

Qualifications, experience and standards required of additional inspectors undertaking inspections on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills

Under Schedule 12, Part 2, paragraph 12 (3) (a) and (b) of the Education and Inspections Act 2006,

Her Majesty's Chief Inspector is required to publish:

- (a) the qualifications or experience (or both) that are to be required of additional inspectors provided under ISP¹ arrangements, and
- (b) the standards that such additional inspectors are to be required to meet in the exercise of their functions and the skills that they are to be required to demonstrate in the exercise of those functions.

These are detailed as follows:

1. Introduction

- 1.1 Inspectors who undertake inspections for Ofsted, whether they are Her Majesty's Inspectors (HMI) or additional inspectors (AIs), should be highly competent and properly trained to use the relevant frameworks effectively, fairly and scrupulously. This will require them to possess a range of essential competencies before being trained in the use of specific frameworks in order that they can benefit fully from the training provided. Having undergone the necessary training, they will then need to demonstrate in their work that they are effective in applying their competencies to the roles they may undertake.
- 1.2 Inspectors may lead inspections or be team members. Inspectors will need to demonstrate specific competencies in both of these roles. This paper:
 - (a) defines in section A the qualifications and experience that AIs should possess in order to be considered suitably qualified to undertake inspections for Ofsted;

¹ Inspection service provider

- (b) defines in section B the essential competencies that AIs should possess before being accepted for training in the new frameworks;
- (c) defines in section B the essential competencies needed to lead an inspection;
- (d) specifies in section C the role and expectations of a team inspector after being trained in the new frameworks;
- (e) specifies in section D the role and expectations of a lead inspector after being trained in the new frameworks.

A. Qualifications and experience of inspectors

- 2.1 In order to be considered suitable to undertake inspections for Ofsted, inspectors must be fit and proper (see Annex 1), competent and effective.
- 2.2 An inspector will always have:
 - (a) In the case of inspectors undertaking inspections of schools subject to section 5 of the Education Act 2005, a relevant degree and/or teaching qualification;
 - (b) In the case of inspectors undertaking inspections of schools subject to section 5 of the Education Act 2005, a minimum of five years' successful teaching experience;
 - (c) credibility and up-to-date professional knowledge, for example of the remit, curriculum, recent developments in the sector, and statutory requirements (where appropriate) within the relevant area;
 - (d) competence in the use of IT; and
 - (e) a clear criminal records bureau check that is refreshed every three years.
- 2.3 An inspector will normally have:
 - (a) In the case of inspectors undertaking inspections other than those of schools subject to section 5 of the Education Act 2005, a relevant degree and/or equivalent professional qualification. For example, a teaching qualification, a degree, a relevant social care qualification, a relevant vocational and/or teaching qualification in further education (FE) or adult skills, and/or a leadership and management qualification;

- (b) appropriate occupational/industrial experience for inspectors of FE colleges, work-based learning and adult skills;
- (c) a minimum of five years' successful experience within the relevant setting, for example teaching, training, inspecting or advising;
- (d) a minimum of two years' successful and substantial management experience in the relevant area; and
- (e) a wide range of experience within the relevant area, for example in more than one institution.

B. Essential competencies of all inspectors

3.1 In order to be deemed ready for training in the new frameworks, all inspectors should already possess the basic knowledge, skills and abilities necessary to inspect effectively. They should be competent in their ability to:

- (a) gather, analyse and interpret relevant evidence;
- (b) make judgements that are objective, fair and based securely on evidence;
- (c) communicate clearly, convincingly and succinctly, both orally and in writing;
- (d) display high levels of professional conduct; and
- (e) lead others and manage their work effectively to achieve high quality outcomes.

Gather, analyse, and interpret relevant evidence

3.2 Inspectors must:

- (a) gather sufficient and appropriate evidence efficiently;
- (b) analyse information, including performance data, accurately;
- (c) interpret information to formulate sound hypotheses;
- (d) identify and pursue further sources of relevant evidence and test out assertions;
- (e) select evidence relevant to the criteria on which judgements are to be based; and

- (f) keep accurate and evaluative records of evidence that can withstand scrutiny and challenge, and which substantiates judgements.

