

5

Applying for jobs



How do you make applications for jobs?

Have you used any of the methods in the illustration?

What you will do

Before beginning this unit, please read through Unit 5 at Entry 2 and Entry 3 to revise work on job applications.

This unit is about compiling a personal statement, which is frequently asked for at the end of application forms. A personal statement is a concise description of your skills and experiences that are relevant to a particular job or position.

In this unit you will also learn how to take part in an interview and produce a short talk about yourself.

These are the skills you will practise. Which are the most useful for you?
Tick the boxes.

Listening and speaking

Skill

- ☐ Listening to and showing you understand what has been said
- ☐ Answering questions appropriately in an interview
- ☐ Asking relevant questions in an interview
- ☐ Speaking in some detail about yourself
- ☐ Planning discussions

Skill code

SLlr/L1.1, 2, 3, 4
SLlr/L1.6
SLlc/L1.2
SLc/L1.3, 4; SLlr/L1.5
SLd/L1.1

Reading and writing

Skill

- ☐ Reading information
- ☐ Knowing what makes a good or bad personal statement
- ☐ Planning and drafting a personal statement
- ☐ Writing and proof-reading a personal statement, checking grammar, punctuation and spelling

Skill code

Rt/L1.1, 3
Wt/L1.2; Rw/L1.2
Wt/L1.1, 2; Rw/L1.2
Rw/L1.2; Ws/L1.3; Wt/L1.6; Ww/L1.2

Project work

At the end of this unit you will plan and write a personal statement, complete an application form and participate in a mock job interview.

The right person for the job

Activity A • Listening, reading and writing

Look at the job advertisement for a nursery care assistant at Balloons Day Nursery on the next page.

- 1 What qualities are needed for a nursery care assistant?
- 2 Discuss with another person in your group the kind of person required for this post.
- 3 Pick out examples of the education, skills, work experience and personal qualities asked for in the advertisement. Write them in the boxes below.

Writing tip

When writing notes, don't write in complete sentences. Use bullet points and simple lists.



Education	Experience	Personal qualities	Skills



- 4 Listen to the audio clip of a manager talking about the kind of person she is looking for.
- 5 Make a list of the qualities that she considers to be important for this post. Add them to the boxes.



Activity B • Listening and writing



Balloons Day Nursery requires a nursery care assistant


- Balloons is a new nursery 10 miles from the city centre on a major route into the city.
- We are looking to employ a nursery care assistant to support our NNEB staff.
- You must have some prior experience of working with children and be able to organise creative activities.
- You don't need to have qualifications but we expect you to become NNEB qualified.
- We are looking to appoint someone who will work well in our newly created team.
- The successful applicant will be expected to contribute a range of skills to enhance the quality and variety of our provision.
- A first aid certificate and clean driving licence would be useful.
- The post is full-time, and permanent. Salary is dependent on age, experience and qualifications.

For further details contact: Davinder Kapur, Manager, Balloons Day Nursery,
176 North Atherton Road, Nottingham NG2 8JU
Tel: 01623 741 359 e-mail: balloons@aol.com

Tony Wilkinson is interested in the job and calls the nursery. The manager, Davinder Kapur, asks him a few questions.

-  Listen to the first part of the telephone conversation and discuss with your group what Tony tells Davinder about himself.

The manager is very impressed with Tony. She advises him to apply and makes notes as he speaks to her.

-  Listen to the audio clip again. Write down the notes that you think Davinder would have made. Your teacher has a written copy of the script to help you.

Do you think that Tony is a suitable candidate for the job? Discuss your views with others in your group.

Finding out more

Activity A • Speaking and listening

In pairs, discuss what you would do if you were telephoning about a job advertisement and one of these two things happened to you.

- You are not sure whether you have fully understood what someone has said to you.
- You are not sure whether someone has understood what you have said.

Try to think of ways of dealing with each of these situations. Share your answers with the group. Record your ideas on the whiteboard.



Activity B • Speaking and listening

Listen to the second part of the conversation between Tony and Davinder, the manager of the nursery. Discuss the answers to these questions with another learner.

- 1 What did Tony do to check that he understood what had been said to him?
- 2 What did Tony do to check that Davinder had understood the information he had given to her?
- 3 Discuss your answers with your group and your teacher.
- 4 Do you think that the strategies Tony used helped him to give and obtain information?
- 5 Decide in your group the important things you need to remember to have a successful discussion. Use them to make a checklist for you to refer to later.

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Activity C • Speaking and listening

- 1 Find a job advertisement that interests you. Prepare the questions that you would ask to find out more details about the job.
- 2 Share your ideas with others in your group.
- 3 Your teacher will record everyone's questions in a list on the whiteboard.
- 4 In pairs, role-play the telephone conversation.
- 5 Share with the group the difficulties and successes you experienced in the course of the conversation. Write down any tips or hints you will find useful.

Activity D • Speaking and listening

Now it's your turn to try the real thing! Either telephone, write or e-mail for further details. Remember to prepare your questions for the telephone call or write a draft for your e-mail. Once you receive further details, keep the information safe: you will need it later in this unit.

Getting it right

Activity A • Reading

The manager of the nursery has written a job description and person specification for the post of nursery care assistant. This will be sent to Tony and everyone else who asks for information about the job.

Your teacher will give you a copy of the job description. A **job description** states the day-to-day duties and tasks of a job. Read it carefully and discuss it with others in your group. Find these bulleted sentences in the document.

- You will **adhere** to and **implement** **child protection** **procedures**.
- You will **promote** the **policies** and **procedures** relating to **Equal Opportunities**, **Financial Regulations**, **Quality**, **Health and Safety**, and **Data Protection**.

