

Guide to...

Getting a Teaching Jobs

bathspa.ac.uk/careers

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Step 2: Research the sector

This is less likely an issue if you have recently completed your training, you will have been submerged in the business of keeping up-to-date with the educational sector. However, we can all benefit from 'genning up' in preparation for securing a new job, regardless of whether you are seeking your next teaching role or your first one, it is vitally important to come across to potential employers as well informed and engaged with the education sector.

Consider reading up about:

- Educational policy and any recent/forthcoming changes e.g. curriculum, governance etc.
- Emerging research e.g. teaching methods, technology etc.

Application Methods – key terms explained...

Some jobs have quite extensive 'applicant packs' or multiple documents for you to download and digest (such as job description, person specification, welcome pack, letter from head teacher, values and vision statement etc.).

It can be useful to spend time analysing the job information in detail before starting to write your application, although all schools will be looking for applications that show: enthusiasm, commitment, energy and motivation, classroom management skills, an ability to create an environment conducive to learning, time management skills, and an understanding of how and why pupils learn.

The main documents tend to fall into these two categories:

- **Job Description (JD):** Informs you of day-to-day tasks that you must undertake as a teacher. Might also include language such as 'role and responsibilities' or 'duties'.
- **Person specification (PS):** Lists the skills, knowledge, experiences and qualifications required. The person specification helps the employer to decide who to shortlist based on key criteria – it is common to find that some criteria is 'essential' and some is 'desirable' (as per this example):



The Application Form, Personal Statement, Letter of Application

Application forms are the most common type of application method used in the education sector. It is possible that you will be able to complete the form by hand, in fact some schools still insist on this so they can see what your handwriting is like, but most will expect you to download and complete an electronic form or apply through an online system.

Application forms vary considerably, and can be badly designed. It may be possible for you to copy & paste most of the information across from a word document, therefore we would recommend that you prepare a detailed template of all of your educational and working experiences, complete with results, addresses, to-and-from-dates and referee contact information beforehand, particularly as schools require you to account for any gaps.

Fill each section in as fully as possible, for example, in the 'Training' box you can talk about any training or courses you have undertaken whilst on placement or as part of your ITT programme e.g. Forest School/Health & Safety etc.

The only part of an application form that is **impossible** to simply copy & paste across will be the 'personal statement' (or 'supporting statement') aspect of the form. This is the crux of any application and must be tailored specifically for the role and school you are applying to.

Example 'personal statement' (or 'supporting statement') section:

"Please say 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. You should refer to these and any other details provided when completing this section. You should also outline personal achievements, whether in paid employment or elsewhere to demonstrate personal qualities, hobbies or interests. Please continue on a separate sheet where necessary."

The Letter of Application

There is much conflicting advice about how to approach the 'letter of application', but first and foremost, ALWAYS follow any stated application guidance given by the school or institution.

Your approach to this is also likely to be in consideration to what else the school has requested you complete as part of the application process, and will change according to each vacancy. For example, you could be faced with any of the following scenarios:

1. A request for a 'letter of application', but you have not been asked to complete an application form.
2. A request for a 'letter of application', to accompany an application form.
3. A request for a 'covering letter' instead of a 'letter of application', with or without an application form.

So, taking into consideration what you might have already addressed elsewhere, you must ensure that you do not simply repeat yourself in your letter.

If you do have an application form/personal statement to complete, consider the letter as an introduction to your personal statement, where your personal statement provides the evidence to back up information given in the letter.

If you have not been asked to complete a personal statement/application form, the letter needs to address the criteria listed in the person specification, as your personal statement would.

Therefore, the following 'top tips' should be interpreted as 'fluid' depending on the documentation you are required to submit, but all points are considered to be helpful in the context of making applications:

Personal Statement (or 'Supporting Statement') Top Tips...

- You should focus specifically on the person specification, providing evidence and examples that prove your ability to demonstrate each of the 'essential' criteria as a minimum, addressing any 'desirable' criteria wherever possible;
- Don't be afraid to mirror language/headings used in the person specification and job description or other documentation provided, as this is helpful at creating an image of you as a perfect fit!
- 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;
- You may notice common themes in criteria, so you could consider providing an answer which addresses both of these with one example;
- Use a variety of interesting examples from your teaching practices and refer to what you have studied, observed and taught;
- Include examples of experience gained from previous jobs or voluntary work. Make sure you show how these are relevant to the post applied for;
- Stick to two sides of A4.

