

3rd edition

Training to Teach in Primary Schools

A practical guide to School-based training and placements

Jane Medwell



Los Angeles | London | New Delhi
Singapore | Washington DC



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Development editor: Jennifer Clark
Production controller: Chris Marke
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Moving on

Learning outcomes

This chapter offers advice about completion of blocks of school based training. By the end of the chapter you will know how to:

- **conclude your time in a particular school;**
- **review your progress on school based training;**
- **prepare for the next block of school based training or your NQT year;**
- **begin to look for a teaching job.**

Concluding a training in a school

The end of a period of training in school is an important time for you. It is a goal you have worked hard to achieve but it is also slightly strange for you to be passing the class back to another teacher. A report of some kind about your assessment will be written by your mentor and/or class teacher and you will discuss with them how well you have achieved your targets. You will also be concluding some important relationships. The first of these is the relationship with your class teacher, who will be used to working closely with you and will have to take up the reins of a class who have become used to you. As your school based training may end before the end of a term, your teacher may need to carry on teaching seamlessly when you leave. In the last week of your school based training you need to make sure you do the following things:

- **Return all the resources you have borrowed. It is very annoying for your teacher to find, a week after you have left, that you have mistakenly retained photocopiable sheets, or computer software.**
- **Check that you have taken all your resources and equipment away, as it will inconvenience everyone if you have to keep coming back.**
- **Mark and record all the work children have done for you. If there are pieces for assessment or Foundation Stage Profile contributions, ensure these are filed in the right place and correctly annotated.**
- **Have a final tidy up and check that all books and resources are in the teacher's allocated places.**
- **Ensure you pass up-to-date records of the work the children have done with you to your teacher. It is a good idea to arrange a time to discuss the records and to highlight the objectives the children have addressed on the medium-term plan. This, with your records, allows the teacher to take over again smoothly.**
- **Check any outstanding commitments. If you have agreed to come back to help with an assembly or a trip, make sure you know the details before you leave. If you are coming back for another placement later, mention this to your teacher.**

Most importantly of all, make sure you thank your teacher explicitly for his or her help and the training they have given you, even if you are coming back to the school or

class for a further period of school based training. Make sure you make this more than a casual leave-taking: pick out some specific help they have given you and something you have learned from them. Most trainees follow up thanks with a short note or card. The teacher has given you a great deal of support and entrusted their class to you. It is rewarding for him or her to be reminded that you are grateful for this when they are engaged in the hard work of rebuilding their relationship with the class.

Possibly the most important training relationship you have in school is with your mentor. The formal conclusion to a period of school based training will be a discussion about your progress during the school based training and this will contribute to a report or profile that assesses your performance against the Teachers' Standards. You will look at a draft of your report or the evidence that will contribute to your report. If you are leaving the school, even if you are coming back at a later date, you need to conclude your relationship with your mentor.

- **Return all the resources you have borrowed from your mentor, other staff, the resources room or staffroom.**
- **Check that any displays you are responsible for are complete and labelled.**
- **Check any outstanding commitments and that you have a copy of your report from your mentor.**

Thank your mentor explicitly for the training they have given you. Your mentor may not have taught alongside you every day, like your teacher, but they have made a big contribution to your training. As with your teacher, explicit thanks and a short note are thoughtful gestures.

You may also want to ask your mentor, or head teacher, for a reference. If this is the end of your school based training you may want a reference quite soon (or even during the time you are in school). If this is not the end of your school based training you may still want to have a second or third reference from the mentor or head teacher for a future application for a teaching post. You may also want to ask for references for vacation work or non-teaching posts. When you ask for a reference be explicit.

