



PLANNING MY FUTURE 2018/19 POST 16 CAREERS GUIDE

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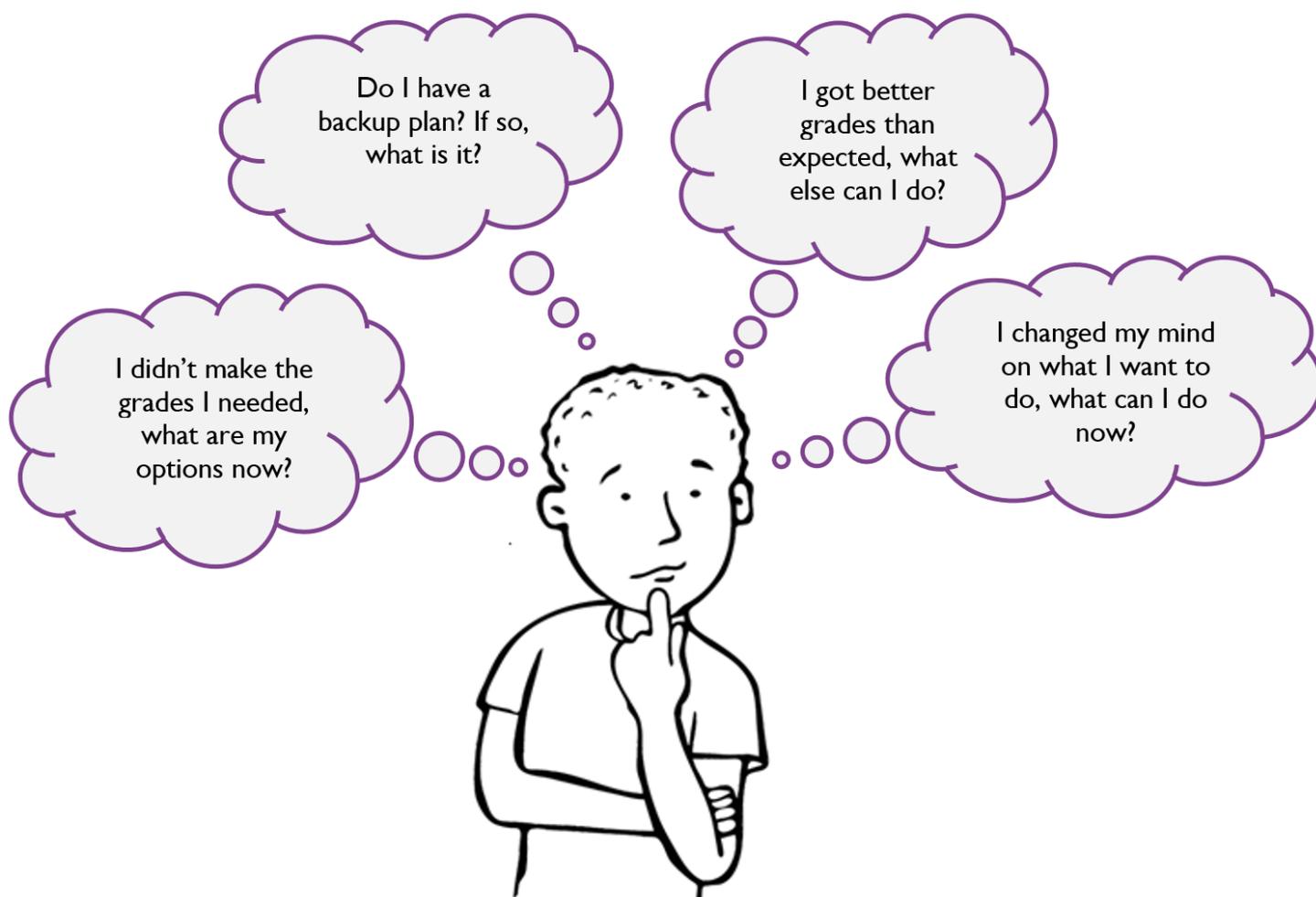
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INTRODUCTION

If you have either the 16th or 23th of August 2018 on your mind, then chances are you will be eagerly anticipating your exam results.

In this guide you will find out about the post 16 options available to you, what you can do if you didn't get the grades you hoped for and what you can do going forward.

You will also be able to pick up valuable advice about the employability skills you'll need to attract and sustain employment; as well as some handy tips to help your application stand out.



EXAM DATES

A-Level: Thursday 16th August 2018

GCSE: Tuesday 23th August 2018

A-LEVEL RESULTS DAY

8am – Track goes live – You'll be able to see your university confirmation. Your marks won't show on UCAS, so, if you haven't already, you will need to pick these up at your school or college. UCAS social media team will be around from 6am and the contact centre opens at 7.30am for enquiries.

Narrowly missed your grades? - Speak to your university, they may still accept you. You might even be offered an alternative course by the university, which you will need to accept or decline in UCAS Track. If not, check your status on Track to find out if you are eligible for Clearing.

Done better than expected? - You may consider applying through Adjustment, which gives you the opportunity to 'trade up' to another university or course without losing your current offer.

The new A-level Tariff operates as follows:

Qualification and grade	Previous Tariff	New Tariff
A level grade A*	140	56
A level grade A	120	48
A level grade B	100	40
A level grade C	80	32
A level grade D	60	24
A level grade E	40	16

Source: <https://www.ucas.com/file/63536/download?token=yFkfKNuC>

UCAS Checklist

- Ucas Track login details
- Download the search 'Telegraph clearing app
- Save the Telegraph's clearing course search to your favourites
- Contact details for your university
- Mobile phone (to take notes and selfies)

Don't want to accept the place you have been offered? - You will have to call the university who made you the offer and ask to be 'released'. This can take up to ten days and there is no going back, so make sure you are 100 per cent sure before making the call.

Want to defer your offer until next year? - You will have to call the university and ask if this is possible. It is worth having a good reason in place to support your decision. Maybe you plan to take a gap year that will support your studies, or plan to get work experience in your chosen field.

The table below outlines the value of different types of qualification.

BTEC Level 3 Extended Diploma*	UCAS Point	A Level Grades
D* D* D*	168	A* A* A*
D* D* D	160	A* A* A
D* D D	152	A* A A
D D D	144	A A A
D D M	128	A A C
D M M	112	A C C
M M M	96	C C C
M M P	80	C C E
M P P	64	C E E
P P P	48	E E E

Source: <https://www.bathcollege.ac.uk/help-advice/qualifications-explained/ucas-points-explained>

- You cannot count the same subject at both AS and A level.
- Functional Skills carry 20 points per skill at level 3.
- Early Years National Diploma has extra points as the practical grades are equivalent to a fourth A-level.

GCSE RESULTS DAY

The new system grades you from 9-1, with 9 being the highest grade you can get. You can see which letter grade pairs with which number grade below:

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Source: https://www.ansbury.co.uk/Where_Can_Your_GCSEs_Lead_You.html

A-level - To do A-levels after school, you need GCSEs at a C and above or, in the new system, a grade 4 and above.

Level 1 + 2 - If you got D (or 3) grades, you will start on a Level 2.

Level 2 courses are the same as 4 C+ (or 4+) GCSE grades and from here you could move onto a Level 3 course either part time or full time through an apprenticeship. If you got E and F (2 or 1) grades you will start on a Level 1.

Level 3 - To do a Level 3 Vocational Course, you will usually need 4 C grades and above or four 4 grades and above. Level 3 courses are equivalent to A Levels.

Didn't get the grades you wanted? - First, speak to your teachers. Whatever you're planning to do next, they'll be able to advise you and help arrange your next steps, whether that's appealing your grades, resitting your exam, choosing a different sixth form, or something else.

Speak to your sixth form or college - If you've narrowly missed the required entry grades, they might still offer you a place, particularly if extenuating factors could have affected your performance. They could also allow you to transfer to a different course or subject, or recommend other colleges and sixth forms which might suit you.

You can resit your GCSE exams through your school - Resitting your exams demonstrates that you're hardworking, motivated and committed to achieving your goals – desirable attributes in the eyes of any employer or university.

For Maths and English, resitting is compulsory if you haven't achieved a pass (grade 4). You'll need to continue studying these subjects until you either pass or turn 18. Depending on the subject, you could be able to resit your exams in November 2018; your teachers will have this information for you.

