



**Guide to...**

**Getting a**

**teaching job**



# CONGRATULATIONS!

You've completed your training, now it's time to start the hunt for your first teaching job as an Early Career Teacher (ECT).

See: [Statutory Guidance for Induction of Early Careers Teachers](#).

## WHEN TO START ACTIVELY

## JOB SEARCHING

We recommend you start early with your research and ensure you have all relevant documentation ready to prepare for applications. Schools typically start advertising direct vacancies in January with many ECT opportunities advertised around April. See: [Target Jobs: Teaching Jobs 'when to apply'](#) timeline.

## HOW TO FIND TEACHING JOBS

Teaching jobs can be advertised in a variety of places, so keep your options open.

**DIRECT GOV TEACHING VACANCIES WEBPAGE:** enables you to search for opportunities by role, location, and teaching subject. You can also register for job alerts.

See: [Direct Gov Teaching Vacancies](#) webpage.

**INDIVIDUAL SCHOOL WEBSITES:** most schools will include a 'vacancies' or 'jobs' page on their website. Make a list of specific schools you would like to teach at, check their websites regularly for advertised positions and sign up for email alerts if available. Find schools by location on the [Direct Gov Get Information about Schools](#) and search the [Direct Gov Independent Special Schools and College](#) webpage.

**MULTI-ACADEMY TRUST WEBSITES:** some schools operate in groups or clusters, known as MATs or foundations and you may be employed directly by them as opposed to the school. This may also mean that you work across multiple schools. Find MAT schools on the [Direct Gov Open Academies](#) webpage.

**LOCAL AUTHORITY WEBSITES (COUNCILS):** maintained schools may advertise positions via the relevant local authority (council) vacancies website. Some local authorities require you to register with them and complete a single application form which is sent to schools with opportunities that meet your criteria within the area. Use the [A-Z List of Councils](#) to find local authority websites.

**SECTOR SPECIFIC JOBSITES:** some websites focus just on advertising roles in the education sector. Examples include: [Eteach](#), [TES Jobs](#), and [Education Jobs](#).

**GENERAL JOB WEBSITES:** some large online jobs boards will advertise teaching posts, e.g. [Indeed](#).

**REGISTERING WITH A RECRUITMENT AGENCY:** some recruitment agencies specialise in the education sector, and they can be useful for searching for a range of teaching roles, including supply teaching. Search for agencies on [Agency Central](#) or [REC](#).

**LINKEDIN:** consider searching for opportunities advertised on social media. Using [LinkedIn](#), you can not only search for opportunities, but it enables you to keep up to date with education trends and topics.

**THE INDEPENDENT/PRIVATE SECTOR:** the [Independent Schools Teacher Induction Panel \(ISTIP\)](#) manages the induction of NQTs in the independent sector. You can still search for independent schools' jobs as you would other teaching posts but can use the [Independent Schools Council](#) to find schools.

**OVERSEAS VACANCIES:** if you wish to complete your ECT overseas this is possible, although options are limited. See: [Council of British International Schools \(COBIS\)](#). Some recruiters specialise in assisting with securing teaching positions abroad, examples include [Search Associates](#) and [Participate Learning](#).

**SPECULATIVE APPROACH:** contacting schools directly with a speculative application is also encouraged, particularly if you have a specific school in mind. Your application may come through at a time when they are about to advertise a position or have been struggling to recruit for a role.

## THE IMPORTANCE OF RESEARCH

Research is an essential part of making effective teaching applications. Researching the school can help you assess if it is the right fit for you and enable you to write a more effective application. Tips include:

- Review the school's website.
- Consult the school's development plan/vision and values statement.
- Look up the most recent Ofsted report.
- Find out where the school sits in performance/league tables.
- Discover if the school has received any awards or achievements of note.
- Reflect on what you observed/learnt during your school visit (if you were able to).

It is also important to ensure you keep up to date with your knowledge of the teaching sector. This will demonstrate to future employers that you are engaged and well informed.

- Review educational policy and any recent/forthcoming changes (e.g. TES and DoE).
- Research emerging research e.g., teaching methods, technology etc.

## RECRUITMENT METHODS IN THE TEACHING SECTOR

The recruitment process for each teaching post is the decision of individual schools, local authorities, multi-academy trusts, and recruitment agencies, meaning the way in which you apply for opportunities will differ.

**IMPORTANT: It is essential to read and follow the application advice carefully.** Some schools provide an 'applicant pack' or guidance to download and review. Headteachers regularly cite an inability to follow instructions as a reason not to shortlist an applicant for interview. If you are unsure, contact the school.