- **Ask if the mentor or head teacher is prepared to offer you a reference. In most cases a reference is offered gladly. Professionals will not write a bad reference for anyone. They usually simply say they would prefer not to offer a reference. Mentors and head teachers will never decline to offer a reference simply because they do not want the effort.**
- **Who would your mentor prefer to be named – the mentor him or herself or the head teacher?**
- **Check that you know the full name, title and professional position of your mentor or head – it is surprising how often trainees do not get this right.**
- **Say when you expect to be applying for jobs and whether these will be exclusively teaching jobs or will include things like vacation jobs or voluntary work.**
- **Be clear about anything you would like your referee to mention (such as participation in out-of-school events) or avoid mentioning, such as a disability or illness.**
- **Make sure that the mentor or head has your contact details and that you have theirs. You should contact them to let them know when you use their name as a referee in any application.**
- **Always thank your head teacher at the end of a school based training, if you are leaving that school. The head teacher has opened up the school to you and made you welcome.**

Finally, when you finish a period of school based training, you need to conclude your relationship with the class. It will have been a very complex, intense and demanding relationship and leaving the children can make you feel very emotional. The children in your school based training class have played a big part in your training and you will

remember some of them for the rest of your career. You have some responsibilities towards them as well. You need to make sure you have returned their work and kept any promises you made to them in terms of rewards such as 'Golden Time', exciting activities or games.

The end of your training time in school is not the time for a sentimental speech, no matter how emotional you feel, but do make sure you explain to the class that you will be leaving them. You should explain this positively so that they understand that this is something you had planned and that you have enjoyed your time with them. Pick out some incidents or lessons you have particularly enjoyed and some examples of good classwork or behaviour. You should also make it clear who will be teaching them now. You might want to put up a poster or card to thank the children for the time you've had as their teacher.

After leaving a school you have a duty of confidentiality towards the school, teachers and children. If you use examples of school documents in assignments, you should ask the permission of the school and make sure that the extract is anonymised. You should not gossip about the schools, the teachers or the children and if you do use examples of your experience or children's work in the professional setting of your course you should do so in such a way that the teachers, school or children involved cannot be identified. This is also important where photos of the school or children have been taken, with the permission of the school.

Reviewing your progress on school based training

You will review your progress as you go through your school based training but there is a key review point towards the end of a block of school based training. There are a number of reasons for this:

- **to check you have done all the tasks you planned and used all the training opportunities on offer;**
- **to review whether you have met targets you set for the school based training or during the school based training;**
- **to identify progress you have made towards demonstrating the Teachers' Standards;**
- **to decide what constitutes evidence of your progress towards the Teachers' Standards and to store this appropriately;**
- **to prepare for a review meeting with your mentor or course tutor;**
- **to prepare a portfolio of work in preparation for a job interview;**
- **to set new targets for future school based trainings, study of particular areas or your NQT year.**

It is important for you to review your targets and progress before the last week of the school based training so that you can identify what progress you have made and the evidence for this. In this way you can be prepared for a meeting with your mentor to discuss your final report. You will be assessed by the mentor and possibly a course tutor but you will have the opportunity to present evidence for your assessment by discussion and referring to your files. You do not have the right to alter their assessment but your mentor will want to make sure your report does justice to your performance against the Teachers' Standards and will consider all the evidence. In this way you can contribute positively to your assessment.

Identifying targets for your NQT year

Your school based training report will summarise your achievements and identify areas for further work. These can be turned into targets for your next school based training or NQT year. All courses of training will have a document you use to guide the process of reflection and review as you complete your initial teacher training and go through your induction year.

Your targets document helps you to:

- **build on your achievements and identify your professional development needs;**
- **make links between your ITT, induction and continuing professional development;**
- **prepare for meetings with your tutors and induction tutor;**
- **set your current priorities in the wider context of career and professional development.**

Your targets help your ITT provider to prepare you to play an active role in your induction period.

The targets should be set with you by your ITT provider near to the end of your training.

As you come to the end of your ITT programme, you will want to think about how far you have come in your professional development. Your ITT provider will also be preparing you for your induction period and helping you to understand your own role in that process.

