|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DENTAL HUB ADMINISTRATOR SELECTION SUMMARY** | | | | | | | | |  | | |
| **Candidate Name:** | |  | | | | | **Date of Interview:** | |  | | |
| **east** |  |  |  | **Lumina** | |  | |  | | |  |
| **12hrs (6/8)** | | **24HRS (6/8)** | |  | | | |  | | | |
| **Interviewer 1 Name:** | |  | | **Interviewer 1 Job Title:** | | | |  | | | |
| **Interviewer 2 Name:** | |  | | **Interviewer 2 Job Title:** | | | |  | | | |
| **Section** | | **Score Awarded (1-4)**  *Candidates must score 2 or above in ALL sections to pass the overall interview* | | | **Selection Outcome** | | | | | | | |
| **suitability to role:** | |  | | | **Preferred Candidate:** | | | | |  | | |
| **Customer Focus:** | |  | | |
| **Work Standards:** | |  | | |
| **teamwork** | |  | | | **Decline:** | | | | |  | | |
| **Communication:** | |  | | |
| **Please ensure all scores are reflected above. Fail in Communication does mean an overall fail.**  **All paperwork should be signed, dated and appropriate feedback completed before uploading to Jobtrain**  **All paperwork must be loaded within 24 hours of the interview**  **Please remember to complete the Offer Form and change the status on Jobtrain**  **If due to Technical difficulties, experienced by NHS 24 the interview is delayed by 10mins or more, then you must offer the candidate the opportunity to re-schedule.**  **If the candidate fails to join the interview, wait 10mins from the scheduled interview time, before closing the call.** | | | | | | | | | | | |

**NEW SCORING MATRIX**

|  |  |
| --- | --- |
| **Not observed (N/O)** | Where a competency/value is **not** observed or is only dealt with in passing. An example being providing a one sentence statement e.g. “I possess excellent communication skills” with no elaboration. |
| **1: Doubtful** | Where evidence indicates that the individual demonstrates **few** elements of the competency/value, indicating a strong development need; and where insufficient evidence or information is provided. Applicants may deal with the competency/value but provide either no firm evidence or examples, or they provide no depth to show how they applied it in practice e.g. “I have to organise meetings on a regular basis, and I would obviously not be able to do this without exceptional organisational and planning skills” |
| **2: Good** | Where evidence indicates that the individual demonstrates **some** elements of the competency/value, but may benefit from some development. Sufficient information is provided to give the panel a reasonable grasp of the applicant’s competence/values; through relevant examples(s) or evidence which explain what actions they took and how they applied the competency/value, ideally with an indicator of success. |
| **3: Very Good** | Where evidence indicates that the individual demonstrates **most** aspects of the competency/value to a good level: some potential for development. Building on the above but with more breadth and depth to the information and evidence provided. The panel should be left in no doubt that the applicant possesses and uses the competency/value. There should be a quality to the evidence that shows variety in the application of the competency/value and some sophistication in their approach |
| **4: Outstanding** | Where evidence indicates that the individual demonstrates all aspects of the competency/value to a **consistently high level**. As above but covering all aspects of the competency/value, along with more detailed example(s) that are very relevant and demonstrate real depth, breadth and sophistication in their approach. |

**INTERVIEW GUIDELINES**

The interview should last about 30 - 40 mins.

It is designed to assess following competencies

* Suitability
* Customer Focus
* Work Standards
* Teamwork
* There is no question for communication; this should be assessed throughout the interview. Questions that must be asked are in bold. Probes are only needed if the candidate does not cover them in their initial response. However, please be sure that the candidate has had the opportunity to cover all the behavioural indicators.
* Questions are competency based; please ensure that the candidate provides **specific** evidence of *what* they did, *how* they did it and what the *outcome* was.
* Please remember that the candidates have been provided with links to the Dental Hub Administrator Job Pack, which in addition to including the actual Job Description, does give a comprehensive overview of NHS 24
* The questions being asked do take into consideration that some of the applicants will have little work experience. However they can use examples from their time in education, charity work or involvement in special events.
* Interviewers must read each application before interviewing as there may be some additional questions, clarify or expand on information provided within the application, at interview.
* Please take full notes throughout the interview in the spaces provided. Record what is said without making any judgements about whether responses are good or bad. After thanking the candidate and closing the interview, take each competency in turn and compare the evidence you have gathered with the behavioural indicators. For each behavioural indicator you should determine whether the evidence is positive, negative or not present (i.e. No Observed). You should then assign an overall rating according to the balance of positive and negative evidence and using the scoring matrix above.

