

London East Teacher Training Alliance

Recruitment & Selection Policy & Procedures



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NOTE

See also

- the LETTA e-prospectus on www.letta.org.uk
- LETTA videos and further information on <https://www.letta.org.uk/tsa/train-to-teach/#Recruitment>

Section

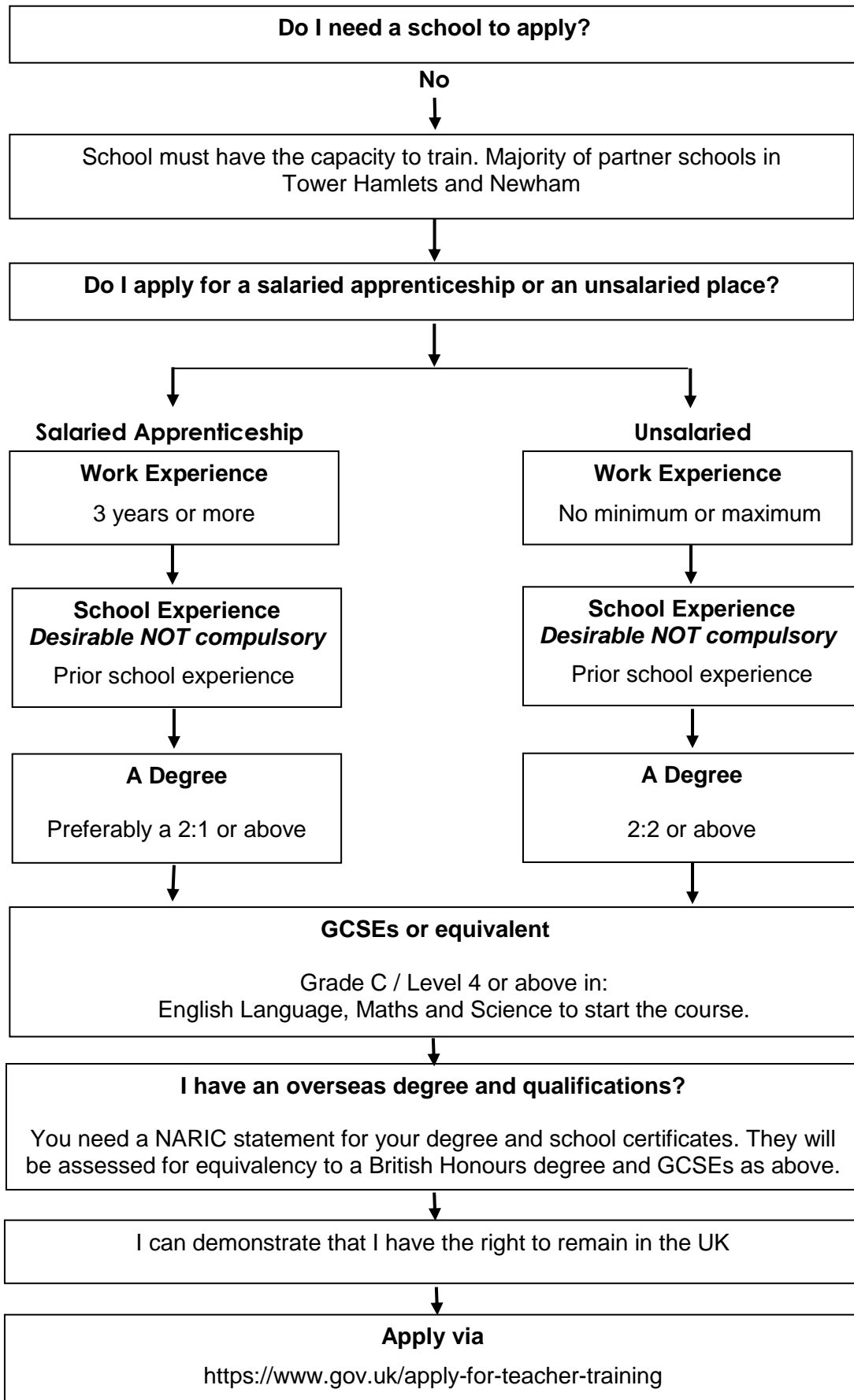
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The Selection Process: An Overview

