

THE PARK ACADEMIES TRUST

SIXTH FORM EMPLOYABILITY SKILLS BOOKLET

THE PARK ACADEMIES TRUST **SIXTH FORM**

*Don't be anonymous...
...be remarkable*



**The Park
Academies
Trust**

TPAT 6th Form Employability Skills Log

Please update once a week and be prepared to review your progress with your tutor. This will act as a point of reference when completing your UCAS personal statement and / or supporting letter for apprenticeships / employment.

Name:

TG:



“Employability skills are a set of attributes, skills and knowledge that all labour market participants’ should possess to ensure they have the capacity of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.”

John Cridland, CBI Director General

CAREERS GUIDANCE & EMPLOYABILITY SKILLS OVERVIEW

The Park Academies Trust offers every student has the opportunity to gain the necessary skills to help promote themselves to a prospective employer or university.

In addition to the above, we are fully committed to the implementation of the Gatsby Benchmark guidance, which focuses school such as ourselves, to offer a variety of careers education, information, advice and guidance (CEAIG) and university information in an impartial and unbiased way.

To help with their continued development, we offer a range of activities that are specifically aimed at developing their employability skills.

We continue to work alongside the University of Bath supported online careers platform known as www.careerpilot.org.uk. Careerpilot allows an opportunity for students, parents, teachers and career advisors to utilise a variety of online tools thus supporting knowledge, awareness and up to the minutes 'labour market' and careers information.

Work-related activities are embedded in our curriculum and are specifically developed to enable all students to take part in a range of exciting and work relevant opportunities.

A way in which we help to develop our students is through work place experience and dedicated work experience weeks. This allows our students to gain a greater understanding of the careers on offer within industry and commerce. Students can also join the Student Union Leadership Team and be involved in leading student activities throughout Lydiard Park Academy.

By successfully completing the Employability Skills Booklet students are given the opportunity to evidence, evaluate and reflect upon the essential transferable skills that employers look for. By this we refer to the soft skills that are applicable to any career pathway such as team work, communication, using initiative and problem solving. Having such evidence will allow our students to gain confidence when applying for employment, apprenticeships or university.

We offer further opportunities for our students including an enrichment programme. The programme has been designed to encourage our sixth form student body to help and support the younger students of LPA in a variety of subject areas across the curriculum.

A full list of activities to support our **Employability Skills Programme** can be found below:

- Y7-Y13 Access to www.careerpilot.org.uk
- Y7-Y13 Careers education, information, advice and guidance embedded in the PSHE programme
- Y7-Y13 Employer encounter assembly programme
- Y7-Y13 University and careers open evening
- Y7-Y13 Access to Level 6 Careers Advisor
- Y9 Curriculum – PiXL Futures linking curriculum learning to careers
- Y10 Work placement programme
- Y10-Y13 Guest Speakers (University partners, Study Higher Programme, PiXL6, Vets4Pets, Nationwide, Excalibur, Education Business Partnership, Great Western Hospital, NCS, Sixth Form Alumni)
- Y10-Y13 Apprenticeship Open Evenings (Nationwide)
- Y11 Destinations Expo (Careers & Enterprise Company & Education Business Partnership)

- Y11 Sixth Form Induction (Break out seminars focussing on reviewing and evaluating current employability skills and developing this skill set)
- Y12 An introduction to employability skills (PSHE programme)
- Y12 Post 18 Destinations Week
- Y12 EPQ university Research Trips (University of Southampton)
- Y12-Y13 Mentoring Programme (Regular one to one mentoring with form tutor during which employability skills will be reviewed and areas for development identified)
- Y12-Y13 University enhancement programmes (University of Bath, University of Bristol & University of Reading)
- Y12-Y13 Enrichment programme
- Y12-Y13 Voluntary work / work experience placements

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WHAT ARE EMPLOYABILITY SKILLS?

Employability skills are general skills that are needed to get most jobs, but they also help you to stay in a job and work your way to the top. While there will always be some job-specific skills that an employer is looking for, most employers will also want you to have a general skill set and will expect you to demonstrate evidence of having these skills.

This booklet has been designed for you to log skills you use in enrichment activities, out of school clubs / organisations and part time work. You also need to keep a log of how these skills develop and frequently action point how to improve them or what other skills you need to develop.

When you write your UCAS personal statement, or a supporting letter to an employer for an apprenticeship or employment, this booklet will be invaluable. It will also help you to prepare for interviews as employers and Universities want evidence that you have practised the following employability skills.

What is employability?

Employers across all industries want more than just a degree/qualifications; they want young intelligent people who can demonstrate a wide range of other skills, attributes and knowledge, often called 'employability skills'. Examples include communication skills, planning, team work, enterprise skills, problem solving, reflection, numeracy skills, IT skills and leadership skills.

