



Getting a teaching job

2009

**Teaching Task
Group**



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Visit <http://www.prospects.ac.uk/links/teachingjob> for the most up-to-date version of this publication.

Getting a teaching job

Where to start

Identify the job you want

Consider:

- location;
- year group;
- subjects you are able to teach;
- size and types of schools;
- teaching methods and styles;
- support for induction;
- school performance/reputation.

Remember — the less flexible you are, the longer it can take to get a job.

Consider taking a temporary position, as it may become permanent. Supply work for a whole term will count towards your induction year. Posts well outside your age range or subject area should be avoided.

Ensure you get well-structured support in your first year and the chance to complete your induction period.

Induction

All new teachers in England and Wales are required to complete an induction programme lasting one academic year (pro-rata for part-time).

It should be completed within five years after you finish your teacher training course or else you will require an extension, though you may take a break.

You should not teach more than 90% of a normal timetable during induction.

Independent schools

Induction can be provided in independent schools where the National Curriculum is delivered and either a Local Authority (LA), or (for affiliated schools) the Independent Schools Council (ISC) (www.isc.co.uk) Teacher Induction Panel, will act as the school's appropriate body.

If you complete your induction in an independent school, it will be recognised by the maintained sector.

For further information about working in independent schools, contact the Independent Schools Council.

Academies and city technology colleges

These can offer induction if they meet the above criteria.

Special Schools

It is possible to complete induction in special schools, though some experience in a mainstream school may have to be undertaken.

Job adverts

Job advertisements summarise the role, providing an outline of the skills and experience required. Some are only a couple of lines, whilst others provide information about what the school requires and, therefore, what you need to include in your application.

Application packs

When you reply to an advertisement, you should receive an application pack containing some or all of the following:

- an application form;
- a job description/ person specification;
- information about the school or authority.

Read through everything, highlighting key words and phrases.

The person specification outlines the qualifications, experience, knowledge and skills required. Knowledge of the school's outlook, policies and mission, as well as the role advertised, will enable you to target your application and show you have a genuine interest.

Do your research

- Read the Office for Standards in Education Children's Services and Skills (OFSTED) (www.ofsted.gov.uk) school inspection reports for schools.
- Look at the Department for Children, Schools and Families (DCSF) (www.dcsf.gov.uk) school and college achievement and attainment tables.
- Talk to people who know the school.
- Visit the school(s) you are interested in. This will help you to make a better application and to be sure that you want to apply. If the advertisement indicates that visits are welcome, it is vital that you take up the invitation.
- If it is not possible to visit, try to arrange a telephone discussion instead.
- Investigate current hot topics and educational issues.

Vacancy sources

Local authorities

Teacher recruitment in LAs varies throughout England. Search local authorities to find details of their recruitment policies. You can do this through the Education Community pages on the Graduate Prospects website (www.prospects.ac.uk).

- Most LAs advertise their vacancies online and many have teacher recruitment pages for newly qualified teacher (NQT) posts.
- Some LAs still issue regular vacancy lists and some produce recruitment literature/brochures, which aim to give a picture of what it would be like to work there.

- Some authorities hold open days (usually in the spring and for primary teaching) to allow applicants to visit several schools in the area. These provide an opportunity to find out more about schools and their requirements. (The day may also include a selection interview.) In some LAs, you will only receive an invitation to an open day if you have already submitted an application.

The *Education Yearbook* has comprehensive details of secondary schools, sixth-form colleges and further education colleges, and the *Primary Education Yearbook* deals with the primary sector.

Newspapers

- The *Times Educational Supplement* (www.tes.co.uk) (Fridays) includes a section for NQT jobs. It also operates a job matching service via email or text message.
- *The Guardian* (www.guardian.co.uk) operates a job matching service via email.
- *The Telegraph* (www.telegraph.co.uk) operates a job alert service via email.
- *The Independent* (www.independent.co.uk) (Thursdays).
- Local press. Advertisements can be found in your local press, especially for short-term or part-time posts. The Newspaper Society (www.newspaper.org.uk) has links to local newspapers around the country.
- Cultural/religious newspapers, such as the *Church Times* (www.churchtimes.co.uk), *Jewish Chronicle* (www.thejc.com), *Caribbean Times* (www.caribbeantimes.co.uk) and *Catholic Teachers Gazette* (www.e-ctg.co.uk), often carry advertisements for teaching positions, especially in faith-based schools.

