

Name

Class

Tutor
Group

Year 10 – Personal Development

Wider World: Securing a job



KEY VOCABULARY LIST

| | |
|-----------------------------|--|
| Ground Rules | Boundaries that a class sets at the start of a Personal Development lesson |
| Job Description | A job description tells you about a job that is being advertised. It describes the main duties of your role and gives you an idea of what the job will be like |
| Person Specification | Is a description of the qualification, skills and experience that an employer wants an applicant to have |
| Skills | The ability to do something well, such as good communication skills |
| Qualities | Personal characteristics and behaviours you display, such as reliably turning up on time for a job |

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| Subtopic 4 | Morrisby – Aspirations Questionnaire and Action Planning | p20 |
| Subtopic 5 | What is work? (Netherwood Academy only) | p25 |

EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

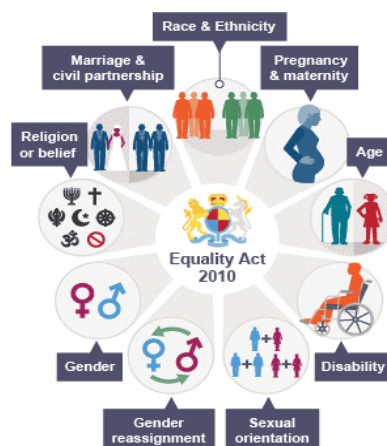


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership

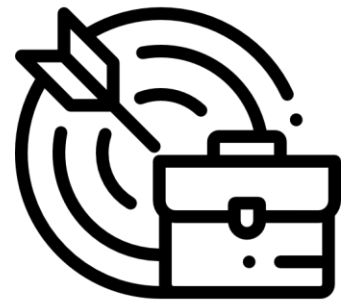


What is Careers Education?

Careers education is about learning more about the person you are. This is called **self awareness**. It's learning about all the different kinds of opportunities that are available to you in the wider world. This is called **opportunity awareness**. And then it's learning how to manage your own self and opportunity awareness. Sound simple? It takes some practice! Careers is not just about jobs! Careers runs through tutor time, PSHCE, your subject lessons, conversations with staff, appointments with Careers Advisors and in lots of enrichment activities.

Your Careers Leader is: Mr Powell

A Careers Leader organises and leads the whole careers programme in school. You can speak to them to find out what the careers offer is at your school and for basic impartial information and advice. They can also refer you to a Careers Advisor for in depth guidance appointment.



Your Careers Advisor is: Therese Pluck

A Careers Advisor is a professional who is qualified to give you impartial advice and guidance about your study and work options. Impartial means that they are helping you to focus on what's right for you, not what your school, your friends or your family think.

Skills-BUILDER

There are many skills in the world of work but 'eight essential skills' have been identified as being necessary to develop and succeed as a well-rounded person. More and more employers, Further and Higher Education institutions are using the Skills Builder framework.

Essential skills unlock learning, boost academic outcomes, perseverance and self belief. They halve the likelihood of being out of work and increase earnings across a lifetime. They even boost wellbeing and life satisfaction! It's important that you can identify some of your skills within this framework and develop them throughout your lifelong learning.



Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Subtopic 1 – Applying for a job

Learning Objectives

- Understand why employers use application forms
- Summarise what basic details employers seek on their application forms
- Understand employer requirements to help structure your application answers

Baseline Activity: Complete the activities below:

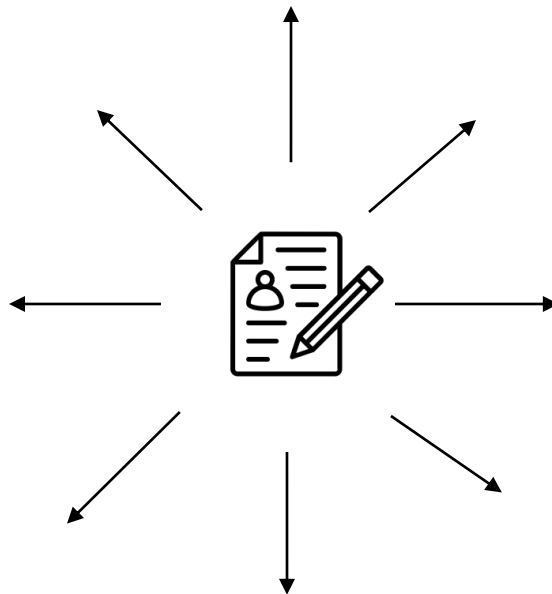
Imagine that you have seen an advertisement for your dream job. What is your dream job?

Make a list of what you think you will need to do/prepare to get that job.

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

What sort of information might your potential employer want to know about you?



Silent &
Solo

What happens before someone offers you a job?

You apply for a job – either through a CV (Curriculum Vitae) or an application form. Your application form must impress an employer. You attend an interview and this must be good enough to persuade an employer to offer you a job.

What is an application form?

- A screening process to find candidates employers would like to invite to interview .
- A way for employers to get to know you better
- A series of questions about you, your skills and motivations

The image shows a sample application form with the following fields:

- Title:** A dropdown menu with a colon icon.
- First Name:** A text input field with the placeholder "Your name".
- Last Name:** A text input field with the placeholder "Your name".
- Email:** A text input field with the placeholder "matt@youremail.com".
- Telephone:** A text input field with the placeholder "0121 236...".
- 1st Line of Address:** A text input field.
- 2nd Line of Address:** A text input field.
- Town / City:** A text input field.
- County:** A text input field.
- Postcode:** A text input field.
- Date of Birth:** A text input field with the placeholder "01/01/2004".
- Education/Qualifications (including predicted grades):** A text input field.
- Supporting statement (no more than 150 words):** A text input field.

