

SCHEDULE 4

THE PERFORMANCE MANAGEMENT OF INSPECTORS INVOLVED IN INSTITUTIONAL AND SURVEY INSPECTIONS

Introduction

1. The AUTHORITY is moving into a different relationship with inspection service providers: one based on collaboration, rather than regulation. Her Majesty's Inspectors ("HMI") will lead teams of Contracted Inspectors, and collaborate with RIS Providers and NIS Providers in many aspects of quality assurance and risk management. The objective will be to improve Inspections through continuous and rigorous discussion of performance, undertaken on a basis of equality and trust. There will necessarily be a formal element to performance management to ensure equity of treatment. However, the main impetus for improvement will come from team working; inspection teams working together and the AUTHORITY and inspection service providers working together.

These recommendations are intended to complement the quality assurance procedures for Inspections. The proposals are concerned with improving the performance of inspectors, enhancing the quality of the teamwork and ensuring that inspectors get the professional development they need.

2. For the purpose of this Schedule, it is assumed that the term "inspector" covers:

- HMI;
- contracted inspectors - inspectors who are selected, recruited and employed by the CONTRACTOR including lay inspectors. These inspectors may be involved in school, college, ITT or subject /survey inspections.

This Schedule does not consider the performance management of inspectors from other inspectorates which are not part of the AUTHORITY, for example the Adult Learning Inspectorate, HMI (Prisons) or CSCI. It is expected that these inspectorates will have their own procedures for performance management which will follow similar principles.

The principles for quality

3. In the new institutional and survey inspections, the AUTHORITY and the CONTRACTOR will work together to assure the quality of inspections. In securing

the quality of an Inspection and of a report, HMI and Contracted Inspectors may make observations on the work of individual inspectors that bear on their performance management.

4. In all aspects of performance management, it is important that the procedures used to assess inspectors' work are derived from the **values** of the AUTHORITY. The AUTHORITY is committed to the values of:

- acting with integrity, propriety and political impartiality and selecting on merit;
- putting the public's interest first;
- achieving results of high quality and good value;
- showing leadership and taking personal responsibility;
- valuing the people we work with and their diversity;
- innovating and learning;
- working in partnership;
- being professional in all we do;
- being open and communicating well.

5. The performance management procedures must reflect the aims and the functions of the AUTHORITY. The AUTHORITY is committed, in all its work, to:

- improving standards in the care, education and development of young people;
- assuring quality and accountability in the work of all those responsible for them;
- promoting excellence and consistency of treatment and expectation for all;
- developing our effectiveness, openness and creativity as an organisation.

7. The list of essential tasks (Annex 1) identifies the tasks which have to be done well by all inspectors. The essential competencies (Annex 2) define how the tasks should be done. The procedures for assessing the quality of an individual

inspector's performance must be firmly based on these competencies. On all Inspections, lead inspectors, frequently supported by quality assurers, will observe, coach and support inspectors in order to improve performance in those tasks, and assure the quality of the inspectors.

Recruitment and selection of inspectors

8. The AUTHORITY, and the CONTRACTOR must ensure that the recruitment and selection procedures are rigorous and are applied fairly. The procedures must provide opportunities to match and evaluate the applicants' skills and ability against the relevant competencies for the type of inspector for which they are applying. The procedures used by the CONTRACTOR must be consistent with guidelines for selection and recruitment issued by the AUTHORITY.

9. It is a fundamental requirement of this Agreement that all inspectors working on behalf of the AUTHORITY, in HMCI's name, are fit and proper. The expectations regarding this requirement are set out at Annex 3 to this Schedule. It is further a requirement of the Education Act 2005 that the Chief Inspector may not authorise an additional inspector to conduct an inspection of a school under section 5 of that legislation unless:

- (a) the inspection is to be supervised by one of Her Majesty's Inspectors of Schools in England; or
- (b) the additional inspector has previously conducted an inspection under that section under the supervision of one of Her Majesty's Inspectors of Schools in England ("the supervising inspector") to the satisfaction of the supervising inspector.

10. HMI will be required to have the skills and competencies to lead and manage a range of Inspections and to be a team member on others. HMI will also have to meet those competencies expected of a managing inspector. Therefore the selection and recruitment procedures for HMI must enable decisions to be made about the potential of the applicant to develop these competencies. Procedures will need to be rigorous and any decisions should be based upon the suitability of the candidate to meet the agreed competencies for HMI.