Also refer to the e-prospectus on www.letta.org.uk

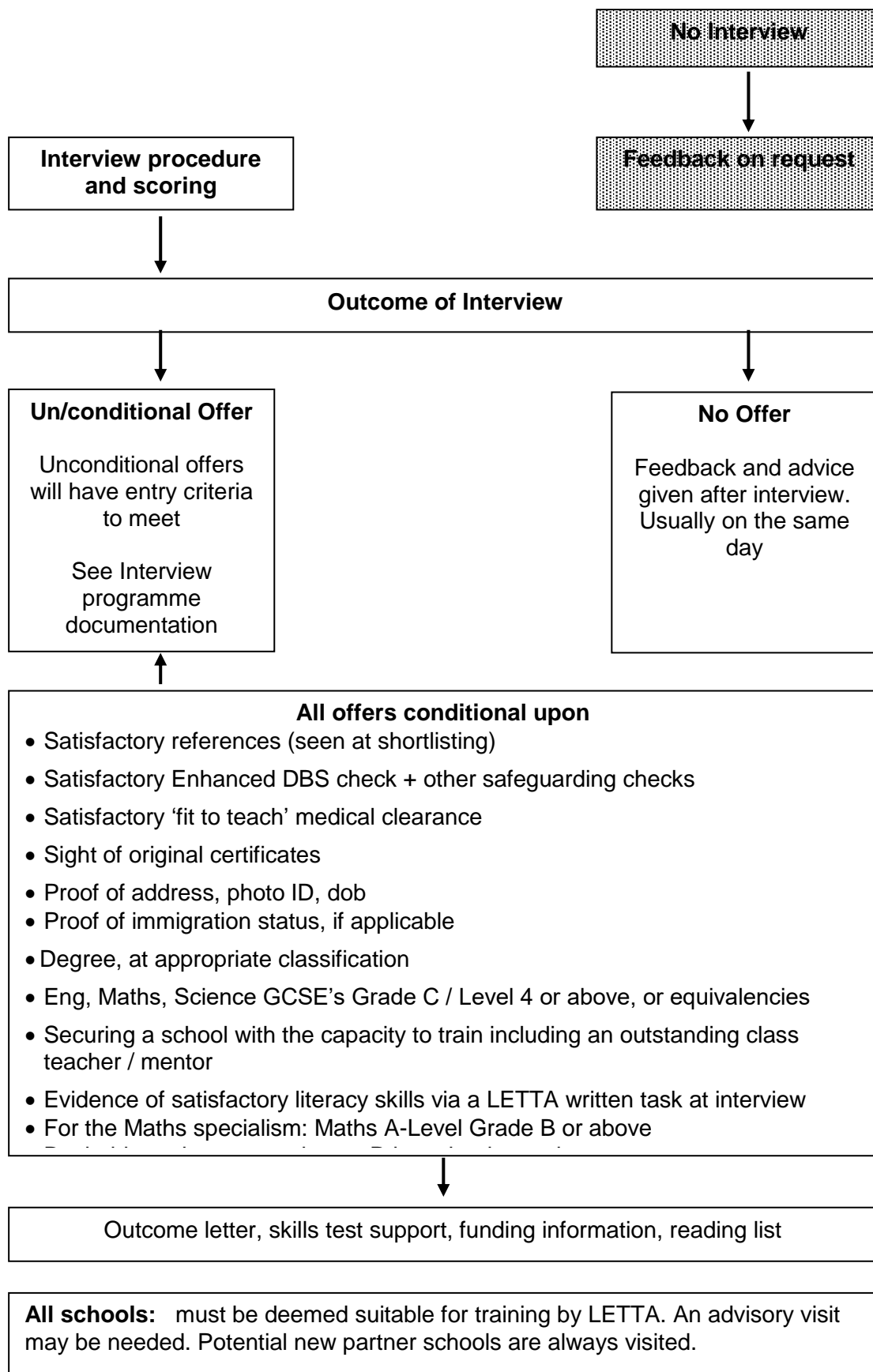
The Selection Process: An Overview

Figure below is a diagrammatic representation of the process.



The Interview

See Interview Programme sent with notification



Scrutiny of applications

Applications are scrutinised by LETTA staff. Anyone who meets the minimum criteria will be **considered** for interview in line with Equal Opportunities legislation and the underpinning philosophy of achieving inclusion and diversity of trainees. All disabled applicants who meet the person specification will be guaranteed an interview as part of the partnerships commitment to those with a disability.

Acceptable entry qualifications may change according to DfE and LETTA requirements, and following annual review. See Summary of Entry Criteria checks

Applicants who fail to secure an interview may, on request, be provided with feedback.

