

London East Teacher Training Alliance



**Recruitment and Selection
Policy and Procedures**

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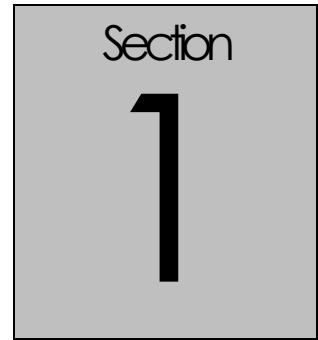
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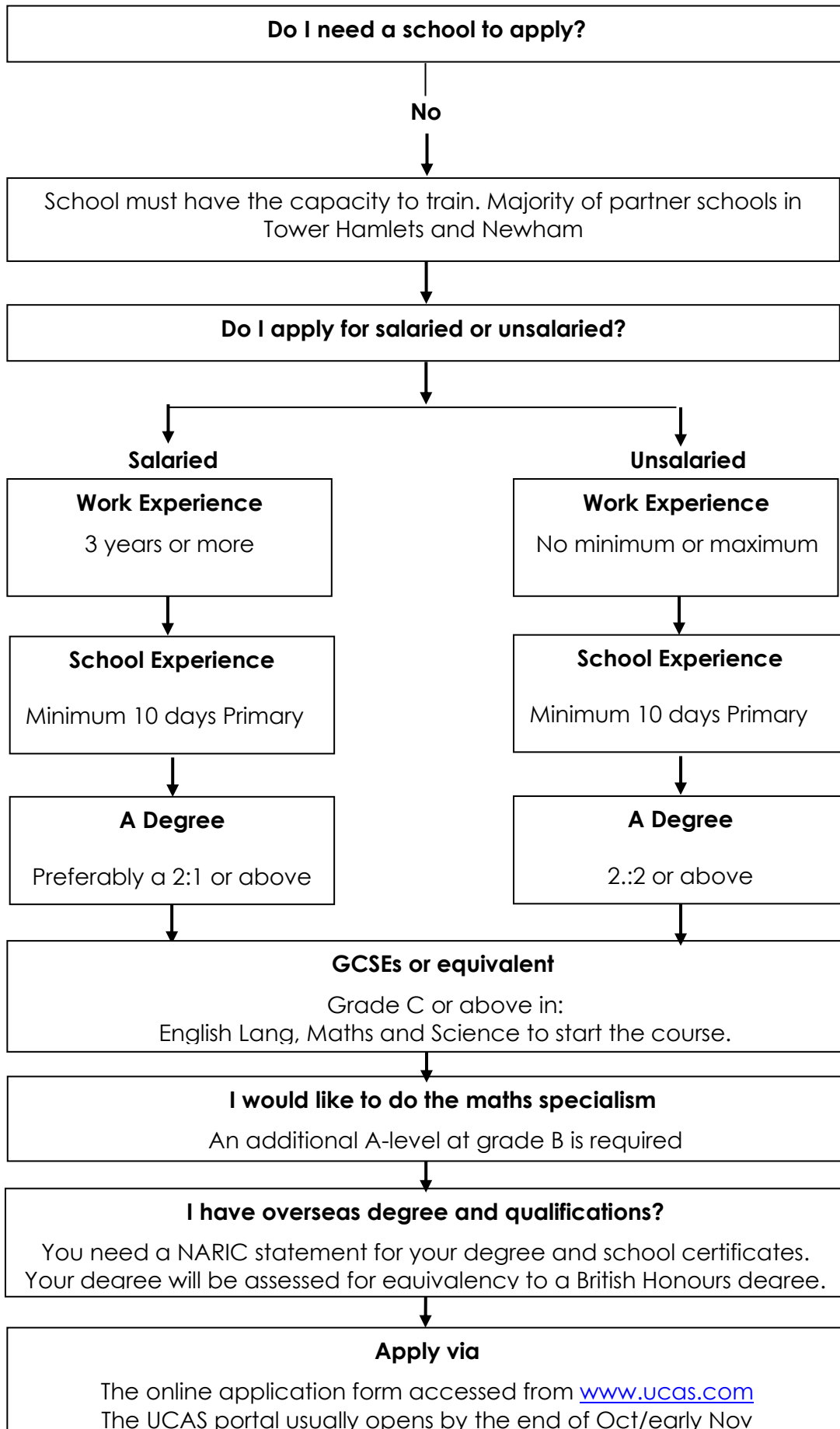
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The Selection Process: An Overview

