Year 7 Knowledge Book

Careers Guidance and information
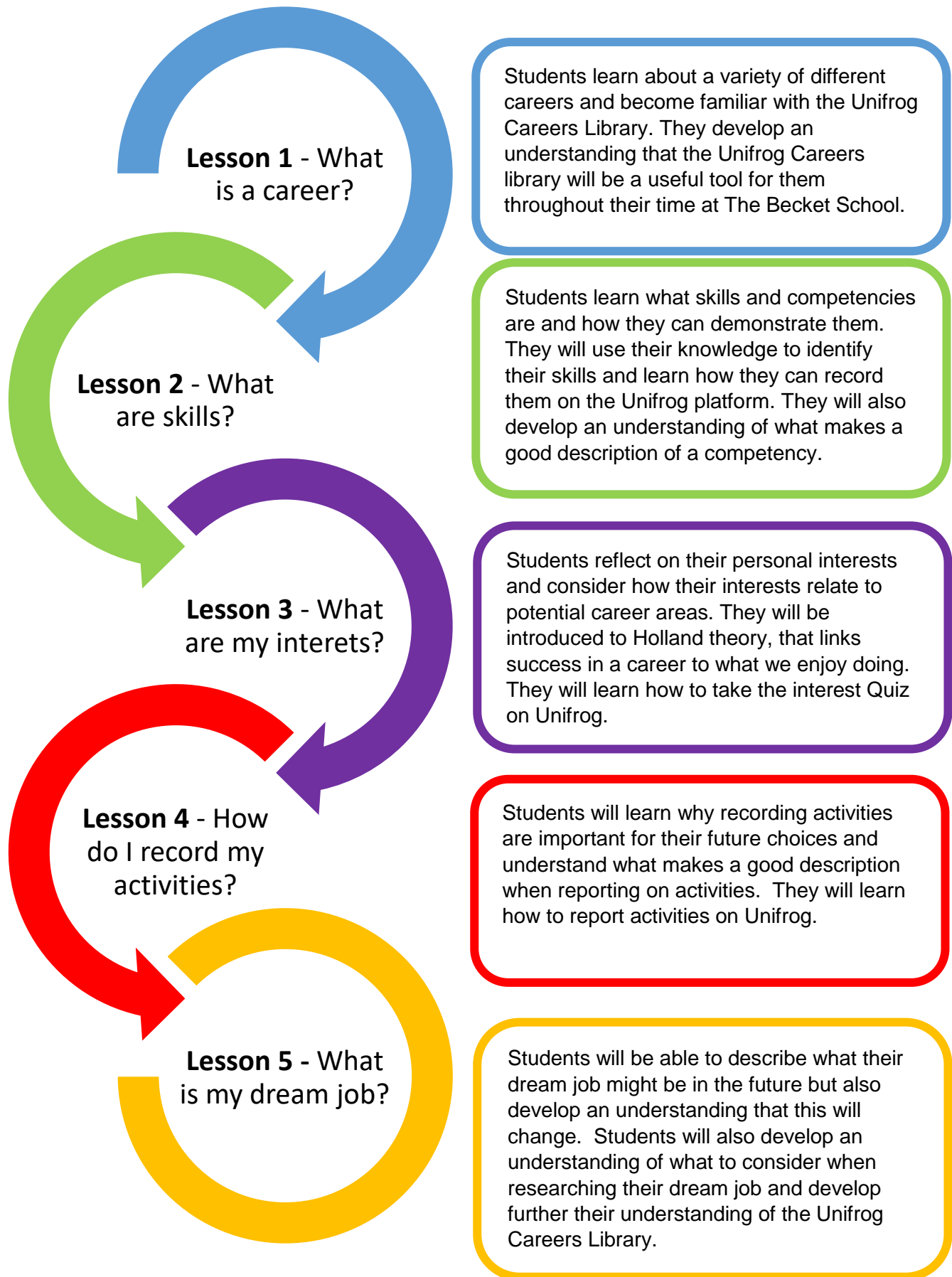

What does Careers mean?

Name:_____

Form:_____

Tutor: _____

Year 7 Programme of Study

Lesson 1 - What is a career?

Students learn about a variety of different careers and become familiar with the Unifrog Careers Library. They develop an understanding that the Unifrog Careers library will be a useful tool for them throughout their time at The Becket School.

Lesson 2 - What are skills?

Students learn what skills and competencies are and how they can demonstrate them. They will use their knowledge to identify their skills and learn how they can record them on the Unifrog platform. They will also develop an understanding of what makes a good description of a competency.

Lesson 3 - What are my interets?