Source: https://www.ansbury.co.uk/Where_Can_Your_GCSEs_Lead_You.html



Source: <http://www.kognity.com/8-tips-for-mock-exams/>

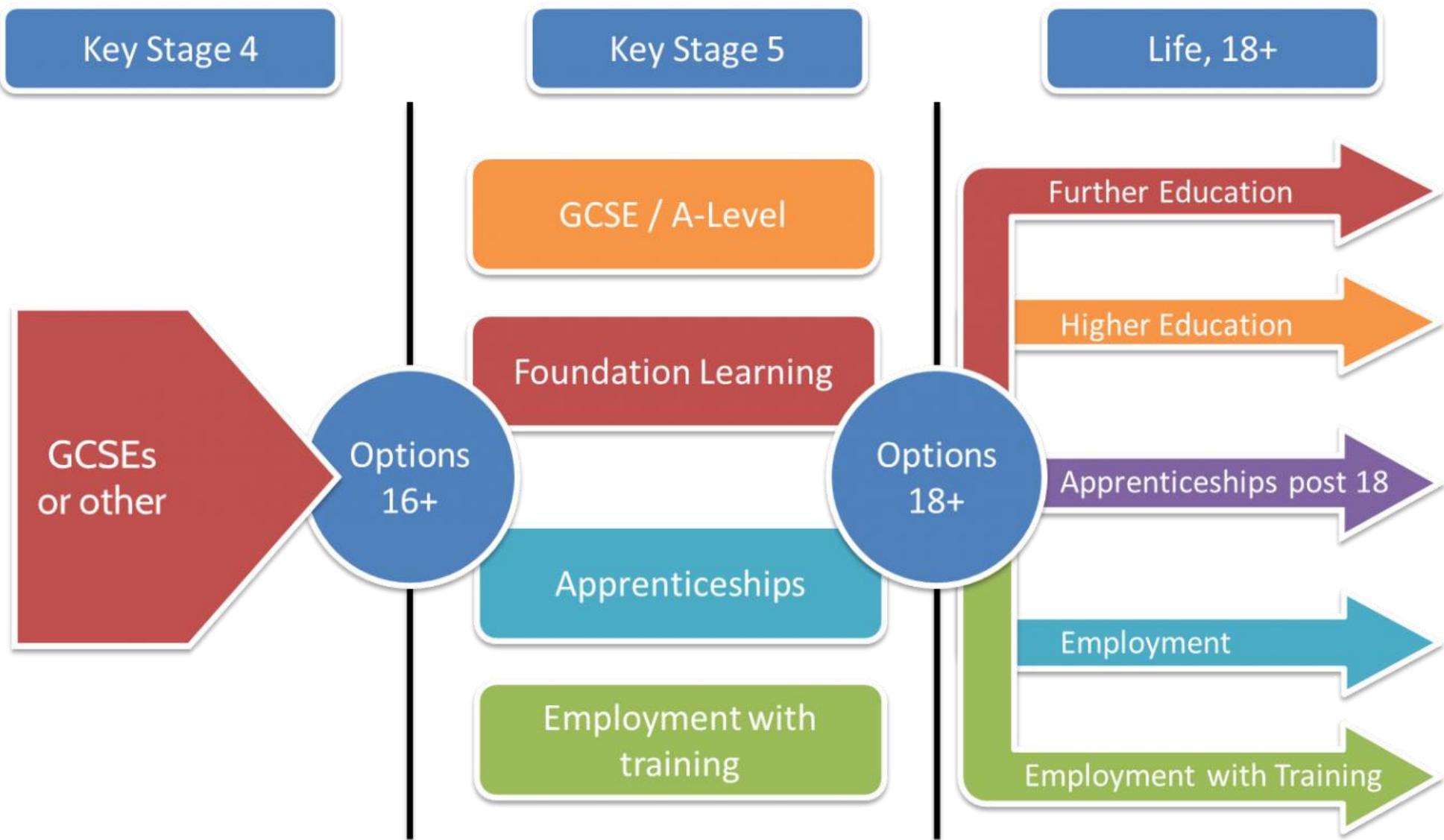
DID YOU KNOW?

"When recruiting school and college leavers, businesses value qualifications as demonstrating effort, capability and readiness to learn, but mostly they either have no particular preference between academic and vocational qualifications (48%) or prefer recruits to hold a mix of both (31%)." **Pg12**

Source: <http://www.cbi.org.uk/index.cfm/?api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77>

PATHWAYS

A handy diagram showing some of the options available to you after Year 11.



Source: <https://www.grows.ac.uk/resources/education-pathways/post-16-pathways>

LEARNING STYLES

Your style of studying could very well determine the path you decide to take towards achieving your intended career goal. The table below displays some of the skills and behaviours that could be useful to you in an Apprenticeship or whilst studying A-Levels/Vocational courses.

LIST SKILLS AND QUALITIES THAT COULD BE USEFUL FOR EACH OF THE PATHWAYS		
Undertake an apprenticeship	Study A-Levels	Study a BTEC, NVQ or other vocational course
Fast learner	Research skills	Combine practical learning with theory
Enthusiasm	Independent learner	Hands on approach
Interpersonal skills	Organisation skills	Lead to specific jobs
Work ethic	Academic/theoretical study	Commitment

ACADEMIC ROUTE

“Jamie Bradford, school and college liaison manager at De Montfort University. “A-levels are exam-focused, and the benefit is that you pick three or four different subjects in your first year, so you don’t need to commit to studying just one area.” These are well established, have an academic focus and are recognised by all universities across the country, he adds. Two years is a long time to do a subject, so it’s important that you have the drive and passion to succeed. BTEC, on the other hand, tend to be more vocational and coursework-focused. They’re an increasingly popular option for students who want to go to university – last year; one in four people starting a degree course had one. They tend to be in subjects such as business, media or performing arts and normally students take just one, which is equivalent to three A-levels.

Source: <https://www.theguardian.com/careers/what-employers-look-for-apprentices>

APPRENTICESHIPS

“It’s often difficult for school-leavers applying for apprenticeships as they may not have a wealth of work experience or previous jobs. While recruiters will certainly bear this in mind, there are other skills and personal characteristics you can highlight to wow them in your application and at the interview.

“We give many young people their first taste of work, so we understand that what they may lack in specific skills, they more than make up for in enthusiasm and an appetite to learn,” says Jez Langhorn, senior vice president and chief people officer at McDonald’s UK.”

Source: <https://www.theguardian.com/careers/what-employers-look-for-apprentices>

YOUR JOURNEY

Take a few moments to consider how you will achieve your ideal career. What qualifications will you need? Will you need relevant experience along the way?

Start by filling in the box at the top titled '**Where do I want to get to?**' and then work your way up from the bottom to see how much you know about your intended career path.

In the **Where am I now** box located at the bottom of the page, you could for instance write '*apply for work experience at a local art studio*' or even write down the results you received e.g. 5 GCSES A-C including Maths & English or the course(s) you are due to begin.

Where do I want to get to?

Where do I want to get to?

Where am I now?

Where am I now?

Post 16 options

What's out there?

Stay informed

WORK EXPERIENCE

“How do I get experience without a job?” – That is an all too common phrase voiced by many young people looking for work. Below are 5 reasons for why work experience is important.

<p>1</p> <p>Decisions</p> <p>You'll get a taste of what a job or workplace is like, so you can figure out if you're interested in that kind of career.</p>	<p>2</p> <p>Self-confidence</p> <p>Working with other people and doing your tasks well helps you build your confidence.</p>	<p>3</p> <p>It looks good</p> <p>On your CV, UCAS form, or college application. Work experience shows you're enthusiastic and ready to work hard. You can pick out particular achievements to show off</p>	<p>4</p> <p>New skills</p> <p>Working with other people helps you build the skills employers love to see on your CV.</p>	<p>5</p> <p>Networking</p> <p>You'll meet people at work and might attend meetings or events. You'll make contacts that could provide a reference or help you in the future.</p>
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A report published by UKCES shows that employers rate Work Experience as the biggest deciding factor when assessing potential new recruits. The **Employer Perspectives Survey** asked the views of 18,000 employers across the country.

“Offering work experience can be a great way of bringing young talent into the industry.”