Turn and Talk: How long does it take to write a good application and why do you think this?



| Task 1: Explain how you might approach the following actions when preparing an application form: | |
|---|--|
| Research the employer thoroughly | |
| Understand the role fully | |
| Decide on your skills | |
| Draft your answers to questions | |
| Plan your time | |
| Check your spelling and grammar | |
| Apply before the closing date | |

An application form needs to be **neat**, if handwritten and formatted well, if typed. It is advisable to complete all applications using a computer. Spelling should be perfect – use a spell checker and always ask someone to look over what you have written.

Basic Details

An application form will always ask for some basic details which are shown below:

- Name
- Date of Birth (DOB)
- Address
- Contact email and telephone number
- Education
- Work experience / Voluntary experience / Positions of responsibility

| | | | |
|---|-------------|---------------------|---------------|
| Title | First Name: | Last Name: | |
| Miss | Sarah | Prince | |
| Email: | | Telephone: | |
| s.prince@sensibleaddress.com | | 07979 797 797 | |
| 1st Line of Address | | 2nd Line of Address | |
| 1 The Avenue | | | |
| Town / City | County | Postcode | Date of Birth |
| Big Town | Countyside | CC10 1CC | 01/01/05 |
| Education/Qualifications (including predicted grades) | | | |
| Big Town School - English, Maths and Science grades 6, IT, geography, PE, French... | | | |

It is especially important to check that these details are correct and completed in full so that the employer has the information they request. You should not leave any boxes empty. You will need to research any specific information you might need e.g. Addresses of places where you completed work experience. **Take time to ensure every detail is correct!**

Task 2: On the application form on p30 Complete the **basic details section** in full.

Job Description and Person Specification

Job Description – A job description tells you about a job that is being advertised. It describes the main duties of your role and gives you an idea of what the job will be like.

Person Specification – Is a description of the qualification, skills and experience that an employer wants an applicant to have



On p34 is an example of a combined job description and person specification for the position of Administrative Assistant. The key to a successful application form is showing the employer that you meet the requirements of the job description and person specification, so it is **very important** to read it carefully.

Task 3: Annotate the document on p34 to show what part is the job description and what part is the person specification

Task 4: After reading the job description and person specification, complete the tasks below:

a. Highlight the key responsibilities you think you will be able to do already.

b. Which responsibilities are you not sure of?

c. Do you think you will be able to complete these responsibilities with some training and guidance?

d. Look at the personal attributes section. Which of these skills do you possess?

| Skills you possess | Example to justify this |
|--------------------|-------------------------|
| | |
| | |
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| | |
| | |

e. What is the difference between essential and desirable qualifications, skills and qualities?

Reflection: Write down 3 pieces of advice for someone writing an application form to secure a job interview. Then return to your baseline task on p6 and add any new learning in a different coloured pen.

Subtopic 2 – Personal Statement

Learning Objectives

- To know how to write a good personal statement

Do Now:

1. What basic details might an employer need to know about an applicant for a job?

2. What is a job description?

3. What is a person specification?

4. What is an essential skill?

5. What is a desirable skill?



Silent & Solo

Baseline Activity: On the mind map below, write down your skills and qualities.



My skills and
qualities

Skills







The ability to do something well, such as good communication skills

Qualities

Personal characteristics and behaviours you display, such as being trustworthy

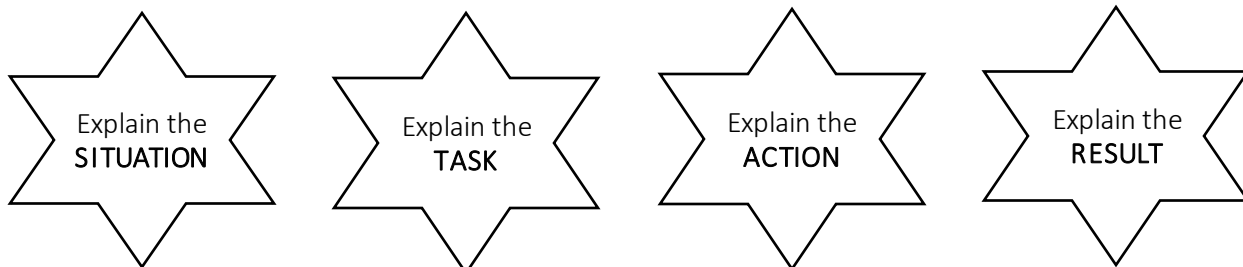
Personal Statement

The personal statement plays a significant role in whether you are invited for an interview. On an application form, this is also sometimes called a **supporting statement** or **additional information**. It should cover what skills and qualities you have that relate to the job description and person specification. You should aim to include:

| | | | |
|---|--|---|---|
|  | Why you are applying for the job |  | Include two or three examples of where you've used these skills |
|  | Why you'd like to work for the employer |  | A brief overview of your hobbies and interests |
|  | Use the job description to underline skills the employer seeks |  | And remember to check word count and any guidance notes. |