Selection of candidates

Selection of candidates will be achieved through:

1. The application form and personal statement
2. A mini-teach
3. Interview questions
4. A written task

See the Interview Programme in Section 4

Individual interviews will be undertaken by representatives of LETTA and partner Head Teachers. There will be between 3 and 5 interviewers.

Candidates will be informed of the outcome on the day of the interview from LETTA and via the website.

The decision to offer a candidate a place on the programme will be made by the panel who have assessed the range of tasks throughout the day. Successful candidates will be required to discuss their professional development needs before the start of the programme based on an initial audit.

Partnership Schools Participation

All schools must be deemed capable of sustaining a school-based training programme and be able to meet the requirements in the partnership agreement. Schools should generally be graded 1 or 2 in their latest school Ofsted inspection but a grade 3 is acceptable on a school by school basis. Grade 4, inadequate schools will not be used.

Schools new to the partnership will have an advisory visit by the Programme Leader, to discuss the programme and the contents of the Partnership Agreement.

The participation of school-based staff in the recruitment process is highly desirable. Prior to the commencement of the interview schedule, partner Head Teachers and sometimes, senior teachers as their representatives, will be invited to assist in the recruitment process.

Safer Recruitment

LETTA aims to have a panel of three to five interviewers drawn from partner schools and LETTA. The Programme Leader attends all interviews or attends post-interview discussion for QA purposes. There will never be less than two interviewers. At all interviews, at least one of the panel will have undergone successful Safer Recruitment training.

Contacts

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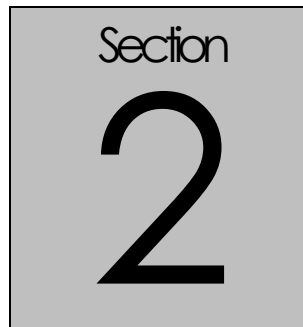
Brigitte Boylan, LETTA ITT Programme Leader
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smiah@letta.org.uk

Summary of Entry Criteria Checks

Originals of all certificates and ID is seen

ITT criteria cross ref.	Entry criteria	How checked	Who checks			Where is information stored	Quality Assurance
			1 st check	2 nd check	Outstanding entry criteria check		
C1.2	First degree of a UK HEI or equiv. qualification 2:2 or above	Original certificate	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader	Digital copies kept in online database on secure password protected school site. Information includes, grade & date	The Accounting Officer to check minimum 10% of records
C1.1	GCSE English Lang. grade C / 4 or above	Original certificate	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader		
C1.1	GCSE Maths grade C / 4 or above	Original certificate	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader		
C1.1	GCSE Science grade C / 4 or above	Original certificate	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader		
C1.1	A-Level Maths Grade B or above	Original certificate	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader		
C1.1 C1.2	Qualifications outside the UK	Original certificates. NARIC statement	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader		
C1.4	Numeracy fundamental skills test pass	Learn Direct website	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader	Information on database on secure password protected school site.	Report to the Accounting Officer
C1.4	English fundamental skills test pass	Learn Direct website	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader	Information available from test website	Report to the Accounting Officer
	Salaried trainees: 3 years or more work experience by the start of the programme	References. Application form. Interview	Programme Leader / shortlisting	Prog Leader / Dep. Prog Leader / Interview panel	n/a	Information on database on secure password protected school site. Information available from test website	Report to the Accounting Officer
	DBS check, following safer recruitment procedures (below)	Enhanced DBS certificate number and date of issue	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader	Information on database on secure password protected school site. No. and date of issue logged. No copies kept	Report to the Accounting Officer
	ID check	Original passport. If no passport: driving licence (2 nd choice), birth certificate (3 rd choice)	Administration Officer	Prog Leader / Dep. Prog Leader / Interview panel	Programme Leader	Information on database on secure password protected school site.	Report to the Accounting Officer
	Immigration status (Following 1 st Jan 2021 new regulations)	Leave to remain for non-British passport holders on www.gov.uk Access code permission provided by candidate	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader	Digital copy from www.gov.uk following permission of candidate. Information on database on secure password protected school site	Report to the Accounting Officer
	Address check	Current bill payment, bank statement	Administration Officer	Prog Leader / Dep. Prog Leader / Interview panel	Programme Leader	Information on database on secure password protected school site. No copies kept	Report to the Accounting Officer
	Fit for Post health check	Confidential self-questionnaire via Corazon Health Ltd	Administration Officer	Prog Leader / Dep. Prog Leader	Programme Leader	Outcome information received and stored on database in secure password protected school site.	Report to the Accounting Officer



