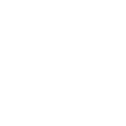
# There is not one way of writing selection criteria, the important thing is that they are in a usable format for their purpose i.e. to give the recruiting panel a consistent framework from which to gather and assess information in order to make an objective decision as to who is the best candidate.



Fair Recruitment Guide

**Section 4 / Template 1**

Selection criteria

Below is a list of criteria that can be used as a starting point when selecting pupils and starter tenants. The broad criteria are similar for both roles but the level

of expertise expected of a pupil will inevitably be lower than that expected of a starter tenant. Likewise the **amount** and **type** of evidence that can be gathered in order to assess the criteria will be different.

The examples draw from the Professional Statement, which can be used as a template for drawing up selection criteria.

**Table 1: Examples of selection criteria**

|  |  |
| --- | --- |
| Criterion | Indicator |
| Intellectual ability | Formally assessed qualifications:   * Bar qualification * Degree level * A level grades   The levels you are looking for will depend on the role. Remember academic qualifications can be an indicator of inequality so think about the context here.  Awards, scholarships, prizes. Writing, legal analysis, commentary |

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|  |  |
| --- | --- |
| Analytical thinking | The ability to absorb and process a large amount of complex and detailed information both quickly and accurately.   * Can deal effectively with written, numerical and spoken information. * Can quickly distinguish between relevant facts and irrelevant information. * Relates facts to key aspects of the law. * Is able to unpick complex arguments. * Does not over-interpret information or make unwarranted assumptions. * Does not panic when faced with a deluge of information. |
| Effective communication | Communicates readily and clearly both verbally and in writing.   * Communicates clearly, giving sufficient background information to aid understanding without overloading the audience. * Structures communication to aid understanding. * Adapts style and language of communication to the needs of the audience. * Presents complex legal points simply and accurately. * Listens to others and builds on their points. |
| Influencing/ advocacy skills | Can build strong, logical cases for various points of view regardless of own personal perspective. Can deliver with confidence and impact, using tactics and emotion to support the logic in gaining agreement.   * Builds a logical, rational argument based on fact and a good understanding of the law. * Predicts objections and has arguments in place to combat them if they are raised. * Has a good understanding of influencing tactics and is willing to use them. * Can influence on an emotional level as well as on a rational one. |
| Resilience | Is comfortable in handling conflict and does not back away from tackling difficult or stressful situations. Remains calm and in control when under pressure.   * Comfortable and skillful in handling conflict. * Remains calm and in control when under pressure. * Is able to give unpalatable news. * Can cope with working in a highly competitive environment. |

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|  |  |
| --- | --- |
| Interpersonal skills | Is skillful in building productive working relationships with both colleagues and clients. Treats people with courtesy and respect regardless of who they are.   * Builds effective working relationships. * Treats others with courtesy and respect. * Has a genuine interest in others and works to understand their points of view. * Connects with others and demonstrates empathy |
| Drive and determination | Has a strong focus on what needs to be achieved and puts energy and effort into ensuring that goals and outcomes are met.   * Focuses on achieving outcomes. * Works to get round obstacles; does not give up. * Is proactive in shaping what gets done, whilst being cognisant of where the boundaries of their own responsibility lie. * Ensures that deadlines are met and that promises are kept. |
| Motivation | Is committed to a career as a barrister. Has a good understanding of what a career in chambers entails, the negative as well as the positive aspects, and is energised by the realities of the role.   * Career choice to become a barrister is considered and well thought out. * Has a good understanding of both positive and negative realities of the role. * Is willing and able to undertake the less glamorous aspects. * Is motivated by the role. |
| Ability to work independently | Is able and motivated to work on their own, seeking guidance as and when is appropriate.   * Demonstrates ability to work independently. * Able to rely on their own judgement when guidance cannot be found elsewhere. * Does not get distracted or demotivated when working alone. |

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