Make judgements that are objective, fair and based securely on evidence

3.3 Inspectors must:

- (a) make perceptive diagnoses of what has most impact on children, young people and learners;
- (b) understand and use evaluation criteria reliably to make judgements;
- (c) reach unequivocal and coherent judgements that are fully consistent with the evidence;
- (d) moderate /modify individual judgements where necessary; and
- (e) weigh up conflicting evidence and reach balanced and objective judgements.

Communicate clearly, convincingly and succinctly, both orally and in writing

3.4 Inspectors must:

- (a) be competent in the use of IT;
- (b) respond professionally and calmly to challenge;
- (c) explain and illustrate judgements convincingly;
- (d) formulate and communicate critical judgements sensitively;
- (e) adapt their oral and written communication styles to the audience; and
- (f) produce written records that are fit for purpose within the required time scale.

Display high levels of professional conduct

3.5 Inspectors must:

- (a) be professionally knowledgeable in relation to the work that they undertake, including having a good working knowledge of the relevant frameworks for inspection;

- (b) update their professional knowledge continuously and as necessary;
- (c) prepare carefully for inspection activities in accordance with the demands of the relevant frameworks;
- (d) be active and reliable team members contributing fully to corporate judgements;
- (e) behave professionally, adapting flexibly to the role assigned;
- (f) establish open and professional relationships;
- (g) reflect Ofsted's values and Code of Conduct;
- (h) comply with Ofsted's policy and procedures on safeguarding and protecting children, young people and learners; and
- (i) comply with Ofsted's policy and procedures on equality and diversity.

When leading others to achieve high quality outcomes

3.6 Inspectors must:

- (a) have a clear understanding of the goals to be achieved;
- (b) carry out a clear analysis of main risks and issues to be addressed by the inspection team;
- (c) conduct effective pre-inspection planning meetings where appropriate;
- (d) build and support a team that achieves its goals consistently and to a good standard;
- (e) establish a positive, professional and productive climate in which team members are able to operate collaboratively and openly;
- (f) establish and communicate clear expectations;
- (g) plan and organise the work of others efficiently, making best use of time;
- (h) recognise and build on the strengths and expertise of team members, giving regular feedback and recognition;
- (i) coach and contribute to the development of others' competencies;
- (j) identify weaknesses and challenge practice within the team, taking appropriate action to bring about improvement;

- (k) assure the quality of the team's work and the timeliness of delivery;
- (l) work effectively in partnership with the Contractor;
- (m) edit the work of others incisively and to Ofsted's standards; and
- (n) take responsibility for the quality of their own work and for that of the team.

C. Role and expectations of team inspectors

4.1 As members of inspection teams, inspectors will be required to apply the essential competencies, their professional knowledge and what they have learned in their training to the tasks that are central to their role.

4.2 *Preparing to inspect*

- (a) read and assimilate pre-inspection documentation and briefings effectively;
- (b) use pre-inspection evidence and institutional self-evaluation; documentation, to identify accurately the further sources of information required;
- (c) formulate sound hypotheses for their allocated aspect(s) of the inspection;
- (d) plan the inspection activity efficiently for their allocated aspect(s) of the inspection;
- (e) establish productive and constructive working relationships with key staff and other members of the team;
- (f) apply their professional knowledge effectively to the requirements of the assigned role.

4.3 *During the inspection*

- (a) gather and record evidence systematically, in accordance with the requirements of the inspection, the pre-inspection briefing and the agenda for the inspection;
- (b) identify accurately when sufficient evidence has been gathered and where further evidence is required;

- (c) conduct interviews and manage discussions in an appropriate and professional manner;
- (d) establish open and professional relationships with key staff and as appropriate with users;
- (e) analyse and interpret data and other evidence astutely to inform judgements;
- (f) write clear, evaluative and comprehensive records of evidence that underpin and support the judgements;
- (g) make sound judgements, securely based on a wide range of evidence, for example discussions with learners and scrutiny of their work, documentation and performance data, observations of teaching and learning, and evidence supplied by other team members;
- (h) identify strengths and weaknesses in outcomes and provision and areas for improvement;
- (i) use the relevant inspection criteria and apply the scale of grading in summarising judgments;
- (j) share evidence effectively with the other team members and with staff from the Provider being inspected;
- (k) present and substantiate judgements clearly in team meetings;
- (l) contribute constructively to team meetings and help the team to reach robust corporate judgements;
- (m) challenge judgements constructively and respond positively to the challenges of others;
- (n) provide unambiguous and constructive feedback, firmly based on evidence;
- (o) write clear, concise and authoritative contributions to the inspection report;
- (p) work effectively to meet all deadlines.

