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and most effective
education trade union

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Getting Your Best Job

A guide for newly qualified teachers

August 2019



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Scotland's largest
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education trade union

**Here to support you at
all stages in your career.**



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Section 1: Finding the Right Job



Section 1: Finding the Right Job

Firstly, congratulations! You have completed a course of study, undertaken placements, passed your assessments, and you have carried out or are still carrying out a year of probation teaching to get you to this point. What you have achieved should not be taken lightly so please take a moment to reflect on the dedication you have shown and the high quality of work you have provided, without which you would not have reached this point.

The next challenge is finding your first teaching job.

You will no doubt give priority to seeking a teaching post that suits your circumstances – its location, whether it is full or part-time etc. In choosing the right job – you should be aware of the different types of contracts used in Scottish schools and that it is a regulated profession.

All teachers in Scotland must hold a teaching qualification and be registered by the General Teaching Council of Scotland (GTCS). Teachers who have qualified outside Scotland are not automatically allowed to teach in Scotland; they will need to apply for registration and may be asked to undertake a period of probation.

Probationary service can be undertaken in one of two ways:

- The Teacher Induction Scheme provides a guaranteed one-year full-time probationer post for every eligible student graduating with a teaching qualification from one of Scotland's universities.
- The Flexible Route is a way of meeting the probationary requirement for those who have opted out of the Teacher Induction Scheme (TIS), are not eligible to join the TIS, can't commit to a full-time post, want to complete probation somewhere other than a Scottish state school, or are eligible to become fully registered in another subject or sector.

You can't apply for permanent jobs if you are not in the Teacher Induction Scheme.

Visit the GTCS website at www.gtcs.org.uk to find out more about eligibility and registration.

In Scotland you are therefore restricted to teaching posts for which your qualifications and training has given you GTCS registration for. There are however a large number of other factors to consider – age range (for primary teachers), full time or part-time contract, fixed term or open ended or supply list, location, etc.

If the job you are interested in is not advertised as full time and permanent you should check the exact nature of the contract being offered and its implications. Information about different contracts can be found on page 8. If in any doubt contact the EIS for advice.

When Should I Start Looking For My First Job?

It is often said that it is never too early to start looking for your first job in teaching. We would recommend you checking job adverts and updating your CV from the start of your probationary/induction year.

You are guaranteed a job for your induction year, unless you are on the flexible route.

Different Local Authorities appoint staff differently to their schools, and in some Local Authorities schools may appoint directly. Find out about any 'pool' systems operated by local authorities where new teachers are appointed to the local authority and subsequently allocated to schools as vacancies are reported. Find out whether the local authority operates a recruitment database whereby they receive application forms and hold them on file to match against suitable vacancies when they arise. Look at the teaching jobs sections of all the local authorities' own websites.

For most new teachers, supply teaching will only be an option if a better post cannot be found.

Remember you've been around education all through your training. Friends and course tutors may have contacts who inform them of vacancies that arise and be alert to job vacancies from contacts you may make during your teaching practice.

Where are Teaching Jobs Advertised?

Online

In Scotland, all local authority teaching jobs are advertised through **www.myjobscotland.gov.uk**

Other sources of vacancies are:

S1Jobs

www.s1jobs.com

Scottish Council of Independent Schools

www.scis.org.uk

Times Educational Supplement

www.tes.com

Newspapers

The Newspaper Society **www.newsmediauk.org** has links to local newspapers around the country. Cultural/religious newspapers often carry advertisements for teaching positions, especially in faith-based schools.

Agencies

We recommend that you do not join an education agency that deals with teachers. Going to an agency may well result in you being under contractual obligation to the agencies and it will certainly cost your school money to employ you, which is not necessarily the best start to your career.

Pay

The national pay and conditions arrangements for classroom teachers in local authority-maintained schools are set out in the statutory Scottish Negotiating Committee for Teachers (SNCT).

The EIS is the main negotiating trade union on this body representing over 80% of teachers in Scotland. We are constantly campaigning for higher pay for teachers and the reversal of any detrimental changes with threaten your pay and progression.

Point	New Pay Point	1st April 2019 (£)
0 (Probationer)	0	26,697
1	1	32,034
2		
3	2	33,849
4	3	35,817
5	4	38,088
6	5	40,206

The pay scale continues to include principal teachers, depute and headteachers, as well as other allowances. The full salary scales for teachers may be found at www.snct.org.uk or you may check on the EIS website for more information on all your terms and conditions as a teacher at www.eis.org.uk

Teachers may receive additional allowances to reflect teaching and learning responsibilities and special needs teaching involvement. Some schools may also pay recruitment and retention incentive payments, check on your local authority education website for further information. You can contact your EIS local Association or EIS Organiser if you need further information or support with this.

