



Edge Hill University
CAREERS CENTRE

How to apply for a **Teaching Post**

CC 1

Inclusive Learning

It is Edge Hill's aim to make our services and provision accessible to all our users. If you need us to present our information in a different format (eg: electronic copy, large print), or need any other modifications to this publication, please contact The Careers Centre and we will do our best to accommodate your requirements.

Edge Hill Careers Centre
Contact Details: Tel: 01695 584866

Website; www.edgehill.ac.uk/careers

Opening hours:

Term-time: Monday – Thursday 9.00 am – 4.45 pm
Friday 9.00 am – 4.00 pm

Vacation periods: Mon – Fri 9.00 am – 4.00 pm
(closed for lunch 12.30 pm – 1.30 pm)

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“How To Apply For A Teaching Post” is designed to provide you with all the practical information that you need to make effective letters of application, inform you of how to address a person specification, and produce high quality teaching CVs.

Take a look again at: - www.prospects.ac.uk/links/education – click on Education Community. In this section you can:

- Search education authorities for teaching jobs
- Find out more about the Education Sector, including location of authorities
- Explore types of jobs in education and lecturing
- Find information on applying for teaching jobs and where teaching fairs are held.

Just a reminder:

Key Careers Centre support to help you obtain your First Teaching Post

- www.edgehill.ac.uk/careers - Teaching Zone web pages – Final Year Trainees - includes – registering for vacancies, job websites, NQT Induction information and downloadable booklets
- Downloadable booklets:
<http://www.edgehill.ac.uk/careers/DownloadZone/Booklets.htm>
- [CC 1 How to apply for a Teaching Post](#) - (includes advice on CVs, application forms, covering letters etc)
- [CC 11 Interview Questions for Primary Teachers](#)
- [CC 12 Interview Questions for Secondary Teachers](#)
- [CC 15 Teaching Overseas](#)
- [CC 52 How to apply for a Teaching Post in the Post Compulsory Sector of Education and Training](#)
- [CC 55 Education- Alternative Careers to Teaching](#)
- Teachers Fair 2nd December 2008

- Lectures organised by your tutors.
- Help with teaching applications via careers interviews, telephone or by using our email service through our website.

Don't forget to attend any workshops that are being organised for you on obtaining your first teaching post, keep up to date with the news, and keep surfing the web – in particular checking Information for Final Year Teachers on the Careers Web Site.

www.edgehill.ac.uk/careers

Good luck!

Jacqui Howe
Head of Careers
Edge Hill Careers Centre
Updated September 2008

METHODS OF APPLYING

1. The Application form

You may have to complete a Local Authority, school or diocesan/church application form – the most common being the Local Authority form. You should always read the instructions carefully and complete it as instructed. If you are completing your application by hand - **writing must be neat, usually (and preferably) in block capitals, and in black ink for photocopying purposes.** Remember that your form may have to be copied several times for the panel of governors who are considering your application.

Most Local Authorities and individual schools now put their application forms on their website and you can apply online usually by downloading the application form. The most important thing to remember is that this is a professional application and you must take as much care with online applications as you would a paper based version.

Remember that the person who designed the form may even be on your interview panel (e.g. a Local Authority adviser), therefore you should always complete the form as fully as possible. These are the questions that the Local Authority/school want you to answer. **Avoid the temptation to just put “see attached CV” in every box on the form.** This does not go down well with selection panels. If you cannot follow their simplest instructions, how can they give you the responsibility to teach their children? Yes, application forms do vary and many are not designed with the best interests of the NQT at heart, but do give the selectors what they ask for!

Most of the time you will receive a standard Local Authority form which is used for **NQTs and experienced teachers.** (Although some authorities are now designing their own separate NQT application form.) You will usually find questions about teaching experience or continuing professional development, and it is therefore appropriate to complete these sections by giving details of your teaching practice experience (clearly marked as teaching practice), or any special courses or inset that you have taken part in. This is the usual scenario unless the form clearly indicates that you should not include teaching practice.

