

Section Five: The World of Work

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PRESENTING YOURSELF ON THE JOB MARKET

Ask students to select at least two advertisements from a range of newspapers or magazines.

Discussion questions:

- What product is being sold?
- Who is the product/advertisement aimed at?
- Why do people sell products?
- What sorts of products are for sale?
- What techniques are used to help sell products (e.g., free gifts, good-looking people etc)?

Ask students to think about how advertising is similar to applying for a job. Trying to get a job, requires one to "sell him/herself" to the company to which they are applying. How do you sell yourself? What skills are you selling? What do you need to know about your potential?

What research is needed about a potential employer? Discuss how to obtain information such as the following and how that information can help.

- Annual reports
- Share price
- Name of Chairperson/Chief Executive
- Press articles

HOW DO PEOPLE CHOOSE CAREERS?

Introduction

If you ask around your neighbours and relatives as to how they chose their careers their answers would probably be in one of the following ways:-

- 1 - By accident
- 2 - On impulse
- 3 - By matching talents to job requirements
- 4 - By long-term planning

These are the four most common ways but obviously we wouldn't recommend all of them.

The next pages are to help you to be aware of the different ways and the pitfalls or advantages.

These pages are meant to be informative and to help you in developing and understanding your own decision-making skills. There are questions at the end of each section to help you analyse each 'way' and also for use in discussion with your group or mentor depending on how the sheets are used.

Skills you may have been using include -

- ◆ Making a report to a group
 - ◆ Contributing to a discussion
- Add one other of your own**

How do people choose?

By accident

Choosing by accident - Chance meetings, unplanned and unpredictable events affect our lives. How much notice should we take of such things?

TASK

Read Joanne's Story and then discuss the questions with a partner or with your group.

Joanne's story

On the way home from school one evening during her last but one term at school Joanne noticed a parcel lying in the road. Realising that it could be dangerous for cyclists she went to move it to safety. When she picked it up she noticed that it was unopened and had obviously been dropped before being delivered to a local printing works. Joanne decided to take it to the company as it was near her home. The gatekeeper took the parcel and made a note of her name and address.

She had forgotten about the incident until a couple of weeks later when she received a letter from the Managing Director expressing his gratitude as the parcel had contained some valuable artwork for a brochure the company was producing. He invited Joanne to visit the factory to see something of their printing processes.

Joanne decided to go and during her day there had a long conversation with the personnel and training manager which included her career plans - as yet hardly thought about! The manager was impressed by Joanne's personal qualities and offered her a traineeship for when she completed her Year 11 in a few months time, irrespective of her GCSE results. Without hesitation Joanne accepted and felt that it was fate that she had found that parcel and was pleased that she had 'waited for something to turn up'.

QUESTIONS

- 1 - If you were Joanne would you have accepted a printing traineeship as willingly?
- 2 - What, if any, difficulties might there be for Joanne with other trainees when she starts?
- 3 - Do you think that the company was taking any risks by offering Joanne a job in this way? If yes, what were they?
- 4 - How much notice, do you think should be taken of accidental events in choosing a career?
- 5 - What dangers are there for career choice in 'waiting for something to turn up'?

How do people choose?

Matching talents to job requirements

Can successful career choices be made easily by matching up qualities/talents in people with those required by the job?

TASK

Read Jaeesh's story and then discuss the questions at the end with a partner or with your group.

Jaeesh's story

Jaeesh was a very popular pupil. He liked being with others and was keen on sports. His weekends were crammed full of social activities and he was always in demand for various matches. He managed to keep up his interests, however, without them affecting his school work.

At school he was interested in Mathematics, which was his best subject, and was meticulous and accurate in his efforts and presentation. He was good at figures, being accurate and painstaking. He was also reliable, practical and capable.

Parents and his teachers had talked with him about his career plans and his options for Key Stage 4 had been carefully chosen - expectations of good GCSE grades were high.

Towards the end of Year 11 Jaeesh kept a close eye on the local newspapers for suitable job vacancies. He was looking to use his talents in a secure job and was delighted to find an advertisement for a junior trainee with a firm of accountants in a small branch office five miles out of town. A team of four older, experienced accountants worked there and they were looking for a school leaver with Jaeesh's qualities.

The money was right, his references were excellent and after impressing the employers at the interview Jaeesh was offered the job subject to good GCSE results. His parents were delighted. The match was excellent! Jaeesh coped easily with the work.

At the end of a month an unhappy Jaeesh handed in his resignation. His career choice had misfired!

QUESTIONS

- 1 - Why do you think Jaeesh resigned?
- 2 - Do you think that talent matching for a career is helpful?
- 3 - What factors do you consider to be important for you to be happy in a job? (Some of the work in the Self-Awareness section should help you with this.)

How do people choose?

On impulse

An impulse choice is one based on a personal whim. There could be factors, part of your emotional make-up for example, which play a major part in your decision making.

TASK

Read Jack's story and then discuss the questions at the end with a partner or with your group.

Jack's story

Jack was in the 6th form at school not because he liked school or had planned for further education but to try to improve his GCSE results. His teachers and parents had continually told him that he had ability - his problem was that he didn't like school.

His first half-term in the 6th form was approaching and Jack couldn't wait for the chance to be out of school. He was more than pleased when he saw the opportunity of earning some money in the notice that appeared at the entrance to his local park -

**Maxim's Circus
WANTED
Casual workers to
help
set up circus - see
foreman**

He thought it worth applying - he was physically strong, well built and the circus foreman employed him immediately for the week of half-term. Jack enjoyed the outdoor work and was good with the tent ropes and erecting stalls and seating.

At the end of the week he asked if he could stay with the workers of the preparation party and move to the next site. The foreman readily agreed.

