

SAFER RECRUITMENT – Competency Based Interview Questions and Scoring Matrix

Name of Candidate:		Interview Panel (Names):	
Post applied for:		Date of Interview:	

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> Convincing responses based on balanced understanding of self & circumstances; Has, a realistic knowledge of personal strengths & weaknesses; Examples of having considered/ tried other options & alternatives; A realistic appreciation of the challenges involved in working with children/ vulnerable adults; Evidence of others having supported and encouraged based on observation of personal talent; 	<p>1.Motivation for working with children/ vulnerable adults <i>Self-awareness / knowledge & understanding of self, interconnection between self & professional role.</i></p> <p>Example Questions:</p> <ul style="list-style-type: none"> What do you feel are the main drivers, which led you to want to work with children/ vulnerable adults? How do you motivate young people/ vulnerable adults? What has working with young people/ vulnerable adults to date, taught you about yourself? 	<ul style="list-style-type: none"> Unconvincing responses based on whimsical examples; Not self aware, don't see themselves as others do; Driven by personal needs not needs of others; Not realistic about personal strengths & weaknesses; Unrealistic impression of what working with children/ vulnerable adults is really like; Failure to consider other alternatives; Pushed by others, forced by circumstances to do something they don't appear to have personally thought through.

Notes :

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of table. Please remember that your notes must be factual and not subjective and may be used as evidence if the selection process is called into question.

3=Evidence exceeds the standard set

2=Evidence meets the standards set

1= Some evidence, but falls short of standards set

0= No evidence provided or evidence fall completely short of standards set

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Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> Behaves consistently & appropriately under pressure or in a position of authority; Has control over emotions with adults & with children; Understands position power & how to manage boundaries; Knows when & how to seek help in difficult circumstances. 	<p>2. Emotional Maturity & Resilience <i>Consistency under pressure, ability to use authority & respond appropriately, ability to seek assistance/ support where necessary.</i></p> <ul style="list-style-type: none"> Tell me about a time when you have been working with children/ adults when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation? Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation? 	<ul style="list-style-type: none"> Inappropriate responses when under pressure or when in a position of power; Inconsistent responses; Handles conflict badly; Fails to control temper/ emotions with children & / or with adults; Doesn't seek help when needed; Fails to go to others for advice;
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Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> • Demonstrates a balanced understanding of rights and wrongs; • Puts the child/adults first; • Alive to the realities of abuse; • Prepared to believe; • Shows a contemplative approach, drawing on personal experiences & lessons from others; • Builds values & judgements based on new information; • Shows an appreciation of Safeguarding issues & an ability to contribute towards a protective environment. • Shows respect for others' feelings, views & circumstances. 	<p>3. Values & Ethics <i>Ability to build & sustain professional standards & relationships, ability to understand & respect other people's opinions, ability to contribute towards creating a safe & protective environment.</i></p> <ul style="list-style-type: none"> • What are your attitudes to protection of children/ adults? How have these developed over time? • What are your feelings about children/ adults who make allegations against volunteers/ staff? • How do you feel when someone holds an opinion which differed to your own? How do you behave in this situation? • Have you ever had concerns about a colleague? How did you deal with this? 	<ul style="list-style-type: none"> • Extreme opinions which don't account for the views/ feelings of others; • Doesn't show balance in opinion; • Doesn't build on new information or understanding; • Opinions harden/ become dogged; • Doesn't show a full rounded appreciation of safeguarding issues; • Dismissive of, or underplays the risks; • Consistently puts the blame & responsibility for child protection elsewhere; • Fails to believe in suspicions/ reports of abuse.
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Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> • Practical & has personally taken actions to improve Safeguarding culture; • Has personal experience of having appropriately dealt with a challenging Safeguarding issues; • Personally committed towards making improvements. Sees it as part of their job; • Prepared to challenge others in the workplace to make tangible improvements to Safeguarding; • Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice; • Shows a good understanding of the issues. Up to date with events & legislation. Knows about test cases. 	<p>4.Safeguarding Knowledge & Understanding <i>Example Question (pick on or two – NOT ALL):</i></p> <ul style="list-style-type: none"> • Tell us about what you have done in the last 12 months to actually improve child/ adult protection in the workplace. How did this action rise? ➡ Follow up with: How is it monitored? What steps have you taken to improve things? • Give me an example of when you have Safeguarding concerns about a child/ vulnerable adult. ➡Follow up with: What did you do? Who did you involve? What was the outcome? • Tell us about a situation which you felt fell short of Safeguarding standards. ➡Follow up with: How did it arise? Who did you speak to? What actions did you take? • Have you ever had to challenge the views of someone more senior than yourself in relation to Safeguarding concerns? ➡Follow up with: What were the circumstances? How did you go about it? What was the outcome? 	<ul style="list-style-type: none"> • No evidence of having taken steps in own right to make improvements; • Passive approach to Safeguarding issues; • Reluctance to challenge people/ system/ processes to make things better; • No real experience of handling Safeguarding issues. Naïve approach; • Sees it as someone else’s job and/ or the issues/ sensitivities; • Intolerant of the bureaucracy around Safeguarding; • Show a tendency to take inappropriate chances/ risks in area of Safeguarding.
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