



NUI Galway
OÉ Gaillimh

Career Development Centre

Employability • Guidance • Opportunities

ST ANGELA'S

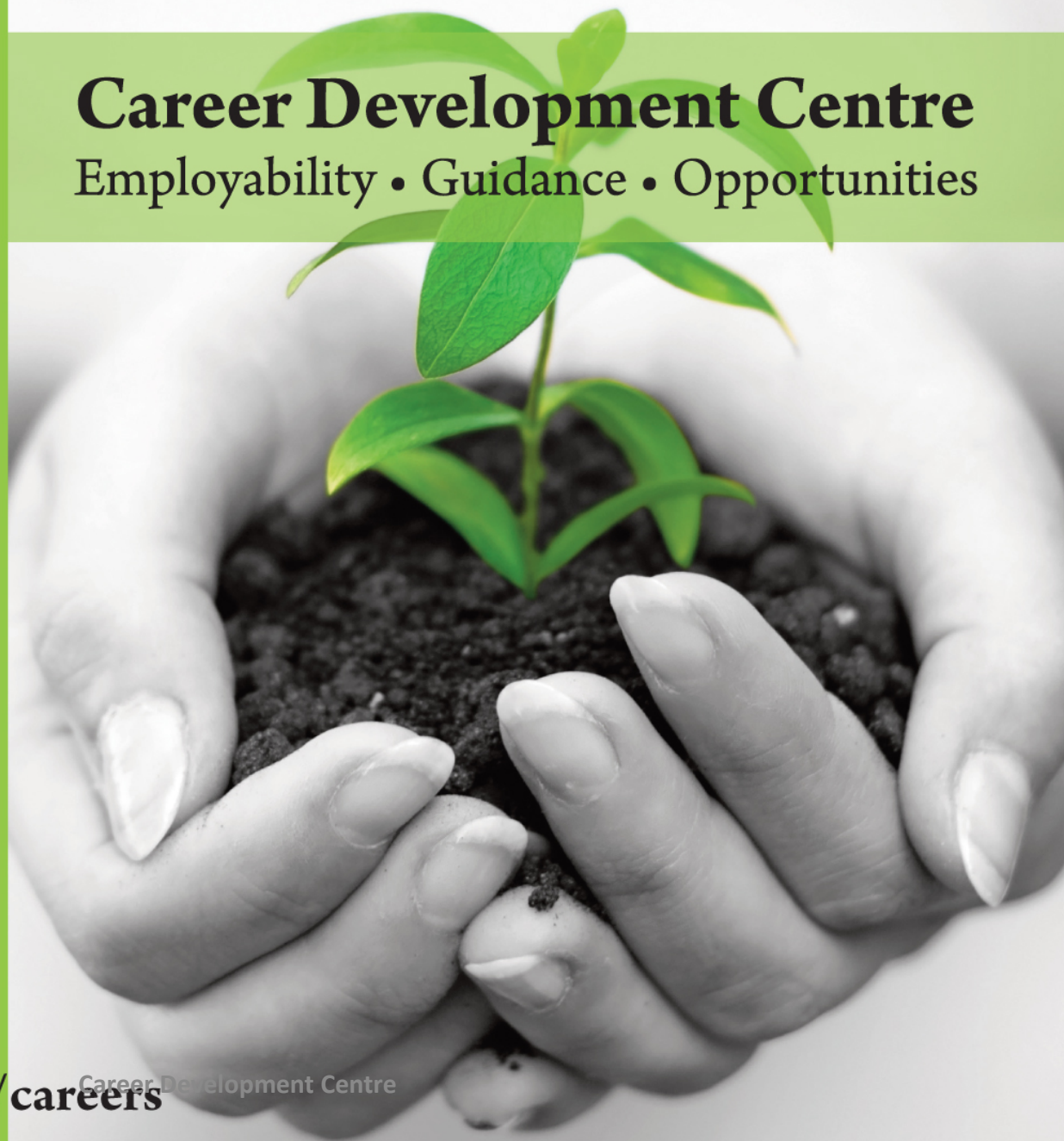
**B ED HOME
ECONOMICS**

**CV & INTERVIEW
WORKSHOP**

APRIL 2017



www.nuigalway.ie/careers



Career Development Centre



Teachers
Wanted



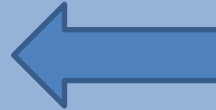
CV

Curriculum
Vitae

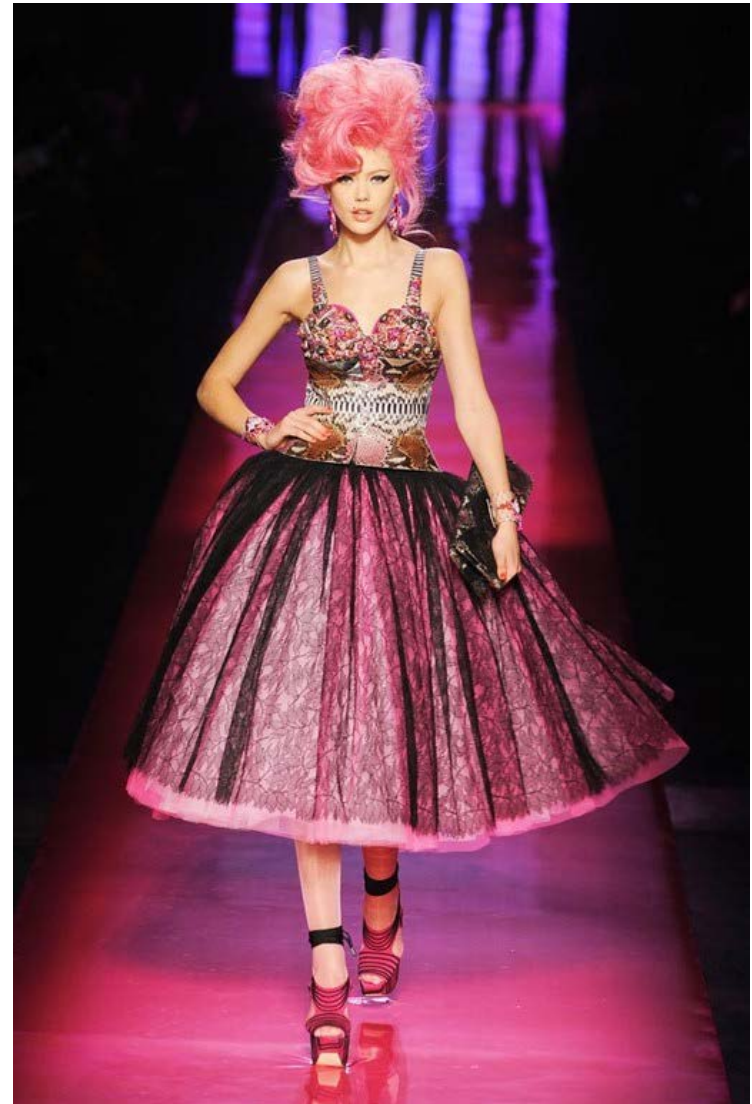




**From
this**



To this



- Getting the essentials right
- Customising the CV
- Selling your experience to enhance your employability



What is the purpose of a CV?





CV opens the
door to an
interview!!



How much time will a principle take to review your CV before they decide to call you for interview!



First impressions – from a hiring manager I met recently!

- A poor CV gets on average a 3 second review
- A good CV will get a review of less than 1 minute
- An excellent CV will get called for interview almost automatically

My group are currently recruiting 3 graduates.....