Jack didn't return to the 6th form for the second half of term as he no longer considered that exams mattered. With money in his pocket and a sense of adventure he felt happy and the circus had a new member of staff.

QUESTIONS

- 1 - Do you think Jack's decision was a good one?
- 2 - What regrets, if any, might come later?
- 3 - What responsibility would the circus have for his future?
- 4 - Did Jack's decision affect any other people?
- 5 - What would you have advised Jack to do at that October half-term?

How do people choose?

Choosing by Long-Term Planning

There is no one set way to understand long-term planning but the following study is one example.

TASK

Read Jane's story and then discuss the questions at the end with a partner or with your group.

Jane's Story

When she was ten Jane wanted to be an astronaut and imagined the sort of spacecraft and other astronauts she would work with. By fourteen she had forgotten those ideas and didn't enjoy being reminded of them by her family.

She had no firm ideas, only two general conclusions about herself - one was that science was her main interest and the other that she liked people. It was not much to go on when she had to make her option choices but she made sure that the science course she chose would give her the chance to study 'A' level sciences in the Sixth Form.

Half way through Year 10 Jane broke her leg and was in hospital for a short time. This had quite an effect on her career plans. Although mildly interested in hospital serials on television she hadn't been especially keen.

However talking to doctors and nurses and seeing hospital life for herself - albeit for a short time - made her more aware of actual life and work in hospital and generated more interest. In Year 11 she requested a Work Experience placement in a local hospital.

Time passed and after excellent GSCE results she started 3 'A' Level courses in the Sixth Form studying Physics, Chemistry and Biology. In the lower Sixth she did a great deal of reading about medicine and visited a number of hospitals. Her understanding of the medical world developed. She got her 3 'A' Levels at good grades and some three and a half years after breaking her leg entered medical school!

QUESTIONS

- 1 - Is it possible to put a date on Jane's effective career decision?
- 2 - At what stages could it have altered completely?
- 3 - Are there any considerations that you would have suggested that Jane should have thought about before applying to medical school?

How do people choose?

Worksheet

Note the important points to remember about the following ways of choosing a job or career.

Choosing by –

Accident

Matching talents to job requirements

Impulse

Long-term planning

YOUR CURRICULUM VITAE

What is a C.V.?

A C.V. is a list of information about yourself - a brief history of your life to date that would be of interest to a prospective employer or admissions officer at a college or university. It can also be described as a marketing document - marketing *you*.

Here are some guidelines for the information you should include and a few tips to keep in mind in writing your C.V.

Guidelines:

- ◆ Education: List secondary schools, colleges and universities attended, with addresses and relevant dates.
- ◆ Qualifications: List qualifications with the dates and grades of examinations attained. Also list examinations about to be taken, and include details of courses that may be based on continuous assessment rather than on a final examination result.
- ◆ Positions of Responsibility: Include positions of responsibility inside and outside school or college. For example, in school you may be a prefect and outside, a treasurer of a local youth club or drama society.
- ◆ Interests and Activities: Again, include interests inside and outside school or college, and make sure you list any achievements such as Duke of Edinburgh's Award, first aid certificates or swimming awards, etc.
- ◆ Work Experience: Include part-time and holiday work and, with all positions, a brief summary of main duties and responsibilities.
- ◆ Referees: Supply names and addresses of two people in the community (former employee, teacher, family friend, etc) who know you well.

Tips:

- Keep your C.V. neat and orderly under the separate headings. It should always be typed on plain A4 paper.
- Update your C.V. frequently - don't let it get 'stale' or out of date.
- Keep copies and send a new C.V. with each letter of application you submit. Don't fold your C.V. several times to fit into a small envelope - remember, you are trying to create a good impression and a crumpled document does not look professional
- Get your C.V. checked for punctuation and spelling.
- Approach referees before including them in your C.V.

CURRICULUM VITAE

Surname

Forenames

Address

Telephone

Date of Birth

Education

School from age 11

From

to

Qualifications

Positions of responsibility

Interests and activities

Work experience

Additional information

References

JOB APPLICATION FORM

Please complete this side of the form in BLOCK CAPITALS.

Surname (Mr/Mrs/Miss/Ms)

Forenames

Address (including post code)

Telephone number

Date of birth

Names and addresses of schools/colleges attended since the age of 11

Dates

From to

From to

From to

Examinations taken or about to be taken

GCSE	Date	Grade

GCSE	Date	Grade

A & A/S levels	Date	Grade

Please list any other courses and qualifications taken or about to be taken such as GNVQ's or BTEC.

If you have shorthand/ keyboard skills, please indicate in the space below.

Please give details of any work experience you have had, including Saturday and holiday jobs.

Employer's name and address	Dates of employment	Duties

Please complete this side of the form in your own handwriting unless unable to do so because of a physical disability.

Indicate your interests and activities - include involvement in voluntary work, clubs and societies, hobbies and sport.

Inside school	Duties

Outside	Duties
<p>Provide examples of where you have worked as part of a team. What was your role or contribution?</p>	
<p>Please give details of special achievements and/or positions of responsibility (such as prefect, Duke of Edinburgh's Award)</p>	
<p>Outline any activities you have planned and organised, and how you achieved your results/</p>	
<p>Please indicate why you are interested in this post, the reasons why you consider yourself suitable and how you see your future with this company.</p>	
<p>Signed _____ Date _____</p>	

LET'S PUT IT ALL TOGETHER

Using the sample job descriptions that follow, practice the entire system of applying for a job; writing a C.V. to fit a particular job, writing a letter of application, filling in a job application form and interview techniques.

Use this activity to:

- ◆ Help them realise **what they need** to do to get the type of job they want (education needed, skills needed, etc). By the time they are finished they should have a good idea of what qualifications and skills they need for the future.
- ◆ Give your students **practice** in each of the steps of getting a job. They will be able to use this for any job they apply for, not just their career.