Probationer & New Teachers' Pay

Teachers during their probationary period should be placed on Point 0 of the Main Grade Scale. Following full registration with the General Teaching Council for Scotland (GTCS) teachers should be moved on to Point 1 of the Main Grade Scale or to a higher point if additional salary points are awarded in accordance with SNCT agreements.

Pensions

The pension scheme for Scottish teachers is called the Scottish Teachers' Superannuation Scheme and is a public sector pension ultimately backed by the UK Government. Members' benefits and contributions are tiered depending on their salary.

See current rates here: www.sppa.gov.uk

(Site navigation: Teachers - Active members - What do I pay?)

As a member of the teaching profession in Scotland, your employer will automatically opt you in the STSS.

The STSS is a defined benefit scheme and an important and valuable staff benefit for people working in the teaching profession. EIS Financial Services offer EIS members independent financial advice on pensions and other financial matters.

The EIS does not recommend that you opt out of the scheme. New entrants should be aware that they may be able to transfer pension credits from another scheme into the STSS.

Employment Contracts

Whilst most teachers are seeking open-ended contracts, many teachers begin their careers on a temporary or fixed term contract.

Open-ended contracts used to be called "permanent contracts" and simply there is no end planned for that post. Open ended contracts may be full time or part-time.

Most temporary contracts are technically fixed term contracts. A fixed term contract either terminates on a specific date, or on the completion of a specific task. They are frequently used where teachers are employed to cover maternity or adoption leave, long-term sickness absence, secondments or for posts associated with time limited funding (such as the Pupil Equity Fund).

The law provides that fixed term employees must not be treated less favourably than similar open-ended employees, i.e. they have the same employment rights eg redundancy. Fixed term contract holders usually automatically transfer to open-ended contract holders after 4 years of continuous service.

Supply teachers are arguably on a form of fixed term contract – where the contract may be renewed on a daily or weekly basis or when the specified task ends (eg covering a sick teacher). Sometimes these are called temporary contracts.

Employment rights

It is a common misconception that teachers employed on fixed term (or temporary contracts) have the same employment rights as colleagues on permanent contracts. Regardless of whether you work on a full-time, part-time, temporary, fixed term or permanent basis, once you have completed two years of continuous service with the same employer you have the right not to be unfairly dismissed. All employees also have the same rights against discrimination (i.e. from day one), pension rights, occupational sick pay etc.

If you are concerned or uncertain about anything set out in a contract you have been offered, please seek professional help and advice from the EIS. Contact your EIS Local Association which can be found at www.eis.org.uk

Cyber Safe Employment Advice

If you use social networking sites, such as Facebook, be extremely vigilant. Some prospective employers will look you up, so make sure that the content does not show you in a bad light before making an employment offer. Likewise, your employer may – in certain circumstances – take disciplinary action if it finds problematic or unprofessional content on your personal social media space.

How to stay 'cybersafe'

- Do not publicly post information and photos about yourself, or school-related matters, that you wouldn't want employers, prospective employers, colleagues, pupils, or parents to see;
- Discuss expectations with friends – are you happy to be tagged in photos?
- Keep passwords secret and protect access to accounts;
- Do not befriend pupils or other members of the school community on social networking sites.

GTCS' Code of Professionalism and Conduct (CoPAC)

The GTCS Code of Professionalism and Conduct (CoPAC) sets out key principles and values for registered teachers in Scotland. It is intended that teachers should be mindful of the Code in relation to the judgements which they will be called upon to make, both within and outwith the classroom. It is important to note that the Code speaks not only to the profession but also to members of the public about the standards of conduct and competence expected of registered teachers. Although the behaviours described in CoPAC may be unthinkable to the vast majority of registered teachers, the GTCS has a duty to identify them so that the boundaries of professional behaviour and conduct are clear and the trust of the public in teachers is maintained.

In other words, inside and outside of school your behaviour must satisfy the Code as a condition of your employment and if the GTCS (after a hearing) finds that you have broken the Code then it may disbar you from teaching.

Section 2: The Application Form



Section 2: The Application Form

Filling Out the Application Form:

Your application form is the first impression a prospective employer will have of you and it's your best chance to secure an interview - so make it shine!

Top Tips:

1. Use a sensible email address, not one you created as a student. Keep everything professional as it is one of the first things that will be looked at.
2. If you are emailing your application, make sure you attach a brief message about the job you are applying for.
3. Check and double-check everything-don't forget your GTCS number and all your personal and professional details. It's a good idea to keep a template of these which you can update regularly.
4. Check over spelling and punctuation then get someone else to check it too.
5. Let people know when you have named them as referees and alert them when you apply for a job so that they are ready for the request.
6. Keep a copy of your form and take it with you to the interview.

