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# EMPLOYABILITY DIDACTIC UNIT



Erasmus+

# LESSON PLAN SCHEME AND CONTENTS

<b>Subject/Topic: EMPLOYABILITY</b>	
<b>Grade: Bachillerato and Higher Technician</b>	<b>No. of sessions: 7</b>
<b>No. of students: 30</b>	<b>Length of lesson: 55 minutes</b>

The Didactic Unit has been planned in order to be carried out in Bachillerato or Higher Technician. It is designed for a group of 30 students at the age of 17 and over. They have an upper intermediate level of competence in the foreign language.

**LEVEL:** Bachillerato or Higher Technician

**TIMING / SESSIONS:** This didactic unit is planned to be carried out throughout seven sessions, each lasting fifty-five minutes.

## **LEARNING OBJECTIVES:**

This unit aims to provide students with skills to find a job in UK, enhance learners' employability through the development of skills for life and for work and by ensuring that each learner has access to relevant vocational information and advice.

Students are encouraged to develop awareness of their skills and abilities in vocational terms, and to develop these through this unit. They will be provided with a wider knowledge with which we will help them on the future decisions about their careers and employment.

This unit challenges students to improve their independence, responsibility, teamwork and other skills and grow in confidence. Having a better understanding of the world of work and developing new skills which are of use in and out of school, students learn that such skills are transferable in a variety of vocational, educational and societal situations. They will learn how to find a job abroad, in Europe.

This unit will take into account the communicative purpose among the students in a real context according to what students like to do. Work experience opportunities are used to support pupils whenever is appropriate.

## CONTENTS:

### Session 1 and 2: Describing positions, tasks and personal features

- Learn vocabulary, mainly adjectives describing personal features in a workplace, and vocabulary about professions.
- Recognise the importance of employability skills, qualities and values in the workplace.
- Self-evaluate skills for a job search.
- Identify their professional target to be achieved.

### Session 3: Job search offers

- Learn how to use given employment resources based on the objective of the programme.
- Learn how to use various job search techniques.
- Understand written texts. Read and answers questions about job offers.

### Session 4: Writing a CV

- Understand the purpose of a CV.
- Review different models of European CV
- How to apply for a job, building a CV.

### Session 5: How to write an application letter

- Understand what an application letter is.
- Review basic, effective letter formats used for application letters.
- Prepare an application letter based on the objective of the programme.

### Session 6: Job Interview

- Develop answers to typical interview questions.
- Learn how to perform in job interview dynamics.
- Learn some tips and strategies to succeed in a job interview.
- Provide speaking practice by taking part in a job interview role-play.

### Session 7: Presentations

- Improve the ability of the students to give presentations, giving them appropriate tools to do so.
- Observe the cultural and social rules to be applied in each communicative situation.
- Develop students´ sociolinguistic competence.

## **METHODOLOGY:**

Different methods are going to be used during the development of this didactic unit such as the inductive method, in which our students obtain the rule and then have to provide different examples according to the rule.

Another method is the oral approach, in which students infer the meaning from context inductively; also grammatical structures are learnt with oral procedures.

The communicative approach is considered a means of communication and interaction between members of a community. The goal is to develop students' communicative competence.

**Activities:** warm-up, presentation, practice, production.

## **MATERIALS AND RESOURCES:**

During the development of this didactic unit we are going to use videos, listening activities, web pages, resources and photocopies in order to explain the grammatical and the contextual aspects.

# DESCRIBING POSITIONS, TASKS AND PERSONAL FEATURES

## Sessions 1 and 2

### SESSION AIMS:

- Develop their understanding of employability skills and employment skills.
- Learn vocabulary, mainly adjectives describing personal features in a workplace and make proper use of it.
- Learn vocabulary about professions and the activities previously done.
- Point out the difference for each job in the different countries (if there are any)
- Recognise the importance of employability skills, qualities and values in the workplace.
- Identify and assess their personal skills, achievement and competencies needed for the job search.
- Identify their professional target to be achieved.

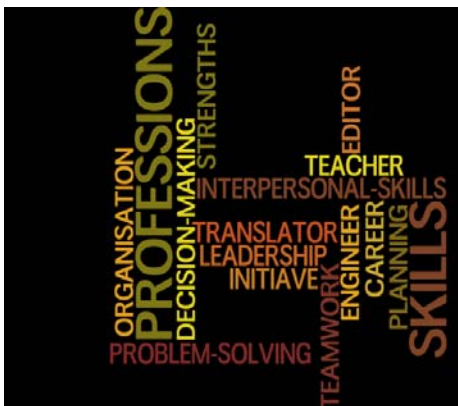
### SESSION 1:

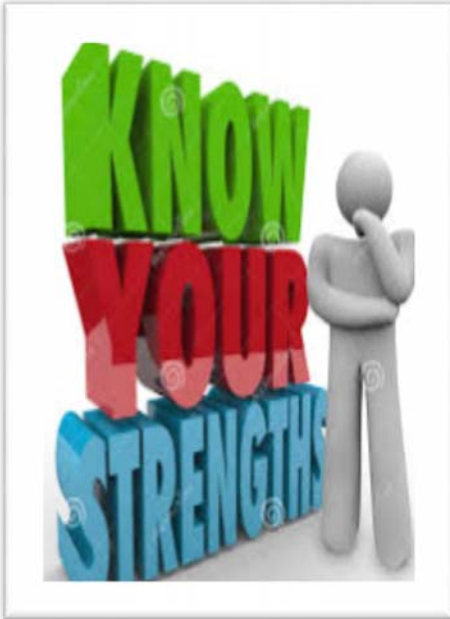
#### ACTIVITIES:

1. Introduction: Teacher will explain the aims of this employability unit.

2. Teacher asks students to write down a word that would describe someone who is good at their job. Teacher asks them to think about a familiar role, for example a teacher, nurse, fire fighter or builder. Students read and discuss the words that are written on them. Teacher explains to the students that these words are examples of employability skills.

Each employer has a list of generic **employability skills** they wish to find. Their goal is to ensure organisational success by recruiting and retaining employees who have a variety of skills and personal attributes, as well as the important technical and professional job specific skills. Employability skills are not only required to gain employment, but also for you to progress within an organisation so as to achieve your potential and contribute successfully to the organisation's strategic directions.





These skills are developed throughout your life and in multiple settings, such as:

- education
- work experience (paid and unpaid)
- life experience
- extracurricular achievements
- community involvement
- sporting activities
- social activities and leisure

Employers of graduates look for a number of **general skills**:

- Literacy and numeracy
- Time management and organisation
- Oral and written communication
- Team work
- Creative problem-solving
- Initiative and enterprise
- Critical and analytical thinking
- Ability to apply discipline knowledge and concepts
  - Information gathering, evaluation and synthesis
  - Emotional intelligence and interpersonal skills
- Adaptability

Students will learn vocabulary related to their skills from the web site:

[http://cte.ed.gov/employabilityskills/index.php/developingskills/create\\_checklist](http://cte.ed.gov/employabilityskills/index.php/developingskills/create_checklist)

They will create their own Checklist with their employability skills. (Or **See Resource 1**)

And adjectives to describe employability skills from the web site below: (Adjectives are classified in fields or departments.)

<http://adjectivesstarting.com/adjectives-resumes/> (Or **See Resource 2**)

3. Teachers should provide students with a list of jobs. Afterwards, teachers should ask students to choose two jobs to describe, focusing on the tasks and personal features workers should have in order to carry out their jobs.

**Exercise:** Choose two jobs from the list of jobs that you would like to do.

- (Listening) Job roles in Construction and engineering, Contact centre, Food and drink, Hair, beauty and nails, Healthcare job roles, Passenger transport, Retail and leisure, Scientific services, Waste and cleansing.

<http://www.educationscotland.gov.uk/worldofworkonline/jobroles/index.asp>

- Profiles on more than 800 different types of jobs. Each one explains which skills and qualifications you need to get into that job. You can also read about what the work would be like, the average salary you could expect and what the career prospects are.)

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx>

4. Students should split in groups (maximum 2-3 students per group) and they should try to use the given vocabulary to describe a certain positions but without mentioning the actual name of it.
5. Each group should describe their chosen jobs. Once they have finished, the rest of the class has to try to guess what job they are talking about.
6. Finally each group will have to agree or disagree with the descriptions given and they should point out any possible differences between the tasks conducted in different countries (as Spain-UK).
7. Teachers must provide some feedback adding some extra information or commenting on the workers' skills and tasks to get a job.

Most job-seekers wish they could unlock the secret formula to winning the hearts and minds of employers. What, they wonder, is that unique combination of skills and values that make employers choose the proper candidate? Every employer is looking for a specific set of skills from job-seekers that match the skills necessary to perform a particular job. But beyond these job-specific technical skills, certain skills are nearly universally sought by employers. The good news is that most job-seekers possess these skills to some extent. The better news is that job-seekers with weaknesses in these areas can improve their skills through training, professional development, or obtaining coaching/mentoring from someone who understands these skills. The best news is that once you understand the skills and characteristics that most employer seek, you can tailor your job-search communication — your resume, cover letter, and interview language — to showcase how well your background aligns with common employer requirements. <https://www.livecareer.com/quintessential/job-skills-values>

This can help students to get a better grasp on what each position demands from them plus they will learn that the same job in a different country can be slightly different, so they may have to focus on certain skills if they want to work abroad.

#### Job activities:

These videos explain the typical activities in Construction and engineering, Contact centre, Food and drink, Hair, beauty and nails, Healthcare job roles, Passenger transport, Retail and leisure, scientific services, Waste and cleansing.

<http://www.educationscotland.gov.uk/worldofworkonline/activityvideos/index.asp>

(Working for yourself.)

<http://www.educationscotland.gov.uk/worldofworkonline/workingforyourself/index.asp>

## **SKILLS DEFINED**

## **RESOURCE 1**

### **Communication**

*This is the ability to clearly get your message across to a variety of people so that everyone can understand it.*

*Communication can take place in a variety of ways, for example:*

- Face to face (through meetings or presentations);
- Written (using letters, e-mails or posters); and/or
- By talking on the telephone.

*Communication is also the ability to decide which of the above methods is the best way to get the message across to people.*

### **Teamwork**

*Teamwork is when a group of individuals work together with a common goal. Each person within the team has a role to carry out to ensure the task is completed successfully.*

### **Problem-solving and decision-making**

*This is the ability to:*

- Spot problems on time; and
- Use the information available to make the right decision to solve the problem.

### **Enterprising people:**

*This is the ability to use your imagination to come up with new ideas to improve the workplace. Enterprising people show a willingness and readiness to undertake new challenges even when the outcome is unknown.*

### **Planning and organizing**

*This is the ability to accurately decide the who, what, how and when of achieving a goal or completing a task.*

### **Using ICT**

*This is the ability to use technology as a tool to help manage information, for example:*

- researching on the internet;
- storing information on a database; and/or
- processing letters or communicating with the use of e-mail, PowerPoint or another computer package.