Agencies, websites and other sources

- Recruitment agencies such as Eteach (www.eteach.com), Capita Education (www.capitaresourcing.co.uk/education/) and FE Jobs (www.fejobs.com) will register NQTs to help find them a job - permanent, temporary or supply.
- The Catholic Education Service (www.cesew.org.uk) carries vacancies online.
- Your university careers service or education department. Some schools may inform your institution of vacancies, particularly local ones.
- Teaching fairs, held nationwide, attended by mainly local employers.
- Networking - keep in touch with the schools where you did your practice or worked as a volunteer.
- The supply teaching area on the TeacherNet website (www.teachernet.gov.uk) offers vacancies, advice and information for teachers considering supply work.

Vacancies in independent schools

- Vacancies in independent schools are advertised in the same places as other teaching posts.
- The Independent Schools Council (www.isc.co.uk) offers an online vacancies service. Information on working in preparatory schools is available via the Independent Association of Preparatory Schools (IAPS) (www.iaps.org.uk). The IAPS shares the vacancies service with the ISC.
- Gabbitas (www.gabbitas.co.uk) run an appointments service for all types of independent schools and for overseas posts, although a minimum of two years' experience is often required for the latter.
- The UK Independent Schools Directory & Guide (www.emetis.com) and *Independent Schools Yearbook* are directories of the UK's independent and special schools.

How to apply

There are four main ways of applying for a teaching post:

1. Teacher registration schemes and databases

Many LAs use a teacher registration scheme and database. Newly qualified teachers (NQTs) complete an application form and their details are kept by the LA and made available to head teachers with vacancies in their schools.

Interviews are usually held at the school in which the vacancy occurs. Even if an LA is operating such a scheme, schools may still advertise specific vacancies, so you should apply for those that interest you, but mention in your covering letter that your details are already held on a centralised register or file.

2. Pool applications

Most pool procedures are for LA primary posts although, in a few areas, secondary posts may be included. Procedures differ between LAs:

- some merely take up references and conduct a Criminal Records Bureau (CRB) (www.crb.gov.uk) enhanced disclosure check before making the forms available to head teachers seeking to fill vacancies;
- others go through a pre-selection procedure, such as a screening interview, and produce a list of 'approved' applicants. Schools then use this list to decide whom they want to interview.

In most cases, teachers are not offered a firm contract of employment until after they have been interviewed by the school in which they are going to teach. If you are unsure of the situation, seek clarification.

In some LAs, schools only use the LA pool and do not advertise directly. In others, schools themselves will advertise specific vacancies.

Search local authorities to find details of teaching registration schemes and pools. You can do this through the Education Community pages on the Graduate Prospects website (www.prospects.ac.uk). Check how they operate in the area where you wish to apply and whether they have closing dates.

3. Specific vacancies

Use the suggestions in the Vacancy Sources section to find advertisements. Most schools, particularly secondary schools, academies and city technology colleges, use advertisements to recruit. Apply directly to the school, following the instructions in the advertisement.

4. Speculative applications

You could also make speculative applications directly to schools. You will probably be more successful if you already have contacts within the school.

When to apply

- Most LAs advertise their pool arrangements in December/January.
- Applications to teacher registration schemes/databases should be made early in the spring term.
- Many vacancies suitable for NQTs are advertised from April. However, it is advisable to begin your job search in advance of this as vacancies may start to appear in February.
- The end of May is the final date by which teachers planning to leave their jobs in the summer must resign, so more jobs appear after this date.
- Independent schools and overseas schools may advertise earlier.

Application forms

For general information on completing application forms, see the AGCAS publication *Applications, CVs and Covering Letters*.

Education

Make sure the first course you list is your teacher training, giving your institution and your exact course title. All other courses should be listed in reverse chronological order. You may be asked to give your Department for Children, Schools and Families (DCSF) (www.dcsf.gov.uk) number. You won't get this until the end of your course, so you could write something such as 'not yet known'.

Teaching experience

Local authority (LA) application forms vary. Some have special 'first appointment' forms. On these, teaching experience means the school experience undertaken as part of your teacher training. If you have other teaching experience, you should also include it here.

If there is no separate section for school experience, list it under teaching employment, unless specifically instructed not to do so, making it clear that the list refers to school experience rather than employment. Include information about any intended school practices if you have not completed all your school experience by the time you submit your application.

Employment

Both full and part-time employment should be included, together with vacation and voluntary work, if appropriate.

Teaching experience and employment should be given in reverse chronological order, with the most recent first. Expand upon your education, teaching experience and employment in your supporting statement.

