

LESSON 9

The Interview Process: Structure and Effective Personal Presentation

60 minutes

Strand 2.2: Engaging with the Workplace

Participating

Outcome LCW.M2.S2.APP.6

WHAT THIS LESSON DOES

You study common interview formats, then build research, draft answers and questions for a role you could actually face after school.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.6	demonstrate an understanding of the interview process.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline common interview formats including panel and virtual
- Prepare research, sample answers and questions to ask
- Produce an interview prep template for one realistic role

KEY TERMS

Term	What it means here	For example
Interview format	The structure of the interview itself: one-to-one, panel, group, or virtual. The format changes how you present yourself, not what you are trying to show.	A panel of three people from a hotel, or a video call for a retail head-office role
Personal presentation	How you come across in the room or on screen: clarity, calm, eye contact, listening, and answers that sound like you rather than a script.	Answering a competency question with one specific story instead of a list of adjectives
Panel interview	An interview where two or more people ask questions, often from different parts of the organisation. You answer the person who asked, then glance to include the others.	A supervisor, a HR person and a team lead each asking one block of questions

BEFORE THE BELL

- Pre-load a blank Interview Prep[Role] template (or one-click copy link) into every student's Strand 2.2 Digital Portfolio folder, with headings: Role research; Expected format; Three expected questions; Questions I will ask them.
- Prepare a short board list of realistic local roles for students without a target (café, retail, care assistant trainee, office admin, apprenticeship interview).
- Remind students to bring or open one saved source (job advert or organisation page) from earlier Strand 2.2 work; role choice and source confirmation happen in Getting Started, not mid-write.
- Pre-load a shared blank template named Interview Prep[Role] (or a one-click copy link) into every student's Strand 2.2 Digital Portfolio folder, with the four headings already in place: Role research; Expected format; Three expected questions; Questions I will ask them. Do not rely on folder access alone. Have the board list of realistic local roles ready before this step so role choice is finished in Getting Started, not here.
- On screen this lesson: worked example.

The Interview Process: Structure and Effective Personal Presentation

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Interview Prep
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who has already sat an interview (part-time job, sport trial, college open day, volunteering role)? Keep it light. Volunteering, trials and open days count, so the room does not split into "have worked / have not". Name that today's output is a usable prep sheet, not a lecture on interview theory.

Exit ticket before Key Terms: every student names one realistic role and confirms one saved source (advert or organisation page). If they have a live placement or application target from earlier Strand 2.2 work, they prep for that. Otherwise they pick from a short board list of realistic local options (café, retail, care assistant trainee, office admin, apprenticeship interview) so nobody stalls later. Do not leave role choice until the writing block.

5 min Key Terms

Spend under five minutes here. Do not expand into full mock-interview coaching; that is the next lesson. The job of this step is naming formats so the prep sheet has somewhere to put them.

35 min Build Your Interview Prep

On screen: worked example

SUGGESTED TIMING

- Worked example walkthrough on the board: about 12 minutes
- Students write their own Interview Prep (write-only; role and source already chosen): about 20 minutes
- Quick pair read of one draft answer each: about 3 minutes

Keep the full build in class so Step 4 can critique a real sheet and next lesson's mock has something to work from. If a student is absent or far behind, they finish the sheet before the mock; do not treat the whole class path as optional homework.

TEACHING TIPS

On each beat, pause and ask the class to spot why the line works before you reveal the explanation. Push back on generic answers: "*I am a hard worker*" is not prep. "*I held a Saturday shift for eight months while keeping two higher-level subjects on track*" is.

Watch for students writing answers they could never say out loud. Have them whisper one answer to a partner once; if it runs long or collapses, they cut it now.

DIFFERENTIATION

Students who finish early add a fourth question they dread and a recovery line if they blank. Students stuck on research use the job advert or organisation page they already saved rather than starting a new search from scratch. The pre-loaded template is the main support scaffold; pair students on similar roles only if both already have a source open.

10 min Think About It

Keep this as paired talk, not a full-class confession circle. After two or three minutes, lift one or two sharp examples to the board: a cut that made an answer tighter, or a format-specific habit (camera height for virtual, including the quiet panel member, stopping after the result once the story is clear).

Remind them the mock interview next lesson will use this sheet, so a vague answer today becomes a stumble tomorrow. Check that the two-line Prep notes annotation is actually saved, not only discussed.

5 min What you covered

Close by checking every student has a named role, at least three draft answers, and the two-line Prep notes annotation saved on Interview Prep[Role]. Anyone with empty research or purely generic answers should finish those before the mock interview lesson.

ANSWERS AND LOOK-FORS

- "Likely a panel of two: duty manager and HR" - Names the format - She has decided what kind of room she is walking into. Format shapes presentation: who to look at, how long answers can run, and whether a group task is coming.
- "rotates across reception, reservations and breakfast service" - Research that earns a place - This is not a slogan from the homepage. It is the kind of concrete detail you lift from a public careers page and then reuse in answers and in the questions you ask them.
- "worked Saturdays on the till at the local pharmacy for fourteen months" - Specific, checkable start - Tell-us-about-yourself works when it is one true thread, not a life story. Fourteen months on a till is evidence, not a claim about being hard-working.
- "I did not guess a time I could not keep" - Story over slogan - The difficult-customer answer shows the behaviour instead of naming a soft skill. Interviewers remember the action, not the adjective.
- "the trainee path covers reception and breakfast service" - Why this role, not any role - She ties her reason to something this trainee path actually offers. Generic praise for the brand would sound like every other candidate.
- "What does a strong first month look like for a trainee" - A question that works both ways - Good candidate questions gather real information and show you are already thinking about performance, not only about getting the offer.

TEACHING MOVES

- Model how to use the prep sheet by walking through Aoife's composite example as a class; stress that research lines must be the kind of detail a real careers or about page would show.
- Circulate during the building activity to check progress on research and answers.
- Use paired discussions in the Think About It step; verify the two-line Prep notes annotation is saved.
- End by verifying each student has saved Interview Prep[Role] with a named role.
- Keep the opening show of hands light; volunteering, trials and open days count as interview experience.

WHAT TO WATCH FOR

- Students leaving research sections empty: remind them to use real details from their saved advert or organisation page.
- Using generic answers instead of specific examples: encourage one real story per answer (situation, what you did, what happened), kept under a minute spoken.
- Choosing unrealistic roles: guide towards part-time jobs or apprenticeships they could actually apply for.
- Inventing employer "facts" the way a composite class example illustrates pattern: research must be checkable on a public page for their real target role.

DIFFERENTIATION

- Support: the pre-loaded template with prompts is the default scaffold for every student.
- Extension: ask students to note one extra presentation habit for a second format (for example panel and virtual).
- Support: pair students who have chosen similar roles to share research ideas once both have a source open.

WHAT STUDENTS ARE LEFT WITH

- Interview Prep: research, expected questions, three draft answers, questions you would ask