

GUIDANCE NOTE

Section 1: Personal Details

In this section you should ensure that you provide exact information as this information will be used to make contact with applicants as require or to take appropriate payroll action.

Section 2: Previous Teaching Experience & Relevant Skills

In this section applicants should not simply select all previous employment and skills but rather select **relevant** experience and **relevant** skills, for example;

Previous Teaching Experience	Duration	Relevant Skills
eg. Lecturer in English Glasgow University	10 years	<ul style="list-style-type: none">- Teaching of American Literature- Setter of Final Exams- Assessment of student assignments

The key to completing this section is selecting those skills which are relevant to teaching and promoting learning in class.

Section 3: Previous Relevant Experience

In this section applicants should select appropriate experience which, although not of a teaching nature, clearly indicates that they have regularly worked with/supported young people. This can be in a range of capacities. This experience should have made and continue to make a contribution to the quality of learning and teaching offered by you as a teacher.

Previous Relevant Experience	Duration	Relevant Skills
eg. Social Worker Glasgow City Council	5 years	<ul style="list-style-type: none">- Full awareness of child protection legislation- Regular contact with child and family- Communication and administration skills

Section 4: Impact of Previous Experience on Learning & Teaching

This is an extremely important section of the application in that applicants have an opportunity to demonstrate how previous skills are used within the classroom/teaching and learning environment, for example;

Skills	Impact on Learning & Teaching
Assessment Responsibility	As a result of developing various assessments within the context of the university I have transferred these immediately into developing a range of new assessment items 5-14 - NVQ. These have ranged from formative to summative assessments.

Section 5: Impact of Previous Experience on the Whole School

This section allows applicants to identify a set of more generic skills which have been applied successfully in the context of the whole school, for example;

Skills	Impact on Whole School
IT Skills - SMART Board	Having had extensive experience of using the SMART board as a presentation tool I have not only used it in my class to present lessons in a more interesting and interactive way, I have also on 2 separate occasions provided in-service training to staff within the school and my cluster.

Section 6: Additional Relevant Experience

This section has been created to allow applicants to provide relevant information which does not sit easily within sections 3 and 4, for example;

Additional Information
Despite the fact that I have not been involved directly in teaching, I have for a period of 5 years been a Childline counsellor. This experience I feel has allowed me to be very effective in dealing with issues such as bullying, child protection and many PSHE issues. I applied my previous knowledge just recently in the context of a child protection issue involving a young person in my class.

Finally, listed below is an outline of those duties expected of an unpromoted teacher. The various duties listed may assist you in the completion of your form.

- (a) teaching assigned classes together with associated preparation and correction
- (b) developing the school curriculum
- (c) assessing, recording and reporting on the work of pupils
- (d) preparing pupils for examinations and assisting with their administration
- (e) providing advice and guidance to pupils on issues related to their education
- (f) promoting and safeguarding the health, welfare and safety of pupils
- (g) working in partnership with parents, support staff and other professionals
- (h) undertaking appropriate and agreed continuing professional development
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school