Source: <https://www.aimovers.org.uk/new-member-work-experience-most-important-factor/>

There are several types of work experience available to young people including:

Work shadowing - Shadowing someone at work to understand what they do and how they do it. It gives you a taste of what a job is like. Work shadowing is usually unpaid and lasts no more than two weeks.

Work placements - This can mean any formal work experience scheme. It usually runs for a set period of time and includes specific tasks and training.

Sandwich placements (for college and university students) - Some courses include a year-long placement with an employer. The placement forms part of your course work and you will generally be paid a wage. It gives you a chance to learn on the job.

Volunteering - You can pick a project you care about and give as little or as much time as you can. While it's unpaid, volunteering can help you develop your skills, learn new things and meet lots of people.

Internships (for college and university students, and recent graduates) - Lots of companies offer summer internships to college and university students. Many also offer graduate internship schemes.

Extracurricular activities - Being part of a sports team or another club or group such as a theatre group or choir. Involvement in the Scouts or Guides, or Duke of Edinburgh award scheme.

Personal projects - If you've designed and made something under your own steam, such as a DIY or craft project, a website or a blog, you may well have developed the problem-solving and creative skills that employers look for.

Source: <https://www.myworldofwork.co.uk/getting-job/work-experience>

VOLUNTEERING

Young people who volunteer can gain a lot of benefits from the experience; including the chance to meet new people and satisfaction from helping others. There are a lot of volunteering opportunities out there for you to develop the skills you need for a job in the 'real world'.

NADFAS

It is a national organisation that supports local fine arts and decorative societies. If you are committed to arts, you are the right candidate to join. Visit <https://theartsociety.org/young-arts>

Jo's Cervical Cancer Trust

The charity is dedicated to helping women who have been affected by cervical cancer as well as providing support to their families and loved ones. Visit www.jostrust.org.uk/get-involved

Elizabeth Finn Care

It is a charity that provides direct financial support to people in need. Their work depends greatly on donations but the charity also relies on local volunteers who help raise money and visit the people who receive help. Visit www.elizabethfinncare.org.uk

National Citizen Service

A great opportunity for 16 to 17 year olds. NCS is a three-part programme for 15-17 year olds. It's perfect for boosting CV experience, personal statements, and UCAS forms. Visit <http://www.ncsthechallenge.org/jobs/>

ReVitalise

It is a London-based organisation that provides breaks and holidays for disabled and visually impaired since the early 1960s. They welcome anyone who would like to help with personal support to their guests at their Centre, providing them companionship, and help organise activities, entertainment and excursions. Visit <http://revitalise.org.uk/volunteer/>

Brixton Inclusive

The Lambeth based organisation provides performing arts workshops for children and young adults. Visit <http://brixtoninclusive.org/how-to-get-involved/volunteer>

PDSA Vet Care

PDSA Vet care helps pets of the people in need and promotes responsible pet ownership. Visit <https://www.pdsa.org.uk/get-involved/volunteer-for-pdsa>

CharityJOB

CharityJOB is the UK's busiest site for charity jobs and volunteering opportunities. They regularly have more than 1000 voluntary, internship and trustee positions available across 27 job categories. Visit <http://www.charityjob.co.uk/Volunteer-Jobs>

Hands on London

Our goal at **Hands on London** is to bring a variety of volunteering opportunities for local charities and community partners to as many busy Londoners as possible, in a flexible and manageable way. Visit <http://www.handsonlondon.org.uk/volunteer/>

vInspired

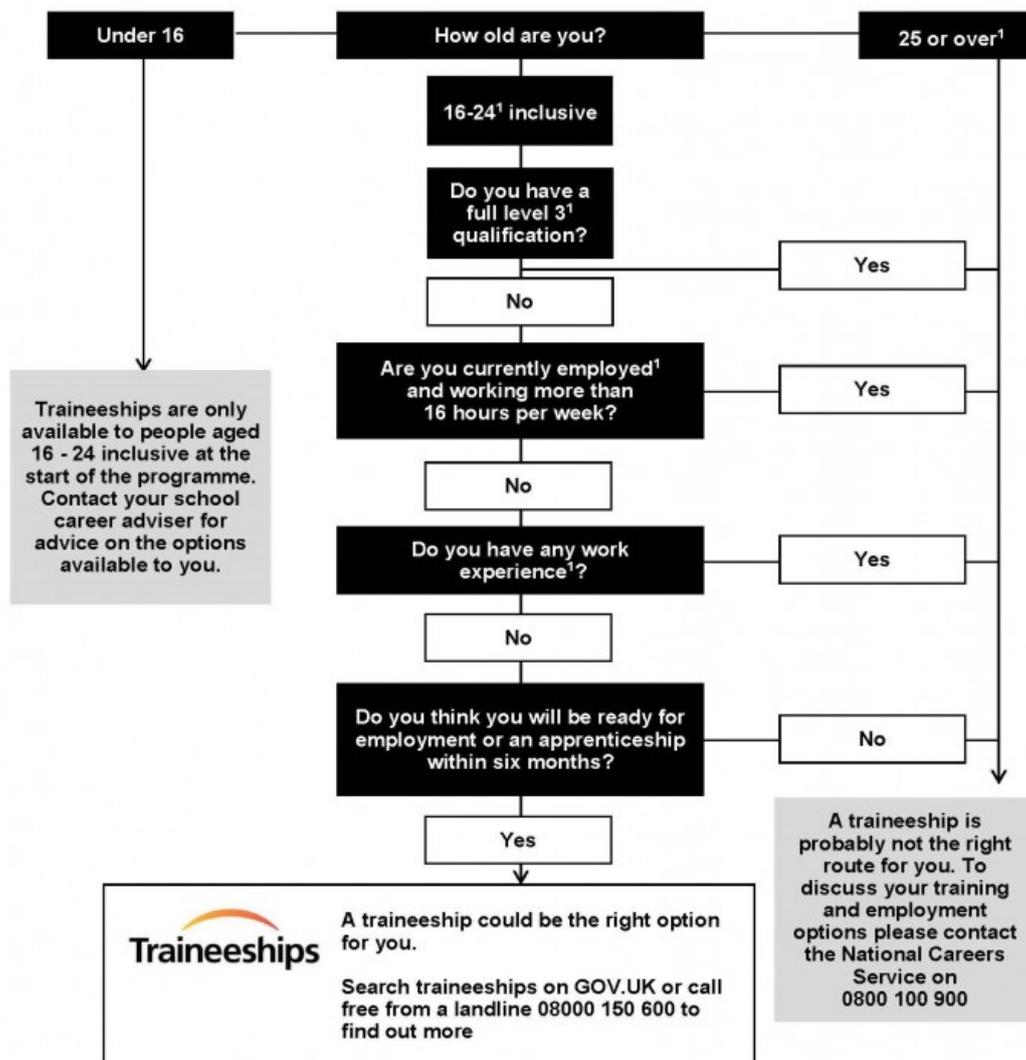
vInspired is the UK's leading youth volunteering charity providing 14-30 year olds with volunteering and social action. Visit <https://vinspired.com>

Internships

www.creativeaccess.org.uk/ www.gov.uk/find-internship www.studentjob.co.uk/internship
www.internship-uk.com/ www.e4s.co.uk/docs/internships.htm www.prospects.ac.uk

TRAINEESHIPS

Not quite ready for an apprenticeship or job? Traineeships are open to those aged 16-24 and consist of a high quality work placement with an employer, work preparation training and English and maths for those who have not achieved a GCSE Grade A* – C/9 – 4 or equivalent.



Source: <http://acacia.ac.uk/traineeships-learner/>

Traineeships ensure employers have the talented workforce required for business success:

- According to UKCES, just 24% of employers recruited young people directly from education in the past 2-3 years.
- More than half of employers are aware of weaknesses in the core skills of at least some of their employees in literacy (55%) and numeracy (51%), with a third (35%) reporting that they have had to provide remedial training for young people joining them from school or college.
- All young people undertaking a Traineeship will be required to study English and maths unless they have achieved a GCSE A*-C or equivalent in those subjects.
- Mid-sized employers (25-199 staff) have reported an increase in skill shortage vacancies since 2009.
- Traineeships will help combat this problem by providing young people with the skills businesses need.

Apply now

www.gov.uk/find-traineeship

APPRENTICESHIPS

An apprenticeship is a real job with training so you can earn while you learn and pick up some nationally recognised qualifications as you go. They take between one and four years to complete and cover over 1,500 job roles in a wide range of industries, from things like engineering to financial advice, veterinary nursing to accountancy.