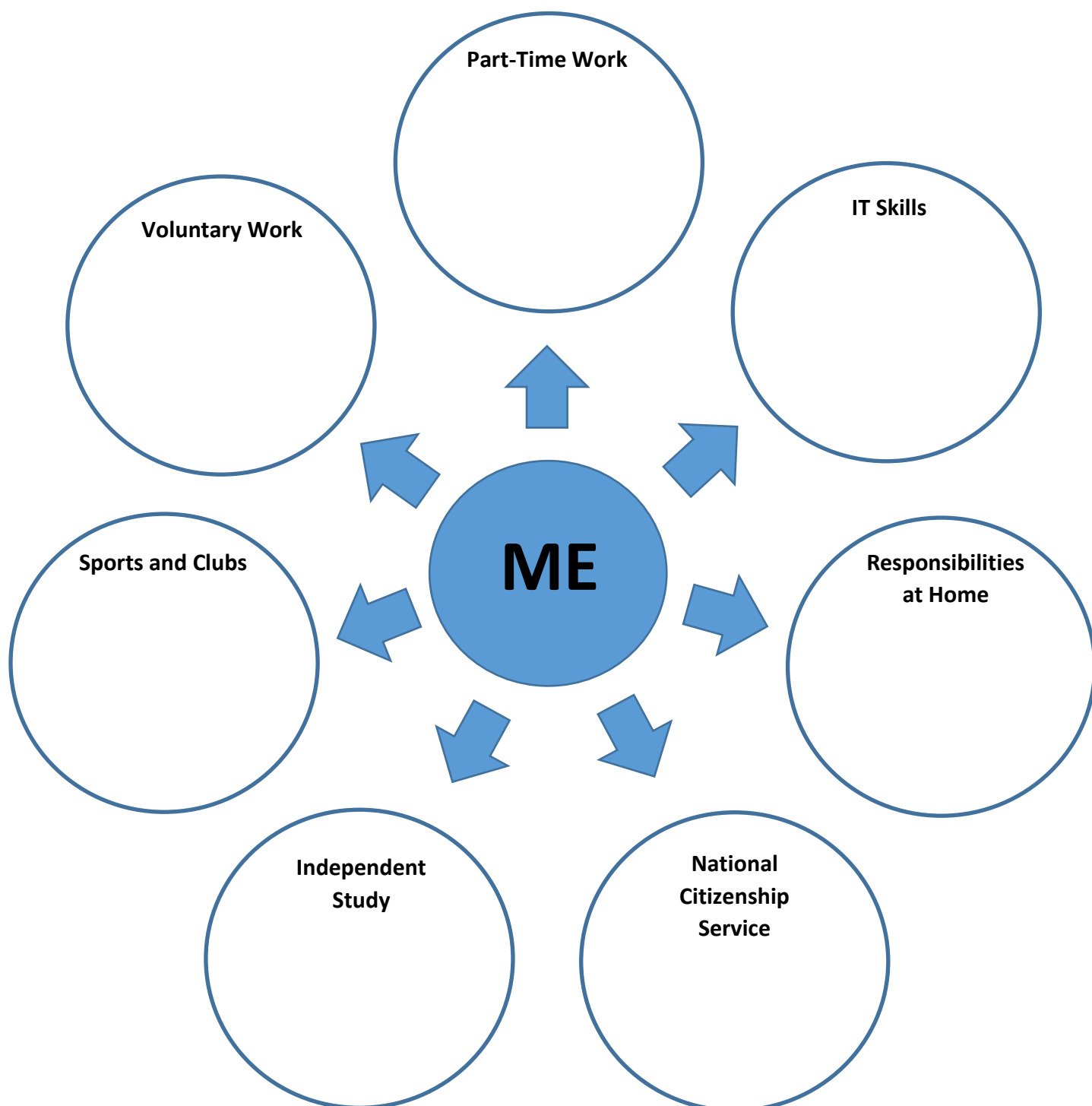
Why are employability skills so important?

In a competitive and fast-moving global economy, graduates and young people need to stand out to get the jobs they want. Graduate selection procedures are tough and there are large numbers of applicants for each vacancy. Applicants are required to provide evidence of their employability skills on application forms and then demonstrate their skills at assessment events. You need to start logging and developing these skills **NOW** to put you in a more competitive position.

How can you develop and prove your skills?

Your Advanced Level courses are already helping you to develop a wide range of employability skills, from report writing to presentation skills. In addition, Lydiard Park Academy Sixth provides enrichment and extracurricular schemes to help you to develop your skills further. You can be part of the Sixth Form Student Union, volunteer, take part in clubs and societies, work part-time, become a student academic mentor, learn a language and be involved in the National Citizenship Service programme. It is important that you log your efforts in this booklet and record and reflect on your employability skills. This log book / record of your development has been designed to encourage you to consider not just what you have done, but how you did it and the skills you have developed. The booklet also encourages you to consider any gaps in your skill set and work out ways of filling the gaps.

MAPPING YOUR CURRENT EMPLOYABILITY SKILLS



Using the chart, map out a list of employability skills which you already have developed outside of lessons. Look through the booklet for ideas on the type of things you might include.

