Keeping Children Safe in Education: Safer Recruitment

Virtual Delivery
Activity Pack
2026/27

Exercise 1: what is harm?

	Accidental	Neglectful	Deliberate
Physical			
Sexual			
Emotional			
Neglect			

Exercise 2: audio presentation

The boxes below are headed with the stages of Finkelhor's model. As the clip plays, write down, in the appropriate box, what the offender says about this pattern of abusing.

1. Motivation to abuse	2. Overcomes internal inhibitors or conscience
3. Overcomes external inhibitors	4. Overcomes the resistance of victim

Person specification: for exercise use only

Role: children's support worker

Knowledge, skills and experience

1. Has a relevant qualification.
2. Has relevant previous experience working with children and young people, ideally in a similar environment.
3. Has knowledge of child development.
4. Has up-to-date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people.
5. Displays commitment to the protection and safeguarding of children and young people.
6. Values and respects the views and needs of children and young people.
7. Works collaboratively and supportively with colleagues within the organisation and with colleagues in other organisations.
8. Respects and values the different experiences, ideas and backgrounds others can bring to work and to teams.
9. Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children
10. Is resilient and demonstrates ability to work well under pressure. Manages time effectively.
11. Is willing to work within organisational procedures, processes and to meet required standards for the role.
12. Is committed to continual personal and professional development. Is reflective and learns from past experiences.

Job description: for exercise use only

Role: children's support worker

Role overview

As part of a team of support workers, you will provide support and guidance to children and young people on both a group and individual basis. You will engage with other agencies to ensure that children and young people are aware of the service and also liaise as required when involved in individual cases.

Role responsibilities

1. Advice and support
   - Supervise an open house drop-in centre, during school hours, to provide support and motivation for young people in a variety of circumstances.
   - Run support groups for children and young people with different needs and issues.

2. Promotion of the service
   - Work closely with local schools and colleagues in the youth offending team and the drug and substance misuse service to encourage and motivate young people to continue or re-engage with education and make positive life choices.
   - Deliver presentations at local schools about the services provided at the community centre.

3. One-to-one support
   - Provide one-to-one support to an assigned caseload of children and young people.
   - Attend relevant meetings with other agencies as and when required.

4. Other responsibilities
   - Support colleagues in group work.
   - Undertake project work as and when required.

Please return form to:
Human Resources
Community School
Horton Road
Toontown
BB24 2EB

The Community School

For photocopying purposes, please use black ink when completing form.		Candidate No.
POST(S) APPLIED FOR: **Children's Support worker**	**CLOSING DATE:**	
Section A – Personal Details		
Surname: Brown	**Forenames: Jo**	
Address: **2 The Paddock** **Big Town** **Leeds** **Post Code: LS12 3ZZ**	**Telephone (Home): 01103 267890** **(Mobile): 07784 567890** **E-mail: j.brown@quickmail.com**	
Section B - Present or Most Recent Employment		
Job Title: Youth development officer	**Present Salary:** £22,800	**Period of Notice:** 4 weeks
Date Joined: July 2019	**Date Left: (if applicable)** N/A	
Name and address of employer: **YPDO 2, The Street, New Town, NW1 2NN**		
Main Duties: **I work as part of a team to support young people who can no longer live at home. We provide support and assistance to help young people manage the transition to living independently, and to take responsibility for their accommodation and finances. We help them find employment and establish themselves in the community. I am responsible for supporting young people on a day to day basis in semi-sheltered accommodation and provide a first line of contact on an on-going basis. I have helped several young people to successfully move into employment or training and into their own independent living arrangements.**		

Section C – References

Please provide two professional referees (who are not friends or relatives). At least one referee should be your present or last employer or school. Please note if you are shortlisted, we will contact one of your referees prior to interview.

Name & Address	Occupation	Years known	Contact Details
Pat Smith 2 The Street New town Yorks	Team leader - YPDO	6 years	**Tel No: 01234 045678** **Email: pmsmith@ypdo.com**
Dave Black 100 High Street Big Town Yorks	Manager – Directions UK	10 years	**Tel No:01234 049876** **Email: dblack@hotmail.com**

Section D - Previous Employment

Dates		Position held	Employer (name and town of employer)	Reason for Leaving
From	To			
6/2017	5/2019	Tutor – teaching English to young people in Botswana	Development Youth Overseas	To return to UK
8/2015	2/2017	Youth development worker – providing guidance to YP leaving education	Directions UK	Career development
11/2014	8/2015	Youth worker – providing advice / support to young people	Youth Moves	End of temporary contract
10/2013	11/2015	Children's worker – looking after children in a day care centre	Kids R Here	Career development
11/2011	6/2013	Bar person (part time)	Beer Bar	Left college

Please explain any gaps in your Education and Employment history

I was unemployed for 4 months after leaving college in 2013. At the time I was considering going on to university but decided to take some time away from full-time education. I also took a break from Feb – May 2017 while I finished my part-time course for the TEFL certificate and made arrangements to go abroad.