LETTERS OF APPLICATION

Once you have found a job vacancy that you are interested in, the next stage is to contact prospective employers.

Next step:

If you are responding to an advertisement, read the details and instructions carefully. For example, you may be asked to telephone or write to the recruitment officer of a company requesting further details and application form. If using the phone, make sure you have the advertisement close to hand for reference and, if possible, ask for the recruitment officer by name. Always be polite and courteous, and have a pad and pencil handy to take down any additional information you may be given.

In some instances, however, you will actually need to write a letter of application for a job. Remember that you are unlikely to be the only person submitting an application so your letter must create a good impression.

Make sure you:

- Type your letter on good quality, plain A4 paper, unless specifically asked for it to be handwritten.
- If handwriting the letter, write clearly and neatly without making any alterations - if necessary, start again
- Keep your letter concise, and check all spelling and punctuation.
- State which particular job you are applying for, and provide information relevant to that particular position.
- Project a professional, businesslike image. If you know the person's name to whom you are writing the letter should end in "yours sincerely". For example, a letter addressed "Dear Sir" should be signed "Yours faithfully", and "Dear Mr. Jones" should be signed "Yours sincerely".
- Print your name clearly under your signature.
- Your letter of application should be accompanied by a Curriculum Vitae (C.V.)

MOCK INTERVIEWS

Interview Techniques - Role Play Simulations

The interview can be considered the most important part of the job application process. A potential job applicant has 30 to 40 minutes to convince the employer that he/she is the right person for the job. Interviewers take a number of things into consideration in an interview, including the appearance of the interviewee (clothing, neatness, etc) their apparent confidence, and enthusiasm, as well as, of course, a person's answers to the questions. It is crucial to spend plenty of time preparing for an interview.

Here is an activity that may be helpful in preparing for this experience.

- Three imaginary job vacancies are enclosed which include a few basic notes for the interviewer. Students take on the role of the interviewer and prospective job applicants.
- A list of typical interview questions which students may be asked are included. Take some time to think of other questions that may be asked in the interview. Students should consider appropriate responses to the questions listed.
- Following the adverts and sample questions, is a marking sheet that the group can complete whilst each interview is being conducted.
- Following each interview, students should also reflect on their performance during mock interviews. A list of points to consider is provided.

TYPICAL INTERVIEW QUESTIONS

The following are some sample questions that students may use in conducting their interviews. Take some time before you begin the interview activity to see if your students can think of any other questions.

Enthusiasm

- ◆ What do you enjoy doing in your spare time?
- ◆ Why do you think this kind of work would interest you?
- ◆ Why do you think you are suitable for this position?

Communication

- ◆ What qualities do you think you can bring to this job?
- ◆ What do you feel has been your greatest achievement and why?
- ◆ What has been your greatest challenge and why?

Experience

- ◆ What positions of responsibility have you held?
- ◆ What part-time jobs have you had?
- ◆ Tell me about your work experience placement?
- ◆ What did you learn most from your work experience placement?

Interpersonal Skills

- ◆ Tell me about a time when you were effective in sorting out a problem.
- ◆ Are you a member of any organisation?
- ◆ What is the most awkward situation you have faced?

Adaptability

- ◆ Describe how you organised your revision for your GCSE's.
- ◆ How do you balance your study time and leisure time?

MOCK INTERVIEWS

JOB VACANCY ONE

IS FASHION YOUR PASSION?
Trainee Merchandisers to £xxxx

We are seeking applicants from recent commercially aware graduates who are ambitious, analytically minded, and computer literate. With some previous High Street retail experience you can expect a superb structured training programme, excellent future prospects & many company benefits. For an initial discussion, call us now.

SHARON SMITH RECRUITMENT

Tel: 020 7555 1235

Fax: 020 7123 5555

NOTES FOR INTERVIEWER

Background

You are the manager of a retail store selling mid-range clothing for males and females aged 14 - 25. You need to employ someone who will stay up-to-date with the most recent fashions, have a strong sense of style, professional demeanor and some knowledge of accounting. The person will be responsible for purchasing clothes for your store from the manufacturers.

Qualities

You want your merchandiser to be:

- ◆ ambitious
- ◆ self-starter
- ◆ business-like
- ◆ willing to work hard
- ◆ imaginative

MOCK INTERVIEWS

JOB VACANCY TWO

Assistant Editor

VECTRA PUBLICATIONS LIMITED requires an **Assistant Editor** to work on international reference books. Applicants should be recent graduates with a knowledge of foreign languages and good attention to detail. Minimum salary £XXXXX.

Please send a CV and hand-written letter to:
The Managing Editor, Vectra Publications Limited, 12 London Square, London X3
4XX

Only applicants called for interview will receive acknowledgement

NOTES FOR INTERVIEWER

Background

Vectra Publications Limited is a well-respected publisher of travel books. The international reference division of the company is the largest and most widely distributed. You are looking to employ someone who has previous international travelling experience and is proficient in at least 2 languages. This person will be responsible for researching, contacting government officials of other countries, and writing excerpts for some of your publications as well as supervising a number of other researchers.

Qualities

You want your assistant editor to be:

- ◆ imaginative
- ◆ flexible
- ◆ a good leader
- ◆ self-starter
- ◆ able to work irregular hours
- ◆ able to travel periodically

MOCK INTERVIEWS

JOB VACANCY THREE

Finance Managers

Of the **Future**

The London Borough of Hackney is offering an excellent opportunity for career progression in this dynamic forward-looking Local Authority.

The council is seeking to appoint trainee accountants to join either the Finance Department or the developed accountancy sections of the District Services or Social Service Departments.