Letter of Application Top Tips...

- Remember to sign it and follow traditional letter writing traditions e.g. Dear Mrs.White/Yours sincerely;
- State in the opening paragraph the role you are applying for and where you saw it advertised;
- Include an introduction that explains your reasons for wanting to teach at THAT SCHOOL – use your research and visit experience (if possible) to tailor your application;
- Tell them more about your teaching style and how that complements that of the school's ethos;
- Have you included:
 - Your curriculum strengths? With specific examples that prove this...
 - Your 'teaching philosophy'? With evidence of how you apply this to your own classroom...
 - An overview of your teaching experience?...
 - Relevant terminology to showcase your knowledge of teaching? E.g. assessment for learning, differentiation, outcomes, barriers to learning, behaviour strategies etc...
 - Evidence of your own personal qualities and strengths that match what they are looking for?
- Don't take an academic or theoretical approach – they don't want to be lectured;
- Avoid empty assertions but use real life examples e.g. "During my school experience, I cut up oranges to make the lessons on fractions interesting and relevant";
- Mention any interests or skills that would contribute to whole school life, e.g. languages, music, sports, dance, drama etc.

Example Statements (taken from www.prospects.ac.uk)

Primary school personal statement

A continual thirst for knowledge and understanding of world history led me to complete an undergraduate honours degree in history. My desire to impart my knowledge and love of learning to children led to completion of the PGCE in Primary Education. My experience teaching across the curriculum in Key Stage 2 (KS2) has widened my understanding of progression in these subjects, and the importance of relational understanding to support children's future learning.

During my PGCE I taught a year four class for twelve weeks at St Anne's School and a year five class for six weeks at Newtown School. During my placements I 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 the opportunity 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 building 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. I enjoyed Forest School training and look forward to using this in your school where I appreciate your holistic approach to education. Classes I have taught have produced displays and 'working walls' that are brightly coloured, durable, engaging and interactive; a project linked to the Shark Trust was particularly inspiring. 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 helps them to celebrate success.

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 in gaining greater understanding of children's learning and behaviour.

During lessons I 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. 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, with positive results during my teaching experience. 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 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 school's needs for extra-curricular activities. 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 of 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 after-school events (such as World Book Day, school discos and dance club), as well as accompanying and having responsibility for children on school trips. I have also developed professional relationships through participating in staff meetings, parents' 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 and John Hoyle, Canterbury Christ Church University, July 2013

Secondary school personal statement

As a PE teacher, creating a sense of excitement about sport is something that I am really passionate about. I believe that learning about sport is crucial for young people as it will build a foundation for a future healthy lifestyle and a positive attitude. When I teach PE, I create an atmosphere in which students feel they can evolve and where they feel at ease whatever their ability. Physical education is an area of education that I am very passionate about and I would like the opportunity to make learning for others as enjoyable and fulfilling as my own has been. As a teacher, it is my role to provide opportunities for all, regardless of ability and to ensure that everyone has a positive experience.

I have undertaken two placements in different settings, a grammar school in Kent and a large comprehensive school in Brixton, which provided me with an invaluable insight into different teaching styles and assessment strategies. In my secondary school placement, I was involved with some creative cross-curricular projects working with science and ICT teachers. One of the projects looked at the design of sports equipment for disabled children and included the opportunity to explore issues of equality and diversity. I found this experience to be very rewarding. As an NQT, I hope to have the opportunity to learn from more experienced colleagues and contribute to the team with new ideas, enthusiasm and commitment.

I believe very much in Allie Mooney's motto: "If you can reach me then you can teach me". I strive to create a constructive atmosphere by praising students while encouraging positive learning behaviours. This approach has proven to be encouraging for my students so far. I also had the opportunity to be involved in an initiative to improve achievement and attendance through a recently developed reward and peer mentoring system. The results of this first year trial will be available in June.

The range of coaching certificates (soccer, badminton and tennis) achieved during my undergraduate degree enabled me to be involved in coaching the school football team during and after my placement; they have recently participated in Kent under-18s and reached the semi-finals. I am confident in my ability to offer extra-curricular activities as it provides an opportunity for involvement in team games, the development of skills and techniques and the building of positive relationships with children and staff, as well as the promotion of activity for later in life.

