



Audit of involvement of children and young people in staff interviews

1st April 2007 – 31st March 2008

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1. Introduction

The target in the Children and Young People's Plan is "To increase the involvement of children and young people in interviews of those working with or responsible for children and young people's services". An audit in 2005/2006 created the benchmark and targets are set annually.

The report of the activity for 2007/08 is meant to showcase existing good practice and to offer case studies and contacts for those who would like to build on the good practice of others.

There is a wide range of participation, and the responses from some schools show that this is an area for development in the coming year.

2. What is participation?

'Participation is a term increasingly used by those working with children and young people to mean children and young people thinking for themselves, expressing their views effectively, and interacting in a positive way with other people; it means involving children in the decisions which affect their lives, the lives of their community and the larger society in which they live.'

(Source; Introduction to Policy on Children's Participation – Save the Children)

For more information see

http://www.buckscc.gov.uk/bcc/get/assets/docs/schools/cyp_trust/cyp_Participation_Handbook_2007_final.pdf

Ladder of participation

This is a tool which supports us to think about whether we are setting up situations where children and young people are being manipulated, or involved in a tokenistic way.

The ladder has eight rungs, which range from actions which young people initiate to situations where young people are consulted and informed. The bottom three rungs cover methods that are non-participatory ways of working.

3. Case Studies

a. Buckinghamshire Community Childminding Network - Provides flexible quality care for children and young people who have additional needs. They will also support teen parents up to the age of 19 years.

The interviews were to consider 7 registered childminders who had applied to join the network. There were 2 panels and 2 sets of interviews.

How were the children and young people chosen for the selection centre?	There was a pool of 10 who had expressed interest, drawn from a mix of children and young people who had personal knowledge of what the community childminding network does. They included service users, siblings of service users, childminders' children and staff children. Of these 10, 6 were available to take part. There was a cross section of age, ethnicity, gender and disability. In the final group there was a 12 year old boy with a statement, who had regularly used the service, a 17 year old girl who had been a service user, and a young carer who had used the service and had a sibling who had extensively used the service.
How were they supported and how was the process explained to them?	A worker that the young people already knew supported them at their own panel which was held on the evening of the interviews. The timing was worked so that they were able to interview first and did not have to stay for the whole evening. The workshops were facilitated by people they knew, and transport was arranged.
What training did they have? How did they develop the questions that were asked – did they know what the role was and the skills/competences/approach required?	There was an initial workshop and supper before the interviews and a subsequent workshop to develop skills further as the panel will be used again. As children move on younger ones will be recruited. The young people looked at the work of the network and looked at the qualities they thought would be needed to do the work.

	<p>They then worked on ways to find out if a candidate had those skills and qualities. They came up with 4 questions and 2 scenarios. Each of the young people had 2 questions or 1 question and 1 scenario to present. It was important that they already understood the work of the network and they used that knowledge in the preparatory workshop to develop their questions. The follow up workshop concentrated on probing and follow up questions and they used a series of objects to look at the assumptions that can be made based on appearance.</p>
<p>How did they match the answers against any criteria developed before the interviews to come to a decision?</p> <p>What discussions did the group have and how was it facilitated to come to any conclusions?</p>	<p>They gave feedback to their support worker between each interview, and the worker drew out how well the panel thought the questions had been answered and the scenarios dealt with. These were not competitive interviews so the issue was whether the candidates had demonstrated the qualities and skills needed. They knew what they were looking for and how it would be evidenced.</p>
<p>What was your opinion of the process and the judgement and contribution of the pupils?</p>	<p>The young people were given feedback on the outcome of the process; they were also given certificates and vouchers as a thank you. Although the language differed, the 2 panels were in agreement that 6 of the candidates were ready to join the network and one needed some more development. The candidates showed more anxiety about the young people's panel than the main panel, demonstrating that they took the process seriously and that communication skills with children and young people were important. The young people benefitted greatly from the skills and confidence they developed and the importance given to their role</p>

**b) Manor Farm Community Junior School
Interviews for the post of Head Teacher**

The school has a close community feel about it and therefore wanted the children involved in decision making.

