



## 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 Civil Service 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 4 – grades C1, C2 and C3**

These examples of Behaviours give an overview of what we expect at C1, C2 and C3 grades.

### **Seeing the big picture**

Examples of seeing the big picture at C1, C2 and C3 grade are when you:

- develop and maintain an understanding of economic, social, political, environmental and technological developments to ensure activity is relevant
- ensure plans and activities in your area of work reflect wider strategic priorities and communicate effectively with senior leaders to influence future strategies
- adopt a government wide perspective to ensure alignment of activity and policy
- bring together views, perspectives and diverse needs of stakeholders to gain a broader understanding of the issues surrounding policies and activities

### **Changing and improving**

Examples of changing and improving at C1, C2 and C3 grade are when you:

- encourage, recognise and share innovative ideas from a diverse range of colleagues and stakeholders
- give people space to take initiative and praise them for their creativity
- create an environment where people feel safe to challenge and know their voice will be heard
- make changes which add value and clearly articulate how changes will benefit the business
- understand and identify the role of technology in public service delivery and policy implementation
- consider the full impact of implementing changes on culture, structure, morale and the impacts on the diverse range of end users, including accessibility needs
- identify early signs that things are going wrong and respond promptly
- provide constructive challenge to senior management on change proposals

### **Making effective decisions**

Examples of making effective decisions at C1, C2 and C3 grade are when you:

- clarify your own understanding and stakeholder needs and expectations, before making decisions
- ensure decision making happens at the right level, not allowing unnecessary bureaucracy to hinder delivery
- encourage both innovative suggestions and challenge from others, to inform decision making
- analyse and accurately interpret data from various sources to support decisions
- find the best option by identifying positives, negatives, risks and implications
- present reasonable conclusions from a wide range of complex and sometimes incomplete evidence

- make decisions confidently even when details are unclear or if they prove to be unpopular

## **Leadership**

Examples of leadership at C1, C2 and C3 grade are when you:

- promote diversity, inclusion and equality of opportunity, respecting difference and external experience
- welcome and respond to views and challenges from others, despite any conflicting pressures to ignore or give in to them
- stand by, promote or defend own and team's actions and decisions where needed
- seek out shared interests beyond own area of responsibility, understanding the extent of the impact actions have on the organisation
- inspire and motivate teams to be fully engaged in their work and dedicated to their role

## **Communicating and influencing**

Examples of communicating and influencing at C1, C2 and C3 grade are when you:

- communicate with others in a clear, honest and enthusiastic way in order to build trust
- explain complex issues in a way that is easy to understand
- take into account people's individual needs
- deliver difficult messages with clarity and sensitivity, being persuasive when required
- consider the impact of the language used
- remain open-minded and impartial in discussions, whilst respecting the diverse interests and opinions of others
- introduce different methods for communication, including making the most of digital resources whilst getting value for money
- monitor the effectiveness of own and team communications and take action to improve where necessary

## **Working together**

Examples of working together at C1, C2 and C3 grade are when you:

- actively build and maintain a network of colleagues and contacts to achieve progress on shared objectives
- challenge assumptions while being willing to compromise if beneficial to progress
- build strong interpersonal relationships and show genuine care for colleagues
- ensure consideration and support for the wellbeing of yourself and individuals throughout the team
- understand the varying needs of the team to ensure they are supported and their experiences are utilised

- create an inclusive working environment where all opinions and challenges are taken into account and bullying, harassment and discrimination are unacceptable
- remain available and approachable to all colleagues and be receptive to new ideas

### **Developing self and others**

Examples of developing yourself and others at C1, C2 and C3 grade are when you:

- prioritise and role-model continuous self-learning and development
- identify areas individuals and teams need to develop in order to achieve future objectives
- support colleagues to take responsibility for their own learning and development
- ensure that development opportunities are available for all individuals regardless of their background or desire to achieve promotion
- ensure individuals take full advantage of learning and development opportunities available to them, including workplace based learning
- encourage discussions within and between teams to learn from each other's experiences and change organisational plans and processes accordingly

### **Managing a quality service**

Examples of managing a quality service at C1, C2 and C3 grade are when you:

- demonstrate positive customer service by understanding the complexity and diversity of customer needs and expectations
- provide a high quality, efficient and cost effective service by considering a broad range of methods for delivery
- ensure full consideration of new technologies, accessibility and costings
- make clear, practical and manageable plans for service delivery
- ensure adherence to legal, regulatory and security requirements in service delivery
- proactively manage risks and identify solutions
- establish how the business area compares to industry best practice
- create regular opportunities for colleagues, stakeholders, delivery partners and customers to help improve the quality of service

### **Delivering at pace**

Examples of delivering at pace at C1, C2 and C3 grades are when you:

- ensure everyone clearly understands and owns their roles, responsibilities and business priorities
- give honest, motivating and enthusiastic messages about priorities, objectives and expectations to get the best out of people
- comply with legal, regulatory and security requirements in service delivery
- set out clear processes and standards for managing performance at all levels

- ensure delivery of timely quality outcomes, through providing the right resources to do the job, reviewing and adjusting performance expectations and rewarding success
- maintain own levels of performance in challenging circumstances and encourage others to do the same

## **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 within Professions 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.