Section E - Education, Qualifications and Training relevant to the position you are applying

From	To	School/College/University/Training Establishment	Qualification Obtained (if applicable)
09/2003	06/2008	**Our Town Comprehensive School**	**GCSE: Eng Lan (C), Eng Lit (C), Maths (B), History (B), Geography (C), RK (C), Science (B), French (C), Spanish (A)**
09/2008	06/2010	**Our Town 6th Form**	**A levels: Spanish (C), Psychology (D), General Studies (D)**
09/2010	06/2013	**Big town College of Further Education**	**Child Development Diploma – pass**
10/2016	03/2017	**Big Town College of Further Education**	**Teaching English as a Foreign Language (TEFL) Certificate - pass**

Section F – Skills, Experience and Knowledge

Please state the reasons why you wish to apply for the position and give details of any experience, skills, training that you think is relevant, together with any other information in support of your application.

I have a diploma in Child Development and from this course I learnt a lot about the different stages of child development and how to help children achieve their full potential. In my roles working with young people I have on many occasions developed working plans with them which have been fun for them and which have helped them learn quicker than using more conventional approaches.
I keep up to date with legislation and guidance by reading relevant journals and I also regularly read the TES. I have been working with children and young people for over 10 years and have experience of working in a range of environments.

I am very committed to children and young people and always ensure they are safe in any work I do with them. In my current position I spend a lot of time getting to know the parents of the young people I work with and many have commented on how safe they feel their children are in my care.

All of the work I do aims to meet the needs of children and young people. In any work I do with them I start by finding out from them what they want and need from me as a worker, and regularly get their views on the work as it progresses. Children therefore find me approachable as I am very interested in their needs and views.

I am committed to continually developing myself as I believe that I need to be a role model on how you can develop yourself to children and young people. This helps the young people I work with see how important self-development and growth is. I attend regular courses through work and like to do a lot of reading and research in my own time to ensure my knowledge of child development is as up-to-date as possible. I have attended training on Prevent and have led group discussions with the young people about British values.

I am a strong team player and am highly thought of by my colleagues. I regularly support colleagues when they need help on areas in which I am more expert such as child development. In my view, the best teams are made up of a range of individuals and it is their different experiences, views and ideas which have made the teams I have been part of such a success.

I thrive under pressure. Recently, we were inspected and before the inspection there was a lot of work to do to ensure that all my work plans and files were ready to be inspected. I prioritised my time to make sure that everything got done in time and we had a very positive inspection; my work was commented on very positively. I work within organisational procedures now and feel it is important that they are clearly defined and explained.

In addition to my paid work with children I was also until recently a voluntary leader at my local church youth club 2 nights a week.

Section G – Rehabilitation of Offenders Act 1974

This post is exempt from the Rehabilitation of Offenders Act 1974 – the successful applicant will be required to apply for an enhanced DBS certificate. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS.

Amendments to the Exceptions Order 1975 (2013, 2020 & 2023) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website or see here.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed.

Section H – Declaration

I confirm that the above information is complete and accurate and I understand that any offer of employment is subject to a) references which are satisfactory to the school b) a satisfactory DBS certificate and check of the Barred list c) the entries on this form proving to be complete and accurate and d) a satisfactory medical report, if appropriate. I confirm that I have not been disqualified from working with children, cautioned or sanctioned in this regard.

Signature:	**Date: 14/09/2026**

Exercise 3: Item Sorting

A. Choose selection criteria

B. For teaching posts, check the prohibited list & GTCE list

C. Choose methods of assessment (interview, role play etc)

D. Send out information pack to prospective applicants

E. Read application forms and check information

F. Request references

G. Arrange induction training

H. Scrutinise references

I. Ask for a criminal information self-disclosure

J. Request sight of the DBS certificate

K. Scrutinise and copy identity documents

L. Carry out an interview, role play or other assessment

M. Check gaps or issues on the application form with the candidate

N. Train and brief those who are carrying out the interview or other assessments

O. Discuss criminal convictions history with the candidate

P. Give prospective applicants information about safeguarding policies and the vetting checks carried out

Q. Make an unconditional offer of employment and give a start date

R. Probe candidate's attitudes towards safeguarding and motivation for working with children

S. Check qualifications and professional registration

T. Advertise the post

U. Ask for CVs to be sent in

V. Make a decision to offer the post to the individual

W. Agree which candidates are to be shortlisted

X. Design interview questions, role play or other assessment

Y. Check the DBS Barred list

Z. Verify any references received electronically

AA. See birth certificate to check whether individual has ever changed their name

BB. Undertake online search for candidates

CC. Verify candidate has the physical and mental fitness to undertake the role

Exercise 3: Item sorting table

Before shortlisting	Shortlist	During Interview	Post interview

Session three exercises

Exercise 6: relevance of criminal offences

Looking at the list of offences below, do you believe that any of the offences would make someone unsuitable to work with children, or that any are not relevant to suitability to work with children? Identify any that are a grey area and so would need further discussion and consideration.

List of offences and allegations:

1. Drunk and disorderly.
2. Burglary.
3. Actual bodily harm (ABH) or grievous bodily harm (GBH) on an adult who is a stranger.
4. Abduction of own child as part of marital or custody dispute.
5. Arson on a public building.
6. Possession of a class A drug.
7. Shoplifting.
8. Identity fraud.
9. Rape of an adult.
10. Welfare or tax fraud.
11. Breach of the peace at football matches resulting in a life ban.
12. Racially aggravated public order offences.
13. Voyeurism.
14. Perverting the course of justice.
15. Indecent exposure.
16. Cruelty to animals.
17. Corporal punishment or common assault involving children in a domestic setting.
18. Embezzlement of funds or obtaining property by deception
19. Viewing indecent images of children