

MANAGER’S RECRUITMENT GUIDANCE

STAGE 3 – INTERVIEW

This toolkit has been designed to provide hiring managers with an overview of the tools and resources available that will assist them in carrying out a recruitment exercise.

An Interview Checklist is available to download from the recruitment information webpage as an aide memoire and to assist Hiring Managers at the interviewing stage.

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KEY ROLES AND DEINITIONS

Hiring Manager	<p>The Hiring Manager is the person responsible for creating the Staff Requisition and completing the recruitment activities to fill the vacancy.</p> <p>For EA Corporate recruitment, it is anticipated that the Hiring Manager will be the Line Manager or Service Manager.</p> <p>For Schools, it is recognised that the duties of the Hiring Manager cut across those of the Chair of the Board of Governors (as Chair of the selection panel), and of the Principal (as Secretary to the selection panel).</p>
HR Recruiter	<p>On receipt of the Staff Requisition, the Hiring Manager will be assigned a HR Recruiter to oversee their recruitment exercise, and to advise and guide the Hiring Manager through the recruitment and selection process.</p>
Chairperson	<p>It is anticipated that in most cases the Hiring Manager will fulfil the role of Chair of the selection panel. For Schools, the Chair of the Board of Governors would act as Chair of the selection panel.</p>

1. METHODS OF ASSESSMENT

All methods of assessment must be based on the job description and person specification. Whilst the structured interview is the most commonly used assessment method, panels may consider introducing additional selection tools, which are explained below.

Whichever method is used, the candidate experience is important, and candidates should be told in advance what to expect from the selection process.

ON-LINE SIFTING

The e-recruitment system enables automatic, on-line sifting of application forms at the early stages of the selection process. This functionality can help to reduce an initial high volume of applications through skilful design of a bespoke application process, and by sifting out the applications that do not meet specific, well-defined criteria. On-line sifting may be best suited to high volume recruitment campaigns and entry level roles. More information about on-line sifting is available from the HR Recruiter.

STRUCTURED INTERVIEW

Structured interviews predict job performance better than traditional/unstructured interviews, by asking questions focused on the criteria for the job and gathering evidence in a systematic way. See below for more detailed guidance on interviews.

STRENGTHS BASED INTERVIEW

While the structured interview aims to establish whether someone has the skills to do a job, it does not necessarily help us understand whether they are the type of person who will thrive in the

organisation/school, and in the job. Strengths based interview questions seek to understand what motivates candidates, where their enthusiasms lie, and what they do well. The two interview approaches are not conflicting and can work effectively together.

PRESENTATION

A presentation can provide the panel with useful information about how candidates meet the criteria for the role, e.g., by demonstrating knowledge of a topic, or communication skills. It is also straightforward to combine a presentation with an interview. More information on developing and using presentations as part of the selection process is provided below.

DESKTOP EXERCISE

This could involve giving candidates one or more pieces of work to complete within a set timescale. The tasks would be similar to those of the post holder e.g. emails, or reports. Desktop exercises could, for example, be helpful in assessing written communication skills, the ability to plan and organise work, or problem solving skills.

OBSERVED LESSON

Observed lessons can provide valuable evidence to inform recruitment and selection decisions for teaching posts, for example, by enabling a selection panel to assess a candidate's understanding of a subject area, their knowledge of teaching methodologies, their skill in engaging pupils, and so on. An observed lesson can be used effectively alongside other assessment methods such as an interview, or a presentation.

ABILITY TESTS

Ability tests are a type of psychological test that measure ability, aptitude or attainment. These can be practical tests and might for example include manual tasks, keyboard/telephone skills, or psychometric tests that measure verbal or numeric ability. Ability tests can be a valuable selection tool for specific types of roles, e.g. where manual dexterity or technical skills are required, or for volume recruitment of some roles.

