Unit One The Work Generator

the WOW factor
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Resources

Useful Websites
Aim

In this unit, pupils learn about the different employment sectors, types of jobs and how employment sectors often rely on each other. Pupils also explore familiar and unfamiliar jobs.
Unit Overview

Mapped to the Statutory Statements
Pupils should be enabled to:
- describe different types of work and investigate the range of employment in the local area (including any changes in employment trends); and
- investigate a variety of familiar and unfamiliar jobs.

Learning Intentions
Pupils learn that:
- work can be categorised by sectors;
- sectors can be useful for job searches;
- there are a range of career opportunities, some familiar and some unfamiliar;
- many jobs are transferable, within and sometimes across sectors;
- the duties required in a job can vary considerably; and
- employment sectors often rely on one another.

Success Criteria
At the end of this unit, pupils will:
- be able to recognise some employment sectors and identify some jobs within those sectors;
- be able to describe a range of jobs they were previously familiar and unfamiliar with;
- be able to describe how jobs are often transferable;
- be aware of some of the duties or tasks required to perform a job; and
- explain ways in which some sectors rely on each other.

Employability Skills Focus
This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined below:

Managing information
- Be able to classify, compare and evaluate information.
- Develop methods for collating and recording information.

Key Questions
Throughout this unit, encourage pupils to consider the following questions:
- What types of employment sectors are there in Northern Ireland?
- What type of jobs are in those employment sectors?
- What sectors interest me?
- How are jobs transferable?
Learning and Teaching Activities within this Unit

**Theme 1**  
**Understanding Employment Sectors**  
Pupils explore employment sectors in Northern Ireland.

**Theme 2**  
**Jobs in Sectors**  
Pupils explore some familiar and unfamiliar jobs and how jobs can be grouped into different sectors.

**Theme 3**  
**All About a job**  
Pupils explore the different aspects of a job including roles and responsibilities and qualification routes. They examine the concept of transferable jobs.

**Theme 4**  
**What’s in a Job?**  
Pupils examine the key duties involved in carrying out a range of jobs. They also consider a typical working day in a job.

**Theme 5**  
**Who’s Involved?**  
Pupils learn that employment sectors rarely operate in isolation but often rely on one another.

**Theme 6**  
**Interesting Jobs**  
Pupils examine jobs that are of interest to them.
Theme 1
Understanding Employment Sectors

Pupils explore employment sectors in Northern Ireland.

Support Materials for the Activities
- Guess the Sector Statement Cards (Resource 1)
- Jobs in Sectors Cards (Resource 2)

Activity 1
Write the following question on the board or on a flip chart: What job do you want to do when you grow up? Ask pupils to think about why this question might be difficult to answer. Responses might include:
- too young to know yet; and/or
- don’t know what jobs are/will be available.

Explain to the pupils what is meant by the term ‘employment sector’. Inform them that it can be very effective to look at employment sectors when thinking about career opportunities.

Give the pupils some examples of employment sectors for example finance, retail or construction. Next, invite them to take one minute to write down as many jobs that they can think of in these employment sectors.

Ask the pupils to thought shower what they think are the main employment sectors in Northern Ireland. Responses might include:
- construction sector;
- hospitality sector;
- IT sector;
- financial sector;
- retail sector;
- health sector;
- creative sector;
- public sector;
- fashion and textiles sector;
- manufacturing sector;
- agricultural sector; and/or
- tourism sector.

Explain that employment sectors include many jobs that are similar and that involve work of a similar nature.

Divide the class into four groups. Distribute one of the Guess the Sector Statement Cards to each group. These statement cards contain key information about particular employment sectors. Invite each group to discuss the information on their card and decide which sector the card refers to.

Activity 2
Divide the classroom into six separate ‘meeting areas’. (A ‘meeting area’ could be four or five chairs assembled in a circle). Label each of the ‘meeting areas’ with one of the following employment sectors:
- construction sector;
- hospitality sector;
- IT sector;
- financial sector;
- retail sector; and
- health sector.

