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MAIDEN ERLEGH  
SCHOOL

# Personal Profile

Name:

Tutor Group:





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# Content

1. ILP (Individual Learning Plan)
2. Developing your skills
3. UCAS - University & Apprenticeships
4. Work Experience



## Model:

### Y12 Individual Learning Plan 1

#### Reflections on DCP1

#### Subject 1:

Sociology

#### Outline strengths:

I feel confident about X topic.

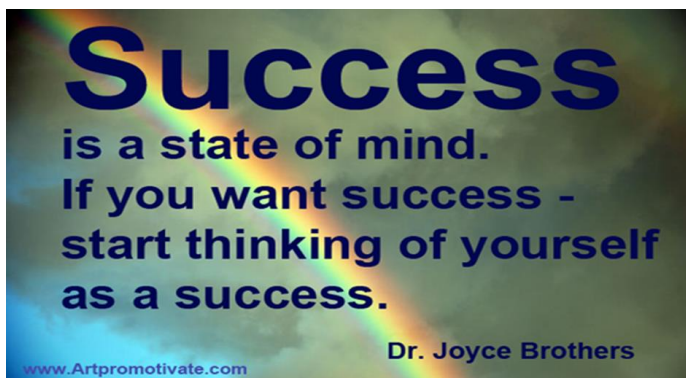
Answering 10 mark Qs really well.

Reflecting upon and working effectively on the targets I am set.

Drawing upon key sociological studies and concepts.

Reading around X topic has helped to consolidate my knowledge & understanding.

I am able to draw upon contemporary examples to support the sociological studies.



#### SMART target to help you to improve:



Improve my understanding of the criminology unit by using my PLCs to identify gaps in my knowledge. Use supervised study p3 Mon 23/11 to do this. Use the course pack to make notes on the topics I am least confident with - DL= 27/11. Make an appointment with Mrs Garner, the following week, to go over anything that I am still unsure of. Re-do the X assessment W/C 7/12 to try to achieve my target grade. Hand it in for marking by 11/12.



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## Y12 Individual Learning Plan 1

### Reflections on DCP1

**Subject 1:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 2:**

**Outline strengths:**

**SMART target to help you to improve:**



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**Subject 3:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 4: [Delete section if you don't take a 4th subject]**

**Outline strengths:**

**SMART target to help you to improve:**



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## Y12 Individual Learning Plan 2

### Reflections on DCP2

**Subject 1:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 2:**

**Outline strengths:**

**SMART target to help you to improve:**



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**Subject 3:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 4: [Delete section if you don't take a 4th subject]**

**Outline strengths:**

**SMART target to help you to improve:**



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## Y12 Individual Learning Plan 3

### Reflections on DCP3

**Subject 1:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 2:**

**Outline strengths:**

**SMART target to help you to improve:**



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**Subject 3:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 4: [Delete section if you don't take a 4th subject]**

**Outline strengths:**

**SMART target to help you to improve:**



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## Y13 Individual Learning Plan 1

### Reflections on DCP1

**Subject 1:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 2:**

**Outline strengths:**

**SMART target to help you to improve:**



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**Subject 3:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 4: [Delete section if you don't take a 4th subject]**

**Outline strengths:**

**SMART target to help you to improve:**



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## Y13 Individual Learning Plan 2

### Reflections on DCP2

**Subject 1:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 2:**

**Outline strengths:**

**SMART target to help you to improve:**



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**Subject 3:**

**Outline strengths:**

**SMART target to help you to improve:**

**Subject 4: [Delete section if you don't take a 4th subject]**

**Outline strengths:**

**SMART target to help you to improve:**

## Developing your skills

### FACTS:

- In life, study, and work - we need skills!
- Certain jobs and job sectors require particular skills.
- Some skills - especially certain soft skills & qualities are desired by almost all employers - e.g. communication, teamwork, problem-solving, digital skills, resilience, organisation, work ethic/motivation, etc.

Understanding our own strengths and weaknesses (the skills we bring & need to work on) is an ongoing process for everyone!



