insert date of interviews)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PANEL:** (Insert names of panel members)

The three priority competency areas are as follows:

*[Leave space to insert these here – include for example:*

1. *Suitability to work with young children.*
2. *Appropriate qualifications to implement the early years programme.*
3. *Ability to work as a team member under direct supervision with appropriate effectiveness and respect.]*

# Chairperson of the panel (Name)

Introduce the panel.

Ensure candidate:

* Has received all relevant information.
* Understands the nature of the job and the conditions of employment.
* Understands how the interview will run (first general questions, then team performance questions, then practice questions, then closing).
* Understands the process of decision-making thereafter.

**General questions** (Name of panel member who will ask these questions)

* *Include general questions here*

# Team performance (Name panel member)

# *Include questions relating to team performance here*

# Practice (Name panel member)

* *Include questions related to early years care and education practice here*

**Chairperson**

* Are there any questions you would like to ask us or anything you would like to say that you did not have the opportunity to say earlier?

Summary

When you will notify them of outcome.

Thank you and Goodbye

***Appendix F***

**EARLY YEARS CARE AND EDUCATION ASSISTANT – INTERVIEW SCORE SHEET**

*[Include here information on the method of scoring you will use when interviewing job candidates.]*

***Appendix G***

**GARDA/POLICE VETTING REQUIREMENTS**

*[You will need to create this appendix giving details of Garda/Police Vetting Requirements for Employees, Boards of Management and Directors and Students (including Transition Year students. This information is available in the* [*Tusla: Quality and Regulatory Framework*](http://www.tusla.ie/services/preschool-services/early-years-quality-and-regulatory-framework/)*)]*

1. Based on Department of Children and Youth Affairs, Early Years Recognised Qualifications. [↑](#footnote-ref-1)
2. A highly regarded, well thought of, respected person who is independent, unbiased and not a family member. [↑](#footnote-ref-2)
3. *You might consider including the following in this section also:* The management reserves the right to decide whether the information on the Garda Vetting Disclosure makes the record ‘unacceptable’ having considered all the circumstances and the available information. [↑](#footnote-ref-3)