Distribute an individual job card from the Jobs in Sectors Cards resource to each pupil. Ask the pupils to read their job card and try to decide which of the six employment sectors their job fits into. When they have made their decision, invite them to take a seat in the ‘meeting area’ that corresponds to their employment sector. When all the pupils have taken
a seat in one of the ‘meeting areas’ check that each pupil is sitting in the correct area.

Ask the pupils to imagine that they are part of a representative committee for their employment sector. The committee is attending the Northern Ireland Employment Sectors Annual Conference. Next, ask each committee to hold a meeting and come up with three ways to attract young people to a career in their employment sector.

Ask each committee to appoint a spokesperson. When the pupils have completed the activity, invite the spokesperson from each committee to present their ideas to the rest of the class.

**Extension Opportunity – Activity 3**

Divide the class into five groups. Ask the groups to imagine that they have been commissioned by the magazine ‘Employment Today’ to write an article on one of the five main employment sectors in Northern Ireland.

Allocate one of the following employment sectors to each group:
- construction sector;
- tourism sector;
- agriculture sector;
- public sector; and
- retail sector.

Alternatively, allow each group to choose an employment sector.

Invite the groups to research their allocated sector and write a magazine article about it. Discuss and agree the success criteria for the articles in advance, for example articles should include:
- two interesting facts about the sector;
- typical jobs in the sector; and
- benefits of working in the sector.

Encourage the groups to be creative with the articles and use eye-catching headlines and images if possible. When they have finished, display the articles in the classroom. Give the pupils time to read each of the articles. Finally, ask the pupils to use the success criteria to peer assess the articles.
Theme 2

Jobs in Sectors

Pupils explore some familiar and unfamiliar jobs and how jobs can be grouped into different sectors.

Support Materials for the Activities
- Job Cards (Resource 3)
- Who Am I? Cards (Resource 4)

Activity 1
Organise the class into five groups. Provide each group with a set of the Job Cards. Invite each group to work together to classify the jobs into different categories. When groups have finished this activity, invite them to take part in a class discussion to talk about how they classified the cards.

Remind the pupils that jobs are organised into different categories known as employment sectors. Inform them that the Job Cards include jobs from the following sectors:
- medicine and nursing;
- science and research;
- environmental science;
- journalism and publishing; and
- IT.

Invite the groups to re-classify the cards according to the sectors named above.

Activity 2
Organise the class into five groups. Allocate one of the employment sectors above to each group. Ask groups to place all the Job Cards that belong to their employment sector on a desk so that all members of the group can see them. For example, the medicine and nursing group must place all the Job Cards that are related to medicine and nursing on the table.

Next, distribute the relevant Who Am I? Cards to each group. Have groups place the Who Am I? Cards face down on the desk. Ask the pupils to take turns to choose a Who Am I? Card and read it aloud to their group. Invite groups to try to match the description on the Who Am I? Card to one of the Job Cards. Encourage groups to discuss and agree on their decisions. Ask groups to continue with this activity until they have matched all their Who Am I? Cards to their Job Cards.

When groups have completed this activity, invite them to discuss the following questions:
- which jobs sound interesting to you?
- which jobs did you already know about?
- which jobs were unfamiliar to you?
- which job(s) would you like to find out more about?

Allow time for groups to feedback their findings to the rest of the class.

Extension Opportunity – Activity 3
Ask the pupils to create a collage of jobs available in their local area. Encourage them to use the following items in their collage:
- articles from newspapers and magazines;
- the employment section in a local paper;
- photos/images from newspapers and magazines;
- pictures;
- print outs from the internet;
- facts and figures, for example employment statistics from the census (pupils can access these at www.nicensus2001.gov.uk);
- information from recruitment agencies; and/or
- information from job centres.
Pupils explore the different aspects of a job including roles and responsibilities and qualification routes. They examine the concept of transferable jobs.

Support Materials for the Activities
- Job Profile Template (Resource 5)
- Is My Job Easily Transferable? (Resource 6)

Activity 1
Explain to the class that every job has a number of factors that relate specifically to it. These factors can be illustrated by a job profile.

Ask individual pupils to choose an employment sector that they find interesting. Invite them to use the internet to find job profiles for a range of jobs within that sector. Next, ask them to choose one job from the employment sector they have researched and to complete the Job Profile Template.