<p>How were the pupils chosen for the selection centre?</p>	<p>Each class nominated a member of their class for representation on the school council using a secret ballot.</p> <p>Two children from each year on the council.</p>
<p>How were they supported and how was the process explained to them?</p>	<p>The school council was supported throughout the interviews by a Learning Support Assistant from the school.</p> <p>The children knew about the importance of putting the candidate at ease and welcoming them.</p> <p>The children listened to the responses from each candidate and each had a say in who best matched the Head Teacher post criteria.</p> <p>The interviews were done in two shifts by the members of the School Council - Round 1 and round 2.</p>
<p>How did they develop the questions that were asked – did they know what the role was and the skills/competences/approach required? Did they have any training?</p>	<p>The children knew about the role of the head teacher and understood what they were looking for - for example the candidate evidencing their experience in the interview.</p> <p>They understood why they had to ask the same questions to all candidates, with every candidate getting a fair approach. They were able to express their likes and dislikes about each candidate.</p> <p>Importantly the children knew they were representing the school and took their role as interview panel members seriously and responsibly.</p>

	<p>The children were given 10-15 minutes after each interview to have time for a discussion regarding candidate's skills base, experience and expertise.</p>
<p>How did they match the answers against any criteria developed before the interviews to come to a decision?</p>	<p>The way it evolved was that <u>the children understood with support</u> the stages of the interview process, for example this involved five elements:</p> <ul style="list-style-type: none"> ▪ The candidate attended school assembly ▪ Presentation to the committee and school governors ▪ Adult interview Panel ▪ Children/School Council Interview ▪ Tour guide by children in Year 6 to inform candidate about the school. <p>The children's judgement matched the adult panel.</p> <p>The children picked up on non-verbal communication (e.g tone of voice in interviews), importance of good discipline skills and their insight into what makes a good teacher.</p>

4. Audit responses

The respondents are listed, including those who had no interviews during the year. Those who conducted interviews during the year but did not include children and young people are not listed, but are included in the totals of respondents. They are part of the total in order to calculate the percentage of interviews which did include child or young person involvement.

Those who did not respond to the audit are not included.

The following table indicates the levels of response to the questionnaire, and gives an indication of activity.

	Benchmark 2005/2006	2006/2007	2007/2008	Number of members in the category/percentage response
Infant, Junior, Combined Schools	30	33	66	182/36%
Secondary Schools	10	8	10	34/29%
Special Schools			1	13/7%
Music Centres			1	3/33%
Participation group	6	19	13	28/46%
Total response	46	60	90	

The more detailed tables below show the number and type of posts and how children and young people participated. Of 128 interviews reported, 90 (70%) had some pupil involvement. This exceeds the target for 07/08.

Participation Outcome – Children and Young People’s Plan

OBJECTIVE	TARGET	BASELINE(2004/05)	TARGET2006/07	TARGET2007/08	TARGET2008/09
Enabling children and young people to influence the way services are provided. Involvement of children and young people in decisions that affect their lives.	Involvement of children and young people in interviews of those working with or responsible for children and young people’s services.	N/A	30% of all interviews.	50% of all interviews.	70% of all interviews.

Target 2008/09

To improve on the number of organisations responding to the audit and involving children and young people, and to increase the number of individual interviews.

The following had no interviews during this period:

Non school settings:

Children's Fund
Educational Psychology Service
Learning and Skills Council
Portage Service
Bucks YOS
Policy Unit CYPs

Primary schools:

Aylesbury Vale Primary PRU
Broughton Infant
Hawridge and Cholesbury C of E School
Coleshill Infant
Curzon C of E Combined
Holmer Green First School
Lane End Primary
Loudwater Combined Marlow C of E Infant
Oakley C of E Combined
Oakridge
Prestwood Infant
Radnage C of E Infant
St John's Combined
St. Peter's Catholic Primary
Thornborough Infant
Widmer End Combined

Secondary school:

Princes Risborough School

The following Interviews took place during this period:**Music Centre**

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
High Wycombe Music Centre	Peripatetic String Teacher to teach in primary and secondary schools in the Wycombe area and also the Music Centre.	17/5/2007	Group of 3 children from Cedar Park school were involved in being part of a specimen lesson that each candidate had to give in front of the interviewing panel	9-10 yrs	The views of the children were sought as part of the selection process and the feedback they provided was taken into consideration when the appointment as made.

