

CareerDemon Report

www.careerdemon.com

for

samplereport1@careerdemon.com

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Introduction

How to read this report

Please read the following introduction carefully to get the most out of your report. It tells you what CareerDemon can and cannot do, and how best to make use of the information it provides.

CareerDemon's results are based on what you have told us about yourself, on the preferences you expressed, and on how well you have done on the aptitude tests you took. So the first thing we do is to tell you about your results on the various tests and questionnaires.

Interests

For Attractions, we look at your preferences in terms of your likes and dislikes with respect to the various job-related activities with which you were presented. We chose these activities on the basis of what you told us about your actual and prospective educational qualifications, and we organise them equally into six categories. For the recommendations section, we use this information in more complex way, matching the pattern of your interests to the structure of various jobs, instead of looking at each interest area individually.

Aptitudes

Then there are the aptitude tests. You did five of these. Madame Eva was all about English, with errors of spelling, grammar and usage to detect and correct. Then we looked at your skill with verbal material (Confusions and Verbals), numerical problems (Numbercrunch) and technical issues (Marbella).

You probably found the aptitude tests quite hard in places: they are meant to be. You won't find anything more challenging in the tests used by the top graduate employers. Most jobs require some degree of aptitude in each of these areas, but the emphasis will vary, and you don't have to be an Einstein or a Leonardo da Vinci to succeed. We grade our career recommendations carefully: you don't want to be daunted or bored or left completely cold by what a career entails.

Working conditions

Willing & Able, on the other hand, is all about the conditions you have to put up with at work and the impact of different jobs on your life outside work. We try to choose questions in Willing & Able in such a way as to cut down the options suggested by Attractions. If you find the career paths we suggest towards the end of this report don't hit the spot for you, it could be a good idea to go through Willing & Able again and see how another attempt changes our suggestions.

You shouldn't suppose that you've been singled out by fate for one very special career that is uniquely best for you. Please note that our recommendations do *not* take into account the subjects that you are currently studying or have previously studied. Some jobs involve lengthy stretches of training, which may or may not be practical given

the stage you are presently at in your career.

Recommendations

In the last part of this report we suggest very specific lines of work that fit your interests, preferences and aptitudes. You may be surprised by the variety, and if you are then that is all to the good. CareerDemon is all about opening up possibilities, not steering you into stereotypical career channels that dull the spirit and narrow your options. What do you care about most, and how much do you expect your values to change with time? Some jobs become part of your identity, others you can pick up and put down, and sometimes it's important to recognise that you can pursue the same values in different ways at different times.

To give you a taste of what is to come, we list our recommendations here. You will find fuller details in Part 4 of this report. Please note that the appearance of jobs in our list of recommendations does not guarantee that you have all the necessary qualities and qualifications required. These are suggestions you may wish to follow up by checking the sources of detailed information suggested in Part 4. The useful links have all been carefully picked, based on the content of their websites.

Social and related services

Careers advisor or officer; Advice centre worker; Health care social worker; youth and community worker; Educational psychologist; Residential social worker; Clinical psychologist.

Teaching and cultural activities

Primary school teacher; Nursery school teacher; Religious minister; Art and design teacher; Physical education teacher; Special educational needs teacher.

Health and medical services

Art therapist; Drama therapist; Dental hygienist; Music therapist; Hearing therapist.

Entertainment and leisure

Outdoor pursuits instructor.

Security and protective services

Police officer.

Let us know if you think there is something we have missed about you, or if you find an opportunity that really suits you that you think we should know about. We may contact you to ask for suggestions as to how we can improve our product. In the long run you are the expert, we are just the channel of communication.

A good way to make use of this report is first to skim through, noting the summary points which appear in bold, and going quickly to the recommendations in the last section. Then go back and take a look at each section in turn. Consider how accurately you think they reflect your abilities and preferences. Look again at the recommendations in detail and try to figure out why some seem more or less appealing than others.

This way, you begin to get some focus on what matters to you, what your criteria are, and what kinds of satisfaction you are looking for in a career. CareerDemon is designed to help you take control of your future on the basis of enhanced self-knowledge through some neat psychometric methods. At the end of the report you will also find contact details for organisations that may be able to provide up-to-date careers information and details of employers.

Part 1: Work-related Interests

There are lots of different motives that guide people into this career or that. But, other things being equal, life is sweeter if you work at something you enjoy. People differ to a surprising extent as to what they find enjoyable at work, but for certain if your job grabs you because you enjoy the activities it involves, then you have a good chance of making it a positive part of life, and not just a chore.

Attractions asked you to say whether you liked, disliked or were indifferent to a large number of job-related activities, and then asked you to choose between the pairs of activities you were presented with. The activities you looked at link to jobs that require a significant level of achievement in terms of formal qualifications, one or more degrees, or ultimately membership of a professional body. We have analysed your answers with a view to making positive career suggestions, but the way we do this involves some complex mathematics and feeds into the last section of this report. Here, we report your answers in terms of six areas of interest, to give you some indication of where we think the balance of your interests lies. For each area, we mention a couple of jobs which are representative of work with a strong emphasis on that kind of interest.