Encourage the pupils to think about the following questions:
- what interests you about this employment sector?
- why did you choose this job?
- how was the information you accessed interesting and useful?
- did you learn anything about the job or employment sector that surprised you?

Invite the pupils to present their completed job profile to the rest of the class and share their responses to the questions above.

Activity 2
Explain to the pupils that some jobs can be carried out across a range of sectors. Examples include:
- sales representative;
- office manager;
- secretary;
- bookkeeper; and/or
- customer care adviser.

As a class, discuss what makes these jobs easily transferable across a range of sectors.

Distribute a copy of the Is My Job Easily Transferable? resource to each pupil. This resource lists ten job scenarios. Pupils are asked to state whether they think the job is easily transferable across a range of sectors.

Extension Opportunity – Activity 3
Invite the pupils to create an advertisement for the job they chose in Activity 1. The advertisement should include the following information:
- job title;
- roles and responsibilities;
- qualifications;
- experience required; and
- hours of work.

Encourage the pupils to research other job advertisements in local newspapers or on the internet. Next, organise the class into pairs. Ask pairs to share their job advertisements with each other. Encourage them to think of three questions they would ask their partner about the job in an interview situation.

Invite an employer or an employee into the classroom to talk about the job profile for their job.
Theme 4
What’s in a Job?

Pupils examine the key duties involved in carrying out a range of jobs. They also consider a typical working day in a job.

Support Materials for the Activities
- Key Duties Matrix (Resource 7)
- Flip chart paper

Activity 1
Explain to the pupils that there are many different duties involved in a job and that the duties depend on the job. Divide the class into four groups. Give each group a large sheet of paper. Allocate a job that pupils are familiar with to each group. Alternatively, allow groups to choose a job. Next, ask the groups to list the duties of their job.

Discuss how some duties are common to many jobs. Divide the pupils into groups of four. Distribute the Key Duties Matrix to each group. The matrix outlines a number of familiar jobs from a range of sectors and a series of duties that may be required for each of the jobs. Ask groups to consider each of the jobs carefully and place an X in the column for each duty they consider to be relevant. When they have completed the activity, ask groups to feedback their responses to the rest of the class.

As a de-brief to this activity, invite the class to consider the following questions:
- which duties are common in jobs?
- could a skill or duty be transferable to another job?
- what other duties would be common amongst these jobs?

Extension Opportunity – Activity 2
Invite an employee from a local company or organisation to talk to the class about their typical working day. In preparation for this, ask the class to agree on ten questions to ask the employee about the duties of their job.
Pupils learn that employment sectors rarely operate in isolation but often rely on one another.

Support Materials for the Activities
- Our Home Case Study (Resource 8)
- Case Study Teacher Briefing Sheet (Resource 9)
- Flip chart paper
- Coloured markers
- Highlighter pens

Activity 1
Inform the class that the Riverside Hotel opened last year. The project to build and launch the hotel involved a range of employment sectors for example:

- **Public Sector**
  Employees from the Department of Planning gave permission to build the hotel.

- **Financial Sector**
  The hotel owners had to deal with employees from the financial sector when they were sourcing finance from the bank to build the hotel.

- **Construction Sector**
  A large number of employees from the construction industry built and fitted out the hotel.

- **Retail Sector**
  The hotel owners dealt with employees from the retail sector when buying furnishings.

- **Hospitality Sector**
  Employees from the hospitality sector such as receptionists, restaurant managers, bar staff and cleaners run and manage the hotel.

Divide the pupils into four groups. Ask each group to list four employment sectors that might be involved in the following projects:

- the opening of a new school, leisure centre or shopping centre;
- a concert in the Odyssey;
- a sporting event;
- writing and recording a song for chart release; and
- treating someone who has been in a serious road accident.

Ask groups to list their answers on a flip chart page and to give examples of what role employees from each employment sector could play. When groups have finished, invite a spokesperson from each group to share their answers with the rest of the class.

It might be helpful to display a list of employment sectors in the classroom for pupils to refer to.