These sentences contain words and phrases related to employment. Discuss them with your teacher and your group. Find out what they mean and record your findings here:

adhere	implement
procedure	child protection
Quality	Health and Safety
Data Protection	Financial Regulations
Equal Opportunities	

Activity B • Reading

Your teacher will give you a copy of a person specification for the job at Balloons Day Nursery. A **person specification** identifies the skills and personal qualities that are required to do this job well.

- 1 Read it carefully and discuss it with others in your group.
- 2 Think about the job that you have made enquiries about in Activity D on page 4. What skills and personal qualities do you consider are needed for this job?
- 3 Discuss your ideas with another person. Write them down because you will need to refer to them later on in the unit.

Skills	Personal qualities



Planning your personal statement

Activity A • Writing

You are now ready to plan and draft a personal statement.

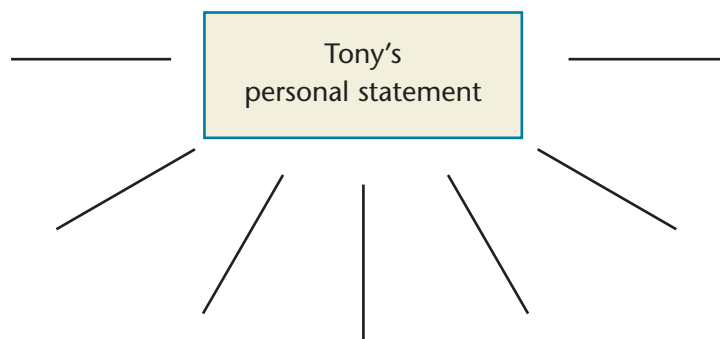
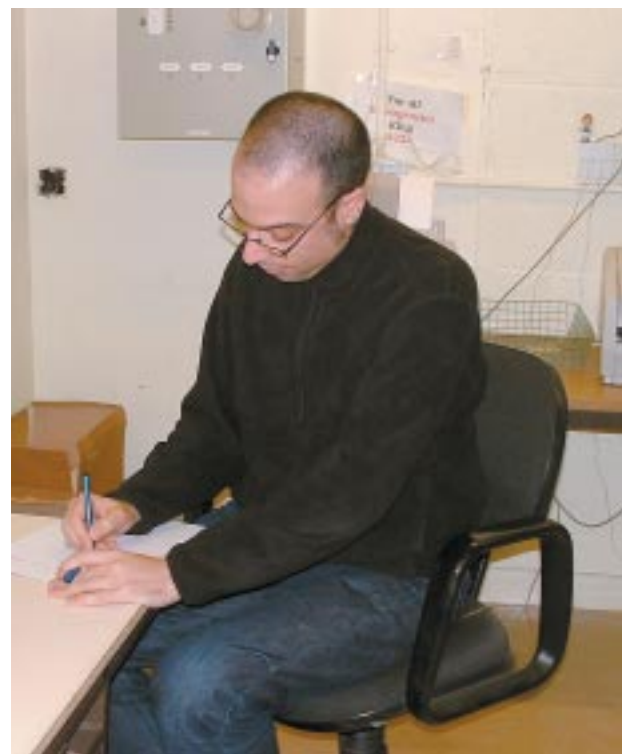
A personal statement is a concise description of your skills and experiences that are relevant to a particular job or position. Most personal statements are:

- neatly presented and covering no more than one side of A4
- arranged into three to five clearly planned paragraphs
- written using the personal pronoun 'I'
- handwritten or typed – presentation is very important.

Improving Tony's personal statement

Tony has read the job description and the person specification very carefully. He has made a list of his skills and talents. Your teacher will give you a copy of Tony's personal statement.

Read the job specification and person specification again. In pairs, decide what Tony should add to his personal statement for this job. He needs to select the points which will create the best impression. Use a spider diagram to organise your ideas.



- 1 Share your ideas with the group.
- 2 Record your ideas on the whiteboard.
- 3 As a group, discuss and plan how this information should be organised. Remember that Tony will need three main sections:

Introduction

Information / facts / background of life experiences relevant to the job specification (one paragraph).

One or two paragraphs

An outline of experiences that focus on skills required for this position, linked to the person specification.

Conclusion

Summary of why you are suitable for the job (one paragraph).

Activity B • Reading and writing

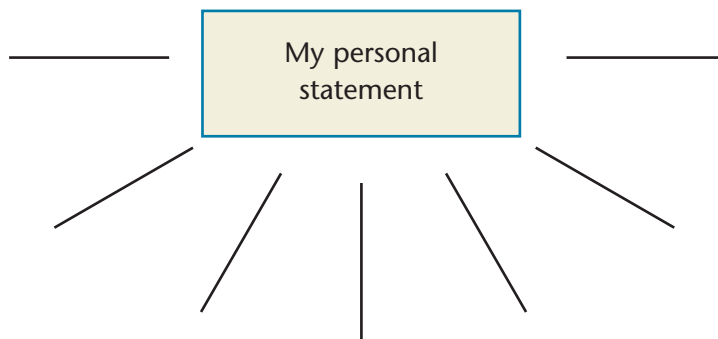
- 1 Look at the job details that you sent for earlier in this unit.
- 2 Read the job description and person specification very closely.
- 3 Look at the skills and personal qualities that you identified in Activity B on page 5.
- 4 Prepare your own personal profile using the headings below. Do you need to add or remove any headings to include all your information?

My personal profile

Surname	
First name(s)	
Date of birth	
Education/ qualifications	
Skills	
Work experience	
Strengths/ personal qualities	

Activity C • Reading and writing

Decide what information you would include in your personal statement.



