

CHOICES

A photograph of three young people (two girls and one boy) smiling and taking a selfie with a pink smartphone. The background is a colorful, abstract pattern of vertical stripes in shades of blue, green, yellow, and orange. The text is overlaid on the bottom left of the image.

BECOMING AN ENTREPRENEUR

WRITING YOUR CV

SUBJECT FOCUS: ENGLISH

SPORTS AND EMPLOYABILITY SKILLS

INSIDE:

WELCOME TO CHOICES

**SUPPORTING STUDENTS ACROSS
WORCESTERSHIRE TO UNDERSTAND
THEIR CAREER CHOICES.**

CHOICES IS A CAREERS AND ADVICE MAGAZINE THAT WILL HELP YOU TO UNDERSTAND THE WIDE RANGE OF CAREER CHOICES AND OPPORTUNITIES AVAILABLE TO YOU ACROSS WORCESTERSHIRE AND SUPPORT YOU TO START PLANNING FOR YOUR FUTURE.

**BROUGHT TO YOU BY THE
INSPIRING WORCESTERSHIRE CAREERS HUB**
WWW.SKILLS4WORCESTERSHIRE.CO.UK



ABOUT US...

WHO ARE WE?

The Inspiring Worcestershire Careers Hub is part of a national initiative led by the Careers and Enterprise Company to support the delivery of high-quality careers education within educational establishments across Worcestershire.

WHAT DO WE DO?

Our aim is to ensure that through our work with educational establishments across Worcestershire that every young person receives the information, advice and guidance they need to ensure they are fully prepared to enter the world of work.

WHY DO WE DO IT?

We ensure that young people get high-quality careers guidance so that they can make informed choices about their future careers.

If young people don't get high-quality careers guidance then they may make the wrong choices and this could impact on their future careers but it would also affect Worcestershire's employers as they need young people with the right skills, qualifications, experience and attitude to ensure that their businesses thrive in the future.

We need to make sure that Worcestershire's economy grows so that there are jobs for all its residents and so that new, exciting companies are keen to invest in the county. Employers need young people who hold the right skills, qualifications and experience. Young people can then find the careers they want and do not have to leave the county.

BECOMING AN ENTREPRENEUR



**BE YOUR OWN BOSS
WHO'S IN CHARGE...
I'M IN CHARGE!**

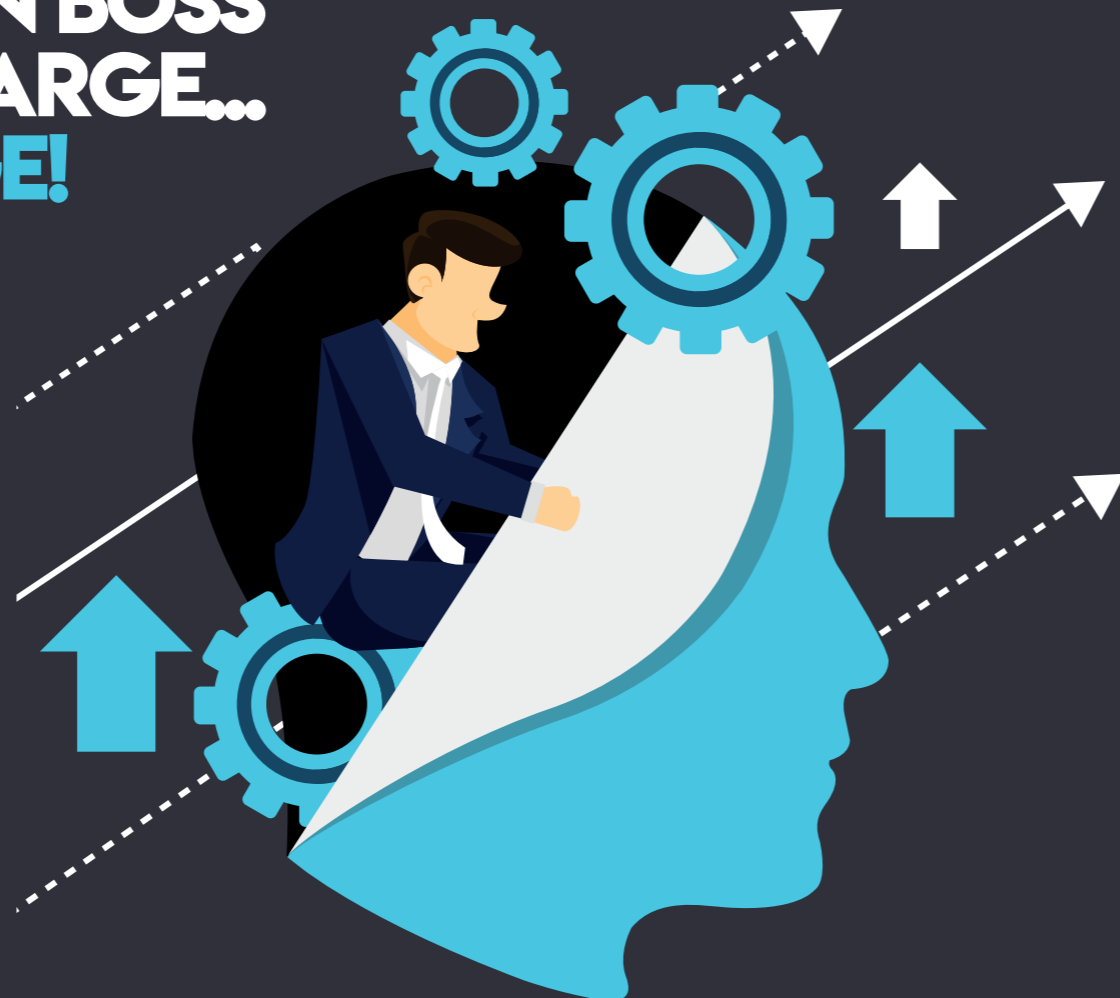
WHAT IS AN ENTREPRENEUR

A person who sets up a business or businesses, taking on financial risks in the hope of profit.

BENEFITS OF BECOMING AN ENTREPRENEUR

Over the next couple of pages, we have listed some of the benefits which might help you make a decision if you are thinking about becoming your own boss and succeed in the world of business.

Always remember young people are often more capable of learning and developing **NEW** key skills, attitudes, and behaviours than adults.



1. SELF CONFIDENCE SELF-BELIEF

Self-confidence is a feeling of trust in our abilities, qualities and judgment. Developing it is the cornerstone of a successful life. Confidence comes from where we derive our self-worth, so both internal and external sources.

External sources include appearance, the approval of others, and academic performance. Internal sources include being a good person and staying true to moral standards. Students with a strong sense of self, derived through internal sources – those who are ethical and principled – are less likely to engage in dangerous activities as adolescents and are more likely to have life experiences that lead to a successful life.

Self-belief is the trust you have in yourself to motivate you to develop the required skills, attitudes and behaviours necessary to generate self-confidence. For example, Dr Milford, who provides a quote below, believed he could make a difference in the world of collaborative working (bringing businesses together to achieve something they could not achieve alone). In order for him to have self-confidence in delivering this highly specialised work, he believed in himself enough to gain a PhD in the subject ...even though he is dyslexic and was already in a full-time job.

Entrepreneurship goes hand in hand with our own internal motivation. It is a belief in our ideas and ability to overcome obstacles that builds strong relationships in both business and life.

Learning something from experience as opposed to instruction is key in developing problem solving skills and confidence in ourselves.

2. DURABILITY AND RESILIENCE

Developing a thick skin when it comes to adversity is paramount in an entrepreneur. We all know pain, failure, and disappointment are part of life. There is something Dr Milford calls his business face – this is what he “wears” to work as there will always be someone out there who either deliberately or by accident will cause offence or challenge. Think of it as wearing armour to the battlefield – business owners require this armour from time to time to protect themselves – don’t forget that there will be jealousy from others when you are making £millions!

An important part of entrepreneurship is learning from failure and not fearing it. You need to develop a resilient spirit and handle challenges life sends your way. You will feel better and more confident while helping to avoid anxiety and self-doubt.

3. PROBLEM SOLVING

Entrepreneurs are critical thinkers – but not rocket scientists. They hone the ability to focus and tackle a problem using analysis and evaluation to form judgments and over time this becomes a “gut instinct or normal reaction”. Learning to think critically is a key component to being a problem solver. It is how people make clear, reasoned decisions leading to success in business and beyond.

Think how you should handle a situation that is troubling you, your business, or your staff. You might need help coming up with ideas.

Ask your family and friends for advice or if you feel confident enough ask your staff. Ask questions like “Do you think this could work?”

This will help you define the problem aloud, which is important. This gets perspective and helps you to find answers independently.

Entrepreneurs must get comfortable taking risks. They must also learn which risks are worth taking. Some risks are a foolish gamble, while others bear fruit that’s worth its weight in gold. Being able to tell the difference – and have the courage to go after the smart risks.

As a business owner it is useful to form networks with other business owners. There is then the reduction in the feeling of being alone – which is a common feeling as a business owner. Generally, don’t be afraid to ask for help.



EMPLOYER QUOTE

BUSINESS OWNER DR ROB MILFORD, AGE 46 GIVING SOME ADVICE TO HIS 11-YEAR-OLD SELF:

“Wake up sleepy it’s a sunny day out there. So, you have just been told that you have dyslexia and that is a badge for you for life. SO, WHAT!!! People are telling you that you will never amount to anything academically – RUBBISH!!! You know you have energy - you went to work on Saturday and got paid for it, your friends didn’t. You can now pay for that new tent and go camping with your friends. GREAT YOU ACHIEVED A GOAL AND BUDGETED (saved money) to get the tent you wanted. Apply this later in life and you can have a job and pay for the university PhD you wanted and believed you could achieve, and not generate a huge debt. Dyslexia is just another problem to manage, just like in business, little problems come along that you will have to manage – but don’t do it alone, ask for help if you need to – heck, MSOffice has spelling and grammar checking these days.

By the way, when you are 17 you will be put in a position by your family to make a key choice in life. You will have to choose between the career you had planned for and another career to help your family. It doesn’t matter which you choose but go with your heart and inner beliefs/values. There will always be time later to try the other option in career terms – you don’t have to pick a career for life – only for the time being.”



4. CREATIVITY AND INNOVATIVE THINKING

Entrepreneurs need to be creative– but again not necessarily rocket scientists (unless this is your new business – making rockets). Solving complex problems can be tricky, but most common business problems have been dealt with by others in the past – do research and ask for business support. Creative thinking is how new ideas are developed to solve new problems.

However, there are many businesses that come from existing trades and industry. There is a trend that business owners start as employees and then have a moment where they say “actually I think I can do this better, or I think I want a little more freedom to do things differently”. For example, this is typical in the hair and beauty salon world where the hair stylist develops the skills in one salon then moves out to start their own salon.

Questions spark inspiration, like: “What could be done differently to make this better?” or “How many ways can you solve this?”

Ask lots of questions and come up with answers with friends and family. Creative thinking is the key to innovation, and the world is changing so quickly that people need to be innovative to stay ahead of the curve and be successful.

5. GOAL SETTING HAVE A VISION OR MISSION IN MIND

Starting a business from scratch in an entirely new business industry is rare but does still happen. Therefore, it is crucial to have a clear vision or mission in mind – ask yourself “what are you wanting to achieve with your new business?” This becomes the mission or vision. Once this is in place in your mind – write it down in 35 words or less. Then you are able to create goals to achieve on your journey to achieve your vision or mission. A bit like going on a day trip to the beach – you know what the day at the beach will be like from your vision that gives you the motivation to go to the beach in the first place. Then you get out the road map and select a route and plan any stops along the way. These stops become your goals that you know ultimately when you have reached the final stop you have achieved your goal and therefore mission accomplished!

From these goals, entrepreneurs know that what gets measured, gets done. All great accomplishments have a timeline, working from a starting point to the goal. Goals keep us moving towards things we really want in life. Having the ability to formulate effective goals and see them through to fruition is important for a successful life.

You will need to devise short term and longer-term goals by learning what’s important, what it is you want to learn, change, or have.

Create steps to achieving goals and talk about progress and challenges over the timeline to achieve the goal. A person needs to know where the finish line is to complete the race and the same is true for life goals. Learning this skill early helps you achieve things faster but more importantly helps you to gain an understanding that they you can control your future. A powerful feeling.

6. INITIATIVE TAKING THE FIRST STEP

Entrepreneurs all have initiative – after all they have just taken the first step into a new world of business ownership. Initiative is a catalyst for creating innovative ideas. It is the motivation to look at what is or what is around you and take action to complete something or make something better (remember you don't have to solve the problem of world peace in your first day – just a small step of opening your business bank account can be a great sense of achievement). Developing a keen sense for identifying opportunities is one thing but without the initiative to act nothing gets done.

It encourages you to be curious enough to find new strategies and teaches you to be flexible in your approach. Independent thinking and an innovative approach are important leadership characteristics.

7. EMPATHY

The ability to empathise is part of being an effective leader. Successful entrepreneurs know that by trying to see others' views and feelings they can gain acceptance from their colleagues more wholly. Empathy isn't something you either have or don't; there are degrees of it, and it can be developed and understood.

Don't forget as the business owner, staff come first and that means they get paid first. This may mean that sometimes you are out delivering pizza for your income, when times are hard, when your staff are at home with their feet up.

All of these skills are developed through two-way communication. Entrepreneurs know experience is the best teacher and you will benefit from it most as you develop skills for a successful life.

EMPLOYER QUOTE

**SHELLEY STYLES
FOUNDER, WE ARE NOT A FESTIVAL**

“Your individuality is your power. Don't spend your energy trying to fit in with the crowd - We are all good at different things and your authenticity is the key to success. Be true to the things you enjoy, and you will build a career you love.”

Shelley is an event producer with a career leading on all aspects of complex, multi-venue events, international conferences, BBC Studios red carpet premieres and festivals. Shelley launched her own business in 2020 which became a sell-out event within weeks - We Are Not A Festival, is an exclusive festival experience that focuses on wellness. Shelley has worked with many organisations that have a strong mission focussing on social and global impact. She has also produced highly creative events for Wilderness Festival, BBC Studios, Peter Jones Foundation, TV industry leaders C21 Media and has a background in illustration and design.



SPORTS AND EMPLOYABILITY SKILLS

SPORTS ARE A GREAT WAY FOR YOU TO DEVELOP LIFE SKILLS.

THERE ARE A WIDE VARIETY OF BENEFITS AND LESSONS TO BE LEARNED FROM PLAYING SPORTS IN YOUR CHILDHOOD, BOTH ON AND OFF THE FIELD.

CHECK OUT THESE SIX EXAMPLES OF HOW SPORTS CAN HELP DEVELOP LIFE SKILLS:



EMPLOYER QUOTE

LUCY EDGAR FROM HUMAN EVERYTHING

“When it comes to employing people, employers have to take a bit of a risk. After all, they don’t know how good someone is going to be until they give them the job! To try to make sure they choose the best possible person, employers are on the lookout for any previous experiences that show you have the kinds of skills they are looking for. This makes perfect sense - but what about when you apply for your first job? What experience can you show that you have that an employer would be looking for?

If you find yourself scratching your head thinking you have no experience to offer, but you happen to play some kind of sport, then you have a real opportunity to demonstrate some key skills that employers love.

Solo sports - for example, any runners or single player sports - archery, tennis, swimming - you can demonstrate that you can set yourself a goal or target and then do the incremental work needed to achieve your goal. Training for a race or event shows that you are a dedicated person who can break a task down into smaller, achievable parts, stay on track, meet a deadline, and persevere. Not to mention the mental attitude that goes hand in hand with solo events.

Joining a team and playing with a group of other people whether it be football, basketball or even synchronised swimming shows an employer that you can take direction as a group which means listening to other people, negotiation skills, communication skills, you can work as a team to achieve a combined goal and you are practised in what employers call “soft skills” which can be things such as empathy, sociability, non-verbal communication, persuasion, resilience - the list is endless and all are applicable to virtually any job on the planet!

Finally, if you happen to find yourself the captain of a sports team, you can add leadership skills to your repertoire. This involves leading by example, decision making, motivating others, and being engaging to name just a few.”

1. TEAMWORK

The ability to work within a team is a skill that will serve you well for your entire life. Whether at work or with your family, being part of a team will develop your ability to coexist with other people and do so in a positive and productive fashion. Teamwork extends to a variety of different soft skills, from communication to goal setting, and will help you to learn how to be an effective member of a larger community. You will look beyond your own self-interest and find ways to contribute to the group.

2. ADVERSITY

Life is far from rosy much of the time, and you are bound to be confronted with many roadblocks and setbacks that are out of your own control. What matters is not what difficulties you encounter in life, but how you react to them. Sports are full of adversity and are the perfect learning ground for how to battle and overcome difficulty in your life. They give you a thicker skin and teach you that while things will occur that are unpleasant and difficult, they are temporary, and you have the power to change your circumstances.



EMPLOYER QUOTE

CATHERINE BENNETT FROM KIMAL

“When looking at CVs of potential recruits who have not had much, (or indeed any in some cases), work experience, participation in other things, such as sports and/or joining a team, can help people to stand out; and these things are useful to show that you would potentially make a good recruit. This can show commitment, dedication, organisational skills, attitude and teamwork to name a few, and also we can see how you as an individual have contributed to the performance of a team and in some cases that team’s successes, or if not how you have dealt with its failures too.”



EMPLOYER QUOTE

**JO WIDDOWSON FROM
BLUE PRINT DIRECT MAIL**

“When you read a young person’s CV and learn that they have been involved in sports in or out of an education setting, you will know that they have the potential to bring skills to the workplace that they may not realise they have. Sport is more than playing a game, it’s about personal development in matters such as communication, teamwork, integrity, determination, problem solving, and emotional management amongst many others. So, get out there and join in; it doesn’t matter how good or fit you are, there will be a way for you to be involved. After all, there is no ‘I’ in TEAM!! “

3. DEALING WITH AUTHORITY

A large part of life both professionally and academically is about learning how to handle and interact with authoritative figures. Whether it’s a boss you don’t like or a teacher, you are bound to encounter someone in a position of authority who you simply don’t get along with. Sport teaches you that while you may not always agree with those positions of authority such as coaches or referees, you must respect that persons’ authority. Having a tantrum or displaying emotional outbursts will not accomplish anything in the sports arena, and it certainly won’t be accepted as you progress in school and the professional world.

4. CONCENTRATION

Sports demand your full focus, as you concentrate on the task directly in front of you. This is an important skill that carries over to school and the workplace as well. Being able to fully focus on the task at hand, as well as having a short memory and leaving behind momentary failures of the past are important traits in all phases of life. Sports will mentally sharpen and toughen you, so that you are ready to home in on what it is that needs to get done.



BEKY WILLIAMS FROM STRIVE ACTIVE

EMPLOYER QUOTE

“At Stride Active, we believe that taking part in sport and physical activity not only benefits your physical and mental health but can also help you develop so many transferable skills too! It’s these skills that can make you a standout candidate when applying for jobs, or even getting the best work experience placements, so it’s never too early to draw on them! We know that applying for jobs can be a competitive process, so having the ability to show resilience and perseverance is important. When we lose a match or don’t complete a workout as quickly as we’d like to, we show resilience by turning up on the pitch again next week. The ability to ‘bounce back’ will be important in helping to secure a job! At Stride Active, we encourage all young people to focus on their personal best (things like Parkrun are ideal for this). You might not be the best at sport, but you can set your own challenges and feel a sense of fulfilment when you reach these. This shows motivation, initiative, and determination, all of which are incredibly valued by employers. Communication skills and teamwork are also important traits which we can really develop through team sports, or even supporting others in an exercise class; it shows you can manage emotions, consider other people’s feelings and work collectively to achieve a shared goal. If taking part in sport is not your thing, can you use other skills or interests by volunteering for a local sports club in an IT, organising or support role? Just being in a sporting environment can still help you develop these key skills and you never know; you might find yourself wanting to give it a go eventually!”

5. CONFIDENCE

Success in sports is one of the most exhilarating feelings that you can experience. Whether it's netting a goal, scoring a touchdown, success builds confidence, and gives you the hunger to gain more of it. Winning is great for confidence, and once you have tasted that success, you will be eager to find more of it in all facets of your life.

6. RELIABILITY

Taking part in a regular team sport and training will prove to an employer in the future that you know how important it is to be reliable and a good timekeeper. You won't be picked for a team if you constantly don't show up for training and if you are late to be picked up you will not be able to play.

EMPLOYER QUOTE

**BARRY MURPHY (U13S
MANAGER & COACH - DRAKES
BROUGHTON RANGERS
FOOTBALL CLUB AND SENIOR
CONSULTING PARTNER IN A
LARGE GLOBAL IT SERVICES
COMPANY)**

By taking part in a team sport such as football means you can increase your employability skills in many ways, such as being part of a team and learning to work together to reach a common and shared goal. You are required to communicate with your teammates and coaches to understand instructions and ensure you all know how you contribute to the team. It requires you to be open and transparent with your teammates and coaches and follow team instructions. It also provides the ability to develop leadership and collaboration skills that are key to any successful sport participation and more importantly your future working environment and career.

EMPLOYER QUOTE

**NICK GRIFFITHS FROM
KIDDERMINSTER HARRIERS
COMMUNITY TRUST**

As a Professional Football Club, sport is a career that we have been privileged to be involved in. Not everyone can play professional sport, however there are many associated professions such as coaching, administration, media and medical. Sport builds character. It develops mental strength and resilience. Being able to work as a team is vital in football and even individual sports people such as boxers rely on the team around them. Concentration, Confidence, Composure and Determination are qualities needed in all sports. These qualities translate to all areas of life so sport can help you develop and achieve success in all areas.

PARTICIPATING IN ACTIVITIES OUTSIDE OF SCHOOL

EXAMPLES OF ACTIVITIES / GROUPS YOU COULD JOIN OUTSIDE OF SCHOOL

Joining out of school clubs provides you with a chance to take part in lots of exciting activities on a regular basis as well as special events and trips away.

By learning new skills and trying new challenges students can gain badges and awards either individually or as part of a team, an opportunity to make a difference in your community. In the future these activities will also help enhance your application to University and your CV which will provide any potential employers with a better picture of exactly who you are and why they should consider employing you.

Participating in activities / groups outside of school will also help you develop NEW friendship groups outside of school. Many of these friendships will continue into adult life.

There are a variety of clubs that young people can be a part of such as Guides, Scouts, Army Cadets, Duke of Edinburgh Award and St Johns Ambulance and Police Cadets.

Over the next few pages, we have provided you with an overview of these clubs / activities.



What are Girl Guides?

Girl Guides is a place where girls and young women can challenge themselves, put their ideas into action, take part in an amazing range of activities, and gain the skills to confidently navigate their world. All in a safe and supportive environment that welcomes every girl.

You and the girls in your group will decide together what to do in your meetings, choosing from the wide range of badges, skills and activities covered by the six programme themes. So, whether you want to try a new sport, have a go at performing, run a debate or brush up on your first aid skills - you can.

If there's an issue you really care about, Guides is a chance to make a difference. You'll be encouraged to speak out about what matters to you and to do something about it.

For more information visit:
<http://www.girlguides.org.uk>



What do Scouts get up to?

Discovering the world

Being a Scout is all about discovering the world on your own terms and making the most of what you have, wherever and whoever you are.

Alongside your new friends, you'll master the skills that will help you weather the storms of life, and try things you'd never get the chance to do at home or at school - working with trained volunteers to achieve whatever you set your mind to.

Starting small, thinking big

Scouts start small but think big. They stand up for what they believe in and make a difference on their doorsteps, confident in the knowledge that their daily actions add up.

In a society that can often feel increasingly isolated and inward facing, Scouts build bridges and break barriers.

Throughout history, they've played all sorts of useful roles in society, and this legacy continues today.

For more information visit:
<https://www.scouts.org.uk/scouts/being-a-scout/promises-and-ceremonies/>



Army Cadets- Tell me more!!

The Army Cadet Force is a national youth organisation sponsored by the United Kingdom's Ministry of Defence and the British Army. Along with the Sea Cadet Corps and the Air Training Corps, the ACF make up the Community Cadet Forces

The Army Cadets develop young people of all abilities and backgrounds both physically and mentally, improving self-confidence, teamwork, friendship, leadership and community spirit through a wide range of fun and exciting activities as well as recognised vocational qualifications such as the Duke of Edinburgh's Award Scheme and BTEC Diplomas.

Although they are not part of the recruiting process for the Armed Forces they do however promote an understanding of what the Armed Forces' roles and responsibilities are, and provide assistance to any cadet who expresses an interest in joining the Armed Forces later in life.

For more information visit:
<https://armycadets.com/>



The Duke of Edinburgh's Award

Any young person aged 14 to 24 can take part in Duke of Edinburgh programmes. Their current four section format is: Volunteering, Physical, Skills and Expedition, with an additional Residential section at Gold. Schools will normally support this from Year 9.

Today, over 490,000 young people are doing their DofE across the UK and over 295,000 start a programme each year, 25% of whom experience social and economic marginalisation and barriers to participation.

The DofE is part of the fabric of our society in schools, colleges, unis, young offender institutions, youth groups and more. As we rebuild after the Covid-19 pandemic the need for DofE has never been greater. Through DofE, young people from all backgrounds and circumstances can build the self-belief, resilience, and skills they need to navigate some of the toughest challenges any generation has had to face and meet an uncertain future with confidence.

For more information visit:
<https://www.dofe.org/>





Volunteer Police Cadets

Joining the Volunteer Police Cadets is a great way to develop your volunteering and leadership skills to support yourself and the community. It encourages young people to develop life skills to support their safety and personal development.

What do police cadets do? Police cadets, help and assist in the community by getting involved in stewarding in local events such as fairs, town shows, carnivals, and other local events. They also assist in high profile events in your areas.

Police cadet groups operate to the Aims and Principles of the Volunteer Police Cadets. There are opportunities for all young people aged 13 - 18 years old to support their local communities. Most cadet units have a local school or college as their base, making it a very accessible place for young people to attend.

Whilst every VPC unit offers fantastic opportunities for all young people, they may have different ways of providing those opportunities. There will be a great mix of like-minded young people reflecting the diversity of their local community participating in:

- Developing their life skills
- Meeting new friends
- Learning about British policing
- Force-wide, UK-wide, and even international opportunities
- Social events
- Sporting activities

Many VPC units also offer the Duke of Edinburgh's Award scheme for their cadets and leaders. The VPC has developed a series of workbooks to assist cadets' understanding of British policing.

The VPC understands that most young people want to do something constructive for their own community. They are the only uniformed group that expects young people to volunteer an average of 3 hours a month in support of local policing and community inspired social action. They will help and support you to lead your own social action projects. The VPC has developed a social action workbook and course to give you the necessary skills so that you and your friends can really make a difference in your community.

For more information visit:

<https://vpc.police.uk/be-a-cadet/13-18-year-olds/>



St John Ambulance:

First Aid Courses, Advice and Volunteering

St John Ambulance is a volunteer-led, charitable non-governmental organisation dedicated to the teaching and practice of first aid in England, a volunteer-led health and first aid charity - responding to emergencies, supporting communities, and saving lives.

Whatever you enjoy doing and however much time you commit there's a volunteer role for you. Volunteering is a fantastic way to enhance your CV, meet new people and learn lifesaving skills.

Example of volunteering roles:

- > Ambulance Service Volunteering
- > Community First Responders
- > Fundraising and Communications Volunteer
- > Student and Youth Team Volunteers and many more

For more information visit:

<https://www.sja.org.uk>



EMPLOYABILITY SKILLS:

Once again participating in activities which are not school related can help you develop some useful employability skills.

Here are a few skills which you could gain from participating in activities which take place outside of school.

- > Communication
- > Teamwork
- > Negotiation and Persuasion
- > Problem Solving
- > Leadership
- > Organisational
- > Perseverance and Motivation
- > Ability to work under pressure
- > Confidence.

VISIT WORCESTERSHIRE'S ONLINE CAREERS TOOL



**INFORMATION
ABOUT EMPLOYERS
IN WORCESTERSHIRE**



**SUPPORT FOR
SCHOOLS**



**WORCESTERSHIRE'S
LABOUR MARKET
INFORMATION**



**SUPPORT FOR
YOUNG PEOPLE**



CAREERS ADVICE



CAREERS EVENTS



INTERVIEW TIPS



**SUPPORT FOR
PARENTS**



CAREER PATHWAYS



WWW.SKILLS4WORCESTERSHIRE.CO.UK

WHAT JOBS COULD BE RIGHT FOR YOU?

IT IS NEVER TOO EARLY TO START EXPLORING THE TYPES OF CAREERS WHICH YOU MIGHT WISH TO CONSIDER IN THE FUTURE.

THERE ARE MANY FUN "ONLINE" ACTIVITIES WHICH YOU CAN UNDERTAKE WHICH CAN PROVIDE YOU WITH SOME IDEAS ABOUT CAREERS YOU COULD CONSIDER BUT WE THOUGHT IT MIGHT BE USEFUL TO SHARE WITH YOU A SIMPLE QUESTIONNAIRE WHICH YOU COULD COMPLETE WHICH MIGHT HELP YOU TO IDENTIFY SOME JOB ROLES / CAREER PATHWAYS WHICH MIGHT SUIT YOUR INTERESTS AND YOUR SKILLS.

This activity comes in 2 parts.

The first part of this activity is a simple questionnaire. Complete this questionnaire by working your way through the list of questions and placing a tick in the box in the column labelled 1 to 5 which best suits the answer you would like to give.

You only need to provide ONE answer per question.

Once you have completed ALL of the questions you will then need to add up the total score for the answers you have given for each set of questions.

Once you have your totals then you will need to RANK them in order of HIGHEST to LOWEST.

The second part of this activity will provide you with some ideas of which of the 4 different job families might suit you.

Explore in more detail the job family which was your highest score and perhaps follow some of the useful links to look in more detail about some of the job roles which directly link to that family of jobs.

You may want to ask a family member or friend to also have a go and see how they score.

JOB FAMILY ACTIVITY PART ONE

Using the options in the table below answer each of the questions by putting a TICK in one of the columns next to each of the questions.



1	2	3	4	5
Dislike a lot	Dislike	Don't Mind	Like	Like a lot

JOB FAMILY A

Do you like?		1	2	3	4	5
1	Dealing with money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Dealing with paperwork (letters, forms etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Using a keyboard/computer/ IT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Learning about the programme of PC's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Being accurate with numbers/dealing with numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Working at a desk in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Researching/recording information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Using the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Handling money or keeping records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JOB FAMILY ACTIVITY PART ONE



JOB FAMILY B

Do you like?		1	2	3	4	5
10	Working with children/young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Helping with personal/social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Giving information or advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Talking on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Providing a service to members of the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Training/teaching other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Working with elderly people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Caring for people who are ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Organising/supervising others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JOB FAMILY ACTIVITY PART ONE



JOB FAMILY C

Do you like?		1	2	3	4	5
19	Being involved with sporting activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Working with electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Working with food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Working with animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Growing plants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Working with vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Making things from wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Learning how to fix/work with machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Working outdoors in all weathers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JOB FAMILY ACTIVITY PART ONE



JOB FAMILY D

Do you like?		1	2	3	4	5
28	Making/handling fabrics and clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Using colours and textiles to create effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Decorating cakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Being accurate with drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Helping to create drama or music productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Playing musical instruments or singing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Using a camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Arranging a display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Using an acting, drawing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JOB FAMILY ACTIVITY PART TWO

Now you have completed the questionnaire and answered all of the questions can you add up all of the scores for each section and transfer them into the table below.

Once you have done this you will then need to rank these scores from HIGHEST TO LOWEST
1= Highest and 4 = Lowest

Questions	1-9	10-18	19-27	28-36
Total Score	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rank Order (1 = Highest)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Job Family	A	B	C	D



Now you have worked out which JOB FAMILY you scored highest in let's look at each of the job families in more detail.

The job families cover the following:

JOB FAMILY A

INFORMATION
FINANCE
OFFICE
BUSINESS

JOB FAMILY B

SOCIAL
LEADERSHIP
WORKING WITH
PEOPLE

JOB FAMILY C

PRACTICAL
ACTIVE
TECHNOLOGY

JOB FAMILY D

CREATIVE
MEDIA
ART & DESIGN



JOB FAMILY ACTIVITY PART TWO

Based on your HIGHEST SCORE feel free to explore the related JOB FAMILY in more detail.

JOB FAMILY A

INFORMATION FINANCE OFFICE BUSINESS

Your score indicated that you may like working in...

Administrative and Clerical
Financial Services,
Information Technology,
Information Management,
Legal Services,
Management and Planning,
Marketing,
Selling and Advertising.

JOB FAMILY B

SOCIAL LEADERSHIP WORKING WITH PEOPLE

Your score indicated that you may like working in...

Alternative Therapies,
Education and Training,
General and Personal Services,
Retail Sales,
Customer Services,
Social Services.

JOB FAMILY C

PRACTICAL ACTIVE TECHNOLOGY

Your score indicated that you may like working in...

Animal Care,
Horticulture,
Catering Services,
Construction,
Environmental Sciences,
**Maintenance,
Service and Repair,**
Manufacturing and Engineering,
Medical Technology,
Medicine and Nursing,
Science and Research,
Security and Uniformed Services,
Sport,
Leisure and Tourism,
Storage,
Dispatching and Delivery,
Transport.

JOB FAMILY D

CREATIVE MEDIA ART & DESIGN

Your score indicated that you may like working in...

Arts,
Craft and Design,
Performing Arts,
Broadcasting,
Media,
Publishing,
Journalism.

HERE ARE SOME USEFUL CAREERS WEBSITES YOU COULD EXPLORE FURTHER:

www.skills4Worcestershire.co.uk

www.careerpilot.org.uk

icould.com/buzz-quiz

nationalcareers.service.gov.uk/explore-careers



THE WORCESTERSHIRE APPRENTICESHIP HUB

LOOKING FOR A GREAT WAY
TO START YOUR CAREER?

WANT TO LEARN ON THE JOB, GAIN
EXPERIENCE AND QUALIFICATIONS
WHILST ALSO EARNING MONEY?

THE ANSWER MAY BE AN APPRENTICESHIP...

HOW WE CAN HELP...

- One to one advice and guidance
- Explaining all about how apprenticeships work
- Help in producing a CV
- Support in searching for vacancies and completing the online application
- Applying for vacancies and setting up alerts
- Preparing for the interview
- Understanding the role of the training provider and employer
- Other options if you can't get an apprenticeship just yet

GET IN TOUCH...

 worcsapprenticeships.org.uk

 @worcsapprentice

 /worcsapprenticeships

 0300 666 3 666



**WORCESTERSHIRE
APPRENTICESHIPS**

EDUCATION

WHEN THINKING OF THE FIELD OF EDUCATION, BECOMING A TEACHER IS THE MOST OBVIOUS FORM OF AN EDUCATIONAL CAREER. EVEN WITHIN TEACHING, THE SUBJECT AREAS AND AGE GROUPS ARE SO VARIED THAT A RANGE OF OPTIONS EXIST.

CAREER PATHS

- >> CHILD CARE ASSISTANT
- >> TEACHING ASSISTANT
- >> SCHOOL SECRETARY / PA
- >> LIBRARIAN

ADVERTISING & MARKETING

THERE ARE 499,000 ADVERTISING AND MARKETING JOBS IN THE UK CREATIVE ECONOMY, INCLUDING 332,000 THAT ARE ADVERTISING AND MARKETING ROLES OUTSIDE THE CREATIVE INDUSTRIES.

CAREER PATHS

- >> HR OFFICER
- >> BUSINESS ADMINISTRATOR
- >> ADVERTISING SALES REP
- >> MARKETING CO-ORDINATOR

ART & DESIGN

THE UK HAS THE SECOND-LARGEST DESIGN SECTOR IN THE WORLD AND THE LARGEST DESIGN INDUSTRY IN EUROPE. THE UK RANKS FOURTH IN THE WORLD FOR DESIGN EXPORTS AND EXPORTS 50 PER CENT MORE DESIGN THAN IT IMPORTS.

CAREER PATHS

- >> INTERIOR DESIGNER
- >> ART GALLERY ADMINISTRATOR
- >> COMMISSIONED ARTIST
- >> PHOTOGRAPHER

PUBLIC SECTOR

THE PUBLIC SECTOR (WHICH INCLUDE NHS HOSPITALS, STATE SCHOOLS, LOCAL COUNCILS AND THE POLICE) EMPLOYS MORE THAN 5 MILLION PEOPLE ACROSS THE UK, THAT'S OVER 17% OF THE WORKFORCE!

CAREER PATHS

- >> INFORMATION OFFICER
- >> POLICY OFFICER
- >> DIPLOMATIC SERVICE
- >> PRESS OFFICER

SUBJECT FOCUS: ENGLISH

HOW DO THE SUBJECTS YOU STUDY AT SCHOOL LINK TO CAREERS IN THE WORLD OF WORK?

RECRUITMENT & HR

THE RECRUITMENT AND HR INDUSTRY EMPLOYS AROUND 100,000 PEOPLE AND THIS IS ONLY EXPECTED TO GROW IN THE FUTURE.

CAREER PATHS

- >> RECRUITMENT CONSULTANT
- >> TRAINING AND DEVELOPMENT OFFICER
- >> SALES EXECUTIVE
- >> EMPLOYEE RELATIONS OFFICER

LAW

THERE ARE MANY JOBS IN THE LEGAL PROFESSION WHERE ENGLISH IS VERY IMPORTANT SUCH AS PARALEGAL AND LEGAL SECRETARY. APPRENTICESHIPS IN LAW ARE ALSO WIDELY AVAILABLE.

CAREER PATHS

- >> LEGAL SECRETARY
- >> BAILIFF
- >> COURT USHER
- >> MEDIATOR

PUBLISHING & MEDIA

THE PUBLISHING AND MEDIA INDUSTRY EMPLOYS 430,000 PEOPLE. JOBS IN FILM, TV, VIDEO, RADIO AND PHOTOGRAPHY ARE GROWING RAPIDLY WITH 17% MORE JOBS NOW THAN IN 2011.

CAREER PATHS

- >> JOURNALIST
- >> RADIO / TV PRESENTER
- >> LIGHTING TECHNICIAN
- >> PROGRAMME RESEARCHER

MEDICINE & HEALTHCARE

NHS ENGLAND IS THE UK'S BIGGEST EMPLOYER. THE NHS EMPLOYS A TOTAL OF APPROXIMATELY 1.5 MILLION PEOPLE ACROSS ENGLAND, WALES, SCOTLAND AND NORTHERN IRELAND.

CAREER PATHS

- >> DOCTOR
- >> NURSE
- >> MIDWIFE
- >> GENERAL PRACTITIONER

SUBJECT FOCUS: ENGLISH

NOW YOU HAVE EXPLORED
THE SUBJECT NOW LOOK AT
SOME OF SPECIFIC JOB ROLES.

JOB: NEWSPAPER JOURNALIST



Newspaper journalists research and write stories for national, regional, and local press. They report on news and politics, as well as on sports, arts and culture, science, and business. They also cover national and local events, entertainment, and human-interest stories.

There are a number of roles within newspaper journalism. Junior reporters usually write up stories allocated to them by the news desk, which they then pass to the news editor before they're handed to sub-editors. Correspondents are specialists in one field or location, while feature writers, who cover topics in greater depth, often use a more personal style.

On smaller newspapers journalists have to multitask. They may work on layout, photography, and sub-editing, as well as writing stories. Newspaper journalism is becoming increasingly multi-platform, making IT, web, and broadcast skills highly valuable.

RESPONSIBILITIES

As a newspaper journalist, your duties will include:

- interviewing people in a range of different circumstances
- building contacts in many areas to maintain a flow of news, such as with the police and emergency services, local council, community groups, health trusts, press officers from a variety of organisations and the general public
- seeking out and investigating stories via your contacts, press releases and other media
- attending press conferences and asking questions
- attending a range of events, such as council meetings, magistrates' court proceedings, football matches, talent contests, etc
- answering the phones on the news desk and reacting to breaking news stories
- working closely with the news team, photographers and editors
- recording interviews and meetings using shorthand or technical equipment
- producing concise and accurate copy according to the newspaper's house style and to strict deadlines - daily newspapers may have several each day
- writing shorter, 'filler' stories to entertain, and researching and writing longer feature articles, sometimes for subsidiary publications and supplements
- creating and uploading news content for the newspaper website
- 'live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers.

SALARY

In the sector, reporters working in newspapers and magazines have the lowest average salaries. According to the National Council for the Training of Journalists (NCTJ) the median income for a newspaper journalist is £27,500. When you're starting out as a trainee reporter, your salary could be as low as £12,000 to £15,000, depending on whether you're working for a local, regional, or national paper.

Although there's wide variation between regional and national newspapers, salaries for journalists with up to five years' experience generally rise to around £25,000, while those with a decade's experience or more can expect around £35,000 to £40,000.

Your salary could be higher if you're working for a national newspaper. Share options and bonuses, reflecting the paper's performance, may bolster salaries at senior editor level.

Income figures are intended as a guide only.

QUALIFICATIONS

This area of work is open to graduates of any discipline but an undergraduate degree in journalism, English or writing may improve your chances. However, some editors may be more interested in graduates with a specialist degree subject, such as economics or science.

Experience and personal qualities are also considered extremely important.

Entry without a degree, HND or foundation degree is possible but is becoming increasingly difficult. The majority of new entrants to the newspaper journalism industry are graduates.

Graduates can choose from several pre-entry routes into newspaper journalism. There are full-time, one-year postgraduate courses, which result in a postgraduate diploma or Master's degree. There are also fast-track, 18 to 20-week postgraduate courses. Students should check that their courses will be well regarded by potential employers.

For more information about this job and many others linking to Geography why not visit the Prospects - Job Profile website.

WORKING HOURS

Journalists quite frequently work long or unsocial hours. Early in your career, you're likely to work an early or late shift pattern. You need to be flexible to accommodate for breaking news and deadlines.

SKILLS

You'll need to show:

- strong written and oral communication skills
- a keen interest in news, current affairs, business, and people
- accurate spelling, grammar, and punctuation
- good organisational skills and the ability to work under pressure to tight deadlines
- an ability to grasp complex issues quickly and explain them in simple, concise language
- resilience, determination, flexibility, persistence, motivation and integrity.

JOB: SECONDARY SCHOOL TEACHER



As a secondary school teacher, you will teach pupils aged 11 to 18. Specialising in a particular subject like ENGLISH, you will plan, teach and assess lessons in line with curriculum objectives.

You'll aim to ensure a healthy culture of learning and will support, observe, and record pupils' progress.

Teachers must keep up to date with developments in their subject area, new resources, methods, and national objectives. The role involves liaising and networking with other professionals, parents, and carers, both informally and formally.

RESPONSIBILITIES

As a secondary school teacher, you'll need to:

- prepare and deliver lessons to classes of different ages and abilities
- mark work, give appropriate feedback and maintain records of pupils' progress and development
- research new topic areas, maintaining up-to-date subject knowledge, and devise and write new curriculum materials
- select and use a range of different learning resources and equipment, including podcasts and interactive whiteboards
- prepare pupils for qualifications and external examinations
- manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis
- through academic or personal difficulties
- communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings, and whole-school training events
- liaise with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers
- supervise and support the work of teaching assistants, trainee teachers and newly qualified teachers (NQTs)
- organise and participate in extracurricular activities, such as outings, social activities and sporting events
- undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).

SALARY

New entrants to the profession in England start on the main salary scale, which rises incrementally from £25,714 to £36,961. Enhanced pay scales apply for teachers working in or near London.

After gaining experience and expertise, there are opportunities to move up into the role of lead practitioner in England and Wales. In Scotland there are opportunities to move into chartered and then principal teacher roles. Salaries for head teachers can rise to £100,000.

Academies, free schools, and independent schools set their own pay and working conditions.

Teachers may move into Key Stage or year leader, mentoring and management roles. Management roles attract considerable salary increases.

Details about pay are available from the teaching unions and the Department for Education (DfE) Get Into Teaching website (for England).

Income figures are intended as a guide only.

SKILLS

You'll need to have:

- respect for children and an interest in helping them develop both academically and as people
- excellent communication and interpersonal skills for working with children, other teachers, and parents
- good listening skills
- the capacity to learn quickly
- strong organisational and time management skills
- the ability to inspire and enthuse children
- energy, resourcefulness, responsibility, and patience
- dedication, resilience, and self-discipline
- a caring nature and an understanding of the needs and feelings of children
- the ability to work independently, as well as part of a team
- a sense of humour and the ability to keep things in perspective
- imagination and creativity
- good judgement and an analytical mind
- a good knowledge of the subject you're going to teach.

You'll also need to satisfactorily pass checks by the [Disclosure and Barring Service for England and Wales](#) (or the equivalent check in Scotland and Northern Ireland).

To find out more about the attributes you'll need, see essential [skills for secondary school teachers](#).

WORKING HOURS

Teachers are in school for 39 weeks of the year. Hours vary between schools but are usually from 8.30am until 3.30pm or 4pm. Most teachers are in school before the school day starts and remain after school is finished.

Teachers are entitled to a minimum of 10% of timetabled teaching time for planning, preparation, and assessment (PPA). Teachers also often spend time at home planning and preparing lessons and assessing pupils' work.

QUALIFICATIONS

To work as a secondary school teacher in a maintained school (England and Wales), you must have a degree and achieve qualified teacher status (QTS) by completing a period of initial teacher training (ITT). QTS is awarded by the Teaching Regulation Agency (England).

Independent schools, academies and free schools may employ teachers without QTS but, in practice, this is uncommon.

In order to achieve QTS you can take an undergraduate secondary BA/BSc Hons with QTS. Training focuses on gaining specialist knowledge in your chosen subject and being able to pass this on effectively to secondary school pupils. You will spend a lot of time in the classroom learning from experienced teachers.

However, if you already have a degree, you can gain QTS in a number of ways. These include:

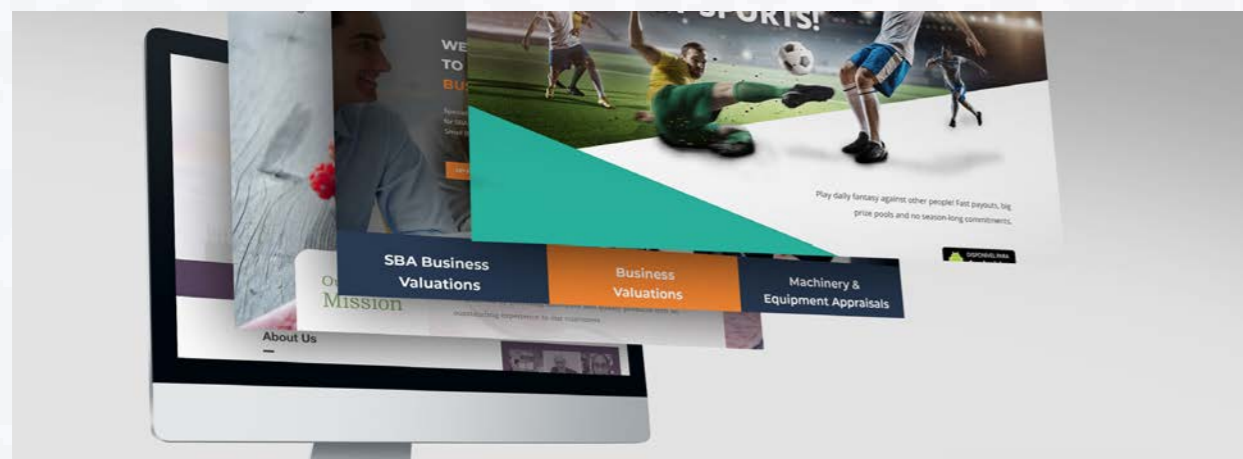
- Postgraduate Certificate in Education (PGCE) - available at many universities, colleges of higher education and teacher training led by schools. Training led by schools will offer QTS and most offer the academic qualification of a PGCE.
- Salaried teacher training - options for receiving on-the-job training while earning a salary include postgraduate teaching apprenticeships, School Direct (salaried), Teach First (for graduates with a 2:1 or above) and the salaried PGCE delivered by The Open University, Wales (Wales only). In most, but not all cases, a PGCE accredited by a higher education institution (HEI) will be awarded.

Teacher training providers set their own entry requirements. The minimum requirements are at least a GCSE grade C/grade 4 in English and Mathematics, as well as a degree or equivalent in a subject relevant to your chosen area of teaching. Your pre-university education may also be considered.

For more information about this job and many others linking to Geography why not visit the Prospects - Job Profile website.

#teach4all

JOB: WEB CONTENT MANAGER



As websites grow and offer more information, the web content manager is an increasingly vital role - combining organisation and writing skills with the necessary technical knowledge

Web content managers ensure that the content of a website is well-structured and easy to find and that it meets the needs of its users by covering all necessary topics and being up to date and accurate. The content you'll manage can include web pages, images, videos, blog posts, guest articles, reviews and occasionally social media and marketing copy.

You'll sometimes produce copy and edit the site yourself, but on larger sites you'll normally act as a coordinator, commissioner, and project manager, overseeing the work of other writers and editors. You'll produce content schedules and audits, which writers and editors use to keep copy up to date and to create new content at appropriate times.

You'll be an expert in your organisation's content management system (CMS) and will produce user guides and deliver training, as well as work with the CMS developers and internal IT staff to ensure the system has been configured to meet the needs of the organisation.

Web content managers also organise user testing and market research projects to ensure that the website's content is suitable for the audience.

RESPONSIBILITIES SALARY

As a web content manager, your duties will include:

- manage your company CMS, working with developers and editors to ensure it's meeting the needs of your organisation
- conduct content audits to identify gaps and redundancies in the site content
- create and implement content schedules for people to produce or update content
- produce maps and visualisations of the site to help staff understand the structure and function of the website
- write and edit web copy
- source, commission and sometimes edit images and videos
- develop policies relating to your organisation's web content, such as a house style
- analyse analytics data to learn how users interact with your site
- survey users and hold focus groups to learn about how they view your site
- train staff in writing and producing content for the web
- occasionally update HTML, CSS, and JavaScript on your site
- stay knowledgeable about your site's subject area.

- Starting salaries for web content coordinators are around £20,000 to £25,000.
- Experienced web content coordinators, web content executives and web content managers can earn between £25,000 and £40,000.
- Senior web content managers and website managers can earn between £40,000 and £50,000.

Salaries usually depend on the size and importance of the website, as well as on whether you have any extra responsibilities, such as managing writers and editors. London salaries are usually higher.

Income figures are intended as a guide only

WORKING HOURS

You'll typically work a 9am to 5pm week. Occasional evening and weekend work may be necessary to coordinate with large marketing campaigns, events, product launches or the development of a new website.

Part-time work and job sharing are possible for web content managers, as you'll usually put in place policies, content plans, and schedules for your organisation to follow in your absence. Companies may hire on a fixed-term basis if they're looking for a web content manager to come in and set up guidelines, or to complete a specific project, such as migrating content to a new website.

QUALIFICATIONS

You don't need a formal qualification to become a web content manager, however a degree can provide useful experience in writing, editing, presenting and group coordination, particularly if it's mainly assessed through essays and presentations.

A degree or qualification in a similar subject to the website you are managing can be advantageous as you'll be able to apply your knowledge to identify gaps and inaccuracies in the content.

Sometimes employers look for candidates with a qualification in information management, media management or digital communications. [The Chartered Institute of Library and Information Professionals](#) provides a list of accredited qualifications, which include undergraduate and postgraduate courses, foundation degrees and short courses. See the list at [CILIP - Getting Qualified](#).

Skills and experience are most important, and these can be gained through education, work experience and volunteering opportunities.

Skills and experience are most important, and these can be gained through education, work experience and volunteering opportunities.

SKILLS

You'll need to be:

- highly organised, with the ability to work on multiple projects at once
- experienced with one or more CMS
- strategic, and able to oversee large projects and coordinate the work of others
- an excellent writer and editor, with good spelling and grammar and the ability to adapt to house styles
- able to research, collate and summarise information from different sources
- logical and analytical, with an ability to spot patterns, gaps, and repetitions in web content
- able to communicate confidently and clearly with a variety of stakeholders
- technically minded, with an understanding of HTML, CSS, JavaScript, and other web technologies
- knowledgeable about the website's users and industry
- willing to stay up to date with developments in your subject area and in developments in the digital world.

JOB: PROOF-READER



A thorough knowledge of spelling and grammar is essential in the world of publishing as is the ability to work to tight deadlines

As a proof-reader you'll ensure that material is clear, consistent, complete and credible, and that text is well written, grammatically correct, and accessible. You'll take the initial material, or the copy, and make it ready for publication.

You'll work on a range of publications, including:

books	newspapers	other electronic resources.
journals	websites	

You'll be required to correct spelling, grammar, and layout (proofreading), check content, impose consistent styles and reword or rewrite (copy-editing). This depends on the project, the employer or the client and their own specialist experience. Many proof-readers perform both functions in tandem.

They're employed by publishers, businesses, and public bodies but increasingly on a freelance basis, so it's common to have several clients at the same time. Many people retrain for editorial work as a second or third career.

RESPONSIBILITIES

Activities depend on experience and whether you work in-house or freelance.

They may include:

- correcting spelling mistakes and grammatical errors
- sub-editing text written by a number of authors to ensure consistent house style
- working with IT-based publishing systems and databases, as well as via the internet or from paper manuscripts
- liaising regularly with authors and publishers by phone and email
- checking that authors have provided all the required materials and paperwork
- resolving queries directly with the author, e.g. style and text inconsistencies
- coding manuscripts for design features, such as hierarchy of headings, to instruct the production team
- creating artwork briefs to detail the content of illustrations

- ensuring that illustrations are correctly captioned and referred to in the text
- producing or working to a style checklist to ensure consistency in hyphenation, capitalisation, formatting of references, etc
- maintaining awareness of new words or phrases coming into popular usage with a view to ensuring they're appropriate for the readership
- discussing and resolving any potentially libellous sections with the commissioning editor and author
- retrieving articles from archives and rearranging within publications
- preparing preliminary pages for the title, contents, and preface of a publication
- overseeing the work of indexers, typesetters, and designers
- typesetting and designing layout (increasingly for freelancers)
- ensuring that publications are prepared on budget and to schedule
- managing marketing and business activities (for those who are self-employed).

SALARY

Salaries vary widely according to the nature of the work and the employer. Larger corporate publishers generally pay higher rates than traditional publishers.

- [The Society for Editors and Proof-readers \(SfEP\)](#) publishes suggested minimum hourly rates every year. The rates for 2019 were £25.00 an hour for proofreading, £29.10 for copy-editing, rising to around £33.50 for substantial editing or rewriting.
- Rates for the project management of the entire process of editing from first manuscripts through to production are usually much higher than for copy-editing, at over £30 per hour.

Some employers pay a flat rate per piece of work. Income figures are intended as a guide only

WORKING HOURS

Working hours vary. Proof-readers based in-house generally work normal office hours but may need to work longer hours in busy periods. Deadlines are very tight due to the nature of the work.

Freelancers enjoy greater flexibility, as long as deadlines are met, although night-time work may be required if dealing with overseas clients.

QUALIFICATIONS

Although this area of work is open to all graduates, a degree in the following subjects may increase your chances:

- media or electronic media
- publishing or publishing studies.

Graduates with a technical or science-based degree may find it easier to obtain freelance work for specialist publishers and society journals, particularly in the early stages of their career.

Entry with an HND or foundation degree only is unlikely unless you can demonstrate an aptitude for the work or some highly relevant experience.

A relevant postgraduate qualification in publishing can increase your chances. There is a range of publishing qualifications available and it's important to choose one that is relevant to your interests and career plans.

Graduates hoping to enter this career may find it difficult to gain an in-house role immediately. It may, however, be possible to start as an editorial assistant and to get involved in proofreading and working on editing texts, in order to progress copy-editing after one or two years.

Identify smaller and perhaps less well-known publishers to begin with who may be more likely, or able, to offer work. This can help develop a network of contacts and will enable you to build up a strong portfolio when making applications to larger companies later on.

SKILLS

You'll need to show evidence of the following:

- a thorough knowledge of the English language (or the language the publication is written in)
- a methodical working style
- concentration, accuracy, and great attention to detail
- the ability to multitask
- tact and diplomacy for negotiating changes with authors
- the ability to work to tight deadlines
- self-motivation
- IT skills.

If working on a self-employed basis, business skills in areas such as tax, marketing and cash flow are vital.

For more information about this job and many others linking to Geography why not visit the Prospects - Job Profile website.

CAREERS ACTIVITIES TO TRY∞

Careers activities don't always have to take place within the classroom or while you are at school. There are many careers activities which can take place at home which you can complete by yourself.



Your Careers Leader can provide you with a copy of these activities which can be downloaded [HERE](#).



Download activities

WRITE YOUR CV

HOW DO YOU WRITE A STANDOUT CV?

We have all asked this question at some point, especially when searching or applying for your dream job. Your CV is one of the essential elements for job hunting; after all, it is what gives your potential employer their first impression of you.

Entering the world of work is very competitive and you need to ensure that your CV stands out from the others applying for the same job role.

Follow our 8-step guide on how to write a CV and create the best CV possible for your experience, skillset and the job you are applying for.

This activity will help you understand what your CV should contain and give you the opportunity to practice creating your own CV.

WHAT IS A CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

WHAT TO INCLUDE IN A CV?

Potential employers will scan your CV and decided whether to offer you an interview in a matter of seconds. Therefore, knowing what to include can help your CV stand out and ensure that you are selected to interview for the position you are applying for.

The basic components that make up a good CV are:

- | | |
|---|-----------------|
| 1. Contact Details | 5. Education |
| 2. Personal Profile | 6. Achievements |
| 3. Key Skills | 7. Hobbies |
| 4. Employment / Work Experience History | 8. References |

TOP TIPS:

Use a professional font like Ariel or Times New Roman and keep your font size between 10 and 12.

- Your CV should not be longer than 2 sides of A4
- Always check your spelling and grammar!
- One size DOES NOT fit all- don't forget to tailor your CV, so it is suitable for the job role you are applying for.
- Always remember to provide evidence and examples to support what you are writing.
- Don't waffle! Be informative and to the point- leave employers wanting to know more about you!

THE 8 STEPS TO HELP YOU CREATE A STANDOUT CV

1.

CONTACT DETAILS

Make sure that you include your full name, email address, contact number (can be mobile, home or both), along with home address.

Employers need this information in order to know where you are located and if needed, confirm your identity.

2.

PERSONAL PROFILE

Your personal profile will go at the very beginning of your CV and it is very important to tailor this to the job at hand. For example, if you are applying for a shop assistant role, express your passion to help customers or to develop your experience in a retail environment.

This section should be no longer than 5-6 sentences. If you want to avoid clichés or need some fresh ideas, there are CV examples at <https://www.studentjob.co.uk/application-tips/cv-example>

3.

KEY SKILLS

Make sure you are familiar with the position you are applying for, look through the job advertisement and write down all the skills they require.

Cross reference the skills asked for by the employer to the skills that you have and make sure they are included on your CV... BUT... don't lie! You need to be able to follow through with any statements you make.

It is also important to remember to provide evidence for any skills you have listed, give a quick example and you will really impress the employer.



4.

EMPLOYMENT / WORK EXPERIENCE HISTORY

Knowing what to put in your Employment / Work Experience history can be challenging if you are still in education or have little employment history.

It is useful to remember that any employer you have worked for, including any work experience you have carried out or any volunteering should also be included.

Commonly, most people include their employment history in reverse chronological order, starting with the most recent first.

Keep it simple for the recruiter and layout your experience in this manner:

- Name of company (including duration e.g. 2017-2019)
- Name of role
- List of achievements and duties covered (keep it relevant!)

Are you still struggling to know what to include in this section? Don't worry!

<https://www.studentjob.co.uk/application-tips/cv#cv-with-no-experience> can provide you with additional information and support.

5.

EDUCATION

This section of your CV is the opportunity to list your grades (GCSE / A-level / Degree).

Again, keep it relevant and do not feel like it is necessary to include every single grade.

Similarly, to your employment / work experience section, list your education grades in reverse chronological order.

Are you unsure what to write because you still haven't received the grades you have listed?

No need to worry, you can also put your predicted results!

6.

ACHIEVEMENTS

You may feel like as a student you don't have that many achievements you can list on a CV and therefore it isn't important. You couldn't be more wrong!

The achievements section within your CV is what will help to make you stand out against other candidates. Think back to anything you have achieved or participated in at any point throughout your education so far.

[Download activities](#)

7.

HOBBIES

Mentioning your hobbies and interests allow your personality to shine through.

As much as it is true, it's best not to put socialising with friends or spending hours playing Fortnite.

Try and avoid writing clichés like 'reading' if you are applying for a role in journalism or something similar. Perhaps highlight your passion for creative writing instead.

If you are still struggling to decide what are the best hobbies and interests to put on a CV, then maybe the list below inspires any ideas...

- Sports
- Volunteering
- Learning a new skill in your spare time (e.g. coding)
- Blog writing
- Travelling
- Cooking

8.

REFERENCES

Wondering what references are?

CV references are nominated people who act as referees for you and are happy to testify about your character, attributes and confirm anything you have mentioned in your CV. Always try and steer clear of using family members as references.

Who is the best person to be a reference on your CV?

Perhaps some of these could be good people to ask.

- Head Teacher
- Subject Teacher
- Former or Current Manager / Supervisor
- Sports Coach / Team Manager

At the bottom of your CV simply write 'references are available upon request' and ensure your referees are made aware that they may be contacted.

HOW TO WRITE A CV (KS3)

Now you have learnt about what information you need to place within your CV why don't you use the free text boxes below to start creating your own CV.

Remember to follow the guide and if you feel adventurous why not select a specific job role to tailor your CV for.

GOOD LUCK!

Section 1 - Contact Details

Section 2 – Personal Profile



Section 3 – Key Skills

Section 4 – Employment / Work Experience History

Section 5 – Education

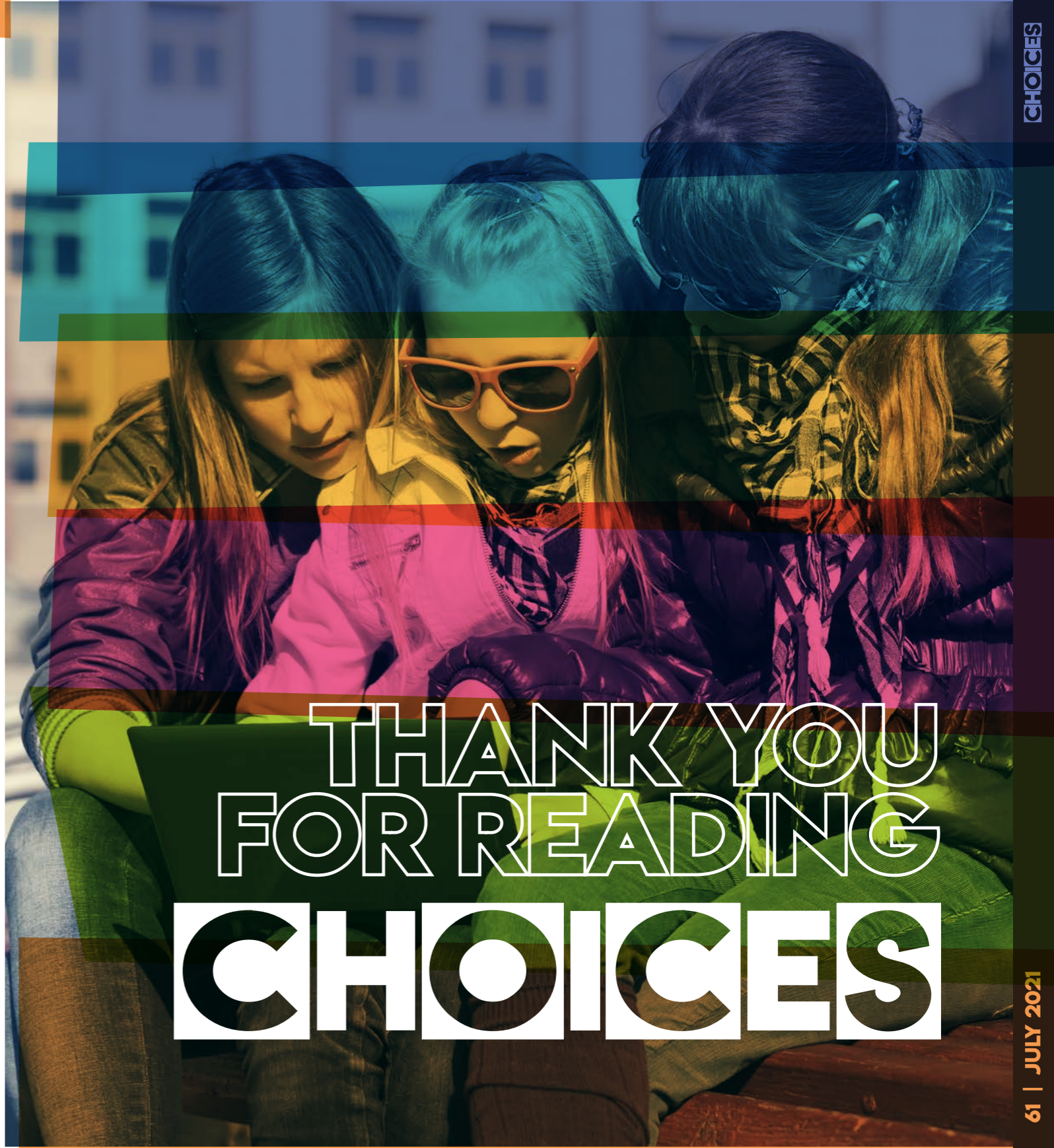
Section 6 – Achievements

Section 7 – Hobbies

Section 8 – References

NOTES

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THANK YOU
FOR READING
CHOICES

CHOICES

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