### Skills can be broadly categorised into:

- 1) **Hard skills** - these skills are usually measurable - e.g. by an exam, assessment, or objective observation.
- 2) **Soft skills** - less easy to measure, but observable - e.g. communication, teamwork, resilience, etc. Personal qualities, traits and attitudes may also be broadly included under soft skills.

Sometimes we also refer to:

**Transferable skills** - those skills we can use across different situations and settings.

**Personal skills** - include traits such as integrity, patience, etc.

**Knowledge-based skills** - e.g. IT and numeracy skills, playing an instrument, cooking, sport, etc.

### Watch videos to find out more: [Maiden Erlegh Trust - Whole School](#)

- Film 1: What is a skill?
- Film 2: How and where can we develop skills?
- Film 3: How do you showcase your skills?
- Film 4: Skills related to jobs and job sectors
- Film 5: What are the skills employers and universities look for?

### The importance of preparing NOW

Preparing for life after school involves recognising skill strengths and areas for development.

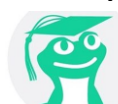
We can then develop and improve required skills - for study, work, and life in general!

It starts here and now!

**What are the benefits?** Increased confidence, self-awareness + success with applications, application processes - including psychometric tests and interviews, for example.

**Great places to discover your unique skill set and personal qualities/attributes**

- Complete PROFILE tests at [www.unifrog.org](http://www.unifrog.org)

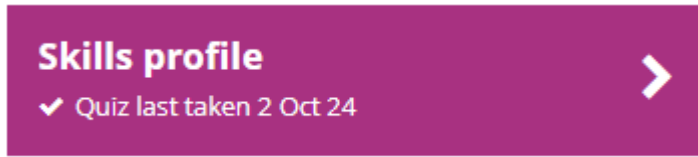


unifrog

**TASK 1:**

Complete / review the following profiles on your UNIFROG Homepage:

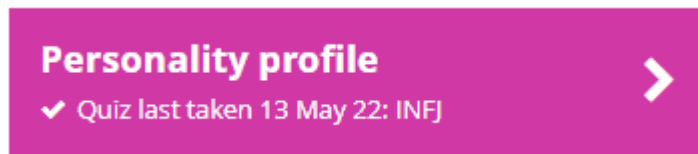
A. Discover your skills (+ jobs that match them!):



Which are your top 5 key school skills - based on your results? Write them in.

- 1)
- 2)
- 3)
- 4)
- 5)

B. Discover your Personality Type (Myers-Briggs) + explore jobs matching it!



What is your personality type? - e.g. INFJ, ESTP, etc: \_\_\_\_\_ (read your personality type profile).

**TASK 2:**

Consider your top 3 soft skills and hard skills, with evidence. Add them to the table below.

Doing this will enable you to speak confidently about your skills during interviews, which will help to set you apart from other applicants.

**Soft Skills:**

Skill	Evidence
<p><i>E.g. Team work</i></p>	<p><i>As a member of the School Football Team, Eco Club, etc. I am learning how to - communicate positively, how to include / support / encourage fellow team members; resolve conflict; ensure tasks are completed on time; develop / foster / recognise our team's core values, etc.</i></p> <p><i>Provide examples of situations....e.g. As a member of the Eco Club we worked as a team to develop a campaign to increase awareness of the importance of turning off lights to save energy. To inform students and teachers - we added information to school notices, designed &amp; put up posters, etc.</i></p>



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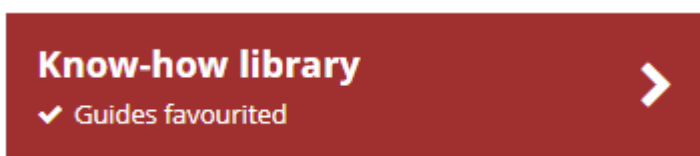


1.	
2.	
3.	
4.	[You may wish to continue to add to this table as you develop more skills]

**Hard Skills:**

Skill	Evidence
E.g. Numeracy	<i>I can create a budget; interpret graphs, charts, investigate a statistic someone has quoted, undertake simple arithmetic in my head (e.g. check I have received / am giving the correct change), etc.</i>
1.	
2.	
3.	
4.	[You may wish to continue to add to this table as you develop more skills]

If you would like to see examples / more information about different skills, and how to write evidence for different skills - please head to the UNIFROG 'Know how library' tool:



Type 'skills' into the keyword bar...