Some application forms have a blank space on the back/usually 4th side, asking you to start your letter of application. In this instance it is appropriate to put “see attached letter of application”. However, if you are in any doubt about this or the form has a statement in bold saying “candidates must complete this section”, then you should ring the school/Local Authority to check that it is OK to attach your word processed letter of application.

References – Edge Hill should always be your first referee. The Dean of the Faculty of Education signs all teaching trainees references, although the tutors and mentors who know you compile them. You should therefore put

Mr Robert Smedley, Dean of Faculty of Education, c/o References Department, Faculty of Education, Edge Hill University, Ormskirk, Lancashire. L39 4QP
as your first referee.

2. You & Your CV

A CV is used to persuade an employer that you are the right person for the job. It should be designed to help you get an interview, marketing your particular strengths and what you have to offer to the school – which for the majority of the CV matches what they are looking for.

The way you present your CV will say a lot about you. Most of the people you are competing against will present their information on A4 ordinary white paper. Compare a CV on this ordinary paper to one presented on a slightly finer quality paper (beige or cream watermark/slightly thicker paper) – the difference is amazing in the way it can look. It stands out from the rest and can give out all kinds of messages to the reader. (E.g. extra care and effort, professionalism, this person must really want the job)! Some applicants even go so far as to present their CVs in plastic wallets – but this is entirely up to you.

The same applies to the way your CV is presented in terms of ICT skills. Market your ICT skills in your CV. Consider putting boxes around certain sections, using different size and type of font. Be creative!

You will not always need a CV for a teaching post as often schools will just ask you to complete an application form and send a letter of application. (A CV may, in this case, only be a duplication of what is on the form and your letter, and therefore is unnecessary).

3. What should the CV include?

Personal details name, address, telephone number/ mobile, nationality, DfES reference number once known, email address.

Education begin with the most recent i.e. your teaching qualification & degree. Remember your reading audience – firstly they want to know where you are completing your teacher training and your specialist degree skills. Write a few lines about your degree course and teaching qualification – relevant dissertation, curriculum areas/interests etc.

Teaching Experience

Make the most of this section. Use it to provide information about your teaching practice so as to avoid “lists” in your letter of application e.g. age range of children you have taught, subjects taught, types of schools, numbers on roll, other teaching experience before you started the course. Again put the most recent first!

Other Work Experience

Brief details of other work experience – skills gained, duties undertaken – make any links you can with experience that could be useful in the classroom or school e.g. management, supervisory skills, working with young people or parents, industrial skills that could be utilised for the benefit of the school etc.

Interests & Other Activities

This enables the school to learn a little more about your personality but also gives you the opportunity to market yourself.

Other Information Additional Skills

Anything else which you wish to offer the school e.g. First Aid certificate, sign language, ICT skills, musical achievements etc.

Referees

Edge Hill reference as stated earlier plus a second reference – someone who knows you and can give a character reference but preferably some one who can comment on your teaching ability e.g. teacher from a school where you have completed block school experience.

For church schools you usually need a reference from a member of the clergy.

Carol Hunter

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Mill Lane
Sefton
SE157 CO68

TELEPHONE: 0151 467 2100
MOBILE: 07717 236 5687
EMAIL: C.HUNTER@AOL.COM

Education

2006 – 2009 Edge Hill University **BA (Honours) with QTS* in Primary Education and Mathematics**

My degree programme has covered all areas of the National Curriculum and has been supported by teaching experience in a variety of different schools to broaden and enhance my practical experience. For my own interest I have enjoyed the in-depth study of my specialist subject and have combined the two in my final year research project focusing on 'Gender Issues in the Learning of Mathematics, and Mathematical concepts in the primary school'.

2003 – 2005 Trevarick College, Sefton **'A' Levels** *Mathematics (C), German (D), Physics (C)*

1998 –2003 Trevarick High School, Sefton **GCSEs** *English Language (C), Maths (A), Physics (A), German (B), Geography (C), Art (A)*

Teaching Experience

16. 10. 2008 to 2. 5. 2009	Longford County Primary School, Salford	Inner City school with 250 on roll. All curriculum areas taught for 100% of time. Some Maths co-ordinator work undertaken. Town centre primary school with 200 on roll. Operating an integrated day, I covered all curriculum areas for 75% of the timetable. Organised a visit to Chester for two classes.
1. 10. 2007 to 5. 6. 2006	Winter Lane CE Primary School, Warrington	
13. 10. 2006 to 11. 4. 2007	Broad oak County Primary School, Burscough	

Small school in a rural area. Fifty percent of the timetable covered, including all curriculum areas.