In addition to showing a general interest in local government finance, you will be expected to demonstrate an understanding of computers, interpret data and be effective communicators.

For more details and an application form, please write to Ms Carol Johnson, 56 High Street, London. X7 8XX, or telephone 020 7123 4567.

NOTES FOR THE INTERVIEWER

Background

You are the Personnel Manager for the London Borough of Hackney. You are looking for a career-minded person who is interested in government finance. The person must be a trained accountant, but will be further trained in the area of their department (Finance, District Services or Social Services). In addition, the person should have some knowledge of computer accounting programs.

Qualities

You want the trainee to be:

- ◆ well organised
- ◆ ambitious
- ◆ able to work in a team
- ◆ adaptable

INTERVIEW ASSESSMENT SHEET

NAMES							
1) Arrival (10)							
2) Sitting (10)							
3) Attitude (10)							
4) Eye contact (10)							
5) Answers (10)							
6) Fidgeting Hair (5) Hands (5) Feet (5) Clothes (5)							
7) Asking Questions							
8) End of interview							
9) Overall assessment							
TOTAL Give score out of 100							

AFTER THE INTERVIEW

SELF-EVALUATION

Use the following questions to initiate a discussion with your group about the interview experience.

Points to consider

- ◆ Which questions do you think that you answered the best? What was good about those answers?
- ◆ Which questions did you find most difficult to answer? What was hard about them?
- ◆ Did your answers explain your thoughts clearly? What could you have done to improve them?
- ◆ How did you conduct yourself?
 - Did you show that you were listening?
 - Did you look at the interviewer?
 - Did you look interested?
- ◆ Did you ask questions about the job to show that you were really interested?
- ◆ How did you feel you performed overall? If you had the interview again, what would you do differently?

CV WRITING GROUP ACTIVITY

Here's a CV task that you may like to do with other mentors and their students. If time is limited it may be best done over two sessions.

Timing	Activity	Materials
4.30	<p>Welcome & introduction</p> <p>Ask the group what jobs they are interested in & why. Find out who has applied for jobs already or written a CV (make a note against attendee list of individual interests)</p>	Attendee list
4.35	<p>Identifying skills and attributes</p> <p>(20 minutes)</p> <p>Ask them as a group to think of some famous people who have good jobs. Select two or three of their suggestions - using a flip chart draw a stick person and ask them to identify what skills and attributes that person has and how they help them to do their job.</p> <p>Pull-out the following:- E.g. David Beckham</p> <ul style="list-style-type: none"> • skills technical - good footballer • Skills soft - team player, leader, communication skills (having to develop now captain), motivation skills, • training - physical training, football training • attributes - confidence, commitment, energy, enthusiasm <p>Ask the students to think about what other jobs he might be good at - what could he do when too old for football. Focus on identifying key skills</p>	Flip charts x 2

4.50	<p>Team exercise</p> <p>Divide the group into two teams each with a facilitator. From the list of jobs mentioned in the welcome select three different ones. One group will be the employer and the other the employee. They should work through each job. The employer should be thinking about what skills and qualifications they want someone to have to do each role. The employee team should think about what skills and qualifications the employer will want and how they can show they have them. (10 minutes)</p> <p>Then ask two people from each team to role play an interview - The employer team asking two people from the employee team to demonstrate that they have the skills required. (30 minutes)</p> <p>At the end of each role play pull the skills and how demonstrated onto a flip chart. Show that there are key skills that are essential for most jobs e.g. commitment, team playing, organisation.</p>	Flip charts x 2
5.30	<p>CV Writing</p> <p>Explain that now thought about the skills needed for certain jobs and how to demonstrate them - we will move on to look at how to put them down on paper. Distribute CV pro forma. Run through the purpose of each section and the need for a logical order. You may also like to use the Resume Wizard on Microsoft Word (File/New/Other Documents)</p> <p>Ask each student to have a go at filling the proforma in bearing in mind the jobs that they said they were interested in at the beginning of the day. Facilitators to answer questions and support. (15 minutes)</p> <p>Once everyone has finished their CV discuss the purpose and style of covering letters.(5 minutes)</p> <ul style="list-style-type: none"> • Introduction • Targets your application to the job - can demonstrate commitment and enthusiasm • Not too long • First impression so should be well written (often a good idea to get someone else to check it) 	CV pro forma
5.50	<p>Close</p> <p>Ask everyone to identify one thing they have learnt during the afternoon. Suggest that they should go away and produce a final version of their CV.</p>	

NAME:

**Address:
Telephone:
Email:**

Personal Profile:

Education:

Work Experience:

Skills:

Achievements and Interests:

CAREERS INDEX

The following list may be a useful prompt for those students who are still considering their career options. It should stimulate a few ideas and discussions on what kind of people would do these jobs, what their skills would be, what qualifications they need and what route to take to get into that career. www.careersoft.co.uk is a very useful careers gateway website which gives excellent links to the best careers information on a range of jobs. www.careersa-z.co.uk is another alternative. You may also find the list useful to use in conjunction with the rest of the exercises in this section.

