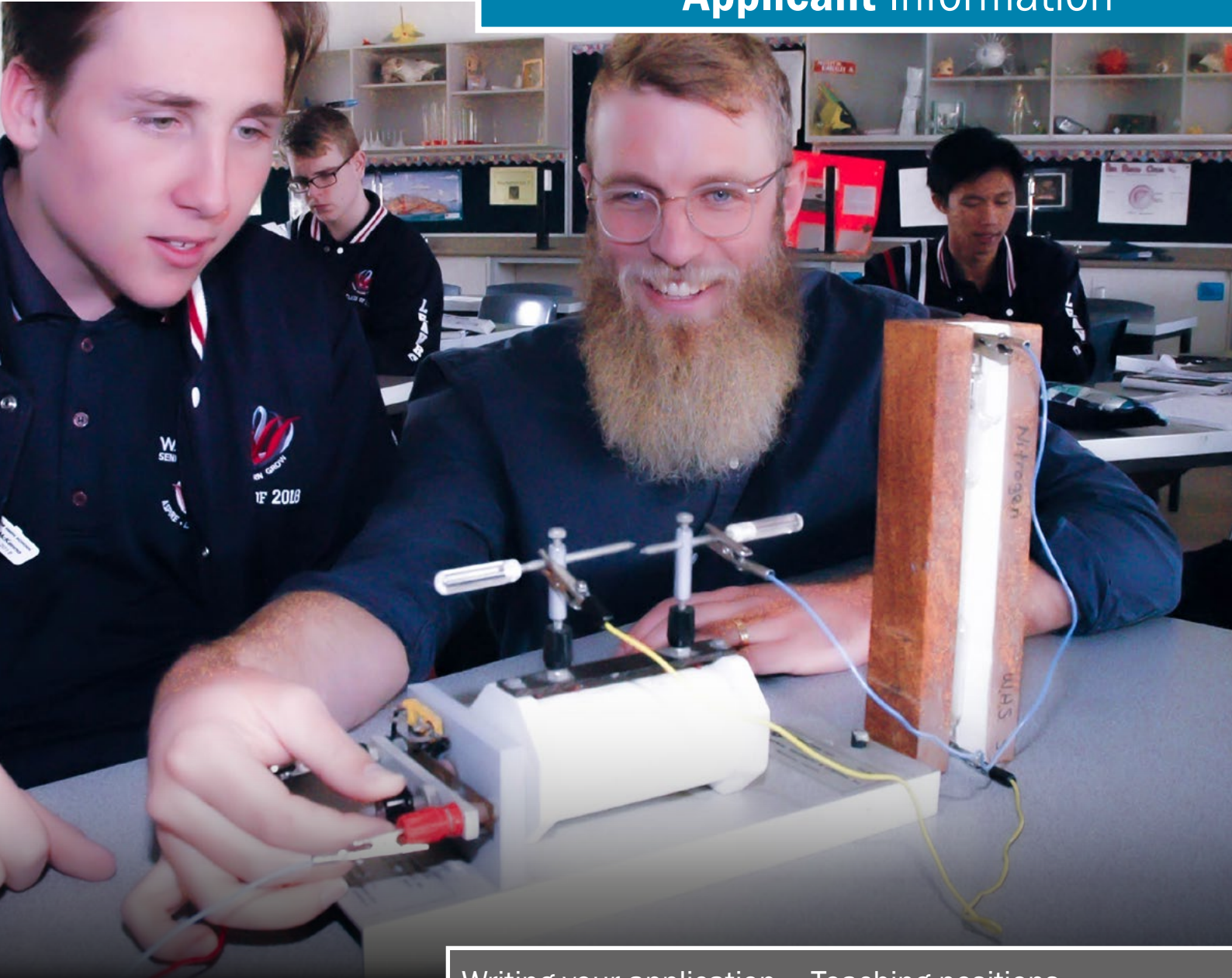


Applicant Information



Writing your application – Teaching positions

We understand that writing an application can be daunting, especially if you have not written one for a while, or are applying for multiple positions. To help you, we have collated information that Principals and selection panels tell us they look for when reading applications.

Developing a compelling application is important as Principals and selection panels use this to make an initial decision about your suitability for the advertised position. Your CV and statement of claim should be a reflection of your achievements and experience throughout your career.



Before starting your application

Your application should always be tailored for the positions for which you are applying. Choose examples and content that is relevant to the priorities and context of each school. Principals are passionate about their schools, and want to see that you will be too.



Before writing your application, Principals encourage you to:

- read the job advertisement carefully – Principals outline skills and knowledge they are looking for, information about the school, and what to include in your application
- visit [Schools Online](#) (this will provide you with information about the school, staff, students, the community, and their achievements, programs, annual report and plans)
- talk with the contact person nominated on the job ad
- visit the school's website and social media pages.