The STAR technique




The STAR is a good way to structure a response that clearly explains your skills or qualities. Using this method means you always provide evidence to support what you suggest.



| | |
|---|--|
| For example - writing about when I showed teamwork on work experience. | |
| <p>Situation <i>Frame the story. Keep it brief (1-2 sentences)</i></p> | I took part in a work placement at a primary school where I supported Year 1. I assisted with reading and was responsible for a small group who were struggling with phonics. |
| <p>Task <i>Explain what happened (1-2 sentences).</i></p> | The teacher and teaching assistant had to deal with a medical emergency with one of the students, leaving no one to undertake the lesson with the class. |
| <p>Action <i>Focus on how YOU dealt with the situation. Always write the most here. (4-5 sentences)</i></p> | I could see that staff were struggling so quickly volunteered to read the whole class a story. I instructed the class to move to the reading corner to distract from the situation. I read the class a short story and started a discussion about the book. Using my teamwork skills, I ensured that the other staff could focus on the emergency rather than worry about the class. |
| <p>Result <i>Finish the story, showing yourself in a positive light. (1-2 sentences)</i></p> | Later in the day, I was proud to be thanked by the headteacher for being a team player and showing quick thinking in a challenging situation. |

Task 1: Choose two situations that have helped you to build your experience and describe the tasks, actions and results in each situation.

| | |
|--|-------------------|
|  Situation | <hr/> <hr/> <hr/> |
|  Task | <hr/> <hr/> <hr/> |
|  Action | <hr/> <hr/> <hr/> |
|  Result | <hr/> <hr/> <hr/> |

| | |
|--|-------------------|
|  Situation | <hr/> <hr/> <hr/> |
|  Task | <hr/> <hr/> <hr/> |
|  Action | <hr/> <hr/> <hr/> |
|  Result | <hr/> <hr/> <hr/> |

Writing your Personal Statement

No matter who you are or how old you are, this part of the application form can seem daunting. How do you start? What should you put? It's ok if you find this part hard. But it's important that you try your best. This is something that you will have to do for the rest of your life. Practice makes perfect!



Tips when writing a personal application

- First, revisit the job description and person specification. Know the role you are applying for.
- Your introduction should be about your reasons for applying. *'I am applying for the role of Administrative Assistant because... 'I am excited to apply for the role of Because...*
- Secondly, demonstrate you understand the role and why you are the right candidate. *'I believe that I am the right applicant for the role of Administrative Assistant as'**My skills and qualities make me the right person for the job of Administrative Assistant. For example...*
- Thirdly, evidence your skills and qualities. Include STAR technique examples
- Finally, summarise - the person you are and your commitment to the role. *My skills and qualities mean that I am an excellent candidate for this role. I am tenacious, responsible and eager to take on a new challenge. I am fully committed to this role and would welcome the opportunity to strengthen the team by providing the very best administrative support to enable others to conduct their roles effectively.*

Task 2: Turn to the personal statement section of the application form on p32. Complete this section, using the job description and person specification to help you on p34.

Reflection: Read through the personal statement below. What 3 pieces of advice would you give this person about what they have written?

I'm involved in a lot of things in and out of school. I do football after school and I'm also on the school council. I help out with the looking after my little brother when my mum's at work. I good at English but not good at Maths. I think I would be good for the job cos I get involved in lots of things and I'm not afraid to get stuck in.

1.

2.

3.

Subtopic 3 – Interview Techniques

Learning Objectives

- To understand the importance of an interview and how to make a good first impression
- To know what potential employers look for in an interview candidate

Do Now:

1. What can a personal statement also be known as?

2. What 3 things should you include in a personal statement?

3. What does STAR in STAR Technique stand for?

4. Should you ever write what you're not good at in an application form? Why?

5. Name one thing that you can do to improve your personal statement.

Baseline Activity: How can you have a successful interview? Write down as many ways as you can think of below:







Silent
& Solo

Why are interviews used?

After producing a fantastic application form, you secure an interview. This is the next stage of the job application process. Interviews are used to:

- Show that you can undertake the job you've applied for
- Demonstrate your interest in the job
- For **you** to find out more information about the role

| Here are some examples of different types of interviews: | | | |
|--|---|---|---|
|  |  |  |  |
| Face-to-face | Online | Telephone | Panel |

Turn and Talk: What do you think would be the advantages and disadvantages of each type of interview above?



Preparing for an interview

- Prepare what you are going to say in response to predictable questions
- Research the organisation so that you can talk knowledgeably about them
- Study the job advert, job description and person specification as well as any other information to help you understand the type of person they are looking for
- Be prepared to tell specific stories to demonstrate your strengths and qualities they are looking for
- Prepare some questions to ask the interviewer and practice what you are going to say
- Research how you are going to travel to your interview and arrive in good time
- Decide what you are going to wear
- Make sure you have what you need e.g. copy of your application form or any other documents the employer might've asked for

Turn and Talk: What questions might be asked during an interview?



| Stop and Jot: |
|---------------|
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| |

