



# Interview success

Age range: 16-19

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
30-240 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> <li>Identify the different types of activities they might encounter in an assessment centre process</li> <li>Explain what is meant by the term competency and how they can demonstrate evidence of competence</li> <li>Identify the types of questions they may need to answer in interview situations</li> <li>Demonstrate how to use the STAR model in answering questions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Different Types of Interview and Assessments interactive tool</a></li> <li>Interview success presentation slides</li> <li>Interview success student worksheet</li> <li><a href="#">Virtual Interview Practice tool</a></li> </ul>

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Remember that you can refer to the guiding principles for establishing a safe learning environment in the Appendix section of the LifeSkills content guide. This includes suggestions for signposting students to further support. The content guide can be downloaded [here](#).



LifeSkills is pleased to have worked with The National Autistic Society to ensure the following lesson plan can be adapted to suit the needs of autistic students.

If teaching a lesson including autistic students, here are some key considerations when undertaking the following activities:

If teaching a lesson including autistic students, here are some key considerations when undertaking the following activities:

- Reasonable adjustments can be made in an interview to allow autistic candidates to showcase their skills.
- When thinking about the 'I factor', remember that autistic people may struggle with positive body language and eye contact. Focus on other ways that they can have the 'I factor' e.g. showing they are knowledgeable about the career area and using strategies that can help them communicate their strengths.
- Use concrete language and consider how what you say may be interpreted literally e.g. Autistic students may literally interpret a question that starts with 'can you do this..?', answering 'yes I can' but because it's not a specific instruction they may well just not do it – it wouldn't be down to rudeness, because they may just not understand what has been asked of them.
- Avoid asking multi layered questions. For example, instead of asking 'In your last post when you were asked to prepare a report at short notice, how did you deal with this situation, what was the process that you went through to produce the report and how did you keep your Manager up-to-date as you went along?' Break down the questions and ask one at a time: 'Thinking back to your last post, did you ever have to prepare a report for your manager at short notice?'; 'How did you respond to the request at the time?'; 'What process did you go through to prepare the report?'; 'How did you keep your Manager up-to-date when you were preparing the report?' – allowing time to answer in between.
- Some activities may take autistic students longer to process and complete than others so add contingency time to your planning if it is needed. Some autistic students may also need additional guidance and support.

# Activity one

## Understanding the selection process

### 1. The interview experience

- Introduce the session and explain that you're going to explore all the different types of selection processes prospective employers and course providers can use
- To gauge students' starting points and enable them to demonstrate their progress later, ask them to consider the following questions and record their thoughts in the form of a mind map, drawings or a graffiti wall:

**What different types of interview and assessments have you heard of?**

**How might different interviews be suited to different situations? E.g. an employer may choose a phone or Skype interview for jobs that are abroad, assessment centres are used for a high level of applicants, etc.**

# Activity one

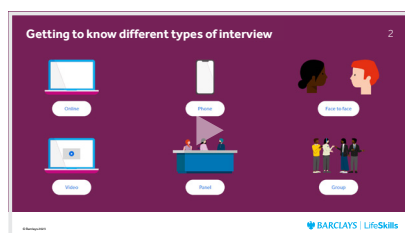
## Understanding the selection process (cont'd)

**How can people prepare for an interview, and how might this change depending on the type of interview it is?**

**How would you define a competency? Provide examples**

- Ask each student to think of scenario where someone might go through a selection process; what steps would be involved? Students can share their own experience if they feel comfortable with this. If no examples are given, you could ask students to consider any interviews they might have seen on television e.g. on The Apprentice or auditions for other reality TV programmes. Add this to the thoughts already recorded for reviewing later
- If any feel confident enough, ask one or two students to share their experiences and gather on the board the range of interview or selection processes students have encountered. Add to the list any of these that they don't come up with:
  - Face to face with a prospective employer (manager or HR)
  - Panel interview
  - Group
  - Telephone/video call
  - Assessment centre