### **Using Mathematics**

*This is the ability to use mathematics to carry out a variety of tasks effectively, for example:*

- calculating percentages;
- measuring and drawing plans; and/or
- analysing graphs and trends to make predictions.

### **Leadership skills**

*This is the ability to:*

- inspire a team of people around you to get them to want to work to their best ability; and
- create a vision that is shared by all so that everyone knows the future goals and how they are going to achieve them.



## **RESOURCE 2**

### **Adjectives for Management**

- *Decisive: possessing the ability to make the right decisions quickly.*
- *Disciplined: having the ability to exercise control over (or ignore) factors that may act as distractions from the task at hand.*
- *Organized: having things (and thoughts) sorted and categorized in such a way that they are easy to find and identify.*
- *Proactive: the ability to plan ahead and implement plans for future eventualities.*

### **Adjectives for Finance**

- *Trustworthy: able to be trusted.*
- *Honest: fair and truthful*
- *Thorough: having a complete and detailed method of dealing with tasks.*

### **Adjectives for Sales**

- *Flexible: possessing the ability to adjust to suit the requirements of the environment.*
- *Dynamic: capable of multiple creative ideas and behaviors of varying categories.*
- *Determined: having a drive to keep working until success is achieved.*

### **Adjectives for Technology**

- *Efficient: quick at carrying out a particular task or range of tasks.*
- *Meticulous: detailed in terms of one's approach to activities.*
- *Complex: Challenging to understand or resolve especially without the advantage of expertise.*
- *Proficient: adept or very good at something. This word is used to describe someone who has expert level knowledge or training in a field.*

### **Adjectives for Customer Service**

- *Amicable: friendly and able to socialize well with others.*
- *Patient: having the ability to endure long waits for resolutions or the desired results without becoming upset.*
- *Pleasant: having a quality (whether by appearance or personality) that makes those around feel comfortable.*
- *Sociable: the ability to comfortably interact with others in various settings.*

### **Adjectives for Marketing**

- *Creative: possessing the ability to come up with new original ideas.*
- *Dynamic: Impressively creative*
- *Energetic: full of energy or very active.*
- *Enthusiastic: having an intense fervor, love, or excitement for something or someone.*

### **Adjectives for Legal**

- *Loyal: committed to someone or something.*
- *Diligent: hard working. Possessing a drive to be thorough and successful in accomplishing goals.*
- *Logical: Capable of clear and thorough reasoning.*
- *Persistent: possessing a drive to ensure that tasks are completed despite challenges. Refusing to give up.*

### **Adjectives for Manufacturing**

- *Methodical: strictly following the requisite steps*
- *Industrious: very hard working*
- *Productive: the ability to accomplish tasks accurately and in good time, resulting in increased output.*
- *Results-driven: Used to describe someone who is thoroughly focused on achieving the targeted objective.*

### **Adjectives for Administrative**

- *Professional: adhering to the rules and principles of the profession.*
- *Structured: organized, methodical or pre-arranged*
- *Consistent: The ability to maintain a predictable set of rules or operational methods.*
- *Strategic: used to describe someone who has the ability to design specific plans to combat specific challenges*

### **Adjectives for Engineering**

- *Attentive: paying special attention to something or someone*
- *Focused: keeping one's attention on the task at hand/ the ability to keep one's thoughts on the present or most oppressing objective.*
- *Capable: having the ability to accomplish the task being discussed or considered.*
- *Innovative: talented enough to come up with new ideas and designs.*

## SESSION 2:

### ACTIVITIES

1. Warm up: Students review the adjectives chosen in the Checklist.
2. Students identify and assess their personal skills, achievement and competencies needed for the job search.

Exercise 1: Study the personality test designed to help you choose a suitable career.

1. What do you like doing?
2. What are you *good at*?
3. What are your greatest strengths?
4. What are your weaknesses? How do you work on your weaknesses?
5. How would you describe yourself (self-perception)? Use the adjectives from the Checklist studied before. Practical, artistic, helpful, ambitious, scientific, orderly, etc.
6. What do you value most in life?

Practical things

Science

Creative arts

Helping people

Success

Exercise 2: When applying for a job, people often prepare a short personal statement to summarise their best qualities. Prepare a short personal statement about yourself. Be positive, but don't exaggerate your qualities! Read your statement to you partner and try to improve it together.

*Example: I am a skilled technician who likes a challenge. I am an energetic worker who is happy to work independently or as part of a team.*

**Resources:** *Technology, Oxford English for Careers.* Ed. Oxford University Press.

# JOB SEARCH OFFERS

## Session 3

### SESSION AIMS:

- List the most interesting employment resources based on the objective of the programme.
- Learn how to use various job search techniques.
- Understand written texts. Read and answers questions about job offers.

### ACTIVITIES:

1. Teacher explains to students the different web pages to use when looking for a job.

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#### *Eures network*

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Job offers from 31 countries in Europe. Information on living and working in Europe.

<http://ec.europa.eu/eures/public/en/homepage>

Job vacancies in European institutions: European Personnel Selection Office (EPSO): [http://europa.eu/epso/apply/jobs/index\\_en.htm](http://europa.eu/epso/apply/jobs/index_en.htm) (Eures)

EURES (Selection process for Spain job vacancies and useful information): <http://www.sepe.es> (Training and employment--Eures)

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#### *Ploteus: European website about learning opportunities*

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Information about learning opportunities around Europe. Programmes like Erasmus or Leonardo da Vinci: <https://ec.europa.eu/ploteus/es>

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#### *European Youth Portal*

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Information sorted out by topics and countries, available in multiple languages. From the information section, select work or study and your country of interests to gain instant access to reliable websites in which you can look for working vacancies, or au pair positions, language learning and studies at all levels.

[https://europa.eu/youth/ES\\_en](https://europa.eu/youth/ES_en)



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## ***CIPAJ- Job vacancies in the UK***

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<http://www.zaragoza.es/ciudad/sectores/jovenes/cipaj/publicaciones/educa030.htm>

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## ***Interesting Webs***

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<https://www.gov.uk/> British public employment service.

<http://reed.co.uk> Job offers in UK

<http://jobsite.co.uk> Job offers in UK

<http://monster.co.uk> Job offers in UK

<http://gumtree.com> Very popular, all sort of adverts and job offers

<http://www.fish4.co.uk/> Job offers in Europe

<https://jobs.theguardian.com/> *The Guardian* newspaper web site

<http://www.thetimes.co.uk/tto/career/> *The Times* newspaper web site

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

<https://www.prospects.ac.uk/> Job offers (by job profiles or sectors) in UK

<http://www.careerone.com.au/> Career One

<https://www.workingabroad.com/> Humanitarian, teaching and environmental volunteer projects worldwide

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## ***Around the world***

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### **EURODESK - INTERNATIONAL BOOKMARKS**

Useful links to find accommodation, jobs, leisure activities, etc.

<https://eurodesk.eu/programmes/search> International programmes for youth.

[www.monster.com](http://www.monster.com) Very popular web for job search, career advice, etc.

[www.anyworkanywhere.com](http://www.anyworkanywhere.com) Part time jobs around the world.

[www.summerjobs.com/do/where](http://www.summerjobs.com/do/where) Summer jobs around the world.

[www.seasonal-jobs.com](http://www.seasonal-jobs.com) Part time job around the world with a specific section for summer jobs.

[www.iagora.com](http://www.iagora.com) First jobs and training, Languages Schools and Universities abroad.

[www.idealists.org](http://www.idealists.org) Jobs and training.

[www.careers.org](http://www.careers.org) Job search and careers advice

[www.ekornferry.com](http://www.ekornferry.com) Recruitment web page

[www.mrnetwork.com](http://www.mrnetwork.com) Recruitment web page worldwide

[www.overseasjobs.com](http://www.overseasjobs.com) Recruitment web page worldwide

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## ***Searching for companies***

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Check their websites for vacancies:

- [www.europages.es](http://www.europages.es) Worldwide enterprises, sorted out by countries, sectors, etc.
- [www.linkedin.com](http://www.linkedin.com) Upload your profile, searching engine, publish your CV.

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## ***Interesting links***

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- <http://ciberconta.unizar.es/enlaces/mejor/traint/> All sorts of links to find jobs, HR consulting and ICT sites
- [www.justlanded.com](http://www.justlanded.com) Expatriates: Work - accommodation - advice
- [www.spaniards.es/](http://www.spaniards.es/) Spanish community in the world
- [www.forolondres.com](http://www.forolondres.com) Spanish community in London. Forums - guides - Tips - Useful resources

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## ***Job adverts: understanding what they mean***

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- <https://nationalcareersservice.direct.gov.uk/advice/getajob/howtofindajob/Pages/jobads.aspx>

**2. Students read the four job offers and answer the following questions.**

1. What are the vacant positions?
  - 1.
  - 2.
  - 3.
  - 4.
2. Who advertised the vacancies?
  - 1.
  - 2.
  - 3.
  - 4.
3. What are you expected to do in each of the offered positions?
4. What educational background is required for the Junior Consultant and Nurse positions?
5. What computer skills are required for the Marketing Officer and Junior Consultant positions?
6. What communication skills are required for the Marketing Officer and Junior Consultant?
7. How can an interested candidate apply for each job?
8. What kind of people is *Cringle Brook Primary School* looking for?
9. How much will you earn as a Junior Consultant per year?
10. What type of contract is offered in the first three positions?
11. It is 1<sup>st</sup> of June. Is there still time to apply for a job as a Marketing Officer and as a Primary School Class Teacher?

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## Marketing Officer

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<https://www.myjobscotland.gov.uk/councils/glasgow/jobs/marketing-officer> (March 16, 2016)

**Ref no:** GLA01086

**Closes:** Sunday, 3rd April 2016

**Published:** Friday, 18th March 2016

**Location:** 220 High Street, Glasgow

**Salary:** £25,914.90 - £30,423.45 per year

**Hours:** 35.00 hours per week

**Contract Type:** Permanent

**Position Type:** Full Time

**Organisation:** Glasgow  
Glasgow Life

**Category:** Marketing / PR

**Sub-category:** PR / Corporate Communications

### Job Description

We are looking for an experienced Marketing Officer to join our External Relations team to deliver a varied and exciting portfolio of projects including Celtic Connections, our internationally renowned music festival; our Cultural Venues marketing for Glasgow Royal Concert Hall, City Halls and Old Fruit market and the programme of performances and learning through Glasgow Music.