Other Work Experience

October 2008 – June 2009	Waitress, Sunrise Restaurant, Southport.	Working on busy Friday and Saturday nights meant working under pressure much of the time plus it gave me experience of dealing with a wide variety of people which will be useful in a teaching situation as there is often a lot of wider community involvement in schools.
Summers of 2008 and 2007 8 weeks each time	Play Scheme Assistant, Lancashire Education Authority.	I helped with the organisation and delivery of many different events for children between the ages of 8 – 13.
January 2006 – May 2006	Community Service Volunteer with young adults in a community home.	This was prior to starting my teaching programme - living & working with young adults with special needs. I was a live in assistant and helped with the teaching of general household tasks, cooking, budgeting and was there to provide an ear to listen.
July 2005 – December 2005	Community Volunteer at Ashburn Day Centre, Sefton.	I was a volunteer working with old people in a day centre. Duties involved general care assistant work but also organising activities such as music afternoons, handicraft sessions, etc.

Interests and Other Activities

- I taught myself to play the guitar, am now quite proficient and have used it in classroom.
- I am a keen swimmer and also enjoy fell walking.
- Over the past five years when at home I assist with a local Brownie pack and take meetings, plan activities if the leader needs to be absent.
- Full, clean driving licence.

Referees

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Winfield
Cheshire
CH4 7YU

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MOBILE: 07947 753951
EMAIL: jones@aol.com

EDUCATION

2008 – 2009 Edge Hill University PGCE Geography

2005 – 2008 Newcastle University BSc Hons Geography (2.2)

I have been committed to a career in geography teaching for a long time. Whilst undertaking my degree course I helped out in a local secondary school one afternoon per week, and for my dissertation chose the theme of "Geographical Techniques And Concepts In Secondary Education".

2003 – 2005 Backfield Community College, Winfield *A Level's - Mathematics (D), Physics (B) Geography (C)*

1997 – 2002 Millbank Community High School , Winfield *GCSE's - Eng. Lang (B), Maths (A), Physics (B), French (A), History (C)*

Teaching Experience

February 2009 – June 2009 St. Gregory's High School

My most recent teaching practice was in a large mixed 11-18 comprehensive situated in the market town of Ormskirk, Lancashire.

I taught National Curriculum Geography in years 7, 8 and 9, across the ability range; taught GCSE (NEAB Syllabus A) geography to 2 year 10 groups; assisted in Year 11 fieldwork for the GCSE coursework element; shared in the teaching of the meteorology module for an A-level group; and was pastoral tutor for a year 8 group.

Active learning techniques and ICT were widely used with all groups, and the A-level module incorporated the use of the school's Remote Sensing Equipment to access 'live' Meteosat images. I helped organise a cross-curricular Environmental day for all Year 7 pupils.

I became actively involved in many aspects of the pastoral, academic and extra-curricular life of the school. Such as the 'Fast Track' Club for Primary Children and a music/drama production. In all it was a very rewarding experience.

September 2008 – February 2009**Highfield Comprehensive**

My first teaching practice was in a medium sized, mixed 11-16 comprehensive secondary school of over 600 pupils, situated in the older industrial suburbs of Preston, Lancashire.

I gained valuable experience of working with pupils across the full ability range in years 7-9. I taught practical mapping skills to year 7 groups who produced maps and models to various scales of the school buildings. With years 8 and 9 I covered core topics of the Geography National Curriculum based on data collection, processing and analysis incorporating IT techniques wherever possible.

Other Work Experience

July 2008 – September 2009 Play Scheme Assistant Cheshire LEA

I helped with the organisation and delivery of many different events for children between the ages of 8-13.

June 2007 – September 2007 Childrens Activity Organiser Eurocamp

Working in France organising children's activities on campsite. My main duties included organising sports activities for teenagers.