Discuss your ideas with your teacher and other members of your group. Is there anything that you want to add or change in your plan?

Drafting your personal statement – part one

Activity A • Reading and writing

Read Tony's first paragraph.

I am twenty-seven years old, married and the father of two young children. Since the birth of my youngest child I have become involved in the care of children within my community. I have really enjoyed this work and, as a result, I am very keen to take up a permanent post working in childcare provision. I have experience of working with children in a range of settings.

Tony provides some facts about himself, his background and why he wants the job.

Think of two or three facts about yourself and your background that you could use in the opening sentences of your first paragraph.

Link your sentences to your reason for applying for this job, e.g. Tony enjoys working with children and he has been involved in this type of work before.

- 1
- 2
- 3

Discuss what you have written with others in your group. Listen to suggestions from your teacher.

Activity B • Writing

Draft an opening paragraph for your personal statement.

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Drafting your personal statement – part two

Activity A ● Reading and writing



During my time at college I completed work experience on the NVQ 2 Early Years Course. My responsibilities included looking after the children's physical needs and supporting NVQ level 3 staff in play activities. In addition, I have volunteered at my 3-year-old son's summer school playgroup, which involved me in setting up art and craft sessions. Furthermore, I am a member of my daughter's primary school Parent Teacher Association. The PTA likes the children to take part in fund-raising events for their school and I have helped with these. These experiences have helped me to develop an understanding of working with children.

A personal statement should be organised into clear paragraphs. He has given details of his work experience programme and his involvement in community work with children. Tony has written the second paragraph of his personal statement.

- 1 Read through Tony's personal statement, paying attention to each sentence.
- 2 Identify the key points.
- 3 Circle, underline or highlight each point.

Using the key points you have identified, complete Tony's plan.

1	main point	
2	explanation	
3	examples	

Activity B ● Writing

- 1 Plan the second paragraph of **your** personal statement.

1	main point	
2	explanation	
3	examples	

- 2 On a separate sheet of paper, write a draft of your second paragraph.

Drafting your personal statement – part three

Activity A • Reading and writing

This is Tony's plan for paragraph three of his personal statement.

1	main point	Skills and personal qualities for this position
2	explanation	Variety of experiences working with children in paid and voluntary work; hobbies and interests
3	examples	Always offering good examples to children Patient and understanding Always fair, treating all children with respect and dignity



- 1 Write a draft paragraph which would be suitable for Tony. Look at his personal profile and plan to help you.

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- 2 Share your draft with others. Are there any differences between them?
- 3 Your teacher will give you a copy of the paragraph that Tony wrote. Compare your paragraph with his. How did your version compare with Tony's? What helpful tips and hints can you give yourself? Write them down.

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Proof-reading

Activity A • Reading and writing

Tony has written the last paragraph of his personal statement. He hasn't had a chance to proof-read it yet. Read his draft and correct any errors. Remember that proof-reading is about checking for meaning, grammar, punctuation and spelling.

- 1 Read the whole draft first.

Points to think about

- Pick out the main points from the draft.
 - Think about what the first sentence for this paragraph should be. Remember that it is the topic sentence and that it should state clearly what the paragraph is about. Does it need to be rewritten?
 - What part of the paragraph gives further information about the topic sentence?
 - What examples should be included?
 - Is this paragraph arranged in clear sentences?
 - Is each sentence punctuated correctly?
 - Have all the spellings been checked and corrected?
- 2 Rewrite your corrected version on a separate sheet of paper.
 - 3 Read through what you have written. Is it clear? Does it make sense? Make further changes if necessary.
 - 4 Share what you have written with the other learners.
 - 5 Proof-read another learner's paragraph. Be prepared to let someone proof-read your paragraph!
 - 6 Your teacher will show you Tony's proof-read and redrafted version. Compare yours with his.
 - 7 What tips and hints can you give yourself for proof-reading? Write them down.

Tips for proof-reading

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I love Art and Craft and I am good at design too its' good to do these with children and my hobby's are all practical which is what children like. I have a greta imagiation and I am enthusastic when I am working. .To get money for my daughter's school I helpd children in the infant class to made bird feeders and at summer school play-group we had a modeling table. I go to my dramer group every wednesday and use carpentry to make things for the plays. I beleive that I have the skills necessary for this post and I would welcome the oportunity to attend a interview.



Word processing

Use a word processor to help you proof-read. Ask your teacher about

- a) spell checker
- b) deleting and inserting
- c) cutting and pasting
- d) drag and drop
- e) caps lock.

Activity B • Speaking and listening

To help you write a good personal statement, decide as a group what the main points you need to remember are. Put these points into a checklist on the board so that you can refer to it.

Activity C • Reading and writing

Tony used an application form and personal statement to make his application to Balloons Day Nursery. He has also been asked for a CV. He will need to send all of these documents to Balloons Day Nursery with a covering letter.

Read the letter that he has prepared. Look closely at the notes. These are useful guidelines if you want to word process your letter.