### As Marketing Officer, you will:

- Plan, manage and deliver marketing strategies for Arts, Music & Cultural Services
- Deliver marketing strategies by utilising the marketing mix to select tactics most appropriate for your audiences including advertising, digital marketing, direct marketing and social media.
- Work to targets for ticket sales and income generation
- Play an integral role in the business planning process for the service
- Working to strict timescales, manage the marketing of a number of varied projects simultaneously
- Monitor and report on service marketing budgets

### To be successful in this role you have the following skills and experience:

- Previous experience of delivering marketing services with a focus on audience development and income generation
- Knowledge, experience or interest in music/arts
- Excellent communication and organisational skills
- Strong digital skills and knowledge of CRM systems
- Confident giving guidance and support to colleagues
- Project planning and delivery skills
- Effective time management skills
- A marketing qualification and/or relevant experience desirable

Please note the closing date of the job advert to ensure that you give yourself plenty of time to complete your application form and return it to us. - See more at: <https://www.myjobscotland.gov.uk/councils/glasgow/jobs/marketing-officer>



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## *Junior Consultant – Automotive*

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<http://www.reed.co.uk/jobs/junior-consultant-automotive/29045191#/jobs/germany> (April 4, 2016)

- 50829, Germany
- Permanent, full-time
- €36,000 - €44,000 per annum
- 29 applications

This is a great opportunity to start your international career in Germany within project management for OEM Vehicle Product Development projects.

- Location: Cologne, Germany

KCIG is a forward thinking company that actively works hand in hand with some of the world's leading automotive manufacturers and suppliers. With offices in the UK and Germany we are dedicated to providing the uppermost level of quality standards and service within a highly competitive industry. We support our clients in relevant areas in Product Development: in Project Management, Engineering, Business and Data Management.

### **Job Specifics**

- Project management support in vehicle product development
- This includes strong interaction with the customers' program teams to ensure program requirements are aligned with the engineering requirements for new vehicle development programs
- Furthermore, this includes setting up meetings with all relevant stakeholder groups, updating relevant documentation, preparing reports and presentations on project status.
- Consolidate technical and business project requirements, assessments and related issues and interact with customers
- Create work plans to resolve all requirements to support project targets

### **The Ideal Candidate**

- University degree (engineering or business related studies)
- Initial practical experience in a similar role and environment within the automotive industry would be preferred
- Very good communication skills and a good understanding of project management
- Proficiency with MS Office: Word, Excel, PowerPoint, Outlook
- Fluency in written and oral English is mandatory (German language skills are not required)
- The selection process for our consultant team includes an assessment day for successful candidates.

### **YOUR BENEFITS**

- Personally focused international career development opportunities
- Direct experience working with some of the world's largest automotive and industry leaders
- Access to further training and learning opportunities
- Highly competitive remuneration based on experience
- A position within a multicultural team

### **Your Application**

We are looking forward to your online application with your CV and relevant references (max. 2MB/document) via our career site directly:

[https://career.kcig.eu/bewerbungform\\_extern.php?sid=191&lang=en](https://career.kcig.eu/bewerbungform_extern.php?sid=191&lang=en)

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## *Cringle Brook Primary School Class Teacher, Year 3*

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<http://www.teach-manchester.org/Vacancies/Details.aspx?vacancyID=8518#apply> (April 4, 2016)

Do you want the chance to work in a forward thinking, locally based Multi Academy Trust? Would you relish the opportunity to work with highly motivated and innovative staff who always put the children first and have the highest aspirations for each individual? We are looking for a dynamic teacher to join our team at Cringle Brook Primary School in Levenshulme to teach a Year 3 Class.

- Location: Manchester
- Salary: Teachers Main scale
- Contract: Full Time Permanent
- Applications Close: 29/04/2016 10:00
- Start Date: 01/09/2016
- NQTs Considered: Yes

[www.cringlebrookprimary.org](http://www.cringlebrookprimary.org)

### **Job details**

The successful candidate will be creative and innovative in their approach to learning, someone who can demonstrate a strong track record of outstanding teaching. They will be a creative and highly motivated professional who has a very positive, 'can do' attitude.

### **A very strong commitment to raising aspiration and attainment in an urban setting is essential.**

Cringle Brook Primary is a new one form entry primary school which opened in 2014 and offers a personalised approach to learning. It currently has Reception, year 1 and 2 children and will grow each year. The team are highly committed and motivated and have the children's needs at the Centre of everything they do. We would strongly encourage candidates to make an appointment to look round the school to see first-hand what a special place our school is.

### **Kingsway Community Trust can offer you:**

- A thriving learning community with a positive ethos and innovative approaches
- A supportive and empowering environment, supported by a National Leader of Education
- The support of a well-established, highly successful and forward thinking Trust
- A culturally rich and diverse urban community

### **Safeguarding information**

We are fully committed to safeguarding and promoting the welfare of children, younger learners and vulnerable adults and we expect all staff and volunteers to share the same commitment. The above post will be subject to enhanced DBS checks, satisfactory references and will be exempt from the provisions of the Rehabilitation of Offenders Act 1974.

### **How to apply - information for applicants**

Candidates should return the CV to [s.beecher@kingswaycommunitytrust.co.uk](mailto:s.beecher@kingswaycommunitytrust.co.uk). Please quote vacancy reference - **MCC352/2036-14S**

**Closing Date: 29 April 2016 10:00**

**Shortlisting: 02/05/2016**

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## Nurse

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[http://www.jobsite.co.uk/job/paralegal-nurse-955562526?src=search&tmpl=lin&sctr=LW&position=3&page=1&engine=stepmatch&search\\_referer=internal](http://www.jobsite.co.uk/job/paralegal-nurse-955562526?src=search&tmpl=lin&sctr=LW&position=3&page=1&engine=stepmatch&search_referer=internal) (April 4, 2016)

Looking for a qualified **nurse** who is not looking to practice nursing. The right candidate will be using their qualifications as **nurse** to interpret notes and reports. Responsible to: Head of clinical Negligence Job Purpose - Paginating Medical Reports -... in patients/out patients, Theatre, A&E, Ambulance Qualifications/skills required to perform role - Qualified **Nurse** SEN/SRN -

Salary: £19,000 - £20,000

Location: Skelmersdale Hospital

Date Posted: 30-Mar-2016

Job Type: Permanent

Start Date: ASAP

Ref No: 264634-SR002

Looking for a qualified nurse who is not looking to practice nursing. The right candidate will be using their qualifications as nurse to interpret notes and reports.

Responsible to: Head of clinical Negligence

### Job Purpose

- Paginating Medical Reports
- Assessing history and create summaries
- Preparing chronologies
- Separating the different medical departments eg – clinical records, in patients/out patients, Theatre, A&E, Ambulance

### Qualifications/skills required to perform role

- Qualified Nurse SEN/SRN
- Ability to interpret medical notes

### Apply now

[http://www.jobsite.co.uk/job/paralegal-nurse-955562526?src=search&tmpl=lin&sctr=LW&position=3&page=1&engine=stepmatch&search\\_referer=internal](http://www.jobsite.co.uk/job/paralegal-nurse-955562526?src=search&tmpl=lin&sctr=LW&position=3&page=1&engine=stepmatch&search_referer=internal)

Answers Key:

1. 1. Marketing Officer, 2. Junior Consultant, 3. Primary School Class Teacher, Year 3, 4. Nurse
2. 1. Glasgow Council, UK 2. KCIG Company, Germany 3. Cringle Brook Primary School, UK 4. Skelmersdale Hospital, UK
3. 1. Plan, manage and deliver marketing strategies for Arts, Music & Cultural Services
  - Deliver marketing strategies by utilising the marketing mix to select tactics most appropriate for your audiences including advertising, digital marketing, direct marketing and social media.
  - Work to targets for ticket sales and income generation
  - Play an integral role in the business planning process for the service
  - Working to strict timescales, manage the marketing of a number of varied projects simultaneously
  - Monitor and report on service marketing budgets
2. - Project management support in vehicle product development
  - strong interaction with the customers' program teams to ensure program requirements are aligned with the engineering requirements for new vehicle development programs
  - Furthermore, this includes setting up meetings with all relevant stakeholder groups, updating relevant documentation, preparing reports and presentations on project status.
  - Consolidate technical and business project requirements, assessments and related issues and interact with customers
  - Create work plans to resolve all requirements to support project targets
3. The tasks, which the candidate will do, are not described, only job details.
4. - Paginating Medical Reports
  - Assessing history and create summaries
  - Preparing chronologies
  - Separating the different medical departments eg – clinical records, in patients/out patients, Theatre, A&E, Ambulance
4. Junior Consultant: University degree (engineering or business related studies) and Nurse: Qualified Nurse SEN/SRN.
5. Marketing Officer: Strong digital skills and knowledge of CRM systems and Junior Consultant: Proficiency with MS Office: Word, Excel, PowerPoint, Outlook.
6. Marketing Officer: Excellent communication skills and Junior Consultant: Very good communication skills.
7. Marketing Officer: completing an application form (from their web page) and returning it to them before the closing date of the job advert.  
Junior Consultant: online application with the candidate CV and relevant references (max. 2MB/document) via their career site.  
Teacher: Candidates should return the CV to [s.beecher@kingswaycommunitytrust.co.uk](mailto:s.beecher@kingswaycommunitytrust.co.uk) with the vacancy reference - MCC352/2036-14S.

Nurse: web page [http://www.jobsite.co.uk/job/paralegal-nurse-955562526?src=search&tmpl=lin&sctr=LW&position=3&page=1&engine=stepmatch&search\\_referer=interna](http://www.jobsite.co.uk/job/paralegal-nurse-955562526?src=search&tmpl=lin&sctr=LW&position=3&page=1&engine=stepmatch&search_referer=interna)

8. *They are looking for a dynamic teacher, creative and innovative in their approach to learning, someone who can demonstrate a strong track record of outstanding teaching. The candidate will be a creative and highly motivated professional who has a very positive, 'can do' attitude.*
9. *It will learn €36,000 - €44,000 per year.*
10. *It is offered a full time permanent contract.*
11. *Marketing Officer: there is still time to apply for the job but not for Primary School Class Teacher as the close date was the 24<sup>th</sup> April.*

**3. Choose one of the positions and write a short paragraph about the next questions:**

- Why would you like to have this job?
- What have you done in the past that will help you to succeed in this job?
- What strength / skills do you possess that may be useful if you got the job?

# WRITING A CV

## Session 4

### SESSION AIMS:

- Understand the purpose of a CV.
- Learn the most useful expressions about how to prepare different models of CVs.
- Learn some practical advices about how to prepare a suitable CV and identify what needs to be included in a good CV.
- Review different models of European CV
- Prepare a CV based on the

### ACTIVITIES:

**1. Teacher introduces the topic of applying for a job. Teacher asks the following questions and students discuss in class:**

- \* What document do you need to write and send when you apply for a job?
- \* What is a CV? What information can you find in a CV? Do you have a CV?
- \* Why is it important to have a good CV?

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*A **CV** is an essential marketing document that demonstrates your personal and professional skills. It is your advertisement to the employer, the goal of which is to obtain an interview.*

---

**2. What do you know about a CV? Complete the following CV with the words or expressions given in the chart:**

**Education and Qualifications • Career Objective •  
Work Experience • Referees • Skills • Personal Details •  
Interests and Achievements**



**Peter Smith**

1.....

It is essential to provide your full name; your date of birth is up to you whether you want to, usual postal address, phone number and email.

**Date of Birth:** 1 February 1994  
**Address:** 12 Orchard Grove, Kent  
**Phone:** 0114 555 0000  
**Email:** [helen.smith@hotmail.co.uk](mailto:helen.smith@hotmail.co.uk)

2.....