You should aim to set targets that:

- **reflect and build on the strengths in your practice;**
- **develop aspects of the teacher's role in which you are particularly interested;**
- **provide more experience, or build up your expertise, in areas where you have developed to a more limited extent so far.**

You are not expected to write lengthy reflections. The processes of reflection and professional discussion with your course tutor or mentor are more important and these will be reflected in the notes you make.

- **At this stage, which aspect(s) of teaching do you find most interesting and rewarding?**
- **What has led to your interest in these areas?**
- **How would you like to develop these interests?**
- **As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?**
- **Why do you think this?**
- **What examples do you have of your achievements in these areas?**
- **In which aspects of teaching would you value further experience in the future? For example:**
 - **aspects of teaching about which you feel less confident, or where you have had limited opportunities to gain experience;**
 - **areas of particular strength or interest on which you want to build further.**
- **At the moment, which of these areas do you particularly hope to develop during your induction period?**

As you look ahead to your career in teaching, you may be thinking about your longer term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?

Note down your response to the questions, where you might find evidence to support your thinking, and/or the reasoning that led you to this response. You will want to draw on evidence that is already available, for example:

- **reports on your teaching during your school based training;**
- **observation reports written by your mentor, class teacher or course tutor;**
- **examples of your planning for school based training;**
- **records of targets and objectives set during your ITT programme;**
- **your own audits of your progress towards the Teachers' Standards;**
- **course assignments or subject audits.**

You will want to be able to find this evidence and, if necessary, share it with others, like your tutors. You may wish to copy your notes, to include them in other professional development records or portfolios, or share them with others, for example, to prepare for further discussions with your tutors or mentors. It is for you and your tutor to decide on how evidence can be used in the most supportive way.

Your targets will help to:

- **support your professional development through your NQT year;**
- **support constructive dialogue between NQTs and induction tutors;**
- **make links between induction, continuing professional development and performance management.**

Induction for Newly Qualified Teachers

If you are completing your final placement or towards the end of school based training, you will probably be looking forward to getting a job in teaching and becoming an NQT. Induction for Newly Qualified Teachers is compulsory, follows ITT and is the foundation for continuing professional development throughout your career. The induction period must be undertaken by NQTs who wish to work in maintained schools and non-maintained special schools. The induction period may also be done whilst working in independent schools but not all of them offer this. Check when you apply for jobs, as failure to do a recognised induction may hamper your subsequent teaching career.

During the induction period you have to demonstrate you have continued to meet the Teachers' Standards. You will have an individualised programme of support from a designated induction tutor during your induction year. This includes observation of the your teaching, watching more experienced teachers in different settings, and a professional review of progress at least every half term. You will not teach more than 90 per cent of a normal timetable during the period, to allow your induction to take place.

The head teacher is responsible with appropriate bodies and will make a final recommendation as to whether you have passed or failed your induction period. Appropriate bodies are defined by the DfE as either of:

- **A local authority with which the school reaches agreement**
- **A teaching school (unless you are employed or recommended for QTS by that school)**
- **The National Induction Panel for Teachers (NIPT)**
- **The local authority in which the school is situated (if agreement cannot be reached between the school and one of the above).**

The National College for Teaching and Leadership keeps records of the progress of all teachers through induction and guidance about the process is available at: <http://www.education.gov.uk/get-into-teaching/about-teaching/induction-year>.

Applying for a teaching job

During your teaching school based training you may start to apply for jobs. This will affect your school based training in a number of ways:

- **you will need time off for visits and interviews;**
- **you will want to use your school based training experience positively in your application;**
- **you will want to ask for references and ensure your referees are clear about what is required.**

Time off for visits and interviews

Jobs are usually advertised by individual schools or NQT pools, a group of schools recruiting together. You must make sure you check the systems in place in your target areas – it is not uncommon for schools to advertise individually and also be part of an education authority pool. When you respond to an advertisement the school, academy chain or education authority will send you an information pack and details of how to apply for the job. Your ITT provider will also give you information.

