

HAMPSHIRE
Careers Partnership

Your Future, Your Options



Welcome!

Welcome to the Year 11 career guide. We hope this will be a helpful reminder of your options after leaving school and a quick overview of what you need to do and when. We have also included some information on CVs, application forms and interviews which you may find useful.



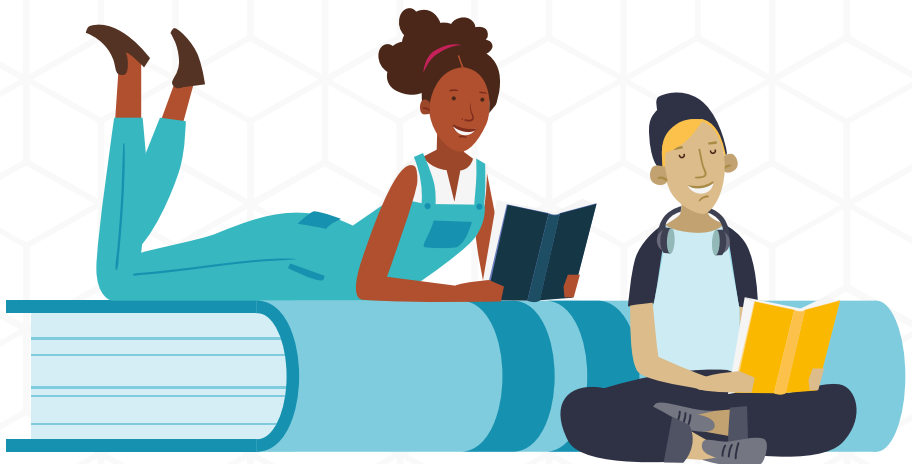
Contents

Your Options	4
Timeline	10
Using Social Media to Search for a Part Time Job or Apprenticeship	12
Application Forms	13
Introduction to CVs	16
The Difference Between Skills, Qualities & Duties	18
Interviews	23
Video Interviews	25
Useful Links for Further Research	26
Notes	27

Your Options

A Levels

- Entry levels vary for each subject but you tend to need at least five GCSEs grade 4–9 including English & Maths.
- There are a wide range of subjects on offer covering everything from Art to Statistics.
- A Levels can be a mixture of academic and practical study, depending on the subject. You can choose new subjects or study ones you already know.
- The assessment is usually more exam based than assignments or coursework.
- You could progress onto a higher level or degree apprenticeship, full time higher education or employment.



T Levels

- A full time two year course, where you would study one subject which is equal to three A Levels.
- You would attend a full time college course but also take part in lots of work experience.
- They are available in a range of job areas including Design, Surveying & Planning, Digital Production, Design & Development and Education & Childcare.
- The entry requirements you usually need are five GCSEs grade 4–9 including Maths & English.
- If you do not meet the entry requirements check if your local colleges offer a T Level Transition course.
- Your assessment is usually through exams, course work and work observations.
- You could progress onto a higher level or degree apprenticeship, full time higher education or employment.

Speak to your careers department for further information and support or visit sunoutreach.org/flying-start

Technical & Vocational Qualifications

- You would develop your knowledge and practical skills in a broad job area like business, or in a job specific role like hairdressing.
- There are a wide range of job areas available.
- The length of your course would depend on the subject and the level but is generally between 1–3 years.
- The level you start from depends on your GCSE results and course. However, you would usually start on a course between entry Level/Level 1 to Level 3 (Level 3 is equal to A Level).
- Courses available at entry level such as Skills for Independence & Work, could help you with the knowledge, understanding and skills to be able to live a more independent life and prepare you for your next steps.
- You can sometimes mix a technical & a vocational qualification with A Levels but you will need to check with the colleges you are applying to.
- Your assessment is usually through course work, practical exams and some work experience.
- You could progress onto the next level course, an apprenticeship or higher education course.



TOP TIP

Supported Internships are unpaid, based mainly at an employer's place of work and last for at least six months.

Traineeships

- Flexible pre-apprenticeship and employment programme for 16–24 year olds.
- These usually take between six weeks to one year to complete.
- You will gain employability skills to improve your chances of gaining an apprenticeship or employment.
- You will receive support to improve your English and Maths GCSE if your current grade is below a grade 4.
- Work experience is usually included.
- You could progress onto an apprenticeship, employment or a full time course.