- It explains what you're looking for and what you can offer. It shows that you've thought about what kind of work you want to do
- Even if you're just starting out, it's good to write down what you would like out of a job and what's the best thing you can offer
- Keep it brief (one or two sentences). It can be written specifically to suit each job you apply for or it can be more general to suit your overall career or job goals

I am a fast and accurate writer, with a keen eye for detail and I should be very grateful for the opportunity to progress to market reporting. I am able to take on the responsibility of this position immediately, and have the enthusiasm and determination to ensure that I make a success of it.

3.....

You can list your qualifications in order of the most recent and most relevant first. Give details on the title of your qualification, where you studied, the grade you were awarded and the date you achieved it. Do not include qualifications with no relevance to the job.

**2011–2012:** Business Administration course, King Alfred's Business School, Cambridge.  
**2011:** Graduated from Meadowbridge Secondary School, Meadowbridge, Kent.

4.....

- You can list your jobs in order of the most recent and most relevant first. Include the full job title, name of employer and start and finish dates.
- If you have little work experience, you can emphasize the personal skills and attributes that you have. You can also include voluntary work.

**2012 to present:** Junior Administrative Assistant, Meadowbridge Secondary School, Meadowbridge.

**2010-2012:** Football coach, Meadowbridge Secondary School, Meadowbridge.

5.....

You will be able to link your key skills to workplace experience, but if this is not possible then try to cite ways in which you have used them outside of employment situations.

- Good conversational French, basic Spanish
- Knowledge and practical use of personal computer including word processing, spreadsheets, email and websites.
- A team player, able to motivate.

6.....

- Football Club member
- Captain of school football team
- Travel
- Completed basic first aid

- Writing a bit about what you do in your spare time helps an employer get to know you. It's another chance to draw attention to your abilities and achievements.
- Include any formal achievements e.g. awards or certificates such as First Aid, a music or sport qualification
- Now think about more informal achievements (things you're proud of) based on your activities, hobbies and interests both in school and out of school e.g. clubs you belong to, tasks you help out with at home or in the community

It can be someone who knows you well, like a colleague, team-mate, coach, mentor, teacher or another member of the community you've worked with or helped out. Make sure you provide up-to-date contact details (Title: Ms, Professor, Doctor, etc. Name, Position Title, Organisation Name, Address, Telephone, email of your referees and always make sure you have permission before including them in a resume.

7.....

**Mr JohnSinclair**

Head-Teacher Languages Department, Meadobridge Secondary School, Meadowbridge  
Phone: 0114 222 3333

**Mrs Jane Walker**

Teacher, King Alfred's Business School, Cambridge.  
Phone: 0114 666 4444



3. Students write down the most important aspects a good CV should contain by looking the CV before. (*See Resource 3*)

### **Resource 3 Basic information that a CV must contain.**

(<http://www.monster.co.uk/career-advice/article/what-are-the-basic-elements-of-a-cv> )

<b>Personal details</b>	Include your name, address, phone numbers (country code number) and email address so any interested employers can contact you easily. Information such as nationality, age and driving license status are optional.
<b>Career Objective</b>	<p>This is a brief (1-4 lines in length), optional statement about your short to mid-term career aspirations. You can use an objective statement to draw links between your skills and a particular position, and to give the reader a focal point from which to review your document. It communicates to the reader how and where you would like to utilise your degree and your skills. This is useful if you are undergoing a career transition from one field into another, or if there are many potential career pathways for your degree.</p> <p>Start with a goal, an objective. It may be helpful to ask yourself questions like: What do I want to be doing? Where do I want to be? Your career objective is a personal statement which defines the specifics which you wish to attain with respect to your professional work.</p>
<b>Education and qualifications</b>	In reverse chronological order, give brief details of your academic and professional qualifications along with the grades you achieved. If you're looking for your first job since leaving education, include this information above any work experience, volunteer or relevant tasks you may have done during your school years (e.g. representative, head of music band, etc.).
<b>Skills</b>	Whether you realise it or not you will have picked up many skills over the years, some tangible, some less so. Include every IT package or programmed you have used as well as any foreign language skills you have gained, and state whether you're at a basic, intermediate or advanced level. Skills such as communication and project management are harder to substantiate and should be backed up with examples.
<b>Interests and Achievements</b>	Including these is optional and often used to fill up space at the end of the document. The idea is to give the interviewer a more rounded picture and, perhaps, something more personal to discuss at an interview.
<b>References</b>	It's not necessary to list referees on your CV, but you should state that details are available on request. If this is your first job, it's a good idea to nominate tutors or mentors. You'll obviously need to choose references that you're confident will give positive remarks, but you should also make sure they would be easily contactable by potential employers when the time comes.

#### 4. Tips and advice for a good CV.

(<http://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2012/mar/15/cv-tips-first-arts-job>)

- CVs should be in a simple format and font.
- It must be carefully and clearly presented, and printed on clean white paper.
- It must be clear and concise so two pages of A4 is enough.
- Tailor a CV to a specific job - it is vital to ensure the CV is relevant to each job application, rather than sending the same generic CV.
- Understand the job description. The clues are in the job application, so read the details from start to finish. Take notes and create bullet points, highlighting everything you can satisfy and all the bits you can't. With the areas where you're lacking, fill in the blanks by adapting the skills you do have. A useful approach is to highlight key words in the job advertisement (see the example below where these words have been underlined). This will also be helpful for you in focusing both your CV and your cover letter.

##### **Example: Administration Support Officer**

*Do you enjoy the environment of a back office function, like working in a large team but also have the ability to take ownership of your work and work autonomously?*

*We are looking for individuals who have excellent attention to detail, time management skills and ability to prioritise their administration duties to support the Customer Service Sales team.*

*Other key skills you will need to display to be successful in winning one of these positions are: ability to self-manage your work, take ownership of your daily, weekly and monthly commitments, intermediate data entry and computer literacy.*

- Making the most of skills. Under the skills section of your CV don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; computer skills; team working; problem solving or even speaking a foreign language.
- Making the most of experience. Use assertive and positive language under the work history and experience sections, such as "developed", "organised" or "achieved". Try to relate the skills you have learned to the job role you're applying for. For example: "The work experience involved working in a team," or "This position involved planning, organisation and leadership as I was responsible for a team of people".

- Including references. References should be from someone who has employed you in the past and can vouch for your skills and experience. If you've never worked before you're OK to use a teacher or tutor as a referee. Try to include two if you can.
- Keep your CV updated. It's crucial to review your CV on a regular basis and add any new skills or experience that's missing. For example, if you've just done some volunteering or worked on a new project, make sure they're on there.

## 5. Check the links to find out how to write a successful CV:

---

### *Links:*

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- CV examples, templates and advice:

<http://www.cvtips.com>

Seek Career Resources: [www.seek.com.au/career-resources/](http://www.seek.com.au/career-resources/)

Monster: <http://career-advice.monster.com/>

- CV templates

<http://www.monster.co.uk/career-advice/cv-writing-job-application/free-cv-templates/>

- How to write a CV:

<http://www.kent.ac.uk/careers/cv.htm>

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### *Create your CV on-line:*

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Five documents to make your skills and qualifications clearly and easily understood in Europe:

- Two documents freely accessible, completed by European citizens:

- The Curriculum Vitae helps you present your skills and qualifications effectively and clearly. You can create your CV online using tutorials or download the template, examples and instructions. <https://europass.cedefop.europa.eu/en/documents/curriculum-vitae> - EUROPASS (**see Resource 4**)
- The Language Passport is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

- Three documents issued by education and training authorities:

- the Europass Mobility records the knowledge and skills acquired in another European country;
- the Certificate Supplement describes the knowledge and skills acquired by holders of vocational education and training certificates;
- the Diploma Supplement describes the knowledge and skills acquired by holders of higher education degrees.

- A network of National Europass Centers - the first point of contact if you want to learn more about Europass.

Its objective:

- to help citizens communicate their skills and qualifications effectively when looking for a job or training;
- to help employers understand the skills and qualifications of the workforce;
- to help education and training authorities define and communicate the content of curricula.

<https://europass.cedefop.europa.eu/en/about>

- UK Career Service:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

- CV Builder: <https://nationalcareersservice.direct.gov.uk/tools/cv/Pages/default.aspx>

(You need to be registered)

<http://www.monster.co.uk/career-advice/cv-writing-job-application/free-cv-templates/>

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### *CV Formats:*

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<https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/formats.aspx>

Using different CV formats helps to draw employers' attention to your most relevant and saleable skills and experience. Find out which format will put your experience in the best light.

- **Student / graduate CV:** (see **Resource 5**) You might consider using a student or graduate CV if:
  - you're still at school, college or university
  - you've recently finished a full-time course

With a student or graduate CV you highlight your qualifications first, if you've been in full-time education most of your life, your qualifications will probably be your main achievement. If you don't have a lot of work experience, try to make your course work relevant to the skills you'd use in the job. For example, you probably use time management, research and IT skills every day. You may also be able to say you're a fast learner, and are up to date with the latest equipment and techniques in your field.

<https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/cvstudent.aspx>

- **Performance CV:** (see Resource 6) A performance CV is the most popular type of CV. It highlights job titles and company names, starting with your most recent job and working backwards. However, you begin with an 'Achievements' section, which highlights impressive achievements that can make you stand out from other candidates. Under each job title you list your responsibilities in the role.  
<https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/cvperformance.aspx>
- **Functional CV:** (see Resource 7) A functional CV is a skills-based CV format. These formats can be useful if you're looking for a career change. This is because they focus on your transferable skills and experience, rather than on job titles, companies, and how long ago you got the experience. In a functional CV you promote your skills and achievements in three to six 'functional headings'.  
<https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/cvfunctional.aspx>
- **Targeted CV:** (see Resource 8) A targeted CV is a skills-based CV format. This format can be useful if you're looking for a career change. This is because it focuses on your transferable skills and experience, rather than job titles, companies, and how long ago you got the experience. It's called a targeted CV because you use it to aim for a specific type of job. You only include details that are relevant to the job you are applying for. These are listed in two separate sections: abilities and achievements.  
<https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/cvtargeted.aspx>

**6. Write a CV according to one of the jobs offered in the previous session. Use one of the CV templates to write down your own CV. (You can follow the next steps)**

Six steps to preparing a CV

1. Define who you are through self-assessment
2. Research the employer and what they are looking for
3. Match yourself to the employer's requirements
4. Plan the resume structure and what information to include
5. Create the content of your CV
6. Present your CV professionally



## RESOURCE 4: EUROPASS CV



Curriculum Vitae

### PERSONAL INFORMATION **Betty Smith**

📍 32 Reading rd, Birmingham B26 3QJ United Kingdom

☎ +44 2012345679 📠 +44 7123456789

✉ [smith@kotmail.com](mailto:smith@kotmail.com)

💬 AOL Instant Messenger (AIM) [betty.smith](#)