When you are considering applying for a job you may be invited to look around the school or you may ask to do so. This could present problems because of the time taken out of your school based training, especially if you are applying for a job at some distance from your training school. There is no doubt that an informal visit can be useful to you and some schools schedule specific times to take a large number of applicants around the school together. However, you must consider the impact of absence from school on your training. If you applied for six jobs, visited all the schools and went for interviews at each one, you would miss at least a week of school based training – two weeks if the schools you are applying to are not very close to your school based training school. As you have to complete a certain amount of school based training time in a school and take sustained responsibility for a class on final school based training, a large number of visits could affect the outcome of your school based training. It may be better to try to visit schools after the end of the school day, or to explain to schools that your school based training commitments prevent you from visiting informally. You will almost always be given a tour of the school prior to interview and will have the opportunity to withdraw from the interview after this if you do not think the school would suit you.

If you have applied for a post and are invited to interview, you should ask your mentor for permission to attend: this will involve missing school based training that day. In practice this is a courtesy and you will always be given permission to attend interviews. Mentors and teachers will help you to prepare your application and you should discuss a draft of your letter of application, supporting statement or CV (whatever is requested) with your mentor, if possible. It is also a good idea to ask your mentor or class teacher to help you to prepare for interview. Preparation might take a number of forms:

- **Discussion of hot topics in the educational press or recent initiatives in school is always useful. Discussing these issues with a teacher will help you to explore the issues from another perspective. Consider what the effects of new ideas are for teachers, schools and children.**

- **Role playing a mock interview with the mentor, teacher or another member of school staff can help you to conquer nerves and prepare your interview manner. If your course involves a university, you will have access to their careers service and you should use it.**
- **Asking your teacher to help you to plan any teaching you are required to do as part of your interview. It is not uncommon to be asked to teach something to the class. Although you will not be able to prepare a perfect lesson because you do not know the children, you can still show that you know the relevant curricula, have good ideas, know a range of teaching strategies, are aware of a range of resources and have a good manner with the children. Your teacher or mentor may be able to spot obvious faux pas or overambitious plans if you ask to discuss them.**
- **If you apply for a job through a teaching pool (for an LA, academy chain or school alliance) you will usually go for an interview for the pool first and may then be invited to look around schools that have jobs available. This is a different sort of school visit from the informal pre-interview visit because you will be looking at a school to see whether you would take a job there. You should go on these visits but be aware of the time you will lose on your school based training.**

Using your school based training experience in your application for a teaching post

You should be given support in applying for a teaching post at some point during your ITT programme but it is important that your application includes insights from your school based training because this will show that you have learnt from your experiences.

When you write in response to an advertisement for a teaching post or for details of an NQT pool you will receive a specification for the job (see Figure 9.1). This may be general, like the sample below, or there may be very specific requirements associated with a school. As an NQT, you cannot become a curriculum co-ordinator in your NQT year.

There are two main types of written application for Primary and Early Years teaching posts:

- **the LA, school alliance or school application form, which usually includes a personal statement or letter of application;**
- **your own CV and letter of application.**

The information pack you receive from the school, alliance or LA will tell you what is required.

Complete application forms neatly and accurately, in a way that will demonstrate enthusiasm. The usual rules for form filling apply: read the instructions carefully and follow them. Write a draft first (and keep it for future reference); do not leave gaps – write N/A if appropriate; check all your dates and have all your information to hand; make sure your writing is neat and everything is correctly spelled and make sure your personal statement (or letter) is effective. Allow plenty of time to fill in your application – it takes longer than you think – and make sure you have done a thorough review of your school based training and your record of professional development or training plan.

You will be required to write either a supporting statement or letter of application as part of the form or a supporting letter. The first thing you should do to prepare this is to examine thoroughly the specification and/or job description to work out what the school or LA is looking for. Then read the instructions for completing the form very carefully. Filling out this form is a chore but it is your chance to market your skills. Do not be too modest nor make exaggerated claims. You may find the completed form slightly

embarrassing, because it spells out your achievements and qualities, but it should not be untruthful.