Remember to leave enough time to write your application, and consider seeking the support of a mentor or line manager to help you select your best content.



Your written application

Your statement of claim – sometimes called a covering letter, or statements that address the selection criteria – is an opportunity to demonstrate how your skills, experience and abilities are relevant to the advertised position. You should do this by providing examples of these skills.

Check each job advertisement for information that describes what you are required to submit.

Structure

Your statement should be organised so that the panel can easily locate the information required to consider you for the role. It should have a consistent structure, be easy to read, and provide examples that are relevant to the Professional Domains and the advertised position.

The two most common ways that this is represented is:

- organising sections against the three Professional Domains outlined in the Australian Professional Standards for Teachers (visit aitsl.edu.au/teach/standards for more information).
 - For the main body, use the Professional Domains as headings. Under each Domain, start with a general overview of your skills and experience. Then, provide specific examples of how you have demonstrated these in your teaching.
 - This format is reader friendly, and examples are specific to each Domain. This makes it easy for the reader to identify your skills in a contextual way.
- ‘Big picture’ examples
 - This format is useful where you are using several, strong examples that stretch across more than one Domain. You may find this allows you to demonstrate complexity, breadth and scope in the examples that you choose.
 - You may choose to reference the Domains, so the panel is easily able to identify your skills when considering your suitability against each of the Domains.

Building a strong example

Strong applications contain more than references to a long working history or broad claims. Statements – such as “I have demonstrated strong communication skills” – make claims with no evidence. Evidence with examples that allow the panel to see how you have applied these skills in your current or previous role. For graduates, this may also include how you have demonstrated this during your teaching practicums.

The examples that you choose to evidence your competency should include the strongest workplace or teaching practicum examples, be aligned to the Domains and relevant to each position context in developing your statement:

- capture the complexity and quality of your experiences
- demonstrate your skills, knowledge and experience in action
- link your actions and experiences to the impact on student achievement and outcomes
- describe how you achieved results; and
- aim to demonstrate how your skills and experiences are transferable and will benefit the school.

It is important that you structure your examples in a way that clearly demonstrates your skills and experience.

You may wish to use one of the following methods:

- SAO – Situation, Action, Outcome
- CAR – Context, Action, Result
- STAR – Situation, Task, Action, Result.

We have used the SAO method below to outline how you can use this to structure your example.

- **Situation** – this helps the panel understand the context and circumstances surrounding your example. This may include when the example took place (including the timeframe covered), why it was required, the complexity of the work, or general background about your role, school or students .
- **Action** – outlines what steps you took, and how you undertook them. While it may seem simplistic to describe each part of the process, it allows the reader to see how you apply your skills and experience to achieve results.
- **Outcome** – how did your intervention result in a positive outcome? What were they? Was this an improvement on previous results? What was the impact for students?



Writing your CV

Your CV is a summary of your work history, qualifications and experience. It is important that it is comprehensive yet concise enough that Principals can get a reasonable sense of who you are as a professional, to consider how you might complement their current staff, and the needs of the school.

Where you are able, set aside time with a colleague, or your line manager, to work through your CV with them. Having worked directly with you, they may be able to help you identify suitable examples to highlight, or provide feedback on the content of your CV.

Where relevant, include the outcomes of particular tasks, roles or responsibilities you have had. You may even align these to the Domains.



A note on referees

It is important that you select referees that can accurately comment on your skills and abilities in relation to the position, and the claims that you have made in your application. While it may not always be possible, you are encouraged to include your current line manager as a referee. Suitable alternatives may include a mentor teacher from your teaching practicum, a former line manager or head of department.

It is courteous to seek permission from a referee before you nominate them on your CV. Provide them with a copy of your CV and statement so they may validate your statement of claims. You may also wish to establish if they are supportive of your claims before you submit your application. Alert them if you are asked to attend an interview so they are prepared for contact from the panel. They may be comfortable in providing their personal or mobile number, so they can be contacted during school holidays.

Be mindful of conflicts of interest when selecting referees. These can be perceived or actual. While it is normally recommended that you don't nominate a family member or close friend, due to the perceived conflict of interest, at times this may be unavoidable. Similarly, your referee may be part of the selection panel. When considering these colleagues, it is important to advise them that you have nominated them so they may declare this conflict when participating in the process, or providing a reference for you.



There is no standard template for your CV, as it should reflect your own style and experiences, however, we have **included one on the following page to get you started**. It contains some common elements which could be included, and examples in each section of how you may choose to represent your information.



