STAFF RECRUITMENT

QUALITY AREA 7 | ELAA version 1.0

PURPOSE

The purpose of this policy is to ensure that Alchester Village Pre School recruits and selects the most suitable candidates for all staff positions in a fair, transparent, and consistent manner.

POLICY STATEMENT

Values

ALCHESTER VILLAGE PRE SCHOOL:

- is committed to creating a diverse and inclusive workforce that reflects the communities we serve. Our recruitment policy is designed to attract and retain professional and passionate staff that shares our philosophy and values
- will ensure it has the best opportunity to attract quality and available staff by broadly advertising (internally and externally as deemed appropriate) all vacant remunerated positions and volunteer vacancies
- follows a recruitment process that involves multiple stages, including resume screening, interviews, reference checks, and background checks. We select candidates based on their qualifications, experience, and cultural fit with our service
- will take all reasonable steps to ensure that candidates may be safely entrusted with the duties of their position
- will internally advertise all vacant positions to current staff and volunteers to encourage career advancement and increase participation
- is committed to providing a work environment that is free from harassment and discrimination.

All recruitment and selection procedures and decisions will reflect ALCHESTER VILLAGE PRE SCHOOL's commitment to providing equal opportunity by assessing all potential candidates according to their skills, knowledge, qualifications and capabilities. No regard will be given to factors such as age, gender, marital status, race, religion, physical impairment or political opinions.

Scope

This policy applies to the approved provider, persons with management or control and all potential job candidates.

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RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge
Becoming familiar with the recruitment policies and procedures, and that they follow them accordingly	√	√
Ensuring all recruitment activities comply with the relevant laws and regulations, including but not limited to the *Fair Work Act 2009, Equal Opportunity Act 2010 (Vic)* and the *Australian Human Rights Commission Act 1986*	**R**	√
Being aware of their responsibilities in the recruitment and selection process	√	√
Ensuring all roles have current position descriptions that specify role requirements, selection criteria and includes a commitment to Child Safe Standards	√	√
Conducting a job analysis to identify the key skills, qualifications, experience, and competencies required for the role	√	
Appointing a recruitment subcommittee (if applicable)	√	
Conducting a recruitment campaign, including the job title, duties and responsibilities, selection criteria, requirement for a current Working with Children Check (WWCC) or Victorian Institute of Teaching (VIT) registration, remuneration, application instructions, closing date and commitment to child safety *(refer to Child Safe Environment and Wellbeing policy)*	√	
Ensuring the position is advertised through relevant networks, on relevant websites, and through local employment services (if applicable)	√	
Declaring any actual or perceived conflict of interest if any candidates are known to them	√	√
Acknowledging receipt of applications as soon as they are received	√	
Screening resumes against the position description so that assessments can be made of their suitability for the specific role	√	
Assessing suitable candidates for short-listing and interview process	√	
Notifying any candidates who do not meet the selection criteria or who do not possess the required qualifications (or in the case of Teachers, registration with the Victorian Institute of Teaching (VIT) from 30 September 2015) that they have been unsuccessful	√	√
Inviting candidates who are shortlisted for interview and informing them of documentation, if any, to bring to the interview	√	√
Following guidelines and processes for the incorporation of child safety in the recruitment process *(refer to the Child Safe Environment and Wellbeing Policy)*	**R**	**R**
Developing interview questions based on the selection criteria and to assess the candidate's skills, experience, and cultural fit with the service. All candidates are to be asked the same questions to ensure fairness and consistency	√	√
Develop a rating sheet to score each candidate based on a pre-defined set of criteria	√	