Special School

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Heritage House	Classroom Assistants	29/11/07	Pupil on interviewing panel	2-19 yrs	To assist us in determining how candidates interact with our pupils.
Heritage House	Assistant Headteacher	26/02/08	Questions asked by pupils during school tour	2-19 yrs	To assist us in determining how candidates interact with our pupils.

Non school settings

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of CYP	Level of influence in the process
School Improvement Service	Inclusion Manager: Targeted Support	Oct-07	None	0	
School Improvement Service	14-19 Adviser	Oct-07	None	0	
School Improvement Service	Healthy Schools Drug Consultant	Oct-07	None		
School Improvement Service	Primary School Improvement Adviser	Jan-08	None	0	
School Improvement Service	14-19 Consultant	Feb-08	None	0	
School Improvement Service	Playing for Success Centre Manager	Mar-08	None	0	

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of CYP	Level of influence in the process
Admissions Team	Area Support Clerk	Oct-07	None	0	
Safeguarding in education	Admjn Support	Jul-07	None	0	
Safeguarding in education	Safeguarding Officer	Sep-07	None	0	safeguarding in education
EducationWelfare Officer	Casework EWO	May		0	
Specialist Teaching Service	Specialist Teacher	22/06/2007	None	N/A	N/A
Specialist Teaching Service	Specialist Support Assitants	06/07/2007	None	N/A	N/A
Specialist Teaching Service	Specialist Teacher - Visual Impairment	17/07/2007	None	N/A	N/A
Specialist Teaching Service	Specialist Teacher - Visual Impairment	Sep/Oct 07	None	N/A	N/A
Specialist Teaching Service	ICT Technical Support Officer	Oct 07?	None	N/A	N/A

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Specialist Teaching Service	Principal Administrative Officer	Oct 07?	None	N/A	N/A
ECPC	16+ Education Lead for Looked After Children	22/11/2007	Shortlisting and int panel	18	Significant
Specialist Teaching Service	Principal Administrative Officer	18/12/2007	None	N/A	N/A
ECPC	Specialist Support Assitant	04/02/2008	Shortlisting and int panel	18	Medium
Specialist Teaching Service	Service Co-ordinator	26/03/2008	None	N/A	N/A
Specialist Teaching Service	Specialist Teacher: Hearing Impairment	08/02/2008	None	N/A	N/A
Specialist Teaching Service	Acting Lead Teacher: Hearing Impairment	19/10/2007	None	N/A	N/A

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Community and Youth Engagement	Participation Worker	May-07	Young People's interview panel	13 - 19	50/50
Community and Youth Engagement	Connexions SPA	Nov-08	Young People's interview panel	13 - 19	50/50
Community and Youth Engagement	Connexions SPA	Sep-08	Young People's interview panel	13 - 19	50/50
Community and Youth Engagement	Music Sessional Worker	Dec-08	Mixed interview panel	19	Equal
Community and Youth Engagement	Senior Practitioner for Counselling	Aug-08	Young People's interview panel	13 - 19	50/50
Careers Management Bucks & Milton Keynes	Assistant Personal Advisor	22/06/2007	Joint Interview Panel	16	Involved In Decision
Careers Management Bucks & Milton Keynes	ETE Mentor	28/06/2007	Joint Interview Panel	17	Involved In Decision
Careers Management Bucks & Milton Keynes	Assistant Personal Advisor	12/09/2007	Joint Interview Panel	17	Involved In Decision
Careers Management Bucks & Milton Keynes	Personal Advisor	18/09/2007	Separate Interview Panel	16/18	Involved In Decision
Careers Management Bucks & Milton Keynes	Personal Advisor	02/11/2007	Separate Interview Panel	17	Involved In Decision

