



# **Getting a teaching job**

**2012/13**

**Teaching Task  
Group**



## Getting a teaching job

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## Getting a teaching job

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### Where to start

The information provided here relates primarily to teaching in England and Wales. Specific information is also available in the AGCAS Teaching in Scotland, Teaching in Wales and Teaching in Northern Ireland publications within this series.

### Identify the job you want

You should consider the following points:

- location (be realistic about how far you can commute on top of a working day);
- size and types of schools;
- year group and key stages;
- teaching methods and styles;
- school performance/reputation.

Remember, greater flexibility can make securing a job easier. Numbers of job vacancies vary considerably across the country according to birth rates, budgets and your key stage/subject. There are generally fewer vacancies and more competition than in recent years.

Consider taking a temporary position, as it may become permanent or may increase your employability. Posts well outside your age range or subject area should be avoided.

### Induction

All new teachers in England and Wales are required to complete an induction programme lasting one academic year (pro-rata for part time). During the induction you are assessed against Core Standards in England and End of Induction Standards in Wales.

Think about the type of institution you would like to be in when completing your induction year and look at the sort of support you will get there during your induction.

You are able to complete your induction in maintained schools and in non-maintained special schools. If certain criteria are met you can also complete your induction in further education institutions and sixth form colleges, independent schools (including academies and city technology colleges) and early years settings. You cannot complete your induction in a school that is in 'special measures', or a school outside the UK.

If you wish to go straight into short-term supply work before completing your induction year, you are able to do so but this can only be done for a maximum

period of 16 months. One full term of supply work can count towards your induction year.

You should not teach more than 90% of a normal timetable during induction. In addition you will receive a minimum of 10% PPA (planning, preparation and assessment) time. You are entitled to a planned induction programme that has been tailored to your needs. You should also be appointed an induction tutor who provides day-to-day monitoring and support.

## **Job advertisements**

Key information can be picked out of job advertisements, such as the essential and desirable skills and experience required for the post. Use this information to see how well-matched you are to the job and ensure your application is tailored to the requirements in the advertisement.

## **Application packs**

When you reply to a job advertisement, you should receive an application pack containing some or all of the following:

- an application form;
- a job description/person specification;
- information about the school or local authority.

Read through everything, highlighting key words and phrases.

The person specification outlines the qualifications, experience, knowledge and skills required. Your application will need to evidence how you meet each of these requirements. Ensure your application is targeted directly at the specific school and job - do not use a generic teaching job application.

## **Do your research**

Knowledge of the school's outlook, policies and mission, as well as the role advertised, will enable you to target your application and show you have a genuine interest. It is therefore important that you carry out sufficient research before applying for a job or attending an interview. Listed below are some ideas how to do this.

- Read the [Office for Standards in Education, Children's Services and Skills \(Ofsted\)](#) inspection reports for schools.
- Look at the [School and College Achievement and Attainment Tables](#).
- Read the school website.
- Search for local news stories about the school.
- Talk to people who know the school.
- Visit the school/s you are interested in, especially where they indicate visits are welcome. This will help you to make a better application and to be sure that you want to apply. Remember they also get a chance to view you on this occasion.
- If it is not possible to visit, try to arrange a telephone discussion instead.

- Investigate current trends and educational issues, see the Hot topics section in the AGCAS Routes into teaching publication within this series.
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## Vacancy sources

### Local authorities (LAs)

Teacher recruitment in LAs varies throughout the UK. Contact LAs directly to check what the current recruitment situation is.

- Most LAs advertise their vacancies online and many have teacher recruitment pages for newly qualified teacher (NQT) posts.
- Some LAs still issue regular vacancy lists, and some produce recruitment literature which aims to give a picture of what it would be like to work there.
- Some LAs hold open days (usually in the spring and for primary teaching only) to allow applicants to visit several schools in the area. These provide an opportunity to find out more about schools and their requirements. The day may also include a selection interview. In some LAs, you will only receive an invitation to an open day after submitting an application.

### Newspapers

- [Times Educational Supplement Jobs](#) - operates a job-matching service via email or text message.
- [Guardian Jobs](#) - operates a job-matching service via email.
- [The Daily Telegraph Jobs](#) - operates a job alert service via email.
- Local press. Advertisements can be found in your local press, especially for short-term or part-time posts. The [Newspaper Society](#) has links to local newspapers around the country.
- Cultural/religious newspapers often carry advertisements for teaching positions, especially in faith-based schools.

### Agencies, websites and other sources

- Recruitment services such as [Hays Education](#), [Eteach](#), [Capita Education Resourcing](#) and [FE Jobs](#) will register NQTs to help find them a job - permanent, temporary or supply. There are many other agencies including regional agencies, see the [Recruitment and Employment Confederation \(REC\)](#) for more agencies.
- Your university careers service or education department. Some schools may inform your institution of vacancies, particularly local ones.
- Teaching fairs, held nationwide, attended by local authorities and supply agencies.
- Networking - keep in touch with the schools where you did your practice or worked as a volunteer.