Supported Internships

- This route is available if you have an Educational Health Care Plan (EHCP) or Statement of Educational Needs and Disabilities (SEND) and are aged between 16–24 years old.
- This will mean you work and train in a workplace, alongside improving your Maths & English.

Speak to your careers department for further information and support or visit sunoutreach.org/flying-start

Apprenticeships

- You will receive practical training in a job whilst earning a wage, alongside studying qualifications.
- They are offered in most job areas and roles.
- Length from one to five years depending on the level. You can start straight from school or after a college course.
- Levels are available from Intermediate (Level 2) to Degree Level (Level 6/7).
- Your practical skills and knowledge are assessed at the end of the apprenticeship.
- These can lead to jobs, higher apprenticeships, college courses and higher education.

TOP TIP

We would always suggest you apply to college whilst you are searching for an apprenticeship so you have a back-up option.



Volunteering

- Volunteering can make a real difference to your life and to others.
- It is a great way to develop your skills, improve confidence, become more independent, gain work experience, start new friendships, and be a part of a community.
- It will also give you something additional to put on your CV and could provide you with a new work reference.
- If you would prefer there are lots of virtual, online, and telephone volunteering opportunities.

Speak to your careers department for further information and support or visit sunoutreach.org/flying-start



Timeline

Use the timeline below to help plan your year and make sure you don't miss any important dates.

Attend college open days (even if you do not want to attend college)

Apply to any colleges you are interested in (remember you can apply to as many colleges as you want!)

September



Apprenticeships

Start preparing your CV & covering letter

Research employers you would like to work for

Register on apprenticeships website & apply for any with a start date after your last official day of school or any advertised for school leavers

Target employers with your CV & covering letter

Continue to apply for any vacancies that interest you

Search apprenticeship website at least once a week & check employer websites & social media pages (under the guidance of a responsible adult)



Higher Education Roadmap

LEVEL 8	DOCTORATE PHD							
	MASTERS MA / MSC / MBA	PGDIP	PGCERT					DEGREE APPRENTICESHIP
LEVEL 5	BACHELORS DEGREE	DIPHE	FOUNDATION DEGREE	HND				HIGHER APPRENTICESHIP
LEVEL 4	BA / BSC	CERTHE	FDSA / FDSC	HNC	NVQ LEVEL 4			ADVANCED APPRENTICESHIP
LEVEL 3	A-LEVEL	T-LEVEL	ACCESS TO HE DIPLOMA	BTEC LEVEL 3	NVQ LEVEL 3			INTERMEDIATE APPRENTICESHIP
LEVEL 2	GCSE			BTEC LEVEL 2	NVQ LEVEL 2			

Using Social Media to Search for a Part Time Job or Apprenticeship

Social media can be a great tool for looking for jobs.
You can use social media to:



Build your networks.



Get noticed by employers.



Find “hidden” jobs that aren’t on job search sites.



Join groups related to the area of work you’re interested in.

Top tips for using social media:

- Always be professional. You may want to check and edit your past posts to ensure they are also professional.
- Write in full sentences and do not use abbreviated English on public posts, such as txt, spk, etc.
- Create a good impression with what you ‘like’ and post.
- Remember that employers may check social media profiles!
- Check your profile settings: anyone you are not friends with should only see your name and (appropriate) profile pictures.
- Increase your professional contacts using LinkedIn or similar platforms (please note, some sites may require you to be over 16 years old).
- Don’t use social media to randomly contact people and ask for jobs.
- Get to know organisations first – use social media to research and engage with them (e.g. like, comment on or share their content).



It is also really important to look after your wellbeing and take breaks from looking at social media. If you are using social media for job searching, perhaps consider setting a specific time to do this to keep it separate from your personal life

Application Forms

Application forms may be daunting at first, but it's worth taking the time to get them right. There is a lot of support online and you can ask your careers department at school, to help you work on your applications.