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Childminding Network	Community Childminder	Jan/Feb	Separate Young People's Interview Panel	8-18	Significant
Childminding Network	Community Childminder	Jan/Feb	Separate Young People's Interview Panel	8-18	Significant
Childminding Network	Community Childminder	Jan/Feb	Separate Young People's Interview Panel	8-18	Significant
Spurgeons	Volunteer x 5	5.6.07	Part of adult panel	18	1/4 vote
Spurgeons	Volunteer x 4	9.8.07	Part of adult panel	14	1/4 vote
Spurgeons	Volunteer x 2	15.10.07	Part of adult panel	18	1/4 vote
Spurgeons	Volunteer x 1	6.11.07	Part of adult panel	18	1/4 vote
Spurgeons	Volunteer x 5	12.3.08	Part of adult panel	18	1/4 vote
Terrence Higgins Trust	Connexions PA	01/11/2007	None	None	None
Young Carers Bucks	Support Workers	May	separate interview panel	14-18	Significant

Primary Schools

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of CYP	Level of influence in the process
Ashmead Combined	Teaching assistant	17/10/07	Discussion group	6-10 years	Asked why they liked / disliked Asked about activity – was it interesting? Would you like to work with this person again?
Aston Clinton school	Deputy head	25-3-08	None		None
Aston Clinton school	NQT posts	June 07	None		None
Bearbrook Combined	LSA	Sept 2007	Pupils given support by candidates and pupils fed back on support given.	9-11 years	Formed an equal part to the Assessment Centre process (one of five elements)
Bearbrook Combined	MDS	Feb 2008	No involvement		
Bierton	Deputy		School council questioned candidates	5 - 11 years	Fed into discussion
Bledlow Ridge	Assistant Head	3/4/08	School Council (2 pupils from Years 1 – 6)	5-11	Candidates talked to School Council who were then asked their opinions before interviews took place. 5 th Rung?
Bourton Meadow Buckingham	Headteacher	28.03.08	School council	6-11 years	Performed own interview using own questions; reported back to adult panel.

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Cadmore End C of E Combined School	Classteacher	4-5-07	Class pupils used for teaching purposes	6-7 years	Response to teaching observed
Cadmore End C of E Combined School	Caretaker	16-11-07	None	4-11 years	Response to school questionnaire as to requirements i.e. clean and tidy
Castlefield School	Headteacher	03/04/07	Selected children, taken from across the age ranges, watched each candidate take an assembly and then a few chosen children were asked their opinions on what they had seen.	5-11 years	Confirmed Governor's choice
Cheddington Combined	Deputy Headteacher	3.10.07	Walking To School/ Road Safety/ School Council Role	5 -12	One of five
Cheddington Combined	Deputy Headteacher	17.5.07	Walking To School/ Road Safety/ School Council Role	5 -12	One of five
Chesham Bois CE Combined	Caretaker midday supervisors	March 2007	none	Not applicable	Not applicable
Dagnall	Class teacher	7.05.07	Yr 1 class	5 – 6 years	The candidate taught a lesson and the children were asked for feedback.
Denham Village Infant School	Reception teacher (fixed term)	13/12/07	No involvement	4-5	N/A

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Drayton Parslow, Swanbourne and Mursley Schools	Assistant Head	14/05/07	Taught by the candidates and asked for feedback	5-7 years	Formed part of the discussion with the interview panel.
Drayton Parslow, Swanbourne and Mursley Schools	Classteacher	14/05/07	Taught by the candidates and asked for feedback	5-7 years	Formed part of the discussion with the interview panel.
Dropmore Infant School	LSA	17/09/08	None		
Elmtree	Nursery Asst	10/07/07	No pupils involved	3-7	
Fulmer Infant School	Year 1 teacher	12:07	none		
The Gerrards Cross CE School	Class Teacher	May 2008	Pupils opinions ought after model lesson	9 – 10	Interest
Great Kimble C of E School	Full time class teacher	13/03/08	School council, 2 pupils per year group, totalling 6 children. In school council meeting they made up list of questions they wanted to ask; each child asked at least one question; one Year 2 pupil went to fetch candidate, introduced other pupils and kept the process moving. A governor sat in with the children and took their feedback at the end of each interview.	4-7 years	All the children's comments were taken into account; they had positive things to say about each candidate, and were pleased to be part of the decision making process. They offered more comments on the strongest candidates; however the final decision between the two strongest candidates was made by Headteacher and governors

