

DEAN TRUST *Ardwick*

Careers Information, Advice and Guidance



Portfolio

Name:

Form:

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Employability skills development record

When applying for jobs, employers look at your qualifications as a starting point but are most interested in your:

- 1) **personal attributes** (what kind of person you are)
- 2) **skills**

On application forms, and at interviews, you will be asked to give precise examples when you have demonstrated these skills.

E.g.

Personal Attribute	Example
Resilience (the ability to bounce back from a difficult situation or failure – to keep going when things could seem too difficult)	After receiving disappointing mock exam results, I felt a lot of pressure to succeed. The task to achieve the very high targets I had set for myself seemed insurmountable and rather than give up, I devised a timetable of step of by step revision to support me in succeeding. Due to this being small achievable steps, I managed to keep myself working through it and gradually saw some improvement. This spurred me to carry on working hard and eventually I achieved what I had set out to.

Personal Attribute	Example / How could you demonstrate this at an interview?
Having a good work ethic	
Resilience	
Developed communication skills (verbal, non-verbal and written)	
Being pro-active	
Being flexible	
Being reflective and responding to feedback	
Punctual and having high standards	

Skill 1: Listening



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can listen to others for a short time.	
1	I can listen to adults, follow instructions and tell you what I heard.	
2	I can listen to others and ask questions about what I heard.	
3	I can follow a conversation and tell somebody else what it was about.	
4	I can explain that there are different purposes to speech and identify them (e.g. persuade, inform...)	
5	I can listen to a long talk and then summarise the key points.	
6	I can take part and respond in a group discussion.	
7	I can explain how a speaker uses language and gestures to engage an audience.	
8	I can analyse how a speaker adapts language for different purposes.	
9	I can analyse the tone and emphasis a speaker uses.	
10	I can ask probing and relevant questions to a speaker.	
11	I can analyse and identify different points of view of speakers.	
12	I can identify underlying opinions, implications and assumptions while I am listening.	
13	I can analyse bias when listening through a speaker's language, omissions (what they don't say) or ambiguity (being vague)	
14	I can listen and evaluate how a speaker could become better.	

Skill 2: Presenting



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can speak clearly to someone I know.	
1	I can speak clearly to a small group of people I know.	
2	I can speak clearly and explain my ideas to a group of people.	
3	I make points in an order which makes sense.	
4	I choose an order for my points so that the audience can best understand me.	
5	I can use formal language, tone and expression when I am presenting.	
6	I can change my language based on audience and purpose.	
7	I can vary my language and level of detail to make my presentation interesting to different audiences.	
8	I can use language, structure and gesture to engage my audience.	
9	I am able to modify my language, tone and expression based on the audiences live reaction.	
10	I can anticipate different responses from the audience and plan for them.	
11	I reflect on my presentation skills and work on making them better.	
12	I can deliver effective presentations in a personal style adapted precisely to the context and audience.	

Skill 3: Problem Solving



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can follow a set of instructions to solve a problem.	
1	I can ask for help when I need it.	
2	I can explain a simple problem that I might have and get someone to help me with it.	
3	I can find extra information with help from others to help me solve a simple problem.	
4	I can come up with different ways to solve a simple problem.	
5	I can use pros and cons to pick the best way to solve a simple problem.	
6	I can carry out research to better understand complex problems.	
7	I can look at the causes of complex problems and the effects the problem may be creating.	
8	I can create a range of possible solutions for complex problems, identifying the pros and cons for each.	
9	I can select the best solution for a complex problem based on the pros and cons of each.	
10	I can evaluate the successes of solutions I have used to solve a complex problem.	

Describe an example of a complex problem you have tried to solve:

Skill 4: Creativity



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can use my imagination in role-play.	
1	I can talk about when I use my imagination.	
2	I can share what I imagine through writing, drawing or acting it out.	
3	I can use my imagination to come up with ideas when I have been given a success criteria or a model to help me.	
4	I can combine ideas to make new ideas.	
5	I can explain how creativity is used in different settings.	
6	I can explain how I use creativity in different areas of my life.	
7	I can use mind maps as a tool to help generate my ideas and show links between them.	
8	I can look at things from different perspectives to help my creativity.	
9	I can work with others to be more creative and I do not accept everyone just agreeing.	
10	I can use a range of creative tools like mind maps, tables, diagrams, word chains and IT software to effectively help me generate ideas.	