11. The CONTRACTOR who will be responsible for appointing Contracted Inspectors and for putting inspection teams together, must ensure for each Inspection that:

- a. Contracted Inspectors have the necessary qualifications and experience;

- b. Contracted Inspectors have the essential competencies required of inspectors;
- c. Experienced Contracted Inspectors have consistently demonstrated the competencies expected of a team or lead inspector.

Performance management of inspectors

12. The procedures for the performance management of inspectors will adhere to the following *key principles*:

- procedures and instruments for performance management may differ but they must result in improvement in performance;
- the procedures must be coherent and consistent whatever the role and status of inspectors;
- performance management of inspectors is the responsibility of the employer i.e. the CONTRACTOR for Contracted Inspectors, the AUTHORITY for HMI;
- the essential competencies for team and lead inspectors form the basis of performance management for those involved in institutional or survey inspections. For HMI these will be used to contribute to the overall assessment of their performance which is based on the agreed competencies for HMI;
- the procedures will focus on identifying the training and professional development needs;
- inspectors must receive clear feedback on the quality of their work;
- any unsatisfactory performance will be followed by further observation, coaching and support in order to improve the performance of the inspector;
- the procedures must enable openness and transparency in the performance management process.

13. Quality assuring the work of individual inspectors is a shared responsibility. For example, lead inspectors will provide information on the performance of team members, managing inspectors may provide information on the work of inspection teams and the line managers have overall responsibility for evaluating the inspectors' work.

14. The AUTHORITY will retain responsibility for the performance management of HMI in accordance with the Authority's agreed procedures. The CONTRACTOR will be responsible for ensuring that performance management procedures are implemented for contracted inspectors.

15. Training for the use of the competencies and performance management procedures must be provided to ensure that inspectors are aware of the implications and of their part in the process.

16. Self-assessment will form an integral part of the performance management process and should be undertaken at least twice yearly by each inspector to inform the performance management process and the identification of needs. For example, inspectors should use their self-assessment as part of their performance review discussions with their line/quality manager. Lead inspectors should encourage team inspectors to feed back on the lead inspectors' performance in order to inform their self-assessment and to form part of their portfolio of evidence.

17. Lead inspectors will report on the performance of team inspectors at the end of each inspection (or series of inspections if they are working together on a number of inspections). The assessments must be based on how well the inspectors have carried out the essential tasks and, therefore, whether they have met the competencies required of inspectors. The inspector must receive a copy of the report on their performance and a copy should also be sent to the inspector's line manager.

18. Lead inspectors will receive assessments of their performance from the managing inspector or their line manager. Regular reports (i.e. after every inspection) on the performance of lead inspectors are needed only for inspectors who inspect on a very irregular basis or where there are concerns about their performance (that is, the process should be proportionate to experience and the known quality of their work). However, **all** inspectors (i.e. lead and team inspectors) must receive a formal performance review at least twice a year.

19. The process of quality assuring the work of inspectors will be based on one or more of the following activities:

- working with them;
- direct observation of their work;
- discussion with the institution/organisation;

- discussion with the lead/team inspectors;
- evaluation of inspection evidence and the accuracy of judgements;
- review of draft inspection reports or written contributions to the reports;
- comments from the institution/organisation (if any);
- comments from the lead/team inspectors (if any);
- post inspection evaluation showing the AUTHORITY/client satisfaction.

20. Institutions will be invited to evaluate the conduct of their inspection. These evaluations will be returned to the managing inspector associated with each inspection and to the contractor where the lead inspector is a contracted inspector. They will be copied to the lead inspector. The information from the evaluations will be used to identify ways in which improvements can be made in the work of inspectors and the quality of inspections.

21. Information from performance assessment on institutional and survey inspections will feed directly into the performance management process. This means that reports on performance will be used as evidence by HMI for their performance review with their line manager. It will be necessary for the CONTRACTOR to have access to the information held on the inspector database about their contracted inspectors. All inspectors should receive copies of any assessments of their performance.

22. The forms for reporting on performance should be straightforward and quick to complete. They must be completed and returned electronically. They must include the judgement of whether the inspector has **met** or **not met** the expectations against each of the four headings (five in the case of lead inspectors) that define the essential competencies of inspectors. These are:

- gather, analyse and interpret relevant evidence;
- make judgements that are objective, fair and based securely on evidence;
- communicate clearly, convincingly and succinctly, both orally and in writing;
- display high levels of professional conduct;

- lead others and manage their work effectively, achieving high quality output (lead inspectors only).