Tips & Tricks:

- ✓ Always match your application to the course or job description and person specification.
- ✓ Research the course or organisation using their website or job advert.
- ✓ Make sure the course or job is what you want to do and think about your values – do they match the values of the college/sixth form or company/sector?
- ✓ Give yourself plenty of time to complete the application.
- ✓ Make a copy so you can work on a draft before submitting.
- ✓ Follow the instructions e.g. BLOCK CAPITALS, use a black pen etc.
- ✓ If the application is a paper copy, be as neat as you can.
- ✓ Check your spelling and ask someone you trust to proofread it for you (this can be really reassuring).
- ✓ Save the application for future reference – this will help you prepare for an interview.
- ✓ Check the form over once more before you send it and try to get someone else to check as well.
- ✓ Remember to always use a professional username and email address.

Speak to your careers department for further information and support or visit [sunoutreach.org/flying-start](https://www.sunoutreach.org/flying-start)

Activity

Use the blank application form on the next page to help you consider what you could include in each section. You could start with bullet points to help get your ideas flowing and then build on these when you are ready to.

Application Form

Personal Details

Name:	<input type="text"/>	Address:	<input type="text"/>
Contact phone number:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Email:	<input type="text"/>	<input type="text"/>	<input type="text"/>

Education & Training History

Name of establishment	Qualification & grade achieved
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Work History (current employment first)

Name of organisation	<input type="text"/>
Job role	<input type="text"/>
Date	From: DD / MM / YY To: DD / MM / YY
Outline of your role and responsibilities	
<input type="text"/>	
Reason for leaving	<input type="text"/>

Course/Apprenticeship of Interest

Name of the course(s) you are interested in	
Reasons for your interest:	
What are your current plans for after this course?	

Supporting Information

Please outline how your skills and experience support the course/job description.

--

References

Name	
Address	
Contact number	
How long have you known this person	
In what capacity do you know this person?	

Introduction to CVs

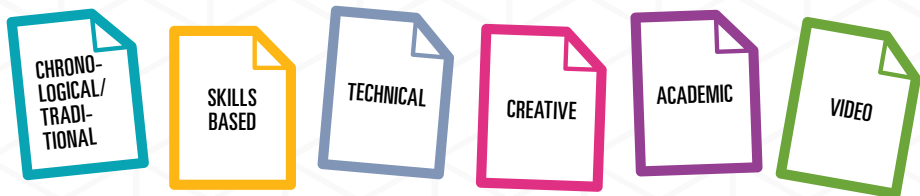
CV stands for the Latin word ‘Curriculum Vitae’ meaning ‘course of life’ and is a snapshot of who you are and what you can offer an employer.

- Usually, a CV is one to two sides of A4.
- Employers use CVs to shortlist potential candidates.

In your CV you should include:

- contact details;
- personal profile – this is a brief paragraph about yourself and why you want the job plus key skills relevant to the job. You should change the personal profile for each job you apply for;
- skills and qualities;
- previous employment and/or work experience (paid or voluntary);
- education and qualifications;
- interests and achievements;
- one to two references from work, volunteering, or college or sixth form.

There are different styles of CV available and these include:



Speak to your careers department for further information and support or visit sunoutreach.org/flying-start

Example of a 'Good Chronological One Page' CV:

My Name

Anytown, GU1

07000 000000

myemail@emailaddress.com

Profile

Level 2 Carpentry & Joinery student, looking for an opportunity to enter the construction industry when my course finishes in Summer 2020. Enthusiastic and keen to learn, my highest marks have been in first fixings assessments. Enjoy team projects and have an aptitude for problem solving.

Skills

- Able to read and work to technical drawings
- Experience communicating with customers to understand and work to a brief
- Strong attention to detail, completing work to the highest standards of quality
- Organised and able to keep calm whilst working to multiple deadlines
- Excellent knowledge of health and safety, with my own PPE

Education

Level 2 Carpentry, Anytown College

Sept 2019 – July 2020

- Handle hand and power tools including a range of saws, chisels, drills and planes
- Follow health and safety regulations whilst working on live carpentry projects/sites
- Pick and prepare the appropriate materials for a range of carpentry tasks
- Carry out first and second fixing operations on real projects, including:
 - Built a roof structure and laid floor joists
 - Constructed stud partitions
 - Fixed architrave and skirting
 - Installed kitchen units and repaired a windowsill
- Draw plans by hand, label them appropriately and explain work in full to my tutor
- Accurately measure materials, calculate quantities and minimise wastage
- Meet strict deadlines – multi-tasking and planning my own time effectively

Level 1 Multi-trades, Anytown College

Sept 2018 – July 2019

GCSEs, Anytown School

Sept 2013 – July 2018

- 5 GCSEs grades 4-5, including English Language (4) and Maths (4).