Skill 5: Staying Positive (Emotional Intelligence)



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can say why people might be happy or sad.	
1	I can say when things go wrong and why people can get angry or upset.	
2	I can explain why giving up when something goes wrong does not help.	
3	I try to stay calm when something goes wrong.	
4	I keep trying when something goes wrong and think about what happened.	
5	I keep trying when something goes wrong and help cheer other people up.	
6	I keep trying and encourage others to keep trying.	
7	I can look on the bright side in difficult situations.	
8	I can explain the positive side of a difficult situation to others.	
9	I can come up with ideas for changing negative situations into positive opportunities.	
10	In difficult situations, I choose the best way to move forward rather than giving up.	
11	I am not afraid to take risks and aim high, even though I might make mistakes.	
12	I can reflect on my mistakes and use them as learning opportunities.	
13	I can assess and manage risks appropriately.	
14	I can choose appropriate positive actions, even when I am feeling negative emotions, and in a range of unfamiliar situations.	

Skill 6: Aiming High



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can say when I found something difficult.	
1	I can tell someone what 'trying my best' means.	
2	I can explain why it is important to try my best if I'm going to get better.	
3	I can try my best and feel proud when I do.	
4	I purposefully look for opportunities to take on a challenge.	
5	I can set myself challenging goals.	
6	I can order and prioritise different tasks to help me achieve my goal.	
7	I can identify and find resources to help me achieve my goals.	
8	I can reflect on my skill set with accuracy and identify opportunities to improve further.	
9	I seek out feedback, including constructive criticism, to help me achieve my goals.	
10	I can create long term goals, taking into account my own strengths and weaknesses.	
11	I can set regular milestones to achieve on the road to achieving a longer term goal.	
12	I can modify the milestones along the journey to adapt to change.	

Skill 7: Leadership



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I can describe how I feel.	
1	I can describe how I am feeling to my team.	
2	I can describe how my team mates are feeling.	
3	I can make sure everyone in my team has a clear job and role and can help them when they need it.	
4	I take responsibility for my team mates completing their jobs on time.	
5	I can help my team come to a decision which most people are happy with and finish the task.	
6	I can make decisions to resolve disagreements between team mates.	
7	I can explain my team mates' strengths and interests.	
8	I can reflect on my own strengths and weaknesses.	
9	I can see when disagreements are developing and take steps to prevent this.	
10	I can explain some different ways to motivate my team.	
11	I can adapt the way I motivate members of my team depending on their personalities.	
12	I can describe different leadership styles (autocratic, democratic) and share which style I think I use.	
13	I can explain some positives and negatives of different leadership styles.	
14	I can adapt my leadership style depending on the task and my team.	

Skill 8: Teamwork



For each level to be achieved, you must be able to explain an example of when you have shown it.

	Skill Level	Achieved?
0	I am happy to take turns with other people.	
1	I can work effectively with others to achieve a goal, making a significant contribution to the group.	
2	I can explain why working with others can be more productive than working by myself.	
3	I take responsibility within a team for completing my job to the best of my ability.	
4	When I finish my tasks, I actively support other team members to complete theirs.	
5	I help my team make decisions by suggesting my own ideas.	
6	I recognise the value of others' ideas and when I feel I need to challenge them, do so sensitively and give reasons.	
7	I can spot when I might be getting into an argument and take steps to avoid it.	
8	I can spot when others might be getting into an argument and take steps to resolve it.	
9	I can contribute my ideas in a meeting in a measured, concise and valuable way.	
10	I can identify the skills of different team mates and explain how we can support each other to improve.	

Labour Market and Career Guidance Information

When choosing a career it is important to consider:

- 1) **What your interests are** – you will spend a considerable amount of time working, so it is important that you choose something you will enjoy
- 2) **What your skills are** – if you align your career with what you are good at, you will likely feel more success and happiness throughout your working life
- 3) **What kind of environment you work best in** – do you work best in a team or alone, in an office or outside, doing something practical or academic?
- 4) **Qualifications and training** you will need
- 5) **Salary** – the amount you will get paid is a key consideration
- 6) **Which sectors are growing** – it is important to try and choose a career in which there are likely to be many job opportunities in the future.

