



Life after Core – Year 11 Post 16 Choices Booklet

This booklet belongs to:

Form:

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This is YOUR booklet, it is full of useful information, but you should also add in detail where you are asked to do so! You can make notes and highlight key sections or questions you want to ask. This is important stuff you are dealing with - make the most of this resource!

Introduction

Welcome to Year 11! This is a very exciting and short year! There is a lot to pack into the Academic year, not only your GCSE exams, but also making choices about your future career paths, preparing for interviews and being responsible for making your own decisions about your future. This booklet has been created to help you make fully informed post-16 choices. As well as information their templates and activities which you should complete.

This booklet should remain WITH YOUR FORM TUTOR until it has been completed.

Rules about leaving school

In the past, you had the option to leave school when you were 16. After this you could choose what you wanted to do. However, in 2013, the participation age was raised so you were required to stay in some form of education or training for longer.

Now all young people are required to continue to participate until at least their 18th birthday

– and most will stay until the end of that college or school year anyway. This is to give you more skills and options for your future.

Lots of people think these changes mean they need to stay in school. This isn't the case. There are lots of things that you can do, including:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with regulated part-time education or training
- an apprenticeship or traineeship

Year 11 - what should I do next?

There are lots of things to think about when you leave school. To help you choose what to do next you might need to think about:

- What career you want to do in the future – some jobs need you to choose certain routes to get into them
- What are your predicted grades
- Whether you want to carry on learning
- How you want to learn – you might enjoy school, and might like to continue; you might prefer more hands-on ways of doing things, so you might want to think about an apprenticeship

Staying at school is one option. But you could also continue your education or training at a college, with a training provider or in the workplace. It is important to choose something that suits your interests and abilities. It's important to know what's available, but you also need to think about what you would like to do. What are you good at? What do you enjoy? What kind of work would make you happy? Answer the questions below:

Think about what you want to do post 16 then choose A, B or C.

Post 16, I want to ...

- | | |
|---|--------------------------|
| A Continue studying to gain more qualifications | <input type="checkbox"/> |
| B Go to work and gain qualifications as I learn | <input type="checkbox"/> |
| C Continue to study, but I am not sure which qualifications to do | <input type="checkbox"/> |
| A Do a full-time course at a school or college | <input type="checkbox"/> |
| B Work and study part time | <input type="checkbox"/> |
| C Think about what I could do in the future – maybe get a job with training | <input type="checkbox"/> |
| A Study subjects I enjoy and am good at | <input type="checkbox"/> |
| B Gain a qualification linked to the work I want to do | <input type="checkbox"/> |
| C Get some advice about courses and qualifications that would suit me | <input type="checkbox"/> |
| A Gain qualifications so I can earn more in the future | <input type="checkbox"/> |
| B Get a job with training and start earning money now | <input type="checkbox"/> |
| C Find out how to get some financial support to help me study or train | <input type="checkbox"/> |
| A Study for higher level qualifications as a step towards getting the job I want | <input type="checkbox"/> |
| B Start work as soon as possible | <input type="checkbox"/> |
| C Get some help to make the right decision for me | <input type="checkbox"/> |

How did you score?

Add up your totals of **As**, **Bs** and **Cs** and check your results.

As ☐

Bs ☐

Cs ☐

What did your choices say about you?

Mostly A's

Continuing your education or training at school or college seems to appeal to you. If so, you have many choices to research before you decide. These will include which subjects and also where you study.

Mostly B's

Earning while you learn seems to interest you. If so, you have many choices to consider before you decide. You should make sure you are researching Apprenticeship and Traineeship opportunities.

Mostly C's

It sounds like you are not sure what you want to do! You should make sure you are looking at all of the activities in this booklet, as well as speaking to people you trust like teachers, parents, careers advisors and friends to try and help you.

What was your answer?

Has this surprised you, or did you know this is what you wanted to do when you left school?

Do you already have an idea of your post-16 route? Make a note of your ideas and thoughts here:

Qualifications - why bother?

Qualifications are your passport to more opportunities in education, training and work. Here are six good reasons why you should take qualifications seriously

1. **To give you a choice of jobs** – the number of jobs you can get without any qualifications is shrinking quickly. If you want a choice of jobs, you need good qualifications.
2. **To make sure you don't spend your life in a dead-end job** – without qualifications, it is hard to move on from a low paid, low skilled job.
3. **To improve your earning power** – there is a big pay gap between people with qualifications and those without them. If you want a well-paid job, you need good qualifications.
4. **To show other people what you can do**– qualifications show employers, colleges and universities that you have the attitudes, skills and knowledge they value. They tell them what you already know and can do. They also give them an idea of how well you might do in the future.
5. **To prove to other people that you can learn** – qualifications show people that you want to learn and that you can learn. Employers, colleges, and universities look for people like this.
6. **To show yourself what you can do**– gaining qualifications boosts your self-confidence and self-awareness.