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Deciding on who will be on the interview panel	√	
Preparing and conducting the interview *Refer to Attachment 1*	√	√
Ensuring when all interviews have been completed, a systematic discussion of candidates and rating of candidates according to performance is completed	√	√
Conducting at least 2 references checks on the preferred candidate to verify their employment history, qualifications, WWCC and VIT (if applicable), first aid qualifications/CPR/anaphylaxis/asthma management training and experience. The reference check must be conducted with the candidate's consent	**R**	**R**
Ensuring all referees have observed the candidate working with children first-hand (if applicable)	√	√
Ensuring the selection decision is based on the candidate's qualifications, experience, skills, and cultural fit with the service	√	√
Offering the successful candidate, the role in writing, including a statement about what is expected of the staff member in terms of commitment and responsibilities for child safety and that the role will be subject to a satisfactory probationary period.	√	
Confirming the applicable modern award or industrial agreement that applies to your new employee (i.e., VECTEA). Determine the correct award classification, and minimum pay rate, and applicable conditions. *Contact ELAA for assistance. Refer to Agreements and awards | Fair Work Commission (fwc.gov.au).*	**R**	**R**
Issuing your new employee an employment contract outlining the award/agreement, employment conditions and pay rate on commencement. *Refer to the ELAA Early Childhood Management Manual (v.3).*	√	√
Downloading the Fair Work Information Statement (FWIS) and issuing this to your new employee (as required by law) prior to commencement. For Casual Employees, also issue the Casual Employment Fair Work Information Statement (as required by law) prior to commencement.	**R**	**R**
Providing candidates who have been interviewed but not selected the opportunity for feedback on their application, interview performance, and areas for improvement	√	
Ensuring that all recruitment records, including resumes, interview notes, and reference checks are kept confidentially and securely in accordance with the *Privacy Act 1988*	**R**	**R**
Developing an orientation program for new staff	√	√
Developing an equal employment opportunity complaints procedure *(refer to Staff Grievances and Dispute Resolution Policy, Attachment 1: Staff Grievances and Dispute Resolution Procedures Guidelines)*	√	√

BACKGROUND AND LEGISLATION

Background

A recruitment policy is a set of guidelines that an organisation follows when hiring new employees. The policy should be designed to ensure that the recruitment process is fair, transparent, and non-discriminatory. Two key elements of a recruitment policy are equal opportunity and compliance with Fair Work regulations.

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Equal opportunity means that all candidates are considered fairly and without discrimination. This includes considerations such as age, gender, race, religion, sexual orientation, and disability. Fair Work regulations govern employment law in Australia, including minimum pay rates, working hours, and employment conditions. Compliance with these regulations is essential for ensuring a safe and fair workplace. The role of the approved provider when recruiting is crucial. The approved provider is responsible for ensuring that the recruitment process is followed and that all candidates are considered fairly. They are also responsible for ensuring that the organisation is compliant with Fair Work regulations.

When recruiting, it is important to develop position descriptions that clearly outline the essential duties, qualifications, and experience required for the position. The position description should also outline any physical or other requirements of the role. Recruitment processes should be transparent, and all candidates should be treated fairly and equally.

The recruitment process should be based on merit and the best candidate for the job should be selected. This includes assessing candidates based on their skills, experience, and qualifications, rather than their age, gender, race, or other personal characteristics. By following these guidelines, organisations can attract and retain the best candidates for their positions, leading to a more productive and engaged workforce.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Equal Opportunity Act 2010 (Vic)
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cwlth)
- Racial Discrimination Act 1975 (Cwlth)
- Disability Discrimination Act 1992 (Cwlth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cwlth)
- Fair Work Act 2009 (Cwlth)
- Fair Work Regulations 2009 (Cwlth)
- Privacy Act 1988 (Cth)

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g., Approved provider, nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Candidate: In the context of this policy, a candidate refers to an individual who has expressed interest in a job position by applying a resume for consideration. The candidate typically possesses the required qualifications, skills, and experience that the employer is seeking for the position.

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SOURCES AND RELATED POLICIES

Sources

- The Department of Justice Victoria - https://www.justice.vic.gov.au/
- Equal Opportunity Commission of Victoria - https://www.humanrights.vic.gov.au/
- Australian Human Rights Commission - https://humanrights.gov.au/
- ELAA's Early Childhood Management Manual - https://elaa.org.au/
- Fair Work Ombudsman. Hiring Employees - https://www.fairwork.gov.au/starting-employment/hiring-employees.
- Fair Work Ombudsman. Fair Work Information Statement (FWIS) - https://www.fairwork.gov.au/employment-conditions/national-employment-standards/fair-work-information-statementFair Work Ombudsman. Casual Employment Information Statement - https://www.fairwork.gov.au/employment-conditions/national-employment-standards/casual-employment-information-statement
- Fair Work Commission. Agreements and Awards - https://www.fwc.gov.au/agreements-and-awards

Related Policies

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Governance and Management of the Service
- Privacy and Confidentiality
- Staffing

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk *(Regulation 172 (2))*.

ATTACHMENTS

- Attachment 1: Interview Guidelines

AUTHORISATION

This policy was adopted by the approved provider of Alchester Village Pre School on 23/06/2025.

REVIEW DATE: 26/June/2028

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ATTACHMENT 1. INTERVIEW GUIDELINES

The purpose of an interview is to provide and obtain information that will assist in making a decision about a candidate's suitability.