Eligibility

Anyone living in England, over 16 years old and not in full-time education can apply to be an apprentice.

Levels

Name	Level	Equivalent educational level
Intermediate	2	5 GCSE passes at grade A*– C or 9 – 4
Advanced	3	2 A level passes/Level 3 Diploma/ International Baccalaureate
Higher	4, 5, 6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or master's degree

Source: <https://www.managers.org.uk/~media/Files/Apprenticeships/A%20guide%20to%20Apprenticeships%202018.pdf>

Wages

The national minimum wage (NMW) for apprentices is £3.70 per hour as from April 2018. However wages can go up very quickly. They are now professional apprenticeships available in a marvellous range of job-roles and industries. Some of the UK's top employers in banking, accounting, engineering and law offer very well paid apprenticeships. Below are the highest paid UK apprenticeships in 2017/18, by industry.

Position	Industry	Average Salary
1	Accountancy	£19,734
2	Government/Not for Profit	£19,316
3	Banking	£18,937
4	Energy	£18,479
5	Insurance, Asset & Investment Management	£17,384
6	IT & Consultancy	£17,334
7	Engineering	£16,719
8	Business	£16,601
9	Construction	£16,468
10	FMCG	£15,884
11	Science & Pharmaceuticals	£14,969
12	Recruitment	£12,944

"My apprenticeship has benefitted me in every way possible. I've learnt key skills in engineering, mechanical and hydraulics, as well as the theory behind all of it."

Holly Broadhurst
Higher design engineering apprentice,
J C Bamford Excavators

Source: <https://www.ratemyapprenticeship.co.uk/advice/students/highest-paid-apprenticeships-uk>

Working hours

The minimum duration of each apprenticeship is based on the apprentice working 30 hours a week or more, including any off-the-job training you undertake. However, this does not apply in every circumstance. For example, people with caring responsibilities or people with a disability may work reduced weekly hours.

Apply now

www.gov.uk/apply-apprenticeship

HIGHER APPRENTICESHIP UNIVERSITIES AND PROFESSIONS

At a glance: higher and degree apprenticeship sectors

Agriculture, Horticulture and Animal Care	Engineering and Manufacturing Technologies
Arts, Media and Publishing	Health, Public Services and Care
Business, Administration and Law	Information and Communication Technology
Construction, Planning and the Built Environment	Retail and Commercial Enterprise
Education and Training	Science and Mathematics

In detail: subjects and professions

Accounting	Facilities Management
Actuarial Technician	Financial Adviser
Advanced Dairy Technologist	Financial Services Professional
Aerospace Engineer	Food Industry Technical Professional
Aerospace Software Development Engineer	Healthcare Assistant Practitioner
Agriculture	Healthcare Science Associate
Aircraft Maintenance Certifying Engineer	Healthcare Science Practitioner
Assistant Technical Director (Visual Effects)	High Speed Rail & Infrastructure Technician
Associate Ambulance Practitioner	Hospitality Manager
Associate Project Manager	HR Consultant / Partner
Aviation Operations Manager	Human Resource Management
Bespoke Tailor And Cutter	Insurance Professional
Broadcasting Technology	Intelligence Operations
Building Services Design Engineer	Investment Operations Specialist
Business And Professional Administration	IS Business Analyst
Care Leadership And Management	IT, Software, Web & Telecoms Professionals
Chartered Legal Executive	Junior 2D Artist (Visual Effects)
Chartered Manager	Junior Management Consultant
Chartered Surveyor	Laboratory Scientist
Civil Engineer	Laboratory Scientist
Commercial Procurement And Supply	Legal Services
Construction Management	Licensed Conveyancer
Control / Technical Support Engineer	Life Sciences And Chemical Science Professionals
Conveyancing Technician	Management
Creative And Digital Media	Manufacturing Engineer
Cyber Intrusion Analyst	Manufacturing Engineering
Cyber Security Technologist	Mineral Products Technology
Data Analyst	Network Engineer
Dental Practice Manager	Non-Destructive Testing Engineer
Dental Technician	Nuclear Scientist And Nuclear Engineer
Digital And Technology Solutions Professional	Nuclear Technician
Digital Learning Design	Nuclear Welding Inspection Technician
Electrical / Electronic Technical Support Engineer	Nursing Associate
Electrical Power Networks Engineer	Operations / Departmental Manager
Electrical Power Protection And Plant Commissioning Engineer	Outside Broadcasting Engineer
Embedded Electronic Systems Design And Development Engineer	Paraplanner

Universities

Ada, the National College for Digital Skills	University of Bedfordshire
Anglia Ruskin University	University of Bradford
Aston University	University of Cambridge
Bath Spa University	University of Central Lancashire
Birkbeck College	University of Chester
Birmingham City University	University of Chichester
Bournemouth University	University College Birmingham
BPP University	University of Cumbria
Brunel University London	University of Derby
Buckinghamshire New University	University of Durham
Canterbury Christ Church University	University of East Anglia
City, University Of London	University of East London
Coventry University	University of Essex
Cranfield University	University of Exeter
De Montfort University	University of Gloucestershire
Edge Hill University	University of Greenwich
Harper Adams University	University of Hertfordshire
Imperial College Of Science, Technology And Medicine	University of Huddersfield
Kingston University	University of Hull
Leeds Beckett University	University of Keele
Leeds Trinity University	University of Kent
Liverpool John Moores University	University of Lancaster
London Business School	University of Leeds
London Metropolitan University	University of Lincoln
London South Bank University	University of Newcastle Upon Tyne
Loughborough University	University of Northampton
Manchester Metropolitan University	University of Northumbria at Newcastle
Middlesex University	University of Nottingham
Nottingham Trent University	University of Plymouth
The Open University	University of Portsmouth
Oxford Brookes University	University of Reading
Plymouth College Of Art	University of Salford
Queen Mary University Of London	University of Sheffield
Ravensbourne Limited	University of Southampton
Sheffield Hallam University	University of Suffolk
Southampton Solent University	University of Sunderland
Staffordshire University	University of Warwick
Teesside University	University of West London
The Royal Agricultural University	University of the West Of England, Bristol
University of Bath	University of Wolverhampton
University of Bedfordshire	University of Winchester
University of Birmingham	University of Worcester
University of Bolton	Writtle College
	York St John University

Source: <https://university.which.co.uk/teachers/introduce-higher-education-options/higher-and-degree-apprenticeships-guide-download#option1>

THE RIGHT APPRENTICESHIP

THE RIGHT VACANCY

- **Level:** To maximise the benefits of an apprenticeship, make sure you begin in a level that teaches you new skills.
- **Sector:** Decide which sector you want to work within, this helps you to narrow down your options.
- **Employer:** It is essential to choose an apprenticeship that satisfies your workplace environment needs and monetary expectations.
- **Training Programmes:** Evaluate the quality of training programmes when considering apprenticeships.
- **Career Path:** Look at the overall picture and ask yourself whether you believe a particular apprenticeship can help you reach your goals.

CHOOSING AN EMPLOYER

- **Work Environment:** Apprenticeships take some time to complete, so choose an employer with a work environment that you can tolerate.
- **Company Size:** Larger companies tend to hire more apprentices while smaller companies may only hire one or two.
- **Pay:** While the UK maintains a minimum wage for apprenticeships, some employers offer higher pay.
- **Progression:** It is vital to acknowledge whether a company offers progression routes after the completion of the apprenticeship.
- **Company Reputation:** Your apprenticeship carries weight on the job market, so choose a company that is respected in the field.
- **Training Pace:** Choose an employer that offers an apprenticeship that aligns with your training needs.

BEING AN APPRENTICE

- **Technical Training:** An apprenticeship equips you with the technical skills employers look for in a potential employee.
- **Financial Savings:** You earn money during an apprenticeship and do not have the high costs that accompany a traditional education.
- **Networking:** During an apprenticeship, you develop relationships with professionals in the field.
- **Study Time:** Most apprenticeships allow time for in-class study.
- **Support:** Because you work with a professional in the field, you have support throughout the learning process.
- **Career Prospects:** The completion of an apprenticeship gives you an advantage over other job seekers who have less experience.
- **Paid Holidays:** Apprentices are treated like real employees, meaning they also get paid holidays.