September 2006 - July 2007 Volunteer St. Patrick's Secondary School, Newcastle

Working as a volunteer half a day per week at a local secondary school – helping out with the delivery of the geography curriculum across all year groups at Key Stage 3 and 4.

November 2005 – April 2008 Sales Assistant, McDonald's, Newcastle

My main responsibilities were serving customers, cooking and general store cleanliness. This gave me the opportunity of dealing with a wide variety of people, which will be useful in a teaching situation as there is often a lot of wider community involvement in schools.

Interests and Other Activities

- I particularly enjoy reading fictional novels, and regularly read the TES.
- I am a keen swimmer and play for the local badminton team.
- Full, clean driving licence.

Referees

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MARKETING YOUR UNIVERSITY PROGRAMME ON YOUR TEACHING CV

The following bullet points are an “optional extra” that you may wish to add to your teaching C.V. to market the skills/experience you have acquired from undertaking your teaching qualification at Edge Hill.

Foundation Stage i.e. Early Years Undergraduate

- An effective teacher across the full range of the curriculum and the Foundation Stage age range
- A strong understanding of the Foundation Stage curriculum and of approaches to teaching and learning in the early years
- A distinctive expertise in early years education, including child development and leadership and management
- Awareness of recent developments in the national agenda and how they affect the work of a teacher
- Ability to work in a team and to relate to a range of professionals, parents and carers both within and outside the setting/school context
- Flexibility and responsiveness; ability to work responsibly under pressure, and to meet targets and deadlines efficiently

Primary i.e. Early Years, Primary or Key Stage 2/3 Undergraduate, or Primary PGCE

- An effective teacher of primary school children across the full range of the curriculum; Primary trainees can point to a strength in both Key Stages while Early Years and Key Stage 2/3 trainees can point to a strength in one Key Stage and in transition issues
- A strong understanding of how to teach the core subjects and how to use ICT to underpin your teaching across the curriculum
- A distinctive expertise in either (a) one particular aspect of the curriculum, developed to degree level and accompanied by an understanding of its application to the primary classroom or (b) children’s development and learning, underpinning teaching and learning across the whole curriculum
- Awareness of recent developments in the national agenda and how they affect the work of a class teacher
- Ability to work in a team and to relate to a range of professionals both within and outside the classroom/school context
- Flexibility and responsiveness; ability to work responsibly under pressure, and to meet targets and deadlines efficiently

Secondary QTS i.e. Secondary Undergraduate or PGCE Secondary or KS2/3

- Well qualified competent professionals who have developed a reflective approach to teaching and learning.
- Newly qualified teacher with a commitment to secondary education.
- Newly qualified teacher with a desire to see young people progress positively through their secondary school careers.
- Newly qualified teacher with an awareness of the National Secondary Strategy for School Improvement and of other recent developments in the national agenda and how they affect the work of a class teacher including the Every Child Matters/Youth Matters agenda
- Newly qualified teacher with competences in subject knowledge, subject application, class management, assessment and recording of pupils' progress, and further professional development.
- Ability to work in a team and to relate to a range of professionals both within and outside the classroom/school context.
- Ability to support teaching and learning and enhance the teacher's professional role through the use of ICT
- Flexibility and responsiveness; ability to work responsibly under pressure, and to meet targets and deadlines efficiently.

Your Programme Handbook will contain the aims of the programme you have studied and you may wish to use some of these in your CV e.g. "quality practitioners for the 21st century etc."

4. The Letter of Application

Your letter of application is the most important part of the application process. This is your opportunity to match yourself, your skills, experience and abilities to the requirements of the teaching post, and to persuade the governors that you have what they are seeking for their new appointment.

There is no single correct way to write a letter of application. Sometimes you will be confused by contradictory advice that you are given. However, what we give you here, is a combination of the best advice we have encountered over a number of years taking into account: - positive feedback from governors and head teachers, recruitment advice from professional personnel staff and moreover from our own successful graduates.

Remember again that you are marketing yourself as a professional person. Letters should be word-processed and usually be about two sides in length. (No longer than two and a half sides)!

