

# Before you do anything!

Thoroughly read and print the advertisement for the position.

## Highlight

Pick the key attributes, desirable qualities, focus areas and priorities and programs of the school.

## Access Information

The selection panel can only make judgements against information that is in the public domain. This means that it is not necessary to contact the school, however, you may choose to do so if you believe that this will assist you in applying for the position.

## Information available to you:

- Any attachments included on the job application;
- Any information on the School Website (if it has one) – this will also give you some insight into the feel, priorities and activities of the school. Read their newsletters, check out the term planner. What’s going on? What is valued at this school?
- Schools Online – check the tabs for School Reports and Planning. You may also choose to study the NAPLAN data, attendance data, school overview and other relevant details.

## Essentials

Access the most recent School Plan / Business Plan and Annual Report for the school. If there is an Expert Review Report or Department of Education Services Independent Public School Review Report available, this is also useful information.

**Annual Report** – where the school has been, and how it is progressing, with some plans for the future.

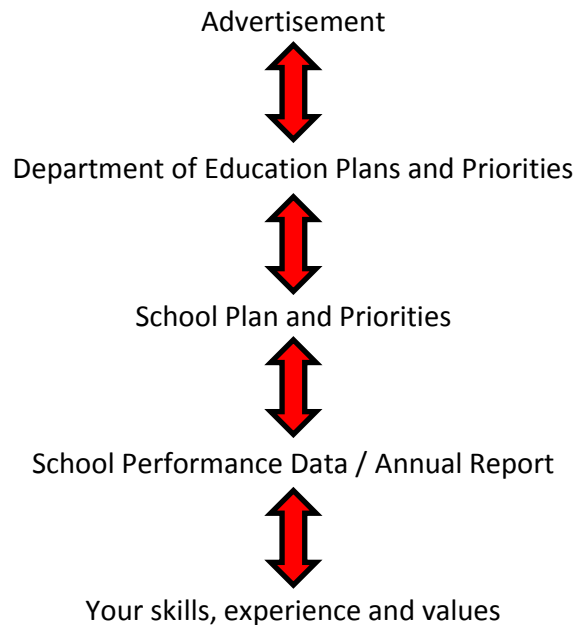
**School Plan** – the road map for the years ahead.

*Where do these documents fit with your skill set?*

## If these documents are not online

It is reasonable to call the school and request copies to be emailed, or inform you of how you can access them.

## Make the Connections



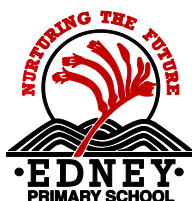
## The Big Questions:

***How will employing you enable the school to achieve its goals, in its unique context, within the Department of Education?***

***What value will you add for the students and school in your tenure?***

The answer to these questions determines who to interview, and ultimately, who gets the job.

If you can't answer them before writing your application, then save yourself some time, and wait for a position that is a better fit.



# Writing your CV

Each resume you write should be tailored to meet the criteria of each position for which you apply. Your resume should be about two to five A4 pages long (depending on your work experience) and typed for professional appearance.

## Personal data

Your name, personal address, telephone contact numbers and email address.

## Career objective

This is a paragraph that outlines how you intend to use your skills, knowledge and experience to meet your long-term career objectives. It should be written to inform the selection committee about what you can offer the school or bring to the position. If you are not certain about your career focus, or if your career goals and ambitions don't match both the specific job and the future prospects in the School in question, then do not add this section to your resume.

## Knowledge, skills and abilities

This section is sometimes referred to as a competency statement where you briefly outline your skills, knowledge, attitude or abilities relevant to the position for which you are applying. This is a section where you can highlight your ability to fill the position advertised. Link this directly to the selection criteria, and use subheadings if you wish.

## Formal qualifications

This section outlines your formal qualifications. List tertiary, and other qualifications that you have completed. List the level of education attained, the name and place of the educational institution and year of completion / graduation. High School education would only be applicable for new graduate staff, if at all.