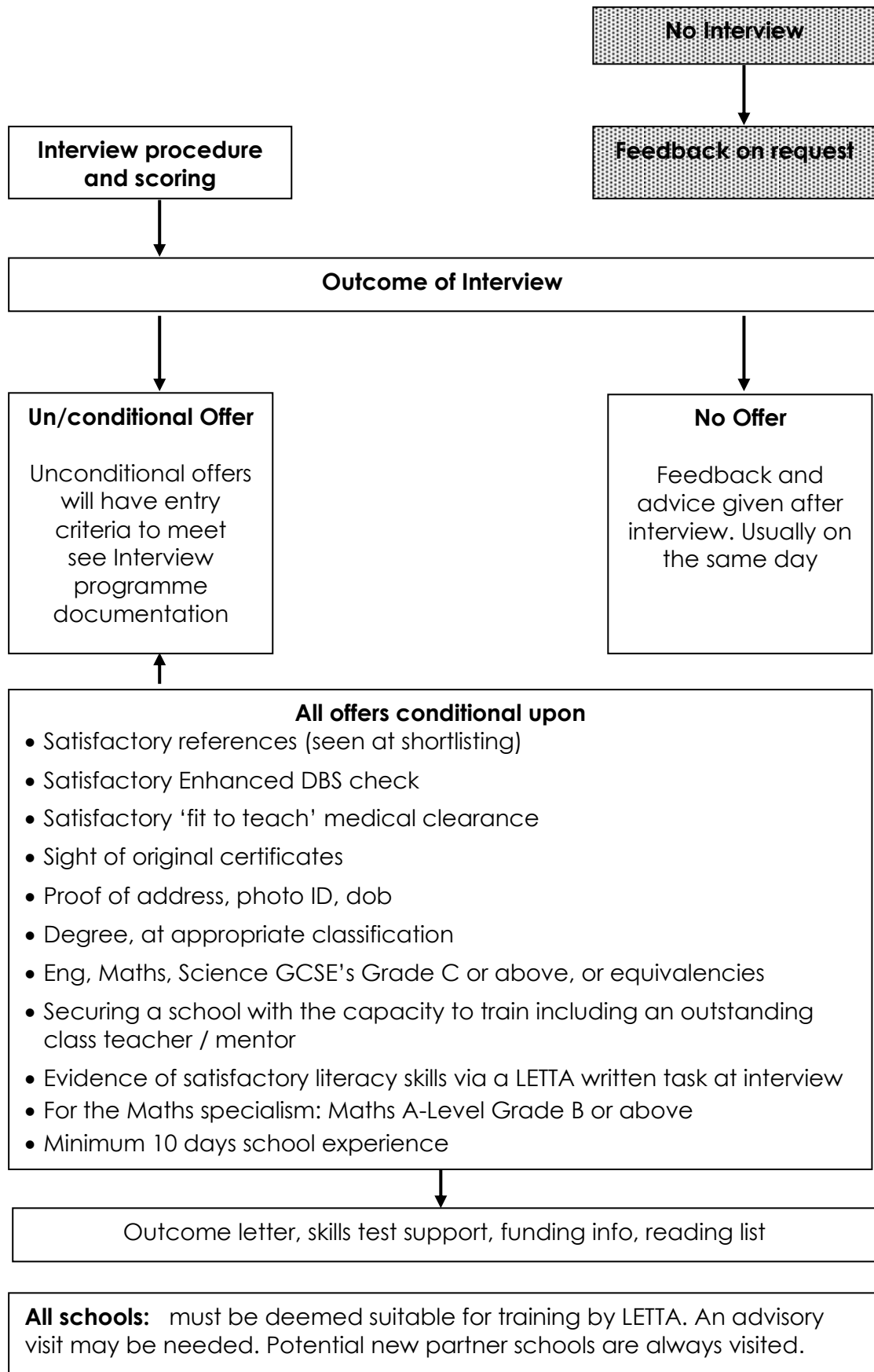
The Selection Process: An Overview

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 NCTL 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 including partner Head Teachers. The Head of Bygrove (the Accounting Officer) attends 50% of interviews, the co-head teacher at Bygrove attends the remaining 50% and the Programme Leader attends all interviews. 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 ucas 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.