Leisure activities and interests

Emphasise interests and activities that will help your application, especially those activities that relate to your age/subject specialism or link to potential extracurricular activities.

Personal/supporting statement

This is the heart of your application. It may be included on the application form itself or you may be asked to attach it or continue on a separate sheet. Read the Personal Statement section below to find out what to include and how to structure it.

Referees

You are normally asked to give the names and addresses of two referees. Some forms state specifically who your referees should be. If this is not clear, pick someone from your course of study to be your first referee as they will be issuing a report on your performance. This reference will combine reports sent in by your lecturers, tutors and schools.

Your second referee should be the head teacher of a school where you have done school experience, the classroom teacher you worked with (primary), head of department (secondary) or your mentor.

If you feel unable to follow these guidelines on referees, ask your department or your university careers service for advice on possible alternatives.

You must obtain your referees' permission before giving their names as referees. Check your course's arrangements for student references.

Criminal convictions

See the separate AGCAS publication *Teacher Training* for more information on disclosure of criminal convictions.

Personal statement

It is crucial that you put together a well-thought-out personal/supporting statement for each position you apply for.

You may be asked to include your personal statement within the application form or to attach it separately. A letter in support of your application should contain the same information as a statement. As it is a business letter, make sure you sign it appropriately.

General advice

- Unless otherwise instructed, do not exceed two sides of A4.
- Follow the instructions on the application form. If in doubt, seek advice from the school/local authority (LA).
- Tailor your statement for each new application according to the nature of the school/LA and the advertised role.

Structure

Using paragraphs, you should address the job description and person specification, where available. For a pool application, ensure you give a good overview of your skills and experience. For both, it is vital that you give specific examples to support your claims. Things to cover include:

Why you are applying for the role

- Refer to any knowledge you have of the LA or the school, including any visits to the school and what you learnt from them.
- Mention any special circumstances, e.g. your religious faith, that you think are relevant.

Details about your course

- Give an overview of your training course including the age range and subjects covered and any special features.
- If you are a PGCE student, mention your first degree, your dissertation (if appropriate), any classroom-based research projects and any relevant modules you studied.

Your teaching experience

Include an overview of your practices, including:

- year groups taught;
- subjects covered;
- any special features of the practices (e.g. open-plan, multi-ethnic, team teaching).

Your classroom management strategies

Give examples of how you:

- planned, delivered, monitored and evaluated learning outcomes, including differentiation;
- managed classrooms and behaviour;
- worked with assistants or parents in your class.

Your visions and beliefs about primary/secondary education

What are your beliefs about learning and visions for the future? You could touch on areas such as learning and teaching styles and strategies.

Other related educational experience

- This can include information about any previous work experience.
- Include any training activities you have carried out and ways in which your subject knowledge has been developed.

Other related skills and interests

- Give details of any particular competencies, experiences or leisure interests, which will help the school to know more about you as a person.
- Any involvement with children (Brownies, clubs, youth work and summer camps) is particularly useful to note.

Final paragraph

Finish your statement positively, for example:

'I am confident that my experience equips me well for the post of X at Y School. I have a strong commitment to teaching and learning and I know that I would be an invaluable member of the school community.'

Your CV

See the AGCAS publication *Applications, CVs and Covering Letters* for general information on putting together an effective CV and covering letter. A CV for teaching will follow most of the advice given there, though you should also include the following information.

Example CVs

Find examples of CVs on the Graduate Prospects website (www.prospects.ac.uk).

Education and qualifications

- Include some detail about your current course and any special features, options or projects you have undertaken.
- PGCE students should include information on whether they have completed this qualification at Masters level and also mention the content and class of their first degree.

Teaching experience

- Give details of school experience, with names of schools and dates, year groups, etc.
- Include details of any school-based projects.
- Pick out something of interest about a particular school or project.
- Give an indication of assessment methods used, behaviour management strategies, etc.
- Include any other teaching experience you may have.
- Give details of any future school experience you have planned.

Interests and activities

This section gives some insight into you as an individual. Mention here:

- any interests you have that are relevant to teaching;
- leadership experience;
- positions of responsibility you have held.

Other information/additional skills

Give details of any special skills or qualifications you can offer, such as:

- music;
- languages;
- sport (including coaching certificates);
- ICT;
- a driving licence;
- first aid/life-saving certificates.

Specify your competence in the Welsh language, both written and spoken, when applying for a job in a Welsh school.

Referees

You should list two referees and, as far as possible, ensure that one of them is from your school experience and the other from your institution.