Students reflect on their personal interests and consider how their interests relate to potential career areas. They will be introduced to Holland theory, that links success in a career to what we enjoy doing. They will learn how to take the interest Quiz on Unifrog.

Lesson 4 - How do I record my activities?

Students will learn why recording activities are important for their future choices and understand what makes a good description when reporting on activities. They will learn how to report activities on Unifrog.

Lesson 5 - What is my dream job?

Students will be able to describe what their dream job might be in the future but also develop an understanding that this will change. Students will also develop an understanding of what to consider when researching their dream job and develop further their understanding of the Unifrog Careers Library.

Introduction: Careers information and Guidance at The Becket School

At the Becket School we provide a stable and informative careers programme from Year 7 all the way through to Year 13. Careers information is provided through each subject curriculum area, work experience in Year 10 and Year 12, talks from experts, activities in our summer enrichment week, assemblies, day events, year retreats and also our termly careers lessons.

To ensure our careers lessons are of a high quality and always up to date we have invested in in the Unifrog platform. The great thig about Unifrog is that it can be accessed by all students at any time and they can make their platform bespoke to themselves and their career path.

Unifrog is a one-stop-shop where all students at the Becket School can easily explore their interests, then find and successfully apply for their next best step whether that is choosing their GCSE options, investigating post 16 options, looking for a university or choosing a Level 3 apprenticeship. Unifrog will help you to explore your key interests and what career paths you can take to reach your goals!

Unifrog has many different functions such as:

- It has a huge Careers library with over 800 different job profiles that you can explore. It has a subject library along with
- It has quizzes that you can take to support you in refining your interests and personality to support career pathway choice
- It has a subject library that you can link to you're A-Levels
- It has MOOC which is an online course base linked to a variety of subjects – great for super curricular
- Webinars from experts in a variety of fields.
- Up to date information on apprenticeships and university courses
- Support in writing CV and cover letters
- Record key activities and achievements.
- Compare colleges and Sixth form courses

I encourage you to spend time navigating Unifrog and using it to support your career journey no matter what stage or year you are in.

Good luck

Mrs Shenton

Creating your account

- A link will have been sent to your school email address (please check your junk/spam mailboxes)
- Click the link and follow the instructions.
- Ccreate a memorable password.
- Make a note of your password.
- When you sign in for the first time, you will use a Form code, which will link you with your form tutor.
- Enter your Form code
- If you forget your password, hit the link to reset (remember to check your junk/spam just in case!)

Lesson 1: What is a career?

The aim of the lesson

- To learn about a variety of different careers and become familiar with the Unifrog Careers library.
- Understand that the Unifrog Careers library will be a useful tool for you throughout your time at The Becket School.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Discuss the definition of a career and the things that are important when choosing a career	
Log in and complete a treasure hunt on the Unifrog Careers library	
Use students' understanding of the different search functions in the library to research their top three careers	

DO NOW ACTIVITY

- How many different jobs can you think of? List as many of them as you can in 2 minutes
- Which of the jobs would be your top three choices from this list? Number them
- Why are they your favourites?

_____

_____

_____

It is important that you understand the meaning of two keywords

A **career** is often referred to as a career path. This is because someone's career will often involve one or many jobs in a similar field of work. Your career path journey will also include any education, training, or work experience you do in that field. Throughout your career, your skills, and competencies will develop.

A **job** is a role that you have at a workplace. At this job you will often earn a salary and develop skills. You might work for short period in this job, or you might work for a number of years. On the other hand, a career describes a journey. It can involve multiple jobs, mastering a number of different skills, or reaching long-term goals.

Task 1 How is a job and career different?

In 20 words write a comparison between these two words – be ready to read your comparison out

_____

_____

_____

_____

Now for some input – SLANT!

It is totally normal not to know what your dream careers is! Having a career path in mind doesn't need to be a rigid goal, nor is it a guarantee of happiness in the future. It can be something that's flexible, and acts as a guide for your education choices, work experience, and research into the working world.

There are several things that you can consider when you are thinking about your career. These include:
-   Your favourite school subjects
-   More general career areas and thinking broadly, rather than narrowing your search to individual job titles
-   Causes that might be important to you, such as their community or tackling climate change
-   The hard skills and competencies (soft skills)
-   Your interests and hobbies, and any activities that transfer to the working world
-   Work experience students you can use to try out different fields of work
-   The values and needs you want to prioritise later in life

Unifrog can help you learn about career paths in a number of ways. The Careers library contains several ways of searching for jobs, such as filtering by theme, competency, school subject, and career area. You can use the Activity tool and Competency tool to get to know yourself and reflect on the skills you might want to use these in future.