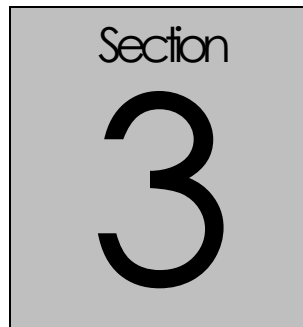
Person Specification

Person Specification

In order for trainees to be successful on the programme, we select people who meet the following person specification:

The candidate:

- demonstrates appropriate attributes and personal qualities required to work as a teacher
- is sensitive to the diverse needs of children and adults
- is enthusiastic about teaching and learning
- demonstrates a capacity to work within a team; build and maintain effective professional relationships.
- with a sense of reality, is able to discuss and reflect upon teaching and learning commensurate with their prior experience, knowledge and skills
- demonstrates an ability to reflect and analyse
- demonstrates good literacy and numeracy skills via the fundamental skills tests, written task and interview



Shortlisting

Application Form Scrutiny

The application form will be scrutinised in relation to:

- Entry requirements
- The personal statement
- Work / study history
- Safeguarding / gaps in timeline
- References

1. School Experience

Applicants do not need UK school experience to apply.

2. References

Two satisfactory references are required. An academic reference is acceptable if the applicant has graduated within the last 3 years.

References are expected to be **academic** and/or **professional / employment-based** and must not be written by friends or family. LETTA may request a third reference if a reference is too brief or only contains minimal data. Some companies only supply limited information.

3. Personal Statement

Personal statements are scrutinised and will provide evidence for selection to interview.

A **good** personal statement is clear, well written and detailed, showing evidence of personal qualities. There is evidence of enthusiasm and motivation for their chosen career.

The applicant also

- Reflects upon experience and learning
- Demonstrates commitment to working with children
- Demonstrates good literacy skills

An **unacceptable** personal statement contains insufficient information and/or contains errors. It may not outline an applicant's personal qualities or experience. There is little evidence of motivation, enthusiasm or reasons for their chosen career.

In cases of borderline applications, the whole application is considered, including the personal statement, work experience, qualifications, references.

4. Reasons for rejection

Examples below. If feedback is requested, they are used to communicate clear reasons for rejection to the applicant. There may be other reasons that are evident on reading an application form.

- Entry criteria
- Safeguarding concerns
- Accuracy of grammar, punctuation

- Spelling
- Limited vocabulary
- Inadequate structure, coherency and sequencing within statement
- Inadequate editing of text for accuracy
- Language too informal
- Too short to support application
- Needs to be succinct
- Unconvincing, or not articulated, evidence of commitment to teaching / primary phase
- Needs to draw on work or university experiences
- Overly descriptive, limited reflection / evaluation / learning
- Limited awareness of issues related to diversity / inclusion
- Needs to demonstrate an understanding of collaborative work
- Course full

Section

4

**Interview Programme
for
Short-listed Candidates**

The following information is sent to shortlisted candidates, with a letter detailing the structure of the day.

Interview Assessment

The interview process comprises four components:

- Interview
- A mini-teach
- Written tasks
- English and maths fundamental skills tests

1) Individual interview

You will have a 30 to 35 minute interview with a panel of at least three people, via Zoom. Be prepared to enter into a conversation as part of your response to the questions. When we assess your interview, we will be looking for potential to achieve QTS and attain a PGCE with Masters credits. The panel will also be looking for Standard English grammar and clear pronunciation.

2) Mini-teach

As part of the interview process you are asked to prepare a 10 minute mini-teach which you will deliver to a group of 6 'middle attaining' children. The interview panel will be looking for: enthusiasm, clarity, creativity, use of resources, engagement and participation by the children and relationships with the children. You can choose an English or maths focus and a specific year group from Reception to year 5.

Flip charts and pens are available. Feel free to bring resources with you to support your mini-teach. But, we **do not** wish to see a PowerPoint or other ICT driven mini-teach. There will be no ICT facilities or overhead projector.

You are expected to give a plan of the mini-teach to each panel member (usually 3 to 5 people)

You must inform LETTA of your chosen year group in your interview acceptance email, as soon as possible.

If you are applying for the 3-7 route you will be expected to teach a group of reception children, in their classroom setting.

