



Planning for the Future

Planning for the Future – for ASCL Members

This is a new consultancy service provided by ASCL Professional Development and ASCL Member Support and is designed primarily for ASCL members who wish to receive advice and support for the next stage of their career following a significant and sudden job change.

ASCL regional and field officers may, if circumstances allow, be able to arrange funding to provide this advice and support. Alternatively, members may wish to access the service themselves using their own funds.

The support will be given by consultants who are or have been senior leaders in schools and have many years of experience.

Support, in the most part, will be given remotely but there may be occasions where a face-to-face meeting is more appropriate. The exact nature of the level and type of support will be determined on an individual basis between the member and consultant.

"Thank you for all your wise words and support - greatly appreciated."

"Whilst it will never be the same as before, you will come to a point where you do not look back and wonder why you haven't done what you are doing now for a lot longer."

For more information please email: **consultancy@ascl.org.uk**

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1 The purpose of this publication

Every year ASCL supports members who lose their senior post in difficult circumstances. The team of regional and field officers gives specific, personal assistance.

This booklet is primarily for members of ASCL who have been made redundant recently. Designed to give general guidance, it provides suggestions on how to start rebuilding careers and lives, especially in the face of the unfamiliar turmoil of enforced job and life changes.

If current employment has ended, for whatever reason, not of your own volition, then there may be a real urgency to resolve the situation along with the need to come to terms with unwelcome circumstances.

There may be other times when you are re-evaluating your future. You may choose to do that, or find that you have to do it. Reasons might include, for example, health issues, a career break, seeking to reduce the pressure of current responsibilities, or the wish to find alternative employment from that in schools or colleges.

We hope that the advice in this booklet will be supportive and positive.

Personal advice is always available to ASCL members from the association. Do get in touch if you are not already supported by a regional or field officer by calling the ASCL hotline, a confidential service, on **0116 299 1122** for immediate advice and help.

Disclaimer

This booklet refers to many companies and organisations in order to illustrate generic opportunities and to help identify a starting point for thinking and research. However, ASCL does not endorse any specific companies or organisations. The websites mentioned may have changed since publication of this document.

2 Personal circumstances

Your own situation will be, in many ways, unique: where to start will depend on a variety of personal factors including your health, age, financial circumstances, and short-, medium- and long-term goals.

On the other hand, there are some changes that affect everyone who loses their senior team post.

Finding you are no longer a member of a senior team is itself a radical change. Not having the support of team members and administrative staff; without the authority, power and responsibility of the post; no longer working in a time-pressured situation but one where time available can be all too great; these are significant changes.

Beyond the association, support from the Teacher Support Network (TSN) is available free. The network provides practical and emotional support to all staff in the education sector and their families; confidential information, support and coaching is available 24 hours a day (call: England: 08000 562561; Wales: 08000 855088; text 07909 341229). Support lines are available 24 hours a day 365 days a year. Calls from landlines are usually free. For further information visit: **<http://teachersupport.info>**

For everybody, there will be some impact on personal relationships. If you have a spouse or partner and any children, they will be affected by the change, perhaps greatly so; friendships may change. One of the services offered by Relate is relationship counselling, call 0300 100 1234; or visit **www.relate.org.uk**

There is also the question of what to say to those who query what has happened. You may find that being open and straightforward is the best way forward. Loss of a job is widely experienced throughout many areas of employment. It has become a relatively common occurrence in today's economic environment. Where appropriate, your regional or field officer will be able to advise.

Health and wellbeing

Loss of employment in difficult circumstances can affect your general health and wellbeing. Anxiety about your finances and future plans may leave you feeling stressed and this could lead to depression. It is strongly recommended that you visit your GP to check your state of health if you are not already under your doctor's care.

The ASCL Benevolent Fund makes grants in support of specialist treatment or facilities not available from the NHS. Contact Carole Baldam, secretary to the trustees, at ASCL headquarters call **0116 299 1122**; email **carole.baldam@ascl.org.uk**

You may not immediately feel well enough to start to think about the future, or to seek an alternative post if that is what you decide to do. Do not begrudge yourself a break for a few weeks in the sun, time in the garden, or a visit with family and friends.

Financial issues

A break in career will raise financial questions. Both the immediate and longer-term issues need to be addressed as soon as possible.

There are many sources of help available, in person, by phone and online.

Immediate budget management issues, assessing the essential outgoings and discretionary payments, may be an immediate imperative. What to do about your pension is a very important matter. Pension matters and the savings, the use of them in the present and the opportunities to save for the future, are best addressed with professional help, for example from an independent financial advisor.

Sources of financial support:

ASCL. Regional or field officers are pleased to discuss matters with you in confidence. In seeking advice about pensions, Stephen Casey is the ASCL Pensions Specialist, contact him via the hotline service on **0116 299 1122**.

The ASCL Benevolent Fund. The fund can make grants or loans in cases where a sudden drop in family income poses short-term problems. Contact Carole Baldam, secretary to the trustees, at ASCL headquarters, call **0116 299 1122**; email **carole.baldam@ascl.org.uk**

Lighthouse Financial Advice Limited. This is an ASCL Premier Partner. As an ASCL member you are entitled to a no-obligation initial consultation with one of the company's independent financial advisers (call: **01273 523749**; email: **appointments@lighthousefa.co.uk**) Quote your membership number when contacting Lighthouse. Alternatively, an appropriate local independent financial adviser can be found at **www.ifa.org.uk** or **www.unbiased.co.uk**

Gov.uk: This is the government website that includes financial advice, including mortgage and benefits advice. Go to: **www.gov.uk**

The Teacher Support Network. The TSN offers, by phone and online, financial advice and information on grants available and sources of further monetary advice – (call: England: **08000 562561**; Wales: **08000 855088**; text **07909 341229**) for further info visit: **http://teachersupport.info**

The Financial Services Authority. The FAS has a comprehensive Money Advice Service available by phone, and a range of publications that offer advice on money management, retirement and redundancy. The publications are very detailed; for example, *The Redundancy Handbook*¹ contains these sections: Alternatives to redundancy; Know your redundancy rights, Redundancy pay; Decide what to do about your pension; Leaving work; Claim State Benefits; Make the most of your redundancy pay; How to manage on less money; Get help with borrowing and debts;

¹ 2011, *The Redundancy Handbook: Steps to help you cope with Redundancy*.

Safeguard your home; Work on your job search; Useful contacts. Call the FSA on **0300 500 5000** or visit **www.moneyadviceservice.org.uk** The site also has a budget planner.

MoneySavingExpert.com. A comprehensive budget planner is available on Martin Lewis' MoneySavingExpert.com Go to: **www.moneysavingexpert.com/banking/Budget-planning#tools**

Pensions: the options available

There are a number of options available to someone leaving their post before the 'normal retirement age', currently 60 for those with service before 2007 and 65 for those who joined the scheme after 2007. However those who have transferred into the new CARE scheme, or do so in the future, will have an additional retirement date linked to the State Pension Age for their CARE pension. The best option will depend on personal circumstances, including overall financial situation, amount of pension accrued to date and, importantly, future intentions with regard to work and lifestyle.

The Money Advice Service.