Qualification Challenge!

Use the table on the next page to help you answer these questions on qualification levels.

1. What level is a GCSE Grade 3?
2. What Grade of Music would be considered a Level 3?
3. What is the highest qualification on this table?
4. What level is an intermediate apprenticeship?
5. What is the highest level you can achieve with an NVQ?

Qualifications Table

It can appear a little confusing at first, as all qualifications are given a level, and depending on what you are applying for - there might be a different qualifying level. Use the table below to help you understand the different levels.

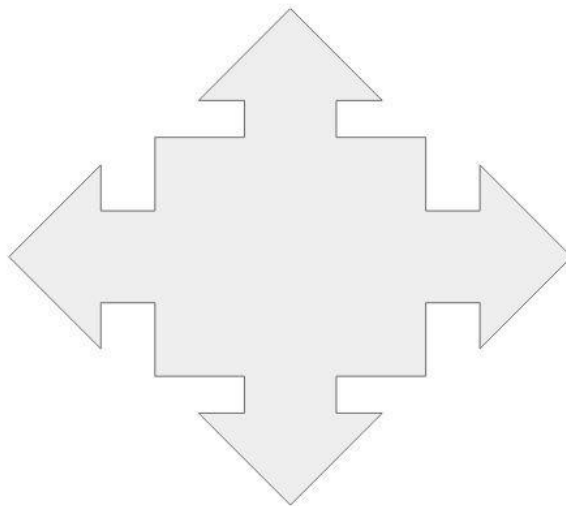
Level	Qualification example
Entry	Entry Level Award, Certificate, Diploma Skills for Life or Functional Skills (English, maths, ICT)
1	GCSEs (grades 9-1) Old A*-G grades Award, Certificate, Diploma (City & Guilds, OCR, BTEC/Pearson2) Music (grades 1-3)
2	GCSEs (grades 9-1) Award, Certificate, Diploma (City & Guilds, OCR, BTEC/Pearson2) Intermediate apprenticeship Music (grades 4-5)
3	A Levels (grades A-E) Award, Certificate, Diploma (City & Guilds, OCR, BTEC/Pearson2) Foundation Diploma (Art and Design) Advanced apprenticeship Music (grades 6-8)
4	Higher National Certificate (HNC) Certificate of Higher Education (CertHE) Higher Degree
5	Higher National Diploma (HND) Diploma of Higher Education (DipHE) Foundation Degree
6	Degree with Honours (eg BA Hons, BSc Hons) Degree apprenticeship Graduate Certificate or Graduate Diploma Ordinary Degree (without Honours)
7	Postgraduate Certificate/Diploma Master's Degree (eg MA, MSc, MBA, MPhil) Integrated Master's Degree (eg MEng) Postgraduate Certificate in Education (PGCE) NVQ Level 5
8	Doctorate (eg PhD, DPhil, EdD, DClintPsy)

So, what are your options?

There are four main pathways for you to consider. These are

- College - A Levels (Level 3)
- College - Vocational BTEC (Level 1/2/3)
- Apprenticeships/Traineeships (Level 2/3/4)
- Employment with training

Next read through the following pages and use this space to capture key information about each pathway (aim for at least 3 key things about each pathway). ***DON'T FORGET - these are your own notes, write down the things which YOU think is important, and that might influence your decision when choosing a pathway.***



Apprenticeships and Traineeships

Want to leave school, or already left and looking for work? There is a good way to earn money and learn at the same time. On an apprenticeship you will be employed in a real job and receive quality training to help you get a nationally recognised qualification.

If you're not quite ready for an apprenticeship, on a **traineeship** you can improve your maths, English and work skills whilst getting work experience too.

Even though the school leaving age has gone up, you can leave from age 16 if you're going into training or employment. This means you have to make a quicker decision about what you want to do than your friends staying in full-time education. It's important to get it right and look at up-to-date information, as things can change.

What is an apprenticeship?

An apprenticeship is a real job with training so you can earn while you learn and get recognised qualifications as you go. They take between one and four years to complete. Your employer provides your on-the-job training and pays your wages. You will work alongside them and learn from some of the best in the business.

Your learning provider can be a college, training organisation or university, and they look after the rest of your training. You can complete this off-the-job training on day release (attending one day a week) or over a succession of days in a short period (block-release).

Whether you choose a traineeship or apprenticeship will depend on your age and qualifications. Read on for the basics on apprenticeships.

Which qualifications will you get?

- Intermediate – work-based learning towards level 2
- Advanced – work-based learning towards level 3
- Higher – work-based learning towards level 4 and higher

Who can take an apprenticeship?