Covering letters

It is essential to send a covering letter when submitting your CV. This is your opportunity to make a connection between you as an individual, your qualifications, interests, experience, and the particular abilities, skills and qualities that the job requires. It allows you to expand on details you have hinted at in the CV and should be written in the same format as your personal/supporting statement.

If you have already prepared a supporting statement as part of your application form, only a brief covering letter is required.

General tips

- Put your address at the top right-hand side of the letter and the name and address of the local authority (LA) or school on the left-hand side below your own, using the name of the Head where appropriate.
- Quote any reference number and source/date of job advertisement.
- Tailor the letter to show that you are applying to that particular school, and that it is not a standard letter sent to many schools.
- All letters should be word processed.
- Don't send photocopies.

If your course involves upcoming examinations or any assessments whose dates are impossible to change, inform the school of the dates in your letter, so that any interview can be arranged for a suitable day.

The interview

When you have received an offer of an interview, confirm as soon as possible that you will attend.

For general tips on interviews, see the Interview Tips section below.

Interviews will focus on your application, your course and school experience, previous work experience, interests and suitability for this particular school, and what you can contribute.

What they will look for

- excellent communication skills;
- professional knowledge and understanding of your subject;
- analytical skills and the ability to make critical appraisals;
- a personal philosophy about, and a commitment to, the teaching of your subject(s);
- the ability to reflect on what you have gained from your course and placements and awareness of your own development needs;
- a positive choice for that school and/or authority.

Pool interviews

- Pool interviews are usually held in the offices of the local authority (LA) and the panel may be made up of a head teacher, an inspector/adviser and perhaps a school governor.
- The result of the interview is usually given a few days later.
- Even if you are successful, you can expect to be interviewed again by any schools interested in you.

Interviews for specific posts

- Interviews for specific posts usually take place at the school concerned and may include a number of other activities (see below).
- Interviews may last up to an hour and panels are likely to be made up of a combination of teaching staff and governors.
- When answering questions, address your answer to the person who asked it, but include the rest in your eye contact.
- Be aware of your body language: smile and try to look relaxed. A firm handshake and eye contact when you meet the panel can make a good initial impression.

Other possible activities

Informal discussions

Informal discussions may be with a senior teacher/head of department or other staff, and may take place during a school tour. If so, ensure you show interest by talking to pupils. This is an opportunity to ask questions, but remember you are still being assessed.

Teaching a lesson or part-lesson

You may be asked to teach a class on a given topic. If this is the case, you will be given prior warning. Check available resources. At your interview, you may be asked about your aims and objectives and your evaluation of how the lesson went.

Group discussion

Group discussions are more common in interviews for secondary posts. Topics given to recent applicants include:

- class management and control;
- recent developments in the teaching of your subject.

You will be assessed on your knowledge of the topic and ability to work in a group. Be sensitive to others in the group and ensure you take an active part without dominating the discussion.

Interview by pupils

Occasionally you may have an interview with pupils, though this is unlikely for primary jobs.

Presentation

You may be asked to give a short presentation to staff or to the interviewing panel. You should be given prior warning of this. Be prepared for questions about your aims and objectives and your evaluation of how it went.

Interview tips

Preparation

If you prepared well for writing your supporting statement and related your skills and experience to the vacancy, you will already have done much of the groundwork needed to prepare for the interview.

- Re-read the job advertisement, any information you have about the school, and your application form/CV (in particular, your supporting statement and any notes you made when preparing it).
- Ensure you have specific examples from your school experience to demonstrate how you meet the selection criteria.
- Research the teaching profession as a whole, and your own subject in particular. You should be up to date on latest developments and be able to discuss current trends and hot topics. Reading the educational press regularly is essential.
- Try to anticipate the questions you may be asked at interview and prepare a rough outline of the answers you will give. Look at the example questions below.
- Think about questions to ask the panel — make sure you have not already been given the answer to your question in the information you have been provided with.
- Make sure that you can demonstrate your commitment to the particular school as well as to the teaching profession as a whole.
- Plan your journey and allow plenty of time to get there.
- Dress smartly.

Responding to questions

- Listen carefully to the questions so you do not misunderstand what is being asked. Ask for clarification if you need it.
- Don't talk too much - you can always pause and ask if they require further details.
- Don't simply answer yes or no.
- Give yourself time to think before answering.
- Don't be afraid to repeat information you put in your application. (Do not assume that the entire panel has read it thoroughly.)
- Try to expand on your answers with interesting information about yourself and highlight your skills.
- Talk rationally about yourself and others — a perceptive, balanced critique of your training course is far more impressive than either excessive praise or blanket criticism.