accommodation management
account executive
account planner
accountancy technician, *see* accounting technician
accountant
accounting technician
actor; *see also* theatre
actuary
acupuncturist
addresses, useful
administration management
advertising
advocate, *see* barrister
advocate's clerk, *see* barrister's clerk
aerial erector
aerial surveying
aeronautical engineering
agricultural contractor
agricultural engineering; *see also* vehicle technician
agriculture, *see* farming
air cabin crew
air conditioning, *see* building services engineering
air traffic control
air traffic engineer
aircraft maintenance engineer
ambulance service
analyst
ancient monuments inspector
animal technician
animation
announcers, *see* broadcasting, film production
anthropologist
antique dealer
arboriculturist, *see* horticulture
archaeological surveying
archaeologist
architect
architectural technologist
archivist
army
art gallery, *see* museum and art gallery work
art therapist
artist; *see also*
 advertising, film production,
 interior decorator, interior designer
artistic editor/executive
arts administration
astronomer
auctioneer; *see also* estate agent, valuer
audio assistant

audio tape editor, *see* broadcasting, film production
audiology technician
auditor
automobile engineering

bacteriologist
baker
ballet
banking
barrister
barrister's clerk
beautician
beauty therapist
bilingual secretary
biochemical engineering
biochemist
biologist, *see* biochemist,
 biotechnologist, biomedical scientist
biomedical engineer
biomedical scientist; *see also* laboratory technician
biotechnologist
blacksmith
boat builder
bookmaker
bookseller
box office
brewing
broadcast engineer
broadcasting
building
building control surveyor
building services engineering
building societies
building surveying
bus companies
butcher; *see also* meat industry
buyer; *see also* purchasing officer

cabin crew, *see* civil aviation
cabinet maker; *see also*
 carpenter and bench joiner
camera operator
cardiology technician, *see*
 medical technical officer

(cardiology)
car driver, *see* chauffeur
care assistant
careers officer
carpenter and bench joiner, *see also*
 building, cabinet maker
carpet fitter
car salesman, *see* garage work
cardiac clinical scientific officer
cartography; *see also* ordnance survey work
catering and accommodation management;
 see also chef/cook, hotel work
chauffeur
chef/cook; *see also*
 catering and accommodation management,
 hotel work
chemical engineering
chemist

child care, *see* nanny, nursery nurse
child guidance, *see* psychologist, psychotherapist
child psychotherapist, *see* psychotherapist
chiroprapist
chiropractor
choreography
Church
cinema attendant
cinema management
cinema projectionist
civil aviation
civil engineering
civil service; *see also*
 ancient monuments inspector,
 customs and excise, ordnance survey
 work, patent agent, photographer,
 psychologist, tax inspector
clerk
clerk of works
clinical psychologist
clockmaker, *see* jewellery trade,
 watch and clock maker/repairer
clothing industry; *see also* dressmaker, fashion
coach
coach driver, *see* bus companies, road transport
coastguard
colour science and technology
columnist, *see* journalist
commercial horticulture, *see* gardener, horticulturalist
commercial photographer
community education, *see* youth and community work
community health doctor
community pharmacist
community work; *see also* social work,
 youth and community work
company secretary
composer
computer operator
computer programmer
computing
conference organiser
conservation (environmental); *see also*
 ancient monuments inspector
conservation (historical); *see also*
 leisure and amenity management,
 museum and art gallery work
constituency agent, *see* politics
contract manager
control engineering
cook, *see* catering and accommodation management,
 chef/cook, hotel work
copywriter
costume designer/dressmaker
courier (messenger)
courier (travel)
court reporter
court staff; *see also* barrister, solicitor
crane driver, *see* building
croupier
curator, *see* museum and art gallery work
customs and excise
cutter

dance animateur
 dancing
 data processing
 demonstrator
 dental hygienist
 dental nurse
 dental technician
 dental therapist
 dentist
 dentistry
 designer; *see also* artist, fashion
 industrial designer, jewellery trade,
 publishing, theatre
 detective/private investigator
 dietitian
 director/producer
 disc jockey
 dispensing optician
 display, *see* window dresser
 district nurse; *see also* nurse
 diver; *see also* oil/gas rig work
 doctor of medicine, *see* medicine
 dog groomer; *see also* kennel work
 domestic service; *see also* hotel work
 drainage engineering, *see* building services engineering
 civil engineering, water engineering
 drama therapist
 draughtsman; *see also* architectural technologist,
 cartography, Civil Service, ordnance
 survey work, technical illustrator
 dresser
 dressmaker; *see also* clothing industry
 drilling crew, *see* oil/gas rig work
 driver, *see* chauffeur, lorry driver, taxi driver
 driving examiner
 driving instructor
 dry cleaning work, *see* laundry and dry cleaning work

 ecology, *see* conservation (environmental)
 economist
 editor; *see also* journalist
 educational psychologist
 education welfare officer; *see also* social work
 electrical and electronic engineering
 electrician; *see also* building
 electro-encephalography technician, *see*
 neurophysiology technologist
 embalmer, *see* funeral director
 energy engineering
 engineering
 Environment Agency
 environmental engineering, *see*
 building services engineering
 environmental health officer
 ergonomist
 estate agent; *see also* surveyor
 estate manager, *see* land agent
 events officer
 exhibition organiser

 factory worker
 farm manager
 farm secretary
 farm worker
 farming

farrier, *see* blacksmith
 fashion; *see also* clothing industry
 fashion editor
 feature writer, *see* journalist, writer
 film editor/video editor; *see also* film production
 film production; *see also* broadcasting
 fire engineering
 fire service
 fisherman
 fish farmer
 fitter
 flight engineer
 floor manager
 florist
 food science and technology
 food service assistants
 food technician, *see*
 food science and technology
 forensic scientist
 forestry
 formwork erector, *see* building
 foundry work
 freight forwarding
 funeral director
 furniture and furnishing; *see also*
 upholsterer

gamekeeper
 garage work; *see also* vehicle technician
 gardener; *see also* horticulturist,
 landscape architect
 gas engineering; *see also* oil/gas rig work
 gas fitter; *see also* building
 gas rig work, *see* oil/gas rig work
 genealogist
 general practitioner
 geologist; *see also* oil/gas rig work
 glazier; *see also* building
 groom
 groundsman/woman