## 2. Different Types of Interview and Assessments



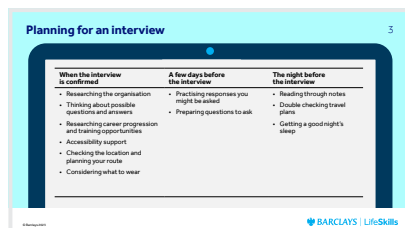
- Load the [Different Types of Interview and Assessments interactive tool](#). Explore the possible interview formats and allow time to pause and discuss key points around what to expect and how to prepare, including:
  - Why this type of interview might be used
  - What skills an interviewer might be able to gauge in candidates
  - How students might feel when taking part in this type of interview
- Why do the students think that employers might have different kind of interviews? Ask them to consider how they might need to adapt their interview style according to these, but also highlight what they should be doing regardless of the type of interview

# Activity one

## Understanding the selection process (cont'd)

Interview type	Skills to demonstrate	Adapting your style
Telephone interview	Communication, confidence	Speak clearly, be aware of tone and voice as interviewer won't be able to see body language, active listening
Panel interview	Communication, professionalism	Eye contact with each panel member, active listening, ask questions, be enthusiastic
Assessment centre	Teamwork, leadership, problem solving, creativity	Confident body language, make yourself heard, work well with others, be approachable, enthusiastic

### 3. Preparing for an interview



- Now ask the students how they might prepare for an interview. List on the board students' responses, putting these into categories of 'once the interview is confirmed', 'a few days before' and 'the night before'. Show **slide 3** and ask the students to add in any that might not have been mentioned from the list below:

Once the interview is confirmed:

- Researching the organisation e.g. what they do, their mission and values, competitors, size of team, departments, latest news or social media noise on the company
- Thinking about possible questions and answers e.g. what are your strengths and weaknesses, how would your friends or colleagues describe you, why do you want to work here, what can you bring to the organisation?
- Researching career progression and training opportunities
- Accessibility support – if needed
- Checking the location and planning your route
- Considering what to wear

**A few days before:**

- Practising responses they might be asked with friends and family
- Preparing questions to ask – cover the basics e.g. working hours, next steps, start date, benefits and think of questions that will help you stand out e.g. key objectives of the role, organisational structure, opportunities for self-development and progression

**The night before:**

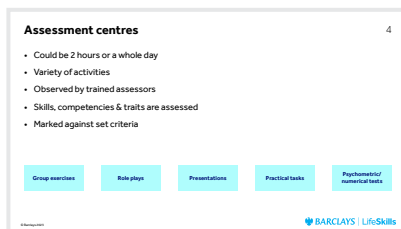
- Reading through notes
- Double checking travel plans
- Getting a good night's sleep

- Ask them to consider if the type of preparation might change according to the interview format? Explain that although you may be faced with different challenges with each format, being prepared is always key

# Activity one

## Understanding the selection process (cont'd)

### 4. Assessment centres



- Explain that some larger organisations use assessment centres as it can give them a broader picture of people's character and strengths and offers an opportunity to see how people behave and perform in different situations. Did any students mention earlier about having experienced an assessment centre? If so, ask them to describe this process
- Ask students what types of activities they think might be involved in assessment centre selection. Tell them the types of activities will vary according to the sector or industry they are applying for. Examples might be:
  - Group or individual presentations
  - Role plays
  - Group or individual problem solving tasks
  - Psychometric tests
  - Networking opportunities (e.g. lunch)
  - Written exercises
- Explain how during the assessments observers are looking for specific skills and personality traits and will mark what they see against a set list. The advantage is
  - That everyone is set the same task and asked the same questions so it gives a clear comparison of strengths. Can students name some specific skills the observers may be looking to gauge? Encourage students to think about how the centres allow candidates to showcase their creativity, leadership, teamwork, problem solving, communication
- Show **slide 4**. If there are computers/tablets available, students can work through interactive tool [Assessment Centre Days; what to expect](#), which you can also access from the slides