3a) Written Task

There is a written task to **submit three working days before the interview**. The length should be about 500 words. This should take 20 mins to write. Extensive research is not needed. It should be a typed attachment. Spacing and fonts are not important. Send to lettatsa@letta.org.uk

You can submit earlier than 3 days. Ensure your name and course code is on the written response. Please also submit the statement of authenticity. If you have a disability that requires us to take reasonable adjustments, then let us know.

To what extent do you agree with the ideas presented in this clip? How does your own experience support or contradict these ideas?

The clip: **Do Schools Kill Creativity? Sir Ken Robinson**

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en

Teachers' writing skills will be evident to colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands.

This writing task will also enable you to demonstrate your ability to understand educational theory and help us assess your potential to complete the PGCE assignments.

You need to write clearly, accurately and coherently using correct spelling and punctuation.

Panel members involved in selection will be looking for:

- An evaluative approach - more than a descriptive approach
- An understanding of the arguments put forward in the clip and any additional reading you choose to do,
- Your own view of education, relating it to the ideas in the clip
- Evidence of having reflected on your understanding and experience
- Clear, coherent writing style with no or only minor errors.
- Appropriate use of grammar, spelling and punctuation

3b) Written Task – for SEND specialisms only

For those on the SEND specialism courses, there is an additional written task to submit three days before the interview. The length should be about 500 words. This should take 20 mins. Extensive research is not needed. It should be a typed attachment. Spacing and fonts are not important. Send to lettatsa@letta.org.uk You can submit earlier than 3 days. Ensure your name and course code is on the written response. If you have a disability that requires us to take reasonable adjustments, then let us know.

Discuss how to promote inclusion for SEND pupils in the classroom and within school, and how to encourage effective learning.

3c) Written Task – for Maths specialisms only

For those on the Maths specialism courses, there is an additional written task to submit three days before the interview. The length should be about 500 words. This should take 20 mins. Extensive research is not needed. It should be a typed attachment. Spacing and fonts are not important. Send to lettatsa@letta.org.uk You can submit earlier than 3 days. Ensure your name is on the written response. If you have a disability and needed to take reasonable adjustments then let us know.

Discuss how to promote a positive attitude towards maths in the classroom and school and how to encourage effective learning in maths.

NOTE: You can only apply for this course if you have a Grade B or above at Maths GCE/A-level. Study at university does not compensate for the lack of the A-level.

4) LETTA English and maths fundamental skills tests

These will take place on after your interview, if you successful. They are both on-line. Our admin team will arrange these with you, via email. They must be taken in one sitting within 4 weeks of your interview. Reasonable adjustments will be made for candidates who have disclosed a disability on their ucas form or who clearly have English as a second language.

These tests can be completed at a location convenient for you to ensure government advice on social distancing is followed.

What will they cover?

Maths

- Data and graphs: Interpreting information, identify patterns and trends and draw appropriate conclusions.
- Mathematical calculations: Whole numbers, fractions, decimals and percentages.
- Mathematical problems: Using a variety of methods and approaches including: estimating and rounding
- Mathematical vocabulary: Explaining and justifying answers using appropriate language

English

- Standard English grammar
- Punctuation
- Vocabulary
- Reading comprehension

Pre-interview Documentation

We need to see the following **before your interview**. Please scan or provide a good photo to lettatsa@letta.org.uk We need to see all sides of documents if they are double-sided. Please scan **at least three days** before your on-line interview date.

- GCSE certificates for English, maths, science (Level4 / Grade C or above) OR equivalent qualifications
- If you are applying for the maths specialism, your GCE / A level certificate in maths (Grade B or above)
- Degree certificate
- Transcript of degree
- All GCE / A level certificates or equivalent
- Other higher degree certificates eg., Masters
- NARIC statement, if applicable, for school and university certificates

- DBS, if available (both sides even if there is no additional text) **A copy will not be kept** but number and date noted

We will need to see originals.

If you do not have these, you should take action as soon as possible as no-one can start the programme without LETTA having digital copies AND seeing original documentation. A deadline will be set with you.

The following will also be needed for your DBS so please scan.

- Photo ID eg., Passport
- Proof of date of birth
- Proof of address – a current household bill or bank statement or credit card statement

We do not keep copies of scanned documentation containing DBS information, names and contact details. These will be shredded or deleted after the information we need has been checked.

DBS – Safeguarding check

An Enhanced DBS check will be carried out once a candidate successfully secures a place on the programme,

Those receiving a salary do their DBS through their employing school. LETTA notes the DBS number and date of issue.

