

prepare  
yourself



to ace that  
interview.

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At Randstad Education, we are excited to be working with you and we want to make sure you are as prepared as possible for your upcoming interview(s).

This guide is designed to support you through the interview process from application to appointment, with possible questions that may be asked and how to best prepare to answer those questions. Please do not hesitate to go back to your Randstad consultant with any questions that are more particular to your situation if you need further support.



Alison Kearney, International Recruitment Manager,  
Randstad Public Services

# preparing yourself for an interview.

You've landed that interview for the job of your dreams in the UK. It's now your chance to show off your skills to your future employer, and make a brilliant impression. Here's how you can prepare yourself to do just that.

## Familiarize yourself with the curriculum.

Focus on gaining a general knowledge of the national curriculum, particularly what skills and to what level students should be achieving at each key stage. [Click here](#) to get full access to read about the UK national curriculum.

## Research the school.

You have just secured an interview with a school in the UK! Now what?

Go straight to the school's website! Through a quick scan of the school website, you can gather valuable information including:

- School values and ethos
- Admissions
- Attendance
- Extra-curricular clubs and teams
- Community involvement
- Reward/sanction systems

All of this information can be used to inform your decision making-process in selecting a school that is a good fit for you. Furthermore, it is important information to bring up during your interview to prove you are passionate about educating yourself and have a genuine interest in their school. The most important information to gather about a school is:

## School Ethos.

What language is used to project the school's ethos? Mirror the language used to subliminally communicate that you share the same core values as the school you hope to be a part of.

## Ofsted Report.

What is the school's current grade and what are their targets for improvement? This gives you insight into where the most time and funding is being invested. When was their last inspection? This will put into perspective how much progress the school should have made towards the improvement targets.

## School Targets.

This outlines a school's strengths, weaknesses, and academic priorities moving forward. This can inform the questions you ask during your interview (e.g. I noticed your Mathematics GCSE results were above average last year. What helped the department be so successful?).



# how to

# present yourself.

“A good first impression can work wonders.”  
J.K. Rowling.

So, make sure you present yourself at your interview in the best possible way.

Before the interview.

Are you dressed appropriately? Use these guidelines to help!

Men

- Smart trousers
- Business shirt and tie
- Blazer (optional)

Women

- Smart, professional attire
- Show appropriate modesty
- Wear what you would wear to teach or better

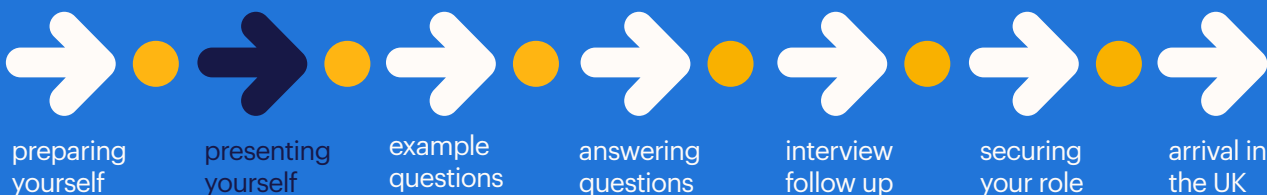
Do not wear

- Jeans
- Shorts
- Low-cut tops or ones that show your stomach or shoulders
- Hats/caps
- Anything with slogans or large logos

Before a Skype interview, make sure that:

- The school has your correct contact details
- You have strong telephone or internet reception
- You are located in a quiet, well-lit area
- The background of the area you are skyping from is appropriate
- You test your Skype to ensure your sound and video work (we are happy to arrange a call with you to do this)

The interview will most likely be conducted by the head teacher or deputy head. Some schools may ask the head lead or department head to sit in as well, and others may plan on a second interview with the department head.



# how to

# present yourself.

Once you've prepared yourself to give a fantastic first impression to your interviewer, you need to prepare to present great answers to their questions.

During the interview - the do's and don'ts.