- Need to be 16 or over
- depends on level: for an apprenticeship at Advanced level, most employers want level 2 (C @ GCSE) or level 3 qualifications including level 2 maths and English, or a pass in literacy and numeracy tests

How long does it last? One to four years.

How much will you earn? Minimum wage, most pay more – average is £170 a week

How much will it cost? There are no fees if you are under 24 years old. Those aged 24+ have to contribute to their training costs.

What types of apprenticeship are on offer? Many employers offer both traineeships and apprenticeships – so you may be able to move to the next level with the same employer. It's no longer just construction and engineering that are on offer; although those are still around if you're interested. Now you can go into 170 industries with 1400 different job roles such as design assistant, cabin crew, dental nurse, or trainee accountant.

Traineeships

What is a traineeship?

A traineeship is effectively a lower entry level Apprenticeship. This is a pathway which you could consider if you do not meet the qualifying criteria for an Apprenticeship. Traineeships are a fantastic way to gain valuable work experience and improve your qualification level.

What you can expect from a Traineeship

- high quality work placements – where you can learn what's expected of you in the workplace, and develop links with local employers
- flexible training - in other relevant areas to help you get ready for work, such as job search and interview skills, timekeeping and team working
- study in English and maths (if appropriate) – employers value these essential skills very highly.

At the end of your traineeship, if there is a job or apprenticeship vacancy with the work placement host, you should receive an interview.

If there isn't a job or apprenticeship opportunity at that time, you will receive an exit interview with the employer who provided the work placement. In this interview you can discuss what you've learned, and how it might help you with things like updating your CV and getting into a job or an apprenticeship.

Whether you go for a traineeship or apprenticeship will depend on your age and qualifications. Read on for the basics on traineeships.

Who can take a traineeship?

You must be:

- 16-24yrs and qualified below level 3
- 16-25yrs with learning difficulties.

How long does it last?

Six weeks to six months.

How much will you earn?

Traineeships are unpaid but most pay travel and meal costs. The 16-19 Bursary Fund may help – it depends on your circumstances whether you get it or not.

What types of traineeships are on offer?

Many employers offer both traineeships and apprenticeships – so you may be able to move to the next level with the same employer. It's no longer just construction and engineering that are on offer; although those are still around if you're interested. Now you can go into 170 industries with 1400 different job roles such as design assistant, cabin crew, dental nurse or trainee accountant.

Further Education College (FE)

What is a further education college?

Further education (sometimes referred to as FE) colleges are for students aged 16 and over so you could study alongside people of all ages. Further education colleges often offer you a much wider choice of courses at all different levels, including A levels and vocational qualifications. It's worth exploring the different courses they offer. Many of you will have already visited some of our local colleges to experience their learning environments.

What is the environment like?

It's likely that you'll find the atmosphere at a further education college different from that of school. It will probably be more laid back, you'll be able to wear your own clothes, be in charge of your own time when you're not in lessons, and maybe even call your tutors by their first names!

You'll still be expected to stick to a timetable and attend lessons, but you might not have to stay in college during your free periods. You'll be given a lot of independence and expected to manage your own time. Everyone is different - would this way of working suit you? Think about that when you decide what kind of environment will inspire you.

What if I want to go to college away from home?

If they will accept you, you can apply to any college you fancy. You might want to study a particular course which is only available at a college which is outside of your local area. However, if you want to move away from home to study there are a couple of things you will need to consider:

- Where you are going to live
- How you are going to pay your living expenses.

If you move away from home because the course you want to do isn't offered any nearer to where you live, you could get help with this. Ask the college you wish to go to for information about any help that may be on offer, like the Residential Support Scheme or Residential Bursary Fund.

Further Education College (FE): A Levels

Watch this short video on A Levels: <https://youtube/BHKFrXMCHII>

A Levels are a two-year course, which are focused on one subject (such as English Literature). They are a mixture of Exams and Coursework. Normally you will be asked to select three or four A Level subjects.

The reason you take a particular subject is usually one (or more) of these three scenarios: you need it to pursue a particular career or University place; it's a subject you enjoy and are good at; or it's a subject you've not studied before, but you think will suit you.

Either way, you are prepared for a big jump in the level of difficulty when you transition from GCSE to A Level (or any other Advanced level qualification for that matter). You'll also see differences in the way you're taught and in what is expected of you.

Further Education College (FE): Vocational (BTEC)

BTEC stands for 'Business and Technology Education Council', named after the body which first governed the qualifications (it's now Edexcel). BTECs are gaining popularity as an alternative to A-Levels, but they actually cover a whole range of academic levels. BTECs at levels 1 and 2 are equivalent to GCSEs, level 3 to A-Levels, and levels 4 -7 hold the same status of achievement as a degree.