- We have received and reviewed approximately 100 CV's
- 20 applicants will be interviewed
- The top 10 will be sent for psychometric assessment
- The top 3 from psychometric assessment and interview will be hired
- 97 people will not know why they were unsuccessful



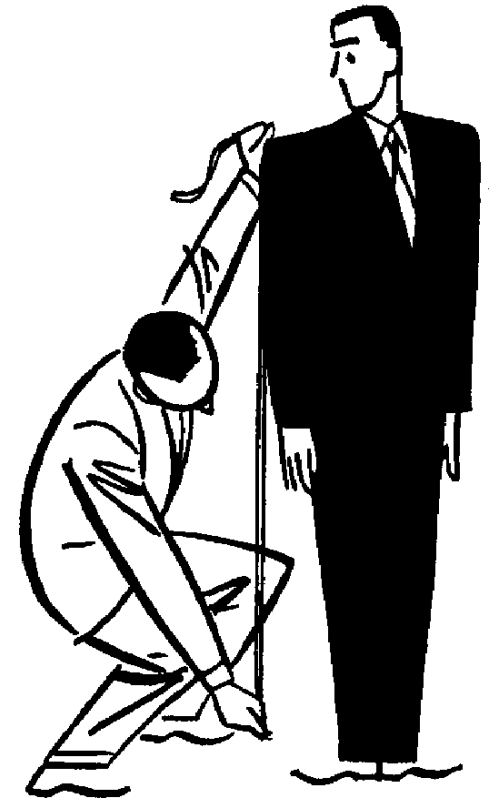
- CVs are professional documents and should be written formally
- Avoid using personal pronouns such as 'I' and 'my'
- Use the past tense for previous employment and present tense for your current role – it is important to be consistent.



- Two pages should do it!
- Make your CV easy on the eye - avoid cramming lots of information on the page
- Use bullet points and keep sentences short
- Use white space between sections
- Use simple fonts that give a professional look
- The font should be consistent for headings and subtext
- Email as a PDF doc



- CVs should be tailored for each position applied for
- Employers need to see a clear **fit** between the job and the person
- Research the school and use the job specification to gauge what skills you should highlight
- One CV does not fit all





92%
of CV's have **errors**



What to highlight?

- Teaching Subjects
- Teaching Council (Reg Number)
- Garda Clearance
- Achievements on placements (including non classroom activities)
- High grades in teaching practice
- Relevant Voluntary Work
- Extra-curricular interests



What are the main sections in a CV?



Split your CV up into key sections

- Personal Details
- Statement of Career Aims/Objective or Personal Profile (optional)
- Education & Qualifications
- Employment: actions & results
- Achievements
- Skills Profile **with Evidence**
- Interests/Other Activities/Memberships
- References



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JOHN MURPHY



Split your CV up into key sections

- Personal Details
- **Statement of Career Aims/Objective or Personal Profile (optional)**
- Education & Qualifications
- Employment: actions & results
- Achievements - optional
- Skills Profile **with Evidence**
- Interests/Other Activities/Memberships
- Referees



- A couple of sentences
- Must capture who you are, what you can offer, what you want – avoid generic

Tim is a PME graduate from NUI Galway with an average 2:1 honours grade in a BA English and History. I have experience working as a youth leader and football coach in addition to my teaching practice. Tim is now looking to secure a position in a progressive school where I can develop my teaching skills.

What's wrong with this?

A PME graduate from NUI Galway with a 2:1 honours BA, registered with the Teaching Council to teach English and History. Teaching skills developed through teaching practice, youth work and football coaching. Strong track record in team work, communication, problem solving and project management skills proven through work experience, course work and extra curricular activities. Seeking a teaching role in a school where these skills can be applied to the benefit of the whole school community.

Split your CV up into key sections

- Personal Details
- Statement of Career Aims/Objective or Personal Profile (optional)
- **Education & Qualifications**
- Employment: actions & results
- Achievements
- Skills Profile **with Evidence**
- Interests/Other Activities/Memberships
- References



- in reverse chronological order
- correct title of degree
- expected result
- Include relevant projects and modules
- include subject grades
- include leaving cert and points
- primary school not required!