23. When an inspector is considered to have not met the competencies, the reasons should be properly explained. In subsequent inspections, further support should be given to enable them to improve their work.

24. If it is judged that the performance of an inspector does not meet the competencies, the reporting inspector must produce a written and agreed (with the individual inspector) statement including;

- identification of the areas of concern;
- the agreed actions and timescale for improvement;
- the procedures for further monitoring of the performance of the inspector;
- the procedures for review.

25. There must be robust procedures in place to deal with performance which is considered to have not met the competencies. If, following additional training, support and monitoring, a contracted inspector continues to receive performance assessments that fall below the required competencies, they must not be used for future inspections of that type (i.e. an inspector who is considered to have failed to meet the competencies on a school inspection may be considered to be very effective in a college or subject inspection). In the case of HMI whose performance is considered to have not met the competencies, the information will need to be passed to the line manager as a priority and the appropriate procedures be followed.

26. The procedures for performance management must enable professional development needs to be identified. Therefore, as well as enabling inspectors, the AUTHORITY and the CONTRACTOR to gain a clear view of the level of performance, the procedures must also be used to identify clearly what needs to be done to support and achieve improvements. The AUTHORITY (through managing inspectors and ADMs) and the CONTRACTOR will have a joint responsibility for identifying and supporting individual and collective professional development needs.

ESSENTIAL TASKS FOR SCHOOL INSPECTORS

HMI will work alongside contracted inspectors in undertaking school inspections from September 2005. Normally, HMI, working as managing inspectors, will lead or quality assure school inspections. Only rarely will they participate as team members. However, neither the leadership nor the quality assurance of inspection is reserved entirely to HMI. Contracted inspectors will also perform these tasks.

Schools are entitled to the same high level of performance by inspectors, irrespective of whether the task is carried out by HMI or a contracted inspector. Inspection is only useful when it is done well.

The following list of expectations applies to all inspectors. It is not an analysis of competencies suitable for the planning of training and professional development, so much as a list of the tasks which have to be done well by all inspectors. On all inspections, lead inspectors will monitor performance in those tasks, frequently supported by quality assurance assessors. The information gained will feed into the performance management of all inspectors and into the management, regional and national, of contracts. The expectations set out need to be:

- clearly related to inspection tasks;
- as specific and unambiguous as possible;
- sufficiently demanding to ensure a high level of performance; and
- not too numerous.

Expectations

A. Pre-Inspection

All inspectors:

- read self-evaluation form, PANDA, previous reports and PIB.

Lead inspectors:

- analyse pre-inspection information, to produce a PIB that contains clear hypotheses, based on the evidence available;
- deploy team to achieve coverage of all aspects of the framework and to pursue hypotheses;
- inform team of any circumstances particular to the school that may place the inspection at risk;
- explain fully to the school how the inspection will be carried out; secure understanding and acceptance of the inspection plan.

B. Inspection:

All inspectors:

- follow the code of conduct for inspectors;
- conduct observations, in accordance with the inspection plan, to confirm, modify or refute hypotheses;
- pursue a clear line of inquiry in interviews;
- record observations and interviews clearly, using the standard templates; ensure that the grade awarded is adequately supported;
- contribute information and evidence to team meetings as directed by RI;
- challenge other inspectors' views, as necessary; adhere to corporate views, once these are settled;
- feedback to individual teachers, however briefly, when judging their teaching;
- ensure that oral feedback matches written comments exactly;
- ensure, through clear oral feedback, that the school understands the main judgements and how they have been arrived at;

- using the standard software, complete the allocated sections of the report with text that requires little or no amendment and is consistent with the evidence gathered.

Lead inspectors:

- ensure the punctual arrival of the team at the start of the inspection and to all meetings, interviews and observations;
- introduce the team to staff, and ensure that their role in the inspection is understood;
- brief the team on any significant issues that arise in the course of the inspection, and make any necessary adjustments to the inspection plan;
- ensure that the headteacher and senior team are fully aware of emerging issues, particularly where special measures or an improvement notice may be contemplated;
- assess the work of team inspectors, in collaboration with the quality assurance assessors where appropriate, and take action to improve weak performance;
- follow up complaints raised by the school, take an objective view as to their validity and act where necessary;
- ensure that all sections of the report are fully completed, in the standard templates, that they meet the requirements of the framework and set out the corporate judgements unambiguously, with supporting evidence;
- ensure that the report and any required data-sets are delivered to time.