hairdresser
 hairdresser/beautician
 health care assistant, *see*
 nursing auxiliary
 health service (non-medical jobs)
 health visitor
 heating and ventilation engineering,
 see building services engineering
 highway engineering, *see* transport engineering
 home economist
 homoeopath
 horticulturist; *see also*
 gardener, landscape architect
 hospital doctor
 hospital pharmacist
 hospital porter, *see* health service
 hotel work; *see also*
 catering and accommodation management,
 chef/cook
 housekeeping, *see* domestic service, hotel work

housing officer
hydrographic surveying

illustrator, *see* artist, medical illustrator,
technical illustrator

indexer

industrial and research pharmacist

industrial designer

information officer

information scientist; *see also*
librarian/information manager

information technology

instrument engineering

insurance; *see also* actuary

insurance agent

insurance broker

insurance inspector

interior decorator; *see also* interior designer,
painter and decorator

interior designer; *see also* interior decorator

interpreter; *see also* translator

investment analyst

investment fund manager

jewellery trade

jobber, *see* market maker

jockey

joiner, *see* building, carpenter and bench joiner

journalist; *see also* writer

justices' clerk

kennel work; *see also* dog groomer

kitchen work, *see*
catering and accommodation management,
hotel work

laboratory technician; *see also* biochemist,
colour science and technology,
film production

land agent; *see also* surveyor

landscape architect

landscape gardening

landscape manager

landscape scientist

land surveying, *see* surveyor

laundry and dry cleaning work

law commission (research assistant)

law costs draftsman

lay church work

leather production

lecturer

legal cashier/administrator

legal executive

legal secretary

leisure and amenity management; *see also*
sport and recreation facility management

librarian/information officer; *see also*
information scientist

lighting designer

linguist, *see* interpreter, translator
literary agent
local government
lorry driver; *see also* removals
loss adjuster

machinist (clothing industry), *see* clothing industry, fashion
magazine publishing
maintenance engineer
maintenance person, *see* electrician
make-up artist; *see also* broadcasting, film production
management, *see* company secretary
management consultant
manufacturing systems engineering
mapping, *see* cartography, ordnance survey work
marine biologist
marine engineering
market gardening; *see also* horticulturist
market maker
marketing; *see also* advertising, events officer,
retailing
market researcher
masseur
materials manager, *see* purchasing officer
materials scientist
meat industry; *see also* butcher
mechanic, *see* vehicle technician
mechanical engineering
mechanical equipment operator, *see* building
media executive
medical illustrator
medical laboratory scientific officer, *see*
biomedical scientist, laboratory technician
medical psychologist, *see* psychologist
medical records
medical research, *see* medicine
medical secretary; *see also* health service
medical social worker
medical technical officer (cardiology)
medicine
member of parliament, *see* politics
merchant navy
metallurgist
meteorologist
microbiologist; *see also* bacteriologist
midwifery; *see also* nurse
milkman
milliner
minerals surveying; *see also* geologist, surveyor
minicab driver; *see also* geologist, surveyor
minister of religion, *see* Church
model
modelmake
motor body repairer; *see also* garage work, vehicle technician
motor mechanic, *see* garage work
moulder
municipal engineering
museum and art gallery work; *see also*
conservation (historical)
musical instrument technologist; *see also*
piano tuner
musician
music therapist

nanny; *see also* nursery nurse
National Rivers Authority, *see* Environment Agency
naturopath
naval architect
neurophysiology technologist
notary public
nuclear engineering
nurse; *see also* district nurse, health visitor
nursery nurse; *see also* nanny
nursing auxiliary

occupational medicine
occupational psychologist
occupational therapist
oceanographer
ODA, *see* operating department assistant
offshore engineering
oil/gas rig work; *see also* diver, geologist
operating department assistant
ophthalmic optician
optician; *see also* orthoptist
optometrist
optometrist
ordnance survey work; *see also* cartography
organisation and methods work; *see also*
work study practitioner
ornithologist, *see* conservation (environmental)
orthoptist
osteopath

packagers
packaging technologist
painter and decorator; *see also* building,
interior decorator
patent agent
patent examiner
patent officer
pattern cutters and graders
paviour, *see* building
performer
personal assistant; *see also* secretary
personnel officer
pest controller
petroleum engineering; *see also* oil/gas rig work
petrol pump attendant, *see* garage work
pharmacist
pharmacy technician
photofinishing, *see* photographic work
photographer; *see also* medial illustrator
photographic work
photojournalism
phototechnician, *see* photographic work
physicist
physics technician, *see* physicist
physiotherapist
piano tuner
picture research
pilot, *see* civil aviation, Royal Air Force
plasterer; *see also* building
playscheme organiser, *see* pre-school leader
plumber; *see also* building
podiatrist, *see* chiropodist
police officer

politics
polymer science and technology
post office
potter
pre-school leader
press office
press photographer
printing
prison officer
probation officer; *see also* social work
producer/director
producer's assistant (or secretary), *see*
 broadcasting, film production
production assistant
production engineering
professional sportsperson, *see* sportsperson
programme assistant
proof reader
psychiatric social worker; *see also*
 medical social worker
psychologist
psychotherapist
public health doctor
publican
public relations officer
purchasing officer
purser

quantity surveying
quarrying

radio, *see* broadcasting
radiographer
radiotherapist, *see* radiographer
railway work
receptionist
recording engineering; *see also*
 broadcasting, film production
recreational manager, *see*
 leisure and amenity management,
 sport and recreation facility management
recruitment consultant
refrigeration engineering, *see*
 building services engineering
registrar (of births, deaths and marriages)
religious orders
removals; *see also* lorry driver
reporter; *see also* journalist
representative - selling
research work
residential careresort representative, *see* courier (travel)
retailing; *see also* jewellery trade
riding instructor
river authority employee, *see* Environment Agency
road haulage; *see also* lorry driver, road transport,
 vehicle technician
road transport; *see also* road haulage
roofer; *see also* building
Royal Air Force; *see also* civil aviation, musician
Royal Marines; *see also* musician, Royal Navy
Royal Navy; *see also* Royal Marines
RSPCA inspector