Careers Sectors: Next to each one, choose 1-4 (1 = most interested; 4 = not interested)



Accountancy & Taxation

Working mainly in business, records details of financial transactions and provides advice on financial and tax matters.



Advertising, Marketing & Public Relations

Creating advertising, managing marketing campaigns, and ensuring that a company is always seen in the best possible light.



Agriculture, Horticulture, Forestry & Food

Working with the land, managing livestock, crops, and the environment. Working with the production and distribution of food, and its safety.



Animals & Veterinary Science

Looking after the health and welfare of animals.



Art, Craft & Design

Producing new pieces of art, craft or designs.



Banking, Insurance & Financial Services

Providing services to the public and business through banking, insurance, fund management and other forms of financial services.



Building, Construction & Property

Working in the planning, building, selling or management of construction projects (housing estates, roads, warehouses etc.).



Business Organisation & Business Management

Involved in the running of a business, helping it grow and develop, operate efficiently, meet business objectives and manage its workforce.



Chemical, Biomedical & Pharmaceutical Sciences

Creating high quality drugs or chemicals, testing them to ensure they are effective and safe, and monitoring their effect on people and the environment.



Civil/Public Administration & Politics

Working for the government to ensure the efficient and correct running of the country.



Classic Arts, Languages & Culture

Working in museums, art galleries or heritage management, or using languages professionally, e.g. translating or interpreting.



Clerical & Administration

Working in an office and being involved in the day to day running of a business.



Community & Voluntary

Working to provide services to people of all ages across areas including social, community, youth, education, and charity, voluntary and sporting organisations.



Computers & Software

Working in the manufacture, sales or support of all forms of computers and computer systems, or in the creation and development of software.



Earth Science & Environment

Work with technologies which monitor and predict changes in our environment, the development of renewable energy sources, and the conservation of ecosystems.



Education

Teaching at any level, including professional training, or involved in the design and development of courses and the qualifications that they lead to.



Electrical & Electronic Engineering

Designing or manufacturing electronic or telecommunication devices, or being involved in the generation and supply of electricity.



Entertainment & Performing Arts

Working in the music/entertainment business as an artist (performer) or in one of the many roles that are involved in the design and production of a show.



Fashion & Beauty

Working in any area involving fashion, beauty care, hairdressing and personal hygiene, e.g. Fashion design, Beauty therapy etc..



Law & Legal

Involved in the administration of the law, defending the rights of individuals and organisations.



Leisure, Sport & Fitness

Working in a leisure centre, in sports as a player or coach, or involved in personal / fitness training.



Maritime, Fishing & Aqua-culture

Fishing in the open seas or farming them in fish farms. Looking after the sale and promotion of all seafood.



Mechanical Engineering & Manufacturing

Working in the design, use, maintenance and control of all forms of mechanical devices, e.g. in construction, manufacturing, aviation, automobiles and related areas etc.



Media & Publishing

Communicating information through various forms of media, e.g. TV, Radio, newspapers, the internet, and film.



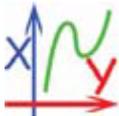
Medical Devices

Work on the development of technology that enhances the diagnosis, prevention, monitoring, and treatment of diseases and disabilities.



Medical & Healthcare

Working in hospitals, clinics and medical centres looking after the health and care of people with physical illness.



Physical & Mathematical Sciences

Researching and investigating aspects of the physical universe, or using Mathematics to solve complex issues in science or business.



Sales, Retail & Purchasing

All forms of work directly involved in the delivery of products and services to the marketplace.



Security, Defence & Law Enforcement

Working in the Garda, Army, Navy, Air Corps, or other organisations involved in personal or national security.



Social & Caring

Caring for individuals experiencing psychological difficulties, or with the welfare of individuals or groups of people experiencing some form of hardship.



Space Science & Technology

Exploring and developing the technology used to build satellites, space vehicles and the instruments and experiments that they carry.



Tourism & Hospitality

Attending to the needs of local and visiting tourists, e.g. the hotels, restaurants, bars and tourist attractions, and promoting Ireland as a welcoming place to visit.



Transport & Logistics

Transporting goods and people, the infrastructure (roads, rail etc.) that make this possible, and the services that are required to maintain operations every minute of every day.