## Vacancies in independent schools

- Vacancies in independent schools are advertised in the same places as other teaching posts.
  - The [Independent Schools Council \(ISC\)](#) offers an online vacancies service. Information on working in preparatory schools is available via the [Independent Association of Prep Schools \(IAPS\)](#). The IAPS shares the vacancies service with the ISC.
  - [Gabbitas Education](#) runs a recruitment service for all types of independent schools and for overseas posts, although a minimum of two years' experience is often required for the latter.
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## How to apply

There are four main ways of applying for a teaching post:

### 1. Teacher registration schemes and databases

Some local authorities (LAs) use a teacher registration scheme and database. Newly qualified teachers (NQTs) complete an application form and their details are kept by the LA and are made available to head teachers with vacancies in their schools. Interviews are usually held at the school with the vacancy.

Even if an LA is operating such a scheme schools may still advertise specific vacancies, so you should apply for those that interest you. Mention in your covering letter that your details are already held on a centralised register or file.

### 2. Pool applications

Most pool procedures are for primary posts, although some secondary posts may be included. These differ from registration schemes in that the LA usually does more than just hold applicants' details. Procedures differ between LAs:

- some merely take up references and conduct a [Criminal Records Bureau \(CRB\)](#) enhanced disclosure check before making the forms available to head teachers seeking to fill vacancies;
- others go through a pre-selection procedure, such as a screening interview, and produce a list of 'approved' applicants. Schools then use this list to decide who they want to interview.

In most cases, teachers are not offered a firm contract of employment until after they have been interviewed by the school where they are going to teach. If you are unsure of the situation, seek clarification.

In some LAs, schools only use the pool and do not advertise directly. In others, schools themselves will advertise specific vacancies.

Check how LAs operate in the area you wish to apply and whether they have closing dates.

### 3. Specific vacancies

Most schools, particularly secondary schools, academies and city technology colleges, use their own advertisements to recruit. Use the information in [vacancy sources](#) to find these. Apply directly to the school, following the instructions in the advertisement.

### 4. Speculative applications

You could also make speculative applications directly to schools. You will probably be more successful if you already have contacts within the school.

#### When to apply

- Most LAs advertise their pool arrangements in December/January and may have closing dates.
- Applications to teacher registration schemes/databases should be made early in the spring term.
- Many vacancies suitable for NQTs are advertised from April. However, it is advisable to begin your job search in advance of this as vacancies may start to appear in January.
- 31 May is the final date by which teachers leaving their jobs in the summer must resign, so more jobs appear around this time.
- Independent schools and overseas schools may advertise earlier.

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## Application forms

Employers make a decision on whether to take your application forward based on your form. The following suggestions may help.

- Check and double check your spelling and grammar, applications will be rejected on this alone.
- Ensure your form is clear and easy to read, rather than long-winded and complicated.
- Keep a copy of the form and take it with you if called for an interview.

The following sections are often included in an application form:

#### Education

Make sure the first course you list is your teacher training, giving your institution and your exact course title. All other courses should be listed in reverse chronological order. You may be asked to give your teacher reference number (TRN) (previously known as a DfES or DCSF number). You should have received your TRN during your teacher training course.

Local authority (LA) application forms vary. Some have special 'first appointment' forms. On these, teaching experience means the school experience undertaken as part of your teacher training. If you have other teaching experience, you should also include it here.

If there is no separate section for school experience, list it under teaching employment, (unless specifically instructed not to do so), making it clear that the list refers to school placements rather than employment. Include information about any intended school practices if you have not completed all of these by the time you submit your application.

## **Employment**

Both full and part-time employment should be included, together with vacation and voluntary work if appropriate. All experience and employment should be given in reverse chronological order, with the most recent first.

Keep the information succinct. You can expand upon your education, teaching experience and employment in your supporting statement.

## **Leisure activities and interests**

Emphasise interests and activities that will help your application, especially those activities that relate to your age/subject specialism or link to potential extracurricular activities.

## **Personal/supporting statement**

This is the heart of your application. It may be included on the application form itself or you may be asked to attach it or continue on a separate sheet.

## **Referees**

You are normally asked to give the names and addresses of two referees. Some forms state specifically who your referees should be. If this is not clear, pick your tutor from your course of study to be your first referee as they will be issuing a report on your performance. This reference will combine reports sent in by your lecturers and schools.

Your second referee should be the head teacher of a school where you have undertaken school experience, the classroom teacher you worked with (primary), head of department (secondary) or your mentor.

If you feel unable to follow these guidelines on referees, ask your department or your university careers service for advice on possible alternatives.

You must obtain your referees' permission before giving their names. Check your course's arrangements for student references.

## **Criminal convictions**

For more information on disclosure of criminal conviction, see the AGCAS Applying for a PGCE publication.



## Personal/supporting statement

It is crucial that you put together a well thought-out personal/supporting statement for each position you apply for. See the following example a [personal/supporting statement](#).