BTECs are vocational qualifications, rather than traditional academic courses, with typical subjects offered at BTEC level including Business Studies, Travel and Tourism, Engineering, and Information Technology – you can't study subjects like History or English at BTEC level.

One of the main differences between BTECs and A-Levels is the way both are assessed. A-Levels mainly involve two years of study geared towards a few big tests at the end, whereas BTECs are continually assessed via coursework and practical projects.

Employment

Due to recent changes in the law any full-time employment which you undertake before the age of 18 must also contain some element of training. Because of this, school leavers going into full time employment is now quite rare. Most people would opt for an Apprenticeship - and this is something which you should consider to.

However, if you are itching to get out there and earn your own money, there is the option of part time employment. As well as helping you to get that bit of extra hard-earned cash, a part-time job can be a great way of getting experience and learning new skills. It's also a way of meeting new people and making contacts that could be useful later on in your career. You will find loads more information about part time working later on in this booklet.

Self- Employment

If you've always fancied being your own boss or have interests and hobbies that you would like to turn into working for yourself, then read on for some advice on where to start.

What you will need

From a practical point of view there are a few things you will need to think about when you set up your own business. These can include:

- what products or services you will sell
- will people want your service or product
- how you will fund your business
- which laws and regulations will you need to follow.

Start-up advice and funding

There plenty of places to get help and advice on setting up your own business. Visit the GOV.UK website to help you start thinking about the practical things. If you're still in school, college or at university you could learn more about business and get a taste of setting up your own venture through the Young Enterprise scheme. Visit their website or ask your careers teacher for more information.

Start Up Loans is a government-backed scheme. If you're 18 or over, you can apply for low-cost loans and business mentoring to help you start your business. They'll also help you to develop a business plan. Take a look at their website for more information.

If you have a business idea you want to explore, are aged between 18 and 30, are unemployed or working less than 16 hours a week, the Prince's Trust Enterprise Programme could be for you. It can offer you training, mentoring, and funding support so that you know what to expect, how to develop a plan for your business and how to market it.

Shell Livewire is an online community for young entrepreneurs aged 16 to 30. It offers online advice through resources like articles and blogs. They also offer business start-up awards to young business people in the UK. Check out their website for award entry criteria and more information.

Weighing it up

It's worth taking some time to think about what being self-employed will mean to you and whether it will give you what you are looking for from a career. Take a look at some of the common pros and cons of working for yourself. You may be able to think of some more of your own.

Pros	Cons
<ul style="list-style-type: none">● be your own boss● do something you love every day● have more flexibility on when you work● make more money when your business is successful● freedom to make your own business decisions● set up a business offering a specialist service or product.	<ul style="list-style-type: none">● no paid holidays or sick leave● lack of a regular, guaranteed income● have to arrange payment of tax, VAT and National Insurance yourself● work long hours to meet the needs of customers or clients● can be lonely if you work by yourself● risk of failure

Applying to Sixth Form/College/Apprenticeship – Your Progression from GCSE

Step One: Choose your Subject

- ❖ Think carefully about what subjects you want to take.
- ❖ If you know what careers pathway you want, then your choice of subject is crucial. If you have no career in mind that is perfectly OK, choose subjects you enjoy

Step Two: Choose the Level of qualification

- ❖ Depending on your predicated GCSE grades you must choose the level of qualification that matches those predicated outcomes
- ❖ For example, see the table below. Where do you think you'll be?

Step Three: Applying

- ❖ Visit the webpage of the college, sixth form or training provider with you you'd like to apply

Type of Course	Level of Qualification	Typical Offer
A Level	3	5x GCSE
BTEC Cert/Diploma	3	5 GCSE Level 4-9 Inc. Maths & English
BTEC 1 st Diploma	2	4 x GCSE Level 3+ (Maths & English re-sit)
BTEC Foundation	1	NO GCSEs (Maths & English Functional Skills)
Apprenticeship	3 (Advanced)	4 x GCSE Level 4+ Inc. Maths and English
	2 (Intermediate)	4 x GCSE Level 3+ (Maths & English re-sit)
	1 (Foundation)	NO GCSES (maths & English functional skills)
	Pre apprenticeship	NO GCSEs (Maths & English Functional Skills)

and follow the details on how to apply.

- ❖ Very few places use paper anymore so it will be a lot of on-line applications
- ❖ Be aspirational – apply for courses and apprenticeships that you really want but then play safe and apply with a provider you know you meet the entry criteria for. Apply, apply, apply – the more offers you get the better choices you have on exam results day.

If you are not sure about anything you must ask your teachers or come and see Mrs Long in Careers Office.

Step 4: The Interview

Interviews: True or False

Which of the following statements are true or false and why.

