

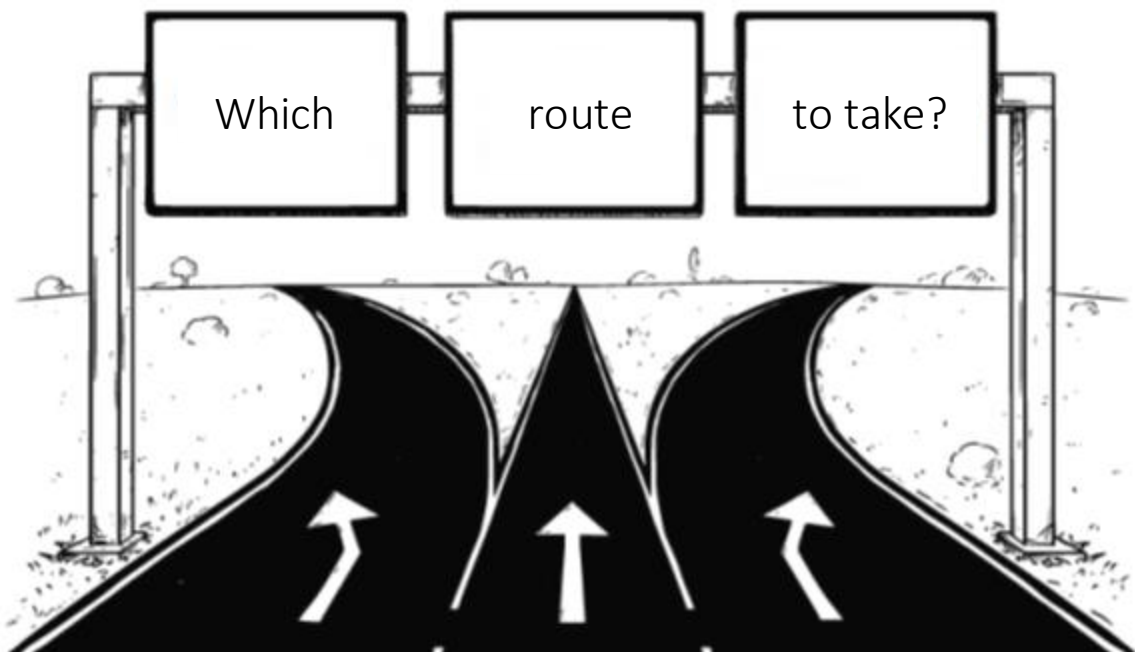
Name

Class

Tutor
Group

Year 11 – Personal Development

Wider World: Post 16 Transitions



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
CV	An outline of a person's education and work experience
Application Form	A form designed to bring out essential information and personal qualities that an employer requires

CONTENTS

Subtopic 1	Knowing and producing the Curriculum Vitae	p6
Subtopic 2	Different types of employment at 16	p15
Subtopic 3	Morrisby	p15
Subtopic 4	Apprenticeships	p21

EXPECTATIONS

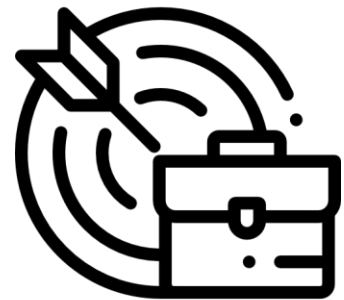
- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher 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 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.



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:

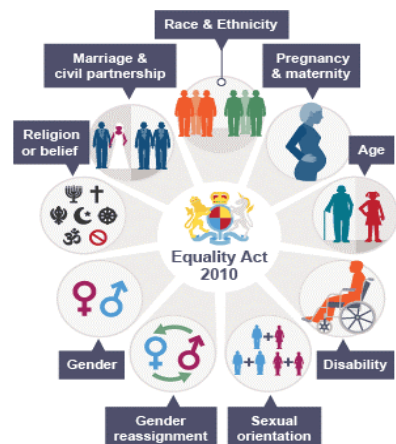


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

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



Personal Development – 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 – Knowing the Curriculum Vitae

Learning Objectives

- Understand what should and should not be included in a good CV and why they are needed
- Be equipped to write your own CV



Silent
&
Solo

Baseline Activity: Complete the questions below, using your own knowledge

a. Write down two ways that you can apply for a job?

1

2

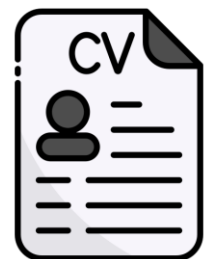
b. Why are CVs useful?

c. What are three things you should **not** put on a CV?

What is a CV?