Task 2 – What are you looking for from a career?

In pairs discuss the following questions. Be ready to share with the class!
-   What do you think is important to consider when you are looking for your career?
-   What are the top three things that you are looking for in a career?

NUMBER 1 -

NUMBER 2 -

NUMBER 3 -

NOW LOG ONTO UNIFROG – Go to the careers Library box, which is a brown box on your home screen. This has information on hundreds of careers, remember you can access this at any time as a Becket student.

Task 3 – How to find information on careers using the Unifrog careers library

Treasure Hunt – using the careers library on Unifrog find out the answers to the following, you only have 10 minutes. Hint – there are different ways to search for information in the careers library.

Question	Answer
1. What are the normal working hours for a gas technician?	
2. If your favourite subject in school was art and design, find three careers that might be of interest to you.	
3. If you're good at making things, and have an interest in plants, land, and animals, what might your perfect job be?	
4. Name a skill you should have as a personal trainer?	
5. Do you need a degree to be a clinical scientist?	
6. If you have a strong interest in helping your community, and you're thinking about career in arts and media, what might be a perfect job for you?	
7. If you're good at aiming high, and you're keen to work in hospitality, tourism, and sport, what jobs might be a good fit for you?	
8. What kind of career path would you expect for a mathematician?	
9. Imagine you want to be an astronaut, but are not sure. What similar career paths might you choose?	

Task 4 – Your top three careers

Using the Careers library, find the **top three** careers you listed at the start of the session. For each career,

complete the table below

Career Name	Skills you need for this job	Qualifications needed	Starting pay/wage

RECAP AND REVIEW

1. How many filter options can you remember from the Careers library front page?

2. How do you favourite a job profile?

3. What is the difference between a career and a job

4. RAG rate your learning

HOMEWORK TASK

Choose **one** of your three career profiles from the last task and look at the skills needed to do this job.
- What do you know about these skills? Are there any you can already demonstrate?

Choose **one** skill and write an example of it in the Competencies section of your Unifrog profile

Lesson 2: What are skills?

The aim of the lesson

- To learn what skills and competencies are and how to demonstrate them.
- To use knowledge to identify their skills and how they can record them on the Unifrog platform.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
To explain the difference between hard and soft skills (competencies)	
To be able to give some examples of competencies	
Give reasons why it is important to record them down	
To know what makes a good written description of a competency (CAR)	

DO NOW ACTIVITY

Look through the competencies and the definitions. Try and match them up, do not worry about getting them wrong.

What are the 12 Unifrog Competencies? (5 mins)

Aiming high	Used your imagination to come up with new ideas
Creativity	Shown strong skills in receiving and processing information or ideas
Leadership	Used strategies to overcome a setback
Listening	Shown strong skills in reading
Speaking	Set a clear goal and devise a plan to achieve it
Problem solving	Found a solution to a situation or challenge
Staying positive	Worked cooperatively with others to get something done
Teamwork	Shown strong skills in orally transmitting information or ideas
Reading	Worked on your own to achieve something
Numeracy	Shown particularly strong skills in writing
Independence	Successfully worked with numbers
Writing	Motivated others to achieve a shared goal

Now for some input – SLANT!

It is important that you understand the meaning of two keywords. **Hard skills** are the abilities you learn and improve through practice, repetition, and education. These are often measurable, such as achieving a grade or certificate in a particular hard skill. **Soft skills** are non-technical and inter-personal skills. They complement your hard skills and allow you to interact well with others. These skills come naturally to some and are often more difficult to quantify than hard skills. 'Transferable skills' and 'employability skills' are both ways to describe soft skills that are relevant and helpful across a wide range of jobs and areas of life, such as school. Competency is the word Unifrog uses for 'soft skill'.

Task 1 – Practising your listening skills

Think of two truths and one lie about yourself. Write these down in the box.

Pair up with someone and take turns to share them with the person next to you.

- Which is the lie? Ask your partner questions until you can guess!
- Listening carefully – which sentence or part of your partner's body language gave it away?

Present it to your classmates or another pair, and try and guess each other's!

Task 2 – Competencies

Consider the following questions, write down your ideas and be ready to feedback to the class

Do you need to record the skills you can demonstrate? Why or why not?

How might you use your recorded competencies in the future?

Which scenarios can you think of where someone might want to know about your competencies?

Task 3 – Writing descriptions of competencies

- Independently and silently read through the three descriptions of competencies
- With the person next you discuss which one you think is the best and why?

Description 1:
I'm really good at working in a team. I play in a cricket team and we work well together when we play other teams.