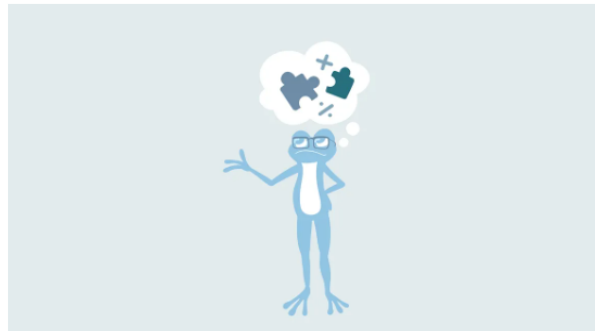
Search by keyword

Go >

Then click on a skill - e.g. critical thinking - followed by the guide...

### Skills: Critical thinking

How to create evidence of critical thinking and use it in your applications



#### Skills: Critical thinking

How to create evidence of critical thinking and use it in your applications

[Read the guide >](#)

Find out what 'critical thinking' means, how to create strong evidence of it, and how to use your evidence in your applications.

#### What it is

Critical thinking is being able to evaluate information in order to form your own opinion. This means being able to:

1. Understand that some sources of information are more reliable than others
2. Think carefully about a subject or idea, without allowing your feelings to affect your judgement
3. Construct a logical argument about a contentious issue

#### Some illustrations of critical thinking

*As an organisation.* The website Gapminder seeks to 'fight ignorance with a fact-based worldview everyone can understand'. To do this, they use reliable data to disprove common misconceptions, such as 'the world is divided into rich and poor, 'everything is getting worse', and, 'the population just increases'. Gapminder also provides fact-based resources to help us form balanced, informed opinions.

*On a motivational poster:* 'Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.' - Martin Luther King Jr. American Baptist minister and civil rights activist

### Task 3:

Add your skills to the 'Skills' tool on your UNIFROG Homepage - this will greatly benefit you in preparing for applications and interviews during Year 13, and beyond!



## Skills you've recorded

Click on the table below to record examples of when you've demonstrated each of the 12 key skills. [Why? >](#)

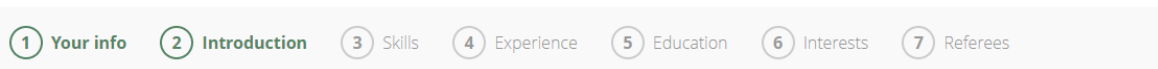
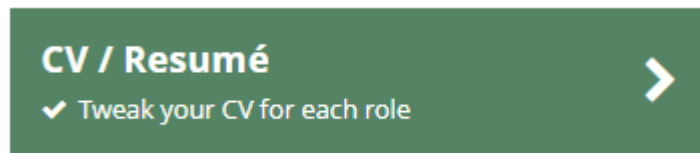
0 of 12 key skills recorded so far

[+ Add a skill](#)

Reading	0	Understanding the meaning of texts
Writing	0	Communicating clearly with writing
Numeracy	0	Working successfully with numbers
Planning	0	Setting goals and devising a route to achieve them
Listening	0	Receiving and processing information or ideas
Speaking	0	Orally transmitting information or ideas
Teamwork	0	Working cooperatively with others to achieve a shared goal
Leadership	0	Motivating and managing others to achieve a shared goal
Problem solving	0	Finding a solution to a situation or challenge
Creativity	0	Using your imagination to come up with new ideas
Independence	0	Working effectively on your own
Resilience	0	Using strategies to overcome setbacks and achieve goals

### Task 4:

Using the 'CV' tool on your UNIFROG Homepage - create your CV / add your new skills to your CV - download ready! You can update your CV at any time.