As a practitioner, it is my responsibility to match my students' work, both summative and formative assessments, against that of the examining board, and as a result, award grades or marks that are in conjunction with awarding body quality procedures. I produce and deliver high quality lessons, using innovative methods. Where possible, I like to give immediate feedback and allow my students to respond by correcting any misunderstandings. My knowledge and teaching methods enable me to teach students who are of mixed ability.

Through the use of different teaching styles and learning strategies that motivate, all learners have the opportunity to excel in areas of education. Forward thinking styles and adaptability will challenge all children to achieve.

Through my teaching placements, I have been able to teach, plan for and assess children in key stage 3, 4 and 5. I have experience with SEN, EAL and the gifted and talented. Being aware of a child's needs, abilities and aspiration is paramount in engaging, motivating and enthusing positive relationships. I have gained experience in a range of education settings through my PGCE and volunteering which provided me with an invaluable insight into different teaching styles and assessment strategies.

It is my aim to combine my range of experiences with my ability to be a compassionate, enthusiastic and approachable practitioner who will make a positive contribution to your school. I believe my academic achievements and experience to date will provide a solid foundation to build on and transfer my knowledge and skills into providing the best learning environment. My own academic experiences

have strengthened my belief in the great importance of education and also helped me develop a number of key skills and qualities which have enabled me to develop as a scholar and a person. I am diligent, determined, committed and feel that I can offer a significant contribution to the competences required for the position of physical education teacher.

My interests outside my studies include involvement in a range of sports, including coaching at a local youth club and working in the university sport and fitness centre. Second only to sport is my enjoyment of anything IT-based, including web design and gaming.

In closing, I look forward to having the opportunity to discuss with you how my experience and skills will make a positive contribution to the college. I am passionate about providing every child with the support, tools and capacity to make outstanding progress in all areas. I love the constant challenge of secondary school and I believe that my organisation, clear thinking and calm-under-pressure approach make me a fantastic teacher.

CVs

It is less likely that you will be required to include a CV with your application for teaching positions, it is sometimes listed as 'optional' but there is always the possibility you could be asked for it, therefore you should prepare an up-to-date and relevant version of your CV just in case.

You should detail your education and qualifications, your paid and unpaid experiences, reflecting on your relevant skills, attributes, achievements and knowledge throughout.

The most important aspects to ensure you emphasize are:

- your teaching experience/school experience through your placements as part of your teacher training;
- how your teacher training course has prepared you with the knowledge and the skills for teaching;
- any other relevant experience (paid or unpaid) of working with children and young people;
- and how else you may contribute to the school environment through extra-curricular activities.

The following CV example highlights how 'James' has attempted this.

Please also see our '**Guide to...CVs**' for detailed advice regarding CV style and structure, language and tone, and formatting.

Example CV (taken www.prospects.ac.uk)

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

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
University of Town
City AB1 2CC
Tel: 01234 567 890
Email: dean@education.co.uk

Ms Smith
Head Teacher
Town Infant School
City BC2 3DD
Tel: 01234 567 899
Email: mssmith@infantschool.co.uk

Interviews

All job interviews and selection processes are essentially constructed around 3 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.

Preparing for your interview day

The Basics:

- Read any instructions carefully and follow them precisely, you may need to prepare a full lesson plan in advance and gather appropriate teaching resources. Make sure you are clear on the lesson brief – if anything is unclear ring/email to check, although a degree of flexibility may be required on the day – as you can expect the unexpected to happen as it does in teaching! If you have a choice, play to your strengths and pick a lesson that worked well in the past and take copies of your lesson plan for panel members to review.
- If you have not already visited the school in advance of submitting your application, you are strongly encouraged to enquire about the possibility of a visit in preparation for your interview day. Some headteachers have been known to state very clearly that not doing so can be detrimental to your application, unless there is a good reason why this is not possible i.e. long distance.
- Plan your outfit in advance (comfortable and smart) and coordinate your travel arrangements to ensure you arrive in plenty of time – an hour ahead of schedule will give you time to 'warm up' your brain/voice in the carpark/nearly café if possible, but you should only report to reception 10 mins before the interview day start time.