The diagram illustrates the layout of a covering letter with various annotations and guidelines:

- Top right:** Your address in the top right-hand corner. Example: 16 Lydgate Lane, Arnold, Nottingham, NG8 1TU.
- Left side:** The name and address of the recipient on the left-hand side of the page. Example: Ms Davinder Kapur, Balloons Day Nursery, 176 North Atherton Road, Nottingham, NG2 8JU.
- Right side:** Date on right-hand side. Example: 28 August 2002.
- Salutation:** Dear Ms Kapur,
- Body:** I wish to apply for the post of nursery care assistant at Balloons Day Nursery. I enclose my CV, personal statement and application form for your attention.
- References:** The referees who will support my application are: Mrs Teresa Scott, Jay Cottage Nursery, 7 Can Lane, Nottingham. Mr Brian Temple, Low Hall Primary School, Weir Rd, Nottingham.
- Availability:** I am available for interview at any time should you wish to consider my application. My telephone number is 0777815436789.
- Closing:** I look forward to hearing from you.
- Signature:** Yours sincerely, Tony Wilkinson. (Note: T. Wilkinson (Mr) is printed below the signature).
- Guidelines:** Use **Yours sincerely** if you have used the name, e.g. Dear Ms Kapur. Use **Yours faithfully** if you have written Dear Sir or Madam. **sincerely** and **faithfully** are written in lower case – no capitals.

Plan and write a covering letter for your job application on a piece of A4 writing paper.

The interview – answering questions

Activity A • Listening and speaking



- 1 Listen to the audio clip of Tony Wilkinson at his interview for the post of nursery care assistant at Balloons Day Nursery. Listen carefully to his answers. Read Tony's answers on the audio script.
- 2 In pairs, choose three examples of poor answers that Tony gives.
- 3 For each example, discuss why Tony's response was poor and suggest how Tony could improve his answers.
- 4 Share your findings with your group and your teacher.



Activity B • Listening and speaking

Listen to the audio clip of Tony Wilkinson being asked the same interview questions, but this time Tony has tried to answer appropriately. Listen carefully to his answers. Read them on the audio script. Using the examples you chose in Activity A, compare your improved answers with Tony's. In what way are these answers better? Discuss your ideas with your group.



Activity C • Writing

Make a list of dos and don'ts to help yourself and others answer questions at interviews.

In an interview

Do...	Don't...

The interview – asking questions

Activity A • Writing and speaking

You will need your personal profile, personal statement and any information relating to the job you chose earlier in this unit, e.g. roles, responsibilities and person specification.

- 1 Swap your job pack of information with another learner.
- 2 Read the job description and the person specification.
- 3 Use the information to write **five** questions that you think might be asked at an interview.

The questions should encourage interviewees to talk about their experience, their skills and the personal qualities which would make them suitable candidates for the job.

You might want to include some of the questions which Tony was asked, if you feel that they are relevant.

Give each other a chance to discuss the questions and make any changes.



Activity B • Writing

- 1 Read the set of questions that have been written for you.
- 2 Spend some time planning and drafting suitable answers.
- 3 You will need to refer to your job pack to ensure that your answers are relevant.
- 4 Use the list of interview dos and don'ts to help you.
- 5 Share your answers with other learners in your group. Give each other feedback on how suitable they are.
- 6 Write your questions and answers on cue cards.

Activity C • Speaking and listening

- 1 Take it in turns to be an interviewer and interviewee.
- 2 When you have completed the activity, ask the interviewer to give you some constructive feedback about your interview techniques. Make a note of any tips and hints you were given.

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Present a short talk about yourself

Activity A • Writing and speaking

Sometimes interviews begin by giving you an opportunity to speak about yourself. This is your chance to impress the interviewer and convince him or her that you are the ideal candidate for the job.

Remember that whatever you say should be supported by examples.

Use the job information that you have been working on in this unit. Prepare a short talk, between three and five minutes in length, to use at your interview.

Make brief notes using the headings below.

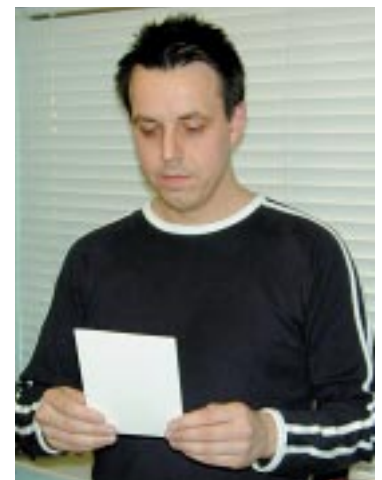
- Title of talk: What makes me an ideal candidate for the post?
- Opening sentence: Is it positive and clear?
- Point 1 with examples
- Point 2 with examples
- Point 3 with examples
- Close: Indicate you are happy to explain your points more fully at the interview.

Remember

- This may be your chance to influence the direction of the interview.
- Ask friends and family what they think are the three most important focus points about you in relation to this job.
- Prepare the talk on prompt cards.
- Practise the talk in front of a mirror.
- Use eye contact.
- Check your posture (how you stand or sit) and body language.
- Check your pace of delivery – don't speak too fast or too slow.
- Does the talk flow and make sense?
- If you are relaxed, your audience will relax too.
- A smile can always put people at their ease.

Activity B • Writing, speaking and listening

- 1 Deliver your talk to other members of your group.
- 2 Listen to their feedback.
- 3 Amend your talk if necessary.
- 4 Make a set of prompt card tips and hints to help you next time.



Prompt cards

Prompt cards are a set of postcards with words and phrases written on them to remind the speaker of what they are going to say.

NB: Never read out the whole script.



Spelling

In this unit you learn more about suffixes. Remember, a suffix is an ending that can be added to a word to change its meaning or use.