Split your CV up into key sections

- Personal Details
- Statement of Career Aims/Objective or Personal Profile (optional)
- Education & Qualifications
- **Employment: actions & results**
- Achievements
- Skills Profile **with Evidence**
- Interests/Other Activities/Memberships
- References



- Start with your most recent/current qualification and work in reverse chronological order

Except for !!!!

- Work experience – 2 sections
 - relevant
 - other work experience

No, I'm not a crazy lady - I do mean in your work experience section!

- Consider including relevant volunteer/unpaid work in work experience section ! (e.g Youth work, sports coaching, music, drama, IT etc)



Use action verbs in the past or present tense when describing work experience or projects

- Develop
- Create
- Resolve
- Design
- Manage
- Supervise
- Train
- Coordinate
- Monitor

Teaching Practice

Taught Leaving Cert English to fifth year class

Designed materials to explain.....

Developed mid term assessments for.....

Assisted teacher at parent teacher meetings

Coordinated music for school play

Supervised classes at short notice when colleagues were on sick leave



Split your CV up into key sections

- Personal Details
- Statement of Career Aims/Objective or Personal Profile (optional)
- Education & Qualifications
- Employment: actions & results
- **Achievements**
- **Skills Profile with Evidence**
- Interests/Other Activities/Memberships
- References





Evidence



- Identify all the skills you have developed through academic studies, work experience (paid and unpaid), extra curricular activities
- Name the skill and give some evidence to demonstrate that you have it
- Use language like demonstrated, proven, track record
- Create a list of 10/15 skills
- Only use the ones you need in your CV to customise for the job.



- Organisation and planning
- Teaching and training
- Interpersonal
- Communication
- Coaching and mentoring
- Creative thinking
- Problem solving
- Time management



Split your CV up into key sections

- Personal Details
- Statement of Career Aims/Objective or Personal Profile (optional)
- Education & Qualifications
- Employment: actions & results
- Achievements
- Skills Profile **with Evidence**
- **Interests/Other Activities/Memberships**
- References



Split your CV up into key sections

- Personal Details
- Statement of Career Aims/Objective or Personal Profile (optional)
- Education & Qualifications
- Employment: actions & results
- Achievements
- Skills Profile **with Evidence**
- Interests/Other Activities/Memberships
- **References**





Job-hunt advice from those in the know

Newly graduated or job hunting? We asked some principals and deputy principals for their insight.



www.Asti.ie

Can dropping a CV into a school on spec really lead to work?

Yes, it can. Many teachers distribute CVs to local schools in the hope that short-term work will arise – and principals are very glad to have those CVs on file when it does. If you can meet with the principal or deputy when you drop the CV, it will help to make a memorable impression, but you can always follow up by phone. A good time to drop in is during the State Exams in June, when the school is quiet and the principal will be planning for the coming school year. It's difficult to believe you'll find work this way when you know your CV could be one of hundreds the school has on file, but remember that the number of CVs on file will dwindle as the school year progresses and others in the stack become less available. Of course, it can come down to luck too; if a sick leave vacancy arises in your subjects on the day you phone to follow up on your CV, you have a good chance of getting that work.

Substitute work will get your foot in the door and give you the chance to prove yourself. A lot of job-hunting comes down to networking and getting a good reputation.

Sign up to the ASTI Substitute Placement Service, which matches teachers looking for work with substitute vacancies that arise in schools. Find out more at www.asti.ie.

Teaching experience is probably the most important factor in short-listing for interview or deciding on a substitute hire. You have to show that you are experienced enough to take control of a classroom on your own, so if you received good marks in your teaching practice, or if you have a lot of experience backed by positive references, make that clear.

Your CV or application should be memorable – but not for the wrong reasons: be brief and to the point; proof read carefully; keep information up to date and relevant to the position on offer; and, make sure you include all documentation required as part of an application. Some common pitfalls to avoid are unexplained gaps in your CV and including a contact email address that sounds unprofessional.