5. The Person Specification

Most organisations now use person specifications when they are recruiting new personnel and many governors in schools are being trained to use this simple recruitment procedure.

What is the difference between a job description and a person specification?

A job description informs you of the day to day tasks that you as a teacher must undertake in your class and school.

A person specification lists the skills, experiences, qualifications etc that are required for the post i.e. the candidates the governors select for interview must have the desired skills, experience and qualifications.

When a school sends you a person specification, you know exactly what the school is looking for and your whole letter of application must be based around this person specification. You must make sure that you address all parts of the specification, giving evidence that you have all the criteria that the school is looking for. Please see the grid on the following page.

Qualifications, Skills and Experience	BROWN	WHITE	GREEN	SMITH	JONES	BAKER	DAVIES
A degree							
Teaching Qualification							
Ability to teach BUSINESS STUDIES (Y7-11)							
Experience of teaching Y12 preferred							
Skills or experience to be I.T. Co-ordinator							
Ability to act as a form tutor and provide pastoral support							
Ability to liaise with parents							
An interest in developing education/ industry links							

Above is a Person Specification for a Secondary Business Studies Teacher.

Below are the criteria you might find on a Person Specification for a Primary Teaching Post.

A degree	Ability to liaise with parents
Teaching qualification	Experience of teaching Year 6
Ability to teach and experience of teaching Key Stage 2	Strengths in Science and ability to act as Science co-ordinator for the school
Interest in liaison work with local secondary schools	To make a contribution to extra curricular activities

On receiving the application forms, the governors will first look through all the forms and do an initial trawl using the person specification. The names of the candidates

will go across the top of the grid and the criteria will be down the side. Your task is **to make it easy for the governors to find what they are looking for!**

The degree and teaching qualification should be found in the application form or CV, but also through your introduction in the letter (*I am just completing my PGCE course at Edge Hill in Business Studies*). There should be a paragraph in your letter concerning all of the criteria e.g. some information on your teaching experience of business studies to date, experience of teaching Year 12 or enthusiasm for if you haven't done any yet, IT skills etc. As long as you have clear evidence of meeting the criteria you should ticks in the grid boxes rather than crosses. Governors will sift through and put aside those who meet all of the criteria for further consideration.

What if I don't have all of the criteria?

It depends upon how much you have. If you are only missing one thing, then it may still be worthwhile applying. If there are a lot things you don't have, then it's probably best to let this one go by. Much depends on the competition against you and this is always an unknown factor.

What happens if twenty people meet the criteria and the school only wants to interview six candidates?

This is where the governors will now consider your whole application i.e.

- Presentation of your letter
- Spelling & grammar mistakes
- Your personality & strengths
- What else have you got to offer the school?
- Why do you want to work in this particular school?
- Why are you particularly suited to this post?
- How interesting/boring is your letter – what picture of you does it give to the governing body?
- Can they imagine you as a teacher in the classroom?
- Do the children like you?
- Are they going to learn anything?

The style and presentation of your letter will say a lot. Make sure you get it right!

6. Structure & Content of Your Letter

Whether you have a person specification or not there are simple guidelines that you can follow in putting your letter together.

- Make the letter as specific as you can to the post you are applying for
- Match yourself to the school
- Grab the attention of your readers in the opening paragraph
- Make yourself an interesting candidate

Guidelines: The Letter of Application

WHO

- Find out the name of the head teacher and always put his/her name on your letter e.g. “Dear Mrs. White & Governors,”

WHY

- State clearly in the opening paragraph **why** you wish to apply for the post
- Example of a simple introduction
I wish to apply for the post of Key Stage 2 Class Teacher at St. Mary’s RC Primary School in Southport, as advertised on the Edge Hill Careers notice board this week. I am particularly interested in this post, as I am a practising Catholic and have registered for the Catholic Teachers Certificate. I am familiar with the Southport area and immensely enjoyed my teaching practice at a neighbouring school, Millside Primary.
- Other reasons why: -
 - Familiarity with an area may mean that you would relate well to the pupils and parents of the school/area
 - Wish to start your teaching career in an education authority where you have had a happy and successful teaching practice
 - Wish to teach in a particular religious school
 - Wish to teach in an 11 – 18 school
 - Experience of a similar type of school e.g. independent
 - Interested in a particular ethos, aspects of the school that are different/unique