# APPLICATION FORMS

Application forms are the most common type of application method used in the education sector; however, each application form will be different. It is beneficial to collate your key information such as educational and working experiences, qualification results, training courses (including any attended as part of your school placements) and referee contact information in a separate document that you can use to copy and paste from into an application form.

You may be asked within an application form to write a personal statement. Follow the guidance the employer provides, for example they may say *“Please use the space below to tell us how your skills, knowledge and previous experience, whether paid or unpaid, are relevant to this post and how they meet the criteria listed on the person specification. Please provide specific examples.”*

# LETTER OF APPLICATION (OR COVER LETTER)

Some schools will also ask for a 'Letter of Application' (or Cover Letter). This may be asked for *in addition* to a completed application form or as a substitute for an application form. Always follow any stated application guidance given by the school.

If you do not have an application form/personal statement to complete, consider the letter as a personal statement substitute and use it to explain why you are suited to the role (i.e. addressing the criteria in the person specification), your interest in the position and your interest in working within the school.

If you are asked for a letter of application (or cover letter) in addition to a completed application form, ensure you aren't simply repeating yourself and take into consideration what you have already covered elsewhere.

# TEACHING CV

Although less common, some schools may require a CV. A teaching CV needs to detail your education and qualifications, your paid and unpaid experiences, and reflect on your relevant skills, attributes, achievements, and knowledge.

## TOP TIPS!

- Don't be afraid to mirror language/headings used in the person specification and job description.
- Try to present information in the order it is given to you in the person specification, as this helps the reader find what they are looking for.
- Use a variety of interesting examples from your teaching practices and refer to what you have studied, observed, and taught.

## TOP TIPS!

- Explain your reasons for wanting to teach at that specific school – use your research!
- Tell them about your teaching style and how that complements that of the school's ethos.
- Provide specific examples that demonstrate your teaching experience relevant to the role.
- Use relevant teaching terminology e.g. assessment for learning, differentiation, outcomes, barriers to learning, behaviour strategies etc.
- Mention any interests or skills that would contribute to whole school life, e.g. languages, music, sports, dance, drama etc.

## TOP TIPS!

- Emphasise your teaching experience/school experience through your placements as part of your teacher training.
- Provide information about other relevant experience (paid or unpaid) of working with children and young people.
- Mention extra-curricular activities that could be your contribution to the school.

# HOW TO CREATE EFFECTIVE APPLICATION DOCUMENTS

Regardless of what type of documents the employer is asking you to provide (e.g., application form, letter of application and/or CV), it is essential that you;

- **Carefully review job information** to ensure you understand the key skills, experience, and knowledge the employer is looking for;
  - ◊ JOB DESCRIPTION (JD) – informs you of the tasks and responsibilities required in the role
  - ◊ PERSON SPECIFICATION (PS) – lists the skills, experience, and knowledge criteria that the employer will use to short-list applications. Criteria can often be defined as 'Essential' or 'Desirable' (see example).
- **Consider how you can match yourself to the criteria and job responsibilities.** Reflect on your understanding and experiences and think of *specific examples* to demonstrate how you are a good match. Using the person specification example;
  - ◊ EXPERIENCE AND KNOWLEDGE *“Secure knowledge and understanding of how to make effective personalized provision for all pupils, including those for whom English is an additional language and pupils who have SEN.”* Ask yourself, how do you keep up to date with strategies for adapting teaching to ensure personalized provision? When have you worked with pupils for whom English is not a first language or pupils with SEN needs? How did you ensure your teaching met their needs and they demonstrated progression gains? What do you understand are the challenges of creating personalized provision and how have you met these challenges in previous teaching experiences?
  - ◊ SKILLS AND ABILITIES *“Ability to teach KS3, KS4.”* Ask yourself, when have I done this? What specific experiences have I had? What did I gain or learn from these teaching experiences? What did I teach at KS3 and KS4? How did I reflect on my teaching practice? What feedback did I get from my supervisor?