You may be asked to include your personal statement within the application form, to attach it separately or to support your application with a letter which should contain similar information.

In general, when completing a personal statement you should:

- not exceed two sides of A4 - unless otherwise instructed;
- follow the instructions on the application form - if in doubt, seek advice from the school/local authority (LA);
- tailor your statement for each new application according to the nature of the school/LA and the advertised role;
- emphasise your individual strengths in relation to the role.

The structure of the personal statement is very important and the below advice should be followed.

- Using paragraphs, you should address the job description and person specification (where available) detailing how you meet each requirement.
- For a pool application, ensure you give a good overview of your skills and experience.
- For both, it is vital that you give specific examples of what you have done to support your claims.

The following areas should be covered within your personal statement:

### Why you are applying for the role

- Refer to any knowledge you have of the LA or the school, including any visits to the school and what you learnt from them.
- Mention any special circumstances, e.g. your religious faith, which you think are relevant.

### Details about your course

- Give an overview of your training course including the age range and subjects covered and any special features.
- If you are a PGCE student, mention your first degree, your dissertation (if appropriate), any classroom-based research projects and any relevant modules you studied. Also mention if you have studied any Masters modules.

### Your teaching experience

Include a brief overview of your practices, including:

- year groups taught;

- subjects covered;
- any special features of the practices, e.g. open-plan, multi-ethnic, team teaching.

### **Your classroom management strategies**

Give examples of how you:

- planned, delivered, monitored and evaluated learning outcomes, including differentiation;
- managed classrooms and behaviour;
- worked with assistants or parents in your class.

### **Your visions and beliefs about primary/secondary education**

- What are your beliefs about learning and visions for the future? You could touch on areas such as learning and teaching styles and strategies.
- Reflect on key policies relevant to the age range you want to teach.

### **Other related educational experience**

- This can include information about any previous work experience.
- Include any training activities you have carried out and ways in which your subject knowledge has been developed.

### **Other related skills and interests**

- Give details of any particular competencies, experiences or leisure interests, which will help the school to know more about you as a person.
- Any involvement with children (running clubs, youth work and summer camps) is particularly useful to note.

### **Final paragraph**

Finish your statement positively, for example:

'I am confident that my experience equips me well for the post of X at Y School. I have a strong commitment to teaching and learning and I know that I would be an invaluable member of the school community.'

## **Your CV**

A CV for teaching jobs should emphasise qualifications and experience that relate to education such as the following information:

### **Education and qualifications**

List your teacher training qualification first and include details on achievements, special features, options or projects you have undertaken. If you are a PGCE

student, mention any relevant modules from your first degree. Also include any Masters modules you have taken.

Other qualifications should then be listed briefly in reverse chronological order.

### **Teaching experience**

- Give details of school experience in reverse chronological order, with names of schools, dates and year groups. Include practice not yet undertaken if details are known.
- Give an overview of each practice – curriculum taught, assemblies delivered, trips, etc.
- Give an indication of assessment methods used, behaviour management strategies, etc.
- Include any other teaching experience outside your programme, such as sports coaching.

### **Other experience**

Briefly list other employment/voluntary experience.

### **Interests and activities**

This section gives some insight into you as an individual. Mention here:

- any interests you have that are relevant to teaching;
- leadership experience;
- recent positions of responsibility you have held.

### **Other information/additional skills**

Give details of any special skills or qualifications you can offer, such as:

- music;
- languages;
- sport (including coaching certificates);
- ICT;
- a driving licence;
- first aid/life-saving certificates.

### **Referees**

You should list two referees and, as far as possible, ensure that one of them is from your school experience and the other from your training institution. Ensure you get permission from the referees before including their details.

### **Example CVs**

- [Skills-based CV](#)
- [Traditional CV](#)

## Covering letters

It is essential to send a covering letter when submitting your CV. This is your opportunity to make a connection between you as an individual, your qualifications, interests and experience, and the particular abilities, skills and qualities that the job requires. It allows you to expand on details you have mentioned in your CV and should include some of the same information as a personal statement. A covering letter in this instance can be up to two sides in length.

If you have already prepared a supporting statement as part of your application form, only a brief covering letter is required.

## General tips

- Put your address at the top right-hand side of the letter and the name and address of the local authority (LA) or school on the left-hand side below your own, using the name of the head teacher where appropriate.
- Quote any reference number and source/date of the job advertisement.
- Tailor the letter to show that you are applying to that particular school and that it is not a standard letter sent to many schools.
- Provide evidence of the skills and experience you have by including examples from your past work or study to show you meet the requirements of the job.

The interview date is often printed as part of the advertisement. If you have a serious reason why you cannot attend, contact the school to discuss the possibility of attending on an alternative date.

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## The interview

When you receive an offer of an interview, confirm as promptly as possible that you will attend. Try and arrange to visit the school prior to the interview day.

Interviews will focus on your application, your teacher training and school experience, previous work experience, interests, suitability for the particular school, and what you can contribute. Be prepared with specific examples to evidence your skills.