Sex Female | Date of birth 01 March 1975

### JOB APPLIED FOR **European project manager**

### WORK EXPERIENCE

#### August 2002 – Present **Independent consultant**

British Council  
123, Bd Ney, 75023 Paris (France)

Evaluation of European Commission youth training support measures for youth national agencies and young people

#### March 2002 – July 2002 **Internship**

European Commission, Youth Unit, DG Education and Culture  
200, Rue de la Loi, 1049 Brussels (Belgium)

- evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
- organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures

Business or sector [European institution](#)

#### October 2001 – February 2002 **Researcher / Independent Consultant**

Council of Europe, Budapest (Hungary)

Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

### EDUCATION AND TRAINING

#### 1997 – 2001 **PhD - Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research on e-learning**

Brunel University, London United Kingdom

#### 1993 – 1997 **Bachelor of Science in Sociology and Psychology**

Brunel University, London United Kingdom

- sociology of risk
- sociology of scientific knowledge / information society
- anthropology
- E-learning and Psychology
- research methods

**PERSONAL SKILLS** ■

Mother tongue(s) English

Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user  
[Common European Framework of Reference for Languages](#)

**Communication skills** - team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team  
 - mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes  
 - intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

**Organisational / managerial skills** - whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002  
 - during my PhD I organised a seminar series on research methods

**Computer skills** - competent with most Microsoft Office programmes  
 - experience with HTML

**Other skills** Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

**Driving licence** A, B

**ADDITIONAL INFORMATION** ■

**Publications** 'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).



### Before you start: Five basic principles for a good CV

#### 1. Concentrate on the essentials

- Employers generally spend less than one minute reading a CV before deciding to reject it, or to shortlist it for detailed consideration. If you fail to make the right impact, you missed your chance.
- If applying for an advertised vacancy, always ensure that you comply with any application process entirely. The vacancy notice might specify: how to apply (CV, application form, online application), the length and/or format of the CV, whether a covering letter is required, etc.
- Be brief: two A4 pages are usually more than enough, irrespective of your education or experience. Do not exceed three pages. If you hold a degree, include your secondary school qualifications only if relevant to the job in question.
- Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.

#### 2. Be clear and concise

- Use short sentences. Avoid clichés. Concentrate on the relevant aspects of your training and work experience.
- Give specific examples. Quantify your achievements.
- Update your CV as your experience develops. Don't hesitate to remove old information if it does not add value for the position.

#### 3. Always adapt your CV to suit the post you are applying for

- Highlight your strengths according to the needs of the employer and focus on the skills that match the job.
- Do not include work experience or training which is not relevant to the application.
- Explain any breaks in your studies or career giving examples of any transferable skills you might have learned during your break.
- Before sending your CV to an employer, check again that it corresponds to the required profile.
- Do not artificially inflate your CV; if you do, you are likely to be found out at the interview.

#### 4. Pay attention to the presentation of your CV

- Present your skills and competences clearly and logically, so that your advantages stand out.
- Put the most relevant information first.
- Pay attention to spelling and punctuation.
- Print your CV on white paper (unless you are asked to send it electronically).
- Retain the suggested font and layout.

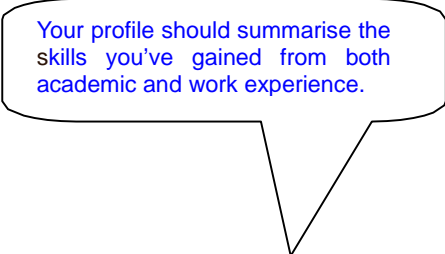
#### 5. Check your CV once you have filled it in

- Correct any spelling mistakes, and ensure the layout is clear and logical.
- Have someone else re-read your CV so that you are sure the content is clear and easy to understand.
- Do not forget to write a cover letter.

## **RESOURCE 5: EXAMPLE STUDENT/GRADUATE CV**

### **Michael Davies**

14 Any Road Manchester, M72 1DE  
Home: 0161 23000200  
Mobile: 077825678567  
[md75@email.co.uk](mailto:md75@email.co.uk)



Your profile should summarise the skills you've gained from both academic and work experience.

#### **Profile**

A versatile and professional law graduate with wide ranging experience in a variety of law-related areas including youth offending, debt and benefits advice, employment law, and housing. Seeking to combine academic achievements and work experience in a challenging role within the voluntary sector.

#### **EDUCATION AND QUALIFICATIONS**

2009–2012	<b>LLB (Hons) in Law</b> Nottingham Trent University Optional course modules: Employment Law, Contract Law, Consumer Law, Law and Medical Ethics, European Law.
2007–2009	Nottingham Sixth Form College <b>3A-Levels</b> English Language (A) Psychology (B) Business Studies (B)
2002–2007	Ashburton Secondary School 9 GCSEs Grades A –C

#### **Voluntary Experience**

##### **2010 – 2013 Volunteer Advisor, TGH Advice Centre**

- Providing independent, confidential and impartial advice to clients on debt, benefits, employment, housing, relationship and family issues for local voluntary organisation
- Interviewing clients face-to-face and over the phone to establish their needs
- Drafting letters and making calls on behalf of clients
- Referring clients to specialist caseworkers for complex problems or signposting to other agencies when appropriate
- Assisting clients to negotiate with companies and service providers to resolve any difficulties.

### 2007–2009 Volunteer Mentor, Youth Offending Team

- Providing one-to-one support, guidance and encouragement to young people who are at significant risk of offending or re-offending
- Maintaining confidentiality, whilst ensuring child protection procedures and issues of disclosure are followed
- Supporting mentees to set positive goals and work towards achieving these
- Establishing and maintaining regular and timely contact with mentees.

Separating the voluntary work from the paid work can help to make the voluntary work more prominent. In this instance the voluntary work is the most relevant.

### Work Experience

#### 2007–2009 Bar Supervisor, Student Union Bar

- Served customers, maintaining excellent levels of customer service during busy periods
- Managed the bar in line with health and safety regulations
- Trained and supervised new bar staff
- Key-holder and responsible for opening and closing the bar within licensing hours
- Planned and organised staff rotas
- Ensured the bar area was stocked and well maintained.

Although this role may not be relevant to the new area of work, it highlights transferable skills and experience such as supervisory and management skills.

### Additional Information

- Confident with a range of IT packages including Word, Excel, Powerpoint, internet and e-mail
- Fluent in Spanish and French
- Full, clean driving licence.

Positions of responsibility related to sport such as team captain may not be related to the job but highlight leadership qualities.

### Interests

- Team captain of the university hockey team
- Active member of the university Student Union.

### References

- Available on request.

## RESOURCE 6: EXAMPLE PERFORMANCE CV

### Julie Jones

32 Any Street, Birmingham, B1 8AB  
077915577788  
0121 345 67893  
julie239@email.com

Drawing attention to ten years working as a PA immediately tells the reader Julie has a wealth of experience.

#### Profile

An organised, confident and motivated PA with ten years' experience. Communicates confidently and effectively at all levels and uses initiative to meet the highest standards. Always striving to go the extra mile in order to achieve the set goal. Seeking new challenges and additional responsibility to progress career.

#### Achievements

Julie has created an achievements section, which is the special section you include on Performance CVs. You can use this section to highlight impressive achievements in and out of work.

- Promoted to the role of PA to the General Manager whilst at Johnson's Packaging
- Completed the Girlguiding UK Adult Leadership scheme to become a Guide Leader
- Completed the Birmingham half Marathon, raising £5,000 for charity.

#### Experience

Achievements from voluntary work are still relevant because they highlight leadership skills.

Promotions show you've been trusted with additional responsibility.

#### Birmingham Royal Hospital

#### Medical Secretary

2005-2013

- Providing secretarial and administrative support to a consultant and a team of junior doctors
- Summarising all incoming correspondence into patients' medical records
- Arranging meetings, managing diary, dealing with appointment requests
- Actioning all GP referrals, liaising with other internal and external hospital departments
- Audio typing and copy typing of clinic letters and operating lists
- Clinical coding of all incoming patient correspondence.

#### Birmingham City Council

#### Secretary

2002-2005

- Provided secretarial support to a manager of busy education department
- Drafted and typed letters and other documents
- Updated records using computer database and spreadsheet software
- Administered all incoming and outgoing post
- Ensured all filing systems were up to date.

Job title, company name and dates are all included with responsibilities in bullet points.

**Johnson's Packaging      PA/Administrative Assistant      1999-2002**

- Supervised administrative staff and delegated tasks
- Audio typing and copy typing of documents
- Managed general manager's diary
- Organised travel arrangements for international travel.

**Qualifications**

First Aid at work qualification

Birmingham College of Further Education

- CLAIT

1998

Adult Centre

- NVQ levels 1-4 in Business and Administration

1989

Brunswick County Secondary School 1975 – 1986 & 1975 – 1980

- 3 O Levels                      Grade B
- CSE English                    Grade 1

On Performance CVs the Qualifications section is below the Experience section. This draws more attention to the professional experience she's gained.

**Interests**

Girl Guides, Assistant Leader – assisting in the running of a local Girl Guides group.

Sports – swimming, running and general keep fit.

**References**

- Available on request.

## RESOURCE 7: EXAMPLE PERFORMANCE CV

---

### Amanda Davies

14 Any Street  
Nottingham, NG23GD  
Telephone: 077923134567  
Mandy425@email.com

This style of CV moves the focus away from individual job roles. It highlights transferable skills, which are explained under headings. This makes it clear to potential employers what Amanda could bring to a job.

#### Profile

Considerable experience in the education sector both as an English teacher and Head of Department. A proven record of supporting, coaching and training staff and students to achieve goals. An effective communicator with good project management and analytical skills.

#### Leading, Coaching and Mentoring

This section can be used to highlight experience from recent jobs but also less recent jobs that may not be as prominent on a Performance CV.

- Leadership qualities and the ability to manage challenging behaviour effectively
- Mentoring various members of staff through Initial Teacher Training and their first line management posts; coaching, developing and supporting staff with personal issues and work problems
- Providing ongoing pastoral care to students
- Decision making regarding teaching methods, design of the school curriculum, departmental budgets and staff recruitment.

#### Communication

- Excellent written and verbal communication skills, with the ability to communicate subject material to students of mixed abilities and backgrounds
- Establishing and maintaining positive relationships with fellow professionals and parents.

#### Project Management

Amanda can change the section headings for each job, selecting the most appropriate.

- Designed and implemented a new school intranet site
- Initiated pilot project with local Connexions Service, providing help and support with careers guidance and work experience placements for students
- Organising and supervising after-school activities including educational visits, sporting events and school productions.

## Experience

This section still shows details of the job title, company name and dates but it's less prominent than on a Performance CV.

2008-2012	Trent Secondary School	Head Department English Teacher
2005-2008	City of Nottingham Secondary School	English Teacher
2003-2005	Stonecrest Upper School	English Teacher

## Training

- Coaching in the Workplace Certificate
- Various line management training including: setting objectives and conducting appraisals; team leadership; motivating staff; recruitment and selection; assertiveness at work
- Sector-related learning and development – equality and diversity; child protection
- First aid qualifications
- Various IT training courses including Word, Excel, Powerpoint, Internet and email.