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

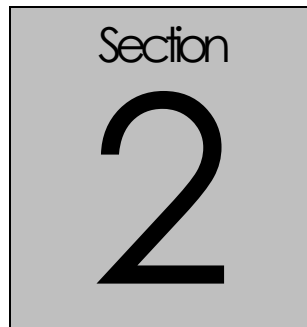
LETTA aims to have a panel of three to five interviewers drawn from partner schools and LETTA. The Programme Leader attends all interviews for QA purposes. There will never be fewer than two interviewers. At all interviews, at least one of the panel will have successfully completed Safer Recruitment training.

Contacts

Brigitte Boylan, Programme Leader
bboylan@pop-edu.org

Summary of Entry Criteria Checks

| ITT criteria cross ref. | Entry criteria | How checked | Who checks | | | Where is information stored <i>Additional Comments</i> | 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 | Programme Leader / interview panel | Programme Leader | Signed and dated photocopy of original in trainee file. Locked in secure cabinet. Information on database on secure password protected school site. Information includes, grade & date <i>A-level maths for the maths specialism course</i> <i>Double-checked with uni admissions</i> | The Accounting Officer to check minimum 10% of records |
| C1.1 | GCSE English grade C or above | Original certificate | Administration Officer | Prog Leader / interview panel | Programme Leader | | |
| C1.1 | GCSE Maths grade C or above | Original certificate | Administration Officer | Prog Leader / interview panel | Programme Leader | | |
| C1.1 | GCSE Science grade C or above | Original certificate | Administration Officer | Prog Leader / interview panel | Programme Leader | | |
| C1.1 | A-level Maths Grade B or above | Original certificate | Administration Officer | Prog Leader / interview panel | Programme Leader | | |
| C1.1 C1.2 | Qualifications outside the UK | Original certificates. NARIC statement | Administration Officer | Prog Leader / interview panel | Programme Leader | | |
| C1.4 | Numeracy skills test pass | Learn Direct website | Programme Leader | n/a | Programme Leader | Information on database on secure password protected school site. | Report to the Accounting Officer |
| C1.4 | Literacy skills test pass | Learn Direct website | Programme Leader | n/a | Programme Leader | | |
| | Salaried trainees: 3 years or more work experience by the start of the programme | References. Application form. Interview | Programme Leader / shortlisting | Interview panel | n/a | Information on database on secure password protected school site. | Report to the Accounting Officer |
| | Self-declaration form | LETTA self-declaration form | Administration Officer | Prog Leader | n/a | Signed form kept in locked secure cabinet. | |
| | DBS check, following safer recruitment procedures (below) | Enhanced DBS certificate number and date of issue | Administration Officer | 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 |
| | Photo ID check | Original passport. If no passport: driving licence (2 nd choice), birth certificate (3 rd choice) | Administration Officer | Programme Leader / interview panel | Programme Leader | Signed and dated photocopy of original in trainee file. Locked in secure cabinet. | Report to the Accounting Officer |
| | Address check | Current bill payment, bank statement | Administration Officer | Programme Leader / interview panel | Programme Leader | Signed and dated photocopy of original in trainee file. Locked in secure cabinet. | Report to the Accounting Officer |



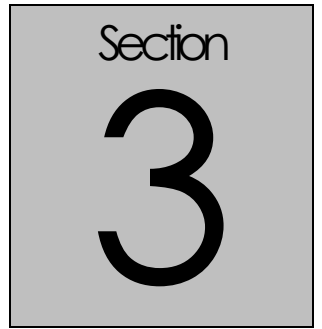
Person Specification

Person Specification

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

The candidate:

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



Shortlisting: Application Form Scrutiny

Application Form Scrutiny

The application form will be scrutinised in relation to:

- Entry Requirements – see Shortlisting form
- The Personal Statement
- Person Specification
- References
- Additional Notes (see below)

1. School Experience

All applicants must meet the 10 days / 2 weeks UK school experience requirement. The experience must be in primary schools teaching the National Curriculum for England.

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.

3. Reasons for rejection

These are listed on the Shortlisting form. If feedback is requested, they are used to communicate clear reasons for rejection to the applicant.

4. Personal Statement

Personal statements are scrutinised and will provide evidence for selection to interview. Only candidates who provide a good personal statement will be considered.

