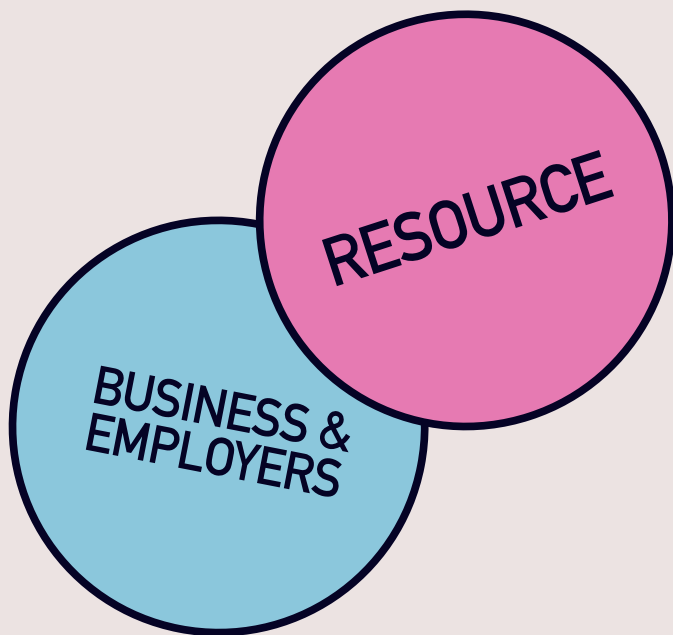


Good Growth Hub's Guide to Interviews




This document brings together the Good Growth Hub team's advice and guidance on creating accessible and inclusive conditions for interviewing for entry-level roles.

The guide is designed to be applicable across the creative, cultural and digital sectors and draws upon research, reports and our direct experience of supporting employers and employees.

The aim of the guide is to seek, accommodate, support and celebrate difference. Talent is everywhere and it is transferrable and adaptable.



 www.goodgrowthhub.org.uk

 [@goodgrowthhub](https://www.instagram.com/goodgrowthhub)

 www.anewdirection.org.uk

 [@A_New_Direction](https://www.instagram.com/A_New_Direction)





1. Tell the candidate who's on the panel

Where possible, please provide information on who will be on the interview panel, as well as their job titles. A contact number is also helpful should they have further questions, or are unable to log on to zoom or teams, if you're holding the interview online.

2. Ask their needs

Check with all candidates if they have any specific needs or requirements at this stage. Where possible, these should be listed out with an option for people to state anything else.

Make plans to accommodate any specific needs or requirements identified. Notify applicant(s) of the arrangements relating to their specific needs or requirements.

3. Let the panel know

Ensure selection panel members are briefed on appropriate interview practices and any reasonable adjustments that have been requested.

4. Prep the Qs

Prepare questions (see our suggested guidelines) related to the inherent requirements of the role.

5. Guide the candidate

Explain that candidates can use examples from either paid work experience, voluntary or self-initiated projects.

6. Be consistent

Ensure all candidates will be asked the same questions about their ability to meet the requirements and you have the tools in place in order to keep consistent records of questions and answers. (we have included a template scoring card here).

7. Keep the panel contained

Where possible ensure the interview panel is no more than 3 individuals and mixture of gender, ethnic background, level (e.g. junior and more senior staff).

1. Firstly, ask all candidates if they have any access requirements for interview. Some people will not know exactly what this means, so it can be helpful to give a suggestion, e.g if they would like any adjustments to be made to the format of the interview, be provided with questions in advance etc.

2. Some candidates may flag that they have a learning difficulty, but phrase it in any of a number of ways. It is important not to react to information about an impairment by making assumptions. If someone says they are on the autistic spectrum, don't base interview adjustments on how you *think* you ought to act – instead, ask the candidate what you can do to make the interview process work best for them (based on their own experience). It is tempting to fixate on the condition and start googling it or asking around to make things work.

Only the candidate will know what works best for them.

3. They may suggest, for example, phrasing questions in a way so that they are detailed closed questions, not open. E.g. Can you give an example of a time when you supported the running of an event? What tasks did you do during the event? What skills did you use to make it run smoothly? Instead of – 'tell us about your event experience'.

4. Some candidates with a hearing impairment or learning difficulties might benefit from being able to read the questions prior to the interview, so they are not left guessing what certain words mean (in the case of a hearing-impaired person who is not using an interpreter or other support, this can be common need for people who describe themselves as hard of hearing).

5. Some candidates with a hearing impairment may need a sign language interpreter or note taker. Organisations like terptree <https://terptree.co.uk> can provide advice and supply qualified personnel, however they may need a few weeks' notice.

PRE-INTERVIEW
COMMUNICATION

CONDITIONS TO
CONSIDER





SETTING, FACILITIES & ROOM ADJUSTMENTS

1. If conducting in person, ensure candidates have drinking water and are informed where toilets and other facilities are.
2. Ensure facilities are wheelchair accessible and step free where possible as this may benefit any number of people involved.
3. If interviewing remotely, ensure all candidates have access to a laptop if you are expecting them to share screen or present anything as part of the interview.
4. Interviews should be held in relaxed (not necessarily informal) settings, avoiding a sense of confrontation; consider only involving necessary people who have interview experience. Whether in real life, or online, environments should be calm, without visual or noise distractions.
5. If candidates have a visual impairment, consider the lighting so they can see the faces of those addressing them, or adjust seating to suit light sensitivity issues.
6. If candidates have a hearing impairment, lighting can be equally important in case they are lip reading people to some degree. Panellists should avoid talking over each other, and speak clearly, avoid rustling papers. Avoid bright or distracting backgrounds.