Suffix	What it does to the word	Word	New word
al	changes a noun into an adjective	person	personal
ary	forms nouns	diction	dictionary
ship	added to nouns to form other nouns	relation	relationship
ness	added to adjectives to form nouns	kind	kindness
ible	forms adjectives	response	responsible
able	forms adjectives	manage	manageable
ion	forms nouns from verbs	direct	direction

Activity A

Sort the list below into groups of words that end with the same suffix. Use the table above to help you.

changeable	additional	connection	logical	professional
instruction	succession	instrumental	organisation	employable
informal	declaration	confusion	flexible	exceptional
occasional	contactable	manageable	apprenticeship	weakness
personal	salutation	trustworthiness	credible	knowledgeable
consideration	possible	respectable	motivation	responsible
developmental	direction	reliable	introduction	production
partnership	kindness	suitable	valuable	politeness
contribution	operational	membership		

able	ible	al	ion	ness



Activity B

Reading for spelling

- 1 Look at this list of words.
- 2 Try to find the base/root word, e.g. changeable → change
- 3 See if the spelling of the base word changes when the suffix is removed.
- 4 What changes do you notice in the spelling?
- 5 Report your findings back to the group.

changeable → change	additional → addition	connection → connection
professional	instruction	partnership
organisation	employable	informal
contribution	kindness	exceptional
contactable	manageable	apprenticeship
personal	weakness	trustworthiness
knowledgeable	direction	membership
motivation	responsible	developmental
membership	introduction	politeness

Activity C

Reading for spelling and meaning

The words in the list are useful for writing job application forms. Highlight any words in the list that you find difficult. For each one, find a spelling strategy to help you remember it.

- Is there a rule to help you spell the words?
- Can you remember the change that happens when the suffix is added?
- Can you break the word into a base word and suffix?
- Can you break the word into syllables?
- Does sounding out the word help?
- Do mnemonics help?
- Can you find words within words?

Share your strategies with the other learners.

Share the meaning of any words you are not sure of.

Helpful hint

Using a spell checker or a dictionary is not cheating!

Mnemonics

Mnemonics are aids to memory. A mnemonic is a method for remembering information that is otherwise quite difficult to recall.

e.g. because

big elephants can always
understand small elephants.



Integrated skills

Ask for information

Find some employment agencies in your local Yellow Pages. Agencies tend to specialise in particular job markets, so make sure they are offering the type of jobs you want. Find a job that interests you and read the job advertisement. Use one of these methods to get an application form:

- telephone to request a form
- download an application form from a website
- write a letter requesting an application form
- e-mail your request
- fax your request.

Whichever method you use, you need to plan and draft your request.

Complete an application form

- 1 Visit a local employment agency to request an application form for a job that interests you.
- 2 Complete the form. If there is a blank space for your own use at the end of the form, provide a personal statement. If the form doesn't provide you with an opportunity to write a personal statement, attach a covering letter and personal statement.



Present a short talk

Either

- 1 If you are invited to attend an interview at the Employment Agency, plan and practise the short talk that you will deliver about yourself. Remember, this interview is not for a particular job – it is for the agency to find out about you.

Or

- 1 Set up your own mock employment agency within your group. Prepare a set of questions that you think would be asked and act out role-plays.
- 2 Work in threes – interviewer, interviewee and observer.
- 3 The observer watches the interview and gives feedback to the participants on what they did well and what they need to improve.
- 4 Take it in turns to be the observer. Your teacher will give you a suggestion sheet to help you in your role as an observer.

Write a personal statement

- 1 Write your personal statement. Use the information you have about your chosen job (advertisement, job roles and duties, person specification and any additional information).
- 2 Before you begin, re-read your checklist for writing personal statements. Plan your work carefully. Proof-read each draft and discuss what you have written with your teacher and others in your group.



Check it

This is the draft of a personal statement that has been prepared by Jane Frattasi, another candidate for the job at the Balloons Day Nursery. It has not been proof-read or checked. It needs some considerable rewriting to make it into a more formal document.

- 1 Organise the script into paragraphs.
- 2 Look at each sentence and think how it could be rewritten if necessary.
- 3 Check and correct spellings and punctuation.
- 4 Read the statement through and make the changes that you think are necessary.

I am 20 years old and a twin, I have five brothers and sisters and I am getting married next year. My mum and dad come from Italy, I was born in Nottingham. Childcare has always been my favourite subject at school – I did a week at a nursery and like it. At college I completed successfully a cert. in childcare and education. I am now doing N.V.Q. LEV 3, I have also done a food hygiene and first aid at work course which is great. When I was at the day nursery while at school I was in the baby unit and I loved this type of care. Since then I have had lots of placements and I have had the chance to work with children of all ages including one blind child, another who was deaf and one who was autistic. I have chosen to work in child care because I very much enjoy working with children. It gives me a challenge. More important I find it rewarding to see children play and learn and develop. I am a friendly outgoing person who finds it easy to get on with people. I am also a good listener and I have been complimented on this. I am very responsible and meet deadlines set for me. I enjoy being part of a team working to reach a common goal. I think that I would contribute to a caring and trustworthy team of staff at the nursery. I like meeting new people and seeing new faces. Outside work I am very keenly interested in good health. I run aerobic classes at the local gym and plan health diets for my regular attendees. I exercise every day and I train for marathons – I took part in the London marathon last year. My interests also include shopping and socialising with friends.

- 5 Rewrite or type the statement.
- 6 Compare your work with the final copy that your teacher will provide.

How am I doing?

Now look back at the skills listed on page 1.

Then finish the sentences below.

I am confident with

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I need more practice with

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Page 3 Activity B

Suggestion for notes made by Davinder Kapur
NVQ qualification / experience working with young children / parent / ability to drive / organised art, craft and design classes / enthusiastic about working with children.

Page 4 Activity B

Tony asked for information to be repeated
Tony spelt his name and address and asked if he needed to repeat it.