YOUR NAME HERE

A:| your address

P:| your phone number

E:| email address

E:| employee number (where applicable)

TRB:| registration number and expiry

Professional summary

This is a short paragraph outlining your experience, achievements, area of speciality, industry training, point of difference and the like. Think of it like an 'elevator pitch', and keep it to no more than a third of a page.

Here is an example:

I am an experienced and innovative classroom teacher, working across primary and district high schools in both primary and secondary environments. As a successful upper primary classroom teacher, and a numeracy and mathematics coordinator, I have developed a number of programs for my schools, and wider school community such as Perth Primary School mathematics community engagement program.

Having recently completed further university studies through the Department's Leap program, I am able to leverage my skill and enthusiasm for mathematics education, into teaching mathematics through to year 12. This includes teaching ATAR mathematics.

Qualifications

Provide details of your teaching qualification. Also include any additional qualifications you have gained (ie certificates to deliver VET courses). If it is not clear from the title of the qualification, provide a short summary of what you are qualified and prepared to teach.

You may also choose to change the heading to 'qualifications and awards' if you have received recognition for your work in a formal way.

Note: Professional development should not be included here. There is a section for this further down in the template.

For example:

2010 Bachelor of Education (Primary)

Edith Cowan University

2019 Graduate Certificate of Education (Mathematics)

Murdoch University

Funded through Department of Education Leap Program. This qualifies me to teach secondary mathematics up to year 10.

2020 Short Course – Mathematics Education (Specialist and Methods)

Murdoch University

Funded through Department of Education Leap Program. This qualifies me to teach secondary ATAR Mathematics.



Relevant work history

The key word here is 'relevant' – consider what you include here, after you research the position. Think about your skills, experience and abilities in relation to the role that is being advertised. Making strong statements about your relevant work history and the outcomes achieved – rather than listing duties of the role – will allow the reader to better understand how you apply your knowledge, skills and abilities.

You should include:

- Positions that you have held that relate to the role, starting with the most recent.
- Details of these positions (ie the name of the school or organisation, your position title, the dates that you worked there)
- Short statements about what you did in the role, key achievements or programs you were involved in.
- Shorter outlines for positions that were further back in your career.

You need not include work history that is not relevant to the role (ie unrelated part time jobs while studying)

For example:

2015 – 2018 Teacher (year 6), Numeracy Coordinator

Perth Primary School

While working in this role, I:

- Coordinated specialist support case management, in collaboration with parents, involving speech pathologists and therapists to develop and deliver differentiated curriculum for diverse groups of year 6 students, with disabilities and learning difficulties. As we neared the end of year 6, I also worked closely with their high schools to assist in their transition. All students made notable progress, were able to achieve their respective outcomes, and transitioned well into secondary schooling.
- Assumed additional duties as the numeracy coordinator and mentored my colleagues in contemporary mathematics strategies. During my time in this role, the school had a noted improvement in their NAPLAN mathematics results. This was celebrated in the school community, leading to my development of the school's gifted and talented program for maths, and a mathematics outreach program.
- Engaged with the school community through being the staff representative on the school board, and an active member of the P&C.



My key achievements in this role:

- In collaboration with a colleague, I developed a community mathematics engagement program which invited parents into school after hours for a series of fun workshops. This resulted from conversations with my students' parents, who were anxious in helping their children with maths homework. Teachers across the school noted a two fold improvement from these workshops – a reduction in student anxiety about completing homework, and higher achievement levels. Due to their success, they ran for three years, and were attended by 49 families.
- Introduced online parent meetings (through Webex) across the school, offering working parents or those with other commitments the opportunity to engage with their child's teacher face to face. I upskilled colleagues and developed user guides for teachers and parents. In 2018, there were 43 online parent meetings and the school still offer it as an option.

Professional learning

Here, you would include relevant training or professional learning, other than your teaching qualification. This may change, depending on the role you are applying for. Ideally, as well as providing details of the training or professional learning, try and demonstrate how this has improved your practice or has made an impact for others.

You may organise these in date order, or group them according to type (ie. literacy training, digital technologies, community engagement etc). Unless it is specific to the role, there is a preference to capture only contemporary training and professional learning, from the last 3-5 years.

Optional: Professional associations

List all current professional associations (such as the Mathematical Association of Western Australia, WA Music Teachers Association, Australian Literacy Educators Association) including the type of membership and date joined.

Referees

Provide names and contact details of two referees, one of whom should be your current line manager. It is important to have a discussion with your referees, so they are aware you have nominated them, and feel confident in commenting on your capabilities, experience and achievements. Remember to note their relationship to you at the time you worked with them (ie. current manager, former manager, former colleague).

Additional information

For more information on how to apply, visit education.wa.edu.au/how-to-apply.