- 1) Asking a question at the end of an interview makes you come across as though you don't understand things.
- 2) One-word answers are fine for interview questions.
- 3) If you're getting along with the interviewer really well, it is OK to tell them a joke or give them a compliment.
- 4) If you think you know what the interviewer is going to say in their question, it is fine to interrupt them to give them your answer.
- 5) Communication is broken down in the following way: Verbal = 7%, Nonverbal = 93%
- 6) If the person interviewing you is young, they would like it if you used slang.
- 7) Almost all job/college interviews will ask you why you want the job or why do you want to study that subject?
- 8) Most interviews will ask you what your strengths and weaknesses are.



Body Language at Interview

Sit all the way back in your seat.



Sit firmly and lean your back straight against the chair. It's the first thing Glass recommends — an automatic signal of assurance and confidence. If you're a natural sloucher, pretend there's a string pulling you up from the crown of your head.

2. Don't go for direct eye contact.



Instead, go for "direct face contact," Glass recommends. A more effective way to ensure you look interested and engaged is to look different parts of someone's face every two seconds, rotating from eyes, to nose, to lips, so you're never just drilling into the interviewer's eyes.

3. Use hand gestures while speaking.



If you're not sure what to do [with your hands](#), go ahead and gesture while speaking.

"When you're really nervous, you tend to want to hide your hands because they express your anxiety, so keeping your hands hidden can be misinterpreted as distrustful behaviour.

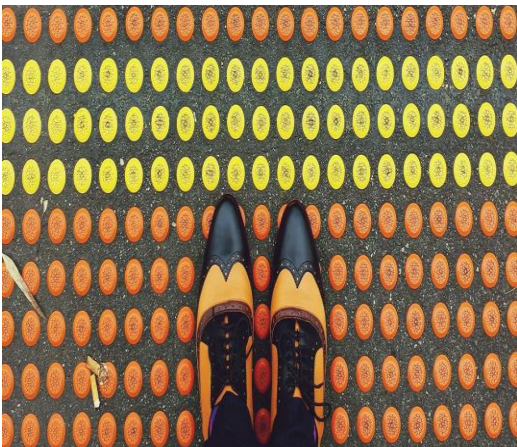
4. Show your palms.



When your palms are up, it signals honesty and engagement. The limbic brain picks up the positivity, which will make the interviewer comfortable, Wood says.

"It's one of the reasons we shake hands, to show the open palm," Wood says. "It's so tied to survival instincts ... If we don't see open palm gestures, it puts us on our guard."

In general, upward-facing body language, such as open palms, smiles and straight posture, also makes you look energetic, Glass says.



5. Plant your feet on the ground.

We recommend keeping feet firmly the ground. Women should never cross at the knees, but rather the ankles, "as this allows them to switch if necessary, without being obvious."

There's also a scientific benefit to keeping your feet grounded.

"It's not impossible, but it's difficult to answer highly complex questions unless both of your feet are on the ground," Wood says. "It has to do with being able to go back and forth easily between the limbic reptilian brain to the neocortex brain."

In layman's terms, planted feet can help you go between creative thought and highly complex rational thought.

6. Work on your walk.

Interviewers often make a hiring judgment within the first 10 seconds of meeting you, Wood says. How you walk into the room is a part of that judgment.

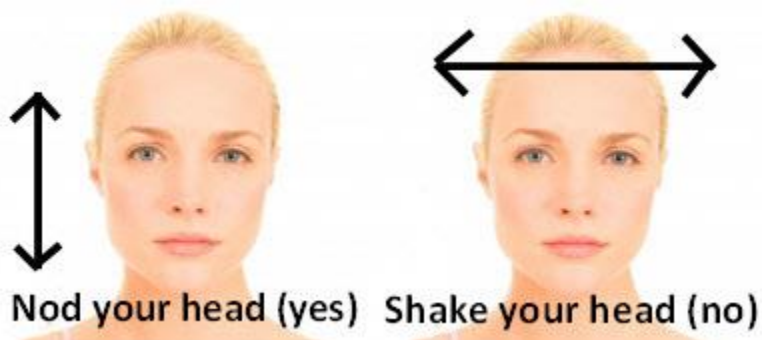
Shoulders pulled back and neck elongated, each stride should be roughly one to two feet wide. Walk directly toward the person you are meeting with every body part pointing in his direction, maintaining eye contact with occasional breaks to the side.

7. Breathe deeply and speak on the exhale.



One way to soothe interview nerves is to breathe properly. We recommend focusing on the breath as a vital part of the interview process. Glass recommends inhaling when the interviewer asks you a question, then speaking on the exhale, following the air flow.

Deep breathing engages our parasympathetic reaction, which calms us down. We recommend taking 10 deep, diaphragmatic breaths before the interview, because it "reduces our heart rate, blood pressure and stress hormone level."