PERSONALITY QUESTIONNAIRE

The personality questionnaire is another type of psychological test that is designed to assess personal qualities such as behaviours, values, or motivation. The use of personality questionnaires is more common for leadership level recruitment.

ASSESSMENT CENTRES

An assessment centre is a recruitment selection process where multiple candidates may be assessed at the same time using a range of selection exercises. The use of assessment centres is usually limited for the most senior roles.

The HR Recruiter can advise the Hiring Manager on the suitability of the range of selection tools for different types and levels of roles, how they could be integrated into the selection process, and, where relevant, any costs involved.

2. DEVELOPING INTERVIEW QUESTIONS

The selection panel should agree questions before the interview and these must be based on the criteria for the role as set out in the person specification.

Interview questions must be carefully considered to avoid accusations of discrimination or bias. Questions must not be asked about any of the statutory equality grounds to avoid lines of questioning that could provide candidates with evidence to support a discrimination claim. The statutory equality grounds include religious belief, political opinion, racial group, age, marital status, sexual orientation, gender, disability, and dependants status.

HOW TO STRUCTURE QUESTIONS

A structured interview question should have a lead question directly related to the criteria for the role. It is also good practice to have prepared a number of supplementary questions for each lead question. For example:

Lead Question: *Give me an example of a time when you successfully achieved a challenging outcome?*

Supplementary Questions: *What did you set out to achieve?
What barriers did you encounter?
How did you manage those?
What was the result?*

It may be helpful to apply the STAR model when developing interview questions, as follows:

- S Situation** (the Lead Question)
Start with an open question about their experience,
e.g.: *Tell me about a time when you had to persuade someone to do something?*
- T Task**
Ensure you understand what the candidate was working towards,
e.g.: *What was the objective?*
- A Action**
Probe for as much evidence as possible on what they did and how,
e.g.: *What did you personally do? What did you do next?*
- R Result**
Find out what happened,
e.g.: *How did you deal with that reaction? What was the outcome?*

QUESTION TYPES

✓	Open questions	<p>Open questions are the most valuable type of questions to use in selection interviews as they encourage candidates to speak, and will provide the selection panel with a breadth of information, e.g.:</p> <p><i>Tell me about a time when you...</i> <i>Please give an example of....</i> <i>Why was this important?</i> <i>How did you go about....?</i> <i>When...?</i> <i>Who....?</i> <i>What...?</i></p> <p>Open questions are a good type of question to use when preparing interview questions.</p>
✓	Closed questions	<p>Closed questions do not usually provide any depth of information, since they will generally only elicit a yes or no answer. However, they can be helpful when used in the right context, e.g., to clarify a response,</p> <p><i>Did you lead that piece of work?</i> <i>Did you achieve your objective?</i></p> <p>Closed questions can therefore be used to good effect during the interview, but should be used with caution.</p>
✓	Hypothetical questions	<p>Hypothetical questions should be used with caution but can be valuable when used appropriately. For example, if the intention is to gather evidence of knowledge then a hypothetical question could be appropriate, e.g.,</p> <p><i>How you would deal with an angry customer/parent?</i></p> <p>This question could be used to assess a candidate's knowledge of the organisation's/school's complaint policy/process.</p> <p>However, if the intention is to gather evidence of experience, a hypothetical question would be inappropriate as it will only provide an indication of how a candidate <i>might</i> go about doing something in the future, rather than demonstrating that they have <i>actually done</i> it in the past, e.g.,</p> <p><i>How would you usually deal with that type of situation?</i></p>
X	Multiple questions	<p>Multiple questions should be avoided, as they are likely to disadvantage both the interviewer and the candidate.</p> <p><i>Tell us how you went about delivering that piece of work, and why it was so difficult.</i></p> <p>In this example, two questions are asked at once, and may only elicit a response/follow up to one part, with the risk of the other part being left unaddressed. This compromises the integrity of the interview process and is likely to result in:</p> <ul style="list-style-type: none"> • The interviewer not gathering all of the evidence needed for assessment. • The candidate not being given a full and fair opportunity to demonstrate how they meet the requirements for the role. • Inconsistent approaches between candidates who may focus on different aspects of the multiple question.