Positive interests – things you said you would like doing:

First, let's take a look at the tasks that you found appealing. Helping those in need and writing are activities you liked. These tasks involve interest areas we call social and community work, and language and literature.

social and community work

Many of the tasks which involved social and community work interested you. Generally you liked the idea of activities that involved caring for children or helping the elderly. We found you preferred activities such as advising students who are unwell or depressed and counselling bereaved people to overcome their grief to other tasks in this area. You were less interested in teaching blind people how to handle guide dogs or helping unemployed people to find jobs. This set of interests is linked to careers such as being a psychologist or a special needs teacher.

language and literature

Your responses suggest you liked writing material for radio programmes, but you were less keen on choosing books for libraries. You didn't mind writing reports on public meetings, though you preferred reading poetry to an audience. The idea of activities which involve explaining things or drama is appealing to you as are a number of tasks which involve language and literature. Being a translator or a film and TV director are examples of occupations

related to this group of interests.

Active dislikes – things you consistently preferred not to do:

Then there are the tasks in which you expressed little interest. You disliked activities such as computing and technical work and office work. Finance and economics, and physical science and information technology are the areas of interest that relate to these tasks.

physical science and information technology

You didn't like activities which involve practical work or making and repairing things, and similar activities which focused on physical science and information technology. Professions that are connected to this kind of interest include being a materials scientist or a geophysicist. Many of the tasks in this group are ones that have very little interest for you. Carrying out tests on radar equipment and using X-rays to locate faults in metal components are two of these tasks.

finance and economics

This sort of interest is related to jobs such as being an economist or a trades union official. Many of the activities which involved finance and economics didn't appeal to you. Generally you didn't like the idea of tasks that involved using figures and calculations or selling things. When we looked in more depth at your responses they suggested you didn't mind some activities such as managing a branch of a bank or cashing travellers cheques and exchanging currency. In contrast you disliked arranging loans for people buying houses and giving companies advice on investing large funds.

No strong feelings – things you didn't mind:

Finally, we come to the activities that you found moderately appealing. Forestry and using craft materials are tasks you didn't mind. Biological sciences and medicine, and art and design are the areas of interest that relate to these tasks.

biological sciences and medicine

Occupations that are connected to this set of interests include being a biotechnologist or a microbiologist. You liked activities such as protecting wild life in a country park and measuring heart rhythms to diagnose disorders. You weren't as keen on activities such as identifying chemicals in samples of soil and studying how characteristics are inherited by animals and plants, though. Other tasks, such as tracing the migration routes of birds and studying the

causes of diseases, you said you didn't mind. You didn't mind the idea of activities which involve working with plants and animals or farming, and similar tasks which focused on biological sciences and medicine.

art and design

You did like some activities in this area, even though overall you were not keen. The ones you liked include making pottery. Creating sketches to show how new buildings will look when finished you didn't mind. Being an architect or a landscape architect are examples of careers linked to this group of interests. The notion of tasks which involve making things attractive or creative work was moderately interesting to you, and so were other activities that involved art and design.

We've talked about the interest areas in this section separately. However most professions involve tasks in more than one of these interest areas. In general, jobs will consist of tasks you dislike or merely don't mind as well as some you like. Our aim is to find you those which include more of the activities you prefer. Rarely will any job involve only activities you like and none that you dislike.

How well does this reflect what you really feel?

Because we use the information on which we base this part of the report as the basis for the initial selection of careers to suggest, it's important that you should feel happy with the overall tone of what we have just said.

We may have picked activities that don't match the level and style of employment you feel comfortable with. Perhaps the activities seemed too high-flown or too mundane for you. If this is so, we can arrange for you to try different sets of activities in another version of Attractions. Or you may think that the level is right, but the interpretation is wrong. If so, perhaps you should try the same version again, bearing in mind what we made of your answers this time.

Remember, there is no charge for repeat uses during the 18 months from the date of your first report. We encourage you to use the system until you are happy that we have helped you to the fullest possible extent.

Part 2: Mental Skills and Aptitudes

Why use aptitude tests?

CareerDemon's aptitude tests are designed to probe your capacity for further learning and development in areas that make demands on what psychologists call cognitive skills. These are not the only skills that are important for work, but they are skills that we can assess accurately using computer-based tests. They are also skills that are assessed in many employers' recruitment and selection systems. The CareerDemon aptitude tests are unique, but they are modelled on tests designed by the same authors for real selection systems.

Unlike most aptitude tests, CareerDemon's tests have been designed without a strict time limit. But we have timed every answer you gave and kept note of how often you changed your answers, made use of help screens and so forth. We have a programme of continual research and refinement to make use of this information to improve the focus of reports. We will contact you when we are able to incorporate more of this information. We are happy to provide you with an updated report within 18 months of the order date of your first report, at no further charge. Please contact CareerDemon if you wish to receive an updated report.

We use the results of the aptitude tests to help frame our suggestions in Part 4. Sometimes, people do distinctly better than they expect in numerical and technical skills, and this can open up areas of employment you might not otherwise consider. At the same time, there is no point in pursuing lines of work for which you lack an important aptitude.