Aside from keeping eye and face contact, nodding your head while listening is an additional way to show attentiveness.

"Nod your head occasionally to let them know you are enjoying and understand what is being said."

9. Lean in but not too much.

No: 2

Leaning forward

— can seem aggressive. Aim for a neutral posture



Leaning in is a natural thing to do when you're engaged in a conversation, Wood says. We Suggests the same — leaning slightly forward (keeping your shoulders back and down, and your chest high) demonstrates interest.

"Your posture is an integral part of your nonverbal conversation."

BONUS: For phone interviews...

If you don't have the benefit of a face-to-face interview, we recommend getting up and walking while on a phone interview. Much like planting your feet, it helps "sync the left and right hemisphere" of the brain, making your answers sharper.

Mock Interviews - Teacher student Role play

Practice this scene from a totally fake college course interview and count the number of things wrong with this.

Interviewer (teacher): Good morning. How are you this morning?

Interviewee (volunteer student): I'm ok (chewing gum)

Interviewer: Was it an easy journey?

Interviewee: Was ok (chewing gum)

Interviewer: Please take a seat. Oh, I see you have already.

Interviewee: Oops sorry yes!

Interviewer: So, tell me about yourself

Interviewee: I am 16 years old, and I live in Kingstanding. Lived here all my life.....
Anyway, yes, I enjoy Maths, hate Science, and don't really like English much either.

Interviewer: Oh, ok yes so, any other subjects you are interested in?

Interviewee: Yes, yeh, I like History too and Design Technology

Interviewer: Why are you interested in our college?

Interviewee: Well, it is easy to travel to and you offer all the subjects I want to do.

Interviewer: Do you have any hobbies or interests?

Interviewee: Nah, just play at home on me X-Box innit!

Interviewer: So, what makes you a good candidate for this course?

Interviewee: I don't think I am really, but I have to do somethink, my mom is on my case all the time pecking at me to do somethink with my life, so this is as good as anything I suppose

Interviewer: Well, thank you for your time, I will consider you in my deliberations and get back to you.

Communicating in your Interview



1. _____
2. _____
3. _____

Example Questions:

Why do you want to attend our college? What can you contribute to our college?

- Talk about what you've learned about the college and why you feel it's the right place for you.
- Discuss your extracurricular activities and achievements that show your character.

More Examples:

What three adjectives best describe you? What are your strengths and weaknesses?

- Give examples of how your chosen adjectives describe you.
- Talk about how you've used your strengths to accomplish something.
- Talk about how you overcome your weaknesses.

And Even More Examples:

What activities do you find most rewarding? What is your favourite book? What do you want to do after graduating from college?

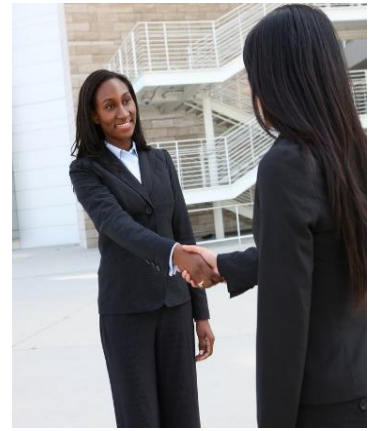
- Think about the why: Why are those activities the most rewarding? Why is a book your favourite? If you have a major in mind, talk about why you're interested in that subject.
- Discuss how you think college can help you meet your goals. Be sincere and honest in your answer — don't say things just to impress the interviewer.

Top Tips

- **Have a conversation.** Don't try to memorize a script.
- **Ask questions.** Do express your interest in the college.
- **Be yourself.** Don't try to answer questions based on what you think the interviewer wants to hear.
- **Prepare.** Do practice interviews with friends or family. Take turns asking questions.

Task 2

I write a guide outlining ways to behave appropriately and dress appropriately at an interview.



Working and the Law: Young Workers

The Working Time Regulations govern the hours most workers can work and, for young workers, provide a right to:

- at least two consecutive days off per week
- a daily rest break of 12 consecutive hours (usually the break between finishing work one day and starting work the next)
- a 30-minute break if the shift lasts more than 4.5 hours
- a limit of 8 hours of work per day and 40 hours of work per week.

Requirement to stay in education

In **England** only, young people are required to stay in education or training, at least part-time, until they are **18** years old. They are required to take part in education or training through either:

- Full-time education or training, including college
- Work-based learning, such as an apprenticeship
- Working or volunteering for at least 20 hours a week while in part time education

It is the young worker's responsibility to ensure these requirements are met.

National Minimum Wage

Most workers over school leaving age will be entitled to receive the [National Minimum Wage and National Living Wage](#). Young workers must be paid the correct rate for their age. Apprentices who are under 19, or those who are 19 or over but in their first year of apprenticeship, have a separate set rate.