SECTION	CONTENT
Education/Qualifications	<ul style="list-style-type: none">• Check requirements for information i.e. 'most recent first'• start with Initial Teacher Education qualification
Work History/Teaching experience	<ul style="list-style-type: none">• this must include current and all previous employment• experience of different age groups and different settings• curriculum knowledge• effective planning and assessment methods used• behaviour management/organisational
Memberships	<ul style="list-style-type: none">• GTCS registration number and any other professional body that you are registered with
Courses/CPD	<ul style="list-style-type: none">• include only what is relevant to the job and school

<p>Job Specification/Person Specification</p>	<ul style="list-style-type: none"> • Read through the job specification (aka job description) listing what the employer is looking for. • Use your application to set out how you have the skills and experiences to meet the job description
<p>Additional information</p>	<ul style="list-style-type: none"> • describe responsibilities that you have taken on over and above your day to day teaching • emphasise your activities and interests that relate to a subject specialism or the school's priorities • highlight key skills and qualities asked for in the job description so that it is easy to see how you meet the criteria • highlight relevant activities and achievements that support your application – youth work, DoE etc
<p>Criminal records checks The Protecting Vulnerable Groups (PVG) membership scheme makes sure that people whose behaviour makes them unsuitable to work with children and/or protected adults, can't do regulated work with these vulnerable groups.</p>	<ul style="list-style-type: none"> • you will be asked to demonstrate that you are already a member of the scheme by providing a copy of your certificate and/or PVG scheme number OR • you will be asked to apply for eligibility of the PVG scheme.

Applying to a Pool

Many local authorities have a pool system where you can make a general application and receive an interview. If you are successful, then they will contact you when a suitable vacancy arises – especially in primary schools. Applying to a pool can significantly increase the number of posts which you will be considered for.

A number of Local Authorities in Scotland give their headteachers wide discretion in appointing staff, and differing appointment practices may emerge.

Section 3:

The Interview



Section 3: The Interview

Teaching is not like any other job therefore teaching interviews will be different. The appointment process will be different depending on whether you apply to a pool or directly to a school, and also on to what extent headteachers in your education authority are given direct authority to appoint. In most cases, the school may wish to see you and the other short-listed applicants teach a short lesson, meet with your prospective principal teacher and face an interview panel with key individuals from the institution and authority you have applied to. In some cases, pupils may have a role in providing an opinion to the interview panel.

Top Tips –

- Reply to any offer of interview in a timely fashion and inform them of any additional requirements you may have well in advance;
- Double check the date, time and address of when and where the interview is taking place and put it on your calendar, in your diary or set a reminder on your phone;
- If you are not sure of the location or driving route – check it out online or in a practice drive;
- Carry out online research on the school(s)/ authority for details of the size, area and demographics, recent achievements and notable news stories, School improvement plan, school handbook and most recent HMIE inspection report;
- Prepare answers to potential interview questions in advance (more on this later) and prepare your lesson plan well in advance;
- Try on your best interview suit and shoes in the days before to make sure they fit, if not plan an alternative business-like outfit and have it hung up and ready to wear the night before your interview;
- Be on time;
- Look happy to be there;
- Use appropriate terminology like ‘colleagues’ to describe past and future workmates and ‘children and young people’, ‘pupils’ or ‘learners’ instead of kids.

Types of Interview

The format and style of interview varies depending on where it is held and who it is conducted by. In any circumstance the prospective employer will be looking for the same qualities to form their initial impression. Try to use open body language by smiling and appearing relaxed. Give a firm handshake and make eye contact when you meet the panel and while answering their questions.

Interviewers will focus on your application, your teacher training and any school experience and personal interests. Prepare specific examples of experience or good practice from your training

and placements or from job or voluntary experience you may have had in scout leadership, sports coaching or youth work for example. Re-read the job advertisement, job outline, person specification and your own application again before attending the interview.

Interviewers, on behalf of employers, usually look for:

- excellent communication skills
- positive social skills with pupils and colleagues
- classroom management skills
- professional knowledge and understanding of your subject
- a personal philosophy about and commitment to the teaching of your subject(s)
- the ability to reflect on what you have gained from your course and placements and the awareness of your own development needs
- Real life examples of times you have used your skills and knowledge in practice

Questions are usually scored by each interviewer and they discuss and choose who they think is the best candidate in private. The key people to impress are the headteacher and principal teacher who will line manage the successful applicant.