It's important that everything you say in your application can be backed up at interview. This applies even to hobbies and interests – for example, if you list reading as a hobby, be prepared to discuss your favourite book. Remember too that if you are including hobbies and interests, it's better to highlight those that could be useful to the school.





IN THIS SECTION

[Join ASTI](#)[Change Your Membership Details](#)[Trade Union Training](#)[Services and Benefits](#) ▼[Financial Offers /Benefits](#) ►[Services](#) ►[Substitute Placement Scheme](#)[Student teacher network](#) ►

Substitute Placement Scheme

The ASTI has a substitute placement service which is available to all schools from September to June. Teachers who are available for substitute work are invited to register with the substitute placement scheme.

Substitute Placement Scheme Registration Form

You can register for the ASTI Substitute Placement Scheme online by [clicking here](#) or by fax or post using the [Substitute Placement Form](#). Please note you do not have to be an ASTI member to complete this application.

Register

The register will contain:

- Names of teachers
- Current addresses
- Geographical areas within which they are available for employment
- Current employment status
- Qualifications
- Record of teaching experience



- Career Development Centre CV Booklet
Available online at
- http://www.nuigalway.ie/administration_services/careers_service/pdfs/cv_booklet.pdf



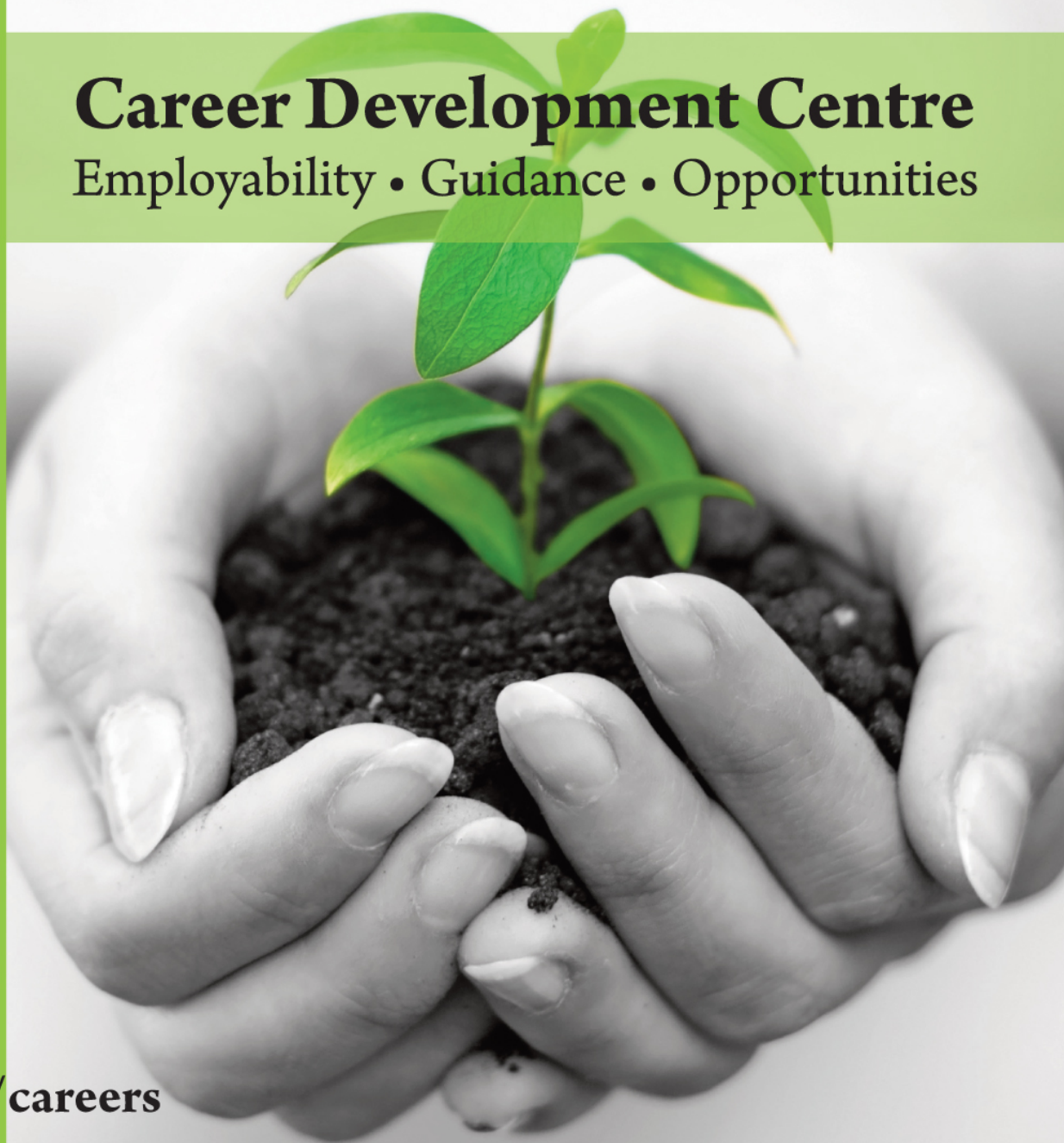


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Interview Skills



www.nuigalway.ie/careers

- Effective Preparation for Interview
- Understanding what an employer expects
- Types of Interview Questions
- Competency-based Questions
- Interview Structure



- Your CV has convinced them you can do the job
- No negative self talk
- Manage your nerves
- Relax and stay in the present moment



- Know your CV inside out
- Research the employer
- Practice answers to questions
 - Be ready to answer the “Tell us a bit about yourself question” or “Walk us through your CV”

YOU versus
Job
description

Knowledge of
organisation

Challenges /
Trends in
Education



In pairs take 2 minutes to consider what you would say to the typical first question

Tell me a bit about yourself...



- [CDC interview preparation video resources](#)