**Please follow the script on the following page to start the interview.**

**INTRODUCTION**

*The interview will last for approximately 30mins*

*We will be asking you questions from a set list to ensure that all candidates are asked the same questions and to ensure that the process is fair.*

*We have received and reviewed your application form so we are aware of your experience to date. For the interview we will be asking questions which cover a number of different competencies and behaviours that are required for the role. Some of the questions are competency-based questions; for these we will ask you to give us specific examples of situations you have experienced in the past that demonstrate key behaviours required to for the role. You can provide examples from previous work, academic or personal situations. We will also ask more general questions to examine your understanding of the role and your motivation for applying.*

*Throughout the interview, we will be taking notes to ensure we capture all the information you provide so please excuse us for not maintaining continuous eye contact.*

*If you can’t think of an answer to a question immediately, don’t worry, take a few minutes to think about it and we can always return to that question later in the interview if there’s time.*

*We may interrupt you if we feel that you are not giving us the specific information that we require, this is not meant to be rude it’s just to help focus your answers and ensure we capture the best examples and make best use of the allocated interview time.*

*Do you have any questions about the interview we are about to do?*

**COMPETENCY BASED QUESTIONS**

Introduce the competency-based section with a brief explanation that we are looking for specific examples of how the candidate has dealt with past situations, using both work and personal examples, if necessary. Please emphasise to the candidate to vary the examples that they offer during the interview.

**Identification Check**

**Please ask the candidate to show photographic identification**

**Can you please show us your photographic ID (tick which document is seen):**

Passport □ Driver’s License □ ***(no need to capture number)***

Passport No……………………………….

***\*\* Do not progress to interview if the candidate fails to provide suitable ID \*\****

**Mandatory Question:**

T**his role requires you to maintain accurate computerised records using integrated software applications (*e.g.) Patient Management System)*. How would you describe your keyboard skills with regards to this?**