Interviewers look for:

- excellent communication skills;
- positive social skills with pupils and co-workers, with the ability to motivate;
- classroom management skills;
- professional knowledge and understanding of your subject;
- a personal philosophy about, and a commitment to, the teaching of your subject/s;
- the ability to reflect on what you have gained from your course and placements and awareness of your own development needs;

- and a positive choice for that school and/or local authority (LA).

## **Types of interview**

The format and style of the interview varies depending on where it is held and who it is conducted by. Be aware of your body language - smile and try to look relaxed. A firm handshake and eye contact when you meet the panel and answer questions can make a good initial impression.

### **Pool interviews**

- These are usually held in the offices of the LA and the panel may be made up of a head teacher, an inspector/adviser and perhaps a school governor.
- The result of the interview is usually given a few days later.
- Even if you are successful, you can expect to be interviewed again by any schools interested in you.

### **Interviews for specific posts**

- These usually take place at the school concerned and may include a number of other activities.
- Interviews may last up to an hour and panels are likely to be made up of a combination of teaching staff at different levels of seniority. Governors may also be included. Increasingly pupils are being involved at this stage of the selection process.

## **Interview activities**

The interview may be in a typical question and answer format or it could consist of different exercises or activities. These may include:

### **Informal discussions**

These may be with a senior teacher/head of department or other staff and may take place during a school tour. If so, ensure you show an interest by talking to pupils. This is an opportunity to ask questions, but remember you are still being assessed.

### **Teaching a lesson or part-lesson**

You are likely to be asked to teach a class on a given topic. If this is the case, you will be given prior warning. Check available resources at the school before the day. At your interview, you may be asked about your lesson focus and learning outcomes and your evaluation of how the lesson went.

### **Group discussion**

These are more common in interviews for secondary posts and topics include:

- class management and control;
- recent developments in the teaching of your subject.

- You will be assessed on your knowledge of the topic and ability to work in a group. Be sensitive to others in the group and ensure you take an active part without dominating the discussion.

## **Interview by pupils**

You may have an interview with pupils. This is becoming more common, even at primary level.

## **Presentation**

For more senior roles, you may be asked to give a short presentation to staff or the interviewing panel. You should be given prior warning of this.

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## **Interview tips**

### **Preparation**

If you did your research for your supporting statement and related your skills and experience to the vacancy, you have done much of the groundwork in preparing for the interview. The following points all need to be considered:

- Re-read the job advertisement, and application pack plus your application form/CV (in particular, your supporting statement and any notes you made when preparing it).
- Ensure you have specific examples from your school experience to demonstrate how you meet the selection criteria, you can take evidence such as photographs, lesson plans, as further evidence.
- Research the teaching profession as a whole, and your own subject in particular. You should be up to date on latest developments and be able to discuss current trends and educational issues, see the Hot topics section in the AGCAS Routes into teaching publication within this series. Reading the educational press regularly is essential.
- Try to anticipate the questions you may be asked at interview and prepare a rough outline of the answers you will give. Look at some [example questions](#).
- Think about questions to ask the panel - make sure you have not already been given the answer to your question during the interview.
- Ensure you can demonstrate your commitment to the particular school as well as to the teaching profession as a whole.
- Plan your journey and allow plenty of time to get there.
- Dress smartly, consider this in relation to teaching a sample lesson.

### **Responding to questions**

- Listen carefully to the questions so you do not misunderstand what is being asked. Ask for clarification if necessary.
- Don't talk too much - you can always pause and ask if they require further details.
- Don't simply answer yes or no.

- Non-verbal communication is very important. How you answer is important to convey motivation and make you stand out.
- Give yourself time to think before responding - you do not need to jump straight into an answer.
- Provide greater depth to support information you put in your application. Do not assume that the entire panel has read it thoroughly.
- Try to expand your answers with interesting information about yourself and give examples to evidence your points and highlight your skills.
- Talk rationally about yourself and others - a perceptive, balanced critique of your training course is far more impressive than either excessive praise or blanket criticism.

The way you communicate in the interview will be taken as a reflection of how you communicate in the classroom. Your body language and the clarity of your speech are very important and you should always try to sound positive and enthusiastic.

### **Interview portfolios**

Although it is not essential, you may wish to bring a portfolio to illustrate certain aspects of your work. A portfolio may include:

- examples of assessment;
- samples of children's work;
- photographs of displays or field trips.

If you decide to use one, make sure you are:

- selective and plan carefully what to include;
- clear about what each piece of material illustrates;
- able to answer questions about the material.

### **Equal opportunities**

If you have a disability requiring adjustments at the interview, you should inform the school/local authority (LA) beforehand. For more information on equality and diversity in the job market, see the AGCAS Diversity Matters series.

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## **Example questions**

These examples give a flavour of the sort of questions you may be asked. Try out some of your potential answers on a friend. Alternatively, see if you can arrange a mock interview through your careers service.