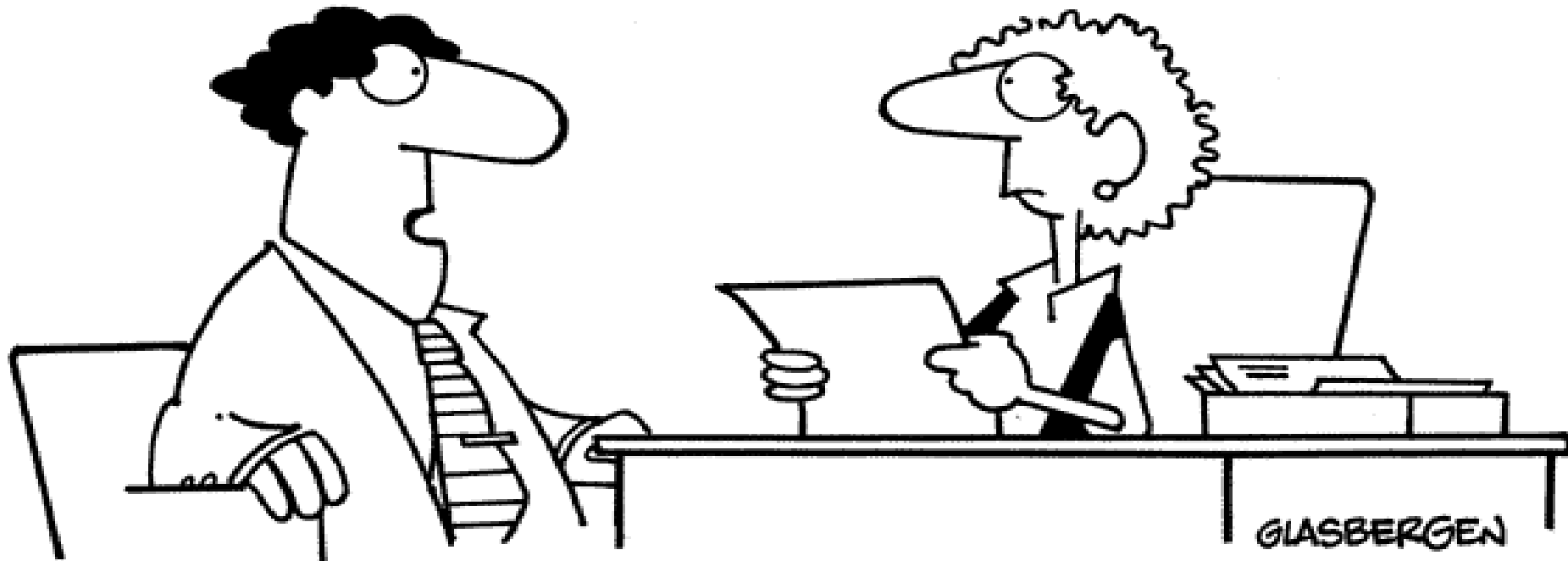


- Dress to Impress
- Know who you are meeting with and have contact details with you.
- Know where you are going.
- Give yourself plenty of time to get there.
- If you are unsure about any of the details clarify with the employer ahead of the interview.



- What is the employer looking for?
 - Effective Preparation
 - Can you do the job?
 - Examples of how you have done things in the past to demonstrate skills/competencies required.
 - Will you fit into the team?





“My short-term goal is to bluff my way through this job interview. My long-term goal is to invent a time machine so I can come back and change everything I’ve said so far.”



- Biographical – “Tell us a bit about yourself?”
- Behavioural (Competency-Based) – employers want to know about past performance
- Critical Incidents – difficult decisions, lessons learned, strengths, weaknesses



- Why are you here?
- What can you do for us?
- What kind of a person are you?
- Why should you get the job?
- What do you know about the organisation?
- Work Experience related questions
- Competency based questions



- Make sure you have a story to illustrate every relevant competency/skill
- Practice telling those stories – use the STAR model
- Use examples from college, work experience, hobbies/interests, voluntary work etc.



- Organizing, Planning, and Prioritizing Work: Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge: Keeping up-to-date technically and applying new knowledge to your job.
- Training and Teaching Others: Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Establishing and Maintaining Interpersonal Relationships: Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Coaching and Developing Others: Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

ref: www.careersportal.ie



- Communicating with Supervisors, Peers, or Subordinates: Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Identifying Objects, Actions, and Events: Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Making Decisions and Solving Problems: Analysing information and evaluating results to choose the best solution and solve problems.
- Scheduling Work and Activities: Scheduling events, programs, and activities, as well as the work of others

ref: www.careersportal.ie





EFFECTIVE STORY TELLING: direct, logical, meaningful and personalized



Prepare

- LISTEN to question
- THINK of an event
- Plan, ORGANIZE in 5 to 8 seconds

One-Sentence Summary

S

Situation

- Provide context & BACKGROUND
- "Our customers complained ..."

T

Task

- Describe problem, & CHALLENGES
- "We faced supply chain shortage ..."

A

Action

- Explain WHAT YOU DID & how
- "We solved ..."
- "I calculated ..."

R

Results

- State BENEFITS, savings, rewards, recognitions, etc.
- "The impact of ..."

Do not think of new details as you answer. SAY what you had planned for & END

<http://www.RightAttitudes.com>



- [competency based interview video](#)



Bad interview example

<https://www.youtube.com/watch?v=YRbtXb9fWml>

In contrast, same person but good performance

<https://www.youtube.com/watch?v=sDxmMkgPmaQ>

Video interview tips

<https://www.youtube.com/watch?v=rQwanxQmFnc>



Construct an answer this question – (5 min)