4.4 ***Post-inspection***

- (a) Undertake willingly any additional tasks required by the specific frameworks and guidance.

D. Role and expectations of lead inspectors

5.1 Lead inspectors must ensure the integrity and probity of an inspection so that the judgements are secure and that it is conducted to the highest professional standard. To carry out their role effectively, they must have all the skills and competences identified as a team inspector and in addition to:

- (a) have demonstrated high levels of competence as a team inspector;
- (b) be fully conversant with the relevant framework and inspection methodology for the type of inspection being carried out;
- (c) have the IT skills necessary to enable them to collate and edit the final report and to use the electronic inspection process effectively;
- (d) set high expectations about the organisation of the inspection and the quality of work expected within given timescales;
- (e) ensure that good working relationships are established with those being inspected;
- (f) ensure that Ofsted's codes of conduct are adhered to fully.

5.2 *Pre-inspection*

- (a) collate and analyse pre-inspection information (such as provider self-evaluation documentation, performance data and previous reports) to produce clear hypotheses to focus the inspection;
- (b) organise a planning meeting where appropriate;
- (c) deploy team inspectors effectively and efficiently bearing in mind the need to follow through the inspection hypotheses;
- (d) prepare clear and unambiguous briefings for team inspectors;
- (e) ensure that the goals of the inspection are clear to all team inspectors and that all team members understand their roles within the inspection;
- (f) carry out a clear analysis of main risks to the inspection;
- (g) establish an open and professional relationship with the provider that enables effective communications throughout the inspection.

5.3 *During inspection*

- (a) ensure, through their professional conduct, that the Inspection is valued by the Provider;
- (b) provide clear leadership to the inspection team and build the inspection team to ensure that all members give their best;
- (c) ensure that the emerging evidence is used effectively to shape and steer the focus of the inspection;
- (d) lead inspection team meetings constructively to enable the team to reach accurate and robust corporate judgements;
- (e) ensure that there is sufficient evidence to substantiate judgement and an accurate record of the evidence is maintained throughout the inspection;
- (f) moderate the judgements of team members and challenge them as necessary;
- (g) ensure that the headteacher/principal/chief executive and senior managers are informed of emerging findings;
- (h) deal calmly, assertively and appropriately with challenges;
- (i) monitor the work of the team throughout the inspection and provide appropriate feedback, support, guidance and coaching to team members, taking action to bring about improvement if weaknesses arise;
- (j) ensure that the inspection is conducted in a way that minimises the risk of complaints, but respond to and resolve effectively any complaints or concerns from the Provider if they arise;
- (k) act decisively, taking advice as appropriate, where the Provider is placed in a category of concern.

5.4 ***Post-inspection***

- (a) provide clear, unambiguous and constructive feedback to the headteacher/principal/chief executive and senior managers, which is firmly based on evidence and in which judgements are convincingly explained and judiciously illustrated;
- (b) convey critical judgements sensitively and without ambiguity;
- (c) ensure that the record of evidence is fully completed and provides a secure basis for the inspection judgements;

- (d) collate the final report, drawing on team inspector's contributions, and edit it to ensure that it matches the requirements of the framework;
- (e) ensure that the written report is a fair and accurate reflection of the institution, is written in straightforward language and is of a quality that requires little or no further editing;
- (f) provide fair and constructive feedback on individual inspector's performance to contribute to their performance management;
- (g) ensure that the report is produced to time; and
- (h) respond to and resolve any complaints made after the inspection.

Definition of 'fit and proper' for inspectors

- 1.1 All inspectors, including HMI, AIs, and prospective inspectors must be considered 'fit and proper' before:
 - (a) taking part in any training for Ofsted inspections;
 - (b) being allowed to undertake any activity that is perceived to link them to Ofsted (such as shadowing experienced inspectors as part of a training programme);
 - (c) being authorised to act as inspectors for Ofsted; and
 - (d) making visits to any organisation in order to undertake work for Ofsted.