A very good score on Madame Eva

The first test you did, Madame Eva, focuses on your ability to handle some common problems of spelling, grammar and usage in written English. Your result was very good on this test. We need to know this for two reasons: in the first instance, the other tests require a certain level of understanding of English; second, a good command of English is often important to employers, particularly in careers where written communication is a central skill. The mastery of English you displayed is quite satisfactory for these purposes.

Confusions proved fairly straightforward

On Confusions your score was about average. Your score was not quite as good as the average for the graduate population. What is measured in Confusions is the ability to cope with problems involving apparent conflicts of logic. Although not an outstanding result, your

performance on this test was competent.

**Average score on
Numbercrunch**

You also tried Numbercrunch. Numbercrunch makes an evaluation of your numerical skills in a way that does not depend too heavily on remembering school maths. Your attempt at this test was fairly good. This puts you in the bottom third of the graduate population. It would seem from your results that you are fairly good at numerical tasks at this level.

**Technical skills are really
rather high at this level**

Marbella measures your ability to manage a range of data sources while paying close attention to a developing system of rules so that you can learn how to edit the entry for a particular camp site in a directory. It seems that this test was easy for you, and this is reflected in your score, which was really rather good. Your score was above the average for the graduate population. You seem to be fairly comfortable with technical tasks at the level of this test.

**Just a few difficulties on
Verbals**

The last test that we will look at is Verbals. Verbals is a high level test of verbal critical reasoning presented in a series of situations which are sometimes rather controversial. On this test your result was about average. Your score was slightly below the average for the graduate population. Your performance on this test was competent if not exceptional.

Part 3: Working Conditions

In this section, we summarise your responses to the Willing and Able questionnaire. There are no scores as such: we look for patterns in your responses that allow us to identify features of jobs to which you respond consistently. They are important because of the consistency of your answers, indicating a firmly held opinion or viewpoint. They are not good or bad, but they may have particular relevance to particular jobs. They are summarised below, and used in conjunction with your interest profile and aptitude test results to guide the career suggestions that are the focus of Part 4.

Dealing with People

People vary quite a lot with regard to the social situations in which they feel comfortable and effective.

There were two situations which you repeatedly said you felt at ease with, and the first of these was tackling or resisting pressure from superiors. The second was working with people in a different age group.

Equally, you felt comfortable with being persuasive, with one exception. The one exception involved bending the truth to customers to make a sale. You seemed at ease with carrying off difficult presentations, however there was one situation which you weren't as keen on: this was giving a talk in a freezing cold hall. You also seemed at ease with relating to your colleagues, with one exception. The exception was attending a farewell party for a retiring colleague you did not get on with.

Overall, you were comfortable with being discreet, but there was one situation which you didn't feel the same way about – concealing a senior manager's affair with their secretary from colleagues.

Despite saying you were unhappy working in a team, there were two circumstances you felt more positive about. The two exceptions involved going abseiling as a team building exercise and working as an effective team member.

Mobility

In this section we focus on whether you prefer a sedentary job or one which involves moving around a lot. For example in some jobs you will need to be able to travel frequently or be physically energetic, whereas other jobs will involve static work behind a desk or counter.

The majority of situations involving travelling regularly were ones which you felt uneasy about, though there was one situation which you felt more comfortable with, being away from home for days at a time. Also you were uneasy with being physically energetic or lifting heavy objects, with one exception, namely having to arrive early to

help unload a heavy delivery.

Making Decisions and Analysing Problems

Here we look at how you respond to situations which involve analysing problems and making decisions, and how comfortable you are in these circumstances.

Situations which involved controlling your own personal finances effectively tended to be ones you felt comfortable with, but there were two that you weren't as positive about, persistently paying the rent late and exaggerating the company's business prospects to obtain a loan.

Physical Working Conditions

Physical working environments can differ tremendously, and there may be aspects of some you are willing to accept, while others you may wish to avoid. Elements of physical working environments include, for example, working in hot or cold conditions, up ladders or in enclosed spaces.

You felt consistently uncomfortable with one situation, and this was working in enclosed spaces.

You were also unhappy with working in cold environments, with one exception, which was giving a presentation in the rain. While you weren't comfortable working in damp or wet conditions, there were a couple of situations you responded positively to. The first exception was continuing your work outdoors despite bad weather in order to meet a tight deadline, the second giving a presentation in the rain. You also felt uncomfortable with working outdoors, with two exceptions. You viewed continuing your work outdoors despite bad weather in order to meet a tight deadline and giving a presentation in the rain in a more positive light than other features of this group.

Motivation

What are you hoping to get out of a career? Is it just material rewards, or are you looking for something that is satisfying in itself?

You seemed completely at ease with taking positions of public responsibility and also felt comfortable maintaining your own self-esteem, with one exception, starting a job in a distant and unattractive town.

Similarly, you seemed happy with working to tight deadlines, with one exception – working to a tight schedule as a part of construction site team. Also you were happy with taking a leading role in work situations, with two exceptions: these were leading a trade mission

to Russia and formulating a takeover bid.

Adapting to Different Work Styles

Adapting to different work styles may include for example, being a salesperson, or working outside your specialism. These are situations which you may or may not feel strongly about.

You repeatedly said you felt at ease with being on show and also happy keeping cool when provoked, with one exception. The exception was being polite to difficult customers and being on your feet all day.