saddler
 sales consultant beautician
 salesperson, *see* representative - selling, retailing
 sales representative, *see* representative - selling
 sawyer, *see* furniture and furnishings
 scaffolder, *see* building
 script writer
 secretary; *see also* personal assistant
 security work
 service engineer, *see* electrician
 service mechanic
 sheet metal worker
 shipbroker
 shipbuilding
 shop assistant, *see* retailing
 shopfitter, *see* carpenter and bench joiner
 signwriter
 singer, *see* musician
 site manager
 social work
 software engineer
 soldier, *see* army
 solicitor
 sound operator; *see also* film production
 speech and language therapist
 sport and recreation facility management
 sportsperson; *see also* coach, jockey,
 leisure and amenity management
 stable lad
 stage hand, *see* theatre
 stage manager
 statistician
 steer erector, *see* building
 steeplejack
 stockbroker
 stone-mason; *see also* building
 stores supervisor, *see* purchasing officer
 structural engineering
 studio manager
 sub-editor
 surveyor/surveying technician; *see also*
 building control surveyor,
 conservation (environmental),
 conservation (historical),
 estate agent, valuer
 systems analyst

tailor, *see* clothing industry
 taxi driver; *see also* minicab driver
 tax consultant
 tax inspector
 teacher; *see also* lecturer technical illustrator
 technical writer
 telecommunications
 telephonist; *see also* receptionist, telecommunications
 television, *see* broadcasting
 television make-up
 textile/colour technologist
 thatcher
 theatre; *see also* actor
 theatrical agent
 therapist, *see* art therapist, dental therapist,
 drama therapist, music therapist,
 occupational therapist, physiotherapist,
 speech and language therapist

tiler, *see* building
toolmaker
tourist information officer
tour operator
town and country planner
trading standards officer
traffic warden
training
training officer
translator; *see also* interpreter
transport engineering
travel agent
trichologist
truck driver, *see* lorry driver
typesetter, *see* printing
undertaker, *see* funeral director
underwriter, *see* insurance
upholsterer; *see also* furniture and furnishing

valuer; *see also* auctioneer,
surveyor/surveying technician
vehicle technician; *see also* garage work,
road haulage, road transport
veterinary nurse
veterinary surgeon
video editor, *see* broadcasting, film production
vision-mixer

waiting, *see* catering and accommodation management,
hotel work
warden, *see* leisure and amenity management
watch and clock maker/repairer
water engineering
welder
wholesaling
window dresser
wine trade
work study practitioner; *see also*
organisation and methods work
writer; *see also* advertising, journalist
youth and community worker; *see also* social work
zoo keeper
zoologist

CONNEXIONS

Connexions is the government's support service for all young people aged 13 to 19 in England. The service aims to provide integrated advice, guidance and access to personal development opportunities for this group and to help them make a smooth transition to adulthood and working life. The success of Connexions depends on the involvement of young people - listening to and taking account of their views in the design and delivery of Connexions will be essential.

Connexions joins up the work of six government Departments and their agencies and organisations on the ground, together with private and voluntary sector groups and youth and careers services. It brings together all the services and support young people need during their teenage years. It offers practical help with choosing the right courses and careers, including access to broader personal development through activities like sport, performing arts and volunteering activities. It will also provide help and advice on issues like drug abuse, sexual health and homelessness.

The Connexions-direct website has a wide range of downloads about career areas your students may be interested in. See www.connexions-direct.com The website also has information under the headings of Housing, Money, Health, Relationships and Your Rights. There's a web chat where young people can speak directly to a Connexions advisor and a phone back facility.

The following few pages on "Starting your own business" and "Under 16 and want to work" are good examples of information from the website.

Young people can also drop in to their local Connexions centre. In Hackney this is located at:

Connexions
27b Dalston Lane
London E8 3DF
Telephone: 020 7275 0346
Fax: 020 7254 8602

SO YOU WANT TO START YOUR OWN BUSINESS?

You've looked at all the options and you've decided that getting a job is not for you. You have a great idea for starting your own business, but how do you go about it? Starting your own business is a big step and you'll need to spend a lot of time researching and planning before you go ahead. Connexions Direct can point you in the right direction.

Young Enterprise

If you want a taster of what it's like to be your own boss, why not look out for the Young Enterprise scheme in your area?

Young Enterprise is a national education charity with a mission: to inspire and equip young people to learn and succeed through enterprise.

Young Enterprise runs six programmes, each for a different age-group – from 5 to 25+. These are run on a “learning by doing” principle.

If you're 18 and you're really sure you want to go ahead why not check out the Prince's Trust?

The Prince's Trust

The Prince's Trust is for 18-30 year olds who want to start a business. It is a new generation of entrepreneurs and helping shape the UK enterprise economy of the future, through their Business Start-up programme.

What does the programme offer?

- Low interest loans for business ideas rejected by banks, making us a 'lender of last resort';
- Business mentoring for up to three years;
- A range of other support.

Note: this information is taken from the Connexions website. For further Connexions info see www.connexions-direct.com

UNDER 16? WANT TO WORK? WHAT CAN AND CAN'T YOU DO?

If you want to work part-time, the law states in the Children and Young Persons Act, that you have to be aged 13 or over. You can work before or after school, on a Saturday or during the school holidays, but there are some conditions that have to be met.