1. Remember to be guided by the candidate, double checking where there is doubt. When any access requirements are settled, do not focus on them during the interview.

2. Avoid extensive use of acronyms or specialist language,

3. If there is an awareness that there may be some communication barrier, panellists should check that candidates understand each interview question they are being asked. One way to do that is to state at the start that 'it is entirely fine to ask for questions to be repeated'. This is probably good communication practice generally.

4. If panellists are unsure about something which has been thrown up during the interview, around capabilities or perceptions of this, you can make a note and consult us at the Good Growth Hub. It is important that we don't start from the perspective of assuming disabled candidates can't do certain things: there may well be workarounds that suit all involved.

5. Suggested Interview Questions are questions have been drawn up to assess whether candidates meet the general person specification, have the right attitude for the traineeship in question or more widely their participation in any employment or skills programme. We suggest that interviewers ask a balance of competency based questions, which draw upon previous examples of work or education, as well as questions that give the applicant an opportunity to demonstrate how the programme will benefit them in their professional development (where they may not necessarily have prior experience).



DURING THE INTERVIEW

These are suggested examples, of which you are welcome to pick and choose or adapt based on your organisational interview practice.



1. Tell us about why you would like to take part in this programme?

Candidates should display detailed research of the programme, including both its overall aims and objectives, the range of roles, as well as the training and professional development opportunities (monthly workshops, training and careers support)

2. How did you reach the decision that you'd like to complete a traineeship at [our organisation]?

Candidate's answers should encompass analysis of your organisation, attributes of the specific role and how their skills and knowledge, or their professional development interests, compliment this. With a specific focus on why they need this specific opportunity itself, rather than a regular entry-level role that is not tied to a supported traineeship. This is important to avoid simply hiring 'the most skilled person'. In terms of competencies, this will assess their awareness, passion and ability to make well-informed and timely decision about their career and professional development, and that they perceive the impact and implication of decisions they make.

3. Having looked at our organisations' work, what excites you about working with us in the next year?

Candidates should demonstrate clear research in to your organisation's programme and/or activities and show enthusiasm for the role.

4. What skills would you like to develop as part of this *traineeship* to help you in your further career?

Candidates' answers should again touch upon attributes of the role and programme. They should also demonstrate self-awareness, and an ability to predict what they may need to equip them going forward in their career.

5. This role has a focus on the following skills development [INSERT SKILLSET] give an example of a time when you've used this skill previously.



6. Give an example of a challenge you faced in the workplace, or in education, and how you overcame it.

If candidates are entering the workplace direct from school, college or university, this question will be geared towards either their academic experiences, or self-initiated projects. This answer question may also assess candidates' adaptability and gauge the constructiveness of their approach towards gaps of knowledge, skill or resources as well as conflict, tension and differences of opinion. An ideal answer to this question might demonstrate a number of points on the person specification including, but not limited to: their ability to work in a team, display their motivation and commitment to work, problem solving abilities and their attention to detail.

7. Tell me about a time your communication skills improved a situation [insert specific type of communication according to role]

Candidates will be assessed on their abilities to communicate effectively and sensitively and should use an appropriate work or education related example highlighting excellent listening skills as well as verbal and/or written communication skills.

8. Give an example of a time you identified a new approach to a problem

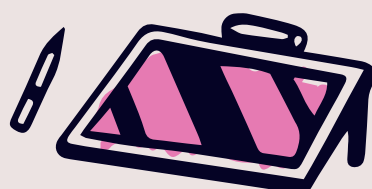
This question is a test of candidates' analytical skills. Examples may illustrate key skills such as analysis, problem solving, innovation and practicality. Other work-based examples may demonstrate their budgeting and organisational skills, amongst others.

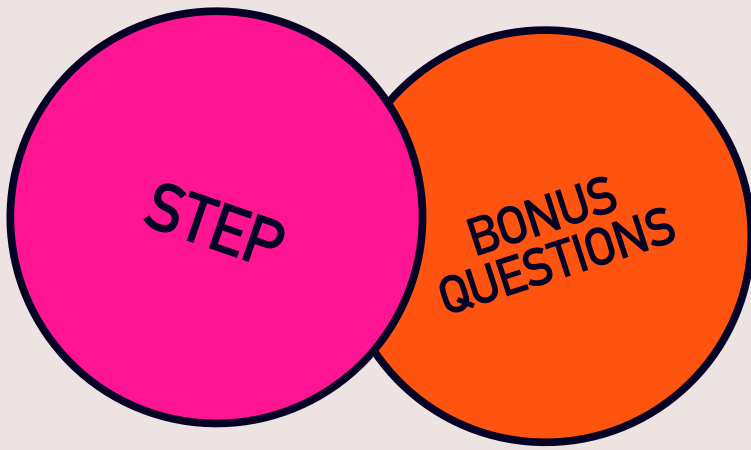
9. When did you work hardest and feel greatest achievement?

Candidates may use this question to further highlight the examples already mentioned. A question of this nature is geared towards assessing their motivational competencies, such as enthusiasm, focus and initiative.

10. How do you cope in adverse circumstances?

This question is designed to assess candidates' coping mechanisms and whether they have the ability to learn and progress from adversity.





11. What skills, knowledge or mindsets would you like to develop as part of STEP and how do you see this supporting you in your long-term goals?


Candidates' answers should touch upon attributes of the traineeship and programme. They should also demonstrate self-awareness and an ability to predict what they may need to equip them going forward in their career.

12. What's your interest and experience in working with a range of people, within east London?

This question, if relevant to the role, is designed to draw on candidates' experience and knowledge of growing up and living in east London. Candidates' answers should outline their interests and experience of working with a range of people, groups and/or organisations within their local community.



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