Newly Qualified Teacher Specification
Experience (Appropriate school based training experience.)
Qualifications (PGCE, QTS, or the ability to achieve this under current DfE regulations.)
Knowledge and aptitudes
Knowledge and understanding of the NC requirements for the relevant age range.
Ability to plan, deliver, monitor and evaluate children's learning
Knowledge and understanding of the principles of assessment and record keeping and their use to promote the educational and personal development of the pupils.
Ability to communicate ideas clearly to a variety of groups.
Understanding of the requirements of children with special educational needs.
Ability to effectively manage and motivate children.
Ability to work as part of a team and to develop positive relationships with pupils, colleagues, parents and where appropriate, outside agencies
Ability to demonstrate a commitment to equality of opportunity for all pupils
Ability to demonstrate a commitment to high educational standards and to maximising the achievement of all pupils.
Ability to demonstrate a commitment to continuing professional development.

Figure 9.1 Sample teaching job specification

There are many ways of writing your letter of application or supporting statement but the following points should be considered.

- **Say why you are applying for this post in particular. Include any local links, faith issues or visits to the school.**
- **Give a brief overview of your training (but do not repeat everything you have put in the application form). Also mention your degree (PGCE or BA/BSc) and any relevant projects or experiences.**
- **Reference to your formal school based trainings including:**
 - **when you did the school based training;**
 - **what years you have taught;**
 - **the level of responsibility you took.**
- **Special features of the school based training such as open plan schools or team teaching.**
- **Examples of how you plan, teach, monitor and evaluate learning outcomes, behaviour management strategies, work with parents, etc.**
- **Write a little about your vision or beliefs for Early Years or Primary education and the principles that underpin your practice. This might be how children learn, classroom management, teaching styles, etc. This gives the school a flavour of what you are like as a teacher.**
- **Details of your personal experiences: leisure interests or involvement with children. Make these relevant to your work as a teacher.**

One of the easier ways to organise this information is to identify a number of subheadings taken from the specification or job description such as:

- **teaching experience (school based training);**
- **commitment to teaching;**
- **knowledge, skills and aptitudes;**
- **planning and organisation;**
- **strengths and interests;**
- **personal qualities.**

Organise your information under these headings. You can then remove your subheadings and have a well organised letter to discuss with your mentor, teacher or careers adviser.

Write a letter of application, of less than two sides of A4, setting out your experience, knowledge, skills and aptitudes and views about education. Discuss this general draft with your mentor or teacher and ask them to tell you about the impact and the impression it makes.

You may find yourself writing a curriculum vitae (CV) for the first time for a job application during your training. Your CV sets out the important information about you, usually on no more than two sides of A4. Make sure you have some good quality, white paper to print on.

If you are basing your CV on a version you have used before, do not just churn it out for job after job. Check first that it matches the specification for each individual job.

PRACTICAL TASK PRACTICAL TASK PRACTICAL TASK PRACTICAL TASK PRACTICAL TASK

Use the specification in Figure 9.1 to review your experience, qualifications and knowledge, skills and aptitudes. Go through each point asking yourself:

- **What evidence do I have that I meet this criterion?**
- **What have I learned about this on my school based training?**
- **What else do I need to be able to do to achieve this?**

Finally, ask yourself what you want to focus on in your continuing professional development during the induction year.

Things you can leave out of a CV

- **There is no need to include your date of birth, age, marital status or ethnic origin.**
- **A photograph is not necessary for teaching CVs and can trigger subconscious prejudice.**
- **Do not include your reasons for changing jobs. Keep your CV factual: where you worked and when.**
- **Do not include failures on your CV. Keep it focused on what you have achieved.**
- **Do not include salary information.**