It is very good practice to consult a truly independent financial adviser before making any final decisions. Members with tax concerns can get advice from "SimpliTax" who can be contacted on **01633 265 647** or **enquiries@simplitax.com**

The options available are:

- Return to work and continue to contribute to the scheme. If you choose to return on a lower salary your Final Salary portion of your pension will be paid on an average of the three best consecutive years in the last ten (including inflation increases) and so you could work for seven more years, adding to your pension, and still have your Final Salary pension based on your higher salary. Clearly if are on a lower salary then your CARE pension, accruing at 1/57th of salary will accrue more slowly.
- 'Defer' your pension. This means that you stop paying into the scheme. The pension will grow with inflation each year until you choose to take it. You can begin to pay in again should your circumstances change. You could take alternative employment and pay into a different pension scheme.
- Purchase additional pension. You may use severance or redundancy pay to do this, but you cannot use your pension lump sum for this purpose. It can be worthwhile depending on your particular tax situation. Take individual advice on this. Additional pension has to be purchased in units of £250 per annum pension up to a maximum of approximately £6,500 per year additional pension income. You may be able to negotiate some additional pension benefits from your employer as part of a severance or redundancy scheme but this is less common in the current economic climate.

Take your pension early. Taking Actuarially Reduced Benefits (ARBs) means accessing your pension before retirement age. It will be reduced by approximately 4% for each

year early that you take it before your normal retirement age. The lump sum (pre-2007 members) is also reduced pro rata.

Taking pension early may not be as damaging as it first appears. Although the annual pension is lower, you receive it for longer and this extra period of receiving benefits largely mitigates the loss. It can be 15 years or more before one loses out in cash terms. Additionally, if you take an ARBs pension you can return to work (after a break) with no salary limit whilst receiving your pension.

If you would like to talk over any matter referred to in this section with someone from the association, please contact the ASCL Hotline initially on **0116 299 1122**, or get in touch with your regional or field officer.

The Association will be pleased to help.

3 What do you wish to achieve?

When you are ready to make a start in deciding what to do with your future, the first and possibly most difficult decision is to determine exactly what you want to achieve. Given your age, health, financial circumstances and number of dependants, what goals do you have?

Deciding on your future

For some, there is no question as to what they want to do. They have thought the situation through and made a decision.

However, faced with the loss of a post, it is, for many, difficult to decide what to do in the future; even how to approach decision-making may be demanding. *What Color is Your Parachute?*², a book designed for those seeking jobs and changing careers, details approaches to helping you reach some decisions about this fundamental matter.

Rather than trying to work out your future plans entirely on your own, having conversations with family and close friends may help to clarify matters.

There are many options for the future. For some, paid employment will be essential. Options include:

- paid employment in education
- resuming your career in education at the level of post you most recently held in a similar context, be it school, college, academy or local authority
- seeking a post in education in a similar context and lower seniority
- changing your career in education
- providing education consultancy through an organisation, or by setting up your own company
- paid employment in a post that is not in education, which may or may not involve re-training
- people do continually find employment and you can move forward knowing that there are always jobs available to you, even if they are not ideal, or not immediately local

There are other options if paid employment is not an imperative. They include:

- voluntary work
- returning to full-time or part-time education
- doing something entirely different to fulfil an ambition that has had to take second place to your career, such as travelling or learning a new skill.

² Bolles, RN 2014, *What Color is Your Parachute?* A practical manual for job-hunters and career-changers. Ten Speed Press ISBN: 978-1-607-74362-0

While the majority of those working in education, certainly in senior posts, are on permanent, full-time contracts, many are not. Fixed-term or temporary contracts are increasingly common in education. Some prefer them. Others have decided that part-time work can provide for the essentials whilst giving time to pursue other interests. Working on a day-to-day basis is possible, for example in advisory work, carrying out headteacher performance management, or supply teaching. Providing consultancy offers the opportunity to be self-employed. A full-time permanent contract is only one option.

If circumstances allow, you may wish to consider a mix of paid and voluntary work, at the same time as pursuing existing or new interests.

Spending time thinking about your future, and having a focus on determining what to do, is essential. Everything else depends on being sure of what you want to achieve, what you want to do with your future.

Do persevere with your thinking and actions until you fulfil your ambitions.

4 Employment

Finding employment usually takes time, persistence and resolve. In the case of redundancy, the maxim that your post was made redundant, not you, is worth remembering.

You will need to be clear about how you present your current circumstances in seeking further work. If you entered into a compromise agreement you may only say what has been agreed as your reason for leaving.

Although not out of the question, you are unlikely immediately to earn the salary you had in your last school or college.

While the majority of senior managers live within commuting distance to their workplace, you may consider employment further away. The implications of living away from home need to be considered carefully. While some people adjust easily to being away from Monday to Friday, others have found the personal and family impact difficult to sustain, not solely from a cost perspective, but also in terms of relationships and family life. Discussion and assessment of the possible impact of such a change in lifestyle is recommended before making applications that, if successful, would bring such a change.

Employment in education

Resuming your career in school or college at a senior level or another post in a similar context

Those most successful in resuming their careers start the process quickly. Even so, it can take a year or more to find employment at a similar level of seniority.

Seeking a post in education in a similar context and not at the same level of seniority is a possibility; for example, if you have held the post of deputy principal, seeking a post of assistant principal or as a head of faculty may be a realistic option.

Changing your career direction in education

The skills of leadership and management are eminently transferable. For some education posts or roles, re-training or additional experience may be needed. For example, skilled course facilitation and consultancy require very different skills from being a school leader, although they are strengthened by the experience of a senior role.

There are a wide variety of salaried roles. These include working in interim management; as an Ofsted inspector, as a supply teacher or tutor, in a safeguarding post in education such as a child care officer; working in the museum sector as a museum education officer, or working in prisons as a lecturer. Further ideas can be found in *Transferring your Teaching Skills to the Wider World: Life Beyond the Classroom*³.

³ Lewis, D & White, H, 2008, *Transferring Your Teaching Skills to the Wider World: Life Beyond the Classroom* Routledge. ISBN: 978-0-415-42870-5

There are posts in the private sector, and in local or national government. In times of tight budgets, some posts, once widely advertised, may not be readily available; for example in local authority advisory work many advisers have themselves left the service or been made redundant.

You may wish to follow the advice given on concerning paperwork and selection, relating the material to your chosen area of interest.

Employment in an area other than education

You may decide that it is time to change your career completely. While the association will be pleased to offer initial advice, further professional advice may help.

You undoubtedly have a range of skills that are transferable to other sectors. Consider these: analysing, arbitrating, coaching, communicating, diagnosing, directing, empathising, implementing, improvising, investigating, leading, listening, managing, mentoring, motivating, resolving, solving, training and writing, along with dedication, drive, honesty, pride, and reliability. You will have many practical skills, experience of team work, and understand accountability.

Members have decided to pursue a wide range of careers, from buying and running a hotel to bus and taxi driving, from becoming a careers adviser to training for the ministry. The world may be your oyster, but appropriate advice is essential.

Self-employment

You may wish to become self-employed within education, offering consultancy or a specialist service. This is not a decision to take lightly. Preparation for the future as a self-employed person needs to be meticulous and has a number of likely consequences for you and your immediate family.

Working as a self-employed person is very different from working in a school or college. You are no longer the client if working with a provider. You become the provider. You will be working for a client. Gone is the support of working in a school or college; unless you appoint one, you will not have a secretary; you will be responsible for making sure you are insured and you will have to keep financial records of your work, as well as ensuring that your diary is up-to-date and realistic in terms of work and travel.

Acquiring new knowledge and skills will become part of working life. Designing and printing materials may be your responsibility. Leaving enough time to fully prepare for one assignment and ensuring you have enough time to travel to where you will be working has to be built into the diary. You will need to arrive on time, every time. Perhaps surprisingly, the working days may be even longer than those in school, and weekends are unlikely to be free if you find you have a full weekday diary. Half-terms and holidays, the pattern and routine of school or college life, will disappear. You may find yourself working during them. Making sure that you have time for family and leisure will be crucial.

You are unlikely to earn as much as when a member of a senior team; the hours you spend are likely to be long and the pattern of work, at least initially, is likely to be irregular and may involve long journeys and staying away from home.