Whilst each interviewer will develop their own interviewing styles, there are a number of essential characteristics of an interview that must be present in all interviews.

PRIOR TO CONDUCTING THE INTERVIEW

Review the candidate's resume before commencing the interview. This will help you feel more comfortable when the candidate arrives.

Review the similarities or differences in qualifications relating to the performance factors of the job, including:

- education or basic paper qualifications for the job
- related work experience and areas of specialisation
- additional experience (such as special interests or volunteer activities) in which the candidate might have developed skills related to the position.

Prepare a list of questions, addressing the key selection criteria to be used at the interview. This ensures a uniform structure to the interview, and that all candidates are asked the same questions and are evaluated equitably.

These questions must comply with equal employment opportunity and human rights legislation. *Refer to Attachments 37-40 of the ECMM* for sample interview questions for various positions. This list of questions should also be made available to the panel members prior to the interview.

It is advisable for the interview panel members to choose one panel member to chair the interview, and agree on the questions and the order in which each one will ask the questions at the interview.

CONDUCTING THE INTERVIEW

At least three people are on the interview panel including, where possible, a gender mix and a person external to the service or someone with human resource/interviewing experience.

Asking questions is an important part of the interviewer's role; it is not, however, their only responsibility. A good interviewer must also:

- reduce communication barriers
- maintain control of the interview
- ensure that the candidate reveals what the interviewer wants to know, not simply what the candidate wants to tell; and
- create a friendly, conversational atmosphere.

Having the candidate respond to questions and prompts will encourage them to do most of the talking while the interviewer ensures that all relevant topics are covered. The interviewer may be required to ask a question a second time by re-phrasing it or by returning to a particular topic at a later point in the interview.

While each interviewer develops a particular style, the following steps provide a useful guide to the structure of an interview.

STEP 1: SET THE STAGE

It's important to create an interviewing environment that allows a candidate to put their best foot forward. An interviewer will be able to gain more information in a comfortable setting and the candidate will be left with a favourable impression of the organisation.

- Make arrangements for a private meeting room in which to conduct the interview
- Do not allow interruptions (e.g. telephone calls etc.)
- Interviews are more comfortable if conducted in an informal "around the table" setting rather than across a desk, particularly when more than one interviewer is involved. Position the candidate so that they can comfortably direct conversation to anyone in the room
- Introduce yourself and all members of the interview panel to the candidate (the panel members may prefer to introduce themselves)

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- Body language should be relaxed and open
- Be friendly and courteous throughout the interview. The tone should be like a slightly structured conversation
- Sometimes it helps to begin with a general conversation, for example talking about the organisation and then asking the candidate to give a summary of their background or a tour of the service (if appropriate).

STEP 2: OUTLINE THE AGENDA

Outline for the candidate the structure that the interview will take. This will help them to relax and will put the interviewer in control of what is to follow.

- Identify areas to be covered (e.g. the duties and responsibilities involved in the job; the candidate's education and experience and how they relate to the position; the use of hypothetical situations)
- Suggest the length of time that the interview is expected to take, and any additional time that might be spent touring the work site etc
- Provide the candidate with a description of the duties and responsibilities of the job and an overview of the workings of the organisation.
- Avoid confusing or overly technical language. Don't oversell the job or mislead the candidate about the actual duties and responsibilities involved or the future growth expectations of the position
- Advise the candidate that there will be an opportunity later in the interview for them to ask questions or add information that may not yet have been covered.

STEP 3: GATHER INFORMATION

Following core questions will provide structure and should take up most of the interview time; however, some flexibility is necessary to allow for follow-up questions and for questions that will arise out of each candidate's documentation. This helps to create a comfortable, relaxed tone.

Listen for evidence of both positive and negative behaviour and focus on one specific performance factor at a time. Analyse how well those behaviours and skills would carry over to the position.

The interviewing process may take some time to master, but it can be extremely effective. Probing is particularly necessary when there are gaps in the candidate's life/work history, when inconsistencies appear or when the candidate changes the subject or is evasive.

STEP 4: WELCOME ADDED INFORMATION AND ANSWER QUESTIONS

In the later stages of the interview, the candidate may have specific questions about the job, department, or the organisation itself. A detailed discussion should be reserved until this point, so that the candidate won't simply tailor their answers to suit the position. This is a good time to probe for more detailed information, such as:

- "Now that I've described the job, do you have any relevant skills that we haven't yet heard about?"

Thank the candidate for coming to the interview and explain the time frame for decision-making and what the next step in the process will be.

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