VISITING THE SCHOOL

- If you are offered an opportunity to visit a school prior to putting in an application, you should take up the offer but ignore any suggestion that it is an informal visit. Always dress smartly and think carefully about what you need to know. Take note of the school environment – you could be asked to comment on it later at interview. You may wish to mention something you particularly liked in your letter of application. **Remember to mention that you have visited the school in the opening paragraph of your letter.** The person who took you around may not be on the selection panel and you must inform the whole of the governing body that you have visited!

PERSON SPECIFICATION

- There should be short paragraphs relating to the person specification, or any other information that you have about the post you are applying for e.g. subject specialism, age range, experience of teaching in the area, syllabuses which you have taught, projects such as Young Enterprise, work experience i.e. anything which is mentioned in the job description
- If you have very little information about the post e.g. an advert says “send in letter of application and CV for a key stage two primary post at Larkfield Primary in Lancashire”, then you should provide at least the following information: -

STRUCTURE

Introduction – what you are applying for and where you saw it advertised (sometimes schools have more than one vacancy)

Why you are applying – see above

Visit to school if possible – see above

Subject specialism – information about your subject strengths.

For primary, don't just mention your degree subject. (Take time to write down the subjects of the National Curriculum in the order of your preferred teaching – just for your own benefit to analyse your strengths). You may be specialising in science, but English but may be the next subject that you feel most confident in teaching. In this case, write about your strengths in science but also in English. For secondary give details of the range of topics you could cover from your degree specialism and teaching experience to date e.g. for GCSE, BTEC, GNVQ, A level etc.

Moreover give short **examples of how you have taught your subject/s in the classroom!** Give evidence of the good practice you have taken part in, be creative and innovative in your ideas. How have you motivated children to learn? How have you helped at least one child to progress through your subject teaching? Give specific examples. Let the governors be able to get a clear picture of you in the classroom motivating their children to learn!

Teaching experience – add to your subject teaching experience – with any other generic experience. Give examples of the diversity of your teaching –age range, ability levels, different schools, successful outcomes.

Create links between the experience gained on TP and how that will be helpful to the school you are applying to!

Don't forget any teaching experience you had prior to your QTS course or voluntary teaching/youth work/church groups you have/are taken/taking part in.

Philosophy – sometimes you will be asked to include information about your teaching philosophy/good practice etc. This is fine as long as you do not write theoretical essays in your letter of application. Remember the governors want to know how you are going to teach their children. For example, if you say "*I believe strongly in as much parental involvement as possible*". This must be backed up with "*for example, whilst on teaching practice at N school I.....*" – giving examples of what you did in working with parents. All theoretical statements, especially the "*I believe*" must be backed up **with evidence of how you have applied this in your own classroom experience.**

Work experience – must be relevant. Avoid statements such as "*I believe that my previous work experience makes me a better classroom teacher*". What does this mean? (Especially to the head teacher whose own work experience is solely teaching)!

Those students with previous work experience should market it as a positive strength but first decide how. It could be through the skills that you have acquired e.g. communication, teamwork, and previous supervisory or management skills. It could also be through making your lessons more practical, motivating your students by using real projects with local employers, economic awareness, utilizing scarce resources, work experience, mini enterprise etc. **Remember to market yourself not just as a classroom/subject teacher but also as someone who can make a contribution to the school as a whole – e.g. helping to raise the profile of the school within the local community!**

What else can you offer? –Apart from your subject what else can you offer the school? E.g.

Can you offer other subjects?

Cross curricular strengths and interests?

Fund raising experience/hobbies/interests?

Employer liaison?

Musical/sporting/drama/ achievements?

IT/marketing/writing skills?