At the outset, you will need to answer the fundamental question, 'Why will people employ me?' You will need to be clear about the skills you have to offer that are not necessarily widely available, and consider who might employ you and for what purpose. Working as a self-employed person for one or a number of the agencies and organisations mentioned may be a goal.

Unless you intend only to work infrequently and declare the money as earned income to be assessed along with any other income you earn personally, you are strongly advised to set up a framework in which to work as a self-employed person. The online resource at **www.gov.uk/browse/business/setting-up** is comprehensive. Among many topics covered are sections on choosing a legal structure for a new business and insurance, as well as helplines. Initial discussion with a professional accountant or tax adviser is very strongly recommended.

There are a number of possible legal frameworks for your business. You may set up a limited company within which to work, become a sole trader or, if working with someone else, a partnership. Again, seeking professional advice about this important matter, and getting the initial paperwork right, is strongly recommended before you start working in your chosen field.

You will also need to be clear about the tax and accountancy implications of your work and legal framework. A good place to start is the advice from HM Customs and Revenue: **www.hmrc.gov.uk/startingup/** Finding a local accountant who can advise you initially and provide accountancy support while you are self-employed may then be the best way forward. You will also require a business bank account. All major banks offer business accounts. The quality of advice and support from the bank will be as important as the bank product.

Insurance is an important consideration before you start work. Two types of insurance, professional indemnity and personal liability, are needed. Some organisations specify the amount of cover you need. Appropriate insurance is offered by many companies and through professional associations. ASCL has a link with the Alan Boswell Group, providing preferential rates of insurance.

Talking over your specific requirements is strongly recommended.

Whether seeking to be salaried or self-employed the information in the following section, '5 Getting a job', may be of help in providing advice and contacts.

5 Getting a job

Sources of information

In the education sector there are a number of sources of information about employment, including newspapers, magazines, local authorities, and agencies, usually carrying information online as well as in hard copy.

In seeking employment in sectors other than education, libraries and job centres are sources of advice as are newspapers, magazines and professional journals carrying details of particular posts. Vacancies are also advertised online. Friends may also often highlight the availability of posts.

Education employment

There are several newspapers and web-based sources that advertise jobs in schools and colleges, for example:

The Times Educational Supplement. All jobs are also advertised online; go to: **www.tes.co.uk/jobs**

Eteach.com. An Eteach education newsletter is published weekly and can be delivered electronically. Visit: **www.eteach.com**

Educationjobs. Go to: **www.tes.co.uk/jobs**

Teachnetwork. Go to: **www.teachnetwork.co.uk**

To set up a job search against your defined parameters, for example deputy headships in the north east, assistant headships in London or international posts. You can also ask to be notified by email of posts by type and area.

SecEd. SecEd is a digital weekly newspaper focused on secondary education. Visit: **www.sec-ed.co.uk**

The Tuesday edition of *The Guardian* and its website carry many education posts. It has a digital edition available; go to: **<http://jobs.theguardian.com/jobs/schools>** *The Times* **<http://jobs.thetimes.co.uk>** and *The Daily Telegraph* **<http://jobs.telegraph.co.uk>** also carry details of posts in schools and colleges.

There are a large number of recruitment agencies that have either national or more local coverage of posts available in schools and colleges, and in other education sectors.

Agencies and education support services carry advertisements for a wide range of posts in schools, including senior team posts in the UK and abroad, and education posts in the wider education sector. There are some specialist supply agencies.

A selection of agencies

Cambridge Education	www.camb-ed.com
Capita Resourcing	www.capitaresourcing.co.uk/education
CfA	www.cfappointments.com/home/educationappointments.aspx
CfBT Education Trust	www.cfbt.com
Gabbitas Education	www.gabbitas.co.uk
Hays	www.hays.co.uk/job/education-jobs/index.htm
Nord Anglia Education	www.jobtrain.co.uk/nordanglia5
Protocol Education	www.protocol-education.com
Randstad Education	www.randstadeducation.co.uk/jobs
Reed	www.reed.co.uk
Teacher Active	www.teacheractive.com/index.php
Tribal	www.tribalgroup.com/aboutus/workingfortribal/Pages/Vacancies.aspx

Gabbitas Education and the Independent Schools Council specialise in independent sector posts; CfA is an executive search and selection (head-hunting) organisation that recruits heads and deputies for the independent sector.

There are websites that list many of the agencies from their site, for example Agency Central **www.agencycentral.co.uk**, on whose site you are able to sort agencies by type of employment, and 1st 4 Jobs in London **www.1st4jobsinlondon.co.uk**, where many agencies with a much wider recruitment area are advertised.

Putting education recruitment agencies into a search engine will enable many others to be contacted.

Special education

This is an area of relatively high demand. Some re-training may be necessary. Contact local authorities and agencies for vacancies and opportunities.

Supply teachers

Many of the above agencies recruit supply teachers. There are also many local specialist agencies. Putting specialist supply teacher agencies into a search engine will enable contact to be made with them. Direct contact with schools is also useful.

Tutors

Tutors are recruited for work with individuals, in home-school tutoring and as part of distance learning. Basic skills tutor posts and English for Speakers of Other Languages (ESOL) are also available. There are national and local agencies recruiting tutors. National agencies include those below.

Home-School Tutoring	www.homeschooltutoring.co.uk
Open Study College	www.openstudycollege.com
Personal Tutors	www.private-tutors.co.uk

Putting education tutors accompanied by a location, distance learning tutors, basic skills tutors or ESOL tutors into a search engine will enable contact with agencies that work in these sectors.

Other educational areas

The following are links to areas of employment:

ASDAN (Award Scheme Development and Accreditation Network): posts with the organisation and in institutions. Go to: **www.asdan.org.uk/vacancies** and **www.indeed.co.uk/Teacher-Asdan-jobs-in-England**

British Council. Visit: **www.britishcouncil.org**

Charities. There are many paid posts in the charity sector. They are often advertised on websites that also carry voluntary posts.

Child care. Individual organisations, local authorities and agencies, for example, **www.childcarevacancies.com** offer employment.

Civil Service. A variety of posts are advertised and alerts can be set up.

Visit: **[https:// civilservicejobs.service.gov.uk/csr/index.cgi](https://civilservicejobs.service.gov.uk/csr/index.cgi)**

Clerk to a governing body: posts available are advertised for particular institutions online and through local authorities.

School improvement and continuous professional development (CPD) delivery. There are many independent providers, including many of the agencies above. Others include:

ASCL Professional Development: **www.ascl.org.uk/pd**

Creative Education: **www.creativeeducation.co.uk**

Dragonfly Training: **www.dragonfly-training.co.uk**

EdisonLearning: **www.edisonlearning.com**

Lighthouse: **www.lighthouse.co.uk**

Pivotal Education: www.pivotaleducation.com

Educational sales representatives. There are a large number of organisations and publishers that list posts and companies that have sales posts. A starting point might be Simply Sales Jobs www.simplysalesjobs.co.uk/jobs/education_sales_jobs/ and, for publishing recruitment, Atwood Tate www.atwoodtatepublishingjobs.co.uk

Educational charities (and other areas of activity). There are organisations that enable searches of educational charities to be made, such as Charity Portal and UK Charities www.ukcharities.org, as well as agencies recruiting for charities. Many well-known charities have education as an important element of their work, including the Children's Society www.childrenssociety.org.uk and the Royal Society for the Protection of Birds (RSPB) www.rspb.org.uk/vacancies

Working with awarding bodies: exam marking, moderating, and other roles. Awarding bodies such as AQA (Assessment and Qualifications Alliance)

www.aqa.org.uk/help-and-contacts Edexcel

<https://qualifications.pearsons.com/en/search.thml?q=vacanciesand> OCR (Oxford, Cambridge and RSA Examinations)

www.ocr.org.uk/i-want-to/become-an-assessor/ can be approached directly.

