

LESSON 15

Reading a Job Role Description

60 minutes

Strand 1.1: Understanding Myself

Participating

Outcome LCW.M1.S1.SKL.2

WHAT THIS LESSON DOES

In this lesson you practise reading job adverts the way a shortlister does. You will distinguish essential from desirable requirements, spot underlying competencies buried in plain language, and annotate one Irish job advert for your Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.SKL.2	appraise a job role description, recognising skills required for different careers and job roles.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Distinguish essential from desirable requirements in a job advert
- Spot underlying competencies buried in plain language
- Annotate one Irish-style job advert (a live vacancy you already have, or the sample provided) using essential, desirable and competency labels

KEY TERMS

Term	What it means here	For example
Essential skill	A requirement the employer will not bend on. If you cannot show it, the application is blocked before anyone reads the rest.	Leaving Certificate or equivalent is required; weekend availability; Garda Vetting for roles with children
Desirable skill	An advantage that strengthens an application but does not block it. You can, and should, still apply without it.	Previous retail experience; a knowledge of plants; first-aid training listed as a bonus
Competency	The underlying capability an employer is really asking for, often hidden in plain language rather than named in a bullet list.	Organise your own time without being asked is initiative and self-management, not a named skill on the list

BEFORE THE BELL

- Prepare physical copies of the Job Description Annotation 1 document for any students preferring paper-based work, with the three headings Essential / Desirable / Underlying competencies ready.
- Have printed copies of the Harbour Street Kitchen practice advert as backup if digital tools are not accessible.
- Ashgrove Primary School and Harbour Street Kitchen are lesson-authored composites for annotation practice, not live employer posts. Garda Vetting, Leaving Certificate, QQI Level 5 SNA wording, and food-hygiene pre-start requirements are directionally sound for Irish contexts; real boards still vary.
- Have the IWB ready on the annotator. Students will need their Strand 1.1 folder open for the second half. The on-screen Ashgrove advert and the Harbour Street Kitchen fallback are lesson-authored composites, not live vacancies; say so briefly if anyone asks. Real school boards and employer pages vary: students should treat a live advert as the source of truth when they have one.
- On screen this lesson: document annotator.

Reading a Job Role Description

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Annotate the Advert
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a 30-second show of hands: *who has ever read a full job advert end to end?* Most will not have. That frames why the skill is worth a full period.

Keep the cycle phase visible: this is participating, not reflecting. They will bank a real annotated advert, not a paragraph about how adverts work.

5 min Key Terms

Spend under five minutes here. The three giveaway-word patterns matter more than perfect definitions. Tell the class they will need all three labels on the interactive in the next step.

35 min Annotate the Advert On screen: document annotator

SUGGESTED TIMING

- **0-15 min:** Students annotate the Ashgrove sample in explore mode. Circulate; watch for people tagging only the obvious bullet lines and missing the last paragraph.
- **15-20 min:** Reveal the model. Pause on the competency beat: ask who marked the last paragraph before the model appeared.
- **20-35 min:** Independent annotation into Job Description Annotation 1. Students without a live advert use Harbour Street Kitchen in the step text. Do not send the class out to search job sites during the period. Only unfinished polish may go home after the document has been opened and started in class.

LOOK-FORS

- Essentials identified by gate words (must, required, essential), not by how impressive they sound
- At least one competency taken from narrative prose, not from a skills list
- Desirables clearly marked as non-blocking

TEACHING TIPS

If someone claims they have no essentials, have them re-read for practical gates (hours, vetting, certificates). Those block applications as hard as skills do.

Link back briefly to any Skills Audit entry they already hold: a competency they name today should be one they can later evidence from that audit.

10 min Think About It

Two to three minutes of pair talk, then take two voices on the first prompt. Push for a concrete evidence moment, not a trait word.

If time is tight, skip the optional stretch and keep the pair talk on the hidden-competency question only.

5 min What you covered

Spot-check three portfolio documents before the bell: essentials and desirables both present, and at least one competency taken from prose rather than a bullet list.

Flag anyone who only labelled the sample on screen and never opened Job Description Annotation 1; that is the assessed artefact.

ANSWERS AND LOOK-FORS

- "able to follow a teacher's plan without needing constant direction" - Essential: you must have it - Written as a personal quality, but the sentence starts with You must. This is a hard requirement, not a soft wish.
- "Garda Vetting is required before you start" - Essential: you must have it - A practical gate, not a skill. If you cannot meet it, nothing else in the application rescues you. Roles with children almost always carry this.
- "A Leaving Certificate or equivalent is essential" - Essential: you must have it - Essential is the giveaway word. Compare it with would be an advantage further down.
- "A QQI Level 5 award in Special Needs Assisting (or equivalent) is..." - Essential: you must have it - Required is the giveaway. Many real Irish school posts list a QQI Level 5 SNA award as a hard gate; this sample mirrors that pattern. Live boards still vary, so always read the actual advert.
- "experience with children, for example through babysitting, sports..." - Desirable: an advantage - It would be an advantage means you can still apply without it. Informal experience counts here if you can describe it specifically.
- "training in first aid" - Desirable: an advantage - Would be welcome, not required. Naming a plan to complete a short course can be honest and stronger than pretending you already hold it.
- "stay steady yourself and know when to get help rather than try to..." - The competency underneath - No competency is named, but this is emotional regulation and judgement. It sits in the last paragraph, which is where underlying competencies usually hide.

TEACHING MOVES

- Model the first annotation on the interactive board to demonstrate the process.
- Encourage whole-class discussion when comparing annotations to the model.
- Circulate during the main activity to prompt students on hidden competencies.
- Use the pair discussion time to gather examples of evidence from student experiences.
- Do not send the class out to search job sites during the period.

WHAT TO WATCH FOR

- Confusing essential and desirable requirements - reinforce the definitions with examples from the key terms.
- Focusing only on bullet points and missing competencies in prose - highlight the final paragraph of the advert.
- Providing vague evidence for competencies - push for specific examples from school or work.

DIFFERENTIATION

- Support: Supply a printed glossary of essential, desirable and competency terms.
- Support: Allow students to work in pairs for the annotation task.
- Extension: Ask students who finish early to source and annotate a second live Irish employer advert at home for comparison.

WHAT STUDENTS ARE LEFT WITH

- Job Description Annotation 1: live Irish advert marked for essential, desirable and underlying competencies