X	Leading questions	<p>Leading questions are not be confused with ‘Lead’ questions as described above. Leading questions should be avoided as they provide candidates with an indication of the desired response in the way the question is asked. For example:</p> <p style="text-align: center;"><i>Should you have communicated that in a more open way?</i></p> <p>Therefore leading questions are unlikely to provide fair and good quality evidence for assessment.</p>
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WHICH CRITERIA TO COVER

The essential and desirable criteria (if used) will have been agreed and detailed in the person specification at the planning stage. The panel may conclude that some of these areas will already have been adequately demonstrated through candidates’ application forms. Clearly measurable criteria such as qualifications and length of experience do not need to be explored again at interview.

Interview questions will add value by drawing out how candidates’ knowledge experience match the requirements for the role. Therefore focusing questions on candidates’ knowledge, experience, skills and personal qualities will help to draw out this valuable evidence.

REFLECTING ORGANISATIONAL VALUES/ SCHOOL ETHOS IN INTERVIEW QUESTIONS

Meeting with candidates during an interview process presents an opportunity not only to demonstrate the EA’s/school’s Values/ethos through the interview process itself, but also to assess how candidates own experiences and behaviours reflect the Values/ethos of the organisation/school.

To help do this, the Values/ethos can be embedded in the questions, e.g.:

Focusing on: Excellence

Please give an example of when you went the extra mile to achieve a great outcome for your customer/service/pupils/school

Focusing on: Reflection

Tell us about a time when you responded to some challenging personal feedback

HOW MANY QUESTIONS TO ASK

The number of questions, length of questions, and time afforded to each will vary from role to role. However the length of the interview should be proportionate for the level of the role. Typically the number of interview questions could vary from 4-8, depending on the complexity and level of the role.

RECORDING THE AGREED QUESTIONS

When the selection panel have agreed the interview questions to be used, these should be transferred to the Interview Question and Recording Form Template to be used by the selection panel on the day(s) of the interviews. This document is available to download from the recruitment information webpage.

3. DETERMINING MODEL RESPONSES

Once the questions have been agreed, the selection panel should agree what they would expect to hear in a satisfactory response from a candidate. This would normally be a short list of key phrases or activity areas, which capture some of the most critical points. For example, for a question exploring a candidate's approach to working relationships, the following might be appropriate:

- Develops effective and respectful working relationships.
- Successfully influences others.
- Promotes team working and demonstrates sensitivity to diverse viewpoints.
- Works productively with others to get things done.
- Contributes to achieving team goals.

Also think about how model responses might reflect the organisational/school Values/ethos, e.g.:

- Adopts a learning approach when mistakes are made (focusing on: Reflection)
- Listens to others and takes time to understand everyone's viewpoint (focusing on: Respect)

Model responses should be used to guide panel members' assessment of candidates' answers to each question area during the interview process. The list will not be exhaustive, and it is possible that candidates will provide other equally valid evidence in their answers. However, the use of model responses is an important part of the selection process to promote consistency, fairness and transparency in how candidates are assessed.

Once agreed, the model responses or key phrases should be transferred into the Interview Question and Recording Form to guide panel members' assessment of candidates' responses at the end of each interview.

4. USING A PRESENTATION IN THE INTERVIEW PROCESS

The Hiring Manager is responsible for developing the presentation exercise for candidates, in collaboration with the selection panel. This includes:

Agreeing what is to be assessed through the presentation. This must be directly relevant to the criteria for the role in line with the person specification. For example:

- Knowledge of the organisation/service/function/school.
- Knowledge of a current relevant topic, or developing trends.
- Planning and delivery skills by asking how a candidate would approach a particular task or deal with certain challenges.
- Communication skills, which could be assessed through delivery of the presentation.
- Analytical skills, through candidates presenting their interpretation of information provided, perhaps including actions or recommendations.