Things to include on your CV

- **Contact details. Make sure that contact details you give will really reach you: if you have an email address that you rarely check, do not include it. Ideally, include your postal address, any telephone numbers you have (landline and mobile) and your email address if you will be checking it frequently.**
- **Your gender, if it is not obvious from your name.**
- **A short skills summary or supporting statement (see below).**
- **Your education. This is best organised as follows: Primary, Secondary, Further, Higher.**
- **Your qualifications, listed with the most recent first, including results.**
- **Your work experience and school based training experiences – most recent first (any positions you held more than about ten years ago can be left out).**
- **Interests – only real and genuine ones, e.g. any sports you actively participate in. If these hobbies and interests can convey a sense of your personality, all the better. Include any non-teaching qualifications that may have arisen from your hobbies or interests here as well.**
- **Membership of professional associations (not unions).**
- **Nationality, National Insurance number and referee details (or a sentence to say, 'Referees available on request') can be included at the end of your CV.**

A skills summary need only be around 200 words, but you can still cover a lot of ground.

- **Write in the first person.**
- **Every word must be relevant and grammar should be immaculate.**
- **Use interesting adverbs and adjectives to lift the text.**
- **Do not just focus on experience. Achievements, accountability and competence are more important.**
- **Aim to give a sense of your creativity, personal management and integrity: the reader will want to see that you have strong communication skills and are perhaps even leadership material.**
- **Some people prefer to include a short bulleted list of around six key skills.**

Suggested layout

- **When designing your CV, you need to be economical with space. While the page should not look cluttered, excess space will look messy and ill thought-out.**
- **Present your contact details across the top of the first page (like a letterhead) to preserve space.**
- **Use a clear, standard font such as Times New Roman or Arial.**

- **Avoid abbreviations unless they are universally understood.**
- **If you really cannot fit everything on to two sides of A4, try reducing the font size slightly. This will mean the print is still large enough to read, but will give you a little more room to play with. Avoid lines of just one or two words, as this is a waste of space.**
- **When you have designed your CV on screen, print off a draft version and try to view it through fresh eyes. Is it likely to grab the attention of a reader within a few seconds? Is it visually pleasing? Are there any errors? It is a good idea to ask someone else to cast an eye over it as it is easy to miss typographical errors on documents you have been working on yourself.**
- **Be aware that this is not a one-off task. Once you have completed your CV, you will need to keep it up to date.**

A sample CV is shown in Figure 9.2.

Asking for references

You will usually be asked to supply the names, positions and contact details of two referees. The first should be a senior member of staff of your ITT provider. Check carefully who this should be. It is common for universities to use the name of the head of department, even though your tutor will write the reference. It is essential to get this name right for two reasons. First, if you do not get a first reference from your ITT provider the job advertiser will usually assume you have something to hide. Second, the reference system in a large ITT provider will be geared up to a swift response but it will only work if you get the right name. The wrong name will slow down your reference and may put you at a disadvantage. Your second referee should usually be from your school based training school.

Interview portfolios

As a trainee you will be maintaining a training plan or record of professional development that contains evidence to demonstrate your achievement of the standards. This will contain school based training assessment reports, observation notes, written assignments, mentor meeting notes and other evidence.

You may be asked to take this training plan or record with you to interview. Even if you are not asked to bring a portfolio you may want to do so. You can offer this to your interviewers. They do not have to spend much time looking at it but it does indicate you are well prepared and professional.

An interview portfolio can be a substantial document but, more usually, is a slim document containing some of the following:

- **title and content page, preferably with a photo of you teaching happily on it;**
- **concise CV;**
- **school based training assessment reports (one or more);**
- **a really good lesson plan or two, some examples of the work associated with the lesson and the lesson evaluation;**
- **a mentor, tutor or class teacher observation of a lesson;**
- **a sample mentor meeting summary;**
- **an example of a piece of written work (and the marking sheet) if relevant;**
- **a few photos of you teaching. Choose these carefully as you really want to present a specific image. Generally you might choose one photo of you teaching a large group or class, one of you looking sensitive with a group and, ideally, one of you teaching elsewhere – pond dipping is ideal. Remember, choose photos to suit a particular job. If the school is very IT conscious, make sure there**