A CV is an outline of a person's education and work experience. (It means, literally, 'the course of one's life').

A CV is the most flexible and convenient way to make applications. It should convey your personal details in a way that presents you in the best possible light. It is useful to leave a copy with people you're hoping to get a job with; for example, when you're asking around for a weekend/holiday job.















Sometimes employers ask for an application form instead. This is designed to bring out essential information and personal qualities that the employer requires. Preparing a CV (even though you can't submit it) can save you time when filling out these forms as all the information about you is already set out in one place.

Preparing yourself to write a CV

There's a lot to do to make sure you get your CV just right. It begins with some preparation and thinking about yourself. Being **self aware** and able to identify your positive strengths will enable you to have something to write on your CV, rather than just staring at a blank piece of paper or screen.


Your CV will include information such as your contact details, qualifications and skills. However, everyone needs more than just qualifications and skills to make the most of their lives. Each of us have qualities that we use in the world of work. In addition to assessing your skills and abilities, you also need to be able to recognise and reflect on your **personal qualities**. This will help you when thinking about your future career plans.

Task 1: Read through the qualities below and score yourself against each one. A score of 5 means that you are strong in the quality. A score of 1 means you do not have much of this quality in you.

Quality		Explanation	Score
	Careful	You take care of your own and others' feelings	
	Courageous	You stand up for what you believe in and don't shrink away from challenges	
	Creative and original	You are an innovative thinker and full of new ideas	
	Critical thinker	You think things through before taking action	
	Curious and interest	You like exploration and discovering new things	
	Enthusiastic and energetic	You approach projects with excitement and energy	
	Fair and principled	You do not let your personal feelings bias your decisions	
	Good team player	You always share and work hard for the group	
	Hard worker	You don't get distracted and meet deadlines	
	Honest and genuine	You are down-to-earth and try to be yourself	
	Kind and generous	You enjoy doing things for others and willingly offer time and help	
	Leader	You are a good organiser and encourage everyone in group to get things done.	

There is no one best way to construct a CV – it is **your** document and can be structured as you wish within a basic framework. You could send it in on paper or complete it online if that is what the employer asks for. Your CV is **your** marketing document. It should:

- Detail your experiences and achievements, paid and unpaid
- Be no less than 1 page and no more than 2 pages
- Be written in a clear, modern font
- Avoid any spelling or grammar mistakes
- Avoid using first person i.e. I, my or me
- Be consistent throughout
- Be tailored to the reader



In most cases, employers spend less than a minute scanning your CV on their first look.

Task 2: The next few pages guide you through writing your own CV. Read through what to include in each section and examples. In the space provided, write what you would include in your CV.

<p>1. Personal Details This section should include: Your name as the title, email address, mobile number and home address</p> <p>Aim to take up as little space as possible with these details. Writing your mobile number and email address on the same line or writing your home address horizontally, can reduce the number of lines used.</p>	<p style="text-align: center;">Jennifer Jones j.jones@email.com 07977777777 Street Name and Number, Town Name, Postcode</p>
<hr/> <hr/> <hr/> <hr/>	

<p>2. Personal Profile Write around 3 sentences describing who you are, what you can do and what you want. It's a short, snappy way of standing out immediately to a prospective employer.</p>	<p>Who you are - "I am a motivated person with the resilience to cope with challenges." What you can do - "My teamwork skills have been developed from successfully working to deadlines in a small group on work experience." What you want - "I am looking for an opportunity to join a customer facing role."</p>
<hr/> <hr/> <hr/> <hr/>	

3. Education

Enter the name and town of your secondary school on the left-hand side of the page, and the dates on the right-hand side of the page. Then, use bullet points to explain any qualifications you have gained there, including any predicted or actual grades. You should use bolding and/or capitals to highlight heading such as EDUCATION, or for sub-headings such as school name, town name and dates.

Example:

EDUCATION

Big Town Secondary School, Big Town

Sept 2018 - current

- GCSE English Literature - 5 (Predicted)
- GCSE Maths - 5 (Predicted)

4. Achievements

When writing about achievements, keep this brief; provide an interesting piece of information so the employer can understand why it was such an achievement for you. Use bolding for sub-headings and use active verbs relating to skills to show the employer you have the skills they seek.

ACHIEVEMENTS

- I am extremely proud of completing my Grade 4 Piano qualification with a distinction.
- On my Year 10 work experience, I built excellent professional relationships with the staff in my place of employment. This has given me the confidence and belief that this will prove beneficial in the upcoming transition from school to working life.