A **good** personal statement is clear and detailed, showing evidence of the personal qualities required of a teacher, drawing on school experience to reflect upon and to exemplify opinion. Additionally, there is strong evidence of enthusiasm and motivation for their chosen career.

A **poor/unacceptable** personal statement contains insufficient information and/or contains errors. It may not outline their personal qualities or experience. There is no or little evidence of motivation or enthusiasm for their chosen career.

See Shortlisting form on page 12 for more descriptors.

Key Aspects we look for in a personal statement

The applicant:

- Reflects upon their primary school experience in terms of their learning
- Recognises the importance of collaborative team working
- Demonstrates some experience and / or understanding of current educational issues
- Reflects upon how children develop and learn and how this is related to teaching
- Demonstrates commitment to working with children
- Demonstrates good literacy skills

In cases of borderline applications, the whole application is considered, so statement, school experience and the reference must be scrutinised for evidence of any of the above criteria.

5. Person Specification

See Section 2

Shortlisting: Application Criteria

Applicant Name: **Date of shortlisting:**.....

Course: Salaried 3-7 227X Unsalared 3-7 227W Salaried 5-11 with Maths 2WHD
(circle) Salaried 5-11 227V Unsalared 5-11 227T Unsalared 5-11 with Maths 2WHC

Points range 0 - 18

| Section 1 - Quality of personal statement | Points |
|---|---------------|
| <p>Spelling, Punctuation, Vocab, Grammar (SPVG)</p> <ol style="list-style-type: none"> a. Reads very well. b. Clear and coherent. c. Complex sentence structure. d. Accurate use of varied and high level vocabulary. e. Punctuation used for effect. f. Spellings correct. | 3 |
| <p>Reasons for Teaching</p> <ol style="list-style-type: none"> 1. Views expressed coherently and rationally. 2. Experiences linked to their own learning. 3. Rationale for teaching expressed with conviction. 4. Enthusiasm. 5. Reflective – evidence of learning from school/work experience. 6. Broad range of experiences with a clear understanding of how they will be of value in schools. <p>.....</p> <ol style="list-style-type: none"> a. Clear and well written with minor errors in spelling, punctuation, vocab, grammar. | 2 |
| <p>.....</p> <ol style="list-style-type: none"> 1. Four of the above characteristics. <p>.....</p> <ol style="list-style-type: none"> a. Simple sentences. b. Lacking coherence and clarity in places. c. Some errors in SPVG. | 1 |
| <p>.....</p> <ol style="list-style-type: none"> 1. Three of the above characteristics. <p>.....</p> <ol style="list-style-type: none"> a. Lacking coherence and clarity. b. Poor use of SPVG. | 0 |
| Continue with application for points 2 and 3 only | |
| Section 2 - School Experience | Points |
| <ul style="list-style-type: none"> • More than 1 year full time in school as an LSA, TA, Learning Mentor, UQ teacher | 3 |
| <ul style="list-style-type: none"> • More than 3 months | 2 |
| <ul style="list-style-type: none"> • Between 2 weeks and 3 months | 1 |

| | |
|--|-----------------------|
| <ul style="list-style-type: none"> Less than 2 weeks – <i>Unsatisfactory leading to no interview</i> | 0 |
| Continue with application for points 1, 2 and 3 only | |
| Section 3 - Experiences relevant or transferable to teaching | Points |
| <ul style="list-style-type: none"> Voluntary or paid recent experience with young people in <u>challenging and/or innovative</u> circumstances eg., community projects in challenging areas | 3 |
| <ul style="list-style-type: none"> Voluntary or paid recent experience with young people eg., Theatre in education or media projects | 2 |
| <ul style="list-style-type: none"> Voluntary or paid recent experience with young people eg., after-school club, Sunday school, reading volunteer | 1 |
| <ul style="list-style-type: none"> No experiences that are relevant or transferable to teaching | 0 |
| Section 4 – Relevant qualifications / skills | Points |
| <ul style="list-style-type: none"> Qualifications / skills gained to a high level that would make a major and inspiring contribution to a school community eg., playing a musical instrument, football coaching | 3 |
| <ul style="list-style-type: none"> Qualifications / skills gained that would make a particular contribution to a school community eg., speaking a language fluently, C&G in Learning Support | 2 |
| <ul style="list-style-type: none"> Qualifications / skills that would prove useful to the trainee during their training eg., NVQ, Student Associate Scheme | 1 |
| <ul style="list-style-type: none"> No relevant qualifications or other skills that would contribute to a school community. | 0 |
| Section 5 – Entry criteria | Please circle |
| GCSE English or equiv. <i>MUST be minimum of Grade C but grade D <u>considered</u> for an interview</i> | Yes / No |
| GCSE Maths or equiv. <i>MUST be minimum of Grade C but grade D <u>considered</u> for an interview</i> | Yes / No |
| GCSE Science or equiv. <i>MUST be minimum of Grade C but grade D <u>considered</u> for an interview</i> | Yes / No |
| | Points |
| 3 GCSEs | 3 |
| 2 GCSEs | 2 |
| 1 GCSE | 1 |
| 0 GCSEs | 0 |
| | Points |
| Hons Degree – <i>MUST be minimum of 2:2</i> | |
| 1 | 3 |
| 2:1 | 2 |
| 2:2 | 1 |
| 3 | 0 |
| NARIC. | Yes |
| School support <i>Specify, if known:</i> | Yes / No Uncertain |