There are also specialist bodies such as CACHE (Council for Awards in Care, Health and Education) www.cache.org.uk/Pages/Jobs-with-CACHE.aspx, an awarding organisation in the fields of Early Years, Care and Education, and Playwork, as well as the International Baccalaureate www.ibo.org/examiners/ A full list of awarding bodies is published by the DfE at: www.education.gov.uk/section96/awarding_bodies.shtml

Local authority school improvement services, for example:

- 14-19 development advisers
- behaviour and attendance
- ethnic and minority achievement consultants
- traveller advisory teacher

The changing roles of local authorities and budget restrictions have markedly decreased the availability of these posts. Individual local authorities advertise posts. They are also advertised on sites such as Educationjobs www.education-jobs.co.uk and Teachnetwork www.teachnetwork.co.uk

Museums and libraries. These usually advertise on their own websites.

Building projects and improvement of learning environments. Many organisations such as HCP Social Infrastructure (UK) Ltd www.hcp.co.uk are involved in a variety of projects.

The website Government Jobs Direct www.governmentjobsdirect.co.uk provides a direct link to jobs and vacancies in UK government and public sector organisations.

It has a page of education links: www.governmentjobsdirect.co.uk/index.php?filter=education&area

Educational consultancy

Many of the agency and school improvement and CPD services above rely on consultants or specialists to provide training and educational support for staff in schools and colleges through their advertised programmes and bespoke consultancy work. Contacting them with a suitable letter and your CV to offer your services for a particular course is a suitable initial approach with a view to meeting face to face.

The National College for Teaching and Leadership uses external suppliers and recruits for a wide-range of programmes. Once registered you can access current and future information regarding college projects and download and submit bids for work electronically.

Jobs other than in education

There are many roles where senior staff skills may be readily transferable or added to by appropriate training.

Accountancy	Healthcare	Media
Administration	Hospitality	Recruitment
Arts and Heritage	Housing	Retail
Board member	HR and Training	Sales
Charities	Insurance	Science and Environment
Environment	IT and Telecoms	Secretarial
Finance	Management	Senior executive
Government	Marketing and PR	Social care

Graduate posts in many sectors are advertised on the Government Jobs Direct site, the Prospects website www.prospects.ac.uk and FreelIndex www.freeindex.co.uk/jobs/ All can be searched by job type and area.

The Professional Careers website www.totalprofessions.com features more than 270 professional bodies, and is designed to show how membership of a professional body can improve your career, enable you to find out how professional bodies can assist your career aspirations, and has a section enabling you to search for an appropriate future role.

There are specialist recruiters. Odgers Berndtson www.odgersberndtson.co.uk is an executive recruitment agency for the private and public sectors. Most of the agencies listed recruit to other sectors of employment. Agency Central www.agencycentral.co.uk carries lists of recruitment agencies and job sectors and enables a job search by your defined area.

Before any financial transaction or entry into any agreement, you are advised to seek advice about the organisation's quality and standing.

National newspapers carry details of posts, including the Wednesday issue of The Guardian, also to be found on **www.guardian.co.uk/society** (which gives access to jobs in many other sectors than society), The Times **<http://jobs.thetimes.co.uk>** and The Daily Telegraph **<http://jobs.telegraph.co.uk>** Local newspapers also often carry advertisements for a wide range of jobs.

What succeeds best?

While all the above methods are valuable, What Color is Your Parachute?, a book which reflects the American situation, lists the following as most successful:

- approaching employers directly by 'knocking on the door'
- using local directories to identify organisations in the fields of interest that attract you and then visiting employers
- asking for job leads from family, friends, people in the community and at the equivalent of job centres, and using social networking sites
- joining a job club: the UK has many job clubs. A good starting point is the National Work Clubs, Christians against Poverty runs clubs nationwide and is able to help anyone through courses and individual advice: **www.capuk.org/i-want-help/cap-job-clubs/introduction**
- a life-changing job hunt involving detailed analysis, described fully in the book What Color is your Parachute?

With the caveat that no particular method works for everyone, these methods in finding a job in the UK should not be discounted.

6 The paperwork

When you have decided what job to apply for, making an exemplary application is essential. You may have existing, recent material to base an application, or may need to start from scratch. Whatever, you will be judged on what you send to a prospective employer. That is likely to be all that the prospective employer knows of you, unless you are referred to on the web or have a Facebook or other social media account. If you have a social media presence make sure the information is professionally appropriate.

Writing CVs

A Curriculum Vitae (CV) gives an employer an idea of your potential and how employing you might be of benefit. It is not an autobiography but rather a selling document containing an outline of your educational and professional history and a short description of the skills, qualifications, interests and experience you can offer.

Generally it contains personal details such as your contact details; details of your education and qualifications; professional experience; and additional information, such as significant professional development. It may include information about your leisure interests. You could also add referees (people who have agreed to verify what you have stated and add their own views about your suitability for a particular job, for example current/past employer).

Some application processes do not require CVs; if an application process indicates that a CV is not required, do not send one. However, even if a CV is not required, constructing one does help you set out clearly for yourself the strengths you have and your career history.

The aim of a CV, like the application form, is, initially, to get you to the interview for the post and subsequently to get the job. How you perform at an interview is of course crucial, but only the people with the best CVs and letters of application get to that stage.

This means that your CV must be presented professionally, clearly, and in a way that indicates you are an ideal candidate for the job. That is, it must

show you possess the skills, experience, behaviour and attitude that the employer is seeking. The way you present your CV effectively demonstrates your ability to communicate, and how you present yourself as a possible future employee.

In your CV it is important to emphasise your attributes in strong, relevant and expressive terms; modesty does not work particularly well in any CV.

There is no one way of setting out a CV; differing sectors of employment have differing preferred formats. Two formats are in general use:

Performance CVs. These are normally used where you are staying in the same sector of employment. The CV:

- lists employment history, starting with the most recent post
- highlights job title and organisations you have worked for
- gives for each organisation the responsibilities you held and the successes (outcomes)

See Appendices 1 and 2 for examples of performance CVs

Skills-based CVs. These can be used if you want to change direction in your career.

The CV:

- emphasises transferable skills and competencies
- focuses on your achievements, listing them under headings such as Team Skills, Development Skills and Leadership and Management Skills, but does not list them post by post
- details the history of the organisations (with dates) you have worked for at the end

Key points

The CV is targeted on the specific job for which you are applying and brings out the relevant skills you have to offer. Adapt your CV to suit the specific post for which you are applying.

The CV should be carefully and clearly laid out – logically ordered, easy to read; not too cramped but not with large empty spaces either. Use bold and/or italic typefaces sparingly, only for headings and important information. Pay attention to detail such as alignment.

Never print a CV double-sided – each page should be on a separate sheet of paper. Always print your CV on high quality paper.

It is a good idea to put your name and the current date (showing it is up to date) in the footer area.

A CV should be informative but concise.

Make sure it is accurate in content, spelling and grammar.

Be truthful: selectors understand that you want to show yourself in the best possible light but it can be embarrassing to get caught out at interview if you have told an untruth or even exaggerated unreasonably.

Highlight your achievements: selectors like to see what you have done, not just who you have worked for. Make the most of your training and qualifications: selectors are looking for evidence of serious commitment and will appreciate relevant professional development and membership of professional bodies.

You can find further help with CVs on **www.totaljobs.com** and follow links to careers advice.

Completing application forms and writing letters

As a senior team member you will have read many forms and letters of application. Applying for posts has its own discipline. What follows is a brief résumé of key points.