### 5. What are competencies?

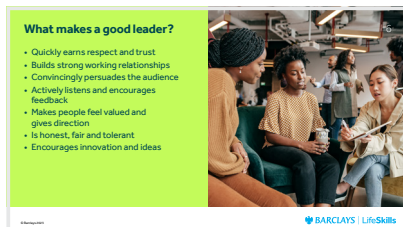
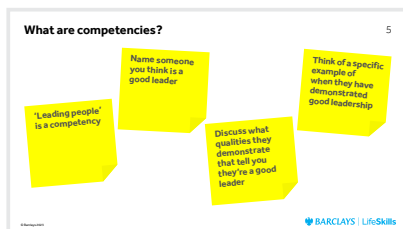
- Ask students if they think employers take a risk when employing someone new. How might employers reduce the risk of taking on someone who proves to be unsuitable? Gather some ideas from the students
- Explain that when starting a new job, employers often set objectives for you to work towards in your first few months. These might be linked to competencies; a combination of the skills, knowledge, attitude and behaviours needed to perform well in a given situation. These could be organisation, teamwork, communication and taking initiative, and demonstrate that a candidate would be able to do the job successfully
- Discuss how tasks at an assessment centre style interview can be measured against these competencies. Tell students they're going to identify some competencies in an example to help them understand what employers might be looking for



# Activity one

## Understanding the selection process (cont'd)

### 6. Discuss examples of leadership



- Show **slide 5** and explain the activity to the students. Ask them to work in pairs or small groups to identify someone they think is a good leader. This could be someone they know personally, someone they've worked for or been taught or coached by, or a well-known figure. Ask them to discuss what qualities that person has that demonstrate their leadership qualities. Get them to come up with specific examples of something that gives them evidence
- Ask the groups what qualities they've identified and gather them on the board
- Show **slide 6** and compare the list to the one the students have gathered
- Explain that an assessment activity might be one that asks participants to work in a group to solve a problem or task and that the assessor may have a list of qualities (or competencies) that they are scoring against
- Ask the students what competencies you might display in a group activity other than leadership. (Ideas presented could include: teamwork, creativity, active listening, problem solving, communication skills)

## Activity summary

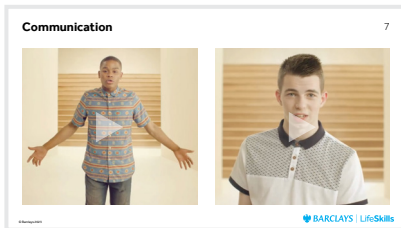
- Review with students the different types of interview situation they need to feel prepared for
- Remind them how competitive interviews are, so it's important to promote ourselves well
- Explain that having a clear perception of our key competencies will help us sell our strengths and abilities
- You may wish to ask students to revisit their baseline mind map to show progress towards the lesson outcomes



# Activity two

## Promoting yourself and preparing

### 1. Communication



- Discuss with students the importance of being able to articulate clearly what they want to say. Show **slide 7** and play this 30 second clip featuring Michael, a LifeSkills graduate, talking about [the importance of communicating well in an interview](#)
- Explain that we all have different mannerisms when we speak – different speeds, different intonations or overusing certain words. These can be exacerbated when we're nervous Note: be aware of any members of the group who may have speech or communication impairments and reassure them that these are not barriers to performing well at interview
- Show the second 30 second clip on **slide 7**, this time showing Dan talking about [how to avoid speaking too fast](#)
- Ask the students if they can think of any other examples of words they may use without thinking, for example 'you know', 'like', 'literally', 'basically', 'cool'
- Explain to students that we are often not aware how much we overuse words in our speech and often our friends don't notice either because they're used to how we speak, but to someone who is meeting you for the first time it will be more obvious
- Ask students to give examples of how people's mannerisms might change when they are stressed. (These may include coughing, laughing, fidgeting e.g. playing with hair or tapping a foot, over-gesticulating)
- Explain to students that they need to be themselves and it's not a good idea to try and forcibly change what comes to them naturally, but it's helpful to be aware of our communication behaviours in stressful situations so that we can modify them if needed

### 2. Identifying positive responses



- Explain to students that you're going to put into practice what you have been discussing around communication and positive and negative ways to answer questions by reviewing standard interview questions
- Pose the question below (**slide 8**) and ask pairs to discuss what the model answer might be with one acting as interviewer and one as interviewee:

**Describe a situation where you worked in a team.  
What role did you take, what did you learn and what did you achieve?**