The way you communicate in the interview will be taken as a reflection of how you communicate in the classroom. Your body language and the clarity of your speech are very important. Always sound positive and enthusiastic and make sure everyone can hear you. Don't fiddle or fidget.

Interview portfolios

Although it is not essential, you may wish to bring a portfolio to illustrate certain aspects of your work. A portfolio may include:

- examples of assessment;
- samples of children's work;
- photographs of displays or field trips.

If you decide to use one, make sure you are:

- selective and plan carefully what to include;
- clear about what each piece of material illustrates;
- able to answer questions about the material.

Equal opportunities

If you have a disability requiring adjustments at the interview, you should inform the school/LA beforehand. For more information on equality and diversity in the job market, see Handling Discrimination (www.prospects.ac.uk/links/discrimination/).

Example questions

The examples below give a flavour of the sort of questions you may be asked. Try out some of your potential answers on a friend. Alternatively, see if you can arrange a mock interview through your careers service.

Introductory

- Have you enjoyed your visit to the school? (Mention anything interesting you have noticed.)
- Why have you applied for this post?

Yourself

- Tell us about yourself and what inspires you?
- What personal interests or hobbies do you have that could be of value to the school?
- What unique qualities can you bring to the school?

Your choice of school/LA

- What makes a successful school?
- How would you support the ethos of this school?
- The school is part of the community. How would you plan to integrate this community and all it has to offer into your teaching?

Professional issues

- What are your particular strengths and weaknesses as a teacher?
- Describe the best lesson you have given and say why it was successful.
- Describe the worst lesson you have given. What would you do differently?
- How do you judge the achievement of pupils in your subject?
- If we visited your classroom in October, what could we expect to see?
- What is the role of target setting?
- How would you ensure that you respond effectively to the differing needs and abilities of pupils?
- How do you foster equality of opportunity?
- How would you accommodate children with English as an additional language?
- How would you raise a child's self-esteem and aspirations?
- How would you address boys' underachievement?
- How far do children in your classroom direct their learning?

Behaviour management

- What are your views about discipline?
- How much noise and moving around the classroom would you permit?
- How would you cope with a child constantly interrupting the lesson?
- How would you deal with bullying?
- What would you do if your strategies for behaviour management were not succeeding?

Primary interviews

- How would you plan the day if given a free hand?
- How would you evaluate the effectiveness of the literacy strategy?
- What is the place of topic work in school and what is your experience of it?
- Which reading/mathematics schemes have you used?
- How would you display children's work?
- What are your views on the balance between creativity and basic skills?
- How might you use ICT in your teaching?
- How would you ensure the continued raising of numeracy standards in your class?
- How would you structure literacy lessons to ensure equal access for all pupils?

Secondary interviews

- What do you like about teaching your subject?
- How would you motivate year 9 pupils who have lost interest in the subject?
- What would you say to a student considering taking your subject at A-level?
- What are your views on cross-curricular teaching?
- What are your views on streaming/sets/mixed-ability teaching?
- How would you address the underachievement of boys/girls in your subject area?
- Have you had any experience of vocational education?
- What bearing do you think future developments (in your subject) will have on your teaching?
- How would you teach (an area relevant to subject) to a year 8 mixed ability group?

Pastoral considerations

- What is the role of a form tutor and what relevant experience have you had?
- How would you seek to promote the spiritual, moral, social and cultural development of the children in your care?
- To which aspects of personal and social education could you make a contribution?

Issues concerning parents

- What is your experience of having parents in school? To what extent should this be developed?
- How would you deal with a hostile or aggressive parent?

Working with colleagues

- What qualities do you have that make you a good team player?
- How would you seek to work co-operatively with your colleagues?
- What support would you expect from staff as a newly qualified teacher (NQT)?
- How would you seek to work with adults other than teachers in your classroom? How would you involve them in monitoring pupils' progress?

Career development

- How will you develop yourself as a professional teacher?
- How would you like to see your career develop?

Offers and salary

You may be asked at some point in the interview if you are still a firm candidate. If you have decided you don't want the job, it is best to say so.

You may be asked to wait after your interview until all the candidates have been interviewed and a decision made. The successful candidate is then called back and offered the job. More schools now, however, are contacting the successful candidate later in the day to make the job offer.