| | |
|---|----------------------------------|
| | |
| Does applicant have the right to work in the UK? | Yes / No Uncertain |
| Is applicant EU / International? | Yes: EU / Int No |
| Has applicant declared a conviction, caution or binding over? | Yes / No |
| Has applicant declared a disability? <i>Specify, if known:</i> | Yes / No |
| Total overall Score | |
| Shortlisting panel decision: | Interview Reject |
| Issues to follow up at Interview | Tick ✓ and / or comment |
| <ol style="list-style-type: none"> 1. Gaps in employment 2. References 3. Disclosures 4. Qualifications 5. NARIC 6. Funding 7. Salaried or unsalaried place / criteria check 8. Other | |
| Section 6 - Reason/s for Rejection | Tick ✓ and / or comment |
| Degree: Classification of degree or degree not equivalent to UK | degree not met |
| GCSE subjects: Not met or not equivalent to UK <i>(Circle those met)</i> | GCSEs not met Eng Ma Sc |
| School experience: 10 days recent/relevant school experience as required by course entry requirements not evidenced on application form | Yes / no |
| References: Unsatisfactory / unsuitable reference <i>(Cannot reject on references alone)</i> | ref ref 1 2 |
| Personal statement: <ol style="list-style-type: none"> 1. Accuracy of grammar, punctuation 2. Spelling 3. Limited vocabulary 4. Inadequate structure, coherency and sequencing within statement | |

5. Inadequate editing of text for accuracy
6. Language needs to be more professional rather than informal
7. Too short to support application
8. Needs to be succinct
9. Unconvincing, or not articulated, evidence of commitment to teaching: Limited school and / or relevant experience
10. Needs to draw on experience
11. Overly descriptive, show reflection / evaluation

12. Needs to demonstrate an understanding of a range of educational issues and experiences eg., SEN, EAL, G&T, ECM, curriculum
13. Limited awareness of issues related to diversity / inclusion
14. Needs to demonstrate an understanding of collaborative work

Other

Signed on behalf of LETTA:

Date:

Section

4

**Interview Programme
for
Short-listed Candidates**



London East Teacher Training Alliance

Bygrove Primary School
Bygrove Street
London
E14 6DN
Tel: 020 7538 4925
@LETTA_Bygrove
Email: letta@bygrove.towerhamlets.sch.uk

Re: London East Teacher Training Alliance - School Direct 2016 - 17

I am pleased to inform you that you have been short-listed for the School Direct training programme. Please could you attend an interview at (school) on (date):

This will be Stebon or Bygrove Primary School

The following pages provide information which is essential in order to prepare for the day. Please ensure you **bring all the evidence requested** and arrive on time.

Typical timetable of day:

| | | |
|--|---|-------------------------|
| 08.30 | Candidates arrive | |
| 09.15 | Introductions | |
| 09.30 | Group A Writing task | Group B Mini teach |
| 11.00 | Group A Mini teach | Group B Writing task |
| 12.30 | Only successful applicants at the mini-teach will be invited to the formal interview in the afternoon. | |
| Interviews will commence at 1.00pm and follow the same order as the morning section | | |

*The above schedule is for guidance purposes only and is subject to change depending on the number of applicants on the day.

