

A photograph of a person in a dark blue suit and red tie sitting at a desk. The person is looking down at papers on the desk. The background is a plain, light-colored wall. The image is framed by a dark teal border.

Education
MATTERS GROUP

Education Matters Tips

INTERVIEW GUIDE
PREPARATION

INTERVIEW GUIDE

*We hope this will give you some valuable hints and tips to help prepare for your interview.
Topics covered -*

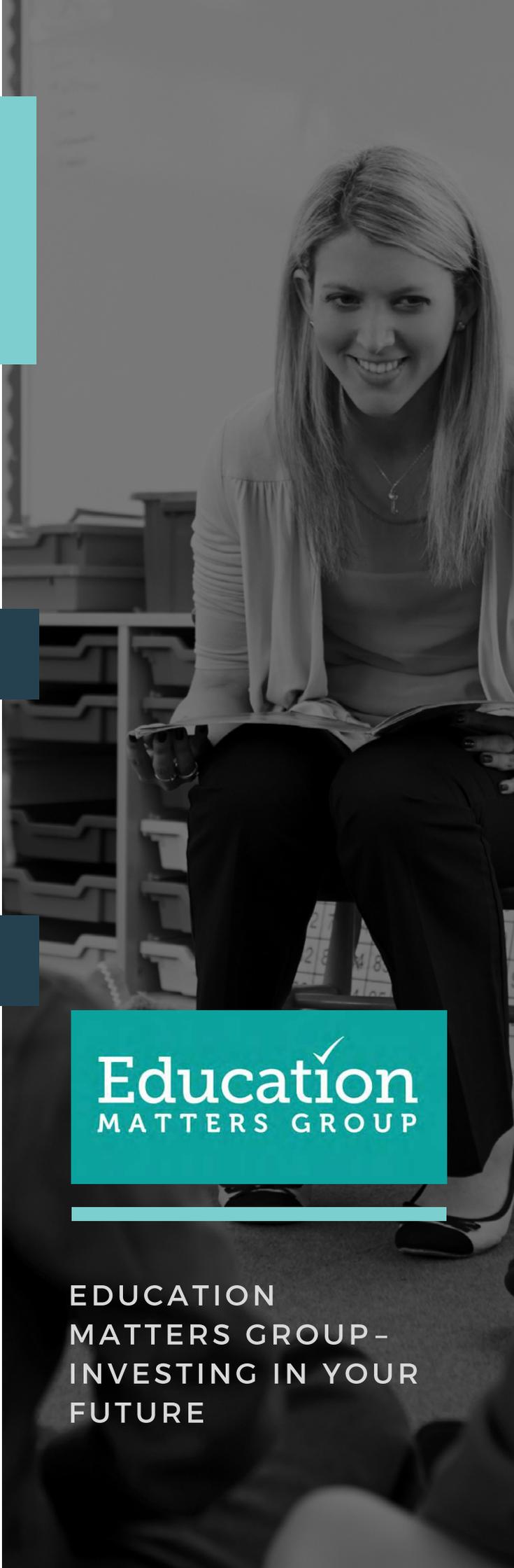
Prior to Interview

*Logistics
Research
Observation Lesson
Documents to take
Speak to us!*

Interview

*Punctual
Appearance
Composure
Questions*

*After the interview, we would ask that you call your Consultant with your feedback. It is important that we are aware of how you feel it went, so that we can then help with the next step of the process.
02030313550*



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INVESTING IN YOUR
FUTURE

PRIOR TO THE INTERVIEW W

LOGISTICS / RESEARCH / LESSON OBSERVATION / DOCUMENTS TO TAKE

Logistics



Ensure you know the route you plan to take, whether you are driving or using public transport. If driving check out the parking situation at the interview location.



Toolkit



School's website



Google Maps



Citymapper

Research



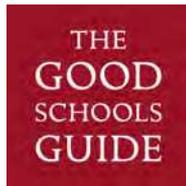
It is important that you research the school, this will be a good talking point once at interview and will evidence your interest. Also ensure you have a good understanding of the role on offer.



