

How Your Personal Statement Connects to a Job Role

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.PROG.3

WHAT THIS LESSON DOES

Hold your personal statement beside one researched job role. Name three aligned aspects, flag what the role cannot use, complete the PS to Job Role note, and decide the exact edit (or no-change with reason) for your live ALT 1 file.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.3	identify and research job roles within a chosen career field, demonstrating how aspects of their personal statement may support further exploration of a particular job role.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Use your personal statement (ALT 1) to test fit with a researched job role
- Identify three personal-statement aspects most relevant to that role
- Update the personal statement if the mapping reveals gaps

KEY TERMS

Term	What it means here	For example
Fit	How well the person described in your personal statement matches what a specific job role actually needs day to day.	A statement heavy on teamwork and calm under pressure fits a hospital ward-clerk role better than one that only lists exam grades
Personal statement revisit	A planned return to your ALT 1 personal statement with a new lens, so the statement grows as you learn rather than freezing after the first draft.	Today is the first scheduled revisit: you test the statement against a real job role you have already researched
Role alignment	The clear line from a claim in your personal statement to a demand, skill or quality named in the job role.	Your evidence of holding a café shift alone aligns with a role that asks for initiative on quiet floors

BEFORE THE BELL

- Ensure students have their ALT 1 personal statement (Strand 1.1) and job-role research notes ready.
- Anyone without research notes uses the Retail Sales Assistant fallback on the case step.
- Prepare a paper copy of Aoife's map for any student with device issues.
- On screen this lesson: worked example, document annotator.

How Your Personal Statement Connects to a Job Role

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
5 min	activity	What Do You Expect Fit to Show?
12 min	activity	Case Study: Aoife Maps Fit
20 min	activity	Annotate Fit, Then Finish Your Map
5 min	content	Think About It
8 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Remind students which job role they researched in the recent lessons and which personal-statement file they should open from Strand 1.1. Anyone without notes uses the Retail Sales Assistant fallback printed on the case step so nobody stalls. Keep a paper copy of Aoife's worked map for device failures.

5 min Key Terms

Keep this brisk. The mapping work carries the learning.

5 min What Do You Expect Fit to Show? On screen: worked example

RUNNING THIS STEP

This is a prediction walkthrough rather than a reading exercise, so pause after each claim and have students show true or false on fingers or mini-whiteboards before you reveal the explanation. Treat the explanations as prompts for discussion rather than verdicts to memorise, because the reasoning is what students will need when they map their own statement. Spend about five minutes in total. Note one claim the room splits on and come back to it in the closing summary.

No files are needed here; students stay on the board with you and open their own material at the next step.

12 min Case Study: Aoife Maps Fit On screen: worked example

SUGGESTED TIMING

- Walk the worked example beats together: 6 minutes
- Class names why the sports line is a dead claim: 2 minutes
- Students open PS to Job Role and start their three-aspect list: 4 minutes

TEACHING TIPS

Push specificity. "I am hard-working" is not an aspect. "Fourteen months in retail through exams" is. If a student cannot find three alignments, that is data: either thin research or a thin statement.

DIFFERENTIATION

Students stuck on structure may copy Aoife's three-line layout exactly. Stronger writers should also note one contradiction, not only one dead claim.

20 min Annotate Fit, Then Finish Your Map On screen: document annotator

RUNNING THE ANNOTATOR

Let the class place their own labels and argue about them before anyone presses Check, so the model annotation lands as a comparison rather than as the first answer they see. Cap the sample annotation at about eight minutes. Pause on the sports-analysis line and the quiet-classmate line, because one is usually over-kept and the other is usually under-valued.

PORTFOLIO CAPTURE (BE EXPLICIT)

- **Filename:** PS to Job Role (Strand 1.2)
- **Format:** half-page note
- **Must include:** role name; three alignments (statement aspect → role demand); one dead or mismatch claim; revision decision (cut / rewrite / no-change with reason)
- **ALT 1:** live personal-statement file opened; edited in class where possible, or intended edit recorded in PS to Job Role and checked next lesson

PORTFOLIO LOOK-FORS

- Three aspects pointed at real role demands, not vague virtues
- At least one decision: keep, cut, or rewrite
- Personal-statement file touched, or a dated no-change reason written

Do not record that every student finished the live file edit in this period unless you saw it happen, because the honest evidence today is the completed PS to Job Role note together with a clear revision decision.

5 min Think About It

Two-minute pair share. Spot-check PS to Job Role for role name, three alignments, dead or mismatch claim, and revision decision. Note who still owes the live ALT 1 file edit for next lesson.