IDENTIFICATION AND SPECIFICATION OF INSPECTORS' COMPETENCIES

Introduction

1. All inspectors who undertake inspections for the AUTHORITY, whether they are HMI or additional or contracted inspectors, should be highly competent and properly trained to use the relevant frameworks effectively, fairly and scrupulously. This will require them all 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 that they may undertake.

2. Within the new arrangements for inspecting schools and colleges, all inspectors may be lead inspections or be team members, although HMI will rarely be team inspectors except in specific circumstances. All inspectors will need to demonstrate specific competencies in both of these roles. This paper:

- defines in **section A** the **qualifications and experience** that contracted inspectors and other inspectors should possess in order to be considered suitably qualified to undertake inspections for the AUTHORITY;
- defines in **section B** the **essential competencies** that all inspectors should possess before being accepted for training in the new frameworks;
- specifies in **section C** the **role and expectations of a team inspector** after being trained in the new frameworks;
- specifies in **section D** the **role and expectations of a lead inspector** after being trained in the new frameworks.

A. Qualifications and experience of contracted and other inspectors

3. In order to be considered suitable to undertake inspections for the AUTHORITY, inspectors must be fit and proper (see annex 3), competent and

effective. An inspector will be subject to Criminal Records Bureau checks and normally have:

- a relevant degree and/or equivalent professional qualification, for example, a teaching qualification for school inspectors, or relevant vocational and/or teaching qualification for college inspectors and/or a leadership and management qualification;
- a minimum of five years recent and successful experience within the relevant setting, for example teaching, training, inspecting or advising
- a minimum of two years recent, successful and substantial management experience in the relevant area;
- a wide range of experience within the relevant area, for example in more than one institution;
- up-to-date professional knowledge, for example of the curriculum, recent developments and statutory requirements (where appropriate) within the relevant area;
- competence in the use of word processing and electronic mail.

4. Although lay inspectors may not meet the specification, they must be fit, proper and competent in the use of word processing and electronic mail, and show the potential to demonstrate the competencies, defined below in section C, for team inspectors.

B. Essential competencies of all inspectors

5. 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:

- gather, analyse and interpret relevant evidence;
- make judgements that are objective, fair and based securely on evidence;
- communicate clearly, convincingly and succinctly, both orally and in writing;

- display high levels of professional conduct.
6. Similarly, those who will lead inspections should also have demonstrated that they have the necessary knowledge and expertise to do so effectively. Therefore, they should already be competent in their ability to:

- lead others and manage their work effectively, achieving high quality outcomes.

ESSENTIAL COMPETENCIES OF INSPECTORS

Gather, analyse, and interpret relevant evidence

Inspectors must:

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

Inspectors must:

- make perceptive diagnoses of what is crucial;
- understand and use criteria reliably to make judgements;
- reach unequivocal and coherent judgements that are fully consistent with the evidence;
- moderate /modify individual judgements where necessary;

- weigh up conflicting evidence and reach balanced and objective judgements.

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

Inspectors must:

- be competent in the use of information technology, particularly in the use of standard word-processing packages;
- respond professionally and calmly to challenge;
- explain and illustrate judgements convincingly;
- formulate and give critical judgements sensitively;
- adapt their oral and written communication styles to the audience;
- produce written records that are fit for purpose within the required time scale.

Display high levels of professional conduct

Inspectors must:

- be professionally knowledgeable in relation to the work that they undertake, including having a good working knowledge of the relevant frameworks for inspection;
- update their professional knowledge continuously and as necessary;
- prepare carefully for inspection activities in accordance with the demands of the relevant frameworks;
- be active and reliable team members contributing fully to corporate judgements
- behave professionally, adapting flexibly to the role assigned;
- establish open and professional relationships;
- reflect the AUTHORITY's values and Code of Conduct (Annex 2).

