	Oakleigh Grammar
Policy Document Name	**Recruitment and Employment**
Date Ratified by Board of Management	**July 2022**
Date for Review	**May 2025**

1. Statement of Context and Purpose

The School is committed to continuous improvement in the quality of the organisation through the recruitment of high calibre employees at all levels, maintaining a consistent recruitment and selection process that applies the principle of merit-based selection.

The School promotes the principles of fairness, consistency and professionalism in its recruitment practices.The recruitment practices of the School will comply with all relevant statutory requirements, in particular Equal Employment Opportunity legislation and Anti-Discrimination laws. The School recruits new employees fairly and on the basis of merit – that is, the person, who is the best person for the job.

The School has robust recruitment and screeneing practices that minimises the risk abuse by any personnel.

2. Application of the Policy

The policy applies to all employees of Oakleigh Grammar entrusted with recruitment for and on behalf of the School, as well as applicants, including applicants for volunteer and employment opprtunities. Due diligence in recruitment and selection is crucial in minimising risk to the School.

3. Overarching Recruitment Principles

The School is committed to applying the following overarching principles throughout the recruitment process:

3.1. Strategic Alignment

The School's recruitment, selection and appointment practices will support the achievement of the School's strategic and operational objectives. Decisions to recruit should be made with regard to workforce planning and the goal of improving the performance and standing of the School.

3.2. Merit Based

The School's merit based selection methods are to ensure that the most suitable person is employed for the position and that the process and selection decisions are fair, equitable, transparent and consistent. In this context, merit is defined as the skills, knowledge, abilities, qualifications, previous experience, standard of work performance and personal attributes that relate to the requirements of the position.

3.3. Fairness
All those involved in the recruitment process should carry out their duties without bias or favourism.

3.4. Compliance
The School will comply with all relevant federal and state legislation in the recruitment and appointment of employees.

3.5. Equal Opportunity
The School values equity and diversity, and seeks to embody these values in its staff. The School welcomes applications from Aboriginal and Torres Strait Islander peoples, people from culturally, linguistically and/or gender diverse backgrounds and people with a disability.

3.6. Efficiency and Candour
The School recognises that timely decision-making can be critical in securing the best possible candidate, and all processes should be conducted without undue delay. All applicants should be treated with respect and communicated with in a timely manner throughout the recruitment process.

3.7. Conflict of Interest
Panel members should declare any conflict of interest prior to the commencement of an interview process.

A panel member may be directed or choose not to partake in the interview process where a conflict of interest (perceived or real) has been declared.

A conflict may include:
- A personal friendship or relationship with the candidate both in or outside the workplace
- A previous work history or employment relationship at any time prior to the process
- Knowledge of the candidate through friends or relatives
- Instances where the applicant is a member of the panel member's immediate or extended family.

3.8. Child Safety
All applicants for positions that involve child-connected work for the School will be informed and trained on the School's child safety practices (including the Staff Conduct and Professional Boundaries Policy, the Child Safe Policy and the Mandatory Reporting Policy). Oakleigh Grammar is committed to achieving all of the Child Safe Standards that commenced 1st July 2022.

3.9
It is expected that all employees support the Orthodox Christian ethos of Oakleigh Grammar.

4. Recruitment and Selection Procedure

4.1. Advertising the Position
All positions that are vacant at Oakleigh Grammar are to be advertised internally and/or externally.
Current employees are encouraged to apply for suitable positions as they arise. Each application is assessed on its merits, based on selection criteria required for the position.

The job advertisement should be written in clear, non-discriminatory language. The advertisement should include:

- The essential selection criteria of the job
- Reference to the School's Staff Conduct and Professional Boundaries Policy and Child Safe Policy
- Information to applicants that appropriate reference checking will be undertaken
- Requirement for applicants to have either current registration with Victorian Teaching Institute or current Working with Children Check – for Employees (if not registered with the Victorian Institute of Teaching)
- Requirement for applicants to have satisfactory Police Check (if not registered with the Victorian Institute of Teaching)
- Evidence of professional qualifications will be sought

Desirable criteria can also be included. The name of a contact person should be provided, as well as a closing date for applications.

Other information in the advertisement (or linked to the advertisement) should include statements outlining the School's commitment to:

- The safety, participation and empowerment of all children, including those with a disability
- Cultural safety, inclusion and empowerment of Aboriginal children and young people, their families and communities
- The safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds.