Activity 2
Organise the pupils into pairs. Give each pair a copy of the Our Home Case Study. The case study tells the story of Joe and Suzanne a local couple who recently moved into their new home. It outlines the various steps they took when building their house. Ask pairs to use a highlighter pen to identify key words within the text that provide clues to identify which employment sectors Joe and Suzanne might have dealt with in building their new home.

When pairs have completed this activity, invite them to come up with three more stages in Joe and Suzanne’s story. Ask them to outline which employment sectors would be involved in each stage.
Theme 6
Interesting Jobs

Pupils examine jobs that are of interest to them.

Support Materials for the Activity
- Pupil Reflection Record (Resource 10)

Activity 1
Through the use of the Pupil Reflection Record pupils have the opportunity to examine sectors and jobs that are of interest to them.

Distribute a copy of the Pupil Reflection Record to each pupil. Encourage pupils to read this and think about their learning to date. Ask them to complete the Pupil Reflection Record. Finally, invite the pupils to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.
Guess the Sector Statement Cards

This sector has experienced significant growth in the past few years in Northern Ireland since the peace process led to greater stability.

An influx of visitors from other countries has led to a major growth in this sector.

The appearance of ‘tour buses’ in Belfast provides evidence of the growth in this sector.

In years gone by this sector was a major source of employment in Northern Ireland.

A large number of families in Belfast relied upon this sector to create jobs in companies such as Harland & Wolff and Shorts.

Organisations such as Invest NI have been actively trying to promote this sector in recent years.

This sector was traditionally one of the major employers in Northern Ireland, particularly in rural areas.

It has suffered greatly in recent times.

This has prompted the government to support diversification programmes to help encourage growth.

This employment sector has grown rapidly in the past few years.

The growth is evident by the number of new development projects that can be seen throughout Northern Ireland.

This sector is responsible for our ‘built environment’.
Jobs in Sectors Cards (1 of 4)

Mortgage Adviser

Restaurant Manager

Store Manager

Electrician

Hotel Porter

Computer Programmer

Hotel Receptionist

Web Designer

Sales Assistant (Clothing Outlet)

Bank Official
Jobs in Sectors Cards (2 of 4)

Site Foreman

Crane Driver

Software Developer

Surgeon

Buyer for a major supermarket

Builder

Nurse

Commercial Manager (Bank)

Radiographer

Chef
Jobs in Sectors Cards (3 of 4)

- Car Salesperson
- Event Manager
- Stockbroker
- Checkout Operator
- Computer Games Developer
- Butcher
- Air Cabin Crew
- Plumber
- Florist
- Carpenter
### Jobs in Sectors Cards (4 of 4)

| Airport Information Assistant | Bank Customer Advisor |
### Job Cards

**Medical and Nursing (1 of 3)**

<table>
<thead>
<tr>
<th>Adult Nurse</th>
<th>Ambulance Paramedic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Visitor</td>
<td>Doctor (GP)</td>
</tr>
<tr>
<td>Clinical Psychologist</td>
<td>Surgeon</td>
</tr>
</tbody>
</table>
## Job Cards

**Medical and Nursing** (2 of 3)

<table>
<thead>
<tr>
<th>Dental Hygienist</th>
<th>Microbiologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Assistant</td>
<td>Sports Physiotherapist</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>Sterile Services Technician</td>
</tr>
</tbody>
</table>
### Job Cards

**Medical and Nursing (3 of 3)**

<table>
<thead>
<tr>
<th>Children’s Nurse</th>
<th>Speech and Language Therapist</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phlebotomist</th>
<th>Radiographer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Radiography Assistant</th>
<th>Dietician</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Job Cards

**Science and Research (1 of 2)**

<table>
<thead>
<tr>
<th>Animal Technician</th>
<th>Zoologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceanographer</td>
<td>Astronomer</td>
</tr>
<tr>
<td>Criminal Intelligence Analyst</td>
<td>Food Scientist / Food Technologist</td>
</tr>
</tbody>
</table>
### Job Cards