Mistakes, poorly written letters and what looks like a casual attitude are, regrettably, found even in applications at the highest levels of seniority. Simple, basic errors can cause immediate rejection.

The application form

Before completing the form, carry out background research to establish the context of the post. Check the organisation's website and seek out other sources of information. For posts in school, for example, check Ofsted or Estyn reports and also look at information on the BBC education website:

www.bbc.co.uk/news/education-11950098

What do the job description and person specification say about the skills, knowledge and other attributes sought?

Before anything else, photocopy the application form or save it on your computer and print out copies so you have forms on which to practise.

Follow instructions to the letter. Throughout the form:

- If a particular font or font size is requested, use it.
- Write within boxes, never outside them.
- Delete neatly where requested on the form.
- Don't overprint or change details. If you make a mistake, start again.
- Don't leave gaps in your life: it looks as though you have something to hide.
- Fully complete the form.
- Make sure all information is accurate.
- Double check whether the form asks for the earliest or most recent post held first. Make a mistake and you run the risk of the selection panel saying, 'Couldn't even fill out the form correctly'.

Where a particular question is not relevant to your background or experience, write 'Not applicable' in the space provided (unless requested otherwise); if left blank it may appear that you have overlooked it.

Some areas on forms have apparently simple headings, 'Professional achievements in or beyond school' for example. For a senior level post in a school or college significant whole-school achievements are sought; beyond school, examples might be major responsibilities with a public examinations board or secondment to the local authority leading a project, or advisory work of a substantial nature with a local authority or individual school.

Never say 'see CV', rather than completing the form.

Make sure your contact information is accurate and appropriate. Nobody wants to waste time desperately trying to get hold of a candidate.

If you have a disability, have you mentioned any arrangements you may need at interview?

If completing a form electronically, check that the formatting has not mixed up or aligned incorrectly information such as dates of qualifications and career history. Try sending it to yourself. As some systems have been known to crash due to the number of application forms received just before the deadline, send it well before the closing date and check it has arrived.

You could also send a hard copy.

Choose appropriate referees. One should be your previous or current employer: the headteacher or, if you are the head, speak to the local authority or other employer clarifying who you should name. The other could be a personal referee, someone who has known you reasonably well for at least five years. Always ask before using someone as a referee.

If you are receiving support from a regional or field officer, seek their advice about what to say as the reason for leaving or not being in post, if that is the case, and about who to use as referees. Do also seek their opinion of the written material when you have a final draft.

The letter

The letter is of vital importance. If well written it will make you stand out from other applicants. It should initially answer positively the question 'Why should I see you at interview?'

The letter must be well-constructed, logical, engaging and persuasive.

Again, basics count. Follow instructions:

- To whom is the letter to be written?
- Are there a specified number of words or pages?
- Use a minimum of 10 point, and a clear business-like font.
- Leave a margin at the top, bottom and sides of the page.

Make sure you follow the conventions of a business letter; for example

- fully blocked layout
- a line between paragraphs
- if starting 'Dear Sir' or 'Dear Madam', end 'Yours faithfully'; if writing to a named person, start 'Dear Ms Smith', end 'Yours sincerely'.
- sign the letter and, ideally about six lines below the space for your signature, print your name but don't add qualifications here.

Too basic? Letters sometimes are written, even at this level of seniority, to the wrong person, in a miniscule font size, at an inappropriate length, end with the wrong complimentary close. It does not help.

Depending on the post and the organisation's culture, your letter may be read by a variety of people of differing backgrounds. In schools and colleges, expect both governors and professionals to read the letter. So, beware of over-use of acronyms, abbreviations and educational jargon: their use can alter the feel of a letter as well as leaving some readers mystified. Unless a word has entered common parlance, such as 'Ofsted', write it in full the first time it is used: 'I joined a working party to construct the Planning, Preparation and Assessment (PPA) Policy.'

There may be no indication of the desired letter content. Never use the same letter for every application: the shape, emphasis and content will differ for each.

In the first paragraph say why you are applying for the post, for example:

'I wish to apply for the post of Business Manager. I believe I have the required qualifications, experience and skills that you seek.'

In the following paragraphs, unless instructed otherwise, set out what attracts you to the post (and organisation) and pick out up to five qualities that are sought; demonstrate that you have them using concrete examples, for example, in applying for senior posts in schools, giving evidence of ability to raise standards citing percentage examination improvement over three years.

If you are addressing how you fulfil the person specification, do so in the order in which it is written.

The selection panel should readily gain a positive picture of your educational values and, above all, what the benefits of appointing you are.

Ensure that you come across as enthusiastic and motivated; never say anything derogatory about current or past experience. And be careful in using 'I' and 'we': say what you have contributed specifically, and ensure team contribution is acknowledged where appropriate.

Rehearsing past achievements or current practice alone is not what the selection panel seeks.

The letter should be balanced between past experience and the future contribution you will make: your assessment of the demands of the post and how you will approach the issues and challenges is likely to be favourably received.

Some letters may require a particular structure; for example:

'Write a letter of application that sets out your initial priorities as headteacher at The New Green High School. Demonstrate how your experience has prepared you for the challenge and how you would approach the task.'

You can then use headings of, say, Priorities, Experience, and Approaching the Task

to show how your skills and achievements are relevant to the post for which you are applying to assist the panel members in making their decisions.

Be careful with cutting and pasting. Mistakes and unsought change in the flow of a letter can occur.

After all the work that has gone into your letter, if sending hard copy, do use high-quality paper, printer and print setting.

Before sending the form and letter, check you are sending them to the right person. In schools and colleges, is it the headteacher, principal, clerk to the governors or chair? Is it to go by post or email? And will it get there on time?

Finally, for later reference, print off a copy of what you send.

7 The selection process

As a senior member of staff you will have extensive experience of the selection process of posts at this level. However, the experience of applying and being interviewed as a candidate may not be recent. This guidance is offered as a starting point against which to reflect on your personal position.

Many of the principles of the selection process described in relation to senior posts in schools and colleges apply to all posts, in particular the detail on interviews and the way to prepare and present yourself.

Selection for senior leadership team posts

Governors, principals and headteachers seek an outstanding candidate. You will need to convince the selection panel that you are exactly that.

The time to start planning is when the letter arrives or when the phone rings with that important message. Accept straight away. And begin the preparations.

On the day you will need to arrive knowing:

- Exactly what the school or college said they are seeking in the person specification and job description.
- Background information about the school or college and its community. Research Ofsted reports, detail online, information sent to you and colleagues' knowledge. What are the strengths of the institution, the weaknesses and opportunities?
- The detail in your application. What did you write? 'I improved the examination results every year for five years?' 'I turned the budget round from an inherited deficit to a sound financial position?' Take time to amass concise and hard evidence of your achievements and how you accomplished them, and then to make relevant links with the post you seek. You will be ahead of those who just talk generally about their experience.

Do you need more information? A polite request may bring it, or indicate that it will be made available on the selection days.

If invited to visit before the selection days, go if possible, although pre-selection visits are not part of the formal selection procedure.

Then there are the all-important details. What to wear? Business dress is always right: 'If in doubt, wear a suit' remains good advice.

How are you going to get to the interview? How long will it take? Travel is likely to coincide with the busiest traffic of the day. Allow for that. The candidate who arrives late certainly will be remembered!

Prepare thoroughly for interviews. In one form or another you are likely to be asked:

- Why have you applied for this post?

- What are your strengths and weaknesses? Weaknesses need careful consideration. As a senior member of staff you do not want to appear weak in an important area. Prepare to speak about a facet you have improved or an area you have strengthened.
- How has your career so far (in particular your present or last post) prepared you for this role?
- What have been your major achievements?
- What outstanding benefit will we get from appointing you?

Think about testing your planned responses on a colleague for feedback.