5. Employment History

This includes paid and unpaid work and might include:

- Work experience or work shadowing
- Part time jobs
- Voluntary experiences, including Duke of Edinburgh

Set it out neatly, including:

- Bolding for headings and sub-headings
- Sub-headings should include job title, employer name, location and dates
- Bullet points to demonstrate skills, roles and responsibilities and outcomes
- Skills written as active verbs

EMPLOYMENT HISTORY

Babysitter, Town Name

Feb 2022 - current

- Care for two children under seven, and ensure they go to bed at time agreed with their parents
- Negotiated rate of pay with employer and discussed responsibilities in their absence

Customer Assistant, Photography Shop, Town Name

July 2022 - Aug 2022

- Communicated with customers, helping them with their photography related queries, serving up to 80 customers per day
- Managed monetary payments and took responsibility for closing the shop at the end of the day

What are your interests?

The last area of a CV, interests, can give the employer a flavour of who you are outside of work and education. Keep this section brief.

INTERESTS

- Enjoy taking photographs of wildlife, and posting these on Instagram
- I enjoy socialising with my family and friends

Who will you ask for a reference?

When you are offered a job, employers will ask for a reference from a previous employer, family friend or teacher/academic. It is not essential to list these referees on your CV, unless the job asks you to. On your CV, you can simply write:

REFERENCES AVAILABLE ON REQUEST

However, do get these details for your own records so you can give them to your employer, if you are asked for them during the recruitment process. Record the details below.

Referee 1:

Job title/how you know them:
Email address:

Referee 2:

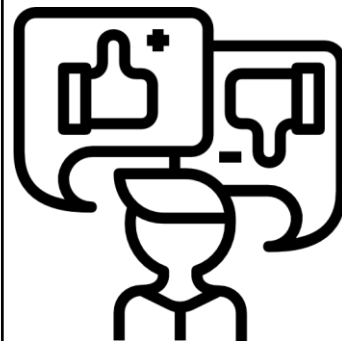
Job Title/how you know them:
Email address:

Task 3: Now you know what a good CV looks like, you are going to provide feedback on 2 CVs.

Annotate and highlight your comments on each CV to show what changes you would suggest they make.

Consider:

- Does the layout seem easy to read?
- Are there any spelling or grammar errors?
- Is it easy to see what qualifications they have?
- Are the different sections easy to spot?
- Do they start their bullet points with active verbs or skill-related words?
- Have they included any measurables?
- Do they include the word 'I'?



Joanna Collins
8 Harper Road, Bigtown, BW10 5XJ
jcollins25@gmail.com
07999 432432

Education and qualifications

2020 - 2022 Bigtown Sixth Form College
A levels: Maths, Physics, Chemistry

2015 - 2020 Bigtown Academy
GCSEs: 10 grade A*-C including A* in Maths & Physics.
I did English, maths, three sciences, IT, humanities, food technology, French, history, PE and German. I was also a student ambassador, showing potential students around the school at two open evenings. I was responsible for showing them and their parents around the school, and explaining how things work at our school.

Work experience

Sept 2021 to current Volunteer teaching assistant, Bigtown Primary School, Bigtown

I help out year 5 students with their science work one afternoon a week. I speak to them about what they don't understand and support them to answer the questions set. I am becoming a trusted member of the class and the students actively ask me to sit near them.

Summer 2021 Sailing Instructor, West Park Activity Centre, Bigtown

I worked mainly with small groups of under 18s, teaching them how to sail small dinghies and leading them in land based activities such as assault course and archery.

Summer 2020 Retail assistant, B & Q, Bigtown

In this role I served customers, using the tills and on the customer service desk. It was a busy working environment where I had to think on my feet to provide effective solutions to customer enquiries, demonstrating my problem solving and communication skills.

Interests, hobbies & achievements

- I am a keen sailor and have gained the RYA Assistant Instructor's award
- Sixth Form Ultimate Frisbee 2nd team captain 2020-21
- Alto saxophone grade 6

REFERENCES AVAILABLE ON REQUEST



Fiona Jenkins

13 Valley Lane
Derbyshire
DD3 7UH



Tel: (01382) 123456
funkysquirell@mail.com

Personal Details

Marital Status: Single
Children: None
Health: Very good
Nationality: British

Education

1993 – 2000	Highgate Primary School, Derby
2000 – 2005	Balday High School, Derby Achieved 8 GCSEs
2005-Present	Derby College, Derby Currently studying 3 A-Levels

Work History:

Retail Assistant, Kensington Clothing Derby Duties: Worked part-time in a clothes shop	2002-2005
Assistant Manager, Streetwise Fashion, Derby Duties: Asisting in the running of a busy high street clothes shop	2005 - present

Hobbies/Interests:

I enjoy watching TV, playing games on my computer and going out with my mates.