Lead others and manage their work effectively, achieving high quality outcomes (for those leading inspections)

Inspectors must:

- have a clear understanding of the goals to be achieved;
- carry out a clear analysis of main risks;
- build and support a team that achieves its goals consistently and to a good standard;
- establish a positive, professional and productive climate in which team members are able to operate collaboratively and openly;
- establish and communicate clear expectations;
- plan and organise the work of others efficiently, making best use of time;
- recognise and build on the strengths and expertise of team members, giving regular feedback and recognition;
- coach and contribute to the development of others' competencies;
- identify weaknesses and challenge practice within the team, taking appropriate action to bring about improvement;
- assure the quality of the team's work and the timeliness of delivery;
- work effectively in partnership with the CONTRACTOR;
- edit the work of others incisively;
- take full responsibility for the quality of their own work and that of the team.

7. These competencies are the same for all inspectors who undertake the AUTHORITY's inspections. It is essential that they have these skills if they are to be able to benefit fully from the specific training provided on the conduct of school and college inspections: this training will assume that inspectors are already competent in the necessary basic capabilities and skills.

8. All of the essential competencies are capable of being assessed, if necessary, by the CONTRACTOR in order to enable them to select the inspectors suitable for training, for example:

- by using evidence from inspectors' performance records where they have already been employed on inspections;
- by simulating inspection activities using video (for example of lessons), role play (for example to assess the inspector's ability to formulate and give difficult messages sensitively) and written tasks (for example to assess the inspector's ability to weigh up conflicting evidence and make clear and accurate decisions).

C. Role and expectations of team inspectors

9. 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.

ROLE AND EXPECTATIONS OF TEAM INSPECTORS

Preparing to inspect

- Read and assimilate quickly pre-inspection documentation and briefings.
- Using the pre-inspection evidence and institutional self-evaluation documentation, identify accurately the further sources of information required.
- Formulate sound hypotheses for their allocated aspect of the inspection.
- Plan the inspection activity efficiently for their allocated aspect of the inspection.
- Readily establish productive and constructive working relationships with key staff and other members of the team.
- Apply their professional knowledge effectively to the requirements of the assigned role.

On-site inspection

- Gather and record the evidence systematically, in accordance with the requirements of the inspection, the pre-inspection briefing and the agenda for the inspection.
- Identify accurately when sufficient evidence has been gathered and where further evidence is required.
- Conduct interviews and manage discussions in an appropriate and professional manner.
- Establish quickly open and professional relationships with school or college staff.
- Analyse and interpret data and other evidence astutely to inform judgements.
- Write clear, evaluative and comprehensive records of evidence that underpin their judgements.
- 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.
- Identify strengths and weaknesses in outcomes and provision and areas for improvement
- Use the relevant inspection criteria and apply the scale of grading in summarising judgments.
- Share evidence effectively with the other team members and, where relevant, those inspected.
- Present and substantiate judgements clearly in team meetings.
- Contribute constructively to team meetings and help the team to reach robust corporate judgements.
- Challenge judgements constructively and respond positively to the challenges of others.
- Give unambiguous and constructive feedback, firmly based on evidence.

- Write clear, concise and authoritative contributions to the inspection report, meeting deadlines.

Post-inspection

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

D. Role and expectations of lead inspectors

10. 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 demonstrated high levels of competence as a team inspector;
- be fully conversant with the relevant framework and inspection methodology for the type of inspection being carried out;
- have the information technology skills necessary to enable them to collate and edit the final report and to use the electronic inspection process effectively;
- set high expectations about the organisation of the inspection and the quality of work expected within given timescales;
- ensure that good working relationships are established with those being inspected;
- ensure that the AUTHORITY's Code of Conduct is adhered to fully.

ROLE AND EXPECTATIONS OF LEAD INSPECTORS

Pre-inspection

- Collate and analyse pre-inspection information (such as institutional self-evaluation documentation, data and previous reports) to produce clear hypotheses to focus the inspection.

- Deploy team inspectors effectively and efficiently bearing in mind the need to follow through the inspection hypotheses.
- Prepare clear and unambiguous briefings for team inspectors.
- Ensure that the goals of the inspection are clear to all team inspectors and that all team members understand their roles within the inspection.
- Carry out a clear analysis of main risks to the inspection.
- Establish an open and professional relationship with the school or college.

On-site inspection

- Ensure, through their professional conduct, that the inspection is valued by the school or college and its staff.
- Build the inspection team and ensure that all members give their best.
- Ensure that the emerging evidence is used effectively to shape and steer the focus of the inspection.
- Lead inspection team meetings constructively to enable the team to reach accurate and robust corporate judgements that make sense.
- Ensure that there is sufficient evidence to substantiate judgement.
- Moderate the judgements of team members and challenge them as necessary.
- Ensure that an accurate record of the inspection evidence is maintained throughout the inspection.
- Ensure that the headteacher/principal and senior managers are informed of emerging findings.
- Deal calmly, assertively and appropriately with challenges.
- Monitor the work of the team throughout the inspection and provide appropriate support, guidance and coaching to team members, taking action to bring about improvement if weaknesses arise.