8 min What you covered

Log before the bell: who completed PS to Job Role (half-page: role name, three alignments, dead/mismatch claim, revision decision); who edited the live ALT 1 file today; who still owes the file edit as checked homework. Flag absentees to finish PS to Job Role from the lesson page before the next progression lesson. Return to any true/false claim the room split on in step 3 and tie it to what the maps actually showed.

ANSWERS AND LOOK-FORS

- Worked example: "Exam grades alone are enough to prove you fit a job role" - False - Grades show academic record. Fit needs evidence of skills and behaviours the role uses day to day: timekeeping, calm communication, initiative, accurate notes.
- Worked example: "A mismatch always means you should abandon the role" - False - A mismatch is data. Sometimes the role is wrong for you right now. Sometimes the statement has fallen behind who you are. You decide which gap to fix.
- Worked example: "If a claim in your statement is true, you should keep it even when..." - False - Truth is not the same as usefulness. A dead claim (true but irrelevant) steals space from the helping or reliability thread the role actually needs.
- Worked example: "Three specific evidence lines beat one sentence that says you are..." - True - "I am hard-working" is a vague virtue. "Fourteen months in retail through exams" is an aspect a reader can trust and a phone referee could confirm.
- Worked example: "A personal-statement revisit means you must rewrite the whole..." - False - A revisit is a planned return with a new lens. Often the change is one trimmed paragraph or one stronger evidence line, not a full rewrite.
- Worked example: "I notice the quiet person in a group first and check they are..." - Aligned aspect - Quiet-person notice → calm communication with anxious service users. Specific behaviour, not a vague "I am caring" line.
- Worked example: "I kept a Saturday retail job for fourteen months while sitting my..." - Aligned aspect - Fourteen-month retail job → reliable timekeeping and stamina. Length matters; three weeks would be much weaker evidence.
- Worked example: "I want a career where I help people rebuild everyday skills after..." - Aligned aspect - Help people rebuild everyday skills → rehabilitation and independence focus. Direct language match to what the role is for.
- Worked example: "I am interested in sport and watch a lot of match analysis online" - Dead claim - True about Aoife, useless for this role. Keeping it dilutes the rehabilitation thread. Dead claims get trimmed or moved, not defended because they are "honest".
- Worked example: "She trims that paragraph so the helping-people thread leads" - Revisit decision - The first scheduled revisit is not a full rewrite. One cut and a clearer lead thread is enough when the map shows a gap.
- Document annotator: "I notice the quiet person in a group first and check they are..." - Aligned: helps this role - Quiet-person notice → calm communication with anxious service users.
- Document annotator: "I kept a Saturday retail job for fourteen months while sitting my..." - Aligned: helps this role - Fourteen-month retail job → reliable timekeeping and stamina for clinic days.
- Document annotator: "I am interested in sport and watch a lot of match analysis online" - Mismatch: does not help this role - Dead claim for this role. Interesting about Aoife; dilutes the rehabilitation thread.
- Document annotator: "help people rebuild everyday skills after setbacks" - Aligned: helps this role - Rebuild everyday skills → rehabilitation and independence focus.
- Document annotator: "Shadowing a local community physio clinic for one afternoon" - Aligned: helps this role - Thin but real contact with the field; stronger than "I love helping people".
- Document annotator: "I logged stock gaps in a notebook so the Monday shift was not guessing" - Aligned: helps this role - Stock-gap notebook → accurate basic notes the assistant role needs.
- Document annotator: "which is how I spend most Sunday evenings" - Neutral: true but not useful here - Harmless detail that still steals space from role-relevant evidence.

TEACHING MOVES

- Step 3: true/false on fingers before each beat; note one split claim for the summary.
- During annotation, model the first label as a whole-class discussion, then move students quickly into their own map.
- Circulate during the mapping task to prompt on neutral claims and vague virtues.
- Use the pair-share in step six to surface revision decisions.

WHAT TO WATCH FOR

- Students label all claims as aligned without considering role demands; remind them that neutral or mismatch labels are valuable for revision.
- Students write the portfolio note but never open the statement file; require either a live edit or a dated no-change reason.
- Overlooking the model map; direct them back to Aoife's three-aspect layout.

DIFFERENTIATION

- Support: provide a pre-labelled example phrase for the sample statement activity; allow Aoife's layout as a template throughout.
- Support: Retail Sales Assistant fallback keeps the task completable without prior research notes.
- Extension: map a second job role and compare which statement aspects survive both fits.

WHAT STUDENTS ARE LEFT WITH

- PS to Job Role mapping note plus any personal statement revisions
- PS to Job Role (Strand 1.2), half-page note: role name; three statement aspects each linked to a role demand; one dead or mismatch claim; revision decision
- ALT 1 personal statement: file opened; edited in class where possible, or intended edit / no-change reason recorded in PS to Job Role and verified next lesson