Those on an unsalaried route do their DBS through LETTA. We will start the admin process as soon as possible after the interview process. This costs £58 and will be collected as soon as possible. The admin team will advise you.

We can accept a current Enhanced DBS if it is dated after 1st Sept 2019. If you have a DBS before this date, a new one needs to be done through LETTA.

If you have signed up to the subscription service – **we will need your log-in number.**
Please send to Shabana on smiah@letta.org.uk

Entry conditions for successful recruitment

Successful recruitment will be subject to:

- The interview process as detailed previously
- LETTA fundamental skills tests in both English and maths
- GCSEs in English, maths, science at Grade C / Level 4
- GCEs / A-levels in maths at Grade B (Maths subject specialism only)
- Satisfactory references – received with your application form
- Safeguarding/Enhanced DBS checks
- Oversight of all original qualifications – as itemised previously

- Confirmation of current address
- Confirmation of date of birth
- Appropriate residency status
- Fit for post check. Following the interview process.

All the above is required to be in place before the start of the course at a date agreed with LETTA. We take deadlines seriously, as an indication of your professionalism so we ask that successful candidates to adhere to these and not risk forfeiting their hard won place.

Funding

For those on **unsalaried routes**, ensure you have checked the latest information about tuition fee loans and maintenance loans. <https://www.gov.uk/student-finance>

LETTA tuition fees are £9,250. This will cover our costs for the QTS and the PGCE with 60 Masters credits. Funding arrangements are the responsibility of candidates. Self-funding is also an option. Contact Mark Causton on mcauston@letta.org.uk for further information about self-funding and any funding queries.

Those receiving a **salary** are paid on the Unqualified Teacher Scale Pt One by the school, not LETTA.

PLEASE NOTE: Following government removal of funding for School Direct salaried places, LETTA is now offering salaried teaching apprenticeships. There are some funding differences. Trainees on this route will need to self-fund their PGCE which is expected to be about £1,600 following the LETTA payment plan (3 instalments during the year). The salary remains the same: Unqualified Teacher Scale Pt One

There is a generic summary of teaching apprenticeships on www.ucas.com

Places are dependent on school availability.

Those on **unsalaried routes** may be able to apply for an untaxed bursary at their training school. The decision is at the sole discretion of the school and not LETTA.

Equal Opportunities

All applications are subject to Equal Opportunities principles, both in terms of government legislation and LETTA policies. The recruitment and selection procedures operate explicitly to promote equal opportunities and widening access. Applications are invited from all individuals regardless of race, ethnicity, gender, sexual orientation, disability and faith, and all will be treated with respect and in a fair manner.

LETTA welcomes applications from individuals with disabilities and those with specific learning difficulties and is keen to assist you in obtaining the support needed to enable you

to effectively participate on the programme. Applicants need to meet criteria laid down by the national bodies and undergo health screening.

You are not obliged to disclose a disability or specific learning difficulty. However, rights to reasonable adjustments only apply to applicants who make a disclosure to LETTA.

You now need to confirm your attendance for the interview

Please reply to: lettatsa@letta.org.uk

We look forward to seeing you.

Rabea Begum
Executive PA to CEO The LETTA Trust
rbegumpa@letta.org.uk

Shabana Miah
LETTA Administrators
smiah@letta.org.uk

Brigitte Boylan
ITT Programme Leader
bboylan@letta.org.uk

Programme Aim and Person Specification

The programme aims to provide all trainees with the opportunity to engage effectively with:

- range of learning approaches including independent and collaborative learning and e-learning;
- range of contexts including a strong focus on school-based learning;
- variety of innovative and challenging learning experiences.

In order to continue to develop as:

- effective classroom practitioners with developing personal philosophies;
- independent learners;
- open minded and reflective practitioners;
- enthusiastic and committed professionals;
- respectful members of learning communities;
- creative and adaptable problem solvers.

Who are able to:

- critically review, consolidate and extend their knowledge and understanding;
- reflect critically and analytically on their experiences;
- transfer and apply knowledge and skills flexibly to a range of contexts and changing agendas and curriculum;
- solve complex problems both individually and collaboratively;
- exercise judgement and accept responsibility for achieving outcomes;
- communicate ideas and arguments clearly and in a variety of forms;
- value diversity and recognise the importance of an inclusive approach.
- demonstrate empathic values and attitudes
- contribute to (and, where appropriate, manage) a variety of groups and disciplines within a diverse, multi-disciplinary environment;
- promote and value effective professional relationships between all the groups of young children and adults in an educational setting.
- achieve mastery of a comprehensive range of complex and specialised skills for planning teaching, observing, assessing, recording and class/setting management;
- analyse complex concepts and professional situations in order to understand how, why and when learning best occurs and act on this in the classroom/setting.