### **Introductory questions**

- Have you enjoyed your visit to the school? (Mention anything interesting you have noticed.)
- Why have you applied for this post?

## **Questions about yourself**

- Tell us about yourself and what inspires you.
- What personal interests or hobbies do you have that could be of value to the school?
- What unique qualities can you bring to the school?
- How do you know when you have had a good day?

## **Your choice of school/local authority (LA)**

- What makes a successful school?
- How would you support the ethos of this school?
- The school is part of the community. How would you plan to integrate this community and all it has to offer into your teaching?

## **Professional issues**

- What are your particular strengths and weaknesses as a teacher?
- Describe the best lesson you have given and say why it was successful.
- Describe the worst lesson you have given. What would you do differently?
- How do you judge the achievement of pupils in your subject?
- If we visited your classroom in October, what could we expect to see?
- What is the role of target setting?
- How would you ensure that you respond effectively to the differing needs and abilities of pupils?
- How would you foster equal opportunities in the classroom/school?
- How would you accommodate children who have English as an additional language?
- How would you raise a child's self-esteem and aspirations?
- How would you address boys'/girls' underachievement?
- How far do children in your classroom direct their own learning?
- What are your views on the value of homework?
- What does learning look like in your classroom?

## **Behaviour management**

- What are your views about discipline?
- How much noise and moving around the classroom would you permit?
- How would you cope with a child constantly interrupting the lesson?
- How would you deal with bullying?
- What would you do if your strategies for behaviour management were not succeeding?

## **Primary interviews**

- How would you evaluate the effectiveness of the literacy strategy?
- What is the place of topic work in school and what is your experience of it?
- Which reading/mathematics schemes have you used?
- What are your views on the balance between creativity and basic skills?
- How might you use ICT in your teaching?
- How would you ensure the continued improvement of numeracy standards in your class?



- How would you structure literacy lessons to ensure equal access for all pupils?

### **Secondary interviews**

- What do you like most about teaching your subject?
- How would you motivate year 9 pupils who have lost interest in the subject?
- What would you say to a student considering taking your subject at A-level?
- What are your views on cross-curricular teaching?
- What are your views on streaming/sets/mixed-ability teaching?
- How would you address the underachievement of boys/girls in your subject area?
- Have you had any experience of vocational education?
- What bearing do you think future developments (in your subject) will have on your teaching?
- How would you teach (an area relevant to your subject) to a year 8 mixed-ability group?

### **Pastoral considerations**

- What is the role of a form tutor and what relevant experience have you had?
- How would you seek to promote the spiritual, moral, social and cultural development of the children in your care?
- To which aspects of personal and social education could you make a contribution?
- How would you get to know your tutor group/class?

### **Issues concerning parents**

- What is your experience of having parents in school? To what extent should this be developed?
- How would you deal with a hostile or aggressive parent?

### **Working with colleagues**

- What qualities do you have that make you a good team player?
- How would you seek to work cooperatively with your colleagues?
- What support would you expect from staff as a newly qualified teacher (NQT)?
- How would you seek to work with adults other than teachers in your classroom?
- Give an example of when you have worked effectively within a team?

### **Career development**

- How will you develop yourself as a professional teacher?
- How would you like to see your career develop?

## Offers and salary

You may be asked at some point in the interview if you are still interested in the role. If you have decided you do not want the job, it is best to say so.

If your interview includes other activities, and so lasts a full day, you may find out at the end of the day whether you have been successful. Otherwise the school will usually contact you over the next day or so to let you know of their decision.

Think carefully before you accept or decline the position and if you have other interviews lined up that you wish to attend, ask if you can have more time to make your decision. Bear in mind, however, that the school may give a time limit on getting your answer so that they do not lose their second choice candidate should you decline.

After you have accepted an offer you should receive a written confirmation of appointment, which should also confirm your starting salary point. You should then reply in writing to accept the offer. You may also wish to ask if you can visit the school again before you take up your post so that you can make some advance preparations.

## Salary

Newly qualified teachers (NQTs) in England and Wales working in state-maintained schools generally start their careers on the first point of the main pay scale. Conditions and salaries in academies and city technologies may be different. The entry salary for the main pay scale in England and Wales is:

- £21,588 (excluding London);
- £22,626 (London fringe);
- £25,117 (Outer London);
- £27,000 (Inner London).

(Source: Teachers' pay scales 2012-2013, National Union of Teachers)

The government has announced its intention to freeze teachers' pay in 2012-13 at 2011-12 levels, but this should be monitored nearer the time.

NQTs with some previous relevant experience may sometimes be placed on a higher point on the scale. If you feel you have grounds to negotiate the starting salary, it may be best to do so before you accept the position.

The following organisations provide up-to-date information on salaries and pay progression:

- [NASUWT \(National Association of Schoolmasters and Union of Women Teachers\)](#)
- [National Union of Teachers \(NUT\)](#)
- [Association of Teachers and Lecturers \(ATL\)](#)

## Debriefing

If you are not successful at interview, you may be given some feedback on your performance. It is worth asking for this if it is not offered. It will enable you to improve your performance for next time. Schools will often offer the debriefing over the telephone, which allows you to make notes of what is being said so you can reflect on it afterwards.