Note Candidate Answer Below

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Suitability for role**  Has realistic expectations of the Call Operator role and working environment. Has considered how suitable they would be. |
| **Why do you want to work for NHS24 and what attracts you to the Dental Hub Administrators role?**   * What is your understanding of what NHS 24 does? * What are your thoughts about working at NHS 24? * What do you think you would enjoy about the role? * What do you think would be most challenging about the role? |
| **Evidence:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Awareness of NHS 24** | | | | | |
| **🗸** | **Negative Indicators** | | **Positive Indicators** | **🗸** | **NE** |
|  | Struggles to articulate what attracts them to this role and why they have applied for it. | | Articulates what attracts them to this role. It’s clear why they want to this job (even if this reflects what’s in the advert/temp post) |  |  |
|  | Has not considered or has unrealistic understanding of NHS 24 as a service e.g. role of organisation, variety of calls and types of callers. Offers little evidence of u/s of NHS 24 and/or has not read the Job Pack | | Shows some awareness of NHS 24 (does not have to be Dental specific) as a service e.g. role of organisation, variety of calls and types of callers. Has knowledge of service / has read the Job Pack. |  |  |
|  | Lacks enthusiasm or is apprehensive for working in this type of environment | | Is enthusiastic and is positive about working in this type of environment. |  |  |
|  | Fails to articulate what they would enjoy about this job | | Can articulate what aspects of the role they think they would enjoy |  |  |
|  | Fails to recognise any potential challenges and reasons given are unrealistic and do not reflect the challenging nature of the role. Or is concerned about own ability to do the job without extensive support | | Does acknowledge that some aspects may be challenging, but with reasonable levels of support would overcome |  |  |
| **Rating Scale / Selection** | | | | | |
| **Not observed (N/O** | | Where a competency/value is **not** observed or is only dealt with in passing. An example being providing a one sentence statement e.g. “I possess excellent communication skills” with no elaboration. | |  | |
| **1: Doubtful** | | Where evidence indicates that the individual demonstrates **few** elements of the competency/value, indicating a strong development need; and where insufficient evidence or information is provided. Applicants may deal with the competency/value but provide either no firm evidence or examples, or they provide no depth to show how they applied it in practice e.g. “I have to organise meetings on a regular basis, and I would obviously not be able to do this without exceptional organisational and planning skills” | |  | |
| **2: Good** | | Where evidence indicates that the individual demonstrates **some** elements of the competency/value, but may benefit from some development. Sufficient information is provided to give the panel a reasonable grasp of the applicant’s competence/values; through relevant examples(s) or evidence which explain what actions they took and how they applied the competency/value, ideally with an indicator of success. | |  | |
| **3: Very Good** | | Where evidence indicates that the individual demonstrates **most** aspects of the competency/value to a good level: some potential for development. Building on the above but with more breadth and depth to the information and evidence provided. The panel should be left in no doubt that the applicant possesses and uses the competency/value. There should be a quality to the evidence that shows variety in the application of the competency/value and some sophistication in their approach. | |  | |
| **4: Outstanding** | | Where evidence indicates that the individual demonstrates all aspects of the competency/value **to a consistently high level**. As above but covering all aspects of the competency/value, along with more detailed example(s) that are very relevant and demonstrate real depth, breadth and sophistication in their approach. | |  | |
| **Summary of Evidence** | | | | | |
| **Please ensure the indicators above are ticked, and your written notes below document clearly and concisely why the candidate has achieved the above score):** | | | | | |
|  | | | | | |
| **Customer Focus**  Builds relationship with caller and offers the caller the best possible service to meet their needs. | | | | | |
| **Tell me about a time when you helped someone else. What did you do?**   * Why was this necessary? * What did you consider when thinking about how best you could help * Did you need any assistance to do this * If you were faced with the same situation again, would you do anything different? | | | | | |
| **Evidence:** | | | | | |
| **Customer Focus** | | | | | |
| **🗸** | **Negative Indicators** | | **Positive Indicators** | **🗸** | **NE** |
|  | Does not think about the person they are talking to. Felt obliged to help | | Treats everyone as an individual e.g. shows a genuine interest and eager to help |  |  |
|  | Sounds like they do not care or fails to understand. Rushes others and/or gets frustrated. Takes confrontation personally | | Shows understanding and/or empathy. Has patient approach and withstands confrontation |  |  |
|  | Overly confident and does not acknowledge the benefits of reflection. | | Takes time to reflect and consider how well the managed the situation. Considers what they learned about the experience |  |  |