Identifying the presentation topic, which must be directly related to the job description and the person specification.

Documenting what panel members should expect to hear in a good candidate response, (follow the above guidance on developing model responses for interview questions). Selection panel members will use this to guide their assessment of candidates' presentations and to award a score.

Preparing the candidate brief, e.g. including:

- Context for the presentation topic.
- Directions on what the presentation should deliver.
- The audience for the presentation, if not simply the selection panel.
- Timings for preparation and delivery.
- Stationery available for use.

An example Presentation Candidate Brief is provided for guidance and available to download from the recruitment information webpage.

Deciding whether the presentation should be 'seen' or 'unseen', i.e. either:

- Issuing the presentation brief to candidates in advance of the interview. This allows candidates to prepare in their own time.

Or

- Inviting candidates to attend for a preparation period before their interview time.

Advising candidates whether electronic delivery of presentations will be permitted (e.g. using PowerPoint). If so, arrangements will need to be put in place to facilitate this. Otherwise, candidates should be advised what materials will be provided to enable them to prepare.

Reasonable adjustments may need to be made to ensure disabled candidates are not disadvantaged, e.g., allowing a candidate additional time to deliver their presentation.

5. MARKING SCHEME & WEIGHTING CRITERIA

A 7-point Marking Scheme is provided below and this should meet the needs of most interview scenarios. The HR Recruiter may also be consulted for advice on using alternative Marking Schemes, e.g., to give a wider range of scoring to help differentiate between candidates in a large candidate pool.

POINTS BASED MARKING SCHEME

Rating	Description
1 to 3	<p>Does not meet expectations</p> <p>No evidence is given or the evidence given is unsatisfactory or irrelevant. The information provided may not be clear or well structured. Whilst it may be 'adequate' in some areas overall it is below required level. There are sufficient weaknesses in the evidence to render the candidate's performance as not of the level required.</p>
4 to 5	<p>Meets expectations</p> <p>The evidence provided is satisfactory and meets most or all aspects of the criteria. The information provided is largely clear and well structured. The evidence leads to an effective performance that is more than simply 'adequate'.</p>
6 to 7	<p>Strongly meets expectations</p> <p>The evidence provided is good or strong and comfortably meets most or all aspects of the criteria. The information provided is clear and well structured. Evidence is comprehensive.</p>

It is essential that all involved in the selection process follow the agreed Marking Scheme to ensure complete objectivity and good decision making.

It is recommended that selection panels set a minimum acceptable standard that a candidate must reach, as independently assessed by each panel member, to be considered for appointment. It will be helpful to consider the level and challenges of the particular role when agreeing the minimum acceptable standard. This decision should be made by the selection panel in advance of interviews taking place, and should not be changed once interviews have commenced. The minimum acceptable standard should be documented on the Interview Question and Recording Form.

WEIGHTING CRITERIA

Selection panels may choose to weight a particular question/criterion. This means the question will have a higher value than other questions. Weighting is applied by multiplying the score for a particular question by a number greater than 1 but usually no more than 3. Any decision on

weighting criteria should be made by the selection panel in advance of interviews taking place, and should not be introduced or changed once interviews have commenced.

6. DISABILITY DISCRIMINATION AND REASONABLE ADJUSTMENTS

The Disability Discrimination Act requires employers to make reasonable adjustments in respect of applicants and employees who are disabled, with a view to ensuring that disabled people are not disadvantaged and are afforded equality of opportunity in employment. The duty of reasonable adjustment applies at all stages of the recruitment and selection process.

At application stage and through recruitment correspondence, candidates are asked to advise of any requirement for reasonable adjustments to be made to accommodate their needs. It is important that requests are considered at an early stage to ensure appropriate arrangements can be made. Some examples of reasonable adjustments could include:

- Allowing a candidate additional time to deliver a presentation, complete an exercise, or to answer questions.
- Conducting an interview in a different way, e.g. by telephone or Skype, or supported by a sign language interpreter.
- Postponing an interview where more time is required to make appropriate reasonable adjustments.