Do:

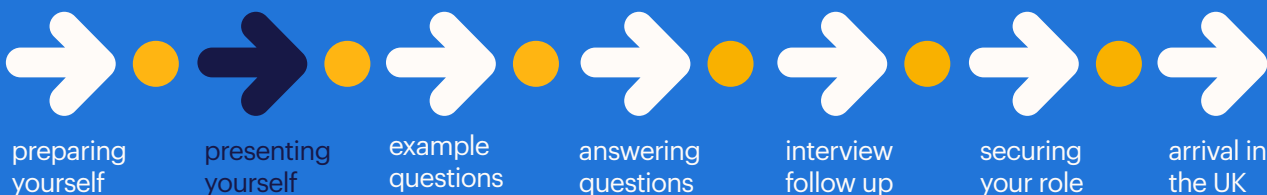
- Be ready before the start of the interview
- Maintain eye contact with the interviewer(s)
- Listen carefully and ask for clarification if you are unsure of the question
- Speak slowly and clearly
- Answers questions fully, using real examples to support your answers
- Be specific and succinct in your answers
- Use I, not we (focus on what you have done!)
- Maintain a positive attitude, even when describing difficulties you have encountered; turn everything into a learning opportunity!
- Watch the interviewer's body language to gauge if you are talking too much
- Be yourself! The interviewer is assessing your persona as much as they are assessing your answers
- Ask a maximum of three questions at the end of the interview that you prepared beforehand
- Make sure you have at least one question ready; it shows you are taking this opportunity seriously and have done your research. These questions should be

positively worded, rather than negatively worded: e.g. If a primary school is multi-form entry - do the teachers of each year group have the opportunity to lesson plan together?

- You are welcome to send your questions through to your Randstad consultant before hand to help review/edit
- Thank the interviewer when the interview is over
- Communicate with your Randstad team to let them know how it went as soon as you are finished

Don't:

- Lie or exaggerate – be honest about what you know and what you will need support with
- Interrupt the interviewer(s)
- Speak negatively about previous employers/colleagues
- Refuse to answer a question: if you need more time to think of an answer, ask if you can come back to that question later.



# general

## example questions.

A great way to prepare for an interview is to think of questions that you may be asked. Here are some general examples to help you.

### Questions about yourself.

- Tell us a bit about yourself.
- What personal interests do you have that could be of value to our school?
- What are your strengths and weaknesses?
- Where do you see yourself in two to five years?

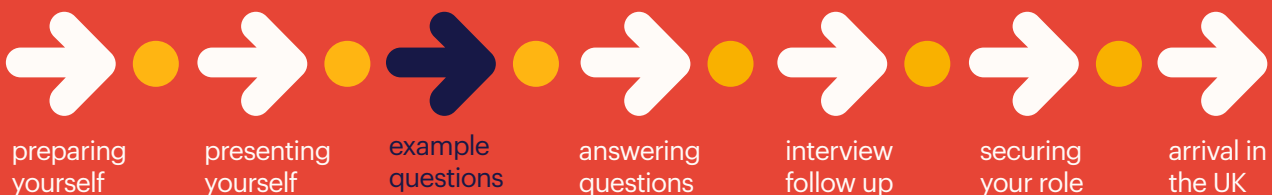
Answer honestly but we aware that schools are investing in you heavily in the first year so often want to hear you are interested in staying for longer than 1 year.

### Choice of school.

- How would you support/contribute to the ethos of this school?
- How would you integrate the school community into your teaching?
- What about our school interests you?
- Can you give an example of how you have contributed to your department/school?
- Would you be interested in leading any after-school activities? As much as this is an opportunity to answer honestly, it is also an opportunity to gloat about your extra-curricular involvement with any previous work or volunteer experiences involving you working with youth.

### Teaching and learning.

- How do you earn the respect of your students?
- How would you introduce a new topic to your class?
- How would you approach teaching a class of mixed-ability pupils? Give an example of when you have improved teaching and learning in the classroom and how you knew you had been successful
- What are the core skills and qualities that a student looks for in their teacher?
- What is the biggest challenge you've faced or think you will face in the classroom?
- How would you foster equal opportunities in your classroom?
- Describe the worst lesson you have given and explain why it was unsuccessful. What would you have done differently to improve it?
- What is your teaching philosophy?
- How have you or will you integrate technology in the classroom?
- What do you think is the best way to motivate pupils?
- How do you self-evaluate the quality of your teaching to ensure you are consistently delivering high-quality lessons?
- If I came into your classroom, what would I see? This is a common question in the UK, as most teachers would be asked in for a trial lesson. Schools ask this question as a way to replace that lesson so make sure you paint a clear picture. Make sure you touch on the following areas: teaching style, differentiation, and positive classroom management strategies.