Selection days

Everything counts on the day, not just the formal programme where how well you fulfil the person specification is central.

The time-honoured 'You only get one chance to make a good first impression' is very pertinent. Doing up a tie as the prospective headteacher crossed the playground; speaking abruptly with the receptionist; vehemently criticising the secretary for having to pin a name badge to a suit; these first impressions of candidates have all happened and been passed to the selection panel.

Selectors may say 'If that is what they do on interview day, what does it say about what we can expect in September? Is that the standard we want?' Success has evaded candidates based in part on what may appear minor matters.

Arrive as the prospective postholder. Applying for the post of business manager? Be that person. Hoping for headship? Behave and speak as the new head.

There may be many differing selection activities. Thinking carefully about what the selection panel hopes to get out of each is important.

In all activities, apart from an assumed knowledge base, how you relate to people, the panel or audience (and other candidates in the activity if in a group situation) is crucial. Above all, be yourself.

In schools and colleges, possible activities, depending on the post, include:

- Meeting for an introduction to the school. Maybe with the chair of governors, principal, headteacher, or members of the senior team. What will be the first impression you give?
- A tour of the school. This may be with a student or students, or a member of staff. They will be asked for feedback.
- Meetings with staff. Senior team (individual or group), middle managers and staff groups. Get the balance between listening and speaking right. Their thoughts will be sought.
- Presentation. You may be asked to present to the final panel, staff as a whole or a group of staff. You may be given the topic before the selection process or during it.

Ensure the material is appropriate of the particular school or college. Try to use as few notes as possible. Never read out a script. At least know by heart the opening and closing sentences.

- Assembly. Taking an assembly for the whole or part of the school. How will you come across?
- Scenarios/crisis management. For example, written reaction to, or group discussion of scenarios.
- Group exercise. 'Goldfish bowl' exercise(s) observed by the whole selection panel. When working with other candidates do not dominate; draw others into discussions.
- Written exercise. Analysis of data on a school improvement topic or other matter. Style and accuracy are likely to be assessed.
- Teaching a lesson. Ensure the school knows your requirements for your lesson well in advance.
- Lesson observation. To see how perceptive you are in assessing the quality of learning and teaching and giving feedback accurately and in an appropriate manner.
- Social. Refreshments with staff; a more structured occasion with senior staff, governors and possibly invited guests; lunch with students or the school or college council. How do you relate to them?

Interviews

One-to-one interviews or discussion groups: This may take place with students, staff and, possibly, governors.

Panel interviews: May be used to discuss elements of the post. The panel may be staff, students or governors or a mix of governors and staff.

For all posts there is likely to be a final single panel of governors and (other than for the post of headteacher or principal) senior staff.

Interviews need particular thought:

- Wait to be offered a handshake, sit down when invited; make eye contact with each of the interviewers.
- Adopt an enthusiastic, alert, positive mind-set.
- Answer every question honestly and openly.
- Watch for how long you are speaking: good interviewers will tell you the length of the interview and how many questions they will be asking.
- Be confident and positive about your strengths, but do not 'big yourself up'.
- Seek clarification where needed.
- Relate your current experience to the post you seek.

- When discussing improvements you might make if appointed, be constructive, pointing out areas for development.
- Never become aggressive if your answers are challenged.
- Use humour advisedly. What may seem amusing to you may not be to particular members of the panel.
- And, as for all activities, turn off your mobile phone!

On selection days, what you have to say clearly counts, and so does the way you present yourself and the overall impression you give in the context of the future role. Therefore the detail of your day is important.

Arrive on time for appointments. When you have 'free' time, do not spend it sitting with the other candidates. Talk to teaching and support staff, and students: your interest always gets back to the selection panel.

Be unfailingly courteous to everyone, and in talking about colleagues: the candidate who deprecates their current or previous school or college will be seen as disloyal. Building a relationship with the selection panel is also really important.

Selection for posts other than in education

There is very good advice available on <http://tinyurl.com/lyuto>

While much of the advice above is applicable to posts other than in education, the following points may be of help.

Research as much as you can about the company or organisation. Request a copy of the company's employment terms and conditions or employee handbook before the interview, in order to save time covering routine matters during the interview.

Prepare your answers for the type of questions you will be asked, particularly around why you want the job, what your strengths are, and how you would fulfil the job requirements. Be able to state your greatest achievements.

Prepare appropriate questions to ask at the interview. There is good further advice on the Businessballs website.

Assemble hard evidence to show how you achieved what you did in the past. Proof will put you ahead of those who merely talk about it.

Make sure your CV is up to date, well presented and, even if already supplied to the interviewer, take three copies with you (one for the interviewer, one for you and a spare in case the interviewer brings a colleague in to the meeting).

Find out as much as you can about the company, remember the relevant issues, and ask questions about the areas that relate to the organisation and the role. The following information will help you to be prepared:

- The company's sales brochures, literature, in-house magazine or newsletter.
- Any local or national newspaper articles featuring the company.

- A trade magazine covering the company's market sector.
- Competitor leaflets.
- A serious newspaper for the few days before the interview so you're informed about world and national news.

Particularly think about how to deal positively with any negative aspects of your situation, skills and employability. Evading or distorting facts rarely succeeds.

From the job advertisement it is sometimes possible to discern whether there is the opportunity or intent to re-define or develop the role itself. Sometimes it is a stated requirement and most jobs in face offer this potential. Therefore it is well to rehearse for this, in case the question arises.

Job interviews in the private or public sector rarely follow a set pattern; companies will vary the length and types of activity to fit the post. They may consist of a single one-on-one interview or a full day of interviews, presentations and exercises. Other than taking assemblies and lessons, many of the activities listed above apply to interviews outside education as well. You should be given some indication when invited as to how long you will be expected to be there and if there is anything in particular to prepare beforehand, such as a presentation.

An ASCL consultant is always available for individual professional support in preparing for future appointments, for example one-to-one help in interview practice, presentational skills, the writing of application letters and preparing CVs. Your regional or field officer will have details; otherwise, contact ASCL Professional Development office at ASCL headquarters on **0116 299 1122** or **consultancy@ascl.org.uk**

8 The third sector, including volunteering

The third sector is made up of charities, voluntary organisations, social enterprises, and businesses trading for social and environmental purposes. There are international, national and local organisations in the sector.

Paid and voluntary posts are available. However moving directly into paid posts can be difficult. Gaining relevant voluntary experience first will enhance the possibility of paid employment.

Information about this sector can be found in newspapers, from websites and through libraries. Some towns and cities have volunteering centres that collate volunteering opportunities in the area. The National Association for Voluntary and Community Action (NAVCA) website **www.navca.org.uk** has links to third sector websites.

There are websites that have information on a wide range of posts. The following may be useful starting points:

Third-Sector jobs: **<http://jobs.thirdsector.co.uk>**

Charity jobs: **www.charityjob.co.uk**

Voluntary Sector jobs: **<https://ukcharityjobs.com>**

Volunteering

There is a vast range of opportunities in the UK and abroad for which to volunteer.

There is also a wide range of work available, even within a particular organisation, including administration and office work, advice and information giving, architectural and building work, befriending, care and support, catering, committee work, computer work, conservation, counselling and listening, DIY and practical, driving, entertainment, finance, fundraising, gardening, home-based work, information management, legal work, marketing and PR, online volunteering, retail work, room steward, teaching and tutoring, and trusteeship.

Sources of volunteering opportunities can be found nationally, by county, city or town, or by sector:

Overarching organisations provide a range of information and details about many vacancies. Some specialise in their information.

