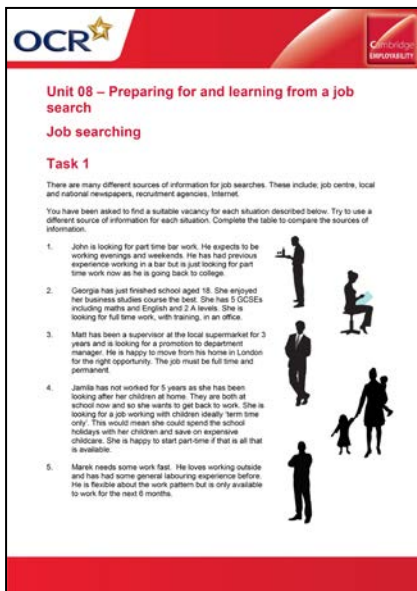




# Unit 8 – Preparing for and learning from a job search

## Job searching

### Instructions and answers for teachers

*These instructions should accompany the OCR resource ‘Job searching’ activity which supports OCR Certificates in Employability Skills Unit 8, Preparing for and learning from a job search.*



**OCR**  

**Unit 08 – Preparing for and learning from a job search**

**Job searching**

**Task 1**

There are many different sources of information for job searches. These include: job centre, local and national newspapers, recruitment agencies, internet.

You have been asked to find a suitable vacancy for each situation described below. Try to use a different source of information for each situation. Complete the table to compare the sources of information.

- John is looking for part time bar work. He expects to be working evenings and weekends. He has had previous experience working in a bar but is just looking for part time work now as he is going back to college.
- Georgia has just finished school aged 18. She enjoyed her business studies course the best. She has 5 GCSEs including maths and English and 2 A levels. She is looking for full time work, with training, in an office.
- Matt has been a supervisor at the local supermarket for 3 years and is looking for a promotion to department manager. He is happy to move from his home in London for the right opportunity. The job must be full time and permanent.
- Jamila has not worked for 5 years as she has been looking after her children at home. They are both at school now and so she wants to get back to work. She is looking for a job working with children ideally term time only. This would mean she could spend the school holidays with her children and save on expensive childcare. She is happy to start part-time if that is all that is available.
- Marek needs some work fast. He loves working outside and has had some general labouring experience before. He is flexible about the work pattern but is only available to work for the next 6 months.

**Associated Files:**  
Job interviews activity

**Expected Duration:**  
Task 1 – Up to 1 hour  
This depends on available sources of information  
Task 2 – 10 minutes  
Task 3 – 20 minutes  
Task 4 – 30 minutes



*This activity offers an opportunity for English skills development.*

## Task 1

This task requires the learners to research suitable job vacancies for the five scenarios listed below.

1. John is looking for part time bar work. He expects to be working evenings and weekends. He has had previous experience working in a bar but is just looking for part time work now as he is going back to college.
2. Georgia has just finished school aged 18. She enjoyed her business studies course the best. She has 5 GCSEs including maths and English and 2 A levels. She is looking for full time work, with training, in an office.
3. Matt has been a supervisor at the local supermarket for 3 years and is looking for a promotion to department manager. He is happy to move from his home in London for the right opportunity. The job must be full time and permanent.
4. Jamila has not worked for 5 years as she has been looking after her children at home. They are both at school now and so she wants to get back to work. She is looking for a job working with children ideally 'term time only'. This would mean she could spend the school holidays with her children and save on expensive childcare. She is happy to start part-time if that is all that is available.
5. Marek needs some work fast. He loves working outside and has had some general labouring experience before. He is flexible about the work pattern but is only available to work for the next 6 months.

Learners should be encouraged to use a range of sources of information to complete this task.

To start, learners should highlight the key details from each job search in order to find a job that meets the criteria.

Learners could discuss in groups, the advantages and disadvantages of each source of information before completing the table. Some sources of information might be more useful to complete a job search for a particular type of job.

## Task 2

Learners could review the table of phrases and identify which are **skills** and which are **personal attributes**, by writing the correct phrases in the boxes.

The correct answers are shown below.

### Skills

Reading and writing  
Listening  
Word processing/computer skills  
Driving  
Manual handling  
Customer service  
Problem-solving  
Handling money  
Multi-tasking  
Interpersonal  
Leadership  
Time management

### Personal attributes

Reliable  
Honest  
Patient  
Good team player  
Organised  
Attention to detail  
Caring  
Confident  
Assertive  
Sense of humour  
Positive attitude  
Good judgement

The following support sheet also lists the correct answers:

<http://www.ocr.org.uk/Images/138203-tutor-support-sheet-skills-and-attributes.pdf>

## Task 3

Ask the learners to read the job advert Vacancy – Apprentice Administrative Assistant.

Using the reminders:

**Skills = I can (or something I can learn)**

**Personal attributes = I am (or I have)**

ask the learners to identify the **skills** and **personal attributes** within the following job advert.

### Vacancy - Apprentice Administrative Assistant

- Birmingham, West Midlands
- Salary negotiable
- Job type: Permanent, full-time

Accountants in Birmingham, providing a personalised service to business owners and individuals. We have created a vacancy for an Apprentice Administrative Assistant to join our friendly, vibrant team of professionals.

#### Job will include

- General administration and clerical work
- Greeting clients and answering phone calls
- Preparing beverages/food for partners and clients
- Any other tasks reasonably expected to someone in this position

There will be some opportunity to assist in some basic book-keeping work.

You will be asked to carry out a variety of admin based tasks and it is therefore essential that you are well organised, hard-working and diligent.

You will also be the initial point of contact with clients and it is therefore very important that you have good basic communication skills.

As we are an Accounting firm we require you to conduct yourself in a professional manner.

This is a 12 month Apprenticeship scheme with the aim to keep the candidate on long term.

The following are possible answers from the advert.

**Skills needed to be an apprentice administrative assistant:**

- 1 Communication
- 2 Telephone skills
- 3 Filing
- 4 Numeracy
- 5 ICT skills

**Personal attributes needed to be an apprentice administrative assistant:**

- 1 Organised
- 2 Hard working
- 3 Diligent
- 4 Professional
- 5 Polite

Ask the learners to list five of their own **skills** and **personal attributes**.

## Task 4

Show the learners the video clip below. It shows a video about the importance of a good covering letter.

<http://career-advice.monster.co.uk/cvs-applications/cover-letter-advice/how-to-write-a-cover-letter-video-advice/article.aspx>

Learners could then write their own covering letter. A number of examples can be seen at <http://career-advice.monster.co.uk/cvs-applications/free-cover-letter-samples/jobs.aspx>

Below is one example:

Dear **[INSERT HIRING MANAGER'S NAME]**

Regarding the **[INSERT JOB TITLE]** position currently advertised on Monster.co.uk, please find attached a copy of my CV for your consideration.

Having worked within the industry for over **[INSERT YEARS EXPERIENCE]**. I have developed a wide range of skills that would meet, and exceed the expectations for the role. During my career I have had many achievements, including **[INSERT KEYACHIEVEMENT]**.

I am currently unemployed and would relish the opportunity to immediately bring this level of success to your company. If you would like to get in touch to discuss my application and to arrange an interview, you can contact me via **[INSERT PHONE NUMBER OR EMAIL ADDRESS]**.

I look forward to hearing from you soon.

Yours sincerely  
**[INSERT NAME]**

To give us feedback on, or ideas about the OCR resources you have used, email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk)

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