Researching 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 and demonstrate an awareness of the school's approach. It is vitally important to show an interest in the school and how it is run.
- Read the latest OFSTED report and local news articles – identify what priorities the school may be focusing on so that you can link to your own strengths during the interview day, don't be afraid to demonstrate how you can add real value to the school, but also be aware of the sensitivities around any recent issues the school has experienced or improvements that have been identified. If particular successes or events are highlighted, try to show your interest and enthusiasm for the school by referring to these throughout the day.
- Performance data via DfE may help build a more rounded picture of the school:
<https://www.gov.uk/school-performance-tables>.

Preparing for the interview questions:

- Write out your answers to typical interview questions (see STAR below), use specific and detailed examples whenever possible (think back to an actual moment in time rather than giving broad examples or being theoretical). Help the interview panel imagine you teaching their children/pupils by personalising your examples.
- Structure your examples using the STAR technique: Situation, Task, Action, Result. See our '**Guide to...Using STAR**' for a deeper explanation of how to use this method.
- Practice your answers to possible interview questions OUT LOUD, there is no substitute for revising and rehearsing for your interview 'performance' in the same way you might an oral exam or play. Use postcards to bullet point your answers, so that you can focus on your main points.
- Be aware of your audience and language – keep it authentic to who you are but remember that teachers are expected to use appropriate the English language appropriately and converse professionally.
- Consider what questions you will ask them – this is your chance to leave them with the impression that you REALLY want to job (assuming you do!), ask questions about the school, your role, current educational issues or topics that have arose during the interview. Some examples are: Can you tell me about the support I can expect during my NQT year? Will I be team teaching with anybody? How supportive are the parents? What links do you have with the local community? What are the biggest challenges you face in this school? How do you promote good relationships among staff? (source: TES: Getting your first job, 2018).

On the interview day

- Report to reception 10 mins early – it will be noticed, you can expect the receptionist to be asked for feedback on candidates, so be polite and professional at all times.
- Take a copy of your application with you and consider developing a portfolio that reflects the breadth of your teaching experience (e.g. photos of displays you've developed, examples of children's/pupil's work).
- Pay attention to your body language (positive, open and reassuring), tone of voice (enthusiastic), eye-contact and smile – these things are very important and can go a long way.
- Remember the interviewers want you to do well, they have invested a lot of time and energy in the process so far...but don't forget that you are also considering if you want to work there and if the school is a good fit for you.

What to expect?

The structure of your interview day will vary between schools, although you can expect there to be a number of other candidates with you at various times throughout the day – approx. 5-6 is usual.

The day will likely include:

- Introductory talk by a member of senior management and/or meet the staff;
- A tour of the school;
- A sample lesson (taught by you to the children/pupils or to other candidates);
- Formal panel interview (the panel may consist of any of the following: headteacher, governors, HR, other teaching staff – probably with leadership responsibilities). This can last up to an hour, involve between 8-15 questions and interviewers can ask for more detail or ask a follow up question if necessary.
- There may also be a student panel and other group or written activities.

Attending a teaching pool interview

Some local authorities operate a teaching pool, if you have applied to join the teaching pool you may be invited for an interview (usually held in the LA offices). The panel may consist of a headteacher, an inspector or advisor and perhaps a school governor. Make sure you check the consequences of accepting a position or rejecting a position if you are offered it, with regard to future opportunities within the LA.

Interview questions

You can generally expect teaching job interviews to follow a similar pattern, which is great news...as it means you are unlikely to come up against any particularly difficult questions, assuming you have spent the time preparing thoroughly.

The typical areas covered are:

- A general opening question(s)
- Your impression of the school
- Reviewing your performance so far on the day
- Personal questions about your character and career
- Specific questions about the skills required for the role
- Child protection question

In the following section are some example interview questions, broadly categorised into the themes listed above.

REMEMBER: When you are structuring your answers, always try to provide a specific example and use the STAR technique mentioned above.

1) Introductory questions

- Why did you apply for this particular teaching position?
- Tell us a bit about yourself and why you have applied for the position....
- Why have you chosen a career in teaching? Why in the primary/secondary/private/faith (etc.) sector?
- Why did you decide to become a primary/secondary teacher?
- What motivates you to be a teacher?

2) Personal Qualities/Suitability

- What are your particular strengths as a teacher?
- What would you say are your areas for development?
- What makes you stand out from the other candidates?
- What skills/attributes do you consider that you can offer to this post and the school?
- Describe your personality and character...
- How would you want to prepare yourself for being new to the school?
- If you were offered the post, how would you go about preparing for September?
- What personal qualities/strengths can you offer and what do you think we can offer you?
- What outside interests or hobbies do you have that could be of value to the school?
- What do you do when you are not teaching?