Area registers of opportunities can be found by putting Volunteering followed by the name of a county, city or town into a search engine. Volunteer centres coordinate and advertise volunteering opportunities in particular places and areas. Your nearest volunteering centre can be found on the website **www.do-it.org.uk** or **www.gov.uk/volunteering/find-volunteer-placements** Contacting your local council may be a useful way to find out about community projects in your area. Libraries have information about local groups, charities and any seasonal opportunities.

You may have a particular sector of interest such as animals, children, health, the homeless or those with sensory impairment. Putting Volunteering followed by the interest into a search engine is likely to set out many opportunities. Many organisations have a wide range of volunteering opportunities available. Some have specialist programmes; for example Community Service Volunteers has a programme for those over 50, the Retired and Senior Volunteer Programme (RSVP) **www.csv-rsvp.org.uk**, provide people with volunteering opportunities in England, Scotland and Wales.

There are many ways in which to volunteer, depending on how much time you can spare. Full-time, part-time, evening and night volunteering are offered by various organisations. It is possible to go overseas for weeks, months or years. Organisations have programmes for 'grown-up gappers' and retired volunteers.

In deciding what type of volunteering to do and with what organisation, important questions to answer include:

- What do you hope to get out of volunteering, for example meeting new people or gaining new skills?
- What kind of voluntary work appeals to you?
- Are there particular organisations you would like to support because of what they stand for or the work that they do?
- How legitimate and sound is the organisation?
- What skills or experience can you offer?
- What support and/or training will you receive in the work you will be doing?
- What does the organisation offer and what does it expect from you?
- How much time can you give and when can you give it?
- What are the monetary implications?
- What impact will volunteering have on your existing commitments, family, paid work if you have any, and leisure commitments?

A selection of overarching organisations

Community Service Volunteers: **www.csv.org.uk**

Do it: **www.do-it.org.uk**

Reach (skilled volunteers)

Becoming a trustee: **www.reachskills.org.uk** **www.reachskills.org.uk/trusteeworks**

Volunteering England: **www.volunteering.org.uk**

Volunteering Northern Ireland: Volunteer Now **www.volunteernow.co.uk**

Volunteer Scotland: **www.volunteerscotland.net**

Volunteering Wales: **www.volunteering-wales.net**

A selection of specific organisations

Age UK: **www.ageuk.org.uk**

The Conservation Volunteers (TCV): **www.tcv.org.uk**

Deafblind UK: support for those who are both deaf and blind: **www.deafblind.org.uk**

Eden Project: eco-visitor attraction and education charity **www.edenproject.com/support-us/volunteer/index.php**

English Heritage: **www.english-heritage.org.uk/support-us**

Guide Dogs: **www.guidedogs.org.uk**

Home-Start: helping families with a variety of problems **www.home-start.org.uk**

Hospices: **www.hospiceuk.org.uk**

Learning volunteers:

Bletchley Park: **www.bletchleypark.org.uk**

British Museum: **www.britishmuseum.org**

Macmillan Cancer Support Cancer Research UK: **www.macmillan.org.uk**
www.cancerresearchuk.org

Magistracy: **www.judiciary.gov.uk/about-the-judiciary/judges-magistrates-and-tribunal-judges/judges-career-paths/becoming-a-magistrate**

National Autistic Society: **www.autism.org.uk/advocacy**

National Trust: **www.nationaltrust.org.uk**

National Society for the Prevention of Cruelty to Children (NSPCC), including Childline
www.nspcc.org.uk

Red Cross: **www.redcross.org.uk**

Royal Society for the Prevention of Cruelty to Animals (RSPCA): **www.rspca.org.uk**

Samaritans: **www.samaritans.org/volunteer-us**

Talking Magazine for the Blind: **www.tnauk.org.uk**

Time Bank: tackling social issues: **<http://timebank.org.uk>**

Witness support: **www.victimsupport.org.uk**

Royal Voluntary Service: **www.royalvoluntaryservice.org.uk**

Young Enterprise: **www.young-enterprise.org.uk**

Salvation Army: **www.salvationarmy.org.uk**

Opportunities abroad

Gap 360: **www.gap360.com**

Mondo Breaks: **www.mondochallengefoundation.org**

Progressio: **www.progressio.org.uk**

Projects Abroad: **www.projects-abroad.co.uk**

Voluntary Service Overseas (VSO): **www.vso.org.uk**

Work and Volunteer Abroad (WAVA): **www.workandvolunteer.com**

9 Education, training and leisure activities

Education and training

Continuing with personal education or taking up training could be a full-time or part-time way forward. There are many ways in which to learn, either institution- or home-based, through being taught during the day or in the evening, or through distance learning. Local FE colleges offer a wide range of courses, often in conjunction with universities.

There are sources of funding available to support some areas of study.

Whether you are interested in a further degree, or gaining a new skill, you can begin to look at the possibilities online locally and nationally by entering 'Adult Learning Opportunities'.

Advice on postgraduate studies can be found at: **www.prospects.ac.uk/postgraduate_study.htm**

There are many distance learning opportunities, such as through Learndirect

www.learndirect.co.uk, the National Extension College **www.nec.ac.uk** and the many private providers, for example, The International Correspondence School

www.icslearn.co.uk You may consider joining the Open University **www.open.ac.uk**

Pursuing leisure activities

Looking after yourself by pursuing existing interests or developing new activities will undoubtedly help to overcome feelings of helplessness in the circumstances surrounding the loss of a job. These are some suggestions that have worked well for others:

- Take up or resume a regular physical activity: walking, the local gym, swimming, sport or other active leisure activity.
- Join a local or regional social group: writers' circle, language conversation class, painting group or music group. Libraries and the internet will have details.
- Join the University of the Third Age (U3A). Membership is not age-specific and there is no lower age stipulation for membership. It was established for people who wish to pursue interests after employment. There are many local groups.

See: **www.u3a.org.uk**

- Travel independently in/with a group.
- See a life coach.
- See a professional counsellor to overcome stress, best found through
- Your GP.

10 Finally

If you read this publication in circumstances you are finding hard to deal with, don't despair.

In the experience of those of us who have worked with and for the association, the vast majority of our colleagues who find themselves in exceptional, difficult circumstances do come through with a new sense of purpose and, often, a much happier lifestyle.

Don't hesitate to get in touch with the association at any time.

We wish you well.

Appendix 1

Sam Lynch

Brecon, The Avenue, Thurston,

Suffolk IP31 5SZ

01359 859142 / 07798 000555

sam.lynchme@gmail.com

PROFESSIONAL PROFILE:

Versatile and committed Business Manager of a comprehensive school, with extensive experience in educational and commercial practice.

Five years of business management and team leadership in a high-performing school.

Breadth of knowledge, experience and influence from commercial sector transferred to education field.

Skilled in management of finance and business generally: strategy and planning, budget and policy, communication with staff at all levels.

Consulted by senior team on finance and marketing of school.

Obtains funding for school that has made expansion of educational opportunities for students of all ages.

Self motivated and supportive of colleagues.

CAREER EXPERIENCE:

The Avenue Technology College, Billton

2005 - 2014

Business Manager

Leads high performing team in comprehensive school of 1900 securing financial stability and additional funding in competitive environment reporting to headteacher.

Achievements

Consistent achievement of prime targets over each year of being in school.

Frequent positive comment from holders of responsibility on clarity of work and support for education.

Lead team producing meticulous accounting practices; recognised as outstanding by auditors.

Prepares and monitor future funding projections.

Lead professional development programme for support staff across the school.

Mentioned in Ofsted Report 2007 as providing strong support to the leadership team.

SERISE EXTRUSIONS, Wakefield

1998 - 2005

Marketing and Sales Director

Responsible for worldwide sales and marketing of aluminium impact extrusions to the automotive, defence and packaging industries. £4m sales in Europe and USA.