Description 2:
I began working at a local restaurant, 'San Lorenzo', as a washer-upper. I've progressed to serving customers and working front of house. I help take customers' orders, taking tickets to the bar or kitchen. Teamwork is necessary in my role because we get very busy, and if we weren't able to communicate well with each other, customers' orders could be missed, meaning they have a bad experience. I'm very passionate about customer service so this is important to me. Our restaurant was awarded 'Local Restaurant of the Year 2021' as a result of our teamwork and good service!

Description 3:
I'm not naturally very good at maths, but I try hard. Before my exams I did some extra classes to keep trying to get better, with a bit of extra homework and staying behind in class to ask questions. I got a better grade in Maths than I expected.

Which one do you think is the brilliant, OK, and bad? Give a simple reason

Now for some input – SLANT!

It is important to spend time reflecting on your competencies and considering the ones that need more practice. Remember the more you practice listening, reading, speaking, leadership, teamwork etc the better you will becomes. These skills take time to develop and perfect but you can improve.

It is also important to record down when you have practiced your competencies. The **CAR method** is a helpful way of recording and presenting competencies. The mnemonic acts as a reminder for you of the important details to include.

Context: Provide a summary of the situation and set the scene. What was the task and what was the challenge?

Action: Explain the steps that students took to achieve this goal or overcome those challenges. It's worth going into the specifics here because this section will often highlight and give evidence of students' competencies.

Result: Share what students achieved as a result of their actions and the positive difference that they made. Did they meet any goals? Overcome any challenges? Or win anything? It's time to end on a high note!

Task 4 – Practising writing your competency descriptions

Think of a time you've demonstrated a skill. **Write a description** of this time.

Hint: Think about how much **detail** was included in the 'brilliant' description earlier. Use the **CAR method** to help!

Competency: _____

Context	
Action	
Result	

REVIEW AND REFLECT

1. What is the difference between a job and a career

2. Name 2 hard skills?

3. What is another name for soft skills?

4. How can you become a better listener?

5. What does CAR stand for?

6. RAG rate your learning

Homework

You're now familiar with the Unifrog Competencies tool!
- Record the example you wrote about in class at home on your Unifrog account.

Which skills (apart from listening skills) did you demonstrate in the listening skills task?
- Identify these skills from class, then record another example on your account.

Lesson 3: How do I record my activities?

The aim of the lesson

- To reflect on your personal interests
- To know how your interests relate to potential career areas.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Be able to describe what makes me happy and motivated	
Be able to list three places where I can find out information about career paths	
Know what Holland's theory is	
Know how I can take the interest quiz on Unifrog	

DO NOW ACTIVITY

Think about one of your favourite hobbies or interests, and write down the following:

- **Three** things you like about this hobby
- **Two** of your own characteristics or skills that make you good at this hobby
- **One** real life job that also benefits from these characteristics

You've got five minutes… go!

Now for some input – SLANT!

There are lots of different career paths you can take and it is important to spend time to consider the potential future career paths and how suitable you are for them. It can be difficult sometimes to think about what you want to do in the future and sometimes you will change your mind. This is absolutely fine, please be reassured that you are not expected to know exactly right now what you want to do when you get older and as time goes on through your life as a student you will change your mind multiple times, this is normal.

To help you in your decision making you can learn more about a career path, you can do the following:

- read about the career path in the Unifrog Careers library or search online
- Ask the school careers advisor
- search for related content in the Unifrog Read, Watch, Listen section
- think about the hobbies and interests you enjoy and see if those can be found in a career
- speak to friends, teachers, and parents about how they decided which career to choose
- look for work experience
- speak to adults already working in those fields to learn about the types of roles

You have a long time to think this decision through. Options can seem endless and finding out more about jobs can feel overwhelming. But the Unifrog platform is here to help!

One of the way you can start to consider future subject and careers choices is through getting to you're your own personalities.

A keyword here is p**ersonality.** Your personality is the unique combination of your thoughts, behaviours, and feelings. It will influence how you react to the world around you and build relationships with other people.

You are now going to spend some time reflecting on your personality set and think about what makes you happy and motivated.

Task 1 – What is your personality

Using the mind map frame below map out your personality
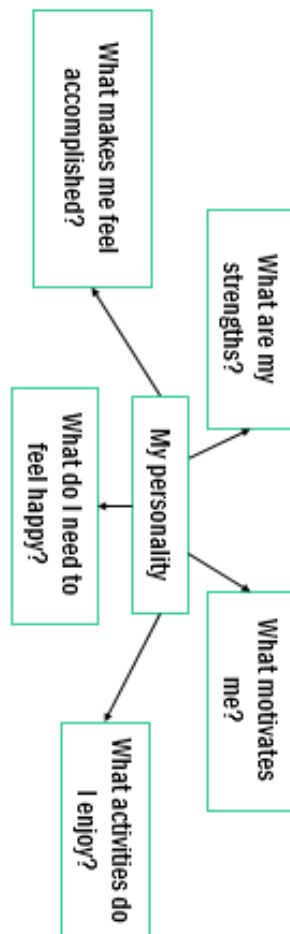
Now FOR Some input - SLANT!