First Impressions

| | | |
|---|-----------------------------|--|
|  | <p>Be on time</p> | <p>Arriving a few minutes early is better than arriving a few seconds late. Make sure you have researched how to get there (including public transport), how long it might take and make allowances for rush hour traffic or if you take the wrong turn.</p> |
|  | <p>Be yourself</p> | <p>Being a bit nervous is a good thing – it shows you care about making a great impression and want the job. If you are too nervous, however, it may create the wrong impression. If you are calm and confident (or at least look as though you are), the other person will feel more at ease.</p> |
|  | <p>Dress appropriately</p> | <p>A suit is preferable for an office job. A shirt and trousers or a skirt will be appropriate for most other jobs.</p> |
|  | <p>Look clean and tidy</p> | <p>A clean and tidy appearance is appropriate for most jobs. A good haircut or shave, clean and tidy clothes, neat and tidy make-up will all help you to feel 'the part'. If you feel good about your appearance you will feel calm and confident.</p> |
|  | <p>The initial greeting</p> | <p>After arriving on time and looking smart, you are in the perfect position to create a good first impression. The first person you meet may be the receptionist – remember that impressing them is important as well as the person interviewing you. At reception, explain why you are there and who your interview is with.</p> |
|  | <p>Smile</p> | <p>There is nothing like a good smile to create a good first impression. A warm and confident smile will put both you and the other person at ease. Use your body language to project your confidence and positive attitude.</p> |
|  | <p>Nervous habits</p> | <p>Be aware of any nervous habits you might have e.g. a nervous laugh, twisting your hair or biting your nails – being aware of them means you can keep them in check.</p> |
|  | <p>Mobile Phones</p> | <p>The person meeting you for the first time deserves 100% of your attention. You have just a few seconds to make a great first impression and it is almost impossible ever to change it ... you don't want your phone interrupting. Turn it off.</p> |



Watch me: What do you think would be the advantages and disadvantages of each type of interview above?

Task 1: After watching the first clip, what errors do you think Max makes?

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Watch me: Watch the next half of the interview and answer the question below:

Task 2: After watching the first clip, how is this interview better?

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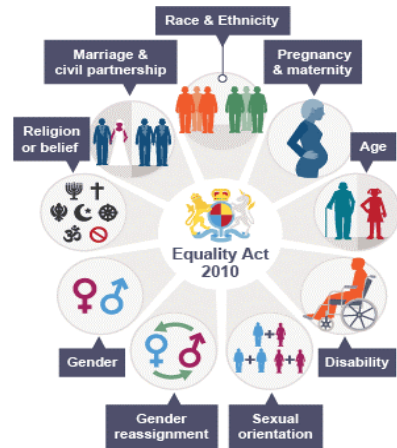
Anyone who applies for a job is protected by the Equality Act 2010. This law helps to stop **discrimination** and ensure everyone is treated fairly.



Show me: What does discrimination mean?

The act recognises 9 protected characteristics, these are:

1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Turn and Talk: Do you think discrimination exists in the workplace in 2023?



| |
|----------------------|
| Stop and Jot: |
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| |

Task 4: Read the case studies below and complete the table

| Case Study 1 I was refused an apprenticeship at a local hairdresser's because I wear a hijab. They say that all staff must wear their hair in trendy styles to impress customers. I'm not prepared to do this as it is against my beliefs. | Is this action unlawful discrimination? | What protected characteristic? |
|--|---|--------------------------------|
| | Yes <input type="checkbox"/> | |
| | No <input type="checkbox"/> | |
| What action could this person take? | | |
| | | |
| How might this person feel? What impact might it have on them? | | |
| | | |

| Case Study 2 One of my friends, who is a boy, said that I shouldn't study sports coaching at college because it's mostly boys that take that course and everyone will think you are a lesbian. | Is this action unlawful discrimination? | What protected characteristic? |
|--|---|--------------------------------|
| | Yes <input type="checkbox"/> | |
| | No <input type="checkbox"/> | |
| What action could this person take? | | |
| | | |
| How might this person feel? What impact might it have on them? | | |
| | | |

Reflection: Return to your baseline activity on p14 and add any new information about a successful interview that you have learnt in this subtopic.

Subtopic 4 – Morrisby – Aspiration Questionnaire and Action Planning

Learning Objectives

- To complete aspirations questionnaire and action plan

Baseline Activity: Answer the questions below:

1. What is your Morrisby username?

2. Have you stored your password somewhere safe? *(Make a note of this so that if you forget it, you know where to find it)*

Yes

No

2. Mind map as many post-16 options that are available post Year 11

Options
available



Silent & Solo

Morrisby is your digital careers library. It is a place for you to explore different careers, record your experiences and learn more about yourself. Morrisby has a detailed questionnaire linked to psychometric testing. Psychometric testing is a form of assessing your strengths, interests and aptitude. Lots of employers use psychometric testing to recruit into their companies. This questionnaire focused on our interests, skills and personal priorities. It then suggests some potential careers which may suit you. **Be aware - this does not mean that you have to do the career that Morrisby suggests, it is not directive.**



 Morrisby

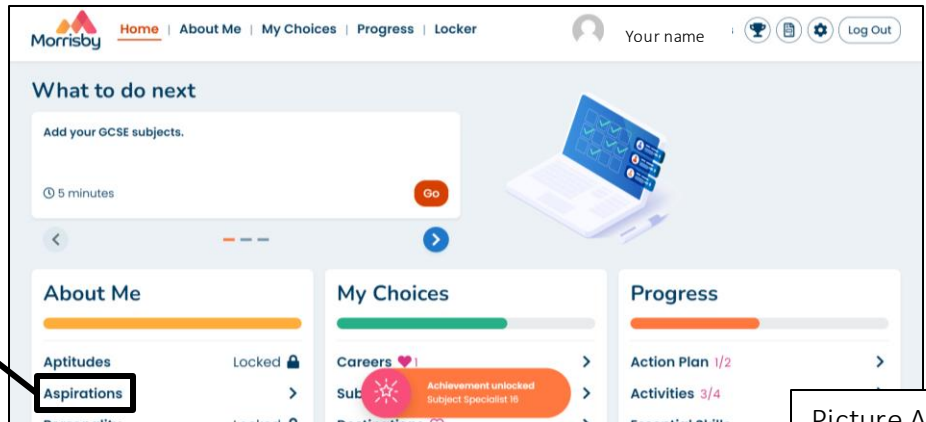
Task 1: Check your school email for an invitation for Morrisby. If you do not see this in your inbox, check your junk mail.