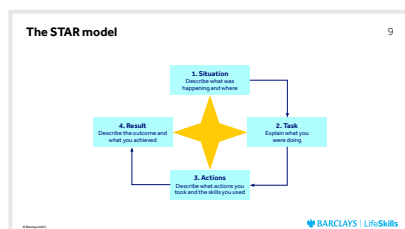


# Activity two

## Promoting yourself and preparing (cont'd)

- Gather some contributions from the group. If they need some encouragement, explain that a strong answer should include scene setting, reference to candidate's role within the team and their interaction with others, the outcome and any challenges they encountered. Draw out the conclusion that positive answers are the ones that are supported by specific examples and evidence that underpin them
- Explain to the students that it's not enough to give an answer that they think the interviewer wants to hear; any statement they make about themselves needs to be backed up with positive evidence

### 3. Preparing using the STAR model



- Write up the acronym STAR vertically on the board and explain to students that they're going to explore a technique that can help them focus on answering questions comprehensively. Ask if anyone knows or can guess what the letters stand for (Situation, Task, Actions, Result)
- Show **slide 9** and talk them through the STAR diagram
- Show **slide 10** as an example of using STAR
- Give out the **STAR model worksheet**. In their pairs, discuss the questions posed and encourage students to use the STAR model to develop their responses
- Remind them that a good answer uses the 'actions' element to showcase achievements

## Activity summary

- Remind students about the importance of making a good impression from the start. Even something as straightforward as a handshake and looking an interviewer in the eye can make a difference
- Reaffirm that every answer they give to a question is an opportunity to sell themselves, even ones that ask them about their biggest weakness or mistake, which all contributes to leaving the employer with a positive impression
- Explain that current recruitment practices are very competitive and they need to do everything they can to promote themselves. The STAR model can help them in their preparation

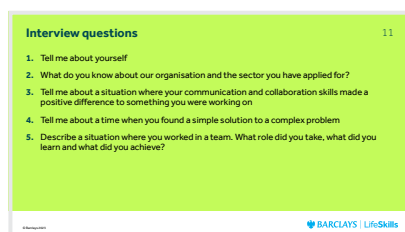
# Activity three

## Practising and perfecting your interview technique

### 1. Using the Virtual Interview Practice tool

- Load the [Virtual Interview Practice tool](#) at the front of the room. For a guide on how to use this, see page 16 of this lesson plan. Explain that the rest of the session will involve using this tool to allow them to respond to typical interview questions
- If each student has access to a computer, they can use the recording function to record their answers before playing it back so they can self reflect. Otherwise, you can work through the questions as a group
- You can choose which industry works best for your cohort of students, or select 'general questions'. The questions are the same but have been adapted to reflect the chosen industry

### 2. Using the STAR model



- As the students are working through their answers to the proposed questions, make sure they're thinking about how STAR can help them deliver an effective response
- Allow them time to plan and prepare their answer with STAR in mind
- You can display the list of general questions using **slide 11**, or hand out the **Practising for an interview worksheet** with the list of five practice questions. If you haven't already, refer to activity two of this lesson plan for guidance on using the STAR model
- Use the recording function to record students' answers, or get students to record their own answers if they each have access to a computer. Encourage them to listen back and reflect on what they could add or amend before moving on to the next question

### 3. Answering common interview questions

- Facilitator/s should circulate offering hints and tips on student performance and what to include
- 1. Tell me about yourself**
    - Reference interests and hobbies, educational achievements, aspirations
  - 2. What do you know about the organisation and the sector you have applied for?**
    - Discuss your knowledge of the field, different features of the organisation, specific projects they've worked on, etc.
  - 3. Tell me about a situation where your communication and collaboration skills made a positive difference to something you were working on**
    - Offer a specific example, using details that demonstrate how you used these skills
  - 4. Tell me about a time when you found a simple solution to a complex problem**
    - Use an example from a school project or extracurricular activity, be specific and use the STAR model
  - 5. Describe a situation where you worked in a team. What role did you take, what did you learn and what did you achieve?**
    - Offer specific examples, reference your role in the group, demonstrate organisation and communication skills, successes and challenges