**Science and Research (2 of 2)**

<table>
<thead>
<tr>
<th>Biomedical Scientist</th>
<th>Acoustic Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Scientist</td>
<td>Chemical Engineering Technician</td>
</tr>
<tr>
<td>Materials Technician</td>
<td>Chemical Engineer</td>
</tr>
</tbody>
</table>
Job Cards

Environmental Science (1 of 2)

- Agricultural Engineer
- Wastewater Treatment Plant Worker
- Recycling Officer
- Botanist
- Countryside / Conservation Officer
### Job Cards

**Environmental Science (2 of 2)**

<table>
<thead>
<tr>
<th>Environmental Health Officer</th>
<th>Quarry Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuse Collector</td>
<td>Architect</td>
</tr>
</tbody>
</table>
Job Cards

Publishing and Journalism (1 of 2)

Radio Broadcast Assistant

Technical Author

Broadcast Journalist

Newspaper Journalist

Magazine Journalist

Translator
Job Cards

Publishing and Journalism (2 of 2)

- Public Relations Officer
- Proofreader
- Copy Editor
## Job Cards

**IT (1 of 2)**

<table>
<thead>
<tr>
<th>Computer Games Developer</th>
<th>Web Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Content Manager</td>
<td>IT Support Technician</td>
</tr>
<tr>
<td>Software Developer</td>
<td>Systems Analyst</td>
</tr>
</tbody>
</table>
## Job Cards

**IT (2 of 2)**

<table>
<thead>
<tr>
<th>Network Engineer</th>
<th>Database Administrator</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Who Am I? Cards
Medical and Nursing (1 of 3)

Who am I?
I provide care to people who are ill, injured or have physical disabilities.
I offer care, observe and assess the progress of people who are ill or injured.
I have to work alongside lots of people including doctors.

Who am I?
It is my job to deal with medical emergencies. I am one of the first to arrive at an emergency scene.
I have to make sure my vehicle is up to standard and I have all the necessary equipment onboard.

Who am I?
It is my job to promote good health and prevent illness in the community.
I visit people in their homes, especially new mothers and children under the age of five.

Who am I?
I offer medical care for patients in the community. It is my responsibility to diagnose and treat illness, disease and infection. Patients usually come to my surgery or I can, if necessary, visit them at home.

Who am I?
I help people make positive changes to the way they think and act. I have to be able to understand their thoughts and actions so I can then work with them to help them with their condition. I work with people who have difficulties such as eating disorders, anxiety, depression and addictions.

Who am I?
I specialise in treating people who may need an operation.
Who Am I? Cards

Medical and Nursing (2 of 3)

Who am I?
I work for a dentist. My job involves removing plaque, polishing teeth and providing advice and information on good oral hygiene.

Who am I?
I work in a laboratory. It is my job to diagnose diseases, identify bacteria and protect people and the environment from the spread of infection.

Who am I?
I provide help to people with a range of difficulties. I support people with daily routines such as washing and dressing, using the toilet and feeding themselves.

Who am I?
It is my job to help sportspeople. I give them advice on how to prevent injury. I also help them recover from injuries.

Who am I?
Drugs and medicine are my area of expertise. I prepare the medicines that are prescribed by doctors. I also give healthcare advice to the public about the safe use of medicines.

Who am I?
It is my job to make sure that hospitals have the equipment and materials they need for a clean environment.
Who Am I? Cards
Medical and Nursing (3 of 3)

Who am I?
I am sometimes called a paediatric nurse. I am specifically trained to look after young people under the age of 18 who need medical care.

Who am I?
I am trained to support and advise people who have communication problems or who have difficulty eating, drinking and swallowing.

Who am I?
I work in hospitals and take blood samples from people who need their blood tested in the laboratory.

Who am I?
I help consultants to diagnose or treat patients who are ill or injured. I specialise in the use of radiation such as x-rays.

Who am I?
I am sometimes called an imaging support worker. I support the radiographer in their daily work. My job includes booking appointments and transporting patients to and from wards.

Who am I?
It is my job to advise and support people about food choices and lifestyle to prevent nutrition related health problems such as diabetes or eating disorders.
Who Am I? Cards
Science and Research (1 of 2)

Who am I?
I look after animals that are bred for research. My duties include making sure the animals have enough food and water, cleaning out their cages and observing the animals.