- 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 school or college if they arise.
- Act decisively, taking advice as appropriate, where the institution requires special measures or an improvement notice.

Post-inspection

- Give clear, unambiguous and constructive feedback to the headteacher/principal and senior managers, which is firmly based on evidence and in which judgements are convincingly explained and judiciously illustrated.
- Convey critical judgements sensitively and without ambiguity.
- Ensure that the record of evidence and data set are fully completed and provide a secure basis for the inspection judgements.
- Collate the final report, drawing on team inspector's contributions, and edit it to ensure that it matches the requirements of the framework.
- 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.
- Provide fair and constructive feedback on individual inspector's performance to contribute to their performance management.
- Ensure that the report is produced to time.
- Respond to and resolve any complaints made after the inspection.

DEFINITION OF FIT AND PROPER

1. All inspectors, including HMI, contracted and additional inspectors, and prospective inspectors must be considered fit and proper before:

- taking part in any training for the AUTHORITY's inspections;
- being allowed to undertake any activity that is perceived to link them to the AUTHORITY, such as shadowing experienced inspectors on school visits as part of a training programme;
- being authorised to act as inspectors for the AUTHORITY;
- making visits to any educational establishment in order to undertake the AUTHORITY's work.

2. Employers 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 demanded by the AUTHORITY. The procedures must:

- be thorough and apposite;
- ensure that only those who are fit and proper are employed;
- ensure that the employee will not bring the AUTHORITY, the inspection process or the employer, itself, into disrepute;
- be open to scrutiny by the AUTHORITY if required.

3. Employers must be satisfied that the prospective inspector is fit and proper by, as a minimum:

- obtaining Enhanced Disclosure from the Criminal Records Bureau 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 and young people. Disclosures will provide details of a person's criminal record including convictions, cautions, reprimands and warnings held on the Police National Computer. In addition, it will also contain details from lists held by the Department of Health and the DfES of those

considered unsuitable for work involving children. It also includes a check against local police records.

- obtaining employers' references that:
 - corroborate the information given by the person in support of their application, such as their employment and health records;
- obtaining, through self-declaration, information that certifies that the person:
 - has not been debarred from working with children or subject to any court order or other restriction concerning working with children and/or the running of a school or nursery;
 - has not been convicted or found guilty by a court of any offence in any country (including motoring offences but excluding parking), 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;
 - is in sufficiently good health to undertake the work;
 - was not the governor of a school, or held the post of headteacher or deputy headteacher, or was in any other position of management 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. This should be amended as new inspection legislation comes into force;
 - has not been removed from the roll or de-registered or refused enrolment as an inspector by the AUTHORITY or HMCI for Wales;
 - has disclosed, if having served in the armed forces, any court martial, detentions or reasons for dismissal;
 - has not been dismissed from a post of employment within a school or other organisation or been subject to formal disciplinary proceedings, or have such proceedings pending.

- obtaining a signed alternative statement, if the prospective inspector or employee is unable to complete the self declaration as above, which:
 - provides details about the specific reasons why the prospective inspector or employee is unable to complete the self declaration;
 - substantiates why they nevertheless consider themselves to be fit and proper to undertake work for the AUTHORITY.

4. 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 the AUTHORITY: for example, the applicant:

- was a new headteacher in a school found to be requiring special measures shortly after they had taken up their appointment;
- had a minor motoring offence;
- was subject to disciplinary proceedings which were not upheld.

5. When judging whether a prospective inspector is fit and proper, employers 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. Employers must take quick and appropriate action where falsifications, omissions or other relevant concerns come to light at a later date.

7. Once accepted as an inspector, employers must ensure that their employees:

- undertake to inform the employer 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;
- are not allocated an inspection in an institution with which they have connections, current or past, which may affect their ability to be a fair and objective inspector in their work for the AUTHORITY. The connection may be with the institution itself or with any member of staff, the governing body or the proprietor;
- treat as confidential any information obtained by, or provided to, them in the course of institutional inspections and associated work.