You seemed happy organising time and resources in a work setting, however there was one situation which you didn't feel at ease with, namely working in several different locations in a normal working week.

Equally, you felt at ease with coping with work overloads, with two exceptions, which were coping with a heavy workload despite the temperature dropping below freezing and having to work outside in all weathers to cope with a heavy workload. There was one situation which repeatedly you said you didn't feel comfortable with, and this was bluffing to gain advantage.

Working Hours

Some jobs involve unsocial working hours, such as late nights, early mornings or being on call. Others involve working a standard Monday to Friday 9 to 5 week. Your working hours influence not only your working life but also the time you have with family and friends.

You seemed completely at ease being on call, and also felt comfortable working nights, with two exceptions, namely rarely being home within daylight hours and working evenings and weekends with little financial reward.

Managerial Skills and Responsibilities

It is one thing to complete a task yourself and quite another to be able to instruct or manage other people.

You seemed completely at ease with dealing personally with work which could well be delegated as well as happy with introducing or dealing with new methods, with one exception, which was changing tack every few weeks to adapt to a rapidly moving market. On the whole, you seemed to be at ease with handling clients effectively, but there was one situation which you didn't feel as comfortable with:

this was drumming up new business in a slack period.

This ends the section on working conditions. If we have touched on situations which you feel you could handle better after training or more experience, you might consider seeking them out deliberately, as opportunities for growth and development. Or you may use this section to identify those situations with which you are already confident and comfortable. Your responses are used in Part 4 to focus jobs which involve more of the situations with which you are at ease, and fewer of those you feel uncomfortable with.

Part 4: Recommendations

We have compared your aptitudes and preferences as expressed through the tests you have done with our database of job demands. Now we present a selection of careers that may appeal to you. Remember, they have been selected on the basis of your aptitudes, interests and the working conditions you say feel comfortable with. For each line of work we provide a brief description of what is involved, and contact details for you to follow up. We have grouped the recommendations so that similar kinds of work are presented together. Within each group, the recommendations are in order of closest match, and the groups themselves are arranged in order of preference based on your test results.

Social and related services

careers advisor or officer

Careers advisors or officers may work for further or higher education establishments, adult guidance services, or career service companies. Their work involves giving practical assistance, for example helping individual people fill in application forms, or arranging interviews for them in connection with training placements, education, or employment. Some careers advisors or officers work with specific groups of people, such as college students, people with learning disabilities, or the unemployed. Careers advisors or officers may also make and maintain links with educational establishments, and local businesses.

useful websites and addresses

Connexions

<http://www.connexions.gov.uk>

Council for Administration

<http://www.cfa.uk.com>

18-20 Bromwell's Road, Clapham Common, London SW4 0BG

Tel: 020 7627 9876

advice centre worker

Someone who is an advice centre worker normally works in an office giving help and advice to members of the public. This may include information on welfare benefits, filling in forms, and offering help with money management.

useful websites and addresses

British Association of Social Workers

<http://www.basw.co.uk>

General Social Care Council

<http://www.gsccl.org.uk>

Derbyshire House, St.Chad's Street, London WC1H 8AD

Tel: 020 7278 2455

Northern Ireland Social Care Council

<http://www.niscc.info>

6 Malone Road, Belfast BT9 5BN

Tel: 028 9066 5390

Training Organisation for the Personal Social Services

<http://www.topss.org.uk>

TOPSS England, 26 Park Row, Leeds LS1 5QB

Tel: 0113 245 1716

Council for Administration

<http://www.cfa.uk.com>

18-20 Bromwell's Road, Clapham Common, London SW4 0BG

Tel: 020 7627 9876

health care social worker

Health care social workers are social workers who specialise in working in settings such as hospitals, clinics, psychiatric hospitals, GP practices, hospices, and accident and emergency awards. Health care social workers may become mental health officers or approved social workers through further training, and specialise in working with and supporting people suffering from mental disorders.

useful websites and addresses

British Association of Social Workers

<http://www.basw.co.uk>

General Social Care Council

<http://www.gsccl.org.uk>

Derbyshire House, St.Chad's Street, London WC1H 8AD

Tel: 020 7278 2455

Northern Ireland Social Care Council

<http://www.niscc.info>

6 Malone Road, Belfast BT9 5BN

Tel: 028 9066 5390

Training Organisation for the Personal Social Services

<http://www.topss.org.uk>

TOPSS England, 26 Park Row, Leeds LS1 5QB

Tel: 0113 245 1716

youth and community worker

Youth and community workers are employed by local authorities, social services departments and the voluntary sector. They are based in a variety of settings from education centres, to youth clubs, schools, mobile centres, as street workers in cafes, pubs and on the street, or in neighbourhood or district offices. Their work focuses on giving informal guidance to young people on social, personal and educational issues. They may be involved in a range of activities from sport, to drama, art projects, organising discos, exchange visits, and individual counselling, as well as administration, or managing a centre. Opportunities exist to be either part-time or full-time, though there are a limited number of full-time positions.

useful websites and addresses

National Youth Agency
<<http://www.nya.org.uk>>
17-23 Albion Street, Leicester LE1 6GD
Tel: 0116 2853700