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Haddenham Infant School	Headteacher	25/5/07	Teaching task by candidates in Y1	5-6 yrs	Observed by SIP to evaluate teaching skills & children's response to candidates
Haddenham Infant School	Teaching Assistant	7/11/07	Class visit to YR	4-5 yrs	Observed by class teacher who reported back to H/T on ability to interact with children
Haddenham Community Junior School	Caretaker	13/2/08	Members of School council questioned candidates. Other members of School Council showed Candidates around school and answered their questions	7-11	One of 4 elements. Views taken into account by interview panel.
Haddenham St Mary's CE School	Headteacher	17/4/07	Group of pupils questioned candidates. All children in Year 2 class contributed to questions.	6-7 yrs	Formed an equal part to the assessment centre process (one of seven elements)
Hamilton Primary School	Temporary Year 5 teacher	31/03/2008	No involvement in this one but involvement of School Council began with interviews since 01.04.08		
Haydon Abbey combined School & Nursery	Phase leader with responsibility for developing a creative curriculum	May 2007	Candidates gave presentations to pupils and panel and were asked questions by pupils on their presentations. Pupils were more able from Y5&6	9-11 years	Feedback to panel. Activity was of equal importance to panel interview

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Hazlemere Church of England Combined school	Headteacher	April 07	Focus group of pupils (School Council) questioned candidates	7-11 years	Opinions were fed back to the governing body appointments panel.
Holtspur	Head	25.4.07	School council members interviewed candidates	5 - 11	Gov listened to candidates responses to support decision
Hughenden Primary School	Temporary Class Teacher	Oct 07	Teacher taught numeracy oral mental starter. Children's responses observed	Year 2	Teaching skills displayed and children's response and learning crucial in decision making process.
Hughenden Primary School	Special Needs Support Assistant	Aug 07	Candidates worked with a group of 3 children on teacher directed tasks. Pupil responses observed and discussed with pupils	5-7	Way worked with pupils and pupils response crucial in informing decision
Iver Heath Junior School	Deputy Headteacher	27/03/2008	Children showed candidates around the school School Council posed questions	7 – 11 years old	Part of assessment process
Iver Heath Junior School	Class teacher	20/05/2008	Children showed candidates around the school	7 – 11 years old	Part of assessment process
The Iver Village Junior School	Midday Supervisor	14/03/2008	School Council involved in showing candidates round and asking specific questions	10 – 12 years	Pupils' responses formed part of final decision process
The John Hampden School Wendover	Head teacher	25/02/08	Six Year 2 pupils questioned candidate	6-7 years	One equal part of a seven part interview process –

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Juniper Hill School	Headteacher	15/16 Nov 07	School Council	5-11	Acted as one of the panels
Juniper Hill School	Deputy Head	25/26 March 08	School Council	5-11	Acted as one of the panels
Kingswood	LSA's	Spring 2008 Autumn 2007	No	N/A	No
Ley Hill School	Deputy H/T	16/10.07	School Council	6 - 11	Agree questions to ask candidates. The response of the candidates and their interaction with the children fed into the final decision process
Long Crendon School	Teacher	15/06/07	School Council pupils questioned candidates	7-11years	Gave us a feel for how the candidates were received by the children
Long Crendon School	Temporary Teacher				
Manor Farm Community Junior School	Headteacher	April 2007	School Council	7-12 years	Formed a valuable part of process (one of five elements)
Manor Farm Community Junior School	KS2 Teacher	16/05/08	School Council	7-12 years	Important part of process (one of four elements)