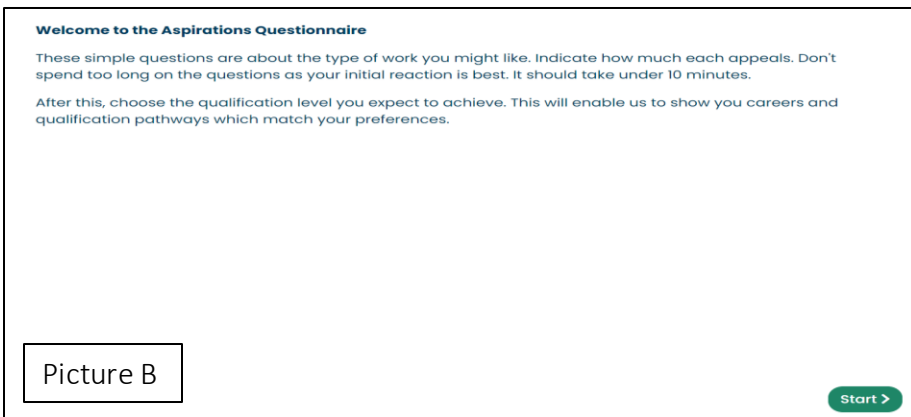
Watch me: Watch the short film 'Your first profile log in email invitation'

Task 2: The link on your email invitation should take you straight to your **aspirations questionnaire**. If this doesn't happen, you can click on **aspirations** on your home page in picture A. You should then see the start of the aspirations questionnaire as shown in picture B.

The aspirations section is here

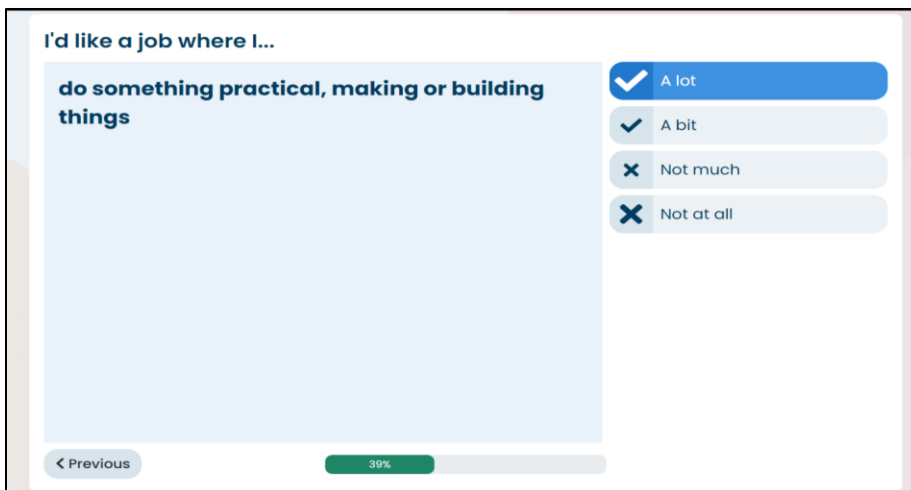


Picture A



Picture B

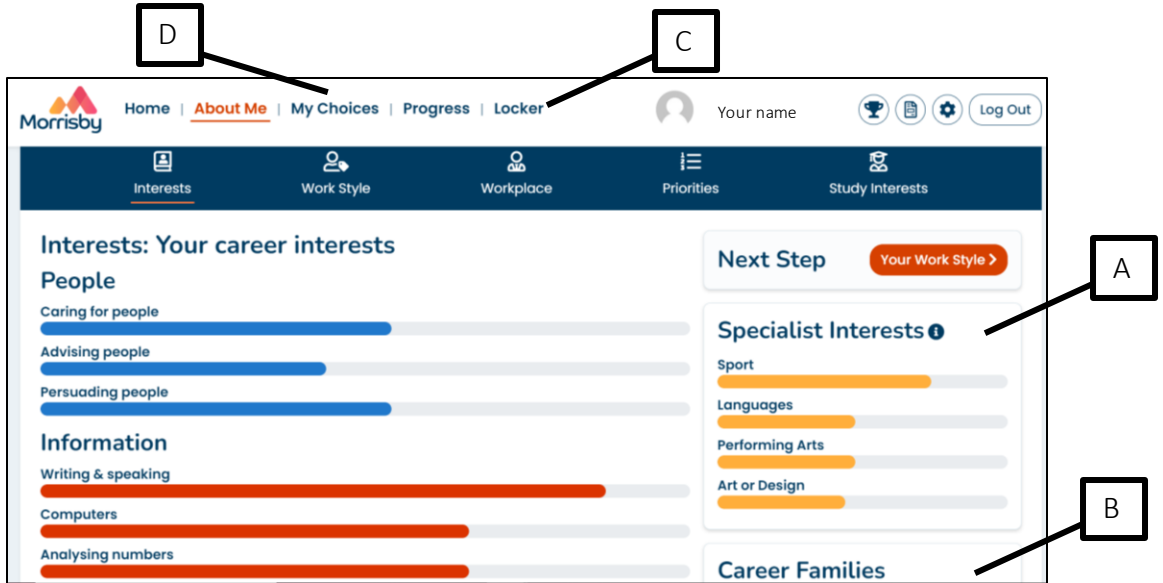
Once you click start, you will be asked to answer a series of questions. The pages look like this:



It can be tempting to just click on answers and not **really** think about the question that is being asked. For your results to be meaningful, you need to answer them truthfully and vary your answers. If not, Morrisby may remind you of this.

Task 3: Complete your aspirations questionnaire

When you have finished your aspirations questionnaire, your page should look like this:

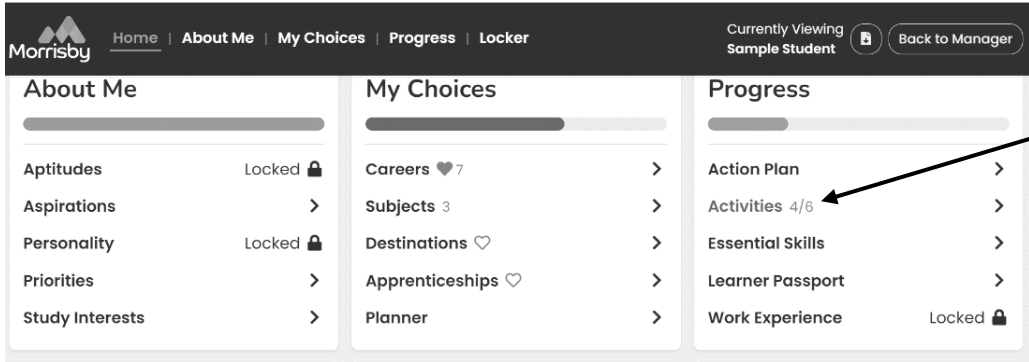


Task 4: Scroll to Career Families (*B on the diagram above*) and click on the world of work chart and write down 4 job areas linked to **people**. (*This can be found on the outer edge of the circle*)

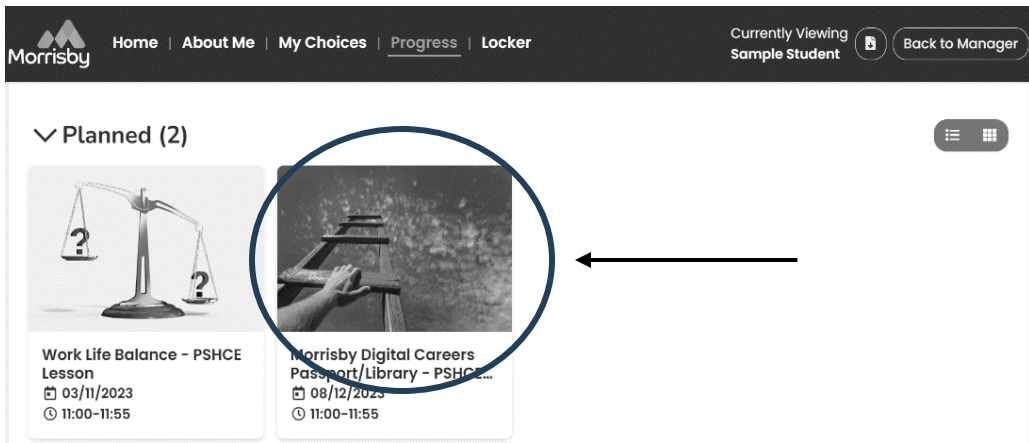


1.
2.
3.
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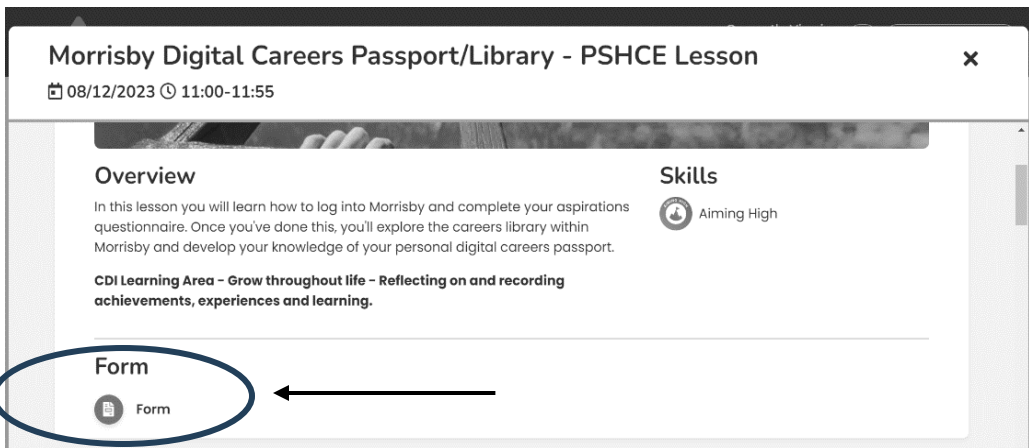
Task 5: Once you have completed your aspirations questionnaire and follow up activities, click on **activities** as shown below:



Task 6: You should then be taken to this page. Click on the image with the ladder.