### Market yourself to the world

Your CV is your opportunity to sell yourself. Think about the skills and activities the recruiter is looking for - and tweak your CV every time you apply for a new role. Consider using [these power words](#) >

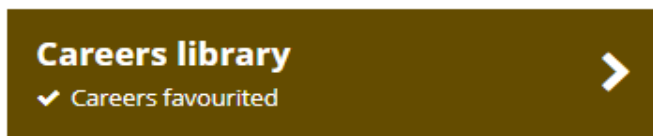
Power word	Definition
Accurate	right, correct, spot on, exact
Active	alert, lively
Adaptable	able to adjust to new conditions
Analytical	logical, detailed, searching
Articulate	speaking clearly and being understood
Business-minded	efficient, practical
Bilingual	speaking two languages well

### For an even deeper dive:

- 1) **Explore skills universities** are looking to study specific subjects:



- 2) **Explore skills specific jobs** require - see 'Skills required' section within individual Job profiles:



- 3) **Explore skills specific apprenticeship providers** are looking for:



### A word about weaknesses:

- It is good and important to be self-aware.
- While we do not need to focus on our weaknesses all the time - it is important to be aware of and work on them.
- What are your weaknesses? e.g. is it time management or digital skills? Team work or communication?
- You do not mention weaknesses within applications - however, you can discuss positive skills you are working on and how!
- Employers will ask about your strengths **and** weaknesses - at interview!

### TASK 5:

#### What weaknesses do you need to improve?

List x3 things you are working on / would like to work on, below + examples of how you will do this:

I am working on...	How?
E.g. <i>Time management</i>	<i>Watching Youtube videos on how to manage time effectively, UNIFROG guides (Know how library), keeping a calendar, writing &amp; checking off a 'To Do' list, creating SMART goals to put knowledge into practice, etc.</i>
1.	
2.	
3.	



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# UCAS - University

## TASK 1

Please consider which course(s) you would like to study at degree level. List potential options below:

- 1.
- 2.
- 3.
- 4.
- 5.

(You will ultimately need to decide on one course. Before you start on TASK 2).

## TASK 2

Please research 5-8 different universities that offer your course. For each, summarise the entry grades, advantages and disadvantages of those courses at those universities. Use the grid below:

Course:		
University and entry grades	Advantages	Disadvantages



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# UCAS - Apprenticeships

## **TASK 1**

Please consider which apprenticeship(s) you would like to apply. List potential options below:

- 1.
- 2.
- 3.
- 4.
- 5.

(You will ultimately need to decide on one course. Before you start on TASK 2).

## **TASK 2**

You will need to decide which apprenticeship programmes will be part of your final application. So please use the grid below to draw up your final list.

Apprenticeship course and entry requirements	Advantages	Disadvantages



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### **TASK 3**

University and apprenticeships will require a personal statement. Please start to prepare your personal statement by sketching out ideas under the three following subsections:

#### **Why do you want to study this course or subject?**

*Consider any personal knowledge, extra research or wider reading that you've done. Summarise it here to show how committed and engaged you are with this particular field*

#### **How have your qualifications and studies helped you to prepare for this course or subject?**

*Try to use specific examples and evidence of where and when you have risen to the challenge of A-level study and how this will help you at degree level. Consider examples where one approach was not working and changed things up. Describe the strategies that you used to revise for example. Emphasise your independence and self-management.*

#### **What else have you done outside of education, and why are these experiences useful?**

*Describe yourself outside of education, hobbies etc. The best answers will seek to tailor this round to why it will make them a good candidate for the course in question.*



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## Work Experience

### What is Included?

The term work experience refers to all forms of work-related activity (**you should be looking at, at least, 30 hours, unpaid**). This could include:

- Work tasters
- Running a student enterprise
- Participation in social action
- Volunteering
- Work placement taken with an employer
- Virtual work placements.