Useful websites to investigate careers:

<https://nationalcareersservice.direct.gov.uk/>

<https://www.startprofile.com/>

<https://www.careerconnect.org.uk/Explore-Your-Future-i82.html>

Labour Market Information (LMI)

Labour Market Information is information gathered about employment and the workplace. It includes how many people are employed, how many people are doing each job, average salaries and importantly, it projects which jobs are likely to be available in the future. You can find local, regional and national Labour Market Information.

It is incredibly useful to refer to LMI when selecting career paths because it helps you determine which jobs are likely to continue to be available in your area and around the country.

Summary of Regional LMI (updated April 2018)

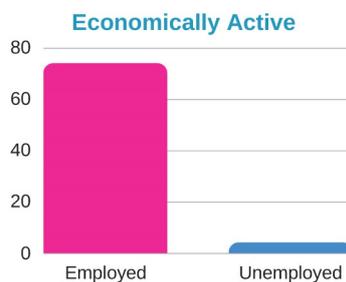
Labour Market Information



Manchester, Staffordshire, Cheshire and Warrington

Employment

74% of people in this area are employed. Lower than the UK average of **75.3%**.



Unemployment

4.1% of people in this area are unemployed. Lower than the UK average of **4.3%**.



The average income is **£30,760** a year



On average people in this area work **31** hours a week



Out of 12 regional areas, this area is the **5th** most productive

Growth in the Manchester, Staffordshire, Cheshire and Warrington area



+62,000 jobs by 2022 in this area

Sectors set to grow

Education

Construction

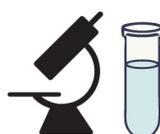
Business and Media

Health and Social Care

Where are the most jobs now?



Education



Science and Technology



Health and Social Care



Finance and Accountancy

Careers Investigations

Sector:			
Job 1	Job 2	Job 3	Job 4
Title:	Title:	Title:	Title:
Description of the job:			
Skills required:	Skills required:	Skills required:	Skills required:
Qualifications Needed:	Qualifications Needed:	Qualifications Needed:	Qualifications Needed:
Average Salary:			

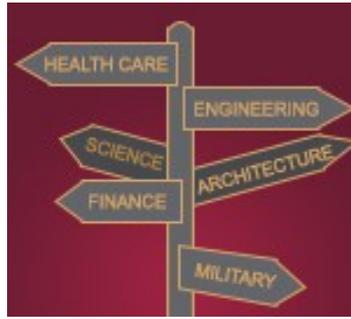
Careers Investigations

Sector:			
Job 1	Job 2	Job 3	Job 4
Title:	Title:	Title:	Title:
Description of the job:			
Skills required:	Skills required:	Skills required:	Skills required:
Qualifications Needed:	Qualifications Needed:	Qualifications Needed:	Qualifications Needed:
Average Salary:			

Visiting Workplaces and Meeting with Employers Record

Activity	Employer or Workplace	Reflection: <ul style="list-style-type: none">• What did you learn?• What surprised you?• What did you enjoy?

Careers Fair Reflection



Which employers did you speak to?

What kinds of questions did you ask?

What did you learn?

What further questions do you have?

How did this event help you make a decision about your future career plans?

Careers Advisor 1:1 Interviews



Meeting 1	
Discussion Points	Actions / Next Steps

Meeting 2	
Discussion Points	Actions / Next Steps

Mock Interview Preparation and Feedback

Interviews may entail a number of different activities and tasks. These can include:

- Group discussion tasks/ problem solving task
- 1:1 interview
- An interview with a panel of people
- Psychometric testing
- A task related to that specific job
- Giving a presentation
- Skills tests e.g. numeracy and literacy

On the next page, prepare a list of questions which an employer may ask you at a 1:1 or panel interview.

This is a good link to help:

<https://www.themuse.com/advice/how-to-answer-the-31-most-common-interview-questions>

Don't forget that employers will often ask what you already know about the company, institution or the business you have applied to join. You should always research the company/business/institution beforehand. You should already have done this in order to know you wanted to apply for the job and work for them anyway!

Interview questions I may be asked	Notes to include in answer

Mock Interview Reflections:



Interviewer:	
Strengths	Areas for Improvement:

Notes



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Notes



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