Page 5 Activity A

Adhere – to follow a plan/ behave in a clearly defined way

Procedures – a series of actions carried out in a set way or format

Quality – good standards of work

Data protection – the legal control over who has access to information

Equal opportunities – the opportunity or right to be employed or paid without discrimination or unfavourable treatment on grounds of sex, age or race.

Implement – to carry out a plan

Child protection - to make sure children are safe

Health and safety – the well being and safety of all employees and others

Promote – to support

Policies – a written document outlining how things should be carried out

Financial regulations – rules relating to how money is spent and budgets are organised

Page 10 Activity A

Sample answer

“Through my paid and voluntary work, my hobbies and my interests, I have learnt a variety of skills necessary for working with children. I am patient and understanding. I am a good listener. In order to be a good example to children I treat them fairly and justly. I understand the importance of practising equal opportunities and not judging. Through the creative work which the children have done, I have learnt to respect their ideas. As well as the skills I have learnt from working with children I also have useful skills linked to my hobbies and interests.”

“My hobbies and interests are mainly practical. They have proved very useful when working with children. I love all aspects of art and craft and design and I have supervised several modelling and painting sessions. My carpentry skills helped me to design simple bird boxes which primary school children made. I believe I am imaginative and enthusiastic. I would enjoy using these skills to help create exciting learning experiences.”

Page 16 Activities A and B

Root words (second words) in red

–al

Additional **addition**

Logical **logic**

Personal **person**

Operational **operation**

Informal **inform**

Developmental **develop**

Occasional **occasion**

Instrumental **instrument**

Exceptional **exception**

–ary

Necessary

–ship

Apprenticeship **apprentice**

Partnership **partner**

Membership **member**

–ness

Kindness **kind**

Trustworthiness **trustworthy**

Weakness **weak**

Politeness **polite**

–ible

Flexible Responsible Credible Possible

–able

Changeable **change**

Employable **employ**

Respectable **respect**

Valuable **value**

Knowledgeable knowledge

Contactable **contact**

Manageable **manage**

Suitable **suit**

Reliable **rely**

Professional **profession**



-ion

Motivation **motivate**

Contribution **contribute**

Salutation **salute**

Introduction **introduce**

Connection **connect**

Succession **success**

Production **produce**

Direction **direct**

Declaration **declare**

Consideration **consider**

Organisation **organise**

Instruction **instruct**

Page 19

Jane's personal statement

I am a twin and am one of a family of five children. I am twenty years old and I am getting married next year. My family come from Italy but I was born in Nottingham. I have been interested in childcare since completing a very enjoyable work experience in a local nursery while I was at school. I have successfully completed my Certificate in Childcare and Education. I am currently working towards my NVQ Level 3. While at college, I was pleased to be offered the opportunity to undertake and achieve a First Aider-at-Work qualification. I have also gained Basic Food Hygiene which I find very useful at work.

My first placement was at a day nursery where I was based in the baby unit. Since then my work placements have been very varied and I have had the chance to work with one child who was deaf, another who was blind and a third who was autistic. I chose to work in childcare because I very much enjoy working with children. More importantly I find it rewarding to see children learn and develop.

I am an outgoing person who finds it easy to talk to people and I have been complimented on my ability to listen to others. I can take responsibility for my own work but I enjoy working as part of a team to reach a common goal. I feel I would contribute well to a caring and trustworthy team of staff.

Outside of work, I am keenly interested in maintaining good health through exercise and diet. My interests include teaching aerobics classes and attending a local gym. I love shopping, going to the cinema and socialising with friends.



Audio scripts

Page 2 Activity A Audio script 1

Davinder Kapur: We are expanding our nursery provision for the under fives. In order to do this I am looking to employ a nursery care assistant. It is very important that we employ a person who has had experience in childcare. At this stage qualifications are not important. We would expect the candidate to work towards a NNEB certificate in childcare.

We do not just look after children at our nursery. We structure the day so that the children enjoy a variety of activities that will help them develop emotionally and enjoy their time and to learn. Our staff organise sessions including music, art, drama as well as word and number work. Anyone who has a good imagination and an enthusiastic approach will fit in well and contribute to our sessions. We need someone who works well in a team and is patient with little ones. Our children can be very challenging at times and we need someone who can be assertive but kind.

Page 3 Activity B Audio script 2 (part 1)

Tony: Good morning, my name is Tony. I have read the advertisement for a nursery care assistant and I would like to find out a little more about the job.

Davinder: Hello Tony, my name is Davinder. I am the manager of Balloons Day Nursery. Thank you for your enquiry. Have you done this kind of work before?

Tony: Oh yes. I have an NVQ in early years education. For the last two years I have been working with little ones. I have two children of my own and I have been spending time at our local crèche at my daughters' school.

Davinder: Really, that sounds interesting. What kind of activities have you been involved in?

Tony: At first I volunteered to drive the minibuses and help out with transport. But now I actually organise art, craft and design sessions at the playgroup. I help the children to design creative things. I love it! The kids really enjoy themselves and they go home with a painting, picture or a toy that they are actually proud of.

Davinder: You sound really enthusiastic, Tony. I will send you a job description and a person specification, and some information about the nursery. The job pack will give you all the information you need. I do hope that you apply. You sound like just the type of employee we are looking for to join our team. If you do decide to apply, send your completed application form, CV, personal statement and covering letter to me. My management team will seriously consider your application.

Page 4 Activity B Audio script 2 (part 2)

Tony: Thanks very much. I am really keen to apply. Would you mind repeating the list of things that I have to send back to you? I didn't get them all. I have a notepad here so I can jot them down.