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## Contacts and resources

### Jobs and work

- [Association of Teachers and Lecturers \(ATL\)](#)
- [Capita Education Resourcing](#) - recruitment service.
- [Catholic Education Service](#)
- [Catholic Education Vacancies Online](#)
- [Catholic Teachers Gazette](#)
- [Church Times](#)
- [Department for Education](#) - formed on 12 May 2010 - responsible for education and children's services – includes link to local authority vacancies.
- [Eteach](#) - teaching vacancies and advice.
- [FE Jobs](#)
- [Gabbitas Education](#) - specialist education recruitment agency for independent schools and posts overseas.
- [Guardian Jobs](#)
- [Hays Education](#) - recruitment service.
- [Independent Association of Prep Schools \(IAPS\)](#) - opportunities and advice on working in prep schools.
- [Independent Jobs](#)
- [Independent Schools Council \(ISC\)](#)
- [NASUWT \(National Association of Schoolmasters and Union of Women Teachers\)](#)
- [National Union of Teachers \(NUT\)](#)
- [Newspaper Society](#) - includes search facility to locate local newspapers online.
- [Protocol Education](#) - recruitment service.
- [Recruitment and Employment Confederation \(REC\)](#) - for a list of recruitment agencies.
- [Scottish Council of Independent Schools](#)
- [The Daily Telegraph Jobs](#)
- [Times Educational Supplement Jobs](#)
- [Tutoring: the Complete Guide](#) - registration required.
- [Voice: The Union for Education Professionals](#)

### News

- [BBC News: Education & Family](#)
- [Guardian Education](#)
- [Teachers TV](#)

- [Times Educational Supplement](#)

## Reference

- [Criminal Records Bureau \(CRB\)](#)
- [Department for Business, Innovation and Skills \(BIS\)](#)
- [General Teaching Council for Northern Ireland \(GTCNI\)](#)
- [General Teaching Council for Scotland \(GTCS\)](#)
- [General Teaching Council for Wales \(GTCW\)](#)
- [Office for Standards in Education, Children's Services and Skills \(Ofsted\)](#)
- [School and College Achievement and Attainment Tables](#)
- [Schools Web Directory](#)
- [SKILL \(National Bureau for Students with Disabilities\)](#)
- [Teaching Agency](#) - from 1 April 2012 - new executive agency of Department for Education - took over responsibilities of General Teaching Council in England.

## **Personal/supporting Statement – First Teaching Job**

A continual thirst for knowledge and understanding of world History led me to complete the BA (Hons) in History and my desire to impart my knowledge and love of the subject to children led to completion of the PGCE Primary. My experience teaching history in Key Stage 2 (KS2) has widened my understanding of progression in this subject, and the importance of relational understanding to support children's future learning.

During my PGCE I taught in a year four class for twelve weeks at St Anne's School, and a year five class for six weeks at Anytown Prep School. During my placements I have worked collaboratively with KS2 colleagues in all areas of the curriculum. This included:

- Planning for individual children based on their personal needs
- Effectively using resources
- Creating assessment opportunities that enhance future learning
- Ensuring adequate curriculum coverage for all pupils
- The effective use of the teaching assistants
- Allowing for equal opportunities

I plan for many exciting opportunities for the children to ensure they are stimulated and interested in what they are being taught. My PGCE placements have given me varied circumstances in which to develop valuable experience, such as planning alone and team planning, split year group teaching and developing a wide range of assessment opportunities. I have gained skills in developing effective and constructive relationships with children in difficult socio/economic conditions in an inner-city situation. These involved using consistent behaviour management strategies.

My ethos for the classroom strongly encourages children to express their ideas and suggestions as I believe it is extremely important for them to have control over their learning. It is important to create an atmosphere which encourages children to ask questions and I believe children learn best through first-hand experiences and stimulating environments, including the appropriate use of the outside environment. Similarly, the classroom itself plays an important role in educating children and this environment needs to be bright and comforting to encourage their learning. Classes I have taught in have produced displays and 'working walls' that are brightly coloured, durable, engaging and interactive. These provide an ideal opportunity for the collaboration and celebration of the children's work. I also display the children's targets, allowing them to be mindful of their goals and achievements, which I find help them to celebrate success. I place a huge importance on providing learning experiences that build upon the pupil's prior knowledge. At the start of each topic, I ask open-ended questions to allow me to gauge what they already know, enabling me to plan the areas of learning to be developed.

As a reflective practitioner, I regularly evaluate lessons to analyse improvement, progress and achievement. Reflection on lesson plans and observations help to identify misconceptions and allow me to adapt my teaching strategies and plans for future lessons. Using the Assessment for Learning (AfL) cycle, I have become more aware of the importance of observation and the role it has to gaining greater understanding of children's learning and behaviour.