Either way, you will be expected to give an answer immediately. If you accept orally it is regarded as binding. If you have an interview for another position in the next day or so, you could ask for more time to decide, but do not assume that you will be given time, as the school will not want to lose their second choice candidate if you then decline the job.

Newly qualified teachers (NQTs) with some previous experience seen as relevant to teaching their age range or subject may sometimes be placed on a higher point on the scale. You may also be placed on a higher point if you teach a priority subject or choose to work in an area that finds it difficult to recruit teachers. If you feel you have grounds to negotiate the starting salary (see the salary ranges below), it could be best to do so now, before you accept the position.

After your oral acceptance of an offer, you should receive a written confirmation of appointment, which should also confirm your starting salary point. You may want to clarify at an early stage whether you will be paid during the summer holiday.

You should then reply in writing accepting the offer and asking if you can visit the school again before you take up your post, so that you can make some advance preparations.

Salary

NQTs in England and Wales working in state-maintained schools generally start their careers on the first point of the main pay scale (M1). Conditions and salaries in academies and city technologies may be different. The salary for M1 in England is:

- £21,102 - £30,393 (London Fringe)
- £23,118 - £32,751 (Outer London);
- £24,168 - £33,936 (Inner London).
- £20,133 - £29,472 (Rest of England);

(Salary data collected April 2008)

The following organisations provide up-to-date information on salaries and pay progression:

- NASUWT (National Association of Schoolmasters and Union of Women Teachers) (www.nasuwt.org.uk)
- National Union of Teachers (NUT) (www.teachers.org.uk)
- Training and Development Agency for Schools (TDA) (www.tda.gov.uk)

Debriefing

If you are not successful at interview, you may be given some feedback on your performance. It is worth asking for this if it is not offered. This will enable you to improve your performance for next time. Schools will often offer the debriefing over the telephone, which allows you to make notes of what is being said so you can reflect on it afterwards.

Contacts and resources

Websites

- *Applications, CVs and Covering Letters* (www.prospects.ac.uk/links/AppsInterviews/)
- Capita Education (www.capitaresourcing.co.uk/education/)
- *Caribbean Times* (www.caribbeantimes.co.uk)
- Catholic Education Service (www.cesew.org.uk)
- Catholic Education Vacancies Online (www.ces.eteach.com)
- *Catholic Teachers Gazette* (www.e-ctg.co.uk)
- *Church Times* (www.churchtimes.co.uk)
- Criminal Records Bureau (CRB) (www.crb.gov.uk)
- DCSF School and College Achievement and Attainment Tables (www.dcsf.gov.uk/performance/tables)
- Department for Children, Schools and Families (DCSF) (www.dcsf.gov.uk)
- Department for Innovation, Universities and Skills (DIUS) (www.dius.gov.uk)
- Eden Brown (www.edenbrown.com)
- Education Management (EM) Direct (www.emdirect.co.uk)
- Eteach (www.eteach.com)
- FE Jobs (www.fejobs.co.uk)
- Gabbitas (www.gabbitas.co.uk)
- Going for Interviews (www.prospects.ac.uk/links/interviews)
- *The Guardian* (www.guardian.co.uk)
- *The Independent* (www.independent.co.uk)
- Independent Association of Preparatory Schools (IAPS) (www.iaps.org.uk)
- Independent Schools Council (www.isc.co.uk)
- *Jewish Chronicle* (www.thejc.com)
- NASUWT (National Association of Schoolmasters and Union of Women Teachers) (www.nasuwt.org.uk)
- National Union of Teachers (NUT) (www.teachers.org.uk)
- Newspaper Society (www.newspapersoc.org.uk)
- Office for Standards in Education, Children's Services and Skills (OFSTED) (www.ofsted.gov.uk)
- Schools Web Directory (www.schoolswebdirectory.co.uk)
- SKILL (National Bureau for Students with Disabilities) (www.skill.org.uk)
- TeacherNet (www.teachernet.gov.uk)
- *The Telegraph* (www.telegraph.co.uk)
- Training and Development Agency for Schools (TDA) www.tda.gov.uk
- UK Independent Schools Directory & Guide (www.emetis.com)

Publications

- *Education - Alternatives to Teaching*, AGCAS Information Booklet, 2007 (Available from your university careers service or order your copy online from Graduate Prospects (www.prospects.ac.uk))
- *The Education Authorities Directory and Annual*, School Government Publishing Company Ltd, Annual
- *Education Yearbook*, Pearson Education, Annual
- *The Independent Schools Yearbook*, A & C Black, Annual
- *Primary Education Yearbook*, Pearson Education, 2007