Association of Outdoor Learning
<<http://www.outdoor-learning.org>>
12 St Andrews Churchyard, Renrith, Cumbria, CA1 7YA
Tel: 01768 891 065

educational psychologist

Educational psychologists work with young people who have problems that effect their education, such as learning difficulties, emotional problems and family difficulties. They work closely with teachers, parents, doctors and social workers, on these issues, and also make general recommendations for the education of children with learning difficulties. Educational psychologists may work with individuals or with groups, such as youth clubs or school classes, or they may work on a consultancy basis.

useful websites and addresses

Association of Educational Psychologists
<<http://www.aep.org.uk>>
26 The Avenue, Durham, DH1 4ED
Tel: 0191 384 9512

British Psychological Society
<<http://www.bps.org.uk>>
St Andrew's House, 48 Princess Road East, Leicester LE1 7DR
Tel: 0116 254 9568

residential social worker

Residential social workers work in residential homes for children, adolescents or adults who may have learning difficulties or mental health problems and provide them with support of all kinds.

useful websites and addresses

British Association of Social Workers
<<http://www.basw.co.uk>>

General Social Care Council
<<http://www.gsc.org.uk>>
Derbyshire House, St.Chad's Street, London WC1H 8AD
Tel: 020 7278 2455

Northern Ireland Social Care Council
<<http://www.niscc.info>>
6 Malone Road, Belfast BT9 5BN
Tel: 028 9066 5390

Training Organisation for the Personal Social Services
<<http://www.topss.org.uk>>
TOPSS England, 26 Park Row, Leeds LS1 5QB
Tel: 0113 245 1716

clinical psychologist

Clinical psychologists work with doctors, nurses, social workers, and counselling psychologists within community settings such as hospitals, clinics, children's homes or NHS Trusts, or in private practice, research, or academic institutions. Their work involves working with people with severe learning difficulties or health problems. The training needed to be a clinical psychologist can take up to five years or more. This job involves working in a team, which you said you weren't keen on when you completed the questionnaire on working conditions. Therefore you may need to work out whether this is important to you, and how you feel about this job.

useful websites and addresses

British Psychological Society
<<http://www.bps.org.uk>>
St Andrew's House, 48 Princess Road East, Leicester LE1 7DR
Tel: 0116 254 9568

NHS Careers
<<http://www.nhscareers.nhs.uk>>
PO Box 376, Bristol BS99 3EY
Tel: 0845 60 60 655

Department of Health

<http://www.doh.gov.uk>
 Richmond House, 79 Whitehall, London SW1A 2NL
 Tel: 020 7210 4850

Teaching and Cultural Activities

primary school teacher

The work of a primary school teacher typically involves teaching a variety of basic subjects to pupils. Other work includes lesson preparation and extra-curricular activities. Generally teachers in England and Wales need a PGCE (Post-Graduate Certificate of Education) in order to gain QTS (Qualified Teacher Status) and grade A-C Maths GCSE or the equivalent. Additionally if you were born on or after 1/12/1979 you will need a Science GCSE (grade A-C) to teach at primary school level.

The alternative ways to gain QTS include either taking a BEd/BA/BSc with QTS, or graduates may be able to gain QTS through the Graduate Teacher Training Programme (GTP) (England and Wales). The places for this are limited and the minimum age is 24 years old. The Scottish requirements are slightly different - SCE Higher (A-C grades) in English and SCE Standard (Grade 1-2) in Maths, plus qualified teacher status (QTS). It is possible to become a teacher without a degree, through the Registered Teacher Training Programme (RTP), though places are limited and you need to be over 24 years old and to have complete two years of Higher Education. Both the Graduate Training Programme and the Registered Training Programme require you to be employed as a teacher, and put forward by a recommending body, for example a school, local education authority, university, or other bodies who are either providers of, or able to organise teacher training.

useful websites and addresses

Teacher Training Agency Communication Centre
<http://www.useyourheadteach.gov.uk>
 P0 Box 3210, Chelmsford, Essex CM1 3WA
 Tel: 01245 454454

NASUWT
<http://www.teachersunion.org.uk>
 Hillscourt Education Centre, Rose Hill, Rednal, Birmingham B45 8RS
 Tel: 0121 4536150

Graduate Teacher Training Registry (GTTR)
<http://www.gttr.ac.uk>

GTTR, Rosehill, New Barn Lane, Cheltenham, Gloucestershire,
GL52 3L2
01242 544788

nursery school teacher

Nursery school teachers teach children under five years old, and teach a variety of basic subjects. If teaching in a state school nursery school teachers will need QTS (Qualified Teacher Status). QTS can be gained either by taking a (BEd) Bachelor of Education degree, or if you already have a degree by taking a PGCE. Other requirements may also include maths GCSE (grade A-C) and English (Grade A-C). A recent addition to the QTS award includes tests in numeracy, literacy, and ICT. Alternative qualifications include the CACHE diploma in 'Child Care and Education' or NVQ level 3 in 'Early Years Care and Education' which are recommended for carers in sole charge of children. When you completed the Willing & Able questionnaire there was one aspect of this job you said you did not like, namely working in a team. It may therefore be necessary to figure out how important this is to you, and whether it changes how you feel about this job.

