



Success Profiles - Candidate Guide

This guide offers helpful advice on how to apply for our jobs and explains the recruitment framework we use.

At the Police Investigations and Review Commissioner (PIRC), we use a recruitment framework called 'Success Profiles', which is also used across the Civil Service.

This guide aims to help candidates understand our application process and what to expect when applying for roles in our organisation.

Our recruitment framework: Success Profiles

At the PIRC we use a recruitment framework called 'Success Profiles'.

The Success Profile framework is a flexible system which assesses candidates against a range of elements using a variety of selection methods. This gives us the best possible chance of finding the right person for the job, driving up performance and improving diversity and inclusivity within our organisation.

We assess three key elements to identify the best candidate for the role, these are:

- Behaviours
- Experience
- Technical

Not all elements are relevant to every role, so individual jobs will include a specific mix of elements to be assessed based on the requirements of the position.

This guide provides further information on each of the elements assessed including the level relating to the grade of the position.

Behaviours

Behaviours are the actions and activities that people demonstrate which result in effective performance in a job. Behaviours are not role-specific and can be applied to different roles and contexts.

It is important to remember that recruiting managers will choose a selection of behaviours which are best suited to the specific job. You will not be asked to demonstrate all of the Behaviours for one role.

Examples of the Behaviours are designed to give an overview of what is expected of individuals at each level. There is no expectation that all individuals will need to demonstrate every part of each example to be successful

Why we assess Behaviours

When looking at Behaviours, we want to get an understanding of the actions and activities that you have done (or would do) that result in effective performance in a particular job.

As Behaviours can be observed and measured, they can help us to predict what your performance in the role could be.

Read the job advert carefully to see which behaviours are required for the job you are applying for.

How we assess Behaviours

Behaviours can be assessed in a number of ways and at various stages of the recruitment process. Some examples are listed below:

- your Supporting Statement in application for the role
- an interview
- assessments such as role play, presentation, analysis exercise, or judgement tests

Giving examples and evidence

You are likely to be asked for an example of when you have demonstrated a particular behaviour. You can use examples from work or somewhere else such as:

- work experience
- volunteering or in connection with a hobby
- academia

Situational judgement tests

In some cases, you may be asked how you would behave in a given situation, for example by using situational judgement tests or through situational interview questions.

Behaviours may be assessed alongside other elements of the Success Profile to get a more rounded picture of your suitability for the role. The job description will outline the elements required for the role and the selection method(s) that will be used.

Behaviour definitions

Seeing the big picture

Understand how your role fits with and supports organisational objectives. Recognise the wider organisation priorities and ensure work is in the national interest.

Changing and improving

Seek out opportunities to create effective change and suggest innovative ideas for improvement. Review ways of working, including seeking and providing feedback.

Making effective decisions

Use evidence and knowledge to support accurate, expert decisions and advice. Carefully consider alternative options, implications and risks of decisions.

Leadership

Show pride and passion for public service. Create and engage others in delivering a shared vision. Value difference, diversity and inclusion, ensuring fairness and opportunity for all.

Communicating and influencing

Communicate purpose and direction with clarity, integrity and enthusiasm. Respect the needs, responses and opinions of others.

Working together

Form effective partnerships and relationships with people both internally and externally, from a range of diverse backgrounds, sharing information, resources and support.

Developing self and others

Focus on continuous learning and development for self, others and the organisation as a whole.

Managing a quality service

Deliver service objectives with professional excellence, expertise and efficiency, taking account of diverse customer needs.

Delivering at pace

Take responsibility for delivering timely and quality results with focus and drive.

Level 1 – grades A3 and A4

These examples of Behaviours give an overview of what we expect at A3 and A4 level:

Seeing the big picture

Examples of seeing the big picture at A3 and A4 grade are when you:

- understand what your responsibilities are and how these contribute to the priorities of your team

- consider the varied impact your work could have on individuals with different needs and from other backgrounds
- gather information from both inside and outside of the organisation to inform your area of work

Changing and improving

Examples of changing and improving at A3 and A4 grade are when you:

- review ways of working and suggest improvements, including how to make full use of new digital technologies
- learn new procedures and help colleagues to do the same
- query any issues that arise from changes in a suitable way
- respond in an effective and appropriate manner when emergencies arise

Making effective decisions

Examples of making effective decisions at A3 and A4 grade are when you:

- use guidance, analyse relevant information and ask colleagues for input to support decision making
- identify and deal with any errors or gaps in information before making a decision
- consider the diverse needs of those affected by decisions and how it will impact them
- provide advice and feedback to support others in making accurate decisions
- ask others to clarify decisions when confused and query any issues that arise constructively

Leadership

Examples of leadership at A3 and A4 grade are when you:

- show enthusiasm for your work and take personal accountability for your role
- demonstrate responsibility for your own objectives
- act in a fair, inclusive and respectful way when dealing with others
- be considerate and understanding of other people's points of view
- understand and support the objectives of the wider team
- demonstrate consideration of the wider consequences of own actions

Communicating and influencing

Examples of communicating and influencing at A3 and A4 grade are when you:

- put forward your views in a clear, constructive and considerate manner
- use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs
- use plain and simple language, being careful to check written work for errors
- consider the impact of language used on different groups of stakeholders
- remain honest and truthful when explaining opinions

- listen and ask questions to ensure your understanding

Working together

Examples of working together at A3 and A4 grade are when you:

- proactively contribute to the work of the whole team and remain open to taking on new and different roles
- get to know your colleagues and build supportive relationships
- listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary
- ask for help when needed and support others when the opportunity arises
- are aware of the need to consider your own wellbeing and that of your colleagues
- understand that bullying, harassment and discrimination are unacceptable

Developing self and others

Examples of developing yourself and others at A3 and A4 grade are when you:

- identify gaps in your skills and knowledge and make plans of how to develop these
- take time to achieve development objectives
- listen to and act on feedback from colleagues to find areas you can develop
- share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team

Managing a quality service

Examples of managing a quality service at A3 and A4 grade are when you:

- gain a clear understanding of customers' needs and expectations
- plan, organise and manage your own time to deliver a high quality service which gives taxpayers a good return for their money
- act to prevent problems by identifying issues, reporting them and providing solutions
- keep customers and all colleagues up to date with progress
- show customers where to access relevant information and support that will help them to use services more effectively

Delivering at pace

Examples of delivering at pace at A3 and A4 grade are when you:

- always work with focus and pace to get the job done on time and to a high standard
- follow the relevant policies, procedures and rules that apply to the job
- use own knowledge and expertise to organise work
- keep focused on delivery and take responsibility for the quality of work produced
- keep a consistent level of personal performance

- keep managers and stakeholders updated on how work is progressing

Experience

Experience is the knowledge or mastery of a specific activity or subject gained through involvement in or exposure to it.

Experience required will relate directly to the role and examples could include 'experience of managing a budget' or 'experience of leading complex projects'.

Why we assess experience

When looking at your experience, we are looking for examples of things you have previously achieved or your knowledge in a particular field which is relevant to the job role.

We are not looking at how much time you have served in a particular field, but rather how you performed.

Sometimes experience can be transferable from a non-work context. Skills gained through voluntary work or a hobby, such as teamwork or communication, can demonstrate the experience required for the role.

How we assess experience

We will be looking at your experience, career history and achievements that are relevant to the specific job role.

Some of the assessment methods which may be used to understand your experience include:

- the application form
- your CV
- an interview/assessment

Your experience may be assessed alongside other elements of the Success Profile to get a more rounded picture of your suitability for the role. The job advert will outline the elements required for the role and the selection method(s) that will be used.

Example interview questions

Example for Policy role

"Give us a recent example showing your ability to communicate a complex policy to the public or your team. How did you ensure it was understood clearly?"

Technical skills

The Technical element of the Success Profile is the demonstration of specific professional skills, knowledge or qualifications.

Qualifications

If a role requires a particular qualification or membership of a professional body, you may be asked to provide evidence of your qualification(s) or membership.

Your technical/professional skills may be assessed alongside other elements of the Success Profile to get a more rounded picture of your suitability for the role. The job description will outline the elements required for the role and the selection method(s) that will be used.

Why we assess Technical skills

The roles are sometimes specialised and you may be asked to show that you have specific skills, knowledge or qualifications to be successful.

An example of a specialised role is a Government Finance Officer, this may require candidates to have accountancy qualifications and knowledge of the way Finance is managed within Government.

How we assess Technical skills

Some professions have a professional framework. The frameworks are designed to assess the specific skills, qualifications and knowledge needed for that profession's roles.

The job advert will list any technical requirements you may need for the role. It will also explain which assessment method we will use. Some examples of these are:

- technical test
- job related simulation
- briefing or analysis exercise
- technical specific presentation
- interview question

Example interview questions

What key elements would you include in an effective communications strategy?
(Communications Profession)

Recruitment adjustments and guaranteed interview schemes

Requesting adjustments

We welcome and encourage applications from diverse candidates. and we fully support recruitment and workplace adjustments for anyone who needs them.

We are committed to ensuring that all applicants have the opportunity to perform at their best throughout our application process. We offer recruitment and workplace adjustments to anyone who needs them, and we also offer a guaranteed interview scheme for candidates with a disability and veterans.

Guaranteed interview schemes

We currently offer two guaranteed interview schemes aimed at helping candidates with a disability and veterans of our armed forces successfully navigate the recruitment process.

Disability Confident Scheme

PIRC is committed to the “Positive about Disabled People” scheme and we offer all candidates who consider themselves to have a disability and who meet all the selection criteria for the post, a guaranteed interview.

To take up the option of a guaranteed interview, candidates should tick the relevant option during the application process.

Under the terms of the scheme, candidates should consider themselves to have a disability in terms of the Equality Act 2010. Further guidance in relation to the meaning of disability is accessible on the Equality and Human Rights Commission website.

We will also consider and implement any adjustments to our standard recruitment processes to help applicants perform at their best.

Veterans Scheme

We also support the Veterans Scheme and offer a guaranteed interview for candidates who are veterans, who meet all the selection criteria. There is no maximum time limit from when veterans left the armed forces to be eligible for this initiative. This means that veterans can apply regardless of how long ago they served.