



The **role finder** tool

How to use the [role finder tool](#) in a 1-1 session and tips for discussing/exploring the results

30 minutes

Key objectives

- Support students to identify how their interests and hobbies help them develop skills that can be used at work
- Explore roles they are matched to, based on their interests
- Begin the process of researching specific roles they might be interested in learning more about

Gatsby Benchmarks

1. A stable careers programme ✓
2. Learning from career and labour market information ✓
3. Addressing the needs of each pupil ✓

Running the activity

- Start with informal discussion around the student's ambitions, what they enjoy at school, and any careers they have already thought about
- If they have ideas, take them to the [role finder](#) or [technician stories](#) to provide information relevant to their ideas
- To expand their ideas, ask them to take some time to go through the role finder. Tell them to answer at least 10 questions but suggest they answer more to get a more personalised result
- Once they have generated some results, pause to have a look at them together
- Discuss the student's initial response to the roles. Starter questions could include:
 - **Are there any results that surprised you?**
 - **Are there any roles that you expected to see?**
 - **Are there any roles that you have never heard of before?**
- Pick the top three results and delve deeper into each role. (If you have more time, you can look at more roles)
 - Read through the role detail page and ask your student to note down things they want to know more about
 - Ask them to write the top three facts they have learnt about the role
 - Read through the associated story page and see if any of their questions have been answered
- Discuss the student's feelings on the different roles. Starter questions could include:
 - **Is this a role you think you would enjoy?**
 - **Is this a role you could apply for based on entry requirements?**
 - **Which role appeals to you most?**
 - **What further questions do you have on these roles?**

Next steps

Follow-up

Before your next session, ask your student to pick the role they feel most interested in and ask them to conduct some independent research into available apprenticeships or T-level opportunities or even jobs.

You could provide information on how students can get more 1-1 guidance as a follow up - for example encouraging them to speak to your school's careers advisor (if session not lead by careers advisor).





The **role finder** tool

How to use the **role finder tool** in a class setting
(with and without access to individual devices)

30 minutes

Key objectives

- Support students to identify how their interests and hobbies help them develop skills that can be used at work
- Explore roles they are matched to, based on their interests
- Begin the process of researching specific roles they might be interested in learning more about

Gatsby Benchmarks

1. **A stable careers programme** ✓
2. **Learning from career and labour market information** ✓
3. **Addressing the needs of each pupil** ✓

Running the activity

This activity will work best if students have access to the internet. Depending on students' access to their phones, you may want to consider running this activity in a computer room or booking iPads/chromebooks for the session.

The information below is a suggested framework for how you might want to work through the session with your students.

- Split students into pairs or small groups and ask them to discuss their ambitions for after school. Ask students to talk about how they think interests can translate into jobs? What skills do they use in their interests or hobbies that might be useful for work?
- Introduce the [technicians' stories](#) and use an example to highlight how interests and skills helped to choose career direction
- Tell students to pick one case study and read independently. Students can then discuss in their groups and write down three things they found interesting about the role on their mini whiteboards
- If there is access to own devices, ask students to go through the role finder tool individually so that they expand their ideas, making a note or taking a screenshot of the top three suggestions
- If no access to individual devices, go through the quiz together on the whiteboard. You may want to ask for a volunteer

Let's find
some roles
for you.

Tell us a little bit about yourself and we'll order the roles below to match your skills and interests.

Get started

The role finder gives personalised recommendations for technician roles

Students answer a series of questions about their skills and interests

Next steps

Follow-up

You could ask your students to further explore one of the roles that most interests them, or consider booking a visit to the [Technicians Gallery at the Science Museum](#).

You could provide information on how students can get more 1-1 guidance as a follow up - for example encouraging them to speak to your school's careers advisor.