Work History

Delivery Operative, The Evening News

2017 – present

- Logically approach problems, e.g. missing supplements, solving them to the satisfaction of customers
- Work out of doors (in all weathers), cover early morning shifts and lift and carry heavy loads
- Meet delivery deadlines by planning and following the most efficient routes

Construction Work Experience, Constructors 'R Us

April 2019 (1 week)

- Spent time on a live, residential construction site, adhering to all health and safety regulations
- Helped move materials around the site
- Communicated with a range of tradespeople & fuelled my passion for carpentry

Hobbies

Am a Young Leader at Scouts and enjoy helping younger Scouts with tasks within the weekly meetings and at camps. Like playing football and our team is currently second in the Anytown Sunday League. Also regularly play online multiplayer online games which has helped me to develop strategic and verbal communication skills.

References available on request

The Difference Between Skills, Qualities & Duties



Skills

Communication

Leadership

Problem solving

Planning and time management

Numeracy and literacy

IT skills

Good subject knowledge

Skills have been learned – from school, at work, or through your hobbies and interests. You need to keep practicing and developing to remain good at them.



Qualities

Patience

Flexible and open to change

Creative

Organised

Self-motivated

Responsible

Caring

Qualities are characteristics – they are part of your personality. They may develop over time, but you are always ‘good’ at them.



Duties

Prepare for lessons

Attend classes

Submit work to deadlines

Have correct equipment and resources

Revise for exams

Complete assignments (practical & written)

Write reports

Duties are the responsibilities you are expected to perform to complete a task or job.

Activity

Use the image below to help consider what skills you have.

Creative Problem Solving

- Think imaginatively
- Work to deadlines
- Organised approach
- Understand different perspectives
- Innovative

I SHOW THIS BY:

Working out which would be the best materials to use to create my D&T project.

Good Work Ethic

- Organised
- Positive attitude
- Reliable
- Can take instruction
- Follow company values

I SHOW THIS BY:

Maintaining a positive outlook even if my sports team isn't winning.

Entrepreneurial Thinking

- Ability to take risks
- Recognise opportunity
- Determination
- Time management
- Learn from the competition

I SHOW THIS BY:

Taking a risk by trying a new approach when presenting a piece of Art or Photography work.

Verbal Communication

- Listen and speak effectively
- Positive body language
- Talk well on the phone
- Customer focussed
- Effective presenter

I SHOW THIS BY:

Debating morality issues in R.E. that demonstrate a clear understanding of my points.

Employable Me

I'm developing the skills for my future



Written Communication

- Correct email etiquette
- Report writing
- Presentation writing
- Use correct language
- Good spelling & grammar

I SHOW THIS BY:

Using the key facts and links from a case study to answer the longer questions in Geography.

Resilience

- Learn from mistakes
- Work flexibly
- Adaptable to change
- Willingness to learn
- Respond well to challenges

I SHOW THIS BY:

Persevering to get to the right answer in a maths problem without giving up.

Leadership

- Self-motivated
- Lead by example
- Confident
- Show initiative
- Can influence others

I SHOW THIS BY:

Presenting a compelling and accurate argument that changes opinions or inspires others.

Teamwork

- Build relationships
- Trustworthy
- Respectful
- Conscientious worker
- Reliable

I SHOW THIS BY:

Working in a group to conduct a science experiment safely and that involves all team members.

Activity

Now you have thought about your skills, complete the boxes below to provide examples of these skills. Remember to list an example for each skill you think of. You can use the examples on page 19 to help you.

Creative Problem Solving

Good Work Ethic

Entrepreneurial Thinking

Verbal Communication

Employable Me

Use this sheet to record examples of when you have applied or demonstrated each skill.