3) The School, Colleagues and Parents

- What attracted you to apply to X school?
- Why would you like to work at this school?

- How do you feel about what you have seen at the school today?
- From what you have seen at X school, what particular strengths do you have that would enable you to be successful at X school?
- What makes a successful school?
- What importance do you attach to cooperation with colleagues, such as those who are teaching parallel classes?
- How would you seek to work cooperatively with your colleagues?
- How would you cope with lack of enthusiasm from colleagues?
- What do you understand by the term 'teamwork'?
- What is your impression of the school/organisation?
- How would you work with a teaching assistant in your classroom?
- How would you deal with a difficult/irate parent coming into your classroom to complain?

4) Teaching and Learning, Planning, Classroom Management

- What is your understanding of high-quality teaching and learning?
- Can you give me an example of a recent scientific finding/discovery and describe how you might use it in a lesson...
- Describe the characteristics of a good lesson. What would you be doing? What would the children/pupils be doing?
- How would you go about teaching a boring/difficult topic?
- Talk us through one of your best lessons...
- What would you do if a child/pupil asked you a question that you didn't know the answer to?
- Tell us about a lesson you have taught and how you assessed whether or not it was effective...
- How do you feel the lesson went this morning? What went well, what would you have done differently? How would you continue the topic in the next lesson?
- If we came into your classroom, what would we see? What would the atmosphere be like?
- What are the important things to consider when setting up a classroom?
- How would you structure your classroom for effective learning?
- How would you physically organise your classroom in order to promote independent learning and to foster classroom routines?
- You have seen the IT facilities we have at X school, describe a situation at school in which you would consider using IT
- How would you use IT in your classroom and how would you see IT developing in the school?
- Describe the teaching method you find most effective...
- Can you give/show us examples of recent work and explain why you have chosen to highlight these particular pieces?
- How do you go about planning your lessons?

5) Monitoring Progress, Assessment, Differentiation, Inclusion

- How would you monitor the progress of one of the pupils during a lesson? And over a period of a series of lessons? And over a whole year?
- How would you ensure that all children/pupils in your class are able to access the curriculum and make progress?
- What assessment strategies would you use and why?
- How do you ensure all children/pupils are involved?
- How would you motivate a reluctant learner?
- How would you meet the needs of gifted and talented pupils in your class?
- Tell us about your experience of assessment for learning and assessment of learning...
- What strategies do you use to manage children with special educational needs?

- How would you ensure children/pupils with learning difficulties work to their full potential?
- If a pupil doesn't show signs of improvement after all your planning, monitoring, assessing etc. what do you do next?
- What does inclusion mean to you, and how would you address it in class?
- How would you address the underachievement of children/pupils in your class?

6) Behaviour Management

- What behaviour management policies have you experienced and what do you consider as having being effective?
- How would you deal with a child/pupil who is not cooperating?
- How would you deal with a child/pupil who is either disruptive or who refuses to do as you ask and then refuses to talk to you?
- What strategies can you put in place before or during the lesson to minimise the impact of poor behaviour?
- What do you think is the best way to motivate children/pupils?
- How would you deal with a child/pupil who interrupts you? What would you do if the interruption was repeated?
- Some people say you should demand respect from children/pupils. Do you agree or disagree and why?
- Bullying is often a serious issue that has to be dealt with. In your experience what is the best way to deal with it?
- What do you understand by the term 'providing support' for children/pupils?
- What strategies would you use to reward a child/pupil and for what reasons?

7) Reflective Practice – Learning & Development

- Give us an example of a good lesson you have taught...
- Now give us an example of a lesson that did not go so well...
- What is the most difficult piece of feedback you have been given and why?
- Describe the worst lesson you have given. How would you approach it differently now?

8) Career Development/CDP

- How will you develop yourself as a professional teacher?
- What is your understanding of effective performance management?
- Where do you see yourself in the future?
- How would you like to see your career develop?
- What areas would you like to develop during your NQT year?

9) Child Protection/Safeguarding

- How would you support the school's agenda for safeguarding and promoting the welfare of children?
- Safeguarding is a very important part of our work. Can you give me some examples of how you would contribute to making the school a safer environment for children?
- Tell us about a time when a child/pupil behaved in a way that caused you concern. How did you deal with that?
- Why do you want to work with children? Give an example of how children have benefited from contact with you...