Task 7: You should now see the image below. Click on the **form** and complete this activity.



Task 8: At the end of the **form** activity, click **save form**. You should now see the **Action Plan**. Click on **create**.

Morrisby Digital Careers Passport/Library - PSHCE Lesson x

📅 08/12/2023 ⌚ 11:00-11:55

Note three careers you want to consider further

These could be career favourites, or some of your own ideas, or a mix. Use the form **Investigate careers** to record the results of your research into these three careers.

Save Form

Action Plan → **Create**

Task 9: Complete your action plan on Morrisby.

Morrisby Digital Careers Passport/Library - PSHCE Lesson x

📅 08/12/2023 ⌚ 11:00-11:55

Action Plan

Name your goal and set a target date

Title

Due Date

What do you need to do to achieve your goal?

+

Who can support me

Subtopic 5 – What is work?

Learning Objectives

- Explain the various reasons why people work
- Describe the different ways people are employed
- Define different work styles and workplaces

Do Now:

1. What are 3 things you should not include in a personal statement?

| | | |
|--|--|--|
| | | |
|--|--|--|

2. What should you read carefully before beginning a personal statement?

| |
|--|
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|--|

3. Name 3 ways to create a good first impression at interview

| | | |
|--|--|--|
| | | |
|--|--|--|

4. What 2 questions might an employer ask at interview?

| | |
|--|--|
| | |
|--|--|

5. What 2 questions might a candidate ask an employer at an interview?

| | |
|--|--|
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|--|--|

Baseline Activity: Read the definition of work below:

“an activity, such as a job, that a person uses physical or mental effort to do, usually for money.”

Cambridge Dictionary, accessed 4 August 2022



Silent & Solo

To what extent do you agree with the definition above? Is there more to work than this? Explain your answer.

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Task 1: Why do people work? Mind map as many ideas as you can think of



Task 2: Read through the statements on different types of employment and decide whether it is true or false.

| Statement | True | False |
|---|--------------------------|--------------------------|
| Full time workers are often defined as people who work over 35 hours a week. | <input type="checkbox"/> | <input type="checkbox"/> |
| There more people working part-time or full time in the UK? | <input type="checkbox"/> | <input type="checkbox"/> |
| People who are self employed work for themselves, instead of working for an employer. | <input type="checkbox"/> | <input type="checkbox"/> |
| There are 2 million self employed people in the UK | <input type="checkbox"/> | <input type="checkbox"/> |
| A temporary contract means you are only in a job for 6 weeks | <input type="checkbox"/> | <input type="checkbox"/> |
| There are more people on permanent contracts in the UK than temporary | <input type="checkbox"/> | <input type="checkbox"/> |
| Job sharers are full-time workers who share aspects of the role they dislike | <input type="checkbox"/> | <input type="checkbox"/> |
| Flexi-time is agreed with employees who need to start and finish at times which may differ to the employer's 'normal' working day | <input type="checkbox"/> | <input type="checkbox"/> |
| Small and medium sized enterprises employers (SMEs), employ under 250 employees | <input type="checkbox"/> | <input type="checkbox"/> |
| Traditionally people have had a career for life. Now the average number of jobs that you might have in your lifetime is 4. | <input type="checkbox"/> | <input type="checkbox"/> |

What are work styles?

Work styles are more than just whether you're working with your hands, in an office or outdoors. Knowing about yourself is called being **self-aware**. To know what kind of role is right for you, think about what YOU want and that includes work styles.

Keep this booklet for these key words! Then update your CV's and applications as this is language that employers look for!












Task 3: Read through the work styles below and select the option which is right for you:

| Work style | Would like | Unsure | Would not like |
|------------------------|--------------------------|--------------------------|--------------------------|
| Independent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Seeking success | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hard working | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wide focus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leading others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Being managed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Group work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good work/life balance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using your own ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Practical/physical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explorative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analytical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proactive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Narrow focus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Target driven | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Long hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 4: Select one of the work styles you like and one you dislike, explain why.

Task 5: As well as different work styles, you should also consider different workplaces and what you might or might not like. In the table below, select which workplaces you like and dislike:

| Workplace | | Would like | Unsure | Would not like |
|---|----------------------------------|--------------------------|--------------------------|--------------------------|
|  | Physically active work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Working outdoors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Working indoors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Dealing with the public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | At home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | In an office or company premises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | On site or at a clients premises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Desk based | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Various locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 6: Select one workplace you like and one you don't like and explain why:

.....









.....

.....

.....

.....

Task 6: Finally, look at the jobs below. Using your knowledge from this subtopic, write down the types of employment, work styles and workplace which apply to these roles:

| Job | Type of Employment | Work style | Workplace |
|---|--------------------|------------|-----------|
|  <p>Doctor</p> | | | |
|  <p>Hairdresser</p> | | | |
|  <p>Lawyer</p> | | | |
|  <p>Teacher</p> | | | |
|  <p>Accountant</p> | | | |
|  <p>Police Officer</p> | | | |
|  <p>Vet</p> | | | |
|  <p>Engineer</p> | | | |

Employment Application Form

This information provided on this application form will remain private and confidential and will only be used for the purpose of selection/recruitment or for subsequent employment administration if the application is successful.