|  | Makes rash decisions and does not take time to consider if support is needed or would be more helpful | | Escalates and/or seeks support if required. |  |  |
|  | Shirks responsibility and is impulsive to act regardless of the consequences | | Takes ownership for the situation and considers how best to achieve the best outcome |  |  |
| **Rating Scale / Selection** | | | | | |
| **Not observed (N/O** | | Where a competency/value is **not** observed or is only dealt with in passing. An example being providing a one sentence statement e.g. “I possess excellent communication skills” with no elaboration. | |  | |
| **1: Doubtful** | | Where evidence indicates that the individual demonstrates **few** elements of the competency/value, indicating a strong development need; and where insufficient evidence or information is provided. Applicants may deal with the competency/value but provide either no firm evidence or examples, or they provide no depth to show how they applied it in practice e.g. “I have to organise meetings on a regular basis, and I would obviously not be able to do this without exceptional organisational and planning skills” | |  | |
| **2: Good** | | Where evidence indicates that the individual demonstrates **some** elements of the competency/value, but may benefit from some development. Sufficient information is provided to give the panel a reasonable grasp of the applicant’s competence/values; through relevant examples(s) or evidence which explain what actions they took and how they applied the competency/value, ideally with an indicator of success. | |  | |
| **3: Very Good** | | Where evidence indicates that the individual demonstrates **most** aspects of the competency/value to a good level: some potential for development. Building on the above but with more breadth and depth to the information and evidence provided. The panel should be left in no doubt that the applicant possesses and uses the competency/value. There should be a quality to the evidence that shows variety in the application of the competency/value and some sophistication in their approach. | |  | |
| **4: Outstanding** | | Where evidence indicates that the individual demonstrates all aspects of the competency/value **to a consistently high level**. As above but covering all aspects of the competency/value, along with more detailed example(s) that are very relevant and demonstrate real depth, breadth and sophistication in their approach. | |  | |
| **Summary of Evidence** | | | | | |
| **Please ensure the indicators above are ticked, and your written notes below document clearly and concisely why the candidate has achieved the above score):** | | | | | |
| **Work Standards**  Maintains and promotes high personal standards; follows required procedures and policies.Ensures work is completed accurately and efficiently. Identifies irregularities. Takes responsibility to develop skills and knowledge | | | | | |
| **It is essential that a Dental Hub Administrator follows the organisational processes. Tell me about a time when you had to follow a process, guidelines or a set of instructions to complete a task.**   * What were the guidelines * Why did you need to adhere to this process? * What was the outcome? * How did you keep up to date with changes to the process | | | | | |
| **Evidence:** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Work Standards** | | | | | |
| **🗸** | **Negative Indicators** | | **Positive Indicators** | **🗸** | **NE** |
|  | No evidence of adhering to an instruction, guidelines or process and/or unable to explain that the correct instruction/guide/process was selected | | Provides evidence of having adhered to an instruction, guideline or process and provides evidence that the selected one was the correct one to follow |  |  |
|  | Fails to articulate why adherence was essential and/or does not explain the consequences / impact of non-adherence | | Explains the importance of adherence and the consequences/impact of non-adherence |  |  |
|  | Is unable to evidence keeping up to date with changes to instruction/guides/process or expected ways of working | | Pro-active approach to keeping up to date with changes to instruction/guides/process or expected ways of working |  |  |
|  | Little evidence demonstrated of ability to deal with attention to detail or being able to follow instructions | | Ability to work with detail and within set guidelines and or follow instruction |  |  |
|  | Does little to seek clarity on task or expectations. Does not escalate | | Seeks clarity on process or required actions. Escalates when required |  |  |
| **Rating Scale / Selection** | | | | | |
| **Not observed (N/O** | | Where a competency/value is **not** observed or is only dealt with in passing. An example being providing a one sentence statement e.g. “I possess excellent communication skills” with no elaboration. | |  | |
| **1: Doubtful** | | Where evidence indicates that the individual demonstrates **few** elements of the competency/value, indicating a strong development need; and where insufficient evidence or information is provided. Applicants may deal with the competency/value but provide either no firm evidence or examples, or they provide no depth to show how they applied it in practice e.g. “I have to organise meetings on a regular basis, and I would obviously not be able to do this without exceptional organisational and planning skills” | |  | |