To enable children to become:

- successful learners
- confident individuals
- responsible citizens

During your interview, we will be looking for evidence that you meet the following criteria:

Professional Attributes

The candidate demonstrates appropriate professional attributes by showing that s/he can establish, build and maintain effective professional relationships using appropriate interpersonal skills.

The candidate responds to colleagues respectfully, courteously and constructively, and appears sensitive to the diverse needs of children and adults. They effectively promote collaborative approaches.

Professional Skills and Knowledge

The candidate demonstrates appropriate professional knowledge and skills by showing they can critically reflect upon and discuss the professional knowledge and skills that a teacher must possess.

Alternative interview activity for 2020/21 recruitment

The following activity replaced the mini-teach following Covid restrictions during summer 2020 and 2020/21 recruitment.

2) A Presentation (2020/21 – Covid-related change)

Bring a book from your childhood that has meaning to you, to your online interview. Tell us about the book: why does it have meaning to you and how could it be used in the classroom to develop a love of reading in children? (5-10 mins)

The panel members will be looking for:

General Criteria

- Standard spoken English
- Clarity of explanation and description
- Passion and interest
- Ability to engage an audience

Specific Criteria

- Does the candidate demonstrate a passion for learning and a love of reading?
- Is the response creative?
Are there opportunities for cross-curricular learning?
- Does the candidate show an awareness of inclusion?

This will be face to face with no props or artefacts or additional ICT – just yourself and your book.

Section

5

Interview Questions

Interview Feedback

Interview Questions

These are reviewed annually

There will be 5 questions with 5 minutes for each. These questions are printed on interview marksheets where there are prompts to support the interviewer.

Question 1: This is a 3-part question:

- Tell us why you want to be a teacher
- Tell us why you want to train with LETTA
- Tell us about your commitment to teaching in East London

Question 2: Tell us about a time when you received some challenging feedback. What was it and what did you learn from it?

Question 3: Tell us about a time where you had to demonstrate resilience. We're particularly interested to know about how you pushed through the challenge and what you learned from the experience.

Your example could be professional or personal.

Question 4: Tell us about a time when you worked with others to get something done. Please include an explanation of your role.

Question 5: Tell us what you think learning is?

Person Specification linked to Selection Activities

Personal and Professional Conduct Q1, Q3, Q4, Mini-teach, References

1. *Appropriate attributes and personal qualities required to work as a teacher*
2. *Sensitive to the diverse needs of children and adults*
3. *Enthusiastic about learning and teaching.*
4. *Capacity to work within a team; building and maintaining effective professional relationships*
5. *Ability to reflect and analyse*

Teaching Q1, Q2, Q3, Q4, Q5, Mini-teach, Written task, References

6. *An understanding about the role of the teacher and others within school*
7. *With a sense of reality, able to discuss and reflect upon effective learning and teaching, commensurate with prior experience, professional knowledge and skills*
8. *Demonstrate an ability to reflect and analyse*
9. *Some understanding about the role of the teacher and others within school*

Written task, fundamental skills tests

10. *Demonstrate good literacy and numeracy skills*

Interview Feedback Suggestions

Strengths

(not an exhaustive list)

Mini-teach

1. Current and up to date content
2. Structured and well-paced mini-teach
3. Confident and clear delivery
4. Creative and engaging mini-teach
5. Children were participating
6. Children followed instructions
7. Effective use of resources
8. Accurate subject knowledge
9. Warm tone of voice
10. Maintained eye contact. Scanning the group
11. Comprehensive accompanying lesson plan
12. Modelled the role of the teacher
13. Positive relationships with children
14. Introduced yourself to children and used their names
15. Children were motivated and learning
16. Time well used. No wasted learning time

Written task

1. Spelling, punctuation, grammar are good
2. Coherent flow of ideas and response to the video clip/s
3. Vocabulary choice
4. Response demonstrates an understanding of the issues
5. Response linked to own experiences