# Activity three

## Practising and perfecting your interview technique (cont'd)

### 4. Share feedback

- Ask a selection of students to share their responses to one of the questions and ask them to comment on what it was like to use the STAR model. Invite other students to provide helpful comments on how a student might improve their answer
- Discuss answers as a class and encourage them to comment on what they found most difficult. Be sensitive to the fact that some students will not be as confident as others and there may be variations in performance
- Encourage students to think about transferable skills – that no matter what your experience or interests, you learn valuable skills from everything you do which can be tailored according to sector and industry

### Activity summary

- Facilitator/s should give their own feedback, helping students see that a good answer uses the 'actions' element to showcase their skills and the 'results' element to showcase their achievements
- Finish by congratulating the students on their efforts and wishing them luck in their job searches

# Activity four

## Delivering a presentation

### 1. Share experiences

- Ask the group if anyone has experience of having to deliver a short presentation as part of a selection process. If they have, ask one or two to briefly share the experience
- Explain that, as part of the selection process, they may be asked to deliver either a pre-prepared formal presentation or, as an assessment centre activity, to deliver a short, informal presentation that they only have a short while to prepare
- Discuss with the students how they might feel in this situation and how challenging they think such a task would be

### 2. Practice delivering a presentation

- Explain to students that they're going to take part in a practice presentation activity where they have 15 minutes to prepare a short presentation about an interest they have. Use the top presentation tips on **slide 12** and guidance on **13**
- Ask two or three students to deliver their presentation to the group. (There will be some confident enough to do this and you may have already identified who they are by observing the earlier activities. How many you ask to present will depend on time available)
- Give positive feedback to the students who deliver and tell the students that presentation situations can be nerve-wracking but the more they can practise the more comfortable they will feel

# Activity five

## How being proactive got Alfred hired

### 1. Think outside the box

- Explain to students that while you might have done all the necessary preparation work, sometimes interviews simply don't work out and that it's important to be proactive and persevere
- Mention Alfred, a graduate who made headlines in 2014 after a picture of him holding a sign at Waterloo station asking to be hired garnered public attention. Alfred was applying for countless jobs post-university but wasn't getting anywhere so he decided to stand with a sign which said 'Marketing graduate (BA Honours 2:1 Coventry Uni. Ask for a CV)'. He ended up with 12 people coming up to him to pass on their email addresses in 45 minutes

**Ask students to imagine they were Alfred being interviewed, how would they talk about their experience positively and showcase their creativity and proactivity?**

### 2. Remember to stay safe

- Remind students that while it's good to think out of the box and come up with creative, innovative ideas to stand out to employers, it's important to never do anything which could lead to taking risks with personal safety or getting them into trouble because it's illegal. It's also important to be wary of job offers from unsafe sources



# Activity six

## Face to face mock interviews

This activity can be run by the educator conducting interviews, or could be supported by additional 'interviewers'. Interviewers could be nominated members of staff, or you may want to invite volunteers to carry these out. These could be local employers, existing school business connections or an organisation that offers volunteer support in your area. If running a mock interview, it's recommended that you have covered interview 2 or 3 from the Virtual Interview Practice tool outlined earlier in Activity 3.

### 1. Planning for a mock interview

- Before running the mock interview, select one of the three job advertisements on the **Applying for a job worksheet** and ask them to choose one to use as the job they will be interviewed for. Alternatively, search online for some job advertisements from a range of sectors relevant to your group
- Ask students to think about the skills and qualities each employer might be looking for and think about how they can showcase each of these, using their CV as a reminder
- Ask them to also consider what they should try to achieve in their interviews. What questions might the interviewer ask them? How can they give great answers that will help them land the job?