Toolkit



School's website



Department
for Education



Ofsted
raising standards
improving lives

With researching, know about the following topics - school priorities, Ofsted areas to improve and it's strengths, some key policies (Behaviour management, Safeguarding), the vision and mission of the school, some key events, student proportions (SEN provision, free school meals provision, how many streams)

****See Hints & Tips Sheet****

Lesson Observation



Ensure we have a list of any resources you may require the school to have ready for your observation lesson.

Also you will need to think about the lesson and the structure of it. Some other key points to consider - Curriculum links, differentiation, resources, timings, key questions, assessment - ongoing through the lesson

****See Hints & Tips Sheet****

Documents to take



It is best practice to take your DBS and some ID, a copy of your CV and qualifications, details of who you are meeting, any resources you will be using (if required), a list of questions you would like to ask them and a notepad to take down any important information.

Speak to us! - We are here to support you with the interview process, so if you have any questions or would like to run through anything then please call or arrange to meet with your Consultant.



RESEARCHING A SCHOOL & ROLE

HINTS & TIPS SHEET - INFORMATION TO GATHER

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The Role applied for



- How your experience matches the role
- How you address the essential criteria
- How you address the desirable criteria
- What skills, knowledge or specialties do you possess

The School



- Vision and mission statements
- School priorities for the academic year
- recent events from the newsletters or calendar
- Ofsted report data and areas for improvement and strengths
- How many streams in the school
- Are there any clubs or special programs that run in the school
- What support staff or specialists are in the school
- What facilities are available in the school (e.g. IT room, music dept)
- Behaviour Management Policy - examples of how you have used similar strategies set out in the policy
- Safeguarding Policy - who you would report to and what safeguarding is? What are some of the signs that you need to be aware of?
- How your skills/ talents/ experience fits the schools needs

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CLASS TEACHER LESSON OBSERVATION

HINTS & TIPS SHEET - INFORMATION TO CONSIDER

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Classroom Environment to consider



- What resources you need
- What your LSA's focus is going to be for the lesson
- If you are using ICT, how that adds to learning in an interesting way
- Key Vocabulary - displayed and referred to for students to use during course of work
- All planning is thorough and detailed; subject and cross-curricular links are clear; assessment opportunities are identified and annotated accordingly; links to S&L, ICT, Homework ensure integrated approach through lesson

Learning Habits to consider



- Learning objectives - LO's referred to through the lesson and form the basis for the plenary
- Quality examples of work to share
- Clear Success criteria is planned and developed before task commences
- Recall of previous learning - link to before and at the end of the lesson for the next part of the learning sequence
- Differentiation - Tasks are designed to meet the needs to 3 main groups (core, support, extension)
- An effective plenary - the plenary summarises the work, examples of work showing LO's and SC being met with students reflecting on learning as well (including group/peer/self-evaluation)
- Cross Curricula links - how the lesson is linked to learning in the sequence and other learning areas

Teacher Habits to consider



- Questioning - open and closed questions used to explore levels of understanding and target misconceptions and for assessment, as well as extending learning and understanding
- focus group
- learning styles catered for
- Timing of the lesson

Children Habits to consider



- How are all students engaged in the lesson
- Dialogue - effective use of modelling and dialogue
- Independence - the lesson is organised and requires and gives strategies for all students to show independence
- Students carry out self assessment against the learning objective and success criteria

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THE INTERVIEW

BE PUNCTUAL / APPEARANCE / COMPOSURE / QUESTIONS

Be Punctual



Always allow enough time to travel to your interview, allowing for any traffic, or public transport delays.

Do not go into your interview any earlier than 10 mins prior to interview slot, and never be late! If this does happen due to something out of your control then you must phone ahead.

Appearance



Always dress appropriately for the school in questions and for an interview, clean smart appearance goes along way when making first impressions.

Composure



Interviews are often outside people's comfort zone, so nerves are natural. Listen attentively to the questions, if you are unsure what they are asking then ask for some clarification. Keep your answers as succinct as possible but don't be afraid so show your personality.