4.2. Use of Recruitment Agencies

The use of a recruitment agency must be coordinated through the Principal. A list of providers is maintained by the Principal along with agreed terms and cinditions for engagement. Any approach to an external agency must be done in consultaion with the Principal.

4.3. Position Description

A position description is to be prepared for vacant positions. The position description will describe:

- The nature of the position
- Key responsibilities
- A clear statement that sets out the position's requirements, duties and responsibilities regarding child safety
- The essential or relevant qualifications, experience and attributes required to fulfil the position, and in relation to child safety

Position descriptions for jobs that involve child connected work will clearly outline:

- Duties and responsibilities regarding child safety
- The need for a Victorian Institute of Teaching (VIT) Registration (or Provisional Registration) or Working with Children Check (WWC), as required.

4.4. Selection Criteria

The selection panel reviews the job description of the position and makes sure that it is current and accurate.

The essential criteria are those criteria which are necessary for the performance of the job. The desirable criteria are those criteria that will assist the applicant to perform the job, and provide them with a competitive advantage over other candidates. By determining the essential and desirable criteria for the position, the panel will have a standard with which they will be able to compare each candidate. It is important that each candidate is judged according to criteria that is objective and which is applied in a consistent manner.

4.5. Shortlisting candidates

Shortlisting for an interview must be in accordance with the pre-determined selection criteria and must avoid subjective assessment based on stereotyping or "gut feel".

First Round Interview Panel Members for teaching and co-educator positions will consist of the following staff:
- Deputy Principal (Teaching and Learning) (Chair) or Deputy Principal (Operations) (Chair)
- relevant Head of School for where the teaching position is based
- relevant Learning Leader (for Middle and Senior School positions)
- Head of Junior School Curriculum Leader (for Junior School positions)

First Round Interview Panel Members for non-teaching positions will consist of the following staff:
- Business Manager (Chair) or Deputy Principal (Operations) (Chair)
- Executive Assistant to the Principal or the HR Officer.

Second Round

The Principal will be involved in the final round of interviews. The Principal may use their discretion as to the other members of this panel.

4.6. Interviews

The selection panel considers and prepares a list of the questions that will be asked of the candidates at the interview. Usually, an open-ended style of behavioural-based questioning will be used to gain an insight into the applicant's values, attitudes and understanding of professional boundaries and accountability. These questions should only relate to matters that are relevant to the position.

Interview questions should provide the candidates with opportunities to demonstrate not only understanding of the position applied for but also:
- the needs of children with a disability
- Aboriginal cultural safety and awareness (if relevant)
- cultural safety for children from culturally and/or linguistically diverse backgrounds.

Questions which are based on, or relate to, a person's protected attributes which unlawfully discriminate should not be asked — this includes questions that may constitute sexual harassment, ageism, and the like.

Panel members should ask comparable questions of all applicants, otherwise biases and unfair assumptions can affect, or can be perceived as affecting recruitment and selection decision making.

Interviewers should also explore the following areas and be alert to:
- unexplained lengthy gaps in employment history
- the applicant says they do not value or 'need' supervision
- the applicant is evasive or inconsistent in his or her answers

Candidates should be informed that the School will undertake an identity check at interview.

Panel members should document each applicant's responses and the reasons for short listing and selecting the chosen applicants. The panel should meet and agree on the successful applicant, who should be notified of the decision in writing.

Unsuccessful applicants should also be notified of the result. The convenor may offer feedback to unsuccessful applicants.

4.7. Background Checks and Required Certification
All appointments (including those involving child-connected work) will be conditional on the presentation of:
- Evidence of current registration with the Victorian Teaching Institute (where applicable);
- A current Working with Children Check – for employees (if not registered with the Victorian Institute of Teaching);
- A satisfactory Police Check (if not registered with the Victorian Institute of Teaching);
- Evidence of entitlement to work in Australia (valid visa, copy of Australian Birth Certificate, Australian Passport);
- Statutory declaration – good character;
- WorkCover employee declaration;
- Proof of any professional or other qualifications;
- Evidence of the person's history of work involving children;
- Completed ASCIA Anaphylaxis e training

The School will, where possible, verify and keep appropriate records regarding the above information.