Davinder: Of course, no problem. You will need to include your CV, personal statement, application form and covering letter with the names of your referees.

Tony: Great. Thanks very much. May I give you my address and now?

Davinder: Good idea. I have a pen.

Tony: My name is Tony Wilkinson. I live at 16, Lydgate Road. I will spell that for you...L-Y-D-G-A-T-E, in Ashton, Nottingham...NG8 1TV. It is not far from your nursery. Would you like me to repeat it for you?

Davinder: I will put the details in the post for you tonight, Tony. Thank you for contacting us and good luck with your application. We look forward to hearing from you.



Page 13 Activity A Audio script 3

Tony's interview (good practice)

Davinder Kapur: Hello Tony, do come in and sit down.

Tony: Thank you.

DK: Let me introduce myself. I'm Davinder Kapur and as you know, I'm the manager of Balloon's Day Nursery. Mr. Wallace is a manager of another nursery in the region which is part of our group and Miss Prastola is the operational co-ordinator here at Balloons.

Tony: Hello, I'm very pleased to meet you all.

DK: Thank you for coming to the interview today, I want to say right at the start that we see this as an opportunity for us to find out more about you and for you to ask questions of us. We want you to relax and tell us about yourself.

Tony: That sounds fine. I'll try my best to do that.

DK: OK Tony, I'd like to start by asking you to tell us about your last job with children and what your role was.

Tony: Well, as you can see from the application form, after I passed my NVQ 2 at college I was offered a six month temporary contract as a nursery care assistant. I was really pleased to get paid employment because I knew it would give me a chance to learn and get involved. My role was to look after the children's physical needs – eating, dressing and toilet duties. I was given lots of opportunities to work with more qualified staff, supporting them with the children's learning. I was able to read stories, help with art work and I also liked setting out play equipment for break and lunch times.

DK: What is it you like about working with children?

Tony: I think the thing I enjoy the most is their enthusiasm for the things you do with them ... the fact that they are always learning. I love it when you see that look of surprise or excitement or happiness on their faces. It really makes the effort worthwhile and you want to go on to help them learn the next thing. It's really rewarding.

DK: Thanks Tony. Mr. Wallace is going to ask you a question now.

Mr. Wallace: You obviously enjoyed that experience Tony. I want to now look at the post you have applied for at Balloon's Nursery. What do you think the job will involve and what appeals to you most about it?

Tony: What appealed to me most was that I recognised a lot of the job from the temporary post I had, so I knew I would be able to do it. However, the big advantage for me was that this is a new nursery and I'm hoping there will be opportunities for me to be part of a new team. I know you want the person who gets the job to do an NVQ 3 and I would really like that. I'd enjoy being trained on the job. I see this as a chance to move into the next stage in my learning and qualifications. Also because the nursery is new, I'm thinking this would be a good time for everyone to get involved.

Mr. Wallace: You're right Tony that within our group of nurseries we do see training and qualifications as important and we would provide on-the-job training, but we also think initiative is essential. Can you give us an example of how you have used your initiative?

Tony: Do you mean with children or anything?

Mr. Wallace: Whatever you think would be a good example.

Tony: One of the things I was proud of was a fundraising idea I had. I am a member of my daughter's PTA and we were looking for some



fundraising ideas. I enjoy designing and making things, so I came up with a simple design for a bird feeder. I felt really pleased that the school thought my idea was good enough to take seriously. Because I wasn't working at the time, I offered to go into school as a parent helper to help the teachers make the feeders with the children. The children linked it to a project they were doing about wild birds which was good. We made enough to sell them.

Mr. Wallace: There's always a need for fundraising isn't there? Thank you Tony. Miss Prastola is going to ask you a question now.

Miss Prastola: Tony, I'm sure you have already found that working in this setting means you have to deal with a lot of difficult situations. Can you think of a problem you had to deal with and tell us how you dealt with it?

Tony: I think one of the main difficulties for me is that I am often the only man around and sometimes the children don't know how to treat me because of that. One of the biggest problems I had was when a little girl at the nursery was upset because her dad was in the army and he had been posted away to work. I was the only man she came in close contact with and because she missed her dad she started to cling to me. I knew from my course that we should always report any problems to our supervisor, so I told her. They decided to talk to her mum and together we helped the little girl understand.

Miss Prastola: Good, so you've not worried about asking for help when you need it.

Tony: No, I know I've still got a lot to learn.

Miss Prastola: We'd like to give you an opportunity to tell us what you think your strengths are and how they will help you in this job.

Tony: I think my greatest strength is that I get on well with people of all ages. I like getting involved and being part of a team. I suppose the fact I'm 28 means I now know what I want and I'm really enthusiastic and interested to get on. The fact that I've worked in factories and such like means I know what it is to hold down a job. I'm punctual, reliable and hard working. I see this job as a really good chance for me to join something new and exciting, I feel it's right for me at this time.

DK: I notice from your application form and personal statement that you have some interesting hobbies and interests. Would you like to talk to us about those?

Tony: I'm quite a practical person really. I love doing and making things. I think I'm quite good at art and design. I did a GCSE evening class and the tutor there gave me the confidence to think I could do more with myself. I answered a local advert for a drama group that needed someone to help with designing and making props and sets. We have a lot of fun and they seem grateful for my help. I'd like to think I could use some of these skills working with the children, that would be really good. I've certainly enjoyed volunteering with my own children.

DK: OK Tony we're almost coming to the end of the interview. You've had a chance to look around the nursery and talk to staff and children. What do you think you could offer us that could make you the ideal candidate for the job?