Pool Interviews

- These are usually held in Local Authority premises and the panel may be made up of a head teacher, education officer and other key education staff from the authority;
- The result of the interview usually follows in a few days;
- Even if you are successful you may need to be interviewed again by the individual school seeking a teacher.

Interviews for specific posts

- These usually take place in the individual schools concerned and may include practical activities as well as a panel interview;
- The interview may last up to an hour and the panel will be made up of teaching staff of various grades and individuals from across the education authority. In line with the rights of the child, increasingly, pupils are being involved at this stage of the selection process.

Interview activities may include:

- informal discussions with staff during a school tour and the opportunity to meet pupils;
- teaching a lesson or part lesson;
- group discussion on topics such as recent developments in the teaching of your subject;
- interview by pupils;
- a presentation for which you will be given warning in order to prepare.

Interview Questions

There is not always a guaranteed set of questions from which to prepare answers. Try to pre-empt what an interview panel might ask and prepare some examples from your teaching experience, previous employment or volunteering roles. These might include:

- Why have you applied to work in this school?
- Tell us about yourself and what inspires you?
- What do you see as your strengths and weaknesses as a teacher?
- How would you ensure you respond to the differing needs and abilities of the pupils in your classroom?
- How would you cope with a child interrupting a lesson?
- How would you deal with a hostile or aggressive parent?
- Give an example of when you have worked effectively in a team?
- How would you like to see your career develop?

Most importantly, be yourself and let your passion and enthusiasm shine through. Good Luck!

Feedback From Your Interview

Prospective employers usually keep records of any interview process for a short period of time to protect themselves from potential discrimination claims. Schools also expect unsuccessful candidates to ask for feedback and we recommend that you do so. This is an opportunity to strengthen your future applications – not to argue whether the school made the correct judgement or not.

Section 4: Starting Your New Job



Section 4: Starting Your New Job

Starting your New Career

Your first job can be exciting, nerve-wracking and fulfilling.

You will find what works for you in your classroom and the EIS can support you as you set out and throughout your career.

The EIS holds events for new and probationer teachers locally and nationally. Contact your school rep for more information. If you don't have a rep in your school, your local association can support you and give you more information. Your local organiser can also support you and members in your school.

Some Tips as You Start Out Your New Career

If your new post begins in the new academic year, why don't you offer to visit the school for a day or so before the end of the school year to find out more and hit the ground running.

Getting to Know the Whole School

Once you've started - take some time getting to know your way around the whole school. As well as knowing your classroom and department/group is, visit other classrooms/departments and meet other teachers. Your school life will not only be in your classroom and it's important to know where other departments are if you need to send a pupil or meet with other teachers there.

Learn How Things Work at School eg Procedures and Policies

There should be a recognised behavioural policy and may well be a marking and a homework policy. These are important to know – as they set out what the school expects from you. If you are a victim of a violent or aggressive incident, then you should report this on the appropriate form. These forms should be easily accessible.

Make sure you plan ahead if you carry out science lessons or need specialist resources.

Many new teachers also assist in after school clubs or such like. This will also give you an opportunity to meet a range of pupils and staff.

Get to Know Your Pupils

Learn your pupils' names. There are many ways that teachers use to do this, whether it's marked seating plans or photos next to pupils' names. Find out what works for you. Learning your pupils not only means learning their names; if there are pupils that you find difficult ask other teachers or last year's teacher for advice. Once you get to know your pupils better, you will get more rewarding lessons.

Shadow another teacher

Shadowing, even if the other teacher is in another age group or subject lets you learn different strategies, interactions and classroom discipline techniques. You also get to see how other teachers have their classrooms set up and how they manage their resources. Most teachers are happy to have you there but don't force yourself onto a teacher who'd rather not!

Break down staffroom barriers

Staffrooms can often end up segregated by maths teachers sitting together eg PE staff claiming a corner. Lunch or interval is used to talk about a subject problem. It's important you talk to other teachers about other issues just to relax and get to know your colleagues.

Remember to take care of yourself

Your first year in teaching will be an intense one. It is important to keep a balance and take time to rest and recharge. If you find that your workload is getting too much and not allowing you this time, speak to the rep in your school.

Be creative

Now you have entered the profession, this is your chance to bring in the passion you have for the job. Let that shine through in your lessons.

Don't forget the support of your union

As you set out in your career, your union the EIS, the largest education union in Scotland is here to support you at all stages in your career. Identify your EIS rep – they should introduce themselves to you at the start of your new term.

The deeper the EIS' member participation, the better we can support teachers by improving the working conditions and pay.

www.eis.org.uk

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The logo for the Educational Institute of Scotland (EIS) features the lowercase letters 'eis' in a stylized, purple font. The 'e' is connected to the 'i', and the 's' is a simple, bold stroke.