Role Applied for:

(this is where you put the title of the job you have applied for. For example, Administrative Assistant, Chief Executive Officer)

Basic Details

Title:

Surname:

Forename:

Address with postcode:

You would usually put your home address on an application form. Because this is for school work, please put in the school address and postcode to protect your personal information

Telephone number:

You would usually put your own phone number on application form but because this is for school work, please put the school telephone number in to protect your personal information

Email address:

You would usually put your own phone number on application form but because this is for school work, please put the school telephone number in to protect your personal information

| | |
|---|--|
| Education – Secondary School <i>This is where you would put the name of the secondary school that you attend with the dates you started up until now.</i> | |
|---|--|

| | |
|---|--|
| Qualifications, Subjects and Grades | |
| <i>This is where you put the subjects that you are studying. You haven't taken any exams yet so you can't put your actual grades but you can put your expected or predicted grades. For example..</i> <ul style="list-style-type: none"> • GCSE Maths – Predicted grade 4 • GCSE English Language – Predicted grade 5 • GCSE English Literature – Predicted grade 6 • BTEC Level 2 Sports – Predicted grade – Merit • GCSE Spanish – Predicted grade 4 | |

| |
|---|
| Employment Details |
| <p><i>Application forms normally ask for details of previous employment. Be aware of this. You are not expected to complete this section and is only an example. However, if you do have work experience and would like to include it here, please do as it will enhance your application. Work experience includes paid and unpaid work, volunteering and babysitting. Always include the dates, the names of the employer and a brief overview of what you did.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>For example...</i></p> <p><i>July 2022 – June 2023 – Astrea Garden Centre, Cambridgeshire – Sales Assistant</i> <i>I worked in the café of a busy garden centre. I made and served refreshments and provided excellent customer service. I was also responsible for making sure that my section in the café was always clean.</i></p> </div> |
| |
| |
| |
| |
| |

Personal Statement

Please explain why you are suitable for this role. Look at the job description and person specification. You will only be shortlisted if you meet all of the essential criteria on the personal specification. This needs to be much more than a few sentences!

References

All appointments are subject to the receipt of satisfactory references. Please provide details of an appropriate referee (not a relative), whom we may approach with regard to your application at an appropriate and later date after obtaining your permission

Application requests for references often include your last employer. You should never put down a relative as a reference. As the majority of you have not worked, you will need to put someone down from school. This can be any member of the staff in a professional position at school.

For example

- Mrs Ellis – Pastoral Year Leader – Astrea Academy Dearne – 01709 892211

Declaration

DECLARATION: I declare that to the best of my knowledge and belief, all particulars I have given are complete and true. I understand that any false declaration or misleading statement or any significant omission may disqualify me from employment and render me liable to dismissal. I understand that any job offer is subject to satisfactory references and a probationary period and (if the company believes it appropriate) a satisfactory medical report

Please sign here:

| Job Description and Person Specification | | | |
|--|--------------------------------------|--------------------|-----------|
| Job Title: | Administrative Assistant | Department: | Education |
| Responsible to: | Office Manager | | |
| Main Description of tasks role/job purpose: | To undertake a range of office tasks | | |

| Key Responsibilities: |
|--|
| <ul style="list-style-type: none"> • To work as a member of a busy office assisting staff • Meet customers in reception, take enquiries and provide them with refreshments • Make refreshments for staff meetings as required • Answer the telephone and connect customers to people in the office or take messages • Word process reports, letters and other documents staff require • Produce PowerPoint presentation for the Manager • Assist the Manager with the production of spreadsheet charts to show weekly sales • Answer customer emails when asked by members of staff • Input customer details into the database • Upload photographs from staff digital camera • Fill printers, photocopier etc with inks and paper when required • Prepare post and take to the post office • Take cash and cheques to the bank at the Managers request • File paperwork alphabetically into the branches filing system • Any other duties to ensure the delivery of service to our customers |

| Responsible for: |
|--|
| <ul style="list-style-type: none"> • All aspects of office administration • All customers using the reception |
| Personal attributes: |
| <ul style="list-style-type: none"> • A good team player • Commitment to completing take and achieving goals • Reliable • Punctual • Methodical and accurate • Capable of prioritising • Cool under pressure • Customer-oriented • Confident manner |
| Essential Experience/Qualifications |
| <ul style="list-style-type: none"> • Good level of basic education including English and Maths skills • Good ICT skills. Recent experience involving word processing, databases, spreadsheets and producing presentations would be an advantage • Good oral and written communication skills • Good skills in the use of the telephone |
| Desirable Experience/Qualities: |
| <ul style="list-style-type: none"> • Qualification in English, Maths and other subjects (or be working towards them and able to show good estimated grades) • Experience of working to deadlines • Awareness of Health and Safety issues relating to working in an office |

A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run horizontally across the entire width of the page, providing a guide for writing.

Where can you find support about careers?

The Careers area of the Library is open to all students

If you would like to make an 1-1 appointment to see a Careers Adviser, please ask your Careers Leader, Mr Powell, in school to arrange this.

Use your Morrisby Account at school and at home to find out more about potential careers and pathways.

Where will your career take you?



Let Morrisby help find the perfect:

- ✓ Career
- ✓ Subject
- ✓ University
- ✓ Apprenticeship

Log in to your account at morrisby.com