Source: <https://jobs.telegraph.co.uk/article/what-apprenticeship-is-right-for-me/>

Employability

The skills you need

How to apply

THE REALITY

Application stage

- Approximately 80% of available jobs are never advertised.
- On average the number of people who apply for any given job is 118. Only twenty-percent of these applicants get an interview.
- The average time spent looking at a CV is 5-7 seconds, 1 spelling or grammar mistake and your CV will be thrown away. 76% of CV's are ignored if your email address is unprofessional.

Assessment

- On average, interviews last 40 minutes (phone interviews 30 minutes),
- What do employees look for before making an offer? About 36% look for multitasking skills; 31% look for initiative; 21% look for creative thinking; and 12% look for something else in the candidate.

Feedback

- 5.5% of unsuccessful candidates were given feedback that they found even moderately useful from employers; of that, only 2.6% of candidates received "specific and valuable feedback."
- Those were the lucky ones as 55.9% reported not receiving any feedback at all in the first place. Another 20% of those that did were provided "general or limited feedback."

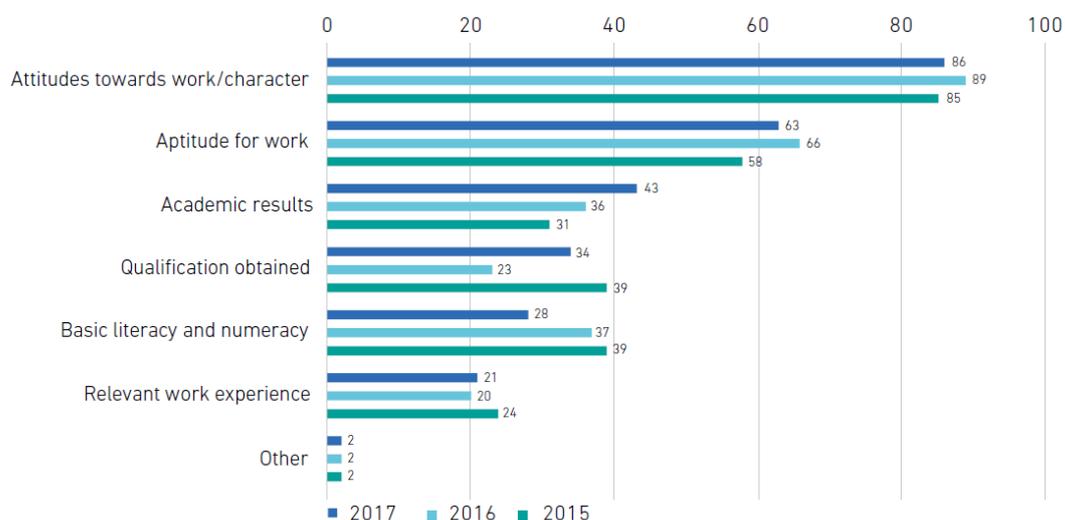
Sustainability

- In Mark Murphy's Hire for Attitude reports he states that of the 20,000 new hires 46% of them failed within 18 months and of these 89% left because their attitudes did not align to that of the company. Only 11% failed because of a lack of skills.

Source: <https://www.collingwoodsearch.co.uk/our-insights/recruiting-retaining-talent/15-interesting-recruitment-facts/>

It is vital for young people to be aware of what employers look for in a potential candidate. The chart below looks at the most important factors used by UK employers when recruiting school/college leavers.

Exhibit 2.1 Most important factors in recruiting school/college leavers (%)



Source: http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77

THE SKILLS YOU'LL NEED

While there will always be job-specific skills that an employer is looking for, most employers will also want you to have some general skills. These skills are sometimes called "employability skills".

Having employability skills can help you get a job and can also help you stay in a job and work your way to the top. Generally speaking, there are eight skills that employers want you to have, no matter what industry you're working in.

Communication

Depending on the job, communication involves being confident about speaking to people (face-to-face or over the phone). It also involves writing well enough to be understood in emails and memos.

Teamwork

Teamwork means being good at working with people - both the people you work with and other people that come into contact with your organisation.

Problem solving

Problem solving is about being able to find solutions when faced with difficulties or setbacks. Even if you can't think of a solution straight away, you need to have a logical process for figuring things out.

Initiative and enterprise

Initiative and enterprise are about being able to think creatively and to make improvements to the way things are. They're also about looking at the bigger picture and how the way you work fits into that.

Planning and organising

Planning and organising are about things like working out what is required to get a job done, and then working out when and how you'll do it. They're also about things like developing project timelines and meeting deadlines.

Self-management

Self-management is about getting on with your work without someone having to check up on you every five minutes, being able to stay on top of your own deadlines and be able to delegate tasks to other people to make sure things get done on time.

Learning

Learning is about wanting to understand new things and being able to pick them up quickly. It's also about being able to take on new tasks and to adapt when the way things are done in the workplace change.

Technology

General technology skills that employers want include things like being able to use a computer for word processing and sending email, or knowing how to use a photocopier.

CV SORTED?

Whether you're thinking of applying for work experience, an entry-level job or a school leaver training programme, chances are you'll need to put together a CV. This is a standard part of the application process and helps to give employers a clear idea of whether your written communication skills are up to scratch.

Your CV needs to be easy to read and understand; it should cover all the necessary information and shouldn't include any howlers, such as spelling mistakes that will put the recruiter off.

JOHN THORPE
 17a Christmas Way, Abingdon, Oxon OX99 2PQ
 Email: johnthorpe@inter.net
 Tel: 01449 123456 Mobile: 07759 234567

Education and qualifications
2008–present *Abingdon Secondary School*
 A levels (predicted): Maths (B), Physics (C), Chemistry (C)
 BTEC Level 2 Diploma in Engineering (Merit)
 GCSEs: Maths (A), Physics (A), Chemistry (B), Biology (C), English Literature (C), English Language (B), Geography (C), IT (B)

Employment and work experience
2014 (2-week placement, August) *Civil Engineers & Building Design, High Street, Abingdon*
 Shadowed design team and attended design meetings. Used technical computer programs, including AutoCAD 2014. Helped to compile reports for clients. Performed necessary administrative tasks and gained an understanding of all departments.
2014 (July) *South Oxfordshire Holiday Park, Wallingford*
 Helped caretaker with repairs and maintenance, including cleaning and gardening.
2011–present *Customer service assistant, Tesco, Abingdon (part time)*
 Working on the checkout and at the customer service desk. Has helped develop my commercial awareness and communication skills.

IT skills
 Good working knowledge of AutoCAD 2014, Excel and Word.

Interests
 I am a keen footballer and have played in the school team for the last five years. In the year I was captain (2012) we came second in the county league. I have volunteered as a football coach at local primary schools' after-school clubs and have tried and enjoyed many other outdoor activities, including kayaking and climbing.

References available upon request

Callout boxes:

- You don't need to say 'Curriculum Vitae' at the start of your CV. Begin with your name.
- Include contact details: phone numbers, an address and an email address (make sure this is sensible and sounds professional). You don't need to include your date of birth or age.
- If you aren't writing a covering letter, you can include a personal statement at the beginning of your CV that describes your strengths and why you are interested in the career. If you do this, keep it brief – ideally two to three lines and not more than 60 words. We've started this CV with education and qualifications instead. Employers will expect to see education and qualifications covered near the top of your CV.
- If you've attended more than one secondary school, list the most recent first. You don't need to include your primary school.
- If the apprenticeship or job you are applying for specifies that you need specific exam grades, show that you have them.
- Employers won't expect you to have lots of relevant work experience, but they will be interested in any that you do have. Give some details about what you learned and contributed.
- You can provide a brief description of any full-time or part-time jobs you have had, explaining your responsibilities and achievements.
- Employers will be keen to find out about your skills, for example, IT, team working, customer service and communication skills. If it's relevant to the role, mention that you have a full clean driving licence.
- You don't have to include a section on your interests, but this can be a good way to tell employers about your strengths and give them a sense of what you might be like to work with.
- Putting any voluntary work you have done on your CV helps to create the impression that you are committed and motivated. Include any fundraising, involvement in teams, positions of responsibility and awards
- You don't have to include this. Employers will assume you have references and will follow them up if you get through to the next stage. You definitely don't need to include contact details for them.

You should update your CV for each job application and adapt it to show you have the qualities and qualifications the employer is looking for.