5. Reference Check
The School will require at least three (3) references for a teacher position, and two (2) references for a non-teacher position from former employers or other suitable referees of the applicant as this can provide insight into the applicant's character and skills. Permission from the applicant to contact any nominated referees and to perform a full employment background check must be obtained during the interview. These references must address the person's suitability for the job and working with children.

6. Entitlement to Work in Australia
All applicants must provide valid documentation of their right to work in Australia. It is the applicant's responsibility to advise the School of visa expiry dates. An applicant's citizenship or other immigration/visa status will be considered only as required by applicable laws and regulations for employment.

7. Compliance

All successful candidates must hold a current WWC (for non-teachers) or current Registration or Provisional Registration with the VIT.

Teachers: Victorian Institute of Teachers (VIT) Registration cards or Permission to Teach (PTT) sighted and copied by the Bursar or Principal's Executive Assistant (EA) prior to commencement and filed in the central personnel files. VIT registration and PTT must be current.

Non-Teachers: All non-teaching staff must have a current Working with Children Check (WWCC) (Employee card). This must be sighted and copied by the HR officer or Principal's EA and filed in the central personnel files.

Casual Relief Teachers (CRTs\Emergency Teachers): All CRTs must have a current VIT Registration and/or current PTT prior to engagement. The Daily Organiser must sight and copy this documentation and file in the CRT personnel files and provide a copy to the Bursar.

The new staff member's VIT/WWCC details are entered into the SAS/School Edge administration information system by the HR Officer and/or the Personal Assistant to the Head of Middle/Senior School. Copies of VIT Registration/WWCC are kept on an employee's file.

8. Registration conditions

Teachers may have conditions placed on their registration. If a teacher has a condition, it will be noted on their registration card, and may also appear on the employer portal or public register. A registration card stating 'This teacher's registration has conditions can relate to any of the following condition types:

- Agreed - conditions imposed on a teacher's registration, or imposed through a voluntary agreement with the teacher, which may relate to concerns about health or conduct
- Literacy and numeracy – conditions placed on a graduate teacher who is yet to pass the national Literacy and Numeracy Test for Initial Teacher Education
- Special needs – conditions placed on teachers who have not yet met the special needs requirement for professional development
- Returning from non-practising – conditions placed on teachers returning to teaching after a period of leave to complete 20 days of teaching and 20 hours of professional development.

Conditions are usually for a period of 6-12 months, with documentation required to meet the condition; this may differ depending on individual circumstances.

The VIT Registration status of all teachers and the WWCC of all non-teachers must at all times be current.

Official checks twice per year will be the responsibility of the Principal's Executive Assistant or delegate reporting directly to the Principal.

The checks will be confirmed by the Principal as follows:

- Check 1 - completed in January (prior to school commencement)
- Check 2 - completed in October (first week of Term 4)
- Check 3 - teachers whose registration expires during the year will receive a reminder and request for a copy of their updated card by the Personal Assistant to the Head of

Middle School and Senior School 60 days prior to the expiry date (refer to the VIT Administration Procedure).

9. Appointment

9.1 Orientation and Induction

All successful applicants must complete the School's induction program and job specific training relevant to their role, within three months of commencement.

Our induction program comprises:
- General Information Sessions
- Tour of the School
- The job training and mentoring
- An induction program
- Staff Handbook.

Employees and volunteers working with children will receive training in the following areas:
- Identifying, assessing and reducing or removing child abuse risks
- The College's policies and procedures (including Staff Conduct and Professional Boundaries, Child Safe policy and Mandatory Reporting)
- Legislative requirements, such as obligations to report child abuse, reduce and remove known risks of child abuse
- How to handle a disclosure or suspicion of abuse, including your organisation's reporting guidelines
- Cultural awareness training.

Training can be formal such as:
- Higher education training and accreditation
- Training offered by external organisations
- Training developed and delivered internally
- On-the-job training meeting key objectives.

Training can also be informal such as:
- Inviting other professionals to speak at meetings or functions
- Inviting local Aboriginal elders, Aboriginal community-controlled organisations and community members to speak at meetings and events
- Inviting local culturally and/or linguistically diverse community members to speak at meetings and events
- Internal mentoring and coaching.

Hiring managers and supervisors are responsible for ensuring new employees complete any mandatory or job specific training, and are properly inducted into their role.