- You can't work before 7am or after 7pm and you must have a break every four hours that you work.
- If you're under 16, you can only work if you've registered for a work permit. To get a permit your application form must be signed by your parent or carer, your employer will apply for a work permit for you.
- If you want paid work in television, theatre or modelling, you need to get a performance licence from the local authority.

There are limitations on the types of job you can do when you're under 16 - you can't work in hazardous areas such as building sites or places with heavy machinery, you can't drive or ride vehicles or machinery (including farm machinery) and you can't work in a betting office, serve alcohol or work on a ship. The law is there so you don't work in places that may be harmful to your health.

If you're 13 or 14

On school days you can only work up to two hours a day, one hour before school and one hour after school. On Saturdays, you can work up to five hours and two hours on a Sunday. In the school holidays you can work up to five hours a day but no more than 25 hours in a week. For two weeks in the school holiday, you cannot work at all... so put your feet up!

If you're 15 or 16

On school days you can only work up to two hours a day, one hour before school and one hour after school. On Saturdays, you can work up to eight hours and two hours on a Sunday. In the school holidays you can work up to eight hours a day, but no more than 35 hours in a week. For two weeks in the school holiday, you cannot work at all ... so you can have a rest after all that hard work!

Places like shops, restaurants, supermarkets and hotels often employ young people. If you don't mind getting up early, have you thought about doing a newspaper round? However, if you apply for a job a distance from your home, think about how you will get there – is there reliable public transport or can an adult take you and pick you up?

You could also think about looking closer to home – what about pet sitting or dog walking, gardening, cleaning, car washing or baby-sitting? Ask around or think about putting together an advert or some cards and delivering them to your neighbours. If you have computer skills, how about offering to teach people how to use a computer or the Internet? Think about the skills you have and the opportunities available around you. These types of jobs are not classed as 'employment' so you will not need a permit.

Any experience of working life will give you skills for the future – for example, working in a shop gives you skills such as working with the general public, handling money, communication skills, punctuality and customer service skills. Even baby sitting or looking after your neighbour's pets shows that you are responsible and trustworthy and remember these 'employers' may be willing to give you a reference that will help when you apply for other jobs. So any work you get will be useful, but if you have a particular career in mind, then think about getting a part time job related to this.

Don't forget that if you want to get a full time job, you have to have left school first. If you are 16, you need to wait to leave school until the last Friday in June. Just remember the minimum wage doesn't apply until you're 18, so don't expect to make loads of money!

Note: this information is taken from the Connexions website. For further Connexions info see www.connexions-direct.com

USEFUL CAREERS WEBSITES

Careers gateway <i>One of the best sites for links to providers of careers and higher education information.</i>	www.careersoft.co.uk
Careers A-Z Careers portal <i>Online careers service – part of the National Grid for Learning</i>	www.careersa-z.co.uk www.careers-portal.co.uk
working abroad working abroad Telegraph and Argus Job search site jobs at the BBC ICT opportunities health service careers National Traineeships Modern Apprenticeships local government opportunities starting your own business	www.careerseurope.co.uk www.euroguidance.ork.uk www.Jobhunter.co.uk www.Topjobs.co.uk/ www.bbc.co.uk/jobs www.silicon.com www.nhs50.nhs.uk www.open.gov.uk/dfee/ntrintro.htm www.dfee.gov.uk/mapintro.htm www.lgcareers.com www.channel4.com/realdeal

WORK EXPERIENCE

Work experience forms an essential part of a secondary school student's education.

Generally students are found placements through the school and Inspire, the Education Business Partnership for Hackney. Most placements come from the organisations and businesses in the borough, but some students are able to find placements in the city either through their mentors, or through the company's links with their school. We are keen for mentors to play an active part in helping their students find placements either in their organisation or elsewhere, although you should by no means feel obliged to do so. There are a number of ways you can help them look for work experience should your company be unable to provide placements:

- Help them with writing letters of application and introduction.
- Help them with filling out application forms for placements – some companies require this before they match students.

Remember:

- All students should know about work experience and their dates from school.
- All students should know who is responsible for work experience at their school

If your student(s) ask you to help them find work experience placements then there are several steps you should take.

- Make sure your students inform their work experience coordinator that they have found their own placements. The student will have to fill in an 'Own Find Form'. These should be available from, and returned to, the work experience coordinator at the school. One can be found on the next page.
- These forms will have a deadline of nine weeks prior to the start of the placement - forms handed in after this date will not be accepted.
- The employer will need to complete the students own find form and pass back to student. These will then be collated and passed on to Dominic Maher at Inspire, 57 Dalston Lane, Hackney, London E8 2NG. Again, one of these can be found on the next page.
- Once this has been done Inspire will conduct a health and safety check on the organisation.

If you require further information please email Dominic at Inspire on dominic.maher@inspire-ebp.org.uk or phone 0207275 6060.

**STUDENT OWN FIND
TWO WEEK WORK EXPERIENCE PLACEMENT OFFER**

I can confirm that my organisation will support the Inspire Two Week Work Experience Programme by providing a placement to a Hackney student as specified below.

Company / Organisation Details	
Name of Organisation:	
Name of Contact Person:	
Address:	
Postcode:	Tel:
Fax:	Email:
Employer Liability Insurance Policy No:	Expiry Date:

Placement Details	
Placement Dates:	
Name of Student:	
Work Experience Position/Job Description:	

Declaration

During the period of work experience, the above-mentioned student will be given meaningful work to carry out and will be properly instructed and supervised, especially with regard to safety at work. I acknowledge our responsibilities under the Health and Safety at Work Act 1974. I can confirm that the student on placement will be insured under our Employer Liability Insurance.

Name:	Position:
Signed:	Date:

Would you consider offering placements to other Hackney students?
YES / NO (please circle)