Source: <https://targetcareers.co.uk/careers-advice/applications-and-interviews/198-how-to-write-a-cracking-school-leaver-cv>

USING A COVER LETTER

Writing a cover letter is more like introducing yourself. It gives you an extra chance to sell yourself and show some personality.

A good cover letter should include:

- An opening statement that briefly introduces you to the reader.
- A main body that highlights qualities and characteristics you have that are relevant to the job.
- A closing paragraph asking to arrange an interview.

Other things you can mention in your cover letter include:

- Key strengths and contributions that show you are a stand-out applicant.
- School work experience or volunteer work that demonstrates your strengths and attributes.
- Any hobbies or interests that are relevant to the job or demonstrate your professional experience.

The sample cover letter below demonstrates the kind of things you need to address.

Mr Allan Moyle
Moyle Retail Solutions
Phone: XX XXXX XXXX
Email: enquiries@moyleretailsolutions.com.au

23 April 2015

RE: Application for Casual Retail Sales Assistant position

Dear Mr. Moyle,

As a highly motivated and dedicated student with strong communication and interpersonal skills, I would like to apply for the position of Casual Retail Sales Assistant.

As a student I have been extensively involved in my school community, which has allowed me to develop strong interpersonal skills. My involvement in various events, including drama eisteddfods and sports carnivals, has allowed me to work closely with my peers while supporting the school community as a whole.

These experiences have allowed me to develop strong time management and organisational skills, which I see as being very important when seeking to work in casual employment while continuing to study.

Personal attributes that I believe make me suitable for this position include:

- **Motivation:** Volunteer participation and school results demonstrate high motivation.
- **Customer Service:** Assisting with the sale of products at community events has allowed the development of customer service skills.
- **Communication:** Acting in drama performances and working as an MC for school events has allowed the development of communication skills.

My teachers and educators have commended me for my willingness to participate and my dedication to helping out where possible. I enjoy working with others and believe that my strong communication skills will ensure that I can meet the expectations of this role.

I am aware that you will receive a large number of applications for this job, but I would very much appreciate the opportunity to demonstrate my capabilities to you in person.

I believe that I have a lot to offer your organisation. I am keen to develop my professional skills and look forward to discussing my application with you at an interview. I have enclosed a copy of my resume for your consideration. I can be contacted at all times on the details provided above.

Thanking you in advance for your time,

Joanne Tint

POWERWORDS

Employers will sometimes have to sift through dozens or even hundreds of applications and many will be very similar in appearance.

Try to use language which is direct, positive and appropriate in your application.

EXPERIENCE

"having gained knowledge or skill in a particular field over time."

- Demonstrated skills in...
- Extensive academic/practical background in...
- Experienced in all aspects of...
- Knowledge of/experienced as/proficient in...
- Provided technical assistance to...

ABILITY

"A talent, skill, or proficiency in a particular area."

- Trained in...
- Working knowledge of...
- Coordinated...
- Organised...
- Proficient in/competent at...
- Expert at...

SUCCESS

"the accomplishment of an aim or purpose"

- Promoted to...
- Successful in/at...
- Instrumental in...
- Delivered...
- Succeeded in...
- Proven track record in...
- Experience involved/included...

RESPONSIBILITIES

"a formal account of an employee's tasks & duties"

- In charge of...
- Employed to/handle...
- Assigned to...
- Project managed...
- Supervised/delegated...
- Now involved in/coordinate...

PERSONAL ATTRIBUTES

"quality or characteristic of a person"

- Enthusiastic user of...
- Committed to...
- Confident
- Thorough...
- Actively sought...

ROLES

"A job role" is a description of what a person does"

- Managed...
- Presented...
- Formulated...
- Initiated...
- Analysed/evaluated...
- Established/created/designed...
- Orchestrated...

APPLYING FOR WORK EXPERIENCE

A well-written work experience letter could make all the difference when it comes to being considered for your ideal placement, not to mention help you to stand out from a number of other applicants. Below is a template you can adopt to start your journey into the world of work.

	[Your name]
	[Address]
	[Postcode]
[Date]	
[Employer's name]	
[Full address]	
[Postcode]	
Dear Sir/Madam [or name],	
I am a [year group] student from [school name], studying [list of subjects].	
I'd like to enquire about a potential work experience placement at [company name], which I will be available to carry out for [amount of time] from [start date] to [end date].	
I'm keen on gaining some practical work experience in [chosen field of work], because [reasoning for pursuing a placement with this specific company and field].	
I'm a [relevant skills and attributes], which can be shown in my [real-life examples that demonstrate your skills].	
In my spare time, I like to [list relevant hobbies and interests], and I've also had some experience in/am a member of [list any groups/clubs/other work experience].	
As an enthusiastic student with a keen interest in what your organisation does, as well as a passion to progress within this industry, I would be very grateful to be considered for an opportunity at [company name].	
I look forward to hearing from you soon.	
Yours [sincerely/faithfully]	
[Your name]	

Opening paragraph - Always double-check to make sure you've got the right address and name, and don't forget to edit it for each organisation you send your letter to.

Second paragraph - Give the employer a brief outline of who you are, what you're doing (e.g. at school, university, or working), and explain what you're looking for. Try to include relevant subjects to the sector you want to go into.

Third paragraph - This section should express a genuine interest for your chosen company and field of work, which should coincide with your career goals and ambitions. To really stand out, show you've done your research, and express an interest in the company's recent developments and successes.

Fourth/fifth paragraph - This is your chance to sell yourself. List all of your relevant skills, and think of a real-life example to back each of them up. The examples can be from any area of your life (work, school, university), but it's important that they accurately quantify your skills.

Closing the letter - Reiterate. Close the letter by summing up your suitability and interest in the field, and always express your gratitude for their consideration.

Source: <https://www.reed.co.uk/career-advice/work-experience-letter-template/>

APPRENTICESHIP APPLICATION FORM

What are your main strengths?

Please provide examples of when you have demonstrated your strengths

One of my main strengths is my ability to communicate effectively. Whilst doing my work experience placement with Barclays bank, one of my main duties was to greet customers and clients, take phone calls and book meetings for consultants.

Another of my key skills is my ability to work in a team. For example during my Business Admin course I went on a 2 day entrepreneurship course, I had to work in team of 4 for a "Dragons Den" themed project. Our task was to design our chosen product; which meant I had to be both reliable and able to listen to ideas from my colleagues.

(Shortened version) – Ideally you would add another 2 or 3 competencies/paragraphs

4000 characters remaining

What are your hobbies and interests?

Remember to include any personal achievements

My main hobby is playing football; I play once a week for a Sunday league team for whom I have been the captain for almost 2 years now. I also enjoy cooking dishes for my friends and family as it relaxes me and allows me to socialise with them.

4000 characters remaining

What personal skills would you like to improve?

I would like to have the opportunity to develop on my team working skills as I do not have much experience in that field. Whilst I was doing my course at Sample Training I had two projects to work on as part of a team. We were tasked with coming up with an idea for a Dragons Den project. So I would like to improve on my team working skills or build on it, because working in a team is just as important as working on my own.

I would like to improve leadership skills, as school prefect I was given the opportunity to gain some basic management skills. I would like to learn how to use my time more efficiently and effectively. Using my time to the maximum capacity will enable me to improve my productivity whilst balancing a healthy lifestyle. I would also like to improve on my sales skills, upselling a product and really knowing how to sell to an audience.

4000 characters remaining

SUPPORTING STATEMENT

When applying for certain roles, employers will often request you send a 'supporting statement' along with a CV or application form. A supporting statement should never simply repeat information from your CV and needs to be written specifically for a job application.

You have one shot at securing yourself an interview – to convince the panel of:

- What you have done in the past
- What you are doing in your current role that is useful to them
- Your developing skill set
- Your vision for the future
- How your strengths and skills can add value to the new school
- How your experiences to date can be used in the new context

General advice:

- Carry out the instructions to the detail
- No more than 2-3 pages
- Spell check
- Ask someone else to re-read and check for errors – fresh eyes can often see better
- Do not reduce your font size below 10
- Break up with lots of paragraphs to make it easier to read

Consider a 3 part statement:

- Opening
- Evidence
- Conclusion

Include examples that will encompass a number of the identified criteria and your impact - e.g. a section from a person specification, indicating where each criteria will be assessed. Be clear, concise and direct, indicating how you have led, developed and worked through others, managed change, taken initiative and made a significant impact.