Additional Information:

Fluent in French and Spanish
Driving License (6 points)

References

Mrs Stewart
Bayside Cottage
Derby
DD8 7PL

Mr Jenkins
13 Valley Lane
Derbyshire
DD3 7UH

Reflection: Provide 3 pieces of advice to someone writing their CV

1.

2.

3.

Subtopic 3 – Different types of employment at 16

Learning Objectives

- Understand the law around part time employment for 15 and 16 year olds
- Identify the benefits of lifelong learning
- Understand the law around the Raising of the Participation Age

Do Now:

What is a CV?

What 3 things should you include on a CV?

What 3 things should you **not** include on a CV?

Who can provide you with a reference?

How can you make your CV stand out from others?



Silent & Solo

Baseline Activity:

1. How many hours a week can you work if you are 15 or 16?

2. Can you get a full time job on leaving school at 16?

3. Name 3 jobs you can't do whilst still at school

Turn and Talk: Is it a good idea for someone in Year 10 or 11 to have a part time job?



Stop and Jot:

Children and work

The rules around children having a part time job are complicated. There are rules around what type of work children under the age of 18 and 16 can do. Some of this depends on where you live.

Under 16








- Not able to work before 7am or after 7pm
- Not able to be employed for more than 2 hours on a school day
- If you are 15 or over, you can't work for more than 8 hours on a day when you don't have school (eg Saturday). Under 15's have more restrictions on this.
- In school time (term time), the maximum hours that you can work in one week are 12.
- In school holidays, if you are 15 or over, you can't work for more than 35 hours in one week.



**British Values
– The Law**

What kind of work are you allowed to do?

This depends on the risk that is identified in a job that a young person might do. But in general, children of 14 years and above can do 'light work' activities. It depends where you live but in general you cannot:



	Serve or sell alcohol or tobacco.		Work in warehouses
	Work on boats		Work at heights
	Work where there is gambling.		Use sharp knives/machinery
	Work in construction or road works		

Permits

If you secure a part time job under the age of 16, your employer and parent/carer should fill in a permit application to be sent to your Local Authority for this to be granted.

Employers can be fined up to £20,000 and their can be fines for parents/carers if it's discovered that the young person or the employer is not working within the law of under 16 working hours.

Task 2: What do you think the advantages and disadvantages of part time work are?

	Advantages		Disadvantages

Task 3: Read the scenario below and answer the questions which follow:

You are a Careers Adviser and Max attends for their personal guidance meeting. She talks about her part time job in a local kitchen. She admits that she is struggling with time management and working four nights a week from 5-9pm and 10am to 7pm on a Saturday. Her teachers have told her they're concerned about her grades dropping after her recent mock exams. She doesn't want to reduce her hours as she thinks that her employer will sack her and she needs the money.

What advice would you give?

<hr/> <hr/> <hr/> <hr/> <hr/>

What action would you take?

<hr/> <hr/> <hr/> <hr/> <hr/>



Watch me: Watch the short film 'What are your post 16 options?'

Stop and Jot:

<hr/> <hr/> <hr/>

The raising of the participation age

A few years ago, the government raised the participation age to 18. This means that you must stay in learning or work with training until the end of the year that you turn 18. You cannot go into full time work without proper training and qualifications.



Turn and Talk: Do you agree with the decision to raise the age of participation to 18? Why?



Stop and Jot:

Task 3: Read the scenario below and answer the questions which follow:

It's 2023 and Jo and Saif both want to leave Year 11 and go into work. Jo applies for a full-time job in an accounts office where she earns £18,000 a year working full time. She's really happy with this wage, her friends are jealous of how much she earns, and school and learning are finished with for good!

Saif is successful in securing an apprenticeship in Business Administration within a similar accounts office. He works four days a week and one day a week goes to the local training provider to complete his Business Administration qualification. It's very different from school and in addition he gets to take some Business Management qualifications too. He earns £13,000 a year but his friends tell him that this is rubbish.

In your opinion, who do you think is getting the best deal at this moment and why?

Task 4: Read the scenario below and answer the questions which follow:

It is now 4 years later. A management position has come up at an Accountants in the city where Jo and Saif live and they both decide to apply for it and are shortlisted to come for interview. The salary is £28,000. Both Jo and Saif are dedicated, hardworking employees with exactly the same experience. It's so close between them that the interviewers are having trouble deciding who to appoint.

a. Only one person can be offered the role. Who do you think it should be? Why?

b. What are the benefits of doing an Apprenticeship?

c. What are the benefits of doing a Traineeship if you don't get the grades to access an Apprenticeship?

d. Why is Lifelong Learning so important?