useful websites and addresses

CACHE, Council for Awards in Children's Care and Education
<<http://www.cache.org.uk>>
8 Chequers Street, St.Albans, Herts AL1 3XZ
Tel: 01727 847 636

NASUWT
<<http://www.teachersunion.org.uk>>
Hillscourt Education Centre, Rose Hill, Rednal, Birmingham B45
8RS
Tel: 0121 4536150

Graduate Teacher Training Registry (GTTR)
<<http://www.gttr.ac.uk>>
GTTR, Rosehill, New Barn Lane, Cheltenham, Gloucestershire,
GL52 3L2
01242 544788

Teacher Training Agency Communication Centre
<<http://www.useyourheadteach.gov.uk>>
P0 Box 3210, Chelmsford, Essex CM1 3WA
Tel: 01245 454454

religious minister

Religious ministers whatever their religion have some duties in common. These include holding sermons, leading acts of worship, preaching sermons, visiting the sick or elderly in the community, comforting the bereaved, generally being involved in the local community, teaching and interpreting their religion's beliefs and looking after the spiritual and practical needs of the local community. They also need to be able to delegate tasks such as administration to other religious workers. Contact your local or nearest place of worship.

examples of useful websites and addresses

United Reformed Church in the UK

<http://www.urc.org.uk>

Ministries Dept, 86 Tavistock Place, London WC1H 9RT

Tel: 020 7916 2020

Church of England

<http://www.cofe.anglican.org/>

Vocational Adviser, Advisory Board of Ministry, Church House, Great Smith Street, London SW1P 3NZ

Tel: 020 7222 9011

art and design teacher

Art and design teachers who work in secondary education teach pupils between the ages of 11 and 18 years old. Other opportunities for art and design teachers exist in sixth-form colleges and further or higher education establishments. All teachers are required to have Qualified Teacher Status (QTS). This can be achieved by two main pathways, either through studying for a Bachelor of Education (BEd), or in this case taking a degree in art and design, followed by a Post Graduate Certificate in Education (PGCE). GCSE passes at grade C or above in English and maths are also required. In addition in February 2001 tests in numeracy, literacy, and information communications technology (ICT) were introduced as part of the requirements of the QTS award.

The alternatives to PGCE or BEd, are either the graduate training programme (GTP) or the registered training programme (RTP) both require applicants to be over 24 years old. The GTP is open to graduates who are employed by a school whilst completing a structured training course. The RTP is open to non-graduates who have successfully completed two years in Higher Education. Both the GTP and RTP require candidates to be put forward by a recommending body, such as a school, university, local education authority, or any other professional organisation that can provide or

organise teacher training.

useful websites and addresses

Arts Council of England
(<http://www.artscouncil.org.uk>)
14 Great Peter Street, London SW1P 3NQ
Tel: 020 7333 0100

Graduate Teacher Training Registry (GTTR)
(<http://www.gttr.ac.uk>)
GTTR, Rosehill, New Barn Lane, Cheltenham, Gloucestershire,
GL52 3L2
01242 544788

Arts and Humanities Research Board
(<http://www.ahrb.ac.uk>)
Postgraduate Awards Division, 10 Carlton House Terrace, London
SW1Y 5AH
Tel: 020 7969 5205

Teacher Training Agency Communication Centre
(<http://www.useyourheadteach.gov.uk>)
P0 Box 3210, Chelmsford, Essex CM1 3WA
Tel: 01245 454454

NASUWT
(<http://www.teachersunion.org.uk>)
Hillscourt Education Centre, Rose Hill, Rednal, Birmingham B45
8RS
Tel: 0121 4536150

National Society for Education in Art and Design
(<http://www.nsead.org>)

physical education teacher

Physical education teachers may work in secondary education, sixth form colleges, or further and higher education establishments. Those who work in secondary education teach pupils between the ages of 11 and 18 years old. Teachers in general are required to have Qualified Teacher Status, which may be gained through either studying a related subject at degree level followed by a Post Graduate Certificate in Education, or by studying for a Bachelor of Education degree. Other general requirements include GCSE passes at grade C or above in English and maths. In addition, trainee teachers are now required to pass national skills tests in numeracy, literacy and information communications technology (ICT) as part of

the QTS award. The alternatives to taking a BEd, or a PGCE are the GTP (Graduate Training Programme) which requires participants to be over 24, and employed in a school during their training, or RTP (Registered Training Programme) which is open to non-graduates, who are over 24 years, and have completed two years in Higher Education. Both the GTP and RTP require candidates to be put forward by a recommending body, such as a school, university, local education authority, or any other professional organisation that can provide or organise teacher training. There was one characteristic of this job you said you weren't comfortable with when you completed the questionnaire on working conditions, namely being physically energetic or lifting heavy objects. Therefore it may be necessary to decide how important this is to you, and whether it alters how you feel about this job.

useful websites and addresses

Skills Active - Sector Skills Council for Sport and Active Leisure
(<http://www.skillsactive.org.uk/>)

Graduate Teacher Training Registry (GTTR)

(<http://www.gttr.ac.uk>)

GTTR, Rosehill, New Barn Lane, Cheltenham, Gloucestershire,
GL52 3L2
01242 544788

Sport Scotland

(<http://www.sportscotland.org.uk/contents/youngpeople/careers.htm>)