The employer will appreciate that you work as part of a team but you must tease out your individual role and impact as clearly as possible.

Source: <http://www.hays.co.uk/features/supporting-statement-advice-4446>

Below is an example of a job description detailing which competencies could be assessed during a recruitment exercise. The 'X' shows at which stage your abilities will be tested.

Responsibilities/Duties	Essential	Application	Interview
1. You will be responsible for a wide range of general administrative experience	E	X	
2. You must have experience of Diary Management Using Outlook	E	X	
3. Experience of working within a team	E	X	X
4. Communications Skills: Written and verbal	E	X	

SUPPORTING STATEMENT EXAMPLE

Below is an example of correctly matching your skills to a job description.

1. A wide range of general administrative experience

I have worked in an office environment for over four years and have extensive experience in a wide range of administrative duties. The duties I have carried out in my previous and present role are carried out on either a daily or weekly basis and consist of the following:

- Answering phones, photocopying, scanning, message taking, word processing of letters and general correspondence, assisting with travel arrangements, organising and preparing the boardroom for meetings, booking restaurants, diary management to name but a few.

2. Diary Management Using Outlook

I use Outlook on a daily basis for organising and arranging meetings for the Director, which often involves many high profile civil servants. One of the recent meetings I arranged was for the Oliver Tambo event, as this is a very important event for Haringey Council and these meetings were urgent they had to take place on a weekly basis and involved up to 10 people.

3. Experience of working within a team

I have a willingness to assist and help others in the office. A most recent example of this was helping my colleague with the organisation, collating and copying of the Budget Challenge Meeting papers for the Director of Finance.

My colleague and I discussed plans before we received the papers, she did the first part of the job by organising the folders and dividers and I did the second part which was photocopying and collation of all the papers. We needed ten copies of each paper, and then my colleague, Line Manager and I inserted the paper work into the folders, in the correct order as instructed.

4. Communications Skills: Written and verbal

On a daily basis I write standard letters and emails to internal and external bodies. These letters and emails have to be accurately typed and well presented.

An example of this is customer complaints; the information taken over the phone and put in writing has to be accurate with as much attention to detail as possible. These letters and emails will be passed onto the appropriate departments for consideration and have to be clear and concise.

Self-evaluation - Ask yourself?

1. Does my application present me as a candidate who really wants to work for this company or as someone simply looking for a new job?
2. Have I discussed my key achievements?
4. Have I outlined my key strengths and illustrated them with evidence and impact?
5. Do I sound as though I actually want this job, more than any candidate?

Source: <http://www.hays.co.uk/job/education-jobs/leadership/supporting-statement-advice-4446>

Final stage

Group Assessments

Interviews

ASSESSMENT CENTRES

Assessment centres are designed to allow employers to see candidates in a variety of situations. You will be measured on your performance against a set of competencies that the employer is looking for. This means that if you don't do so well in one exercise, there are other opportunities for you to shine.

Activities that you could be presented with could be: competency based interviews, behavioural interviews, role plays, in trays, group exercises, preparing and delivering a presentation, ability tests, personality testing and the list goes on.

“75% of assessment centres use group exercises”

Assessment criteria

Group exercises typically assess a candidate's behaviour in a group, and the overall group dynamics involved in the exercise.

Typical factors assessed in a group exercise include:

1. Team working ability.
2. Social skills, confidence and communication skills.
3. Business acumen.
4. Leadership potential and influence.
5. Capacity to deal with deadlines under pressure.
6. How compatible a candidate's skills and behaviour are for the role.
7. Interpersonal skills, i.e. Listening skills, persuasion, diplomacy, mediation, composure, patience etc.
8. Decisiveness and critical thinking ability.

How to succeed in your group exercise

Making a good impression during this exercise can have a powerful impact on the assessors. Let's look at some specific ways to succeed in the group exercise.

1. If possible, take the lead
2. Be calm and assertive not aggressive
3. Introduce yourself to everyone with genuine warmth
4. People love it when you use their names
5. Listen carefully to every contribution.

Source: <https://www.assessmentcentrehq.com/assessment-centre-exercises/group-exercise-tips-and-advice/>

PSYCHOMETRIC TESTS

If you apply for a place on a graduate scheme with a big graduate employer, chances are you'll be asked to take psychometric tests alongside a first interview, possibly with a second interview or as part of an assessment centre. The psychometric test is a level playing field: employers value them because they are a fair way of comparing different candidates' strengths regardless of educational background.

Types of tests

Ability tests measure either general or particular skills, capability and acumen. This category of test can include:

- **Numerical reasoning tests:**

How well you interpret data, graphs, charts or statistics. Can test basic arithmetic.

- **Verbal reasoning tests:**

How well you understand written information and evaluate arguments and statements.

- **Abstract reasoning tests:**

How well you follow diagrammatic information or spot patterns. Can check spatial awareness. Diagrammatic or abstract reasoning tests are sometimes described as **inductive reasoning tests**.

- **Logical reasoning tests:**

How well you follow through to a conclusion given basic information, or using your current knowledge or experience. These include **deductive reasoning tests**, in which you are given information or rules to apply in order to arrive at an answer

Below is a sample question from an Inductive/Logical Reasoning Test that could come your way. You can find more practice examples at <http://www.jobtestprep.co.uk>

1- Choose the image that completes the pattern:



Which of the shapes below continues the sequence:



Explanation

All triangles "move" slightly counter-clockwise and outside. A good solving tip would be to try and disassemble the complete figure to its elements (triangles) and to focus each time on one of the elements.

The answer is -



INTERVIEW TYPES

The more you know about the interview, the better you can prepare. Below are different types of interviews you might encounter.



PHONE SCREEN

ONE OF THE INITIAL INTERVIEWS AN EXECUTIVE WILL COME ACROSS. IF YOU RECEIVE A SPUR-OF-THE-MOMENT CALL, ASK TO SCHEDULE A MORE APPROPRIATE TIME.



TRADITIONAL

MOST EXECUTIVES HAVE PARTICIPATED IN THESE. FOCUS ON HIGHLIGHTING HOW YOUR SKILLS, EXPERIENCE, AND ACCOMPLISHMENTS PROVE YOU ARE THE BEST CANDIDATE FOR THE ROLE.



VIDEO

SAVES THE CANDIDATE AND COMPANY MONEY ON TRAVEL COSTS, BUT STILL ALLOWS INTERVIEWERS TO OBSERVE THE CANDIDATE'S CHARACTER. PREPARE FOR THESE AS YOU WOULD FOR AN IN-PERSON INTERVIEW.



GROUP

THE HIRING TEAM INTERVIEWS A NUMBER OF CANDIDATES AT THE SAME TIME. THIS IS NOT VERY COMMON FOR MOST EXECUTIVE ROLES.



PANEL

PANEL INTERVIEWS CONSIST OF NUMEROUS INTERVIEWERS ASKING A CANDIDATE QUESTIONS. THESE INTERVIEWERS BRING VIEWPOINTS FROM DIFFERENT DEPARTMENTS WITHIN THE COMPANY.



LUNCH OR DINNER

THIS INTERVIEW IS MEANT TO SEE HOW YOU FIT WITH THE REST OF THE TEAM, NOT TO PROVIDE YOU WITH A FREE MEAL. EAT SOMETHING LIGHT AND CLEAN SO THAT YOU ARE NOT DISTRACTED.



STRENGTH-BASED

UNCOVERS WHAT THE CANDIDATE "LOVES TO DO" INSTEAD OF WHAT THEY "CAN DO." COMPANIES CONDUCTING THESE WANT TO BE SURE THE CANDIDATE IS PASSIONATE ABOUT THE ROLE.