Reflection: Read the scenario below and explain your decision in the space provided:

You're in Year 11 and you're offered a full time job for when you finish which you'd really like to take. You know however that this is not a legal option. What do you do?

- Refuse the job
- Take it and know that you could get found out
- Make an urgent appointment with your Careers Adviser

Subtopic 4 –Apprenticeships

Learning Objectives

- Describe what an apprenticeship is
- Explain the pros and cons of apprenticeships
- Detail the different levels of apprenticeships and understand how to research apprenticeships

Do Now:

1. What are 3 things you should include in a CV?

--	--	--

2. Aside from a CV, what else might you use to apply for a job?

--

3. Name 2 protected characteristics

--	--

4. What does 'raising the age of participation' mean?

--

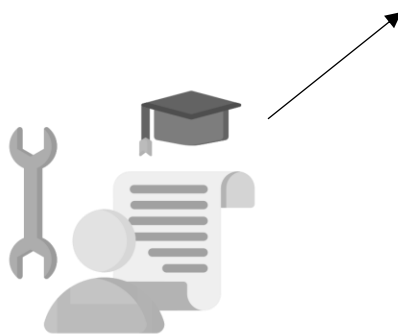
5. What are 2 disadvantages of having a part-time job at 16?

--	--



Silent &
Solo

Baseline Activity – On the diagram below, write down all you know about apprenticeships using your own knowledge.





Watch me: Watch the short film 'Guide to apprenticeships'

Stop and Jot:

Apprenticeships and future jobs

There are still some outdated views about apprenticeships which often suggest that they are not worth considering. However, there are hundreds of roles that can be applied for in over 18 industry sectors. It is important to understand that an apprenticeship is a job. It isn't something that you 'try out' or use for a bit of work experience. Furthermore, apprenticeships are increasingly competitive and so your application form must be excellent.

If you want to apply for an apprenticeship on leaving school, you should arrange an appointment with a Careers Adviser who can help with your application and coach you on interview skills



IMPORTANT

Task 1: Complete the table below:

Advantages	Disadvantages

Different Types of Apprenticeships	
Type of Apprenticeship	Explanation
Degree apprenticeships	Equivalent to a bachelor's degree or masters
Higher apprenticeships	Equivalent to NVQ level 4, HND or foundation degree
Advanced apprenticeships	Equivalent to a level 3 qualification (2 A level passes)
Intermediate apprenticeships	Equivalent to a level 2 qualification (5 GCSE passes)

Task 2: Read through the case studies below and answer the questions in the space provided.

Case Study	What level of apprenticeship should they apply for and why?
<p>Jane is a student studying A levels in her sixth form in Doncaster. She does maths, chemistry and physics, and is expected to achieve BBB. She would like an engineering career and has decided to achieve this through an apprenticeship.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Sam is studying for his GCSEs in Warwick, and will achieve level 4+ in 5 of these, including maths and English. He has recently done some work experience in a care home and would like a career in social care. He doesn't want to do A Levels, but is keen to enter the workplace.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---	--

What to consider when applying for an apprenticeship?

- Someone can apply for an apprenticeship at the same level as the qualifications they are currently working towards
- Apprenticeships offer different skills and experiences to the equivalent level school qualification
- Distance from home should always be considered
- You should find out about progression opportunities for apprenticeships - will the apprenticeship provide the experience and qualifications they seek, or are other steps required?
- Apprentices must be paid minimum wage or more, so always check what pay is being offered
- Entry requirements give the minimum grades and experience required; some applicants will have more than this, whilst others will not. Applicants need to understand the difference between essential and desirable requirements
- There isn't one national deadline for vacancies; they are available all year round



Task 3: Log in Morrisby. Under **My Choices**, select **apprenticeships**.

Home | About Me | My Choices | Progress | Locker

Careers Subjects Destinations Planner

Options at 18 Course Search Apprenticeships Employment

View Favourite Apprenticeships (0)

Use the form below to find Apprenticeships

Apprenticeship title: Title (e.g. network engineer)

Apprenticeship category: [Dropdown]

Location: Enter a postcode

Distance from your location: Within 50 miles [Dropdown] [X]

Search Clear

Task 4: Research apprenticeships and select one apprenticeship Sam and Jane could apply for and complete the details below:

What level apprenticeship is it?	
What level apprenticeship is it?	
What are the entry requirements?	
What qualification and experience will they gain?	<hr/> <hr/> <hr/>
How much will they earn?	
How far from home is the apprenticeship?	
What is the application deadline?	

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.

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 page, providing a guide for writing.

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