| **2: Good** | | Where evidence indicates that the individual demonstrates **some** elements of the competency/value, but may benefit from some development. Sufficient information is provided to give the panel a reasonable grasp of the applicant’s competence/values; through relevant examples(s) or evidence which explain what actions they took and how they applied the competency/value, ideally with an indicator of success. | |  | |
| **3: Very Good** | | Where evidence indicates that the individual demonstrates **most** aspects of the competency/value to a good level: some potential for development. Building on the above but with more breadth and depth to the information and evidence provided. The panel should be left in no doubt that the applicant possesses and uses the competency/value. There should be a quality to the evidence that shows variety in the application of the competency/value and some sophistication in their approach. | |  | |
| **4: Outstanding** | | Where evidence indicates that the individual demonstrates all aspects of the competency/value **to a consistently high level**. As above but covering all aspects of the competency/value, along with more detailed example(s) that are very relevant and demonstrate real depth, breadth and sophistication in their approach. | |  | |
| **Summary of Evidence** | | | | | |
| **Please ensure the indicators above are ticked, and your written notes below document clearly and concisely why the candidate has achieved the above score):** | | | | | |
| **Teamwork**  Fits in with the team, develops effective and supportive relationships with colleagues, is considerate towards them and creates a sense of team spirit. | | | | | |
| 1. **Tell me about a time when you have worked with others to deliver a shared objective / project / task? Start by telling me what you were trying to achieve & what your role was within the team**  * What support did you give to others? * What difficulties did you encounter, what did you do to overcome these? * What was the outcome? | | | | | |
| **Evidence:** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teamwork** | | | | | |
|  | **Negative Indicators** | | **Positive Indicators** | **🗸** | **NE** |
|  | No evidence of a shared objective and/or what own specific contribution was | | Can demonstrate a shared objective but is clear of own specific task/contribution |  |  |
|  | Little evidence of any difficulties or challenges suggesting an easily achievable task | | Is able to acknowledge some difficulties and the challenges faced by self/others |  |  |
|  | Little evidence of offering to help others/do more than expected | | Is pro-active in offering support and/or ideas to help team and others |  |  |
|  | Does not attempt to seek support or advice from others, including peers | | Will escalate or seek further support if required, including input from their peers |  |  |
|  | Lacks sympathy and/or ignores the feelings of others and focusses mainly on achieving the objective, regardless of the feelings of others | | Is sympathetic to the situation and the feelings of others but remains focussed on achieving the shared objective |  |  |
| **Rating Scale / Selection** | | | | | |
| **Not observed (N/O** | | Where a competency/value is **not** observed or is only dealt with in passing. An example being providing a one sentence statement e.g. “I possess excellent communication skills” with no elaboration. | |  | |
| **1: Doubtful** | | Where evidence indicates that the individual demonstrates **few** elements of the competency/value, indicating a strong development need; and where insufficient evidence or information is provided. Applicants may deal with the competency/value but provide either no firm evidence or examples, or they provide no depth to show how they applied it in practice e.g. “I have to organise meetings on a regular basis, and I would obviously not be able to do this without exceptional organisational and planning skills” | |  | |
| **2: Good** | | Where evidence indicates that the individual demonstrates **some** elements of the competency/value, but may benefit from some development. Sufficient information is provided to give the panel a reasonable grasp of the applicant’s competence/values; through relevant examples(s) or evidence which explain what actions they took and how they applied the competency/value, ideally with an indicator of success. | |  | |
| **3: Very Good** | | Where evidence indicates that the individual demonstrates **most** aspects of the competency/value to a good level: some potential for development. Building on the above but with more breadth and depth to the information and evidence provided. The panel should be left in no doubt that the applicant possesses and uses the competency/value. There should be a quality to the evidence that shows variety in the application of the competency/value and some sophistication in their approach. | |  | |
| **4: Outstanding** | | Where evidence indicates that the individual demonstrates all aspects of the competency/value **to a consistently high level**. As above but covering all aspects of the competency/value, along with more detailed example(s) that are very relevant and demonstrate real depth, breadth and sophistication in their approach. | |  | |
| **Summary of Evidence** | | | | | |
| **Please ensure the indicators above are ticked, and your written notes below document clearly and concisely why the candidate has achieved the above score):** | | | | | |