## Relevant training / Professional Learning

If you have attended short courses or professional development that are **relevant** to the position for which you are applying, list these and provide the year, course name and training provider's name.

## Employment history

A chronological resume commences with your current employer and lists in reverse order the organisations you worked for, the length of employment, the position you held, job status (e.g. fulltime, part-time, permanent, contract, casual), an overview of your duties or responsibilities, and key achievements, again, linked to the selection criteria.

## Other activities and interests

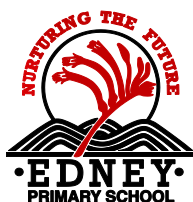
You may want to include some extra-curricular sub-headings such as awards, scholarships, achievements, interests, activities and/or memberships. This is optional.

## Referees

Your first referee will always be your current line manager. Always seek the agreement of a person acting as a referee before listing their details so that the contact from the school is not a surprise to them.

Tips in writing your resume

- **consider the position within the context of school to which you are applying.**
- include only details about your work history, duties or transferable skills **that are relevant** to the position for which you are applying.
- use highlighting and dot points to make your resume easy to skim read.
- avoid excessive repetition by writing succinctly.
- Pay attention to detail – layout, typeface, spelling, punctuation and grammar.



# Addressing the selection criteria

The most important document in your application is your statement addressing the selection criteria. You must clearly show **how** you meet each of the selection criteria and provide examples of your experience to support your claims and show **what YOU** did to achieve success.

A useful guide is to use the STAR (Situation, Task, Action, Result) approach.

**Situation** – think of a challenging situation, preferably in your work life, that best describes your ability to address the criterion. The position description will give you an idea of a situation that would be appropriate. Briefly outline this situation or scenario.

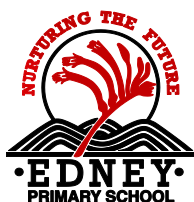
**Task** – describe what tasks were required in this situation and how you identified that these tasks were necessary. You can combine the situation and task into one sentence.

**Action** – mention how you took action to meet the condition in the selection criterion. Discuss your specific action and not the action undertaken by the team. Describe the action you actually took and not what action you might take.

**Result** – this refers to the outcome of the situation and how others responded to the situation. This may incorporate your reflection on the issue and feedback from Administration, parents, colleagues, students or others. It may also involve noting what you learnt from the experience and how your action could be improved in the future.

## Tips in addressing the selection criteria

- ensure that your cover letter is a separate attachment from your CV.
- include a header and/or footer on each page, which includes your name, the position title, and page numbers.
- list each of the selection criteria in bold, in the same order as listed in the position description and use numbers if the criteria has been numbered. Under each heading, write an explanation of how you meet that criterion and provide evidence where you can.
- recognise the meaning of terms such as 'experience in', 'knowledge of' and 'demonstrated ability', and indicate that you can meet the qualifying statement in your application.
- start with a positive claim and expand on your skills. If the result was unsuccessful, discuss what you learnt from the experience and how it could be modified in future.
- emphasise your major achievements.
- keep the language positive. Instead of writing, 'I would', write 'I did'.
- link your statements to at least one key responsibility in the position description to reiterate that you are a suitable applicant for the position. The closer your examples are to the position description, the better the chance you have of gaining an interview.
- Generally speaking, one page per criteria is sufficient.



# Example of addressing the Selection Criteria

## Using the STAR approach -

### Situation

I currently teach a high functioning student with autism.

### Task

The student requires support with social skills and extension academically.

### Action

At the beginning of the year I liaised with the students' parent and our SAER specialist to gain a clear understanding of the student's development throughout last year and to develop clear and specific goals for this year. I implemented extension activities where required to accommodate the student's learning, which is above their year level. I have also continued throughout the year to support and explicitly teach appropriate social skills through modelling and one on one conferencing of appropriate social skills. As a result of this the student has continued to produce an excellent academic status as well as continuing to develop better social skills when working collaboratively with peers.

### Result

As a result of this the student has continued to produce an excellent academic status as well as continuing to develop better social skills when working collaboratively with peers.