Working at night

The night period is the period between 10pm and 6am. For young workers this can be changed to 11pm to 7am in the contract of employment. Workers under 18 are not usually allowed to work at night, however, exceptions can apply in some circumstances.

Young workers may work between 10pm or 11pm to midnight and between 4am to 6 or 7am if they are employed in:

- agriculture
- retail trading
- postal or newspaper deliveries
- a catering business, hotel, public house, restaurant
- a bakery.

Young workers may work throughout the night if they are employed in a hospital or similar place of work, or in areas such as, advertising, sporting, or artistic activities. For example, a child actor employed to work on a night shoot.

Young workers can only work at these times if:

- the work is necessary to maintain continuity of service or production or there has been a surge in demand

- there is no adult available to do the work
- carrying out the work will not impact on the young worker's education or training.

Treating younger workers less favourably because of their age

It is unlawful to [discriminate](#) against employees, workers, or job seekers because of their age. This includes young workers. There are four types of age discrimination.

- Direct discrimination - treating someone less favourably because of their actual, or perceived, age.
- Indirect discrimination - when a policy or practice applies to all workers, but disadvantages people of a particular age.
- Harassment - unwanted conduct relating to age which an individual finds offensive or which makes them feel uncomfortable or intimidated.
- Victimisation - unfair treatment of an employee who has made or supported a complaint about age discrimination.

Treating younger workers less favourably because of their age could lead to a formal complaint (also known as a [grievances](#)) being raised with management and/or a claim at an [Employment Tribunals](#).

For more information, including a guide on how to prevent discrimination, go to our pages on [Equality and discrimination](#).

Health & Safety

When employing workers under the age of 18, employers have the same responsibilities for their [health and safety](#) as they do for all workers.

Many young workers will be unfamiliar with risks and the behaviours expected of them. They may need additional help and training to allow them to carry out their work without putting themselves and others at risk. This is why age limits are in place on the use of some [equipment and machinery](#) such as fork lift trucks.

Where would you Like to Work?

Many UK jobs are found in the industries OR Sectors below.

We tend to always think practically about what type of job we want and which sector it belongs to but do not be so sure.....

Accountancy, banking, and finance
Business, consulting, and management
Charity and voluntary work
Creative arts and design
Energy and utilities
Engineering and manufacturing
Environment and agriculture
Healthcare
Hospitality and events management
Information technology
Law
Law enforcement and security
Leisure, sport, and tourism

Marketing, advertising, and PR
Media and internet
Property and construction
Public services and administration
Recruitment and HR
Retail
Sales
Science and pharmaceuticals
Social care
Teacher training and education
Transport and logistics

For example: You are looking for work in the engineering sector because you want to put your manufacturing degree to good use. You look for work by researching only the Engineering and Manufacturing sector, with no luck. Did you try looking in the Energy and Utilities sector or the Property and Construction sector?

NO.....WHY NOT??? Many sectors overlap their jobs and opportunities. So, your manufacturing degree could come in handy working for a company like JCB who make large land vehicles or in the Energy sector for British Gas who make heating boilers.

Think outside of the sectors and do not get sucked into only one choice to research.

What Do Employers Want?

A survey taken by the CBI (Confederation of British Industry) in 2017 revealed what employers are looking for in an employee. Tick the attribute if you can give an honest example against it!!

ATTRIBUTE/SKILL	% OF EMPLOYERS WHO RESPONDED
Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%
Computer skills	55.3%
Detail-oriented	52.8%
Organizational ability	48.4%
Friendly/outgoing personality	35.4%
Strategic planning skills	26.7%
Creativity	23.6%
Tactfulness	20.5%
Entrepreneurial skills/risk-taker	18.6%



Congratulations if you ticked 5 or more on the list – you'll make a great employee!



Good effort if you ticked 3-4 examples, you'll get there with some more support

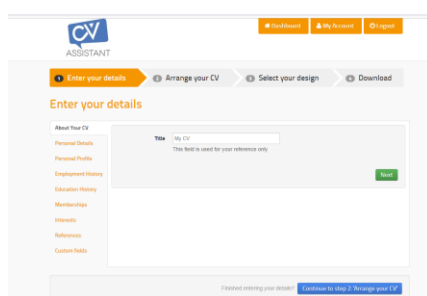
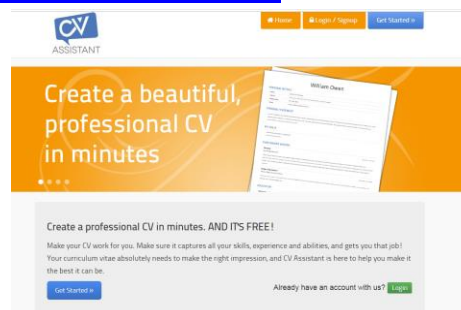


0-2 – well what can I say you need serious motivation and a kick up the butt!