Programme Aim and Person Specification

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

- 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. The candidate will also demonstrate an understanding of the role of the teacher.

Interview Assessment

The interview process comprises three components:

1. written task
2. mini teach
3. individual interview

The outcome of the interview will be informed by the quality of your engagement with all three components.

1) Written Task

On the interview day, you will have 20 minutes to write a response to the following question.

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?

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

Panel members involved in selection will be looking for evidence of your ability to do the following:

- Understand the arguments put forward in the clip/s and any additional reading you choose to do..
- Express your own view of education, relating it to the ideas in the clip/s
- Express your ideas clearly with appropriate grammar, spelling and punctuation

The purpose of the writing is to enable you to demonstrate your ability to understand educational theory, to demonstrate the quality of your communication in written English and assess your potential to complete the PGCE assignments. We also use this task to assess your writing and to identify any need for further literacy support.

When we assess your writing we will be looking for:

- A critically evaluative approach - more than a descriptive approach
- Evidence of having reflected on your understanding and experience
- Reference to the ideas within your writing
- Clear, coherent academic writing style with no or only minor errors.

If you have learning needs please declare them to LETTA prior to the interview day, so adjustments can be made.

You will not have access to a dictionary or notes that you may have used. We do not anticipate you writing more than 500 words.

If you have a disability or learning difficulty that requires additional time you can spend an extra 5 minutes (25%) completing this task. Please discuss your needs with Rabea Begum, the LETTA administrator.

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, possibly in their setting.

3) Individual interview

If successful in your mini-teach, you will have a 30 minute interview with a panel of at least three people. Be prepared to provide succinct, relevant and informed answers to questions. When we assess your interview, we will be looking for potential to achieve QTS at a good to outstanding level, and attain a PGCE with Masters credits.

What to bring on the day

See also the DBS information at the end of this letter.

- Photo ID e.g. Passport
- Proof of date of birth
- Proof of address
- GCSE certificates for English, maths, science (Grade C or above) OR equivalent qualifications
- Degree certificate
- Transcript of degree
- Other higher degree certificates eg., Masters
- NARIC statement, if applicable
- If your degree is pending, a letter from your HEI confirming your status and modules taken. This should be signed and on official headed paper. An email or fax is not acceptable.
- If you are applying for the maths specialism, your A-level certificate in maths (Grade B or above)

If you have not obtained these, you should take action as soon as possible.

Bring **original** copies and **one photocopy of each document**. Have these organised in 2 identical packs, ready to hand-in.

DBS

As you will be within a school setting, bring your current DBS with you, if you have one.

A DBS check will be carried out once a candidate has been successful in securing a place on the programme, in line with the statutory guidance, *Keeping Children Safe in Education*, Sept 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

References

References are received with your application form.

Please note that successful recruitment will be subject to satisfactory references, skills tests in both English and maths, safe-guarding/DBS and health checks before the start of the course at a date agreed with LETTA.

Funding

For those on unsalaried routes, ensure you have checked the latest information about tuition fee loans, training bursaries (linked to degree classification) and maintenance loans. LETTA tuition fees are £9,000. This will cover costs for QTS and the PGCE with 60 Masters credits. Funding arrangements are the responsibility of candidates.

<https://www.gov.uk/student-finance>

Those on salaried routes are paid on the Unqualified Teacher Scale Pt One by the school, not LETTA. There is no training bursary on this route.

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 religion, and all will be treated with respect and in a fair manner.

LETTA welcomes applications from disabled individuals 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 adjustment only apply to applicants who make a disclosure to LETTA. We urge you to speak to us in confidence so that we can do our utmost to ensure that you can be interviewed under the best possible conditions. Examples of reasonable adjustments available in the admission process include extra time in the written task, use of specialist equipment, if available, and or personal support, room location.

You now need to confirm your attendance at the interview and specify the year group for your mini-teach.

Please reply to: letta@bygrove.towerhamlets.sch.uk

We look forward to seeing you.

(signed)

Section

5

Interview Questions

Interview Feedback

Interview Questions

There will be 5 questions with 5 minutes for each.

Q1. Think back to your mini teach earlier. Reflect on what you think went well and what you might do differently if you had to repeat the task.

Q2. So you want to be a teacher. Tell us how you arrived at this decision and why you chose LETTA.

Q3. Describe a lesson you have seen that inspired you.