- 2.1 The ISP must be able to confirm that the procedures they use to determine whether a prospective inspector is 'fit and proper' meet the level of rigour required by Ofsted. The procedures must:
 - (a) be thorough and apposite;
 - (b) ensure that only those who are fit and proper are employed;
 - (c) ensure that the employee will not bring Ofsted, the inspection process or the employer into disrepute; and
 - (d) be open to scrutiny by Ofsted if required.

- 3.1 The ISP must be satisfied that a prospective inspector is fit and proper by:
 - (a) obtaining enhanced disclosure from the Criminal Records Bureau (refreshed every three years) that certifies that the person does not have a history that would make them unsuitable to become an inspector, which includes suitability to work with children, young people and vulnerable adults
 - (b) obtaining employers' references that corroborate the information given by the person in support of their application, such as their employment and health records
 - (c) obtaining, through self-declaration, information that certifies that the person:
 - i. has not been debarred from working with children, young people or vulnerable adults, or has been subject to any court order or other

restriction concerning working with children, young people and vulnerable adults, and/or the running of a school, nursery or other provider;

- ii. has not been convicted or found guilty by a court of any criminal offence in any country, served periods of probation, or had absolute/conditional discharges or has actions pending against them. All convictions, including spent ones must be disclosed by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975;
- iii. is in sufficiently good health to undertake the work;
- iv. has not been a school governor, or held the post of headteacher or any other senior leadership position at the time of, or in the year prior to, an inspection under:
 - sections 3 or 10 of the Schools Inspections Act 1996, the report of which stated that the school required special measures or had serious weaknesses
 - section 5 of the Education Act 2005, the report of which stated that the school required special measures or a notice to improve;
- v. has not held a post as a senior manager or senior leader in a provider that has been judged to be inadequate at the time of, or in the year prior to an inspection;
- vi. has not been the subject of disciplinary action by the General Teaching Council, similar bodies in further education or any organisation that assumes similar powers;
- vii. has not been struck off the list as an inspector by Ofsted or HMCI for Wales, Scotland or Northern Ireland;
- viii. has not been dismissed from a post of employment within a school or other provider or been subject to formal disciplinary proceedings, or have such proceedings pending;
- ix. has disclosed, if having served in the armed forces, any courts martial, detentions or reasons for dismissal;
- x. (for those inspecting in prisons or on Ministry of Defence premises), has appropriate security clearances.

- (d) obtaining a signed alternative statement, if the prospective inspector or employee is unable to complete the self-declaration as above, which:
 - i. provides details about the specific reasons why the prospective inspector or employee is unable to complete the self-declaration;
 - ii. substantiates why they nevertheless consider themselves to be 'fit and proper' to undertake work for Ofsted.
- 4.1 Where a prospective inspector or an employee is unable to sign a self-declaration because they are unable to meet any of the above requirements, they should not automatically be debarred from being authorised to undertake work for Ofsted. For example, the applicant may:
- (a) have been a new senior manager in a provider found to be inadequate shortly after they had taken up their appointment;
 - (b) have had a minor motoring offence;
 - (c) have had a minor criminal offence which has no bearing on their ability to inspect effectively; or
 - (d) have been subject to disciplinary proceedings which were not upheld.
- 5.1 When judging whether a prospective inspector is fit and proper, the ISP should examine each person on a case-by-case basis to ensure that full consideration has been given to the individual's specific circumstances.
- 6.1 The ISP must take quick and appropriate action where falsifications, omissions or other relevant concerns come to light at a later date.
- 7.1 Once accepted as an inspector, the ISP must ensure that the AI:
- (a) undertakes to inform the ISP if, at any subsequent time, they may no longer be considered fit and proper. For example, if they now have a conviction or they now have a connection with a school found to require special measures;
 - (b) comply with the requirements specified in *Conflicts of Interest* (<http://www.ofsted.gov.uk/resources/inspection-service-providers-protocol-for-managing-conflicts-of-interest>);
 - (c) treat as confidential any information obtained by, or provided to, them in the course of institutional inspections and associated work.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012