Management experience

Other points re matching yourself

If you are applying to a school where **equal opportunities** would be particularly important e.g. a school in East Lancashire with a large multicultural base, then you should include something about your commitment to equal opportunities and evidence of this in your teaching

If you are applying to a special school, then of course, you need evidence/experience of teaching you have taken part in with students with **special needs**

If you are applying to a school which is a **very academic** school with good examination results then your letter should have evidence of your teaching with the more able

- Above all make yourself an interesting candidate! Make the school want to interview you because of what you can offer – but do it in a friendly manner. You want to come across as a friendly caring teacher who has a lot to offer, but who is also looking forward to learning a lot more in a first teaching post.
- Ending the letter – sometimes students find this difficult. Provide a courteous ending to your letter e.g. *"Thank you for considering my application. I look forward to hearing from you soon"*.

CHECKING YOUR LETTER OF APPLICATION FOR A TEACHING POST

- ✓ Have you put the Head teacher's name?
- ✓ Do you mention the school by name in the first paragraph and again at some other stage of the letter?
- ✓ In the opening paragraph do you state:-
 - where the job was advertised
 - why you are applying for this particular post
 - why you are suitable – be specific – market yourself
 - make the reader want to read on
- ✓ Have you given the reader information about your curriculum strengths and what you can offer?
- ✓ Is there information about your teaching practice/experience?
 - use words like – happy, successful, enjoyable, be motivating, stimulating – make it sound as though you enjoy teaching and give good examples of successful teaching experiences.
- ✓ Have you mentioned the children you have taught?
How have you motivated them to learn?
What dialogue has there been between you and your students?
- ✓ Where appropriate have you mentioned your:-
 - extra-curricular activities
 - work experience
 - liaison with parents
 - pastoral side to teaching
 - equal opportunities/special needs etc?
- ✓ Have you addressed all areas that the school seems particularly concerned about from any information that you have about the post or the school in general?
- ✓ Is there a courteous/polite ending to your letter?
- ✓ Finally – if you were a parent governor, would you select this candidate for an interview... and moreover; from the letter application, would you want your child to be taught by this person?

And a few final points....

- Make your CV stand out from the rest by printing it off on better quality paper e.g. cream/watermark type paper that you could purchase from an Art shop. It will make a great difference to how your CV looks and is a good investment – it will sell you as someone who has put a lot of care and professionalism into your application! (i.e. you really want this teaching post!)

- You may wish to cover your CV with a plastic wallet or cover – again this is up to you.
- Keep a copy of everything that you have sent to the school – your interview will certainly pick up on some of the information you have provided.
- If you have not heard from the school two weeks after the closing date, do not be afraid to ring up and check up on your application. If you have not been selected for interview, ask the school if they could possibly spare you a few minutes to give you some feedback on your letter. If your letter is not quite right then it's best to find out as soon as possible.
- Keep all of your teaching application handouts, notes and information together. Make sure you have downloaded all the information produced by the Careers Centre and that you are using the internet for information and vacancies e.g. "TES", "TDA" see web site links for Teaching on the Careers Centre web site at www.edgehill.ac.uk/careers. Local Authorities put their vacancies on the web e.g. Lancashire - keep checking for the authorities you are interested in. www.lancashire.gov.uk www.wigan.gov.uk etc
- If you find that you are not getting interviews for posts or have any serious concerns about your application then do make an appointment with a careers adviser as a matter of urgency! If this is difficult to do then use the Careers website to Email a Careers Adviser and send in the person specification of the last post you applied for and your letter of application so that we can give you some feedback.

And finally best wishes from Careers Centre with your teaching applications. Please keep us informed as to how you are getting on by popping into the Careers Centre and letting us know when you have obtained a teaching post. We keep in touch with all of our teaching students up to six months after graduation to make sure that you have all obtained work. Our teaching graduates have an excellent job record. Please help us to maintain this information for future students by letting us know when you have secured your first teaching post!

**Jacqui Howe
Head of Careers
Edge Hill Careers Centre
Updated September 2008**



Edge Hill University
CAREERS CENTRE

CUSTOMER VIEWS

Your views are important to us and help us to continually improve the quality of our services.

We would appreciate it if you could complete this form and tell us what you thought of the information we've given you.

Publication title :

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Do you have any other comments about Edge Hill's Careers Centre of the information we've given?

Thank you for taking the time to complete this form. Please return it to the Careers Centre or email your comments to careersadvice@edgehill.ac.uk