During lessons I try to ensure that my plans contain activities which cater for all learning styles. This includes making learning very visual for English as an Additional Language (EAL) children and allowing higher ability children to investigate topics in greater depth and with greater autonomy. However, I understand that every child is different and what works for one child may not necessarily work for another. I believe a cross curricular approach can be extremely beneficial to pupils, in order to make their learning relevant and to formulate their own connections. In my experience, creating a 'working wall' where the pupils can have an active role in what is displayed has helped to consolidate their

learning. Incorporating ICT into some lessons is also important in my view, for instance through use of the interactive white board, the internet, digital cameras and video recording. During my first placement I took part in an 'E-Safety' afternoon, teaching children how to be safe when using the internet and preparing them to enter today's technology fuelled world. I know I can offer these valuable learning experiences to the children of your school.

I have high and realistic expectations of every pupil, to enable them to reach their full potential and to behave in a suitable manner. This can be achieved by providing good quality first-hand experiences which are both stimulating and interesting. I have developed effective behaviour management strategies, which have a fair and positive approach during my teaching experience and have put them into practise. It is with excellent behaviour in and out of the classroom and the development of strong interpersonal relationships that children are encouraged to reach their full potential.

I am committed to equal opportunities in my class and throughout the school environment. I plan my teaching to individuals' learning needs, taking into account special needs, cultural backgrounds and emotional considerations. My last teaching placement involved a class project on India, embracing the enrichment of a multicultural society.

Parental involvement is a key element in a child's learning, as both parent and teacher need to support the child's learning. I invite the parents into the classroom as much as possible as this allows the child to feel supported. I often write notes in homework diaries and include samples of children's work, as well as talking to parents in the playground just to check on progress.

Extra-curricular activities are very important in all children's development. I have coached the tag rugby and football team at St Anne's which involved the children having fun developing skills and working together. I would really like to continue running clubs in the future and I am flexible to meet the schools needs for extra-curricular activities. I would also welcome the opportunity to take part in residential (or similar) school trips in the future. I have many interests outside of the teaching profession. For example, I have a strong interest in all aspects of music. I have also travelled extensively through Asia and Australia, gaining an awareness and appreciation for many diverse cultures.

For me, school is not just about individual classes and teachers. To this end, I made it a priority to get involved with the school community whilst on both placements, helping to run afterschool events (such as world book day, school discos and dance club), as well as accompanying and having responsibility of children on school trips. I have also developed professional relationships through participating in staff meetings, parent's evenings and planning and assessment meetings. I believe that it is important for school staff to support each other and I am keen to share ideas, teaching resources and best practice with other staff members. I believe that this collaborative approach to work acts in the best interests of the children and school, promoting good teaching practices that impact positively on children's learning. I have a firm belief in fostering and maintaining strong home-school links, working with parents/guardians to encourage a holistic process of care and support for their children.

I would be an asset to your school, contributing greatly to its caring and community-spirited ethos. As a highly motivated, skilled and enthusiastic individual, I feel that I would integrate well into your establishment and bring with me a positive attitude, new ideas and the enthusiasm and humour to benefit the children, staff and the wider community.

Written by Pat Carmody & John Hoyle, Canterbury Christ Church University, July 2012

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## Example of a skills-based CV

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### **ANISHA SMITH**

16 Station Road, City AB1 2CC

Mobile: 07777 888 999

Email: [jsmith1@email.co.uk](mailto:jsmith1@email.co.uk)

Teacher Registration No: 01/23456

### **RELEVANT SKILLS**

#### **Planning and Organisation**

Considerable experience of organising people, activities and resources through teaching, in my voluntary committee work, and as district organiser for Watch. Achieving "Excellent" for this within my final placement assessment.

#### **Teamwork**

In school, I have enjoyed working closely with colleagues to share ideas and specialist knowledge. In particular, my work with Watch entailed cooperation with activity leaders.

#### **Reliability and Responsibility**

An excellent attendance record at university and at work. My work experience has demanded high standards of care and attention to detail, particularly with regard to the safety and well-being of others.

#### **Communication**

My time spent in schools and with Watch has shown that I can communicate with, and relate to, a wide age and ability range. Through my university course, I have developed high-level written and presentational skills.

#### **Information Communications Technology**

I have a working knowledge of a range of Microsoft applications, including Word, Access, Excel, PowerPoint, Publisher and Photoshop, which I use to create materials and integrate ICT as a resource within my lessons. I have also used specialist subject-specific software packages, often in conjunction with a whiteboard. I regularly use the internet for research and lesson planning.

### **EDUCATION AND QUALIFICATIONS**

#### **2010 - 2011 PGCE Secondary Biology City University**

Gaining an understanding of the theory underpinning Science education, in for example; the nature of Science and "How Science Works"

Learning to set clear objectives for lessons

Developing good classroom management skills

#### **2007- 2010 BSc (Hons) 2:1 Biology City University**

Taking an environmental approach to biology with the emphasis on Laboratory, Computational Biology and Communications Skills

Practical final year research project "....."