Back in the 1950s, John Holland came up with a theory that the careers people enjoy are linked to their personalities. Choosing a profession that matches your personality means that you are more likely to flourish at your job and find it fulfilling.

He identified six categories of personality, and careers that matched each one. Holland called the six categories he identified by the names: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. His theory is referred to as the Holland Codes or the RIASEC model - an acronym formed from the first letter of each category. Ever since Holland's Occupational Themes came out, his theory has been widely used in careers counselling research and practice.

No one person's personality fits neatly into one of Holland's categories. But it's a helpful start in learning about yourself and exploring subjects and careers you're likely to enjoy!

The main six categories are:

Realistic	Investigative	Artistic	Social	Enterprising	Conventional

The six categories

- **Realistic (R) - Doers who like building things and working with their hands.**

People who score highly in this category tend to be confident, competitive, and good at getting on with things. They are practical, honest and straightforward. They prefer to approach a problem by trying different, concrete solutions, rather than thinking about it for too long. They enjoy working in mechanical or practical science fields, working outdoors or with animals, using tools and machines, or their own physical strength.

- **Investigative (I) - Independent thinkers who love working on interesting problems.**

People who score highly in this category enjoy theories and ideas. They are confident in their intellect, curious about everything but cautious about action. They like to observe and to make sure they understand a situation completely before they do anything. They enjoy working with data and research, in scientific fields, technology, or academia.

- **Artistic (A) - Creatives who often rebel against rules and structure.**

People who score highly in this category are open and inventive, and enjoy making things. They like working in free environments where they can be impulsive, and want to produce work which is original and unique. They are sensitive to others and perceptive about the world around them. They enjoy working with their hands or with people, and in fields involving art, design and self-expression.

- **Social (S) - People-lovers who enjoy close personal relationships.**

People who score highly in this category want to help others and improve their lives. They like to work in teams or in cooperative environments, where everyone shares a goal. They are idealistic and generous, and easily forgive. They enjoy working in fields like education or health.

- **Enterprising (E) - Persuasive talkers who enjoy being the centre of attention.**

People who score highly in this category are assertive and charismatic, and good at motivating others. They like adventure and have lots of energy. They are ambitious, like to start and lead projects, and to have responsibilities and be in a decision-making position. They enjoy working in fields like business, law or politics.

- **Conventional (C) - Great organizers who like working within a clear structure.**

People who score highly in this category are efficient, accurate and hard-working, and always do the best job that they can. They like working with others if the relationships are clear and professional, and they are good at shouldering responsibility. They like working with data, computers and processes.

REVIEW AND REFLECT

Answer the following questions:

1. How many of Holland's personality categories are there? Can you name one?

2. How can you search for information about careers you might be interested in?

3. What does CAR stand for? When would you use this?

4. What is another word for a transferable skill?

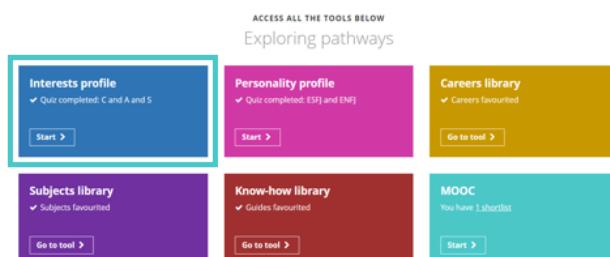5. RAG rate your learning

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Homework
You're now familiar with the Unifrog Interests quiz!
- Take the Interests quiz at home on your Unifrog account. Do you agree with your results?
- Take a look at the careers that closely match your category combination. Favourite **three** career profiles that appeal to you.

You can refer back to this list of favourites in future by clicking Favourites>Library tools>Career.

The next few slides will show you how to take the Unifrog Interests quiz! After logging into your Unifrog account,

click 'Start' on the Interests profile.

ACCESS ALL THE TOOLS BELOW
Exploring pathways

Interests profile	Personality profile	Careers library
✔ Quiz completed: C and A and S	✔ Quiz completed: ESFJ and ENFJ	✔ Careers favourited
Start >	Start >	Go to tool >

Subjects library	Know-how library	MOOC
✔ Subjects favourited	✔ Guides favourited	You have 1 shortlist
Go to tool >	Go to tool >	Start >

Lesson 4: How do I record my activities?