Caledonia House, South Gyle, Edinburgh, EH12 9DQ
Tel: 0131 3177200

Teacher Training Agency Communication Centre

(<http://www.useyourheadteach.gov.uk>)

P0 Box 3210, Chelmsford, Essex CM1 3WA
Tel: 01245 454454

NASUWT

(<http://www.teachersunion.org.uk>)

Hillscourt Education Centre, Rose Hill, Rednal, Birmingham B45
8RS
Tel: 0121 4536150

**special educational needs
teacher**

Special educational needs teachers help pupils with emotional, behavioral, or learning difficulties to cope with day-to-day tasks, for example eating or playing, as well as teaching academic subjects, which may be both physically and emotionally demanding, and

rewarding. Their work involves adapting teaching methods and materials to their pupils, as well as providing a safe and stimulating environment in which to learn. Special educational needs teachers may work in special or mainstream schools, with either small groups, or classes. The work of a special educational needs teacher also involves supporting and supervising other teachers working with children with mixed abilities, writing IEPs (Individualized Education Programmes), attending reviews, and liaising with parents. Teachers in general are required to have QTS (Qualified Teacher Status), and this can be achieved either by taking a degree in a relevant subject followed by a PGCE (Post Graduate Certificate of Education) or a BEd (Bachelor of Education) degree. Other requirements include GCSES in Maths and English (Grade A-C) and if teaching at primary school level, and you were born on or after 1/12/1979 you may also need a Science GCSE (Grade A-C). A recent addition to the QTS award (2001) is the introduction of skills tests in numeracy, literacy and ICT, in which passes are required.

useful websites and addresses

The Social, Emotional and Behavioural Difficulties Association
<<http://www.sebda.org>>
Charlton Court, East Sutton, Maidstone, Kent ME17 3DQ
Tel: 01622 843 104

Special Educational Needs Teacher Network UK
<<http://www.theteachernet.co.uk/special/>>

Teacher Training Agency Communication Centre
<<http://www.useyourheadteach.gov.uk>>
P0 Box 3210, Chelmsford, Essex CM1 3WA
Tel: 01245 454454

The National Autistic Society
<<http://www.nas.org.uk>>
393 City Rd, London, EC1V 1NG
Tel: 020 7833 2299

Graduate Teacher Training Registry (GTTR)
<<http://www.gttr.ac.uk>>
GTTR, Rosehill, New Barn Lane, Cheltenham, Gloucestershire,
GL52 3L2
01242 544788

NASUWT
<<http://www.teachersunion.org.uk>>
Hillscourt Education Centre, Rose Hill, Rednal, Birmingham B45

8RS

Tel: 0121 4536150

Royal National Institute for the Blind (RNIB)

<http://www.rnib.org.uk>

224 Great Portland Street, London W1N 6AA

Tel: 020 7388 1266

Health and medical services

art therapist

Art therapists use art to help promote learning and development. Activities such as drawing, painting, modelling or sculpture may be used as treatment for psychological or emotional disorders. Art therapists mainly work in hospitals, though some work in prisons, detention centres, community homes, special schools, or child guidance clinics. Full-time art therapists may work part-time in two or more institutions.

useful websites and addresses

Health Professions Council

<http://www.hpc-uk.org>

Park House, 184 Kennington Park Rd, London, SE11 4BU

Tel: 020 7582 0866

NHS Careers

<http://www.nhscareers.nhs.uk>

PO Box 376, Bristol BS99 3EY

Tel: 0845 60 60 655

National Society for Education in Art and Design

<http://www.nsead.org>

drama therapist

Drama therapists work in a variety of settings ranging from prisons, probation units, mental health care centres, training centres, education establishments, private practice and child care. Their work involves using drama and play to help promote learning, imagination and development.

useful websites and addresses

NHS Careers

<http://www.nhscareers.nhs.uk>

PO Box 376, Bristol BS99 3EY

Tel: 0845 60 60 655

Health Professions Council

<http://www.hpc-uk.org>
Park House, 184 Kennington Park Rd, London, SE11 4BU
Tel: 020 7582 0866

Conference of Drama Schools
<http://www.drama.ac.uk/careers.html>
Riverside Studios, Crisp Road, London W6 9RL
Tel: 020 8741 5084

dental hygienist

The work of a dental hygienist involves scaling, cleaning and polishing teeth, as well as advising on oral hygiene and preventative measures. They usually work under the supervision of a dentist.

useful websites and addresses

NHS Careers
<http://www.nhscareers.nhs.uk>
PO Box 376, Bristol BS99 3EY
Tel: 0845 60 60 655

British Dentistry Association
<http://www.bda-dentistry.org.uk>
64 Wimpole Street, London W1M 8AL
Tel: 020 7935 0875

Department of Health
<http://www.doh.gov.uk>
Richmond House, 79 Whitehall, London SW1A 2NL
Tel: 020 7210 4850

Institute of Biology
<http://www.iob.org>
Tel: 020 7581 8333
20-22 Queensberry Place, London SW7 2D2

music therapist

Music therapists work with physically or mentally handicapped people, in both the health and education sectors. Their work involves using music, as a form of non-verbal communication to aid the treatment and development of disabled or maladjusted people.

