



PGCE Secondary Interviews

Candidate Guide



Introduction

On behalf of Canterbury Christ Church University and the School of Teacher Education, welcome. Well done for choosing to enter the best, most rewarding career. Your tutors and mentors are all successful teachers, and we cannot wait to welcome you to the profession.

For us

- It forms our selection process for the PGCE

For you

- It gives you the opportunity to meet the tutors
- It allows you to reflect upon the role of a teacher
- It gives you the opportunity to work with your peers
- It allows you to ask any follow up questions that are not answered on our webpages

Please read through this guide carefully so that you know what to expect before, during and after your interview so you can be well prepared and ready with any questions.

Charlotte Cooper
Secondary Phase Lead

Interview Preparation

A successful interview is based on good preparation. Being well informed about the course, the role of a teacher and current issues in education demonstrates to us that you are not only passionate about the career but can talk confidently about wider issues too.

During the interview process you will complete tasks that will test out different aptitudes and qualities that we believe are key to becoming a successful teacher.

We do not expect that everyone will have developed all these attributes to a high level at this point in time; rather, we are looking for the ability and resourcefulness for successful candidates to grow professionally over the course of their teacher education course to develop these talents further.

The tasks you will undertake during the interview process will give you an opportunity to demonstrate the following: creative thinking, enthusiasm for your subject, resilience, clarity of presentation, ability to resolve conflict, reflective capacity in response to feedback, the aptitude to work effectively with others and a commitment to a child-centred education system.

Please be aware that they will all form part of our assessment criteria of candidates.

Interview Format

1 hour	Discussion activity You will be sent a Microsoft Teams link for this group activity.
1 hour	Fundamental Skills Tasks Please allow 60 minutes after your group interview to complete your numeracy and literacy tasks.
45 minutes	Subject interviews *You will be sent a separate Microsoft Teams link for a specific time.

Let's consider how to prepare for the interview and then explore each part in turn...

Interview Preparation

There are 7 essential steps you must take prior to your interview.

1. Read through this **PGCE Secondary Remote Interview Guide** and write down any questions you may have as a result of this to ask at your interview.

2. Read through your subject briefing and audit sheet from the **Subject Briefing Documents** (below) and complete your subject knowledge audit. This must be sent to the relevant subject tutor 48 hours before interview. Prepare any other interview questions or research that your tutor requested in the briefing.

3. Read the lesson plan task proforma which you will receive from the Admissions team. Plan and record your lesson ideas in the space provided on the lesson task sheet. You should spend 30 to 40 minutes on this part of the task. You should then spend a further 5 to 10 minutes completing the reflection questions.

4. Email your subject knowledge audit and your lesson plan proforma to the subject tutor 48 hours prior to your interview slot.

5. Find a picture online that could be used to represent effective teaching and learning. Have this ready to share and talk about in the discussion activity.

6. Read the [Fundamental Skills Tasks section](#) to prepare for these tasks.

7. **Get your photo ID ready** - Ensure you have your photographic ID ready to check at the start of your individual interview.

Subject Briefing Documents

Interview briefings for each subject area are linked below. These will download as Word documents.

Interview Preparation cont'd

In the interview we'll be talking to you about the experience you have had to date, particularly if you have worked with children or in a school environment. We'd like to know how this has developed your understanding of the role of a teacher. We may also ask you questions about learning, or children in general.

You can't plan for every question! Our interview process is designed to be flexible and we respond to what you say rather than sticking to a script.

However, if you wanted an idea how you could structure/talk about something which has influenced your understanding of being a teacher, or perhaps how children learn, you could talk about your examples using the STARR technique:

- SITUATION** *Which class were you in, what kind of school, working with which pupils?*
- TASK** *What were you/the teacher setting out to do? What was the learning objective?*
- ACTION** *What did you actually do? How did you/the teacher do it? What strategies/methods did you use and which skills?*
This should form the major part of your answer.
- RESULT** *How did you measure the success of what you did? E.g. from good verbal feedback from pupils/the teacher, better behaviour, or an improvement in outcomes, etc.*
- REFLECT** *What did you learn from this example? Is there anything you would do differently?*

Issues in Education

You may want to think about changes to the curriculum, government policy, new national strategies and current developments/hot topics. You could do this by speaking with teachers or reading relevant websites – e.g:

- [The Times Education Section](#)
- [Education Guardian](#)
- [BBC Education](#)

We will ask you about the big challenges in education now, so do come with opinions in your interview.