The aim of the lesson

- To know why recording activities are important
- To understand what makes a good description when reporting on activities.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Be able to list the different activities that I do outside of lessons	
Explain why recording my activities is important for the future	
Be able to link the skills is develop by doing that activity	
Be able to write a brilliant description of an activity that I do	

DO NOW ACTIVITY

Discuss the points below with the person next to you. Get ready to share with the class!

1. How would you define an 'activity'?

2. Describe an activity you've done. This could be anything - from having a weekend job, to playing the violin, or even beekeeping! What kind of skills did you use?

Hint: Even if you're only in charge of walking the dog, you're probably being reliable and punctual!

Now some input – SLANT!

The noun '**activity**' is something a person is doing, has done, or has taken part in. **Extracurricular** activities are those things that you do out the classroom which is extra to your physical, social or emotional growth and wellbeing. Almost anything can be considered as an extracurricular activity, whether it is babysitting your siblings or acting in a school play or taking part in one of your Year or House Acts of Worship. It is important that you keep a record of the extracurricular activities that you do as they will help you in the future.

1. **Remembering the details:** The small details of your activities will be useful to have in future. You will often forget the smaller, important details of your work experience, or school play, or whatever else you record. But these can be all the difference when making their applications and interviews stand out!

2. **Scenarios where examples of activities will be important:** You might be asked about activities you have done at a job interview, when applying for work experience, an

apprenticeship, Sixth form, college or university. You might want to write about your experiences in your CVs, personal statements, and other applications.

3. **Recording activities**: Suggestions for recording details of your activities might include writing them down, keeping a diary or calendar, or using the Unifrog Activities tool (Student side>Activities). Records can include goals students' achieved in these activities, skills they learned, and competencies they used.

The recording of activities is important and the more you do it the better you will get at it and also it will more likely become a habit. Interviews and applications might seem like a long way off, but you will soon be thinking about your next steps and activity details will help you achieve this.

Task 1 – Bad, Good, Brilliant

- Read the activity descriptions below
- With a partner decide which one you think is Brilliant, which one is Good and which one is Bad. Label them with your answer.
- Explain your reasoning – write your ideas by the side.
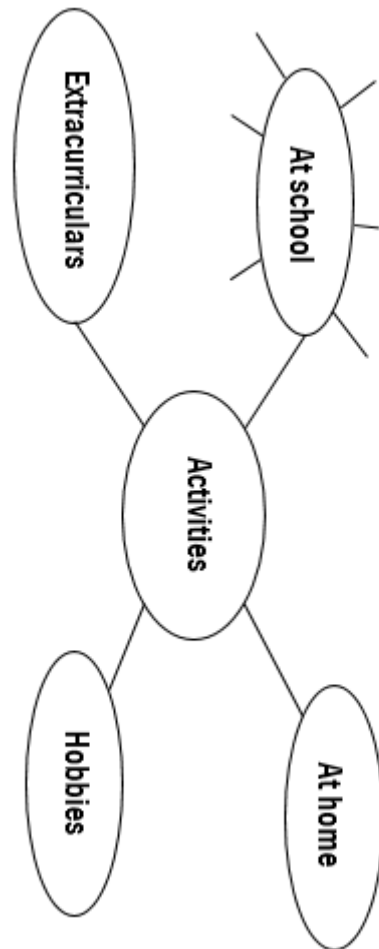- Be ready to feedback to the class

Description 2:

I was assistant producer for my school's production of 'Twelfth Night'. This was performed 4 times - for all students and teaching staff, and for parents and members of the public. The cast was 23 strong.

I was involved in planning the whole event, had sole responsibility for marketing, kept our Gantt Charts up to date, and was on hand at almost all rehearsals, and all performances.

Description 1:

Did a walk and got sponsors. I got the bus home and made a cheese toastie for dinner.

Description 2:

I was assistant producer for my school's production of 'Twelfth Night'. This was performed 4 times - for all students and teaching staff, and for parents and members of the public. The cast was 23 strong.

I was involved in planning the whole event, had sole responsibility for marketing, kept our Gantt Charts up to date, and was on hand at almost all rehearsals, and all performances.

Task 2 – Activities mind map

Create a mind map of the activities you have done at school and away from school.

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                    Extracurriculars        At school

                                  Activities

                    Hobbies                 At home
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Now for some input – SLANT!