Achieved 13% sales increase against fierce competition with profits achieved by focusing on sales opportunities with constant revenue and long term potential.

Growth in export share from 30% to 50% of sales turnover.

Conducted market studies in New Zealand, Poland and North America and obtained new business in all.

CELEBRATION INTERNATIONAL, Norwich

1994 - 1998

Commercial Services Director

£20m market leader in toys. Responsible for sales planning, market research, consumer services, storage, distribution and quality control. Previous positions include export sales and marketing management roles to Europe and worldwide.

Gained marketing leadership with turnover doubled in last five years by offering excellent product and customer services using Total Quality Management (TQM) principles.

Restructured sales team and marketing support to maintain growth.

Launched SANDY toys brand with fourfold growth in three years.

PLEASANT CHEMICALS, Kent

1988 - 1994

Management Trainee

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT:

ICT - Microsoft Office Suite, Internet Customer Relationship Management (Captavia)

RSA - Assessor (D23/33 Standard)

The Institute of Export - Member (MIEx)

University of Barnstaple - BA (Hons) Modern Languages (2:1)

Pilton Comprehensive School - GCSE, A level examinations

INTERESTS

Drama: Lead and producer of many plays. Most recently produced Macbeth for the Suffolk Green Festival Theatre

Swimming: Previously swum at county representative level; now coach to county team

Cookery: Cordon Bleu chef

Appendix 2

Phil Bearing

Address: The Cedars, Burr Close, Newton,
Derbyshire NT33 3AB

Tel: 01168 234363 / 07889 459870

Email: phil.bearing30065@hotmail.com

PROFESSIONAL PROFILE:

Versatile and committed Deputy Principal of a community college, with extensive experience in educational and professional matters.

Seven years of senior team leadership in an 'outstanding' community college.

'Senior team leadership and management are outstanding, resulting in a relentless pursuit of excellence in all aspects of the school's work',

Ofsted 2009

Breadth of knowledge, experience and influence within the educational field.

Skilled in educational management: strategy and planning, budget and policy, staff and team-building, and communication/liaison.

Adaptable and innovative. Quick to introduce effective change.

Excellent interpersonal, communication, influencing and presentation skills.

Works well in a team and on own initiative.

CAREER EXPERIENCE:

The Blue Hills Community College, Newton

2001 - 2014

Deputy Principal

Led staff teams in many aspects of school management, including student performance and standards, curriculum innovation and professional development.

Skills and achievements

Provide strong leadership within the college and has a broad yet distinctive vision for education together with enthusiasm, commitment and hard work that have had a positive impact on standards.

Possess motivational team leadership skills that create a common sense of purpose shared by staff and governors.

Lead inspiring integrated professional development programme for teaching and support staff across the college. Also supports internal and external providers.

Lead staff in whole-college coaching programme that has been judged outstanding by Ofsted.

Raised achievement at GCSE, AS and A2 higher than the national norm. Contributed to increasing 6 Sixth Form from 100 to 150.

VERACITY COLLEGE, Somerset

1995 - 2001

Faculty Head

Led faculty of 16, raising achievement at GCSE, AS and A2. GCSE across faculty improved from 45% A*-C to 75% A*-C

Had responsibility for Professional Development for Faculty and College; main themes: raising standards of learning and teaching; classroom behaviour management; insightful performance management for middle leaders.

BAYSWARD SCHOOL, Swindon

1991 - 1995

Head of Department of Geography

HOPE GREEN COMPREHENSIVE SCHOOL, Hampshire

1988 - 1991

Teacher of Geography

Education and qualifications:

University of Anglesey 2003 - 2007

MBA in International Educational Leadership (part-time)

University of Bridlington 1987 - 1988

Certificate of Education (Distinction)

University of Croydon and Bromley 1984 - 1987

BA (Hons) Geography (2:1)

Sidcup and Chislehurst Comprehensive School 1978 - 1984

GCSE, A Level examinations

PUBLICATIONS:

<i>Schools for the 21st Century</i> (Co-editor)	Pearson Education, 2001
<i>The Developing World</i> (Editor)	Basil Blackwell, 1997
<i>Geography in Focus</i> (Editor)	Macmillan, 1995
<i>Spotlight on World Problems</i>	Macmillan, 1993

INTERESTS:

Fell walking and long distance cycling. Have raised £4,000 in the last three years for Macmillan Cancer and the Rick Keeble Memorial Trust by cycling across the USA and Australia.

Writing: Senior Team Leadership in Challenging Circumstances to be published next year. Contribute regularly to the Times Education Supplement.

Appendix 3

Chris Fourstand

Address: The Obelisk, 52 Church Road, Dinston,
S Riding Yorks DN52 4BY

Tel: 01453 341241
07769 999444

Email: chris4stand@gmail.com

References: available on request

Personal Profile

An ambitious and hard working individual, my professional achievements in a wide variety of settings demonstrate my commitment and ability. I handle multiple tasks on a daily basis skilfully, working well under pressure:

Methodical and rigorous approach to achieving tasks and objectives.

Extremely reliable and dependable, high integrity and diligent; strive for quality.

Self-driven and self-reliant, set aims and targets and leads by example.

Seek and find solutions to challenges.

Tactical, strategic and proactive - anticipate and take initiative.

Energetic and positive outlook, which inspires others to highest standards.

Experience and Strengths

Outstanding leadership skills

An enthusiastic, focused, dynamic, visionary leader with strong team-building skills. Fifteen years of senior team leadership in a variety of settings, most recently as Principal of an 'outstanding' large college serving a challenging community.

Effective communication skills

A high level of verbal and written skills; ability to resolve conflict and enthuse and inspire others.

High level organisational skills

High level negotiating and planning skills based on experience of personnel management.

Sensitive interpersonal skills

Politically aware, with high emotional intelligence, relating and influencing a wider variety of audiences; excellent listening and counselling skills that are recognised in ability to resolve conflict and inspire achievement.

Sound business acumen

Able to plan and prioritise complex projects and ensure success within budget.

Achievements

Focus on success

Students and staff have achieved highest outcomes. Over the last six years student achievement is in the top 10% of national results at all levels; staff have been promoted within the organisation and to others eg seven senior leadership members are now headteachers.

Financial deployment

As a leader with commercial foresight and skills, effective use of annual revenue budgets over £6 million and acquisition of capital budgets of £20m has led to outstanding facilities and underpinned institution success.

Community involvement

Integration of voluntary provision from parents, local community organisations and national bodies to provide a wide range of activities and provision for local people and students, for example building of new sports centre facilities (used by fifteen local clubs and individuals), music, drama and dance suite (used by local orchestras and groups), and library for joint community/institution use.

Career History:

Principal

Green Vale College, Green Vale, South Riding, Yorks	2005 - 2011
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Vice Principal

The Grange High School, Debenholt, Suffolk	2003 - 2005
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Head of Communications

Old Hill School and Community College, Cranston, Kent	1998 - 2003
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Senior Communications Manager Grove and Co. Ltd, Greenford	1995 - 1998
Teacher of English and Drama, Nicholson College, Watford	1981 - 1998

Education and Qualifications

University of Brighton and Hove	1987 - 1988
Certificate of Education (Merit)	
University of Sidcup	1984 - 1987
BA (Hons) English (2:1)	
Dullingham College, Cambridge	1978 - 1984
GCSE, A Level examinations	

Interests:

Fund raising and editing magazine for the local hospice.
 Local radio (presenter) and hospital radio (presenter and producer).
 Chairman, The Portcullis Trust for Young Offenders.

Appendix 4

Improving your CV

A guide on improving your CV can be found on the ASCL website:

www.ascl.org.uk/help-and-advice/guidance-papers.html

Alternatively contact ASCL to order a copy, **0116 299 1122**.