When reflecting on specific experiences, it is useful to use the STARR Approach:

- **SITUATION /TASK** Setting the scene by explaining when you had this experience and what you needed to do
- **ACTION** Focusing on what you did, by explaining the how and why you approached the situation as you did
- **RESULT** Explaining what the outcome of the experience was
- **REFLECTION** Highlighting what you learned or gained from the experience, what worked, what didn't and how you would approach a similar situation in the future

QUALIFICATIONS, EDUCATION AND TRAINING	
Qualified Teacher Status	E
Assessed as a good or outstanding teacher	E
Relevant specialist qualifications and experience in your subject specialism	E
Evidence of continuing professional development	E
EXPERIENCE AND KNOWLEDGE	
Thorough knowledge and understanding of the curriculum requirements and developments within your subject specialism	E
Evidence of commitment to the principles and policies of equal opportunities	D
Secure knowledge and understanding of a range of assessment for learning strategies	E
Secure knowledge and understanding of how to make effective personalised provision for all pupils, including those for whom English is an additional language and pupils who have special education needs	E
SKILLS AND ABILITIES	
Ability to use assessment to raise standards of achievement	E
Ability to teach KS3, KS4	E
Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice	E
Ability to motivate pupils and colleagues to recognise and respond to the diverse needs of learners	E
Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area	D



# INTERVIEWS

The structure of your interview day will vary between schools, but it may include;

- An introductory talk by a member of senior management.
- A tour of the school.
- A sample lesson taught by you.
- Formal panel interview.
- There may also be a student panel and other group or written activities.

However, all interviews and selection processes are constructed around three questions:

1. **Can you do the job?** (evidence contained within the application; the school is now looking for proof that this is true from meeting you in person);
2. **Will you do the job?** (motivations, why you are applying to a teaching job at this school);
3. **How will you fit in?** (evidence gathered by what you say and how you act on the day).

*(from 'Get that Teaching Job!' by Paul K. Ainsworth, 2010)*

Although you will not be directly asked any of the above, the activities and questions that form part of your interview day experience are designed to help the school gather answers to these three questions. Whilst preparing for an interview you will need to keep these in mind as you are looking to communicate evidence about yourself that shows how you meet all three, above and beyond any other candidate.

# CHECKLIST: PREPARING FOR INTERVIEW DAY

- Read your interview invite and associated information carefully.
  - ◊ Do you need to prepare and deliver a lesson plan? If so, ensure you are clear on the brief, topic you are being asked to teach and who the audience is.
- Enquire about the possibility of a school visit (if you haven't visited prior to applying).
- Research the school.
  - ◊ Analyse the website thoroughly, look for policies and values/mission statements – consider how your answers and behaviours throughout the day can 'match' the school's ethos.
- Read the latest OFSTED report
  - ◊ Identify priorities the school may be focusing on so that you can demonstrate your strengths in supporting these.
  - ◊ If successes are highlighted, show your interest by referring to these.
- Check **performance data via DfE**
- Prepare possible interview questions based on the job description and person specification, thinking of *specific examples* in which you have reflect on your experience and skills. Use specific examples to explain an actual moment in time rather than giving broad examples or being theoretical. Use the STARR Approach (Situation, Task, Action, Result, Reflection). Practice your answers out loud.
- Prepare questions you want to ask them to help you assess if it is the right school for you. Questions could relate to the school, the role, current educational issues, or any topics that arose during the interview.

# EXAMPLE TEACHING INTERVIEW QUESTIONS

Whilst every school interview will be unique, typical areas that are covered at interview include:

- A general opening question(s)
  - ◊ *Why did you apply for this teaching position?*
  - ◊ *What motivates you to be a teacher?*
- Your impression of the school
  - ◊ *What attracted you to apply to this school?*
- Questions about your teaching and planning
  - ◊ *Give us an example of a good lesson you have taught. Why was it successful?*
  - ◊ *How would you ensure that all pupils in your class are able to access the curriculum and make progress?*
  - ◊ *Describe the teaching method you find most effective and why?*
- Specific questions about the skills required for the role
  - ◊ *How would you work with a teaching assistant in your classroom?*
  - ◊ *What skills and attributes do you feel you can offer the school?*
  - ◊ *How do you approach planning your lessons?*
- Child protection question
  - ◊ *How would you support the school's agenda for safeguarding and promoting the welfare of children?*
  - ◊ *Tell us about a time when a child/pupil behaved in a way that caused you concern. How did you deal with that?*

# FURTHER RESOURCES

- Target Jobs [Teaching Jobs: Where to find them and when to apply](#)
- Target Jobs [Teaching Application Form and CV Checklist](#)
- Prospects [How to Get a Teaching Job](#)
- Prospects [Teaching Interview Questions](#)
- Target Jobs [Typical Teaching Interview Questions](#)

## TOP TIPS!

- Don't be afraid of 'thinking time' at the end of each question (pause > think > formulate answer).
- Consider if there is anything you can do to minimize your nerves (e.g. breathing techniques).
- You can check back in with the panel to make sure you have addressed the question by asking (for example, "Does that answer your question?").
- Ask for questions to be repeated or clarified if needed, giving you time and space to think.



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