Written Communication

Resilience

Leadership

Teamwork

Work history:**Job title & organisation:****From – To:**Duties included:

Job title & organisation:**From – To:**Duties included:

Job title & organisation:**From – To:**Duties included:

Education & Qualifications:

Course title, school/college:

Date attended:

Course title, school/college:

Date attended:

Course title, school/college:

Date attended:

Hobbies & Interests:

References available on request.

Interviews

The key to succeeding at interviews is preparation. Employers can tell when someone has prepared for their interview, and it will show you are motivated and dedicated.

Being prepared will also help you feel more confident and help to lower any pre-interview worries.

Before the interview you should:

Research the college, university or company.

Check the course or job description – prepare examples of how your skills and experience meet these requirements.

Read your application again – what you've written in the application is the reason you've been invited to an interview.

Plan your journey – how are you going to get there, do you have a back-up plan?

Make sure you have suitable interview clothes.

Have your documents ready – if you've been asked to bring ID or certificates, make sure you have these ready.

On the day of the interview:

Aim to arrive 10 minutes before your interview is due to begin.

Introduce yourself confidently and politely – first impressions count!



Tips and tricks during your interview:







- ✓ Remember you are there because they think you have the right skills and experience and they want to meet you!
- ✓ Take your time and think about what you've been asked before answering. Taking a pause to think is not a bad thing and helps you give the best possible answer. Perhaps consider using the STAR technique (situation, task, action and result) to help you cover everything.
- ✓ If you don't understand a question, ask for it to be rephrased or clarified – it is better to ask and get it right than make a mistake.
- ✓ It's OK to bring notes or a CV in with you – just make sure you use them as a guide and don't read directly from them.
- ✓ Keep your body language positive.
- ✓ Make sure you give lots of examples and explain your examples in full.

Speak to your careers department for further information and support
or visit sunoutreach.org/flying-start



Video Interviews



Top tips to help you feel more confident about your video interview:

-  Find a quiet space with no distractions.
-  Check your lighting; make sure light is facing you, not behind you as this will stop your face being covered by shadow.
-  Test your device's webcam, microphone, and internet connection before the interview.
-  Treat it like a face-to-face interview by dressing smartly and try to avoid any bright or stripy clothing, as this will interfere with the camera and distract you and the interviewer.
-  Sit comfortably – your webcam should be level with your eyes and you shouldn't have to lean forwards or backwards.
-  Consider your background, avoid sunny windows or distracting wall art.

What to do if things go wrong?

Make sure you have the interviewer's phone number. If the technology fails, you may be able to complete the interview by phone.

Don't panic, the interviewer will understand as they've probably experienced technical difficulties themselves before.

-  If there is a distraction on your end, such as a loud noise, don't worry, just apologise and wait for it to stop.
-  If you're struggling to hear the interviewer, or if their connection is bad, politely let them know so they can fix it.

TOP TIP

Remember the interviewer can always see you. Maintain eye contact and positive body language.

Useful Links for Further Research

SEND Online Resources

documents.hants.gov.uk/childrens-services/sen-checklist-visiting-colleges-yp.pdf

documents.hants.gov.uk/childrens-services/sen-checklist-visiting-colleges.pdf

www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/education-factsheets

www.scope.org.uk/advice-and-support/education/

www.mencap.org.uk/advice-and-support/children-and-young-people/further-education

Volunteering

Do-it.org

vinspired.com

General Careers

nationalcareers.service.gov.uk

Wellbeing

www.nhs.uk/oneyou/every-mind-matters

youngminds.org.uk

[Flying Start – Southern Universities Network \(sunoutreach.org\)](http://Flying Start – Southern Universities Network (sunoutreach.org))

Notes



HAMPSHIRE

Careers Partnership

Hampshire Careers Partnership is a professional careers network, which engages all relevant key providers and agencies to help support career related activity and resources across the region.

Partners are – Portsmouth City Council, Southampton City Council, EDT, SUN, Enterprise M3, HEON, Solent LEP, Hampshire County Council, EBP South and Basingstoke Consortium, Winchester Science Centre, Alphi, Isle of Wight Council, Island Careers Partnership, DWP and representatives from all stages of education.