## Qualifications

- Bachelor of Education (BEd) degree (2:1) – University of Warwick (2003)
- 3 A Levels – English Language (B), English Literature (B), French (B)
- 8 GCSEs Grade A to C.

## Additional Information

Full, clean driving licence.

Language skills – fluent in French, conversational Spanish.

## Interests

Sports – taking part in a range of sports and outdoor pursuits including canoeing, rock climbing and diving.

Fundraising co-ordinator for local children's charity.

## References

Available on request.

## RESOURCE 8: EXAMPLE TARGETED CV

### **Adam Bowers**

109a Any Road, Rotherham, South Yorkshire, S63 3AB  
[adam-bowers@email.co.uk](mailto:adam-bowers@email.co.uk)  
07787 9159938

#### **Profile**

With 20 years' experience in the construction industry as a labourer, bricklayer and plant operator, combined with practical, hands-on experience in carpentry and electrics. Physically fit with a good head for heights. Precise, accurate and a flexible worker. Currently seeking construction work in the UK or overseas.

In this format of CV allows you to choose

which abilities and achievements will be appropriate for the job you are applying for. This is different from a format like Performance where you would list all your responsibilities

#### **Abilities**

- Assisting various tradespersons such as carpenters, plasterers, electricians and plumbers with site duties
- Concreting – layering and smoothing concrete for foundations, floors and beams
- Road working – concreting, laying kerbs, paving and re-surfacing
- Ground working – marking out and digging shallow trenches for foundations and drains
- Dry lining – fixing internal plasterboard or wallboard partitions ready for decorating
- Awareness of on-site health and safety, especially when working at heights and carrying loads
- Knowledge of small build to large scale construction projects
- Confident in driving earth moving bulldozers, dumper trucks and compactors.

Achievements and responsibilities are different. Responsibilities could be undertaken by whoever was doing the job; achievements are unique to you. They can make you stand out from other candidates.

#### **Achievements**

- Selected to travel overseas with a previous employer to work on the construction of a new hospital in France, which at the time was behind schedule, ultimately helping to bring it in within budget and on time
- Achieved On-Site Safety Award for commitment to health and safety
- Worked voluntarily every weekend for three months to help build a local community centre, taking on-site supervisor responsibilities



- Regularly support local football club with groundwork duties, relaying a new pitch prior to the start of the new football season and assisting with maintenance throughout the year.

The work history section is different from a standard Performance CV as it just includes dates, job title and company name.

## Work History

2012 – 2013	General Labourer/Plant Operator	Thomas Construction
2011 – 2012	Bricklayer	GBH & Sons Builders
2010 – 2011	Various construction roles In Europe, USA and Africa	Smith and Weston
2008 – 2010	Bricklayer	Barns Homes Ltd
2002 – 2008	Various construction roles	Greens Employment Agency
1999 – 2002	Apprentice Electrician	Barnetts Electricals
1995 – 1999	Apprentice Joiner	Jones and Haywood

Adam started two Apprenticeships when he left school but did not finish them. However, he did gain valuable skills that he has continued to use. He has therefore listed them but has not included a related qualification.

## Qualifications and Training

- **Construction Skills Certification Card (CSCS)** – construction site health and safety certificate after successfully completing the Experienced Worker Practical Assessment (EWPA) (expires 2015)
- **Construction Plant Competence Scheme (CPCS)** – in-date licence to drive construction plant machinery (expires 2015)
- **City & Guilds (6217-08) Basic Construction Skills; Multi-crafts**
- 5 CSEs
- Fork lift truck licence
- Full UK driving licence.

Adam has included expiry dates of his licences so employers will know they are in date.

## Interests

I regularly work out and I am a member of a local gym. I play for my local football team and also enjoy outdoor activities, including fishing and diving.

## References

- Available on request.

These interests may not be directly relevant for the work he is applying for but they do highlight his physical fitness (an important factor in such a physical job).

# HOW TO WRITE AN APPLICATION LETTER

## Session 5

### SESSION AIMS:

- Explain what an application letter is.
- Explain the purpose of sending an application letter along with a CV.
- Explain basic, effective letter formats used for application letters.
- Prepare an application letter based on the objective of the programme.

### **ACTIVITIES:**

#### **1. Discuss the importance of the application letter.**

It is usually the first piece of an application that is read.

The application letter is going to be the way we “introduce ourselves” to someone who is doing the hiring.

An application letter is a brief letter attached to a CV that introduces you to a prospective employer. This letter serves to stimulate the reader to review your CV.

There are two types of application letter:

- An application in answer to a job advertisement (**see Resource 9**)
- Just searching for work that has not been advertised: speculative application (**see Resource 10**)

The aim is the same: to get an interview.

#### **2. Teacher will explain to students some aspects to consider when writing an application letter.**

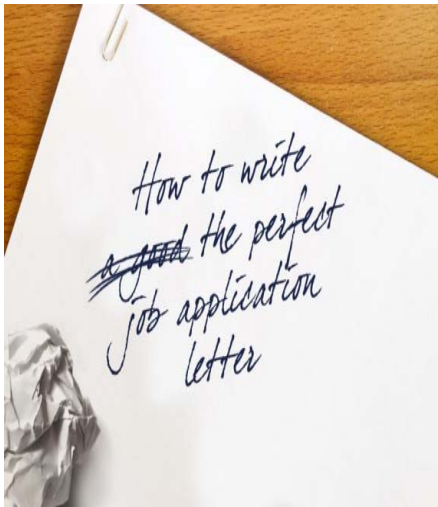
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### *Tips to write a correct application letter:*

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- Use a correct letter style.
- Personalise each letter by sending it to a specific individual, even if it isn't advertised: ring the company and find out. Be sure to spell the person's name correctly and use the proper title (Miss, Ms., Mrs., Dr. etc.)
- Research the position and/or organisation and indicate this knowledge in your letter.





- Go through the advertisement and highlight all the key words and skills they are asking for. Make sure you address how you meet each of these skills in your letter.
- Use words that give a positive impression.
- Realise the reader will view the letter as an example of your written communication skills.
- Be honest and sincere. Give an impression of modest confidence.
- Keep it short and to the point but explain how you fit the requirements and why you want the position. Application letters should not be more than one page
- As with your CV, use good quality paper. Observe margins and spacing.
- Proof read for spelling, grammar, punctuation and form.
- Remember to sign and date your letter.
- Create a letter you feel comfortable with and which expresses your individuality.

---

### *What you shouldn't do when you write your application letter:*

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- Don't use a template letter or send an identical letter to hundreds of employers.
- Don't overuse the personal pronoun "I" when starting sentences.
- Don't cover all the same material that is included in your CV, but do refer to your CV.

<https://www.flinders.edu.au/careers-files/CELC/Publications/Careers%20Advice%20&%20Guides/Writing%20Your%20Application%20-%20Resume%20and%20Application%20Letter.pdf>

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### *How to write a formal letter to attach to your CV:*

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#### **DIVIDE IT INTO PARAGRAPHS.**

1. First paragraph: Opening paragraph:

Include the position that you are applying for, (where you saw the job offer) and explain why you are applying for it. Show that you have a genuine interest in the position.

*Example: Advertised Position*

- *I am writing to apply for the position of ..... advertised in ..... (name of source) on.....(date).*
- *I have recently completed a Bachelor of ..... majoring in ..... and would welcome the opportunity to be part of your Graduate Program.*

*Example: Speculative Application*

- *I am writing to explore employment opportunities with your organisation as a ....*
- *I am in the final year of a Degree in ....and I am keen to pursue a career as....*

2. Middle paragraphs: *Body*:

State your reasons for applying to this particular organisation. Briefly describe your education, the positions and experiences you have had in the past that make you an ideal candidate. Sell yourself.

*Example:*

- *Through over 4 years experience in retail sales I have developed skills in...*
- *Within my course I had the opportunity to undertake a wide variety of project work, ranging from.....*
- *This position particularly interests me because it would enable me to make full use of my ....skills, as well as my current knowledge of...*
- *Through my combination of degree studies and work experience...I am able to...*

3. Final paragraph: *Closing Paragraph*:

Close by informing the reader of your next action (usually indicating your availability for an interview appointment). Let the employer know that you look forward to hearing from them.

*Example:*

- *Thank you for your consideration. I look forward to discussing my application with you in person.*
- *I look forward to discussing my skills and experience in more detail with you at interview.*
- *Please find attached a copy of ....*
- *For speculative applications, mention that you will contact them by a certain date to follow up your application.*

<https://www.flinders.edu.au/careers-files/CELC/Publications/Careers%20Advice%20&%20Guides/Writing%20Your%20Application%20-%20Resume%20and%20Application%20Letter.pdf>

## Resource 9: Sample application letter in answer to a job advertisement

Provide your full name, address, postcode, telephone number and email.

Mary McMillan  
8 Russell Street  
Cranford  
Lancashire  
MN22 8YY  
07755555555  
rf333@hotmail.com

Mrs. Mattie Jenkins  
Head Teacher  
Manchester High School  
Hollbrook Avenue  
Manchester  
MN1 5BJ

Provide the name and the address of the person you are writing to.

Some date formats:  
6<sup>th</sup> May 2016  
May 2<sup>nd</sup>, 2016

[Date]

Dear Mrs. Jenkins

If it is unknown you can use:  
*Dear Sir/Madam*

I would like to apply for the position of Teacher Assistant advertised in the Manchester Evening news on 6<sup>th</sup> May 2016 as I believe I have the skills and attributes you would require for the position.

As a university graduate, I have learned the value and rewards of hard work and dedication. Throughout my university career I strived to do my best, and I promise to do the same as a Teacher Assistant at your school. In addition to the skills I learned while obtaining my Bachelor of Science, I also learned how to create meaningful lessons and activities while earning my T.E.S.L. certification, this will assist me greatly if given the chance to work at your school.

Additionally, working as a swim instructor and babysitter has allowed me to work with children on an ongoing basis and I have proven to be a person that cares about his charges/students and their success.

I recently completed an introduction to teaching assistant course, which has provided me with a good understanding of the role and responsibilities of a teaching assistant.

I would be honored to work for your school, and I look forward to hearing from you. If you have any questions please do not hesitate to contact me as I would be happy to answer them for you. Thank you in advance for your consideration.

Yours sincerely,  
(Sign your letter)

(Type your name underneath)

### **PLEASE NOTE**

Maximum of two sides in your application letter. No smaller than size 12 easy to read font

## Resource 10: Sample speculative application letter

Nicola Simpson  
61 Key Drive  
Newcastle  
NE23 4FG  
Telephone: 0191 345 6789  
Email address: nicolasimpson24@ms.com

Mrs. Jennie Jones  
Head teacher  
Slate Lane School  
34 Slate Lane  
North Shields  
Newcastle  
NE54 6HT8<sup>th</sup> May 2016

Contact the employer and find the name of the person responsible for hiring staff. This will ensure it arrives on the right person's desk.

