

Interview practice sheet for students

We asked managers to think of a real-life question they would ask/have asked in an interview and what they would expect to hear in a response.

Responses can be found at the end, after the questions.

Feel free to try answering some of the questions to help prepare you for future interviews.

You may wish to use the STARR technique outlined below when thinking about how to formulate your answer as it helps create a well-thought out and well-rounded response.

Interview tip – the STARR interview technique		
S	Situation	Describe a situation or problem that you have encountered
T	Task	Describe the task that the situation required and why it was important
A	Action	Describe the action(s) you took, obstacles that you had to overcome
R	Result	Highlight outcomes achieved and how success was measured. Employers like results driven employees.
R	Reflect	Sometimes it is appropriate to say that you reflected on what happened and decided how you would tackle the problem next time.

Questions

Health, wellbeing and personal development

1. The Speech and Language Therapy department is very busy. What personal attributes will help you manage the pressure of work?

Team working

1. You have been given a case who is supported by a range of professionals, tell us about how you will liaise with those supporting that young person to develop and ensure that the young person is kept at the centre of their care.
2. What does a successful team look like to you and how are you going to influence that?

Time management

1. You have a full day of intervention and assessments planned at school, however your SENCo speaks to you first thing and asks you to carry out an urgent assessment. What do you do?
2. There can be conflicting demands upon your time as a clinician. How would you seek to manage these effectively?

Clinical

1. Are there any specific CPD areas you would be interested in developing whilst working for us?
2. You're working in the traded team, delivering speech therapy contracts to schools. A SENDCO from the school meets with you and asks you to see several children. What things might you ask the SENDCO in the meeting and what further considerations would you need to make when planning the caseload?

Values and attitude

1. You receive a small grant for £5000, how would you use this money to the benefit of the caseload (e.g. stroke) that you will support in this post?

Responses

We asked managers what they would be looking for in the interviewees responses and comments can be found below.

If you have any questions in regards to questions which did not receive a response, please contact info@rcslt.org

Health, wellbeing and personal development

1. The Speech and Language Therapy department is very busy. What personal attributes will help you manage the pressure of work?
 - Good time management
 - Willingness to seek support
 - Resilience skills
 - Good organisational skills
 - Good work/life balance
 - Self-care

Team working

1. You have been given a case who is supported by a range of professionals, tell us about how you will liaise with those supporting that young person to develop and ensure that the young person is kept at the centre of their care.
2. What does a successful team look like to you and how are you going to influence that?
 - Positive communications
 - Respecting each other's roles, opinions and differences
 - Shared goals and vision
 - Supporting each other, helping share the load
 - An open and safe environment to contribute and question
 - Share examples of this from your work/university/personal life experiences

Time management

1. You have a full day of intervention and assessments planned at school, however your SENCo speaks to you first thing and asks you to carry out an urgent assessment. What do you do?
 - Ask the SENCo the reason for the assessment, who is already involved, what information do they already have and is consent in place
 - Work with the SENCo to review your schedule for the day and to prioritise the tasks. Work out an achievable plan for the day, ensuring to allow time for admin (in line with HCPC standards e.g. case notes)
 - If it is agreed that the assessment will take place, agree next steps with regards to reports, feeding back to parents and deadlines for this
 - If other children, staff or parents have been affected by the change to the schedule, agree who will communicate these changes
2. There can be conflicting demands upon your time as a clinician. How would you seek to manage these effectively?
 - Prioritisation of tasks
 - Open communication with senior colleagues about workload and plans to manage
 - Creating own time management strategies e.g. lists, using diary, prioritisation system, etc.
 - Consider appropriate delegation
 - Good planning and organisation skills
 - Flexibility in your approach, and recognising your plan for the day may need to change

Clinical

1. Are there any specific CPD areas you would be interested in developing whilst working for us?
 - In my experience, many NQPs seem to mention 'Dysphagia' as the only response to this question. Whilst this is definitely an area we would encourage development in, there seems to almost be a rush to complete Dysphagia competencies as this is seen as the more 'exciting' area of practice and NQPs haven't necessarily always considered other areas of CPD.
 - Try to consider the broad range of areas SLTs may get involved with such as:
 - i. Motor Speech Disorders - development of knowledge of assessment/treatment (including LSVT, sensory motor approaches etc)
 - ii. AAC - Including improving knowledge and understanding of the different high tech options available and the range of software which is available to patients
 - iii. Dysphagia - if you are going to say 'Dysphagia', I'd suggest being specific! Which area of dysphagia, what specifically would you like to learn more about (eg. assessment/treatment/IDDSI), instrumental assessment
 - iv. Voice - Development of knowledge of clinical presentation relating to the area you are working in (e.g. taking time to learn about the typical communication presentation for acquired brain injury)#
 - v. NQP competencies - which areas will you require support in and which may you excel in
2. You're working in the traded team, delivering speech therapy contracts to schools. A SENDCO from the school meets with you and asks you to see several children. What things might you ask the SENDCO in the meeting and what further considerations would you need to make when planning the caseload?

Values and attitude

1. You receive a small grant for £5000, how would you use this money to the benefit of the caseload (e.g. stroke) that you will support in this post.