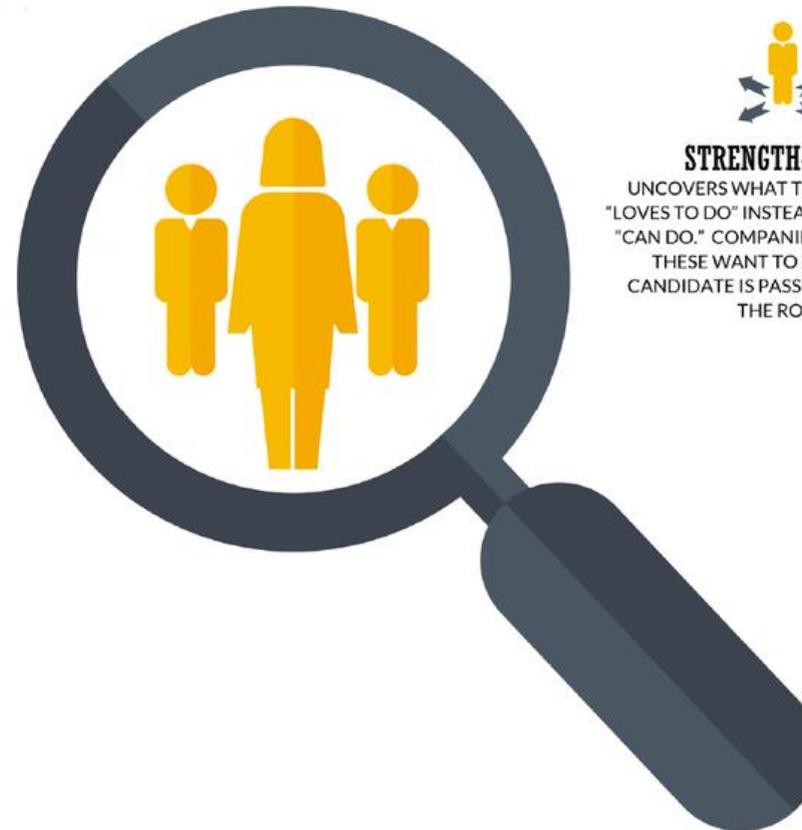
INFORMATIONAL

INVESTIGATIVE MEETINGS WHERE THE CANDIDATE IS NOT BEING CONSIDERED FOR A PARTICULAR ROLE. OVER-PREPARE, KEEP YOUR EXPECTATIONS LOW, AND APPROACH THE CONVERSATION WITH GRATITUDE.



BEHAVIORAL

TESTS YOUR SELF-AWARENESS BY FOCUSING ON WHAT YOU HAVE DONE IN DETAILED SCENARIOS. THE INTERVIEWER'S MAIN OBJECTIVE IS TO TRY TO UNCOVER HOW YOU SOLVE PROBLEMS.



Source: <http://onwe.bioinnovate.co/types-of-interview/>

STAR TECHNIQUE

Competency questions make up a large part of most job interviews and from a business's point of view they allow an objective assessment of a candidate's experience, and the qualities that make them suitable for the job. The image below breaks down the 'STAR technique' which is a great way to answer interview questions.



A lot of interview questions will require you to think about past work experiences you've had. For those who are applying for internships, apprenticeships or have no previous work experience, you can still talk about extra-curricular activities, what you achieved while being a member of a university society, or school projects you have been involved in.

Situation - This is about setting the scene, giving a context and background to the situation

"I was working for Waterstones as a sales assistant during the Christmas holiday period while the store was going through a rebrand"

Task - Build on the background you've given, and outline the task at hand

"As the store steadily became busier throughout the Christmas season, I was working in the children's department. My job was to ensure smooth running of the rebrand while also providing consistently good customer service at the same time, as well as maintaining order on the shop floor."

Action - What did you actually do to resolve the situation?

"To support the rebranding in the children's department I had regular meetings with the store manager. This meant I was aware of when new stands or shelves were coming in and was able to manage my time effectively to help set these up in time for the reopening, while also fitting in time to work on the shop floor, manage customer service and keep the store tidy."

Result - The result should be a positive one, and ideally one that can be quantified

"We achieved record sales during the Christmas period, a 50% increase on last year, while the rebrand continued with no issues. I was presented with employee of the quarter in recognition of how I managed the team."

Source: <https://www.ratemyapprenticeship.co.uk/advice/students/star-interview-technique>

INTERVIEW PREP

Plan ahead

- **Check where and when** – sort out any travel and accommodation you need – check the company website for maps and directions.
- **Be ready for questions** – some about your application, as well as your chance to ask about the job role.
- **Know your stuff** – show you know the latest in your subject area, and keep up to date with the news – they might ask to hear your views.
- **Practice** – have mock interviews with a teacher or adviser – cover why you chose that course and what you enjoy most about your current studies.



Know your company

Every company wants to feel that they are the best and the company/organisation you have applied for is no different. Consider:

- What is the companies' history and its values?
- What do they really do?
- How long have they been around?
- What additional services do they provide?

What might the employer ask me?

- Why do you want this job?
- Why are you the best person for the job?
- What relevant experience do you have?
- What do you know about this company?
- Why do you want to work for this company? – don't say...MONEY!!!



Questions you can ask

Most interviewers will ask whether you have any questions. It's best to have a couple prepared but do not ask: *"what is the salary?"* or *"how many days off will I get?"* But instead:

- What's the makeup of the team as far as experience?
- In what way will my performance be measured and reviewed?
- What types of training opportunities do you offer?
- Can you please tell me how this role relates to the overall structure of the organisation?
- What are the main priorities expected from the organisation?

Filler

SO.UM.UH.
LIKE.YEAH.

The best way to rid yourself of filler words is to just slow your rate of speech. Allow your mind time to catch up with your dialogue. More thoughtful speech will let you clearly articulate your message and not leave you grasping for words.

Source: <https://www.ucas.com/undergraduate/after-you-apply/undergraduate-interview-invitations>

WHAT NOT TO SAY

What is your greatest weakness?

This is a very common question to be asked, and it doesn't take much time to prepare for it. But, you do need to be prepared! These answers are not what you want to be saying:

- *I don't have any.* (Amazing *and* unbelievable!)
- *I have so many; it's hard to pick just one.*
- *I'm not a good speller.* (secretarial job)
- *I hate dealing with difficult people.* (customer service job)
- *I'm bad with maths.* (analyst job)
- *I'm not very good with the newer versions of Microsoft Office, I like Office 97 best.*

Why should we hire you?

This question is an opportunity to make a personal sales pitch, focused on the benefit *to the employer*, not the benefit to you for having the job (the employer understands how you will benefit). Most of these answers are worrisome:

- *I don't know.* (Neither will the employer.)
- *No one else will hire me.*
- *I'm unemployed.*
- *I need the money.*
- *I need a job.*

Tell me about yourself

This question is not an invitation to confess your greatest hopes or your biggest sins. But it is another opportunity to show the employer how your skills and experience match up with the requirements of their job. Having nothing to say may be interpreted by the employer as lack of interest and/or lack of preparation.

There's not much to tell. (Professional spy?)

"My real job is rock musician. I'm the drummer. But our agent quit, so we don't have any gigs scheduled the rest of the year. We're looking for a new agent, and I hope to get back to that soon. That's what I really do."

Do you have any questions?

Applicants often shoot themselves in the foot with this question, as you'll see in these responses. Would you want to hire the people who gave any of these answers? Neither would I. Yes, you *should* have questions! But *not* these:

- *Will I need to pass a drug test before I get hired? How much notice will I have?*
- *No.*
- *How often do people get salary increases here?*
- *Do you cover sick days? How many can I have each month?*
- *How much annual leave will I get?*
- *How big is the employee discount? Is there a limit on how much I can buy? Is it OK to resell?*

Source: https://www.job-hunt.org/job_interviews/bad-job-interview-answers.shtml

CHECKLIST: AM I JOB READY?

1. I can list at least 3 employability skills I possess (list below)

Skill 1

Skill 2

Skill 3

2. I can provide quality examples of my employability skills

Skill 1	Skill 2
List skill: Write example below:	List skill: Write example below:

3. I know how to create both a CV and cover letter

Not a clue! A bit worried Unsure Should be okay Confident

4. I know what an apprenticeship is...

Not a clue! A bit worried Unsure Should be okay Confident

5. I know the difference between apprenticeships and higher education

Not a clue! A bit worried Unsure Should be okay Confident

6. I know how to effectively apply for vacancies and work experience

Not a clue! A bit worried Unsure Should be okay Confident

7. I know where to find apprenticeship vacancies

Not a clue! A bit worried Unsure Should be okay Confident

8. I know how to conduct myself in job interviews

Not a clue! A bit worried Unsure Should be okay Confident

NOTES

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TASKS

Actions to be taken	How will I achieve this action?	To complete by



“It's better to be prepared for an opportunity, and not have one; than to have one and not be prepared.”

– Les Brown