Dear Mrs. Jones

Be specific about the type of work you are looking for.

I am writing to explore employment opportunities with your school as a Teacher particularly supporting children with complex learning and behavior needs.

Slate Lane School has an excellent reputation with local parents for supporting children with learning difficulties. Your recent Ofsted Report suggests your designated unit for pupils with severe autistic spectrum disorders has strong pool of teaching assistants who provide support. I believe I can make a valuable contribution to this team and continue to develop my own skills and knowledge.

Highlight your relevant skills, qualifications, experience, achievements and personal qualities.

I have also undertaken voluntary work in my local Sure Start Centre, working with children up to the age of five. The most rewarding aspect of this role was working on a one-to-one basis with children with challenging behavior.

I have enclosed my CV and would be grateful for the opportunity to discuss my skills and experiences with you and to learn more about your school. I will call next week to see if we can arrange a convenient meeting.

Yours sincerely,

Nicola Simpson

### PLEASE NOTE

Maximum of two sides in your application letter. No smaller than size 12 easy to read font

**3. Create an application letter in as much detail as possible directed to the offer of your interest according to the CV written in the previous session and stating why you would be suitable for the job.**

**4. Other information: webs**

- Cover letters examples, templates and advice:

<https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/writeacoveringletter.aspx>

<http://www.cvtips.com/cover-letter/>

**Seek Career Resources:** [www.seek.com.au/career-resources/](http://www.seek.com.au/career-resources/)

**Monster:** <http://career-advice.monster.com/>

<http://www.monster.co.uk/career-advice/cv-writing-job-application/cover-letter-examples/>

- **Formal letters examples:** <http://www.parapal-online.co.uk/resources/letters.html>

# JOB INTERVIEW

## Session 6

### SESSION AIMS:

- Develop learners' vocabulary to talk about jobs and the interview process.
- Provide speaking practice by taking part in a job interview role-play.
- Develop answers to typical interview questions.
- Learn how to perform in job interview dynamics.
- Learn some tips and strategies to succeed in a job interview.



### ACTIVITIES

1. Students read the following information about how to succeed in an interview:

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*The better you prepare your interview, the easier it will be to face it. By doing so, we are providing ourselves with a wider range of skills and sources that will allow us to deal with difficult questions and stressful situations.*

---

The more information we have gathered up regarding a certain situation, the better we can handle it. Perhaps this can be the reason why sometimes the first interviews are not always a success. Nerves, personal insecurities, fear of making mistakes ... can lead us to take the wrong path.

We must work on developing our self-confidence in order to perform the best we can during an interview. This can be achieved by gaining experience and preparing things thoroughly.

**Some aspects which we can work on prior to attending an interview can be:**

- Try to put yourself in the interviewer's shoes and consider some of these aspects:

"If you were responsible for carrying out the selection process, what would you look for, during an interview?"

What questions would you ask?

What qualities / training / experience would the candidate need?

What aspects of his/her personality would you need to check?"



If you manage to prepare all of these aspects, you will be able to anticipate some of the questions you may have to face.

- It is important to be aware that you can go through different kind of interviews and, depending on the position you apply for, you will have to face one kind or another. For example, if you apply for a more technical vacancy, you will have to solve some kind of practical exercises. Maybe you will have to go through a one-on-one interview, or even a telephone interview which is usually conducted to obtain a first impression of each candidate. However, using Skype or other similar softwares is also becoming a common way of conducting a job interview. Sometimes you may have to face more than one interviewer at the same time.
- Make sure you know your CV from top to bottom. During an interview you are most likely to be asked about you. In order to give a first good impression, try to remember all the information you wrote down.
- Using an agenda to remind you what CV or cover letter you submitted to each job vacancy is a good way to prevent mixing information you have not provided or you do not consider relevant for each position.
- Review your strengths, weaknesses, knowledge, skills and experience, among others. During the interview you are going to be asked about all of them and how you can make an impact in the company.  
Would you be able to list your strengths and why it should be wise to hire you as a future employee? Rehearsal before an interview can be of great help.
- Gather as much information about the company as possible: working sector, products, services, amount of workers, etc. To obtain this information you can check their website, (or even talk to a former employee). There is no need to say that making sure you have located the company and you know how to get there is also important. If by any reason you are not going to make it in time, phone them, and let them know the reason of your delay.
- Try to anticipate the questions you are going to be asked, and prepare you answers in advance. (They are not going to ask the same questions when interviewing a lawyer or a waiter for example).

- Make sure you take with you all your certificates and credentials, especially if they are a “must” for the position you are applying for. You can take a folder with your diplomas, recommendation letter, CV, etc. Do not forget to take with you any kind of ID card or passport so you can prove you are the person they are expecting.
- The interview begins not when you meet the interviewer at the start of the interview, but as soon as you set foot in the company, or even sooner: with the first phone call.  
Therefore, try to be as polite as possible with every single worker you interact with. You never know who will be interviewing you.  
Try to smile, and greet all the staff as you meet them.  
Do not sneak into the staff room or any other offices.  
Wait patiently in the waiting room. Using the phone while you are waiting is not always the best idea.

**2. Answer True or False to the following statements related to the previous information:**

	<b>T</b>	<b>F</b>
All kind of interviews are performed in the same way		
There is no need to practice an interview		
It is very important not to look serious and smile		
You mustn't take with you your CV to the interview		
Nowadays, you can be interviewed via Skype		

**3. Students watch a video to train for an interview.**

- Small sections of interviews followed by grammar explanations  
<https://www.youtube.com/watch?v=wdFUIHCh9Q>
- Example of a short interview  
<https://www.youtube.com/watch?v=SieNfciN274>
- Interview simulator where you are asked questions and you have to answer them within limited period of time.  
<https://www.youtube.com/watch?v=2zKsBfsrxrs>
- Interview simulator with possible answers  
<http://www.myinterviewsimulator.com/My%20Interview%20Simulator-Online%20Edition/player.html>

**4. Students prepare a job interview according to the questions below and practise a Role-Play in pairs: one is the interviewer and another the interviewee. They can film one of these situations.**

**Questions about the job/company:**

- Why do you want to be considered for this role?
- Why should we recruit you for this position?
- Do you know the main task of the job? / What do you know about the job role and duties?
- What do you know about the company?
- Why would you like to work for us?
- What do you think you can add to the organisation?
- Which challenges will you expect from our company?
- What do you like the most about this job?

**Questions about yourself (strengths, best skills, weakness...)**

- Tell me about yourself.
- What do you feel are your strengths and weaknesses? (How do you work on your weaknesses?)
- What would you like to improve about yourself?
- What motivates you?
- How will your greatest strength help you perform?
- How do you handle failure?
- How do you handle success?
- Do you consider yourself successful? Why?
- How do you handle stress and pressure?
- Can you give an example of when you have had to work to a deadline and what did you do to ensure the deadline was met?
- How would you describe yourself?
- Describe your work style.
- Do you work well with other people?
- Can you give an example of when you have had to work on your own and as part of a team?
- Do you perform better under supervision or alone?
- What do you find are the most difficult decisions to make?
- What has been the greatest disappointment in your life?
- What is the most difficult situation you have ever faced?
- Do you have IT experience? What experience do you have?

- Do you have experience using Microsoft packages?
- Talk about something you are proud of and explain why?

### **Questions about your long terms careers goals**

- How does this job fit in with your career plan?
- What are your short-range and long-range career goals, and how are you preparing to achieve them?
- Where do you see yourself in five years and how do you plan to achieve this?

### **Questions about your work experience/ education**

- Why did you choose this career?
- What do you stand out of your CV? Tell me about something that's not on your CV.
- Tell me about your work/ academic experience.
- How was your relationship with your former colleagues?
- In your CV, there is a short/long period of time you didn't work. Why?
- What did you do in your last job position?

### **Others**

- What salary are you expecting?
- Do you have any preference about the timetable?
- *What do you enjoy doing in your free time?*
- When can you start?
- Are you active in any clubs or community organisations?

- At some point during the interview, the interviewer may ask if you have any questions. Based on your research, you will most likely have areas about which you would like more information. You should have at least three questions in mind to ask, but also listen during the interview for points about which you may need more information. Asking pertinent questions shows that you have prepared for the interview and are knowledgeable, interested and evaluating the employer.

### **Questions to ask to an employer**

- When would you like the person in this position to start?
- Do you provide opportunities for further training or professional development?
- Is there a training period? What does it involve? Are there opportunities for professional development?
- What would be my career prospects?
- Where and with whom would I be working?
- Could you describe the normal daily routine for this position?

⇒ Preparing for an interview:

<https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/default.aspx>

- Top ten interview questions:

<https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/top10interviewquestions.aspx>

- Interview FAQs: Preparation for your interview is time well spent. Read on to find out more about what you can expect to face in the interview, and tips on how to deal with the more difficult questions.

<https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/faqsaboutinterviews.aspx>

**5. Students read the following information. Then they complete the chart and write the instructions or advice they would give to a friend who is going to a job interview: (use long sentences and modal verbs *should* and *must*).**

- Arrive ten minutes early. Give yourself time to gather your thoughts and check your appearance.
- Introduce yourself politely. For example: “Good afternoon. My name is Peter Brown and I have an appointment with Mrs Green at 2 o’clock”. The receptionist will tell you where to wait. Thank the receptionist and wait quietly.
- Greet appropriately the interviewer(s) (using his/her name) and introduce yourself, smile and shake firmly his or her hand.
- Enter the interviewer’s office and wait to take the seat which is offered to you.
- Maintain eye contact. This shows interest and demonstrates confidence.
- Try to remain calm and not fiddle. No chewing gum.
- Answer questions honestly and politely. Consider your answers carefully and speak clearly. Give brief, clear answers to questions (not just “Yes” or “No”).
- Volunteer positive information only. Stress your GOOD points: skills, qualities, experience – remember they won’t know anything positive about you unless you tell them. This is your opportunity to show that the skills, interests and experience you have meet the requirements of the job.
- It’s OK to pause, take a breath and THINK before you answer.
- If they haven’t asked, make sure you tell them WHY you are interested in the job at the end of the interview.
- When given the opportunity, ask job-related questions that are not about salary or benefits.

- If you are offered the job on the spot - accept it there and then. You can always turn it down later if you are successful at another interview.
- Thank them for the interview, remember even if you don't get the job – a positive last impression will stay in their mind and they may contact you in the future for another position.

Do	Don't
1. Natural behaviour <i>Ex. You must behave in a natural way</i>	1. Mobile phone
2. CV	2. Monosyllable Yes/No
3. Take your time	3. Nervous
4. Take the position of the interviewer	4. Lie / exaggerate
5. Visual contact	5. Politics, religion, controversial subjects
6. Appearance	6. Non relevant information
7. Experience	7. Slang vocabulary
8. Interest	8. Accompanied in a job interview
9. Thanks	9. Personal questions

**Answer Key: DO** 1. You must behave in a natural way, 2. You should prepare yourself and know your CV in detail, 3. You must take your time to answer the questions, 4. You should take the position of the interview, 5. You must maintain eye contact, 6. You must check your appearance before going to the interview, 7. You must show your experience. 8. You should talk about your interest, 9. You must thank the interviewer for the opportunity given. **DON'T:** 1. You mustn't use your mobile phone, 2. You must avoid answering to the questions yes or no, 3. You shouldn't show that you are nervous, you must calm down, 4. You mustn't lie, you must answer the questions honestly, 5. You mustn't talk about controversial subject, 6. You should avoid non relevant information, 7. You mustn't use slang vocabulary, 8. You mustn't be accompanied in a job interview, 9. You mustn't ask personal questions.