Smart



professional



if offered water -
take it - take a
drink when you
need time to
think



Succinct



Clarify if you
need

Do you have any Questions?



In most interviews you will get an opportunity to ask questions, it is important that you have some prepared beforehand. Here are some examples, if you want to run through these with the EMG team beforehand then please just call us!

- 1 - What is the vision for the School / Department and what key development are planned?
- 2 - How has the role become available?
- 3 - What it like to work in the school?
- 4 - Would there any CPD opportunities available to me, to help with my own development?
- 5 - Curriculum related question, for example, what topics are you currently covering at AS/A2 citizenship?



ask questions
that confirm
you are the
right person



ask questions
that don't limit
you

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THE INTERVIEW

BE PUNCTUAL / APPEARANCE / COMPOSURE / QUESTIONS

Smile



Goes a long way! From the moment you enter the school, smile and greet everyone you meet with, from the Receptionist to the Head.

End positively



Always thank them for their time and end on a positive note that you look forward to hearing their feedback.

After the interview, we would ask that you call your Consultant with your feedback on the interview. It is important that we are aware of how you feel it went so that we can then get feedback from the School.

0203 031 3550

GOODLUCK!

Some useful links to help you prepare:

<https://newteachers.tes.co.uk/news/how-make-your-lessons-outstanding/46167>

<https://newteachers.tes.co.uk/news/interview-advice/23242>
<https://www.tes.com/news/school-news>

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.tes.com/jobs/careers-advice/latest-advice/possible-interview-questions>

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TEACHER ASSISTANT

HINTS & TIPS SHEET - INFORMATION TO CONSIDER



Strengths & Areas of Improvement working with students



- How do you organize small group activities?
- What examples can you give where you have worked well with students?
- Give an example where you reflected on how the way you interacted with a group of students and you would change a part of the instruction for next time.
- Give an example where you showed initiative with working with students and how it benefit the student?

How you lead a small group session



- What is your experience with leading small groups?
- How do you help all learners in the group? How would you modify the group activity to help students achieve their potential?
- How have you supported target groups for Numeracy and Literacy?

Behaviour Management



- Think an example of how you had to respond to a student with challenging behaviour. How did you respond in an appropriate and positive way?
- If you saw a recurring behaviour pattern occurring what would you do?
- How would you change a child's behaviour through positive reinforcements?
- Give an example how you consistently applied a school's Behaviour Management Policy through clear routines and rules?
- How do you clearly provide feedback on student behaviour and progress to the class teacher?

Teacher Assistant Quality Habits



- Clear communication
- Organisation
- Team work and collaboration

Teacher Assistant Quality Skills



- Making resources
- Confident motivator and encourager in class
- Proactive in catering for individual needs and group needs
- Encourager of student independence
- Use appropriate closed and open questioning
- Additional skills you could offer the school

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THE INTERVIEW

EXAMPLES OF THE QUESTIONS YOU COULD BE ASKED

What strengths do you have that will suit the role?

What do you know about our school? What made you apply?

Give an example of a time where you responded to a situation and on reflection you needed to change your response. What would you do and why?

Give an example of a situation where you had to deal with a difficult student. How did you respond in a way that gave a positive outcome?

Give an example of positive/negative experience in a school with other staff or the parent community. What would you do differently if you had your time over again?

What other talents or skills could you offer the school?

If you were to fast forward 5 years, what would your time in the school look like?

How would you help the school achieve the school priority targets?

Give an example of where you had to deal with a safeguarding issue. How and what did you do to respond to the situation?

Why did you leave your last position?

Give an example of how you modified your lesson or lesson sequences to cater for different learning styles and levels in your class.

Why should you be the best candidate for the role advertised?

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INTERVIEW GUIDE PREPARATION

After the interview, we would ask that you call your Consultant with your feedback on the interview. It is important that we are aware of how you feel it went so that we can then get feedback from the School.

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