Emily Jones

529 Highgate Road, Reading, Berkshire RG1 2AB
 Telephone: 0128 678 3567, mobile: 07887 987654, e-mail: EMMY00@aol.com

I am a Newly Qualified Teacher trained to teach mathematics to the 3-8 age group. My previous work experience as an accountant in the City enabled me to develop an understanding of management in a large multinational corporation as well as demonstrable communication skills. Part of my role was the delivery of internal training for new staff. During my initial teacher training I taught in an inner-city nursery and the Early Years Foundation Stage unit of a school with a large multi-racial population. In addition to my teaching I developed a successful everyday mathematics after-school workshop for parents that crossed age and race boundaries and was recognised by the head and governors as a constructive addition to the wider school culture.

Education

Primary: 1986–1992 St John's Primary School, Reading
 Secondary: 1992–1997 Reading High School for Girls, Reading
 Further: 1997–1999 The Abbey Sixth Form College, Wokingham
 Higher: 1999–2002 University of Warwick BA
 2002–2006 Membership of the Institute of Chartered Accountants
 2008–2009 Institute of Education, University of London PGCE

Qualifications

PGCE: Early Years
 Degree: mathematics and statistics 2.1
 A-levels: mathematics A, statistics A, physics B, general studies B
 GCSEs: mathematics A, English literature A, English language B, physics B, history A, ICT A, art B, geography B, French A, biology B

Professional development

During my initial teacher training I completed an LA-run First Aid in the Classroom course and attended a 'Developing Storysacks' training day.

Work Experience

2006–2007 ITT school based trainings: Grove School Nursery, Camden and Nelson Mandela Primary School, Westminster
 2002–2006 British International Bank, London, Accountant
 1999–2002 Vacation positions with Marks and Spencer and Waterstone's, Reading

Interests

I have run a local Brownies group for some years. I also run to keep fit and have completed the London marathon.

Additional qualifications

Full, clean driving licence.
 Berkshire County Junior Football Coaching

Nationality

British

National Insurance Number

TY123456B

Referees available on request

Figure 9.2 Sample CV

is a picture with you using IT. If the school is keen to improve its physical education, a photo of your tag rugby lesson would be ideal. Make sure you follow your school based training school's policy on photograph use and that the school and children are not identifiable.

- **One or two photographs of displays, school visits you have been on, after school clubs or assemblies you have done.**
- **Any evidence of your special interest – coaching certificates, first aid, cookery, etc.**

In practice, trainees tell us that interview panels do not spend much time on interview portfolios and usually just flick through the content. However, by preparing this you not only demonstrate professionalism but also have the chance to present a tailored image of your achievements to the panel in addition to your written application.

RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES

Detailed guidance about induction is now available at <http://www.education.gov.uk/get-into-teaching/about-teaching/induction-year>.

The statutory requirements for induction can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375304/Statutory_induction_for_newly_qualified_teachers_guidance_revised_October_2014.pdf

(It is simpler to go to <https://www.gov.uk/> and then search for 'induction'.)

Detailed information about applying for a teaching post, and how to manage the interview process is available from the Association of Graduate Careers Advisory Services (AGCAS) Target Jobs site at: <http://targetjobs.co.uk/career-sectors/teaching-and-education>

Most school vacancies are advertised in the *Times Educational Supplement* (Fridays) – www.tes-jobs.co.uk

The Guardian (Tuesdays) – www.jobsunlimited.co.uk.

The Daily Telegraph (Independent Schools) – www.telegraph.co.uk.

The Independent (Thursdays) – www.independent.co.uk.

Some of these operate an electronic job alert system.

For information about teaching in the private sector:

Incorporated Association of Preparatory Schools (IAPS) at: <https://iaps.uk/>

Your union is an excellent source of help, advice and support in applying for a teaching post:

www.teachersunion.org.uk (NASUWT).

www.data.teachers.org.uk (NUT).

www.askatl.org.uk (ATL).

Other useful online resources for finding a teaching post are available at:

www.eteach.com.

www.prospects.ac.uk.

Make sure you also use your local or university careers service.