A **measurable impact** is a quantifiable (MEASURABLE) change you make, or an effect that you have. This means that you can put a value or number on the effect of your actions. For example, you can count the number of goals a football team scores when they win a match. This is the measurable impact of their teamwork, performance, and training. But you can't measure the happiness felt by the fans when the football team wins. This would be an example of an immeasurable impact.

Measurable impacts are helpful to record when you describe your activities. They will help you explain to others the goals you were aiming for, how you knew the activity was successful, and how great you were at that activity! The measurable impact will often take the form of a number (e.g. number of hours practising piano, amount of money raised for charity), or a certificate or qualification (e.g. Maths Challenge certificate, 5km run participants' t-shirt).

When writing your descriptions of activities the checklist below will help ensure it is a Brilliant.

○ 1. Your written recording answers the questions 'who?', 'what?', 'when?', 'where?', and 'why?'

○ 2. You comment on the skill it teaches you (e.g. drama club = activity; makes you better at presenting = skill)

○ 3. You share measurable impacts e.g. Who did your activity help? How many people? What award did you achieve? How much did you raise?

○ 4. Be specific, using detailed examples of the things you've done and the steps you took.

○ 5. If the activity you're writing about is something you still do, use the present tense. It's normally more engaging! (e.g. I swam every Friday evening for the past year vs. I swim every Friday evening, and have been doing so for the past year)

○ 6. You include any responsibilities you had as part of your activity. This lets you demonstrate your leadership skills.

○ 7. Explain the significance of the activity. Was the event something that meant a lot to you? What motivated you in this way? What did you learn for next time?

Task 3 – Writing your own brilliant description of an activity

Now have a go for yourself writing a description on an activity you have done!

- Think of an activity you've done recently and write a brilliant version of your description.
- Use the checklist to help you and the example we have looked at.
- Consider the feedback you gave the descriptions earlier to get the best from your work!
- Once you have done, swap your description with your partner and get them to mark it against the checklist – did you cover all of the aspects?

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REVIEW AND REFLECT

1. What is a measurable impact?

2. Give 2 reasons why it is important to record down your activities for the future

3. What is the difference between a job and a career?

4. Give two features of a brilliant description of an activity

5. RAG rate your learning

Homework

Now you're familiar with the Unifrog Activities tool!

- Record the example you wrote about in class at home on your Unifrog account.
- Record two more of your activities on the Unifrog platform.

Remember to come back and record more activities whenever you do something cool in future!

Activities

✗ Recorded at least 10

Go to tool >

Lesson 5: What is my dream job?

The aim of the lesson

- To be able to describe what your dream job might look like in the future
- To be able to list things you might consider when choosing your dream job

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
To be able to reflect on what is important to me when deciding my dream job	
To know where I can find information on different jobs in my search for my dream job.	

DO NOW ACTIVITY

Think about what your dream job would be, and write down the following:
- **Three** things you already know about this job
- **Two** skills you need to do this job
- **One** question you have about doing this job

Now some input – SLANT!

In your Do Now Activity, some of you may have just known what your dream job is, however others of you may have drawn blanks. As we have said before this uncertainty about your future job is absolutely fine and normal. Having a dream job in mind doesn't need to be a rigid goal, nor is it a guarantee of happiness in the future. It can be something that's flexible, and acts as a guide for your education choices, work experience, and research into the working world.

There are several things that you can consider when you are thinking about your dream jobs. These include:
- Your favourite school subjects
- More general career areas and thinking broadly, rather than narrowing your search to individual job titles
- Causes that might be important to you, such as their community, animal conservation or tackling climate change
- The hard skills and competencies that you want to use and develop in future
- Your interests and hobbies, and any activities that transfer to the working world
- Work experience students can use to try out different fields of work
- The values and needs that you want to prioritise later in life e.g. not working on the weekends, flexible working hours, travelling abroad, working in Nottingham

Unifrog can help you learn about career paths in a number of ways. The Careers library that you looked at in Lesson 1, contains several ways of searching for jobs, such as filtering by theme, competency, school subject, and career area. Remember you can access this at home at any time by login on to Unifrog and simply clicking on the brown square called 'Careers Library'. You can also use the Activity tool (and Competency tool to get to know yourself and reflect on the skills you might want to use these in future.

Task 1 – Finding your dream job

Read through the different things you should research when considering your dream j.

Answer the following:

    a. Are there any details, which are more important to you than others?
    b. Why is this more important to you

Day-to-day tasks: These tasks will outline your responsibilities in the job. They will also help you to imagine what daily work will be like.

Job location: This is important to know in advance, particularly if it's a job that needs you to travel around. You may need to plan transport to your office, move house, or even move abroad!

Salary: This lets you know how much money you'll earn for the work you do. It might help you estimate how much you can save and budget for your living costs in future.