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Manor Farm Infant	Teacher in Reception	28/03/08	Group of Reception children interacted with applicant during teaching session observed and evaluated by interview panel.	4-5 year olds	Quality of engagement was critical factor in making the appointment.
Mary Towerton	Headteacher	N/A	Contribution to Designing the Advertisement.	6-7 years	
Millbrook combined	Deputy Head	2/4/08	Representatives from the school council questioned candidates	7 -11 years	Fed back their discussions to the interview panel to inform decisions
North Marston C of E Combined School	Year 5/6 teacher	11.02.08	Class lesson	10-11 years	Opinions of children sought, moderate level of influence.
Oak Green School	Teacher	8.10.07	Taught lesson and pupil feedback	10-11	Contributed to the process
Oak Green School	Teacher	6.3.08	Taught lesson and pupil feedback	9-10	Contributed to the process
Princes Risborough Primary	Teacher	10/07	No	No	
Roundwood	Y1 Teacher	15.10.07	Children asked about candidates following taught sessions	5-6	Children's views listened to and included in decision making
Roundwood	Y3 Teacher	May 07	Children asked about candidates following taught sessions	6-7	Children's views listened to and included in decision making

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Steeple Claydon Combined School	Year 1/2 Teacher	25/05/07	School Council	5-11 years	15 min interview and feedback to Governors
Stokenchurch Primary School	Assistant Head	08/05/08	School Council interview of all candidates	9-11years	
Stokenchurch Primary School	Deputy Head	07/07//08	School Council interview of all candidates	9-11years	
St. Peter's CE Combined school	Midday Supervisor	10.05.08	School Councillors questioned candidates	9-10 years	Formed an equal part to the Assessment Centre process (one of seven elements)
St. Peter's CE Combined school	Teaching Assistant	12.11.07	School Councillors	9-10 years	Formed an equal part to the Assessment Centre process (one of seven elements)
St. Peter's CE Combined school	Deputy Head	12.12.07	Whole School Council	4-11	Formed an equal part to the Assessment Centre process (one of seven elements)
St. Peter's CE Combined school	Deputy Head	04.02.08	Whole School Council	4-11	Formed an equal part to the Assessment Centre process (one of seven elements)
The Oaks Primary PRU	Teacher	11/02/08	Pupils completed an evaluation form following candidate's teaching of a lesson to them.	10/11yrs	Contributed to the overall interview process.
Turnfurlong Junior School	Class teacher	2/5/07	None		None
Turnfurlong Junior School	TA	10/7/07	None		None

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Turnfurlong Junior School	TA	26/9/07	None		None
Turnfurlong Junior School	Welfare	22/10/07	None		None
Turnfurlong Junior School	Class teacher	28/3/08	None		None
Waterside CC School	D Head Teacher	Oct 2007	Pupils from school council formulated questions and asked them in a panel with a member of staff scribing for them.	5-11	The pupils deliberated and discussed the candidates afterwards and were involved in a meeting with the Head and Chair of governors where the 3 candidates were discussed. They made their recommendation and this formed an important part of the final interview panel discussion.
William Harding Combined	Headteacher	11/02/08 12/02/08	Year 6 children with questions	10 - 12	Member of the interview panel presented back children's comments to the full panel.
Woodside Junior	Class teacher	17/04/07	Pairs of children showing the candidates round the school.	9-11 years	Informal discussion with headteacher before panel discussions. Opinion borne in mind.
Woodside Junior	LSA	8/6/07	None		
Woodside Junior	Class teacher	9/7/07	Pairs of children showing the candidates round the school.	9-11 years	Informal discussion with headteacher before panel discussions. Opinion borne in mind.

Name	Position being interviewed for	Date of interview	Type of pupil involvement	Age range of pupils	Level of influence in the process
Woodside Junior	Deputy Headteacher	3/12/07	School council interview panel. Children in each class generated questions to be asked.	7-11yrs	Feedback to two governors observing the interview.
Woodside Junior	Deputy Headteacher	11/2/08	School council interview panel. Children in each class generated questions to be asked.	7-11yrs	Feedback to two governors observing the interview.