The HR Recruiter will liaise with the Hiring Manager where a candidate has requested reasonable adjustments to be made.

7. CONDUCTING THE INTERVIEW

ROLE OF THE CHAIRPERSON

While all panel members have an equal vote in the appointments process, the Chairperson also has responsibility for ensuring that the interview is conducted in line with EA policy* and the guidance contained in the Hiring manager's Toolkit. The Chairperson will normally be the Hiring Manager and is the main point of contact for the HR Recruiter throughout the recruitment process. The Chairperson is responsible for:

- Ensuring the interview process is conducted in a professional manner.
- Acting as an ambassador for the organisation/school/service/function, and in line with the EA's/school's Values/ethos.
- Creating a welcoming environment for candidates and explaining the process.
- Ensuring that all candidates are treated fairly and consistently (while also facilitating any reasonable adjustments for disabled candidates).
- Ensuring that panel members have the necessary required documentation for conducting interviews.
- For regulated appointments, ensuring that all safeguarding measures are carefully followed.
- Ensuring recruitment and selection documentation has been fully completed and signed off by all panel members.

The Chairperson's Guidelines Template will help ensure consistency and clarity for all candidates. This document is available to download from the recruitment information webpage.

**Either the Recruitment Framework for Non-Teaching Appointments, or the Teaching Appointments Scheme, as relevant for the post in question.*

CONVENING THE PANEL

The selection panel should convene in advance of the first interview in order to prepare adequately. Preparation should include:

- Ascertaining any changes to panel members' position with regard to conflicts of interest.
- Refreshing panel members' understanding of the interview questions and the associated model responses.
- Agreeing which panel members will ask which questions.
- Agreeing the running order of the questions.
- Ensuring panel members' understanding of the time available for their question(s) and responsibility for managing the time.
- Familiarisation with the Marking Scheme, and ensuring the panel has a clear understanding of the total minimum score a candidate must reach, as assessed by each panel member, to be considered for appointment.
- Checking whether there are any planned interruptions, such as fire alarm tests.
- Ensuring panel members have switched off/silenced mobile phones.

DOCUMENTS REQUIRED FOR INTERVIEW

Panel members should have copies (hard copies or electronic) of the documents set out below.

- Job Description / Person Specification for the post.
- Interview Schedule.
- Chairperson's Guidelines.
- Interview Question and Recording Forms.
- Candidates' application forms. These are for reference only, and potentially for following up general questions at the end of the interview (e.g. around gaps in employment). The information on the application form should not be used in the scoring of candidates' performance at interview.

In addition, the Chairperson will also need a Summary Interview Score Sheet to record outcomes after the final interview. All documentation is available to download from the recruitment information webpage.

THE CANDIDATE EXPERIENCE

The recruitment and selection process provides a window for potential employees to see what it might be like to work in the EA/the school. Therefore every interaction with job applicants and candidates progressing through the process, is an opportunity to showcase the organisation/the school. In this way, the selection panel, and everyone who comes into contact with candidates, are ambassadors and role models for the EA/the school.

Whether a candidate is ultimately successful or unsuccessful in their application, it is important that their experience of the EA/the school is a positive one. This will help promote the organisation as a great place to work and as an employer of choice.

Everyone involved in the recruitment process should take time to treat all candidates with dignity and respect, and to project the EA's/school's Values/ethos.