CV's and Covering Letters

You need to access to a PC/Laptop!!

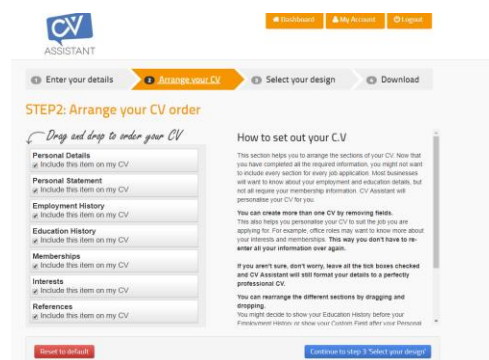
- Log in and go to a website called www.cvassistant.com
- On the homepage find the Sign In button in top left-hand corner and follow instructions to creating a profile.



Start by completing each section a stage at a time

When you have done that make sure you get the order right!

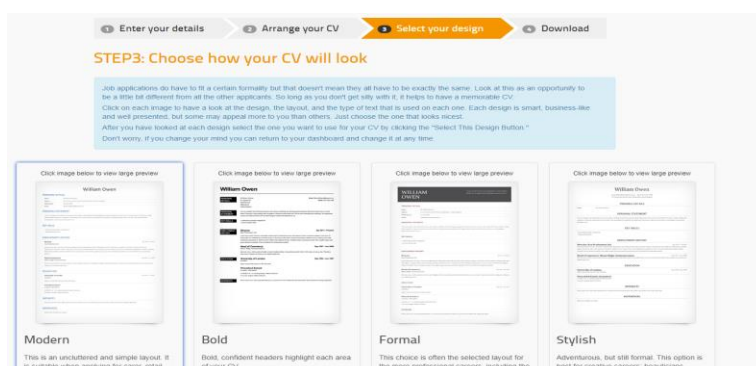
- Personal details
- Personal statement
- Employment history/work experience
- Education
- Memberships
- Interests
- References



You will then access to four simple yet effective templates which you can choose from. Select a template and print off! Easy!



Covering Letters



Opening the letter

Once you've covered the letter writing basics (address, hiring manager's name if you have it), the opening paragraph should be short and to the point.

Explain what job you're applying for and where you found the vacancy.

Feel free to mention the website by name (e.g. 'as advertised on reed.co.uk') or, if someone referred you to the contact, mention their name in this section.

Example:

I wish to apply for the role sales advisor, currently being advertised. Please find enclosed my CV for your consideration.

Second paragraph – Why are you suitable for the job?

Briefly describe your professional and academic qualifications that are relevant to the role and ensure you refer to some of the skills listed in the job description.

If you have no specific academic or vocational qualifications to talk about, use your relevant experience to win points.

And if you're lacking in practical work experience? Use personal skills or attributes to show what makes you the perfect fit for the role.

Example:

As you can see from my attached CV, I had previous jobs in sales, and I believe the knowledge and skills built up during this time make me the perfect person for the role.

Third paragraph – What can you do for the company?

Use practical examples to emphasise what you can do for the company. These might be performance-based, and could include examples from previous positions, your current job or even from your academic career.

Always make sure your examples are as honest and explain how you did it. for instance, instead of saying; **'I was good with customers'** say, **'the customer feedback I received from my manager highlights how good I am with customers'** It sounds a lot more impressive than simply stating you cannot back up.

Fourth paragraph – Repeat your interest in the job

Here's where you reiterate your interest in the role and why you would be the right fit for the company.

Example:

I am confident that I can bring this level of success with me to your company and help sales and customer feedback increase. With my previous experience and expertise, I believe I can hit the ground running and start actively contributing to the business as soon as possible.

Thank you for your time and consideration. I look forward to meeting with you to discuss my application further.

Closing the letter

Thank the employer for their time. It is also a good opportunity to indicate that you'd like to meet with the employer for an interview.

Sign off your cover letter with 'Yours sincerely' (if you know the name of the hiring manager)/'Yours faithfully' (if you do not), and your name.

Example:

Thank you for your time and consideration. I look forward to meeting with you to discuss my application further.

Yours sincerely,

[Your name]

Final thoughts

Remember: this is a template, not a ready-made cover letter. It does not have to be loads of writing, but it does have to stand you apart from everyone else.

This means that it'll only be effective if you actually put the work in. So, before you get started – take some time to research the company and role and think about how your skills and experience make you a good fit.

Then, do this for *every single job* you apply for. Because although you won't have to completely rewrite your cover letter each time, making small changes that make it tailored to the job are essential.

Finally, your cover letter will always look different depending on your situation – whether you've just graduated or you're looking for part-time work, or anything else.