# general

## example questions.

### Safeguarding.

- What would you do if a child disclosed a personal issue with you?
- What is a teacher's responsibility in keeping a student safe?
- What would you do if you suspected neglect or abuse in the home of one of your students?
- What would you do if a child was being bullied in your class?
- How do you make your classroom a safe environment for your students? Draw on your teaching philosophy, while providing specific examples and steps that you would take at the start of the school year and at the start of each year to make your students feel safe in your classroom. Make sure to touch on both emotional and physical safety

### Behavioural management.

- How would you deal with a particularly difficult student in the classroom who is constantly being disruptive?
- Tell us about a behaviour management strategy you have used to engage an individual learner or a group of students
- How do you establish a sense of community in your classroom?
- A child in your class becomes withdrawn and appears to not be themselves. What would you do?
- What are your views on discipline? Although this

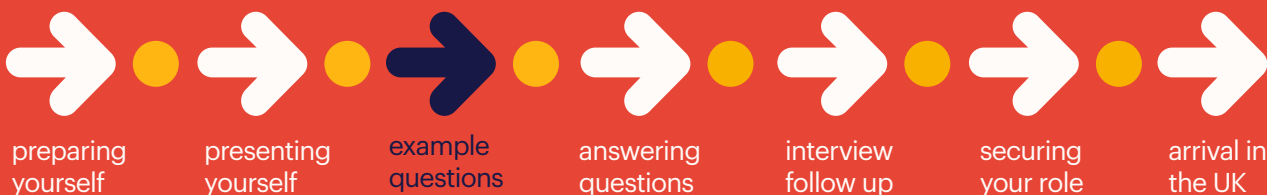
seems like a vague question, the answer you reply back with must be specific. What do you believe is the most effective way to discipline a child in your classroom? How do you implement this philosophy in your classroom? Make sure you have read the school behaviour policy and include that in your answer

### Parents/guardians and other adults.

- What would you say to angry parents/guardians about their child's grade?
- How would you seek to work cooperatively with your colleagues?
- How would you work with a teaching assistant in your classroom?
- How would you involve parents/guardians in their child's education? Schools are moving towards providing their students with a communal-based academia and parents are becoming more active members in their child's education. How do you acknowledge a parent's involvement in their child's education and encourage their involvement in your classroom and school community? Make sure to touch on both social and academic areas

### Ensuring progress.

- What assessment strategies would you use?
- How do you assess and record your children's progress?
- How would you motivate a reluctant child?



# subject specific

## example questions.

### Mathematics.

- How would you make algebra relevant to a 14 year-old student?
- What do children usually find difficult when studying percentages and how do you adapt your teaching as a result?
- How would you boost a pupil's self-confidence if they were struggling with basic mathematics skills?
- How do you plan to use technology in an ordinary mathematics lesson?
- How would you encourage the practical applications of mathematical thinking in everyday life?

### Science.

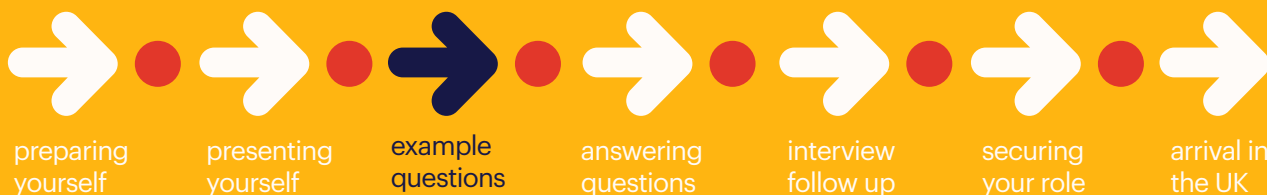
- What place do practicals have in the physics classroom?
- What do children usually find difficult when studying electricity and how do you adapt your teaching as a result?
- How do you plan to use technology in an ordinary science lesson?
- Describe a teaching method you have successfully used to help students grasp a difficult scientific concept.
- How do you feel science could contribute to the wider school life?