#### **2000 - 2007 City Grammar School for Girls**

A-levels: Biology (C), Chemistry (C), Psychology (B)

AS level: Art (B)

7 GCSEs grade A-C, including Maths, English Language, Biology and Chemistry

## SCHOOL EXPERIENCE

- 2011      **Comprehensive School, Nottingham**      11-week block practice:  
Taught balanced science up to Key Stage 3 and biology to Key Stage 4.  
Helped form tutor for Year 8 group with responsibility for attendance,  
behaviour and reports.  
Ran a tutorial session on bullying and friendship.  
Participated in four parents' evenings.
- 2010      **Royal City High School, Nottingham**      6-week block practice:  
Taught biology, chemistry and physics up to Key Stage 3.  
Helped with Year 7 special needs group.

## WORK EXPERIENCE

- 2007 - 2009      **Part-time district organiser for Watch (environmental charity)**  
Planned, organised and publicised a programme of events and activities for  
a membership of 20 children aged between 7 and 14.

## Interests and Achievements

British Trust for Conservation Volunteers (BTCV) volunteer for 5 years and attended  
training courses in practical conservation and the environment.  
Enjoy outdoor pursuits, including walking and youth hostelling.  
Duke of Edinburgh Silver Award, 2006.

## REFEREES

Professor Jones  
Dean of Education  
City University  
Faculty of Education  
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Comprehensive School  
City Road  
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Email: [smith@science.school.uk](mailto:smith@science.school.uk)



## Example of a traditional CV

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### James Lawrence

16 Town Street (Home Address)  
Town  
County, AB1 2CC  
Tel: 01234 567 890  
Mobile: 07791 858292

20 City Road (Term Time Address)  
City  
BC2 3DD  
Tel: 01234 567 899

Email: [jimlawrence1@email.co.uk](mailto:jimlawrence1@email.co.uk)

Teacher Registration No: 01/23456

### Education and Qualifications

2011 - 2012 **PGCE Primary 5-11** **Special College of Higher Education**

Developing the skills to become a confident, competent classroom practitioner who can enable children to learn effectively across the whole curriculum, with a good understanding of the demands of the National Curriculum, the Curriculum for the Foundation Stage and other government initiatives.  
Special study: Numbers Can be Fun.

2008 – 2011 **BA (Hons) 2:1 History** **University of England**

Covering medieval, early modern, and modern history, researching and writing history, addressing the issues of how we know what happened, and why historians differ in the way they interpret the information available to them.

2001 - 2009 **Main Park Comprehensive School**

A-level: History (B), Geography (C), English (C)  
AS level: ICT (C)  
GCSE: English Language (B), English Literature (B), History (B), French (B),  
Double Award Science (BB), Maths (C), Art (C)

### School Experience

2011 - 2012 **City Infant School, London** 8 week placement in a Year 5 class

- Teaching 50% of the timetable, taking full charge of the class.
- Teaching Literacy, Numeracy and Science each week.
- Individually planning and teaching topic work and foundation subjects.
- Formative and summative marking and assessment.
- Attending staff meetings and parents evening sessions.
- Leading a group of 5 children on a school trip to Leeds Castle.
- Helped with football coaching on Saturday mornings.

2012 **Town School, London** 6 week practice in a Year 4 and 5 class

- Team teaching with mixed age groups.
- Project work on the local history of the area, looking at primary sources and how ICT could be utilised.

2010 - 2011 **Primary School, London**

- One day per week voluntary classroom assistant with Year 3 children.
- Assisted with sports day preparation and organisation.

**Other Work Experience**

2008 - 2009 **Supermarket, Cheam**, Part-time cashier  
Position involved cash handling, supervising staff (weekends) and key holding.

2007 - 2009 **Youth Café**, Volunteer youth worker  
Helped run the café and organised events and activities for young people aged 13+, one night per week.

Summer 2009 **BUNAC (British Universities North America Club)**  
Camp counsellor on a holiday camp in Philadelphia, USA.  
Organised games activities and outings for children aged 7-13.

Summer 2008 **Museums Service**, Enabler  
Assisted on the project 'Making History Come Alive' organising and running activities for groups of people of all ages.

2005 - 2007 **Supermarket, Bolton**, Cashier and stock control assistant

**Additional Skills and Qualifications**

- Grade 5 trumpet. Ability to play recorder and read music.
- Clean driving licence.
- Bronze Medallion and Bronze Cross Life Saving Awards.
- Working knowledge of various Microsoft Office applications, including MS Word, Excel, Access and PowerPoint.

**Interests and Activities**

Sport: Played in college football team and leisure centre five-a-side league.  
Music: I enjoy all types of music, particularly jazz. Member of a brass band.  
History: Member of student union history group and secretary of a local history club.

I enjoy travelling, reading historical and sports biographies and socialising with friends.

**Referees**

The Dean  
Faculty of Education  
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Ms Smith  
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Written by Pat Carmody & John Hoyle, Canterbury Christ Church University, July 2012  
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