useful websites and addresses

NHS Careers
<http://www.nhscareers.nhs.uk>
PO Box 376, Bristol BS99 3EY
Tel: 0845 60 60 655

Health Professions Council
<<http://www.hpc-uk.org>>
Park House, 184 Kennington Park Rd, London, SE11 4BU
Tel: 020 7582 0866

hearing therapist

Hearing therapists work with people who have hearing problems, such as tinnitus, and other problems which affect their ability to communicate. Hearing therapists offer advice, support and counselling, as well as teaching lipreading, and providing training for cochlear implant users.

useful websites and addresses

British Society of Audiology
<<http://www.thebsa.org.uk>>
80 Brighton Road, Reading RG6 1PS
Tel: 0118 966 0622

Entertainment and Leisure

outdoor pursuits instructor

An outdoor pursuits instructor may teach a range of outdoor pursuits from rockclimbing, canoeing, to hill walking. They may work for holiday camps, or associations such as the youth hostel association. This job involves working in cold conditions and working outdoors, which you said you didn't feel happy with when you completed the Willing & Able questionnaire. You may therefore need to work out whether these are important to you, and how you feel about this job.

useful websites and addresses

Association of Outdoor Learning
<<http://www.outdoor-learning.org>>
12 St Andrews Churchyard, Renrith, Cumbria, CA1 7YA
Tel: 01768 891 065

Youth Hostel Association
<<http://www.yha.org.uk>>
YHA(England and Wales) Ltd, Trevelyan House, Dimple Road,
Matlock, Derbyshire DE4 3YH
Tel: 870 870 8808

Skills Active - Sector Skills Council for Sport and Active Leisure
<<http://www.skillsactive.org.uk/>>

Security and protective services

police officer

Police officers may work within different departments of the police force, for example, in the Criminal Investigation Department (CID), as a dog handlers, or as a member of the traffic police, the mounted police, the river police or the crime prevention squad. The duty of a police officer focuses on upholding the law, preventing crime, and pursuing and bringing to justice people who break the law. There was one aspect of this job you said you didn't feel comfortable with when you completed the questionnaire on working conditions, namely working in a team. You may therefore have to decide whether this influences how you feel about this job.

useful websites and addresses

British Transport Police

<http://www.btp.police.uk>

Force Headquarters, PO Box 260, 15 Tavistock Place, London WC1H 9SJ

Police Recruitment Department

<http://www.police.uk>

Room 510, Home Office, Queen Anne's Gate, London SW1H 9AT
Tel: 020 7273 3797

Scottish Executive Justice Department

<http://www.scotland.gov.uk>

Police Division, Room E1-7 Saughton House, Broomhouse Drive, Edinburgh EH11 3XD
Tel: 0131 244 2156

The Home Office

<http://www.homeoffice.gov.uk>

Queen Anne's Gate, London, SW1H 9AT
Tel: 020 7230 1641

Metropolitan Police Service

<http://www.met.police.uk>

15 Penton Street, London N19PU
Tel: 020 7230 1641

Scottish Police Forces

<http://www.scottish.police.uk>

Useful general URLs:

Don't forget your local or University Careers Office.

National Grid for Learning

<http://www.ngfl.gov.uk>

Other sites that may be generally useful to you include:

learndirect careers site

<http://www.learndirect.co.uk>

a good source of job information including training and hours.

CRAC - The Careers Research & Advisory Centre

<http://www.crac.org.uk>

Sheraton House, Castle Park, Cambridge, CB3 0AX,

Tel: 01223 460277

Princes Youth Business Trust

<http://www.princes-trust.org.uk>

if you're between 14 and 30 yrs old the Princes Trust could help you to develop your skills or confidence and find work

prospects career site

<http://www.prospects.ac.uk>

a useful site aimed mainly at students and graduates

thisislondon.co.uk

<http://www.thisislondon.co.uk>

a job site that focuses on jobs in and around London

careersoft career information site

<http://www.careersoft.co.uk>

an information site that provides links to other websites for specific careers and is updated regularly

Employment Rights

<http://www.dti.gov.uk/>

useful to check out your rights as an employee

Monster Job site

<http://www.monster.com>

a national job website with information about CVs

workthing.com

<http://www.workthing.com>
job website with advice on careers and CVs

insidecareers
<http://www.insidecareers.co.uk>
useful information on specific groups of careers such as accountancy and engineering

University of London Careers Service
<http://www.careers.lon.ac.uk>
careers site for the University of London, good for information on recruitment fairs

British Epilepsy Association
<http://www.epilepsy.org.uk>

British Deaf Association
<http://www.britishdeafassociation.org.uk>

Royal Association for Disability and Rehabilitation
<http://www.radar.org.uk>

Government site on Disability
<http://www.disability.gov.uk>

National Bureau for Students with Disabilities
<http://www.skill.org.uk>

Royal National Institute for the Blind
<http://www.rnib.org.uk>

British Dyslexia Association
<http://www.bda-dyslexia.org.uk>

National Association for Special Education Needs
<http://www.nasen.org.uk>

Commission for Racial Equality
<http://www.cre.gov.uk>

Equal Opportunities Commission
<http://www.eoc.org.uk>