Q4. Tell us about a time when you've worked alongside others successfully and what in your opinion made for good working relationships.

Q5. Tell us what you think teaching is and what learning is.

These questions are printed on interview marksheets

Person Specification linked to Selection Activities

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

1. *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. *An understanding about the role of the teacher and others within school*

Written task, Prof. skills tests

10. *Demonstrate good literacy and numeracy skills*

Supplementary Post-Interview Questions

| | |
|---|--|
| <p>1. Any questions?</p> | |
| <p>2. Self-disclosure. Any declarations?</p> | <p>Yes / No</p> |
| <p>3. Preferred year group or Key Stage?</p> | |
| <p>4. Preferred school:</p> | <p>Mainstream, faith, Phoenix / placement</p> |
| <p>4a. Sponsoring school in place?</p> | <p>Yes / No</p> |
| <p>5. Applying for:</p> | <p>3-7, 5-11 salaried, unsalaried.</p> |
| <p>5a. If applying for salaried, would you consider an unsalaried place?</p> | <p>Yes / No / Not sure</p> |
| <p>6. Originals seen: GCSE's / equivalencies, degree certificate, transcript, NARIC, photo ID, address, marriage cert. (if applicable) <i>Use recording grid</i></p> | |
| <p>7. Missing time periods (on app. form)</p> | <p>Yes / No</p> |
| <p>8. Booked skills tests</p> | |
| <p>9. Contact details (on app. form) Still current?</p> | <p>Yes / No</p> |
| <p>10. Marketing: How did you hear about LETTA?</p> | <p>UCAS search Open Day General search School / colleague Ex-trainee The Wharf Studentroom Other</p> |

Guidance for Overall Judgement at Interview

The descriptors below clarify the expected performance for Excellent, Good and Satisfactory candidates. It needs to be recognised that interviewees may have relatively limited classroom experience and the descriptors need to be interpreted accordingly. It is important to make judgements about **potential** rather than absolute performance.

There is **no descriptor for level 4** - Unsatisfactory. Candidates are rejected if criteria for grade 3 are not met.

Source of descriptors: Teachers' Standards 2012

| | 1 Excellent | 2 Good | 3 Satisfactory |
|--|--|---|---|
| Commitment | Demonstrates a high level of motivation, enthusiasm and sensitivity, which suggests that they will establish very productive relationships with pupils and inspire them to succeed. | Demonstrates a good level of motivation, enthusiasm and sensitivity, which suggests that they will build good relationships with pupils. | Demonstrates a satisfactory degree of motivation, enthusiasm and sensitivity, which should equip them to develop sound relationships with pupils. |
| Skills to develop relationships | Demonstrates excellent communication skills, including eye contact, body language, voice tone, general demeanour | Demonstrates good communication skills, including eye contact, body language, voice tone, general demeanour | Demonstrates satisfactory communication skills, including eye contact, body language, voice tone, general demeanour |
| Ability to reflect & learn | Can analyse and evaluate classroom experience very successfully, think critically about practice, and demonstrate the ability to learn effectively and improve own practice in the light of this reflection. | Can analyse and evaluate classroom experience to some extent, and demonstrate the ability to learn from these experiences. | Can describe classroom experiences, although with relatively limited evaluation. Can demonstrate a willingness to learn from their experiences. |
| Link between teaching & learning | Knows about a range of approaches and strategies for teaching and learning, and has a good understanding of the contribution these strategies make to pupils' learning. | Knows about a range of approaches and strategies for teaching and learning, although with limited understanding of their differing contributions to pupil's learning. | Can describe some teaching and learning approaches and strategies seen in action. |
| Using experience | Very strong use of experience with children to support ideas. | Sound use of experience with children to support ideas. | Some use of experience with children to support ideas. |
| Diversity & sensitivity to needs | Demonstrates a secure commitment to valuing diversity and has sustained experience of providing effective personalised learning. | Demonstrate awareness of the need to value diversity and has some experience of providing effective personalised learning. | Developing awareness of the need to value diversity. Has limited, if any, experience of providing effective personalised learning. |
| Reality of teaching, understanding roles, wider context | Demonstrates insight into the role of the teacher and potential challenges and realities. | Demonstrates a good understanding of the role of the teacher and potential challenges and realities. | Demonstrates some understanding of the role of the teacher and potential challenges and realities - sufficient to justify their choice of teaching as a profession. |
| Subject knowledge | Demonstrates good subject knowledge | Demonstrates good subject knowledge | Demonstrates reasonable subject knowledge |
| Written and verbal English | Demonstrates very good literacy skills Highly articulate. Rich and varied vocabulary. Correct use of standard English | Demonstrates good literacy skills Articulate. Correct use of standard English | Has satisfactory literacy skills Maybe some hesitation or nervousness but communicates effectively. Correct use of standard English |