Who am I?
It is my job to study how animals behave.

Who am I?
I specialise in the study of seas and oceans. I am concerned with the effects of climate change and the impact of pollution on marine ecosystems.

Who am I?
In my job I study the universe including the planets, stars and the formation of galaxies.

Who am I?
The police use the information I look at to help reduce crime or solve criminal problems.

Who am I?
I am responsible for investigating new ways of keeping food fresh and safe. This means I often have to test the safety and quality of food.
Who am I?
I work in the hospital laboratory. I study patient samples sent by doctors to help them diagnose and treat the patient.

Who am I?
I am concerned with sound. I have to manage, regulate and control the noise in the environment.

Who am I?
I find out the views of consumers on products or services. I use this information to advise companies on how they could improve their products or services.

Who am I?
In my job you could work with plastics, drugs, medicines or even food and drink. I support the engineer in manufacturing products. My duties can include designing and building machinery or carrying out experiments.

Who am I?
I work for companies to test how different materials behave under different conditions. The results of my tests are used to improve products, solve problems or to develop new products.

Who am I?
I find new ways of turning raw materials into useful products such as food or medicine.
Who Am I? Cards
Environmental Science (1 of 2)

Who am I?
I advise farmers and government on agriculture issues. I am also responsible for the design, development and installation of machinery and equipment to industries such as agriculture and forestry.

Who am I?
In my job I am concerned with the safe disposal of waste water. I also treat water to make it safe for drinking.

Who am I?
I am responsible for reducing waste in the local environment. My job includes writing policies, advising and promoting recycling initiatives.

Who am I?
My work is all about the study of plants. My job requires me to identify, classify and record plant species. I also look for new species and assess the effect of pollution on plants.

Who am I?
I try to get people to realise the importance of protecting the countryside. I give advice, carry out surveys and produce information leaflets.
**Who Am I? Cards**

**Environmental Science (2 of 2)**

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**Who am I?**

I am responsible for checking that people are living or working in healthy environments.

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**Who am I?**

It is my job to find new and better ways of extracting raw materials from the ground. I know all about excavation methods such as blasting and drilling.

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**Who am I?**

I am responsible for taking waste away from people’s homes and workplaces.

---

**Who am I?**

My job involves designing and constructing buildings as well as restoring old ones.
Who am I?
I support radio producers and presenters when making radio programmes.

Who am I?
I produce documents and manuals such as instruction manuals so that users of products can understand them.

Who am I?
I research the news and produce factual stories for presenters.

Who am I?
I research and write stories for newspapers.

Who am I?
I research and write stories for magazines.

Who am I?
It is my job to convert one language to another.
### Who Am I? Cards

**Publishing and Journalism (2 of 2)**

<table>
<thead>
<tr>
<th>Who am I?</th>
<th>Who am I?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am responsible for protecting a company’s image. It is my job to keep good relationships between the company and its customers.</td>
<td>It is my job to check an author’s work and change it if necessary.</td>
</tr>
<tr>
<td>I have to check the work of an editor before any written work is printed or published.</td>
<td></td>
</tr>
</tbody>
</table>
Who Am I? Cards

IT (1 of 2)

Who am I?
I produce games for use on mobile phones, the internet or computer consoles.

Who am I?
I build websites for clients. Aspects of my job include working on the design and structure.

Who am I?
I make sure that the information a company puts on their website meets customer needs.

Who am I?
I solve IT problems for people.

Who am I?
I design and develop new programmes for computers. The programmes aim to make a company manage its work more effectively.

Who am I?
I recommend improvements for a company’s IT processes.
Who Am I? Cards

IT (2 of 2)

Who am I?
I design and install communication systems with a company’s IT system.

Who am I?
I upgrade and install databases onto computer systems for organisations.
## Job Profile Template

<table>
<thead>
<tr>
<th>Job title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles and responsibilities</td>
</tr>
<tr>
<td>Qualifications required</td>
</tr>
<tr>
<td>Why the job is important/benefits to the community?</td>
</tr>
</tbody>
</table>
Is My Job Easily Transferable?