### Modern Foreign Languages.

- What difficulties do you think teaching your home language to students as a second language will be.
- How will you engage your students to develop a love for learning a different language?
- What differences do you think you would find teaching in England compared to your home country? (if applicable)

### SEND.

- What are some ways you could modify your lesson to make it suitable for a student who requires adaptive technology?
- What do you do to make your classroom feel like a safe space for all students?
- How do you ensure that LSAs and TAs are being properly utilised in your class?





# subject specific

## example questions.

### Primary.

- Specific questions on the Key Stages you will be teaching i.e. Early Years, KS1 or KS2
- What do you do to ensure that your lesson is accessible to all your students?
- What are some ways you would work with your year group to ensure students are receiving the best lessons possible?
- Do you have strength and/or weaknesses within the curriculum subjects?

### English.

- What do you do to engage learners in the classics?
- How do you utilise technology in the English classroom?

### Art/Music/PE/ICT.

- Questions for these subject areas tend to incorporate more subject specific testing of knowledge
- How would you teach \_\_\_\_ skill? (i.e. scales, shooting in netball, life drawing, etc...)

### History/Geography.

- Questions for these subjects tend to resemble that of the English department in style
- How would you connect the curriculum content with current events to make the lesson more accessible to students?



# answering

## interview questions.

A common misconception about interview questions is that they must be answered within a few seconds of being posed.

This is not true! Interviewers appreciate a thought-out answer. Do not hesitate to take a few deep breaths and think through your answer before starting to speak.

When answering a question during an interview, keep these tips and tricks in mind:

**Share your accomplishments.**

It is your time to gloat! Share your accomplishments that are related to the job you are interviewing for to reinforce the idea that you are capable and qualified.

**Don't ramble.**

Your response to interview questions should be direct and to the point.

**Keep it professional.**

Your answer should be focused on your professional skills and abilities. Don't get into your personal life and how it may conflict with the job you are interviewing for.

**Ask for clarification.**

Ask for clarification when you are confused about what is being asked of you.

**Give examples.**

Give examples of how you have handled similar situations. An example sticks and helps make you more memorable!

When using an example to support your answer, don't forget to shine like a STAR!

**S – Situation**

Describe the situation you were in or the task you needed to complete. Narrow in on a specific situation you have experienced and not a generalized description of what you have done in the past.

Remember: the interviewer wasn't there when the situation took place! Give enough detail for them to understand the scenario.

**T – Task**

What was your goal? What did you want to accomplish? What were you working toward?

**A – Action**

Describe the actions you took to address the situation and accomplish the task at hand. Remember: it is your time to gloat! Focus on what you did and what your contribution was. Use 'I' and not 'we', making it clear to the interviewer what you did.

**R – Result**

What was the end result? What did you accomplish? What did you learn? Make sure your answer only includes positive results and several of them!



# following up

## after an interview.

Attending to the interview continues after you have left! Do not forget to send an email to your interviewer(s) thanking them for the opportunity to have been considered and that you look forward to hearing from them soon.

Once you have disconnected from your interview, make sure to call or email your Randstad consultant to let them know how you think it went and based on the interview, if it is a role you would still be happy to take.

From there, as soon as the Randstad staff have heard back from the school, they will communicate the next steps to you. Some schools may be interviewing multiple candidates, so this could be very quick or could take a number of days.

You will need to be ready to make a move on the role fairly quickly as most schools would expect an answer with in 24 hours.



# securing your role in the UK.

Once you have aced your interview and accepted your role, the support from us doesn't stop.

When you have landed to job of your dreams and you are preparing to move to the UK, we can help you with evething from:

- Deciding where to live
- Offering support packages
- Professional development support
- Attending social events

And, if you've got a friend or family member who is also looking for a role in the UK, if you refer them to us and we place them, you could receive £300 in shopping vouchers (ts&cs apply).

Want more information? [Click here.](#)

When you work with us, your dedicated Randstad consultant is here to support you every step of the way. If you've got any questions or want any further advice, please email us on:

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stem@randstad.co.uk