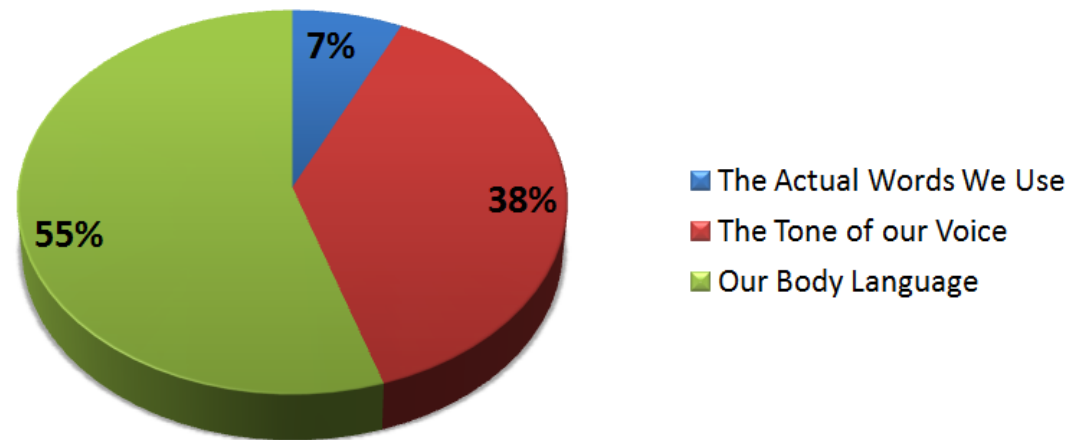
Describe a time when you worked with pupils of clearly different levels of ability? How did you go about it?

Use STAR model



How We Communicate

- Body Language
- Eye Contact
- Using your voice
- Beware of annoying habits
- Handling questions, discussion



Body language:

- Facial expressions
- Tone of voice
- Movement
- Appearance
- Eye contact
- Gestures
- Posture



Body Language during an interview 101

Maintain good eye contact.
Don't wander

Don't cross your arms.
It comes off as defensive or uninterested

Practice your handshake,
arrange your belongings properly

Avoid trying to cross your legs, this can cause distraction when switching legs



Keep an interested expression and don't forget to smile

Remember good posture and sit up straight

Don't overuse hand gestures, you don't want to distract from what you're saying

Remain calm, Don't let nerves make your feet do a tap dance

- Don't tell inappropriate stories
- Don't talk negatively about a previous employer / lecturer
- If they don't ask about failed subject don't tell
- Try not to dismiss elements of a previous job that you disliked
- Have a positive outlook on negative events
- Don't ask about your planned holiday
- Beware of silences



- If you go blank – take your time
- If you don't understand a question – try to paraphrase it to get clarity
- If they probe or challenge you it doesn't mean you are answering incorrectly – it's all part of being interviewed.
- If you know you are rambling – acknowledge it and get to the point fast!



- Always ask something!
- Some ideas
 - upcoming projects the organisation has secured
 - next steps in the process
 - what interviewers enjoy about working in the organisation
 - development opportunities



- When they ask “have you anything to add?”... hit them with the three reasons why you should get the job!
- Restate your genuine interest and suitability for the role
- Shake hands and thank them for their time – use their names
- Interview isn't over until you have left the car park.

WHAT INTERVIEWERS LOOK FOR

A candidate's timekeeping (96 per cent managers agree this is influential)

Level of a candidates interview preparation (93 per cent agree)

Ability to hold eye contact (82 per cent agree)

Personal appearance (73 per cent agree)

Quality of banter or small talk (60 per cent agree)

Strength of handshake (55 per cent agree)

The five most important factors interviewers consider when making a hire are:

Work experience (36 per cent)

First impression of the candidate (24 per cent)

Education (12 per cent)

Professional qualifications (10 per cent)

References (9 per cent)

Source – monster.co.uk

- Be on time
- Be well dressed
- Make good eye contact and a firm handshake
- Interviewers do not make a decision in the first 30 seconds but they do make initial decisions about you as a candidate
- Try to relax
- Know your CV and the job specification for the role you have applied for
- Do not lie – you will be found out!









#getjobready