Primary Specific

- To what extent do you think you are able to effect cross-curricular links in your teaching?

- How do you see the literacy strategy contributing to raising standards? How would you evaluate its effectiveness?
- How would you explain how ice floats on water? (or similar – the topic may not be the point of this type of question)
- How would you display children's work?

Secondary

- You are meeting a year 8 class for the first time and they are lined up outside your classroom. Describe the first few minutes of the lesson...
- Imagine you are into the lesson, there are a couple of students at the back of the classroom talking. How would you deal with the situation?
- What are some of the negative perceptions that students might have about areas of your subject? How can these be overcome?
- How would you motivate a group of year 9 students who have lost interest in your subject?
- What are the criteria for judging the achievement of pupils in your subject?
- Our classes are set by ability but there is still a range of abilities within each class, how would you ensure that all learners make progress?
- What importance do you place on the role of Form Tutor?
- What is your opinion on the English Bacculaureate?

Ending

- Do you have any questions?
- If we were to offer you this post are you in a position to accept it?

Interview Top Tips

- Don't be afraid of 'thinking time' at the end of each question, if you don't start talking IMMEDIATELY it won't go against you (pause – think – formulate answer – speak).
- Nerves can make you talk faster, it's important not to rush your answers so actively try to talk more slowly if this applies to you. If nerves are a particular issue, then consider what other techniques can be used to calm nerves e.g. clasping your hands together, taking in cue cards, sipping from a water bottle, power posing before you go in...etc.
- You can check back in with the panel to make sure you have addressed the question by asking (Does that answer your question?).
- Ask for questions to be repeated or clarified if you are unsure how to answer – this gives you some more time and space to think.
- Avoid making sweeping statements about the school or about the education system in general.

GOOD LUCK!

Location of Relevant AGCAS Teaching Publications

Finding and Applying

- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/468044-how-do-you-get-a-job-in-teaching-after-training> - How do you get a job in teaching after training? (TargetJobs/AGCAS)
- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/330589-before-you-apply-teaching-application-form-and-cv-checklist> - Before you apply: teaching application form and CV checklist (TargetJobs/AGCAS)
- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/330707-teaching-jobs-where-to-find-them-and-when-to-apply> - Teaching jobs: where to find them and when to apply (TargetJobs/AGCAS)
- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/330867-how-do-you-get-a-teaching-job-in-wales> - How do you get a teaching job in Wales? (TargetJobs/AGCAS)

Choosing where to teach

- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/468070-what-different-types-of-school-can-you-teach-in> - What different types of school can you teach in? (TargetJobs/AGCAS)
- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/287191-what-kind-of-school-do-you-want-to-teach-in> - What kind of school do you want to teach in? (TargetJobs/AGCAS)

Interviews

- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/330725-typical-teaching-interview-questions> - Typical teaching interview questions (TargetJobs/AGCAS)
- <https://targetjobs.co.uk/career-sectors/teaching-and-education/advice/330747-perform-your-best-in-your-teaching-interview> - Perform your best in your teaching interview (TargetJobs/AGCAS)

Additional Resources

- <https://www.tes.com/new-teachers> - TES New Teachers Resources.
- <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/teacher-training-and-education/how-to-get-a-teaching-job> – Prospects Website ‘How to get a Teaching Job’.
- <http://www.sec-ed.co.uk/blog/diary-of-a-headteacher-getting-your-first-teaching-job-tips-from-the-top> – Diary of a headteacher: Getting your first teaching job - tips from the top.

Further Support from Bath Spa Careers

If you would like further support from Bath Spa Careers & Employability go to bathspa.ac.uk/careers to see the ways in which you can access our service, including workshops and events, appointments and to access our extensive range of resources.

You can also contact Careers Reception on 01225 875525 or at careers@bathspa.ac.uk.

Please note that Bath Spa Careers does not endorse particular organisations.

(This guide was last updated in Summer 2019).

GET A HEAD START

We're here to help you get a great start to your career. We're open all year round, so come and visit us in the Careers Space, book an appointment, or get in touch.

Careers Space, SL.G04
Steward's Lodge

careers@bathspa.ac.uk
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www.bathspa.ac.uk/careers

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Every effort has been made to ensure the information in this leaflet is accurate but we recommend that you check all details carefully.

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