Qualifications needed: These qualifications will certify that you have the right hard skills and knowledge for a job. E.g. to become a physicist, you'll need a PhD or Master's in Physics or a related science.

Competencies needed: Competencies (or soft skills) are often needed so that you can apply your knowledge and hard skills in a job. Different jobs will need you to have different competencies. For example, a fashion designer will need to be creative, good at presenting, and enjoy problem solving. Whereas, a coastguard will need to have strong teamwork and communication skills, plus the ability to stay positive.

Working hours: Your working hours will give you an estimate of the amount of time you'll be expected to work each day. You'll be able to check that this job fits in with your studies, work-life balance, or other activities.

Company values: You may have strong personal values, or beliefs in particular causes (such as equality, or improving education). It's important to check whether the job or company fits with your personal values. That way you will have a better idea of whether the work is something you will enjoy.

Number of jobs available: The number of jobs available at a particular company, or in a particular industry, will impact your chances of getting that job.

Working environment: Your working environment is everything involved in your interactions with the work. This includes your physical surroundings while you're working, your relationships with your team, and the attitude towards work and wellbeing. For example, you may want to look for a diverse working environment, one that encourages lots of skills development, or one that supports disabled employees.

Job progression: 'Job progression' is what the job will lead onto next. For instance, a trainee teacher might become a teacher, head of a department at their school, and then a head teacher! This progression could be something you're interested in, and so it is good to research this in advance. Not all career journeys need to follow a set direction though! You can pick up skills in one job or industry and transfer them to another job. For example, a trainee teacher, might become a teacher, and then use their experiences to work in the civil service to help develop education plans for the country.

Task 3 – Dream job advert

Imagine you're hiring someone for a job. This job is your dream job though, so you get to decide all the details!

Write an advert for the role, starting with the following questions:
- What is the job title?
- What will the job involve day-to-day?
- What skills would someone need to do this job well?
-

You could choose anything from a high fashion dog groomer, to an astronaut that specialises in alien medicine!

JOB TITLE:

What you will do on a day to day basis?

What skills are essential?

Extension

What kind of questions would you ask when they interview applicants to their dream job? Think about the passions, motivations, and past experiences that a successful applicant to their dream job might have.

Now for input – SLANT!

You have so many job options and choices ahead of you – while this is very exciting it can also feel overwhelming at times! The Careers library helps, there are over 800 job profiles on this platform but do not worry you do not have to look at every single one. Unifrog lets you search through them in different ways, the way you can filter are:

- Filter jobs by wider career areas, favourite school subjects, themes, and competencies.
  - Search by keywords and school subjects.
  - See jobs profiles based on students' personality and interest quiz results.

At the Becket School we encourage you to practise searching for careers through these different routes to see what you can find. A dream job might surprise them!

Each job profile will have all the information you need to see whether a job or career area is right for you!

- Day-to-day tasks
- Skills needed to do the job
- Career progression
- Similar careers
- Qualifications needed
- Working hours and salary

If you particularly like a profile, make sure to favourite it! You can then refer to your favourites in future.
See your favourites in the Careers library banner. Or look at the full list by clicking 'Favourites' at the top of your screen.

Meteorologist
Meteorologists collect and study data to make weather forecasts.

What you'll do

You'll specialise in forecasting or research.

As a forecaster you'll:
- collect data from satellite images, radar, remote sensors and weather stations
- measure air pressure, wind, temperature and humidity
- predict the weather by analysing information and using computer programmes
- give weather information and reports to customers

As a researcher you'll:
- study weather patterns and climate change
- improve computer predictions
- use research to predict floods
- study how the weather affects the spread of pollution or disease

Skills required

You'll need:
- the ability to analyse and present complex data
- excellent mathematical and computing skills
- excellent written and verbal communication skills

Got evidence of these skills? Record your examples on the Competencies tool ➤

Task 4 – Careers Library treasure hunt

As a class open up the careers library and navigate it to find out the following:

- What are three skills you might need as a landscape architect?

- Name three things a police officer might do day-to-day.

Homework
Now you can explore the Careers library like a pro, you will be able to ace your homework!
Log into Unifrog and complete the following tasks:
- Look through the library and favourite **five** job profiles you like.
- Choose **one** profile. What skills do you need to do the job? Are there any you can already demonstrate?
- Choose **one** skill and write an example of it in the Competencies section of your Unifrog profile.

REVIEW AND REFLECT

1. What things might you consider when you're choosing a dream job?

2. Which part of Unifrog tells you all about different jobs?

3. How can you filter for different jobs in this part of the Unifrog platform?

4. RAG rate my learning