### 2. Running a mock interview activity

- Explain to the students that they are going to take part in a face to face mock interview to practise their interview skills and learn from the experience
- Put the students into groups and explain that each group will take turns to be interviewed
- Point out that some students will have more time to prepare than others, and this will be taken into account when you review how they performed

### 3. Carry out the interviews

- Interview each student for about 10 minutes in total, including a few minutes for feedback
- Base your interview on the suggested questions on pages 14-15 and the the **Practising for an interview: Interview one – work experience/volunteering worksheet** and make brief notes on the feedback form (**Mock interview feedback worksheet**). You won't have time to go into detail but congratulate each student on what they did well and provide some constructive ideas on what they could improve and how they might do this

## Activity summary

- Stick to general observations unless there are one or two stand-out examples you'd like to mention, but be sensitive as not all students will have performed well
- Ask students to share their own feedback and some examples of what they think went well and what they found difficult. Ask them to think about how they might improve on this when they next have a real interview



# Activity seven

## Researching a business

### 1. Discuss dream employers

- When students are not being interviewed by a facilitator, ask them in groups to discuss who their dream organisation is to work for – it could anything from a large multinational corporation, to a local organisation they admire
- Using the internet, ask the students to research the organisation – they can look at the company website, articles written about it in the news and its social media channels – in order to gain a greater understanding of how the business works and how it may have changed over the years

### 3. Carry out the interviews

- Once the students have researched their chosen organisation, ask them to imagine they were invited to interview for an entry level position, and consider what questions they would ask the interviewer. For example:

**What are the organisation's key business objectives?**

**What are the ambitions or plans of the organisation in the next 3-5 years?**

**What training and development would be offered to me in this role?**

## Try next

If you have time within the session or as a follow up, you can use the following related resources on the LifeSkills website. Suggest that students also spend some time looking through the articles and tools to help them prepare for an interview.

### Videos

[5 tips on the STAR interview technique](#)

[The communication challenge](#)

### Tips

[How to bounce back from interview rejection](#)

[How to get presentations right](#)

# The STAR model

The **STAR model** helps you give great answers to interview questions about your skills.



## Interview questions

Ask each other one or more of these questions to practise using the STAR model. Don't rush your answer – think about S, T, A and R.

- Tell me about a time when you had to work in a team
- Tell me about a time when you came up with a new idea
- Tell me about a time when you solved a problem
- Tell me about a time when you communicated well in writing
- How could you adapt your past experiences to this role, e.g. volunteering, hobbies, part-time jobs?
- Tell me about when something didn't go to plan. What did you do?

## Observers

If you're observing someone else while they answer a question, think about how they include each element of STAR.

- Do they include the situation, task, action and result?
- Do they explain how they used their skills?
- Do they describe what they achieved

**Be helpful and constructive. Think about how they could improve their answer.**

A pink plastic clipboard clip is attached to the top of the page, partially obscuring the header and the top of the title.

# How the Virtual Interview Practice tool works

The [Virtual Interview Practice tool](#) is designed to help students practice responding to questions they're likely to be asked in interviews.

1. Open the tool and select an industry, or choose the 'general questions' option. The questions are the same but the language is focused on that specific industry.
2. Decide whether you'd like students to record or write their responses. We recommend encouraging students to record audio, as it's good to practice talking through answers as they would in a real interview setting.
3. Students will then be presented with 5 interview questions, with pointers on what they might want to include in their answer. They will have time to read through these and consider before recording their response. There will also be a list of the core transferable skills relevant to the question, which students should try to demonstrate in their answers if possible. Students will have the option to use the STAR model to help structure their answers if required.
4. Once they have written or recorded their answer, students will be able to evaluate their response by clicking the 'Go to evaluation' button. Here they can listen back to what they said and reflect on how they could improve.
5. When they have answered all the questions, students will receive a score.  
  
They will then get the option to watch a sample of films on how other young people have answered interview questions.

# Practising for an interview

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**1. Tell me about yourself**

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**2. What do you know about the organisation and the sector you have applied for?**

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**3. Tell me about a situation where your communication and collaboration skills made a positive difference to something you were working on**

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**4. Tell me about a time when you found a simple solution to a complex problem**

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**5. Describe a situation where you worked in a team. What role did you take, what did you learn and what did you achieve?**

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# Applying for a job

## Digital marketing agency – digital marketer graduate job

The key to a successful digital marketing campaign is creating an experience for the end user that is enjoyable and relevant, providing the solution to a current problem and offering new, exciting answers to the questions that haven't even been asked yet.