HOW TO USE THE EMPLOYABILITY SKILLS LOG

COMMUNICATION

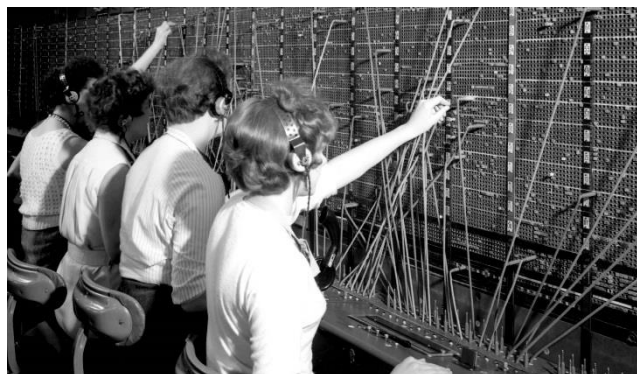
Skill	What did you do?	How did you do it?	How I develop this further
g)	I gave information about the theme of trust in 'Of Mice & Men' to a Y10 student during a mentoring session.	Used a mind map to help organise key ideas. Used questioning to check understanding.	Before the next session, read the book so my information is more thorough and therefore articulated in a more effective way



The Sports Industry Research Centre calculated that the average graduate who played sport while studying earns £5,824 (18%) more than those who didn't. 21% of graduates who played sports had experienced unemployment compared to 27% of those who didn't. Sporting students develop skills such as team work, communication and leadership.

A degree can only reflect your mastery of an academic discipline and cannot shed light on your personal skills and qualities. It is the person underneath that counts.

Gavin Patterson CEO, BT Group



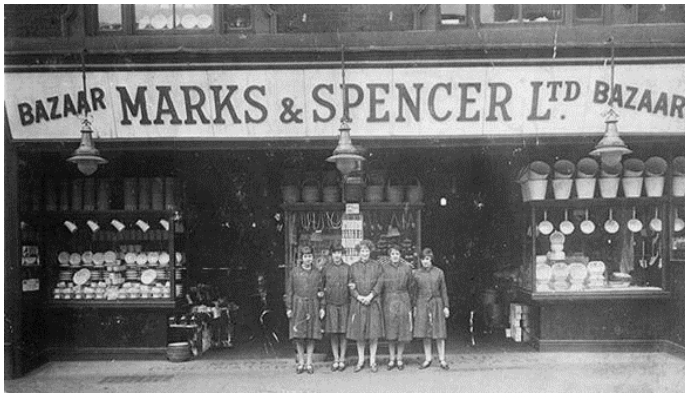
Intelligence, knowledge or experience are important and might get you a job, but strong communication skills are what will get you promoted.

Mireille Guiliano

COMMUNICATION SKILLS

- a. **Attending a meeting**
- b. **Chairing a meeting**
- c. **Giving a presentation / assembly / briefing**
- d. **Debating**
- e. **Persuading and influencing** (answering queries during mentoring)
- f. **Promoting an event** (charity event in school)
- g. **Providing information**
- h. **Writing essays and / or reports**
- i. **Social networking** (communicating to others as a representative of a group)
- j. **Website design / contribution to design**
- k. **Negotiating**
- l. **Email in 'professional capacity'** (email to other members of the group /organisation)
- m. **Listening** (listening to other views and opinions when in a meeting)

Skill	What did you do? Date?	How did you do it?	How I develop this further



Academic qualifications are not our only important requirement. We will also expect you to have taken on positions of leadership and responsibility and show real ability to take initiative.

Mark Bolland - CEO Marks And Spencer

ORGANISATION SKILLS

- a. **Time management** (creating time lines for an event)
- b. **Event organisation** (organising an event for school)
- c. **Prioritising**
Setting targets / objectives
- d. **Written plans / action plans**
- e. **Financial planning / budgeting**
- f. **Researching**
- g. **Working to deadlines**

Skill	What did you do? Date?	How did you do it?	How I develop this further



It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things.

Leonardo Da Vinci

ENTERPRISE SKILLS

- a. **Researching** (potential charities to support)
- b. **Identifying an opportunity** (volunteer to perform / present at a pre-organised event e.g assembly to School students)
- c. **Starting something new** (start your own extracurricular club)
- d. **Innovation** (creating something to promote the club)
- e. **Negotiation** (negotiating with staff to organise an event)
- f. **Commercial awareness** (gain understanding of how school and / or work operates as a 'business')
- g. **Networking** (use social networking media to promote an issue / event)

Skill	What did you do? Date?	How did you do it?	How I develop this further

The sort of people that we're looking for are the people who will go out and find the opportunities. The opportunities are out there. You've got sports societies, the student union, the university squadron, voluntary work and paid employment: it's out there, it's just whether people can be bothered to go and do it...I think it's down to the individual.

The Royal Navy



REFLECTION SKILLS

- Identifying what went well**
- Identifying what didn't go well**
- Identifying how to improve something** (evaluate an assembly and improve it next time based on the suggestions from the audience)
- Self-awareness** (how could you have behaved differently in order to change a disappointing outcome?)

Skill	What did you do? Date?	How did you do it?	How I develop this further



To err is human, but to really foul things up you need a computer.

Paul R. Ehrlich

ICT SKILLS

- a. **Word processing / PowerPoint/ Publisher** (Used related to your enrichment /extracurricular activity)
- b. **Data base construction** (used to track and monitor payments/charity contributions)
- c. **Website design / updating** (Using a website to promote an upcoming event)
- d. **Use of technical software e.g CAD Internet research** (to research locations / venues / charities/ ideas to develop a club)
- e. **Programming and software development**
- f. **Use of social media**

Skill	What did you do? Date?	How did you do it?	How I develop this further

As you navigate through the rest of your life, be open to collaboration. Other people and other people's ideas are often better than your own. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life.

Amy Poehler



TEAM WORK SKILLS

- a. **Team member** (At work / sport / enrichment etc.)
- b. **Team leader** (Set up your own club, student leader)
- c. **Delegating** (give another member responsibility for creating / organising an aspect of an event)
- d. **Motivating others** (motivating a year 10 student to complete their coursework!)
- e. **Supporting others** (supporting a primary school child develop their reading skills)
- f. **Cooperation / Collaboration** (cooperate with others when organising a whole school event)
- g. **Giving praise / recognition** (when a younger student has tried their best)

Skill	What did you do? Date?	How did you do it?	How I develop this further



It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.

Nelson Mandela

LEADERSHIP SKILLS

- a. **Leading a project**
- b. **Delegating**
- c. **Persuading and influencing** (persuading students to contribute/come to an event)
- d. **Setting an example / positive role model** (mentoring in a professional and reliable manner)
- e. **Motivating others** (student to complete a piece of coursework to the best of their ability)
- f. **Being assertive** (if students say they 'can't' do a piece of work be assertive and support / motivate them)
- g. **Negotiation** (with members of staff to make decisions)
- h. **Decision making** (taking the lead on a decision when organising an event)
- i. **Setting targets/ objectives**
- j. **Enthusiasm** (showing passion for education when supporting a younger student)
- k. **Accepting responsibility**

Skill	What did you do? Date?	How did you do it?	How I develop this further

Problems can also be opportunities: they allow you to see things differently and to do things in a different way: perhaps to make a fresh start.

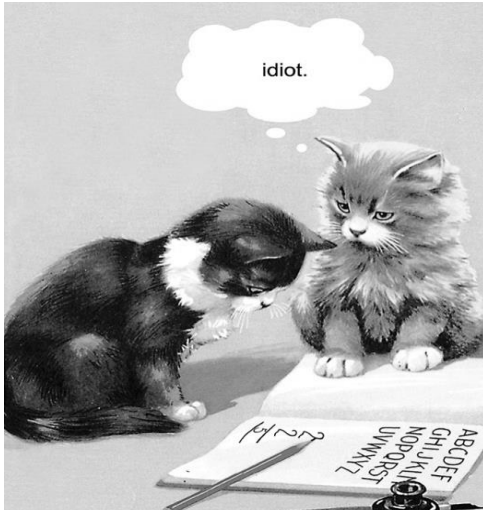
Kent University



PROBLEM SOLVING SKILLS

- a. **Analysing**
- b. **Identifying / evaluating Options** (devise a range of solutions to a younger students 'problem' and encourage them to follow their decision through)
- c. **Lateral thinking** (solution based problem solving that is 'outside the box' thinking.)
- d. **Flexibility / adaptability** (organising things last minute, being prepared to stay longer after school to meet a new deadline)

Skill	What did you do? Date?	How did you do it?	How I develop this further



With English literature, if you do a bit of shonky spelling, no one dies, but if you're half-way through a maths calculation and you stick in an extra zero, everything just crashes into the ravine.

Mark Haddon

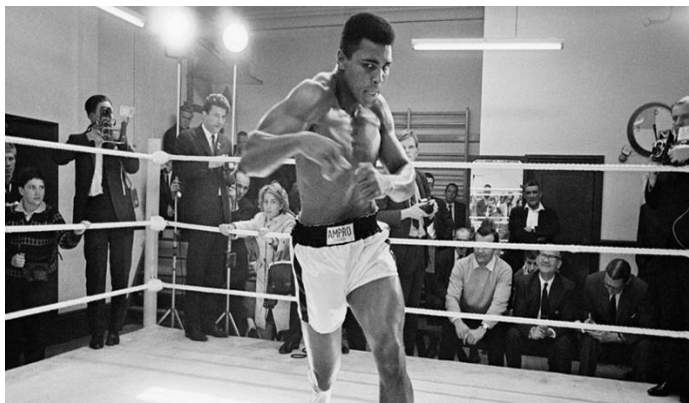
NUMERACY SKILLS

- Financial planning / budgeting** (expenditure / budget for Ball)
- Collecting Data** (monitoring attendance at an event, collection of audience evaluation comments)
- Analysing numerical data** (what do the numbers suggest? What can you do next time to improve attendance at an event? How can you reduce costs?)
- Presenting numerical data**
- Cash handling** (On the checkout / till in your part time work)

Skill	What did you do? Date?	How did you do it?	How I develop this further

I done wrestled with an alligator, I
done tussled with a whale;
handcuffed lightning, thrown
thunder in jail; only last week, I
murdered a rock, injured a stone,
hospitalised a brick; I'm so mean I
make medicine sick.

Muhammad Ali



POSITIVE ATTRIBUTES

- a. **Energy** (attend all rehearsals / sports training)
- b. **Drive** (wanting to make your input into enrichment activity as successful as possible)
- c. **Resilience** (if you fall down pick yourself up and try, try again!!)
- d. **Integrity** (be honest and open)
- e. **Reliability** (being punctual and attending all enrichment activities you've committed yourself to)
- f. **Enthusiasm** (promoting events / give support with enthusiasm, energy and positivity)
- g. **Self-awareness** (know and understand your strengths, improve upon your weaknesses)
- h. **Confidence** (develop the capacity to deal with a range of queries problems and issues)
- i. **Cultural awareness** (develop an understanding of the locality, region, country and global world in which we live)
- j. **Capacity to develop** (being prepared to take on new challenges in order to develop your 'hidden' skills)
- k. **Creativity**
- l. **Completer / finisher** (ensuring that your task is finished to the best of your ability no matter how big or small!)
- m. **Self-reliance**
- n. **Attention to quality** (all the activities you undertake are done so with quality and care)
- o. **Flexibility / adaptability** (attending events / work at last minute if required)
- p. **Self-motivated** (being a leader, arranging events and meetings, developing and setting up extracurricular activities)

MAKING PROGRESS IN YOUR EMPLOYABILITY SKILLS

It is important that you take responsibility for developing your employability skills so that you can demonstrate in a personal statement / letter of application how you are a genuinely self-reflective, self-evaluative and pro-active individual!

At the end of every half term (following a log of all the skills and how you practiced the skills) you need to indicate on a scale of 1 to 5 where you think you are for the overall skill. You then need to set a SMART target to ensure that you make continued progress in this skill. See the criteria below for guidance in terms of where you think you are in your level of skill currently. Use this as a basis for action planning development.

1 = I have no experience in this area and I cannot provide evidence in interviews of performing this skill.

2 = I have some.

3 = I have adequate experience of this skill and would be able to demonstrate some evidence of this in an interview.

4 = I am competent.

5 = I am fully competent in this area and I can provide evidence in interviews of performing highly in this skill.

Please indicate below where you feel you are in the main employability skills (beginning of term)

Skill ...	Communication	Planning / Organisation	Enterprise	Reflection	ICT	Team Work	Leadership	Problem Solving	Numeracy
1 - 5									

Skill ...	Communication	Planning/ Organisation	Enterprise	Reflection	ICT	Team Work	Leadership	Problem Solving	Numeracy
Autumn Half Term 1									
Autumn Half Term 2									
Spring Half Term 1									
Spring Half Term 2									
Summer Half Term 1									
Summer Half Term 2									

DECEMBER

Skill	Overall grade for the term (1-5)	Precise ACTION I need to take over the Holiday / next term to ensure this skill is developed further
Communication		
Organisation		
Enterprise		
Reflection		
ICT		
Teamwork		
Leadership		
Problem Solving		
Numeracy		

MARCH

Skill	Overall grade for the term (1-5)	Precise ACTION I need to take over the Holiday / next term to ensure this skill is developed further
Communication		
Organisation		
Enterprise		
Reflection		
ICT		
Teamwork		
Leadership		
Problem Solving		
Numeracy		

JUNE

Skill	Overall grade for the term (1-5)	Precise ACTION I need to take over the Holiday / next term to ensure this skill is developed further
Communication		
Organisation		
Enterprise		
Reflection		
ICT		
Teamwork		
Leadership		
Problem Solving		
Numeracy		

STUDENT SERVICES ACTIVITY EVALUATION

Student services role:

What does this role involve?

Evaluation of the employability skills you have demonstrated / developed throughout your student services

Skill	Evidence of how you have demonstrated / developed skill
Communication	
Organisation	
Enterprise	
Reflection	
ICT	
Teamwork	
Leadership	
Problem Solving	
Numeracy	

WORK EXPERIENCE ACTIVITY EVALUATION

Work experience placement:

What does this role involve?

Evaluation of the employability skills you have demonstrated / developed throughout your work experience placement

Skill	Evidence of how you have demonstrated / developed skill
Communication	
Organisation	
Enterprise	
Reflection	
ICT	
Teamwork	
Leadership	
Problem Solving	
Numeracy	

PART TIME EMPLOYMENT EVALUATION

Part time employment:

What does this role involve?

Evaluation of the employability skills you have demonstrated / developed throughout your part time employment

Skill	Evidence of how you have demonstrated / developed skill
Communication	
Organisation	
Enterprise	
Reflection	
ICT	
Teamwork	
Leadership	
Problem Solving	
Numeracy	

GUIDE TO WRITING LETTERS FOR WORK EXPERIENCE

The first challenge of work experience is finding a place you are interested in working at for a week and then writing to ask for a placement.

- Letters can be typed or handwritten - if handwritten ask someone to check that it looks neat enough and is easy to read.
- Write to more than one potential placement.
- If you get offered more than one place make sure you let any business know if you are NOT taking that place so it can be offered to someone else.
- Make sure you put your name / address / contact number so they can contact you to let you know if you have been successful.
- Ensure you put the date you require work experience.
- Make sure you apply to the named person (if known) and use the correct address. Use the internet to research addresses - telephone to ask who you should address a letter to.
- Give your age.
- List the A-levels courses you are taking at school.
- Say why you want the experience with them, for example, if writing to a restaurant say you are interested in a career in catering.
- Give details of any skills and experience that you have.
- Give details about your main hobbies or interests, for example, do you play in a football team, are you part of the Duke of Edinburgh scheme?
- Enclosing a stamped addressed envelope in with your letter (an envelope with your name and address written on the front and with a stamp on) will often encourage people to reply and it shows initiative.
- Make sure you finish the letter in the correct manner:
 - If you start with 'Dear Mr or Mrs.....' finish with Yours sincerely,
 - If you start with 'Dear Sir or Madam' finish with Yours faithfully.
- Make a note of all of the different employers / companies that you have written to so that you can check who has responded.

TEMPLATE LETTER TO AN EMPLOYER REQUESTING A WORK EXPERIENCE PLACEMENT

Your name
Home address
Telephone/ contact number
Date

Name of prospective placement provider
Company Address

Dear Name or Sir/Madam,

I am a Year 12 student currently studying (A levels / BTEC) at Lydiard Park Academy in Swindon and I am seeking a placement for work experience from Monday 4th September to Friday 8th September. I am interested in a career in and I would be very grateful if you were able to offer me a placement at your business as this would enable me to ...

The reason why I would like to complete my placement at (company name) is

(Explain why you have chosen to write to them, for example, I am interested in finding out more about or I would like to gain experience in) You can also use this section to show what you know about the company.

At school I am studying..... My hobbies and interests are.....

(Tell the company a bit about yourself; include any responsibilities that you have, both in and out of school).

I look forward to hearing from you.

Yours faithfully or Yours sincerely (if you know the person's name)

(sign here)

Your name

Don't forget:

- Presentation is very important.
- Double check your spellings, especially things that don't show up on spell check, for example, names and addresses.
- Ask someone to check your letter before you send it.

CV WRITING

Your Name - Curriculum Vitae / CV

Personal Profile / Personal Attributes

- Create 5-7 descriptive bullet-point phrases that describe your strengths and attributes.
- These statements should also reflect the personal qualities that the employer seeks.
- Keep the statements simple and clear; one line for each statement.
- Use a consistent format and readable typeface; use professional, concise, intelligent language.
- Use good, appropriate punctuation; semi-colons are effective for joining word-strings.
- Ensure you can provide an example (at interview) for every statement you make on your CV.

Personal Profile is you as a person. Experience / Specialisms / Strengths are your capabilities. Make all points very relevant to the job/employer needs.

Experience / Specialisms / Strengths

- Create 5-7 professional statements which explain your experience / specialisms / strengths.
- Think about what the employer is seeking and try to match these requirements.
- Your statements here should be examples / evidence of how you fit the needs of the job.
- Statements can describe experience, skills, strengths, knowledge, style, attitude, etc.

Achievements

These points build evidence and credibility. Relate them to the job requirements. They need not all be work-based. They can be from other activities, but must show you can 'make a difference', relevantly.

- Create 3-7 professional statements which describe your achievements.
- Show achievements that best illustrate your capabilities relevant to the needs of the new job.
- Show achievements which demonstrate that you could 'make a difference' relevantly in the job.
- Achievements need not be work-related, especially for young people with little work history.
- Importantly, give scale, facts and figures to your achievements - be concise and specific.

Career History

- mth/year-mth/year - job title / function / responsibilities - employer / city - industry / sector
- mth/year-mth/year - job title / function / responsibilities - employer / city - industry / sector
- mth/year-mth/year - job title / function / responsibilities - employer / city - industry / sector

Education and qualifications

- school, college, dates, etc.
- qualifications/ predicted grades.

Briefly list your past jobs, employers, industry, and mth/yr (from-to). Most recent first. Layout in neat columns ideally. Briefly state responsibilities if not self-explanatory from the job titles. Insert education, hobbies, interests, personal and contact information. Make details neat, concise and relevant to the job opportunity.

Hobbies / Interests

- Show hobbies/interests indicating personal qualities that are relevant to the job requirements.

Personal Details

- Name
- Address
- Phone numbers
- Email
- Driving licence -
[OPTIONAL]
- References are
available on request.

If you prefer, show your contact details under the heading at the top of the CV. To make more space reduce font size in CV to 9 or 10pt. Continue on a second page if really necessary. One page is best, especially if you are young and have less information to include. Add date/ref and page number if more than one page, bottom right of CV, or if space is very tight, in a vertical text box as shown below in this example.

CURRICULUM VITAE WRITING TIPS

Keep your curriculum vitae simple. Your curriculum vitae must be concise. Your curriculum vitae must be easy to read. Your curriculum vitae must sell you and your curriculum vitae must be tailored to what the reader is looking for.

These CV and letter principles apply to all career moves. Having a good CV is essential for full-time jobs, part-time, internal, external, promotions, new jobs, career changes, internships and work experience placements - wherever an employer or decision-maker is short-listing or interviewing or selecting applicants.

CV writing is a form of marketing or advertising, when the product is you.

This is especially so now when you can publish your CV – and / or video CV onto websites.

Your CV must sell you to a prospective employer, and compete against other applicants who are also trying to sell themselves. So the challenge in CV writing is to be more appealing and attractive than the rest.

This means that your curriculum vitae must be presented professionally, clearly, and in a way that indicates you are an ideal candidate for the job, i.e. you possess the right skills, experience, behaviour, attitude, morality that the employer is seeking. The way you present your CV effectively demonstrates your ability to communicate, and particularly to explain a professional business proposition.

Put yourself in the shoes of the employer: write down a description of the person they are looking for. You can now use this as a blue-print for your CV. The better the match the more likely you are to be called for an interview.

If you find it difficult to match your own CV description to the requirements of the role, then perhaps the role isn't for you. There's little or no point distorting or falsifying yourself in order to get a job. If you falsify yourself in your CV you'll be unlikely to provide the necessary proof of your claims at interview, and even if you manage to do this and to get the job, then you'll not be able to do the job enjoyably without stress.

CV writing tips - basics of template presentation & structure

Presentation and sequence of items with your CV are very important, as it is in advertising, and most people get it wrong, which makes it easier for you when you get it right. When you are selling anything you need to get to the key points quickly. The quicker the reader can read and absorb the key points the more likely they are to buy. A well-presented and well-structured CV also indicates that you are professional, business-like and well organised.

For all but very senior positions you should aim to fit your CV on one side of standard A4 sheet of business paper. Always try to use as few words as possible. In CV writing, like advertising, "less is more". This means you need to think carefully about the words you use - make sure each one is working for you - if any aren't, remove them or replace them. Never use two words when one will do.

WRITING CVs WITH NO CAREER HISTORY OR WORK EXPERIENCE

Experience is in everything we do - especially in the most important areas such as maturity (grown-up attitudes) and emotional intelligence, communications, creativity, responsibility, determination, integrity, compassion, problem-solving, etc – these are the qualities employers really seek. You'll not have a career history, but you can certainly illustrate and prove that you have qualities gained and learned from your life experience, that employers will recognise and want.

Consider and show achievements and qualities from your life, relevant to the job, such as:

- leadership
- teamwork
- creativity
- initiative
- problem-solving
- self-motivation
- discipline
- reliability
- persistence and determination
- compassion and humanity
- love and care for others
- specific abilities with numbers, language, communications and ICT (information and communications technology – especially computing and websites), fixing and making things, selling and marketing something, etc.

In non-employed situations such as:

- school or college projects and responsibilities
- part-time jobs
- sport
- voluntary work
- clubs
- caring
- supervising, teaching, helping young people
- charity work
- hobbies and pastimes
- outdoor activities
- holidays and travel

and any other personal interests which illustrate your strengths, capabilities and passions.

If you are aiming at a job which asks for experience, yet you have no experience in conventional employed work, look for other examples in your life which prove that you have the right attitude and potential, and even some very relevant transferable experience, despite it not being from employed work.

Many employers prefer a young candidate who can demonstrate reliability, self-motivation, drive and enthusiasm, etc. From having, for example, applied themselves for years in low-paid paper-rounds and weekend jobs, or who can show serious dedication to some other worthy activity, than applicants who have a career history but demonstrate none of the vital qualities that employers really value and seek in new recruits.

CV WORDS AND PHRASES EXAMPLES – PERSONAL PROFILE, CAPABILITIES, ETC

- results-driven, logical and methodical approach to achieving tasks and objectives
- determined and decisive; uses initiative to develop effective solutions to problems
- reliable and dependable - high personal standards and attention to detail
- methodical and rigorous approach to achieving tasks and objectives
- entrepreneurial and pro-active - strong drive and keen business mind
- identifies and develops opportunities; innovates and makes things happen
- good strategic appreciation and vision; able to build and implement sophisticated plans
- determined and decisive; uses initiative to meet and resolve challenges
- strives for quality and applies process and discipline towards optimising performance
- extremely reliable and dependable - analytical and questioning, strives for quality
- methodical approach to planning and organising - good time-manager
- excellent interpersonal skills - good communicator, leadership, high integrity
- strong planning, organising and monitoring abilities - an efficient time-manager
- self-driven and self-reliant - sets aims and targets and leads by example
- good interpersonal skills - works well with others, motivates and encourages
- high integrity, diligent and conscientious - reliable and dependable
- self-aware - always seeking to learn and grow
- seeks new responsibilities irrespective of reward and recognition
- emotionally mature and confident - a calming influence
- detailed and precise; fastidious and thorough
- decisive and results-driven; creative problem-solver
- good starter - enthusiastic in finding openings and opportunities
- creative and entrepreneurial networker - effective project coordinator
- reliable and dependable in meeting objectives - hard-working
- emotionally mature; calming and positive temperament; tolerant and understanding
- seeks and finds solutions to challenges - exceptionally positive attitude
- great team-worker - adaptable and flexible
- well-organised; good planner; good time-manager
- seeks new responsibilities and uses initiative; self-sufficient
- solid approach to achieving tasks and objectives; determined and decisive
- excellent interpersonal skills - good communicator, high integrity
- energetic and physically very fit; quick to respond to opportunities and problems
- active and dynamic approach to work and getting things done
- financially astute - conversant with accounting systems and principles
- tactical, strategic and proactive - anticipates and takes initiative
- systematic and logical - develops and uses effective processes
- good listener - caring and compassionate
- critical thinker - strong analytical skills; accurate and probing
- good researcher - creative and methodical - probing and resourceful
- facilitative project manager; develops and enables group buy-in
- persistent and tenacious sales developer; comfortable with demanding targets
- resilient and thorough - detached and unemotional
- completer-finisher; checks and follows up - immaculate record-keeper
- team-player - loyal and determined

- technically competent/qualified [state discipline or area, to whatever standard or level]
- task-oriented - commercially experienced and aware
- excellent inter-personal and communications skills
- sound planning and organizational capabilities
- results oriented - focused on productive and high-yield activities
- tolerant and understanding - especially good with young children/elderly people/needly people/disadvantaged people, etc
- emotionally mature - calming and positive temperament - compassionate and caring
- sensitive and patient interpersonal and communication skills
- high integrity and honesty; ethical and socially aware
- energetic and positive outlook, which often inspires others
- calm, reliable and dependable in meeting objectives - logical and numerate
- seeks and finds good outcomes to challenges
- adaptable and flexible; well-organised planner and scheduler
- effective and selective in use of communications technologies

AN ALTERNATIVE APPROACH FOR THOSE LEAVING OR STILL IN EDUCATION

Header, document and CV title:

Your first and family name to appear at the top of each page — not "CV"

CV template rules: Maximum length is two pages; do use an internet friendly font such as Ariel or Times New Roman and don't use heavy graphics, tables, images or complex formatting that may corrupt when your CV is emailed. It would be better to include a link to a webpage or share a file.

Profile:

A statement of about 30 to 40 words that describe your work skills, such as highly organised, ability to work in a team or alone, motivated by a challenge. Don't just list your own personal ambitions here, employers want to hire people that will contribute and add value to organisations — so, what are you going to do for them?

Qualification description:

List the institution that you studied at, the start and finish date, subject, type of qualification and the grade.

Institution, 00/00/0000 — 00/00/0000, course, qualification, grade

If you specialised at any point or did a paper or project that is relevant to the type of job that you would like to do, write about it here, but use no more than 40 words. Help your prospective employer by avoiding jargon, explaining any new ways of being graded and talking up the benefits of what you have studied. Remember anyone can learn the theory, you need to demonstrate that you can apply it and that it's useful. If you are a recent post-graduate, also list your AS level qualifications, including where and when you studied for them, the subject and the grade. If you are a mature, recently-qualified FE student, list your highest qualification (in the same way as above) only.

For example: Researched, planned and authored 3000 word dissertation on new trends in information sharing via social networks — managed deadlines, liaised with dissertation co-ordinator and developed analytical and research skills by successfully interviewing 10 experts for advice and opinion to inform paper. Findings to be published on online news site Mashable.

Work history:

Great if you have one; list your most recent jobs first, picking out the skills that you used and expertise that you developed that's relevant to the type of work you are interested in doing. Detail the organisation that you worked for, the start and finish dates and your job title. If you are nervous about naming the company that you work for, describe it instead (for example; major multiple / supermarket chain instead of Tesco or Sainsbury's). Don't describe role and responsibilities, instead talk about your achievements and contributions to the business. It's not what you did but how you did it that counts.

Organisation, 00/00/0000 — 00/00/0000, job title

For example: I helped devise a project to improve customer engagement which resulted in 30% more customer enquiries. This in turn led to a 20% increase in revenue.

Interest and hobbies:

List your interests and hobbies here. If you have an interest that is more of a passion for you, where your talent has been recognised or awarded, describe it in greater detail here — up to 40 words. Again, be mindful that it's not just what you did, but how you did it that will impress a prospective employer. Consider the interchange between life/work skills here also.

Awards and membership of professional bodies:

Don't hide your talents under a bushel here, if you got 100% in your cycling proficiency or grade 6 on the piano, for example, list your achievements. Again, detail the awarding body, the date and the grade, and describe what the award represents.

References:

Use the name, job title and contact details of a course leader, mentor or professor at your university, or an employer here.

Contact details:

List your email, mobile number and home address (if relevant) at the bottom of every CV page and be mindful of the differences between work and play. Don't use a jokey email, such as bestlooker@email.com, if this could be seen as immature or foolish. Also, consider what you publish online, employers do check social media, even for senior roles — so expect to be Googled...

Email

Telephone

Address

Opportunities are usually disguised as hard work, so most people don't recognise them.

Ann Landers