MANAGING PRESENTATION DELIVERY

It is essential to ensure equality of opportunity for all candidates in the preparation and delivery of their presentations. The Hiring Manager/Chairperson is responsible for ensuring:

- Consistency of conditions for all candidates, e.g. preparation facilities, information provided, stationery available, etc.
- That someone is assigned to manage candidates' presentation preparation time. This must be timed and candidates stopped when the designated time has expired.
- The delivery of candidates' presentations are timed and stopped when the allocated time has expired. It is helpful to give candidates a warning when they are nearing the end of the allocated time.
- That reasonable adjustments have been made to help ensure that disabled candidates are not disadvantaged, e.g., allowing additional time to deliver a presentation.

GOOD PRACTICE INTERVIEW GUIDANCE

All Lead Questions must be asked of all candidates.

Supplementary questions may be asked, dependent on the responses given by candidates. While some supplementary questions may already be prepared and documented on panel members' Interview Question and Recording Forms, some flexibility is required so that panel members can follow up on or clarify relevant information, and this may involve asking some alternative supplementary questions. Where alternative supplementary questions are asked, these must remain focused on the criteria being assessed. It is also recommended that if alternative supplementary questions are asked, they are recorded in panel members' interview notes, in case of a later query or challenge.

Closed questions can sometimes be useful to clarify the information candidates are providing.

Avoid giving feedback to candidates on their responses, e.g. comments like 'That's great' or 'Good' can potentially mislead candidates and give a premature and inappropriate indication of success.

Where a candidate asks for a question to be repeated, the panel member should resist any temptation to explain the question, so as to avoid giving one candidate an advantage over another. The question should only be repeated in the original format.

The interview concludes once the questions for the final criterion have been asked. Information provided by candidates after this point should not be considered, e.g. in a final exchange around the candidate's own questions.

Panels must be mindful of their duties in interviewing disabled candidates and must ensure any necessary adjustments are provided for the interview. This could include using a sign language interpreter, adjusting lighting, or ensuring accessibility. Where an interpreter or support person is required to attend the interview, the panel should ensure that questions are directed to the candidate and that eye contact is maintained with the candidate.

Questions should not be asked about a candidate's personal circumstances and with regard to the statutory equality grounds cover religious belief, political opinion, racial group, age, marital status, sexual orientation, gender, disability, and dependants status. If such information is volunteered in a candidate's response, stereotyped assumptions should not be made by panel members.

8. MANAGING SAFEGUARDING REQUIREMENTS AT INTERVIEW STAGE

PROOF OF IDENTITY

All candidates must provide photographic proof of identity at interview, and arrangements should be put in place to check this. Acceptable documents could include a driving licence, passport or electoral identity card. The photographic document should be checked against the likeness of the person presenting themselves for interview. A note should be made on the Interview Question and Recording Form that proof of identity was sighted. Copies should not be taken or retained of proof of identify.

CHILD PROTECTION TRAINING

For regulated appointments, at least one Governor on each selection panel must have been trained in child protection issues relating to recruitment and selection training.

GAPS IN EMPLOYMENT

For regulated appointments, selection panels must ensure that application forms are reviewed and that a satisfactory explanation has been provided for any gaps in a candidate's employment/education history. Job applicants are required to provide a complete career history and account for any gaps in employment since leaving full time education. If a panel is not satisfied with the explanation provided on the application form, a trained panel member should ask a candidate for further information at interview. Such clarification should be sought at the end of the interview, and a note taken of the candidate's response.

Note that it may be necessary to consider reasonable adjustments as part of this process, e.g. where a candidate may have been unable to work for a period due for reasons related to their disability.

9. TIMING & NOTE TAKING

MANAGING TIMING

Candidates should be afforded the same length of time to cover each of the areas being assessed. Therefore it is essential to monitor the timing for each question.

Each panel member is responsible for managing their own allocated question time. However, if a panel member begins to run over time, it is recommended that the Chairperson give a subtle signal with the aim of moving the interview on, and to help ensure candidates have the opportunity to address all question areas within the time available.

The Chairperson should note the start and finish time for each interview on the Interview Question and Recording Form, which could be helpful in the event of a later challenge to the process.