9.2. Probation

All new employees must undergo a probationary period. Probation does not apply where an existing employee is successful in gaining a new role.

Throughout the probationary period, a manager or mentor will meet with a new starter regularly to review their performance, monitor the achievement of performance and development goals, highlight any issues and ensure they are clear about their role, responsibilities and accountabilities.

During their first week, a new employee and their manager or mentor will meet to discuss their probationary period and set goals around their performance. All Teaching staff will have classroom visit by mentor, Learning Leader/Curriculum Coordinator and Head of School along with regular meetings with their mentor at the end of the second month and during Term 2 as part of the probationary period review.

The final meeting with a manager or mentor is conducted and a final review of probation is completed at least six weeks before the end of the probationary period.

If a manager and/or mentor considers the performance of new employees satisfactory, their employment with Oakleigh Grammar will be confirmed via a formal written letter. If a manager and/or Mentor considers their performance unsatisfactory, the employment can be terminated.

9.3 Supervision
New employees and volunteers are supervised regularly to ensure they understand their role and learn skills, as well as to check that their behaviour towards children is appropriate.

Any warning signs should be reported to the Executive leadership team, the Department of Health and Human Services (child protection), or police if a child is believed to be at imminent risk.

10. Privacy and Confidentiality
Privacy legislation impacts the entire recruitment process, as applicants may seek to access any information relating to their application. This may include any notes made on their resume, any notes made during their interview and any information recorded after speaking with their referees. All information obtained about an applicant as part of the recruitment process is confidential, and must not be distributed without the authority of the School. Consent to a full employment background check should be obtained from a prospective employee during the interview.

11. Communication of Policy, including Key Responsibilities
The School will ensure that people engaged (including in child-connected work) perform appropriately (including in relation to child safety) by ensuring that:
- staff who undertake recruitment activities are reminded of the requirements and protocols of this policy on an annual basis;
- details of the requirements and protocol are part of orientation procedures for new staff, who may undertake recruitment activities;
- staff who undertake recruitment activities (particularly in relation to positions involving child connected work) are trained to provide appropriate supervision and support in relation to:
  - the induction of new staff, employees and volunteers into the School's policies, codes of practices and procedures governing child safety and child-connected work (including, but not limited to the Child Safe Policy and Procedure, the Staff Conduct and Professional Boundaries and the Mandatory Reporting Policy);
  - monitoring and assessing a successful applicant's ongoing suitability for child-connected work (including by assessing child safety training needs through, for example, performance reviews);
  - ensuring that all staff, employees and volunteers understand the importance of cultural safety for Aboriginal peoples, for example, by encouraging awareness of Aboriginal history;

- o providing information and training and education for employees and volunteers regarding child safety on an as needs basis (including training regarding the Child Safe Policy and Procedure, the Staff Conduct and Professional Boundaries and the Mandatory Reporting Policy);
- o providing ongoing training, support, supervision and performance management for all personnel regarding child safety.

Staff who undertake recruitment activities (particularly in relation to positions involving child connected work) are appropriately trained to make recruitment and selection decisions regarding child safety matters and child-connected work, including for example, by:

- understanding child safety and upholding the School's commitments to child safety;
- understanding and respecting Aboriginal culture; ◦
- understanding and respecting cultural and/or linguistic diversity;
- understanding and respecting the needs of children with disabilities;
- conducting face-to-face or telephone interviews.

12. Review

This policy is to be reviewed every three years or if there are changes to legislation.

Related Documentation

Accident Compensation Act 1985 (Vic)
Age Discrimination Act 2004 (Cth)
Australian Human Rights Commission Act 1986 (Cth)
Child Wellbeing and Safety Act 2005 (Vic)
Disability Discrimination Act 1992 (Cth)
Education and Training Reform Act (Vic)
Equal Opportunity Act 2010 (Vic)
Fair Work Act 2009 (Cth)
Privacy Act 1988 (Cth)
Racial Discrimination Act 1975 (Cth)
Sex Discrimination Act 1984 (Cth)
Working with Children Act 2005 (Vic)
Ministerial Order 870;
Oakleigh Grammar Child Safe Policy and Procedure
Oakleigh Grammar Staff Conduct and Professional Boundaries
Oakleigh Grammar Harassment, Discrimination and Grievance Policy
Oakleigh Grammar Mandatory Reporting Policy
Referee Check Form