Tony: That's a difficult question, but I was expecting it. Having read the information pack that you sent out, I know you are a company that wants to expand by setting high standards and getting a good reputation. It's obvious you want to offer exciting and new ideas. I



really want a challenge, I want the chance to show what I'm capable of. I think men are under-represented in this area, so I believe I'd be a real benefit to your team.

DK: OK and finally we've asked you a lot of questions, are there any questions you would like to ask us?

Tony: If I were successful in being offered this job, what would you expect me to have achieved in five years' time?

DK: That's a really interesting question Tony. Obviously the next two years would be taken up with the NVQ 3 training, four days at Balloons Nursery and one day at the local college. We would expect there to be greater level of responsibility at NVQ 3 level, more involvement in planning activities, record keeping and linking with outside agencies. We are keen to support staff to progress and develop at each stage of their career. Does that help?

Tony: Thanks very much, that's what I hoped to hear.

DK: Is there anything else you want to say or ask?

Tony: I don't have any more questions but I just wanted to thank you for taking the time to interview me.

DK: Thank you. As you know we have two other candidates to interview. We will be contacting you at home this evening with our decision.

Mr. Wallace: Goodbye.

Miss Prastola: Goodbye.

Tony: Goodbye.

DK: Goodbye.

opportunity to find out about us and give us a chance to find out a little bit more about you, OK?

Tony: Yes.

DK: Tony can you tell me about the last job that you had with children and what your role was?

Tony: I was only there six months, so I didn't get to do a lot. I had to help the nursery nurses, so it was whatever they told me to do.

DK: I see, so what sort of things did you do?

Tony: Played games, took children to the toilet and helped at dinner time.

DK: Anything else?

Tony: No, I don't think so.

DK: What is it you like about working with children?

Tony: I'm not sure, I don't think I thought about it before.

DK: OK. Perhaps you might want to think about it now.

Tony: I like it because you can be in charge and they make me laugh.

DK: Let's move on to look at this job at Balloons. What do you think the job is about and what appeals to you about it?

Tony: I think it will be a lot like my last job but you will help me to get my NVQ level 3.

DK: Oh, so you would be interested in getting more training and qualifications would you?

Tony: Yes.

DK: Why is that?

Tony: More money.

DK: We believe here at Balloons that initiative is just as important as academic qualifications not least because we will train and support you in your NVQ 3. Can you give me an example of how you have used your initiative?

Tony: I don't know whether this is what you mean, but one day when it was raining and the children couldn't go out to play, I read them a story.

DK: Good, was that your idea? Did you suggest and organise it?

Page 13 Activity B Audio script 4

Tony's interview (poor practice)

Davinder Kapur: Hello Tony, do come in and sit down.

Tony: Right

DK: Thank you for coming to the interview today. I want to say at the start that this is intended to be relaxed and give you an



- Tony: It was my idea, the nursery nurse chose the story and I read it.
- DK: Do you enjoy reading to the children?
- Tony: Yes, so long as they sit still and listen.
- DK: Working with children is difficult sometimes isn't it? Can you think of a difficult situation you had to deal with and tell me how you dealt with it?
- Tony: Well I tend to let the nursery nurses deal with the difficult things, but there was this one time when a child was sick all over me. We keep some spare clothes at work in case this happens but I was going out after work and I didn't have the right clothes, so I wasn't very happy about that, but I didn't say anything.
- DK: Right, anything else?
- Tony: No.
- DK: We'd like to give you an opportunity to tell us what you think your strengths are and how they will help you in this job?
- Tony: I like people, I get on well with people. I'm always good for a laugh and a joke. The children like me because I can make them laugh and keep them happy. The way I look at it is, you spend a lot of time at work and you don't want to be miserable do you? So I think I'd get on well with your lot.
- DK: OK. Let's move on to look at some of the things you mentioned in your personal statement. I was interested to see how you became involved in both of your children's education, at playgroup and primary school. Can you tell me about that?
- Tony: Oh well, people said to me I needed to do voluntary work otherwise I wouldn't get a job so that's why I did it. I liked doing it and learnt a lot, but I really want a paid job.
- DK: I notice you spent several years in paid work in factories. How do you think those years will help you in this career?
- Tony: I didn't like the factory work, I wanted to get away from it, that's why I went to college to do my NVQ2 so I don't see how it can help. It wasn't with children anyway, it was with adults.
- DK: You seem to have a talent for art and design, both within the nursery and in your hobbies. Would you like to tell me about that?
- Tony: I love art and design, I like working with my hands, I always enjoy it when the children are doing art and craft work. That's why I want my NVQ 3 because then I can be the nursery nurse who takes charge of all that, I'd really like that. I'd be able to make all sorts of things with the kids. I do a lot of making things for the theatre group I belong to. I don't do any acting, I don't like speaking in front of people, but I help out loads back stage.
- DK: OK Tony, we're almost coming to the end of the interview. You've had a chance to look around the nursery and talk to staff and children. What do you think you could offer us that would make you the ideal candidate for this job?
- Tony: Well, I haven't seen many men, so it would be good to employ me, also, I haven't seen any modelling. That's something I'm really good at, so I could take charge of that. Oh yeah, and I've got my minibus license, so if you've got a minibus I could drive that.
- DK: Thanks for that Tony. I've asked you a lot of questions. Are there any questions you want to ask me?
- Tony: What about?
- DK: Anything.



Tony: No, I can't think of any.

DK: Right. Well thank you once again for attending the interview. We have two other candidates as you know, so we hope to telephone the successful candidate tonight at home. We'll obviously let you know if you haven't been successful.

Tony: OK. Well see you then.

DK: Bye bye and thank you.