Also, you could use this link to make sure that you familiarise yourself with the [National Curriculum for Secondary Education](#). It's a very long document, but you may want to look and pick something you find interesting in it. Perhaps think of a subject you found interesting at school and check what the expectations are for that.

Technical aspects

Our interviews are hosted on Microsoft Teams. It is your responsibility to ensure your webcam, microphone and connection are suitable and working, ahead of your interview.

Once you have downloaded Teams, do some test calls with friends/family to ensure it is working and also [carry out a Teams test call to ensure everything works](#).

If you have a technical issue on the day of the interview itself, then please contact our interview team by emailing FAHE.Interviews@canterbury.ac.uk who will be able to reschedule.

Discussion Activity

The purpose is to give you the opportunity to demonstrate:

- That you have the potential to develop the CCCU core skills ([See Next Steps on slide 11 - Train to Teach video](#))
- That you are committed to and enthusiastic about a career in teaching

You will be asked to:

- Engage in a 'getting to know you' activity
- In 1 minute, introduce us to your lesson plan and be ready to discuss it with other candidates
- Discuss what is effective teaching and learning using the image you have found online

Fundamental Skills Tasks

The outcome of your interview is not dependent on how you do in these tasks – they are to help us prepare for when you join us. These tasks are diagnostic and will allow us to support you to prepare yourself for the course.

At the end of your group interview you will be given a link.

- Answer the numeracy questions
- Write a response answering the question using the data provided.

Remember that the quality of your submission is more important than the length of your response.

- *Please do not use a calculator.*
- *Please note that you need to submit the task within 60 minutes of clicking the link.*

More about preparing for the tasks

Basic numeracy

Task one is designed to reflect some fundamental aspects of mathematics subject knowledge needed as a teacher. The task will be used to help us to select applicants for our ITE courses.

Written response

Task two is designed to reflect the fundamental need for teachers to be able to interpret data and information and to be able to write clearly and accurately. The task will be used to help us to select applicants for our ITE courses.

If your interpretation and written response contains some mistakes and errors you may still be accepted on the course but could be asked to engage with some further work with data (analysis and interpretation) and/or aspects of your written communication before you join us. In this case you will be offered some guidance for your self-study.

In this task, we are looking at how you communicate your understanding of the data and information provided. Please write in full sentences, with care and attention paid to your spelling, punctuation and grammar.

The Subject Interview

You will be interviewed by a university tutor who is an expert in your field. You may also be joined by a colleague from one of our partner schools.

Your interview will last 45 minutes.

Topics that will be covered in the interview include:

- you and the subject that you are applying to teach
- your understanding of and thoughts about how your subject is taught
- the lesson plan you have prepared, including reflection on the group discussion
- other aspects of the professional work of a teacher including wellbeing and safeguarding.

Interview Outcomes

After the interview process, you will be informed of our decision by the admissions team. This usually happens within 5-7 working days, so don't worry if you don't hear back immediately after the interview itself.

If you have any questions about any aspect of the interview process, please contact: FAHE.Interviews@canterbury.ac.uk

Next Steps

Watch – Our Secondary Lead, Charlotte Cooper, will tell you a little more about what you can expect from CCCU during your teacher training – and what we expect from you.

If you would like further information about your subject training, please refer to the subject briefing documents or contact the subject lead (*contacts opposite*).

Subject Contacts

Art and Design

emily.smith@canterbury.ac.uk

Computing

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English

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Geography

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History

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Mathematics

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Modern Languages

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Music

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Physical Education

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Religious Education

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Science

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