Interview Feedback Suggestions

Strengths*(not an exhaustive list)*

Mini-teach

1. You demonstrated good coverage of current ideas
2. You lead a clearly structured and well-paced mini teach
3. Confident and clear delivery
4. Creative and engaging mini-teach
5. Children were participating
6. Effective use of resources
7. Good subject knowledge
8. Warm tone of voice and maintained eye contact
9. Comprehensive accompanying lesson plan
10. Modelled the role of the teacher with understanding
11. Showed good relationships with children
12. Introduced yourself to children and used their names
13. Children were motivated and learning....

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

Interview

1. Calm and positive demeanour
2. Maintained eye contact
3. Ability to communicate clearly
4. Articulate responses to questions, using appropriate vocabulary and terminology
5. Evident self-awareness and reflection
6. Enthusiasm and commitment for teaching
7. A genuine desire to play a part in children's well-being and development
8. Experience in school
9. Understanding of the teacher's professional role

10. With limited experience, good understanding of what's involved in the teacher's role
11. Ability to draw effectively on classroom experience
12. Sound understanding of how children learn
13. Knowledge and awareness of educational issues
14. Awareness of issues related to EAL /SEN /challenge
15. Awareness of issues related to inclusion and diversity
16. Reasoned answers to questions
17. A positive approach to challenge
18. Ability to analyse issues
19. Subject knowledge from degree / previous study is transferable to teaching and learning
20. Previous work record demonstrates transferable skills
21. Multi-lingual background
22. Work / personal history demonstrates resilience
23. 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 your written work for accuracy
7. Improve your maths subject knowledge
8. Improve your knowledge of grammar, punctuation, spelling, phonics
9. Ensure your language is professional rather than informal
10. Slow down the pace of your delivery
11. Develop a more assertive and confident presence
12. Make delivery more engaging
13. Make more eye contact
14. Vary your tone of voice to engage the audience
15. Be more creative to make your mini-teach more engaging
16. Involve the children and model the role of the teacher
17. Be aware of the impact of body language in communication
18. Develop an awareness of educational theory
19. Research / engage / extend your knowledge of current educational issues

20. Develop your understanding of how children learn effectively
21. Investigate how inclusive principles are demonstrated in the classroom
22. Become more aware of issues related to diversity and inclusion
23. Investigate the wider school community
24. Provide concrete examples of teaching and learning
25. Gain more whole class experience

Example Feedback Tasks for Unsuccessful Interviewees

| Development Suggestion(s) | |
|--|---|
| You may wish to develop further your ability to demonstrate: | Examples: In order to develop in this aspect, you may wish to: |
| 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). |
| Literacy skills | Read more widely around grammar, spelling conventions, punctuation. eg., <ul style="list-style-type: none"> • Medwell et al (2002) 2nd ed. <i>Primary English: knowledge and understanding</i>. Exeter: Learning Matters. • www.bbc.co.uk |
| Maths skills | Improve those aspects of maths that you have identified as needing more study. |
| 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 talk to a senior teacher/practitioner about their multifaceted role. |
| 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 | Read more widely to consider more of the elements that are part of an effective learning and teaching environment eg., <ul style="list-style-type: none"> • Jacques, K. & Hyland, R.(Eds.) (2007) <i>Professional Studies: Primary and Early Years</i>. Exeter: Learning Matters, • Arthur, J., Grainger, T. & Wray, D. (2006) <i>Learning to Teach in the Primary School</i>. London: Routledge Falmer. Talk with and observe teachers, focusing upon questioning skills, creativity and how to motivate learners. |
| Reflective discussion about an educational issue | Read the Times Educational Supplement (TES). When you read the articles, you may consider the implications of the issues raised from the various stakeholders such as teachers and other staff, children, parents and carers. <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 | Talk over the issues at school with teachers and the SENCo. |
| 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. |