Interview

1. Calm and positive demeanour
2. Maintained eye contact
3. Communicated clearly

4. Articulate responses to questions, using appropriate vocabulary and terminology
5. Evident self-awareness and reflection
6. Enthusiasm and commitment for teaching
7. Desire to play a part in children's well-being and development
8. Understanding the teacher's professional role
9. With limited experience, some understanding of what's involved in the teacher's role
10. Ability to draw effectively on classroom experience
11. Sound understanding of how children learn
12. Knowledge and awareness of educational issues
13. Awareness of issues related to EAL /SEN /challenge
14. Awareness of issues related to inclusion and diversity
15. Reasoned answers to questions
16. A positive approach to challenge
17. Ability to analyse issues
18. Subject knowledge from degree / previous study is transferable to teaching & learning
19. Previous work record demonstrates transferable skills
20. Work / personal history demonstrates resilience
21. Some knowledge of educational issues

Areas for Development

(not an exhaustive list)

1. Listen carefully to questions
2. Answer questions more fully
3. Answer questions more succinctly and with points that are relevant to the questions
4. Ensure accuracy in spoken communication
5. Improve accuracy of grammar / spelling / punctuation in written communication
6. Edit written work for accuracy
7. Improve English / maths subject knowledge
8. Improve grammar, punctuation, spelling, phonics
9. Ensure language is professional rather than informal
10. Slow down the pace of delivery
11. Develop a more assertive and confident presence
12. Vary tone of voice to engage learners
13. More creativity to make learning more engaging and memorable in your mini-teach
14. Involve the children and model the role of the teacher
15. Be aware of the impact of body language in communication

16. Develop an awareness of educational theory
17. Develop an understanding of how children learn effectively
18. Investigate how inclusive principles are demonstrated in the classroom
19. Become more aware of issues related to diversity and inclusion
20. Investigate the wider school community
21. Provide concrete examples of teaching and learning
22. Gain more whole class experience

Example Feedback Tasks for Unsuccessful Interviewees

Development suggestions	
You may wish to develop further your ability to demonstrate:	<p>Examples:</p> <p>In order to develop in this aspect, you may wish to:</p>
Communication skills.	Ask colleagues to give you some peer feedback on your communication skills (e.g. body language, listening skills, ability to articulate yourself effectively, etc). If possible engaging with a coaching conversation.
English skills	Read more widely around grammar, spelling conventions, punctuation. eg., <ul style="list-style-type: none"> • Medwell et al. (2021) <i>Primary English: knowledge and understanding</i>. Exeter: Learning Matters. 9th ed. (2021) • www.bbc.co.uk
Maths skills	<ul style="list-style-type: none"> • Mooney et al. (2021) <i>Primary Mathematics: Teaching theory & practice</i>. Exeter: Learning Matters. 9th ed. • www.bbc.co.uk
The personal qualities required to work as a teacher .	Reflect upon your own personal qualities and how these positively impact in the classroom/educational setting. You may wish to talk to a senior teacher/practitioner about their multifaceted role. https://www.pearsoned.com/top-five-qualities-effective-teachers/
A sense of reality arising from school/setting experience.	Consider the more challenging aspects of the role of the teacher and critically reflect on these through talking to a number of teachers and reading literature that debates the issues related to these aspects.
Reflective discussion of learning / teaching.	<p>Read more widely to consider more of the elements that are part of an effective learning and teaching environment eg.,</p> <ul style="list-style-type: none"> • Siraj, I., et al (2019) <i>Teaching in Effective Primary Schools</i>. Trentham Books • Arthur, J., Grainger, T. & Wray, D. (2006) <i>Learning to Teach in the Primary School</i>. London: Routledge Falmer. <p>Talk with and observe teachers, focusing upon questioning skills, creativity and how to motivate learners.</p>
Reflective discussion about an educational issue.	<p>Read the Times Educational Supplement (TES). When you read the articles, consider the implications of the issues raised from the various stakeholders such as teachers and other staff, children, parents and carers, etc.</p> <ul style="list-style-type: none"> • See the Rose Review of the Teaching of Early Reading http://education.gov.uk/publications/standard/publicationDetail/Page1/DFES-0201-2006
An understanding of inclusion and diversity	<ul style="list-style-type: none"> • Talk over the issues at school with teachers and the SENCo. • See EEF publications www.educationendowmentfoundation.org.uk • www.nasen.org.uk
An understanding of different roles within school and working with others	Find out more about the role of specialists and support staff in school. Reflect on the relationship between parents and school. Check school policies if you have access.