Our agency is all about creating dynamic, inspiring tools that go above and beyond the client's expectations by showcasing genuine innovation and forward-thinking. Developing hassle-free, engaging interactive content for a variety of purposes, from web analytics to awesome infographics, is at the core of what we do.

That's why we're looking for bright, imaginative minds to join a diverse and collaborative team to grow from within a globally renowned digital marketing agency. Excellent communication, both written and verbal, teamwork and analytical skills will be key, as will the ability to work independently and to meet deadlines across multiple projects.

Graduates with a degree in advertising, media and communications, business and technology, creative design or marketing are preferable. Good knowledge and experience of using Microsoft Office and a basic understanding of databases, HTML and CSS is also beneficial for candidates. However, if you simply have true creative flare, a good analytical business mind and a passion and eagerness to learn the ropes of digital marketing, this is the perfect role for you.

### With us you'll receive:

- ✓ A competitive salary and possible bonuses
- ✓ A private healthcare package
- ✓ High quality in-house training with industry experts
- ✓ Opportunities to progress professionally and build new skills
- ✓ A fun and friendly team ready to help, listen and build on your ideas



# Applying for a job (cont'd)

## Mechanical engineering – Motor mechanic graduate internship

Our constant priority as a leading automaker is to improve quality, whether it's design, manufacture or customer satisfaction. At the core of our values is the longstanding commitment to developing innovative strategies that ensure our vehicles are of a higher standard and the utmost levels of safety. What's more, our sustainability goals don't just stop at reducing CO<sub>2</sub> emissions – the rights of our workers and the sustainable usage of key sources like water are an integral part of our business strategy.

We are always looking to grow promising new talent from the heart of our company. A great way to do this is by joining our Graduate Internship Programme, which provides hands-on, industry-specific experience. You will be assigned projects on a rotational system, so as to gain exposure to a number of different departments and network with senior management teams, get first-hand advice from a range of employees and develop key technical skills which will enable you to work towards building a future career with us.

A 2.1 or first-class honours degree in mechanical engineering is required. Any additional training within the areas of business, computer aided design or manufacturing is also desirable. Excellent teamwork, communication skills and the ability to time manage effectively to meet high-pressure deadlines are also highly important attributes.

### With our programme, you can expect to get the full benefits of:

- ✓ High quality training within a variety of departments
- ✓ Professional development throughout your placement
- ✓ Ample chances to network with high-level employers at a number of social events
- ✓ A comprehensive education programme
- ✓ Placement opportunities upon completion of the programme

# Applying for a job (cont'd)

## Retail banking – Foundation apprenticeship

Success is open to all at our bank. We strive to encourage an environment where ideas, knowledge and innovation are shared every day, within a team of dedicated, inspiring people. Our Foundation and Higher Apprenticeships are designed to give everyone the chance to build a lasting career with us. We don't see age, background, experience or disabilities or health conditions as barriers. All we look for is potential.

From adjusting our initial application procedures to making your working environment work for you throughout your career, we'll help you perform to your best. Because the further your potential takes you here, the better it is for our customers, our clients, and our business.

We're looking for someone who is ready to develop leadership, proactivity and a positive attitude to build lasting relationships with customers, partners and colleagues. We also want top problem solvers and creative thinkers who are ready to take on real business challenges. But don't worry, we don't expect you to have everything from the offset – we'll be there every step of the way to guide and mentor you towards acquiring the skillset you'll need to thrive with us.

The Foundation Apprenticeship is ideal for you if you're over 16 and either completely new to the world of work, or returning to employment after a break. If you've got a year's work experience under your belt, or are due to finish school with 200 UCAS points at A-level or equivalent, then one of our Higher Apprenticeships is the option for you.

### Whichever apprenticeship you follow, you can expect:

- ✓ A rounded and rewarding experience
- ✓ A relevant qualification
- ✓ Plenty of support
- ✓ Specially designed training
- ✓ A competitive salary and benefits package

# Mock interview feedback sheet

Student name:

Interviewer name:

**Strengths**

**Areas for development**

First impressions

Body language and  
eye contact

Language and  
communication skills

Quality of examples  
and references  
to skills and  
achievements

Asked questions at  
the end

Other comments or suggestions