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Transferable or Sector Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe has worked as a builder for almost 25 years. He has worked for a number of firms during that time but has been with his current employer for nearly ten years.</td>
<td></td>
</tr>
<tr>
<td>Sophie has worked as a sales representative with a major pharmaceutical company for the past 18 months. Prior to this she worked in sales for an IT solutions company in London.</td>
<td></td>
</tr>
<tr>
<td>Andrea works as a receptionist in a local hotel. Through her role she has developed excellent communication skills. She enjoys dealing with the public.</td>
<td></td>
</tr>
<tr>
<td>David qualified as a teacher in 1990 and has since worked in his local post-primary school. He teaches English and History.</td>
<td></td>
</tr>
<tr>
<td>Jayne is currently an office manager in a local building supplies company. Throughout her career she has worked for a number of local companies in similar roles.</td>
<td></td>
</tr>
<tr>
<td>Brian has been a doctor for over 15 years. He began working in a range of hospitals throughout Northern Ireland but now works as a GP in his local health centre.</td>
<td></td>
</tr>
</tbody>
</table>
### Key Duties Matrix

<table>
<thead>
<tr>
<th></th>
<th>Shop Assistant</th>
<th>Farmer</th>
<th>Solicitor</th>
<th>Fitness Instructor</th>
<th>Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with customers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing letters</td>
<td></td>
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</tr>
<tr>
<td>Using a computer</td>
<td></td>
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<tr>
<td>Manual labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making products</td>
<td></td>
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<tr>
<td>Selling</td>
<td></td>
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<tr>
<td>Using the telephone</td>
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<tr>
<td>Working outside</td>
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<td></td>
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<tr>
<td>Adhering to health &amp; safety</td>
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<td></td>
<td></td>
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<tr>
<td>Attending meetings</td>
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</tbody>
</table>
Our Home Case Study

Having purchased a site, Joe and Suzanne made an application to the planning office for permission to build their house. When the planning permission was secured the couple met with their local architect who drew up the plans for their new home. The couple then met with their local financial advisor to obtain a mortgage to build the house.

Joe and Suzanne signed a contract with local building contractor, ‘Brown and Son’ to build the house and take care of all the plumbing and joinery work.

While they were waiting for their new home to be built, Joe and Suzanne spent the most of their weekends shopping in furniture outlets and household stores.

They bought everything they needed to decorate and furnish their home.

Once they had confirmed that the electricity was being connected, they decided they needed a short break to relax and so went to Paris for a long weekend.
### Case Study Teacher Briefing Sheet

<table>
<thead>
<tr>
<th>Key Word/s</th>
<th>Sector</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Office</td>
<td>Public</td>
<td>Planning permission</td>
</tr>
<tr>
<td>Architect</td>
<td>Construction</td>
<td>Design of building</td>
</tr>
<tr>
<td>Financial Advisor</td>
<td>Finance</td>
<td>Borrow money</td>
</tr>
<tr>
<td>Building Contractor</td>
<td>Construction</td>
<td>Building the house</td>
</tr>
<tr>
<td>Shopping</td>
<td>Retail</td>
<td>Buying furniture</td>
</tr>
<tr>
<td>Connected</td>
<td>Energy and utility</td>
<td>Electricity supply</td>
</tr>
<tr>
<td>Short break</td>
<td>Hospitality, travel and tourism</td>
<td>Weekend in Paris</td>
</tr>
</tbody>
</table>
Pupil Reflection Record (1 of 2)

What employment sectors interested you throughout this unit?

In the space below write down the job/s that interested you the most from the sectors above. Explain what interested you.

Use various research methods to find out which aspects of the job interest you most. Record your findings in the box below:

Roles and responsibilities:

Required qualifications:

Interesting facts about the job:
Pupil Reflection Record (2 of 2)

Which of the following career planning activities have you carried out as part of this unit?

- Reading
- Watching videos
- Research
- Giving presentations
- Learning from others

Signed: ____________________________________________________________

Teacher: __________________________________________________________

Parent: ___________________________________________________________
Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to www.ccea.org.uk/employability