**6. Students read *do's and don'ts in an interview*. (see Resource and , the teacher print these resources for the students)**

<https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/Interviewsdosanddents.aspx>

An interview is a discussion between you and an employer to find out if you can do the job. It's your chance to make a good impression. However, there are certain rules you should follow in interviews.

**RESOURCE 11:**

**WHAT TO DO:**

- dress smartly, look bright and attentive, and speak clearly and confidently. First impressions really do count - studies show that employers make a decision about whether to hire you within the first seven minutes on average
- find out where the venue is beforehand, how to get there and how long it takes
- get your outfit ready the night before
- find out what kind of interview it will be so you can prepare
- examine the person specification and your CV/application form, and think about what type of questions they will ask you
- prepare answers for the main questions - for example, why do you want the job, what are your strengths and weaknesses, what are the main tasks in this job?
- make about three or four points in each answer
- quote real examples of when you've used certain skills - just saying you've got a skill isn't enough
- take your time when answering the questions: make sure you understand the question and take your time if you need to think
- sell yourself: no one else is going to! Be positive about yourself and your experiences
- try to be confident and avoid being too shy or nervous
- answer questions honestly, thoroughly, and sincerely. If you don't know the answers apologise and say you are unsure of the answer.
- be polite, tactful, and sincere - eye contact is also important.
- prepare some questions to ask at the end of the interview - use it as an opportunity to find out more about the role and the company. (Don't ask about money or perks just yet!)
- when discussing salary, know your market worth and start by quoting a little higher than this
- get feedback on your performance, whether you were successful or not
- turn off your mobile phone: treat the interviewers with respect and give them your undivided attention
- keep your answers focused on what you can do for the employer, not what they can do for you

## **RESOURCE 12:**

## **WHAT NOT TO DO:**

- don't be late
- don't swear or use slang words
- don't slouch in your seat or do anything that makes you look uninterested
- don't lie: the interviewer may see through you. Even if you get the job, your employer can dismiss you if they find out that you have not been honest
- don't let your nerves show too much; a few nerves are normal but extreme nerves will affect your performance. Use breathing techniques and try to remember that it's not a life and death situation - there are plenty of jobs out there!
- don't be arrogant and assume you've got the job. Nothing turns off employers more than someone who is disrespectful and over-confident
- don't discuss controversial topics such as religion, politics and gender relations
- don't read from notes or your CV — you should be familiar enough with your own history to be able to talk about it unprompted
- don't criticise former employers or colleagues. Interviewers may mark you down as a troublemaker and a gossip
- don't argue with the interviewer, no matter what. Remember to keep things positive!



6. Students must watch the video “30 seconds to impress”

(<https://www.youtube.com/watch?v=HVK-xbdddhA>). Afterwards they have to write a list of verbal and nonverbal communication aspects that should be taken into consideration and those that are not appropriate while a job interview: handshake, posture, speech, eye contact, etc. Finally students can check the suggestions below.

Tips about verbal and nonverbal communication:

<http://www.monster.com/career-advice/article/nonverbal-communications-interview>

<b>Verbal communication</b>	Speak clearly and concisely. Try to think out your response before answering a question.
<b>Non-verbal communication</b>	<p>During the interview, be aware of your use of hands while speaking, ensure good posture, and appear attentive.</p> <p><b>The Handshake:</b> It's your first encounter with the interviewer. Your handshake should be firm -- not bone-crushing -- and your hand should be dry and warm.</p> <p><b>Your Posture:</b> Stand and sit erect. We are not talking ramrod posture, but show some energy and enthusiasm. A slouching posture looks tired and uncaring. Check yourself out in a mirror.</p> <p><b>Eye Contact:</b> Also, make good eye contact with the interviewer, smile, and show a real interest in the process. Avoid constantly looking around the room while you are talking, because that can convey nervousness or a lack of confidence with what is being discussed.</p> <p><b>Your Hands:</b> Gesturing or talking with your hands is very natural, but keep it in moderation. Getting carried away with hand gestures can be distracting. Also, avoid touching your mouth while talking. Watch yourself in a mirror while talking on the phone. Chances are you are probably using some of the same gestures in an interview.</p>

⇒ Job interview advice <http://www.monster.co.uk/career-advice/job-interview-tips> Expert advice on preparing for job interviews, tips on how to answer various job interview questions and what to do after the interview is over.

# PRESENTATIONS

## Session 7

### **SESSION AIMS:**

- To improve the ability of the students to give presentations, giving them appropriate tools to do so, i.e. an overall outline and strategy, vocabulary and phrases, and the opportunity to practice.
- Observe the cultural and social rules to be applied in each communicative situation.
- Develop student's sociolinguistic competence

### **ACTIVITIES**

1. Students can give their own ideas about what makes a good presentation. Later, the teacher shows some videos with some tips or examples to contrast their ideas and analyse the structure of successful speeches. During the listening, students need to make notes of all the aspects they think are important.

<https://www.youtube.com/watch?v=S5c1susCPAE> Examples of bad presentation

<https://www.youtube.com/watch?v=v2cpkg20wD4> Ricardo Lop: Good presentation (in Spanish)

<https://www.youtube.com/watch?v=l0s6ZLkV-U0> The best presentation of your life (in Spanish)

2. Teacher hands over to the students a text with information about how to prepare a presentation and they have to formulate a diagram or scheme that summarizes the points that they have found to be the most valuable.

### **Reading comprehension**

Keep to the time allowed. If you can, keep it short. It's better to under-run than over-run. As a rule of thumb, allow 2 minutes for each general overhead transparency or PowerPoint slide you use, but longer for any that you want to use for developing specific points. 35mm slides are generally used more sparingly and stay on the screen longer. However, the audience will get bored with something on the screen for more than 5 minutes, especially if you are not actively



talking about it. So switch the display off, or replace the slide with some form of 'wallpaper' such as a company logo.

Stick to the plan for the presentation, don't be tempted to digress - you will eat up time and could end up in a dead-end with no escape!

Unless explicitly told not to, leave time for discussion - 5 minutes is sufficient to allow clarification of points. The session chairman may extend this if the questioning becomes interesting.

At the end of your presentation ask if there are any questions - avoid being terse when you do this as the audience may find it intimidating (i.e. it may come across as any questions? - if there are, it shows you were not paying attention). If questions are slow in coming, you can start things off by asking a question of the audience - so have one prepared.

#### SPEAKING STYLE

1. Speak clearly. Don't shout or whisper - judge the acoustics of the room.
2. Don't rush, or talk deliberately slowly. Be natural - although not conversational.
3. Deliberately pause at key points - this has the effect of emphasising the importance of a particular point you are making.
4. Avoid irrelevant jokes - always disastrous unless you are a natural expert
5. To make the presentation interesting, think about something special or different to catch the attention of the audience and change your delivery, but not too obviously, e.g.: speed, pitch of voice
6. Use your hands to emphasise points but don't indulge in too much hand waving. People can, over time, develop irritating habits. Ask colleagues occasionally what they think of your style.
7. Look at the audience as much as possible, but don't fix on an individual - it can be intimidating. Pitch your presentation towards the back of the audience, especially in larger rooms.
8. Don't face the display screen behind you and talk to it. Other annoying habits include:
  - a. Standing in a position where you obscure the screen. In fact, positively check for anyone in the audience who may be disadvantaged and try to accommodate them.
  - b. Muttering over a transparency on the OHP projector plate and not realising that you are blocking the projection of the image. It is preferable to point to the screen than the foil on the OHP (apart from the fact that you will probably dazzle yourself with the brightness of the projector)
  - c. Avoid moving about too much. Pacing up and down can unnerve the audience, although some animation is desirable.

9. Keep an eye on the audience's body language. Know when to stop and also when to cut out a piece of the presentation.

3. Students get a hand out of appropriate phrases and sentence starters to use during different parts of the presentation. They then get to choose a topic from a given list, prepare a presentation and then deliver it to the class once they have been filmed.

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### *Commonly used phrases*

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#### **Welcoming the audience**

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- Good morning / afternoon, ladies and gentlemen.
- It's a pleasure to welcome you today.
- It's good to see you all here.

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#### **Introducing yourself**

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- Let me introduce myself. I'm.... from
- Let me just start by introducing myself. My name is ...

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#### **Introducing the topic**

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- Today, I will be talking about .....
- What I'd like to present to you today is ...
- The subject / topic of my presentation is .....
- In my talk I'll tell you about .....
- Today, I will be concentrating on .....

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#### **Overview**

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- The issues I want to mention/discuss .....
- It is important to begin by saying .....
- There are a number of things to consider when looking at the issue of.....
- It makes sense to start by .....

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#### **Stating Points**

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- In my opinion .....
- I consider ..... important because .....
- In my view .....
- I think that .....
- The main reason I've chosen ..... is .....
- On the one hand ..... on the other hand .....
- An important point to consider is .....

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#### **Sequencing**

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- First, I'll be looking at ....., second ....., and third ....
- I'll begin / start off by .... . Then I'll move on to ....
- Then / Next / After that .....

- I'll end with ....
- In addition .....
- What is more .....
- Another point to consider is .....
- I'd like to move onto .....
- That's all I have to say about that, now I'd like to move onto .....
- Now I'd like to look at ....
- This leads me to my next point .....

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### Summarizing

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- I've talked about ....
- That brings me to the end of my .....
- Well, that's about it for now.
- We've covered .....
- To sum up .....
- In general ....
- On the whole .....

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### Going back

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- So I hope you're clearer on....
- As I said / mentioned earlier...
- As I've already explained ...
- To return to the original questions .....
- So if we look at what I said in the beginning ....

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### Close

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- In conclusions then, it is clear that ...
- To conclude, therefore, I would say that ...

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### Questions

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- Thank you for your attention, I'd be glad to answer any questions you might have.
- We will have about 10 minutes for questions in the questions and answer period.
- If you have any questions, feel free to interrupt me at any time.

#### **List of topics to make a speech:**

- Traditional books or eBooks?
- Celebrities should have more privacy rights
- Would it be better if the voting age was lowered to thirteen?
- Do you think immigration laws need to be revised?
- Should downloading music and movies be illegal, and those who do so should be punished?
- Do you think students should be allowed to listen to their MP3 players during the study hall?
- Would it be better if schools started later in the morning?
- Do you believe that students who are responsible for cyber-bullying should be expelled from schools?
- Should there be stricter laws for protecting endangered species?
- Should drug tests be mandatory for professional athletes?