It may be necessary to support candidates in managing the interview timing, e.g. to move them on to the next area. It is important to do this in the interest of fairness and to help ensure that all candidates have the opportunity to cover all areas of the interview. Some candidates may need to be encouraged to provide more information where their responses are short. In this case, open questions should be used to give the candidate the opportunity to talk more and to utilise their allocated time. However, care should be taken not to lead the candidate – refer to section Developing Interview Questions for guidance.

Note anything unusual that happens during an interview with a candidate e.g. a mobile phone ringing, a fire alarm, or an interruption. Note the time of any such unforeseen event and its duration. Depending on the length/nature of the event, it may be appropriate for the Chairperson to temporarily stop the interview and then recommence. The candidate should be afforded the full length of time for their interview, even if this means that the interview schedule may run behind.

NOTE TAKING

During interviews, panel members are gathering and recording factual evidence which they will independently evaluate against the selection criteria at the end of each interview. Panel members should record the candidate's responses as expressed by the candidate. This should be a factual record of the response provided, and not the panel member's interpretation of it. Panel members should take care not to re-word what they are hearing.

Panel members should be aware that all records are discoverable and should not contain any subjective commentary, or notes on appearance etc.

10. SCORING & FINAL MERIT ORDER

SCORING

At the end of each interview panel members should independently complete their own individual assessment in respect of each candidate. This should be done without discussion with other panel members at this stage to avoid the risk of bias.

Candidates must be assessed against the selection criteria, and not against each other. It is important to remember that the agreed model responses are not an exhaustive or exclusive list, and that candidates could provide other equally valid evidence.

Panel members should use the Marking Scheme to assess candidates' responses to each question area, whilst being cognisant of the agreed total minimum score that candidates must reach, as independently assessed by each panel member, to be considered for appointment.

The evidence used to assess each criterion should be taken from the candidate's response to the question for that criterion, i.e. there should be no read across between responses to questions from one criterion to another. This helps ensure clarity as well as consistency.

Panel members should complete independent scoring of each candidates' interview performance to calculate a total score, and then place the candidates in an interim rank order, based on merit.

AGREEING THE FINAL MERIT ORDER

Following the final interview, and once all panel members have completed their independent marking of all candidates' interview performance, the Chairperson should invite each panel member to share their scores and individual ranking for each candidate, and comment on how each candidate did or did not meet the specified criteria.

Where an Assessor is present for a school leadership post the Chairperson will invite them to comment on the competency of each candidate against the criteria. Due regard must be given to any report provided by the Assessor.

Panel members should discuss variances between scores, and in particular where these cross bands, or where panel members disagree on whether or not the evidence provided meets the required threshold to be considered for appointment.

If, following discussion, a panel member amends their marks or ranking, this should be recorded on the panel member's individual recording form, together with the reason for the change. Remember all interview papers are discoverable records and in the event of a challenge a panel member could be asked to explain why they changed a score or rank.

The Chairperson should record panel members' final scores and ranks on a Summary Score Sheet Template which is available to download from the recruitment information webpage.

To reach a final decision, the rank for each candidate as awarded by each panel member should be totalled, and on the basis of these total ranks an overall rank order of candidates should be confirmed on the Summary Score Sheet. The candidate with the top total rank is the most appointable candidate based on merit.

RESERVE CANDIDATES

If more than one candidate is deemed to be appointable, the panel may consider one or more others to be reserve candidate(s). However reserve candidates should only be identified where the panel are confident that they would be content for the reserve candidate(s) to be offered an appointment (e.g. where the original appointee is unable to take up employment, or leaves the post within the reserve list period).

A list of reserve candidates may be held normally for no more than 12 months, but may also be for a shorter period. Holding reserve lists for 12 months may be best suited where there is a large number of reserve candidates, and/or for jobs which historically have a high turnover.

The Hiring Manager may decide the length of any such reserve list to balance the needs of their own business area/function/school, with the need to attract a diverse and high quality talent pool.