**TRAINING**

A 2 week training programme will be provided, however, actual dates of the training schedule will be discussed and agreed with each candidate, at the point of offer

Emphasis These 2 Points

* There is no annual leave allowed during training
* Candidates are required to pass Core Induction training to secure a permanent position

Please tick to confirm you have communicated the above to the candidate

Yes

**CANDIDATE SPECIFIC QUESTIONS:**

Let the candidate know that you have now finished the competence based questions but you know want to clarify a few things from their application form (Please record what you ask as well as the response)'

If you have no further questions, please move onto the next section:

**Question 1**

Response:

**Question 2**

Response

Let the candidate know that you have now finished your questions but you want to confirm the following:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vacancy Candidate Applying for:** | | | | | Call Operator | | | |
| **Number of hours the candidate is applying for:** | | | | | | | | |
| 24 hours – 6/8 weekends | | | | |  | | | |
| 24 hours – 6/8 weekends (Nightshift Only) | | | | |  | | | |
| 18 hours – 6/8 weekends | | | | |  | | | |
| **east** |  |  |  | **Lumina** | |  |  |  |

**ADDITIONAL CANDIDATE INFORMATION:** (Check each box to confirm information shared with candidate)

|  |  |
| --- | --- |
| * Successful candidates will be contacted and informed with the next 7-10 days. |  |
| * If successful, they will receive their **ACTUAL** rota, by email. Ask they review as and confirm they can commit to this, as these are not negotiable. |  |
| ALL ADDITIONAL INFORMATION REGARDING SHIFT, WEEKEND AND PUBLIC HOLIDAY WORKING HAS ALREADY BEEN PROVIDED TO THE CANDIDATE IN THE JOB PACK, THEREFORE PLEASE REMIND THE CANDIDATE TO READ THIS:   * NHS 24 is predominately an out of hours service requiring all to work weekends and Public Holidays Information regarding shift working is contained within the Job Pack provided therefore can I remind you to read this so that you fully understand the requirements of this role |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Communication**  Communicates in a clear and concise manner. Uses confident language. Listens carefully to others and adapts own style to meet others’ needs. | | | | | |
| **🗸** | **Negative Indicators** | | **Positive Indicators** | **🗸** | **NE** |
|  | Allows prolonged silences during conversation. | | Speaks fluently and keeps the conversation going. |  |  |
|  | Sounds hesitant and unsure. Uses vague language, e.g. ‘I’m not sure’, ‘possibly’. | | Sounds confident and in control. Uses positive, definite language, e.g. ‘yes’, ‘I can do this’. |  |  |
|  | Waffles, gives long winded explanations or is too concise – limited explanations without prompting. | | Communicates clearly and concisely. |  |  |
|  | Speaks too quickly or at too leisurely a pace. | | Appropriate pace of speech. |  |  |
|  | Is rude, unprofessional or patronising. Uses inappropriate language, e.g. slang / colloquialisms | | Remains professional and polite at all times, e.g. uses ‘please’, ‘thank you’ etc. |  |  |
|  | Voice is monotone with no evidence of enthusiasm/interest. | | Pleasant, friendly and interested tone of voice. |  |  |
|  | Fails to acknowledge what has been said or requires repetition of questions/too much prompting. | | Demonstrates active listening skills, e.g. verbal nods and responds appropriately to questions posed. |  |  |
| **Rating Scale / Selection** | | | | | |
| **Not observed (N/O** | | Where a competency/value is **not** observed or is only dealt with in passing. An example being providing a one-sentence statement e.g., “I possess excellent communication skills” with no elaboration. | |  | |
| **1: Doubtful** | | Where evidence indicates that the individual demonstrates **few** elements of the competency/value, indicating a strong development need; and where insufficient evidence or information is provided. Applicants may deal with the competency/value but provide either no firm evidence or examples, or they provide no depth to show how they applied it in practice e.g. “I have to organise meetings on a regular basis, and I would obviously not be able to do this without exceptional organisational and planning skills” | |  | |
| **2: Good** | | Where evidence indicates that the individual demonstrates **some** elements of the competency/value, but may benefit from some development. Sufficient information is provided to give the panel a reasonable grasp of the applicant’s competence/values; through relevant examples(s) or evidence that explain what actions they took and how they applied the competency/value, ideally with an indicator of success. | |  | |
| **3: Very Good** | | Where evidence indicates that the individual demonstrates **most** aspects of the competency/value to a good level: some potential for development. Building on the above but with more breadth and depth to the information and evidence provided. The panel should be left in no doubt that, the applicant possesses and uses the competency/value. There should be a quality to the evidence that shows variety in the application of the competency/value and some sophistication in their approach. | |  | |
| **4: Outstanding** | | Where evidence indicates that the individual demonstrates all aspects of the competency/value **to a consistently high level**. As above but covering all aspects of the competency/value, along with more detailed example(s) that are very relevant and demonstrate real depth, breadth and sophistication in their approach. | |  | |
| **Summary of Evidence** | | | | | |
| **Please ensure the indicators above are ticked, and your written notes below document clearly and concisely why the candidate has achieved the above score):** | | | | | |

**INTERVIEWER COMMENTS**

**Please record an accurate overall summary of the interview. These notes will be provided to the candidate as part of their feedback. If the candidate has failed, please ensure you complete both parts to help provide constructive feedback:**

|  |  |  |  |
| --- | --- | --- | --- |
| **What went well:** | | | |
| **Areas Requiring Development:** | | | |
| **Interviewer 1 Name** (Print)**:** |  | |
| **Signature:** |  | |
| **Date:** |  |
|  |  | |
| **Interviewer 2 Name** (Print)**:** |  | |
| **Signature:** |  | |
| **Date:** |  |