### Placements can be virtual or physical placements

- The process is led by you.
- Try to get a physical placement if possible. We will support and authorise placements organised during the school term, but our preference would be you completing the hours during a school holiday.
- You should **keep a record** of the placements **in this booklet**.
- Placements should, ideally, take place outside of school hours. Where this is not possible, we will require the following to authorise an absence:
  - An email from a parent/guardian
  - An email from the business, including confirmation of the dates.

### Some ideas by sector:

- **Financial:** banks, building societies, accountants, insurance companies, tax firms, finance departments of local companies.
- **Art/design:** galleries, museums, Cornerstone, architects, printing/branding companies, advertising, interior designers.
- **Law:** local solicitors, courts, Human Resources departments of local businesses.
- **Engineering/construction/manufacturing:** house building companies, architects, factories, Harwell campus, manufacturing companies.
- **Healthcare/medicine:** care homes, pharmacies/chemists, dentist, GP surgery, health clinics, St Johns Ambulance, Harwell campus, Oxford University, local hospitals, opticians, chiropractors etc.
- **Animals:** vets, animal sanctuaries, stables, kennels, wildlife trust.
- **IT/Computing:** app development companies, IT security companies, programming, RM, IT departments of local companies/schools.
- **Media/books:** radio stations, local newspapers or magazines, bookshops, libraries, publishers, Oxford University Press.
- **Public services/admin:** local council, estate agents, recruitment agencies, libraries, Human Resources departments.
- **Education/children:** primary and secondary schools, nurseries, sports clubs, adult education.
- **Charities:** local charities, charity shops, Citizens' Advice.
- **Science:** Harwell campus, Culham Science Centre, UKAEA (Atomic Energy), science museums, water or energy companies, research departments.



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- **Leisure/tourism/hospitality:** hotels, restaurants, cafes, leisure centres, sports clubs, Space Centre, cinemas, theatres, bookshops, libraries, museums, Earth Trust.
- **Retail/sales:** shops, supermarkets, garden centres, estate agents.
- **Outdoors:** landscape gardeners, Earth Trust, wildlife trust, sports clubs, archaeological services.

### Gaining a physical placement:

- Make a list of your top 5 ideal placements (could use Google or Google maps) and start contacting them:



If you do not have a contact name, the HR (Human Resources) department is usually a good place to start.



Give them a call or draft an email. Remember to be polite and sound interested in what they do.



If calling, plan what you want to say in advance and have a pen and paper ready to take notes.



You may need to send a CV or formal application if they ask you to.



Be aware that some large organisations like UKAEA and Diamond Light Source only offer work experience during their own fixed dates. Don't lose heart if the first companies you contact are not able to offer what you want.

### Sources / Further information:

Springpod: [What is Virtual Work Experience with Springpod? | Springpod](#)

UNIFROG 'Courses tool' on your Homepage - virtual work experience: [www.unifrog.org](http://www.unifrog.org)

Speakers for Schools: [Unlock Exciting School Work Experience Opportunities!](#)

Prospects: [Year 12 work experience: a guide to securing your placement | Prospects.ac.uk](#)

BRIGHT network: [Search: 'work experience'](#)

Indeed: [How to find work experience \(Year 12 student guide\) | Indeed.com UK](#)

Rate my placement: [Placement & Work Experience CV Template & Guide | RateMyPlacement](#)

Healthcare - Royal Berkshire Hospital: [Work Experience and Placements - Royal Berkshire NHS Foundation Trust](#)

See also placements that are sent to the school and posted on

Invite code: **zj3ukmd**



Google Classroom



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## Work Experience Record

### Task:

Complete the record below, for each work experience that you complete. Remember you are aiming for 30 hours of work experience in total.

Name of business:

Sector, *eg, Education, Accountancy:*

Placement dates:

My role/department:

Reflections:

Name of business:

Sector:

Placement dates:

My role/department:

Reflections:



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Name of business:

Sector:

Placement dates:

My role/department:

Reflections: