



National Disability Coordination Officer Programme
AN AUSTRALIAN GOVERNMENT INITIATIVE



CAREER PLANNING

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The Career Planning Booklet is designed to be used in collaboration between school staff, parents/guardians and young people with a disability, learning difficulty or medical condition.

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Introduction

Career Planning involves decisions and choices that will impact upon your future and many options are available to school leavers. These may include:

- undertaking further education and training
- taking up an Australian Apprenticeship (Apprenticeship or Traineeship)
- gaining employment
- taking a 'gap year' to work, travel or volunteer
- or a mix of these options

Career Planning provides information on these options, and about support services available to you. Remember that you are not locked in forever to the choices you make now. It's common these days for people to change directions and careers a number of times during their lives, but the knowledge and skills you gain in each transition gives you more scope for your future.

Many people can provide guidance and help in using Career Link. They may include:

- Special Education Teacher/Coordinator
- Student Counsellor
- Careers Adviser
- Homegroup/Pastoral Care Teacher
- Vocational Education and Training Coordinator
- Aboriginal Education Teacher and/or Aboriginal Community Education Transition Officer
- Parent/Caregiver
- Youth Pathways Worker
- Centrelink Youth Employment Officer
- Family and Friends

TRANSITION FROM SCHOOL TO THE NEXT STEPS IN LIFE

Planning ahead

Don't wait until it's too late!

In secondary school you will begin to look at the world of work in a number of ways, either through work experience, a Vocational Education and Training (VET) course or through a subject at school. By the end of year 11 you may have mapped out a career path or perhaps you are still a little unsure of what direction you want to take.

Finishing school is an exciting time! What can make it an even better experience is getting

ready for the transition ahead of time. It's a good idea to time to explore your choices, and talk with your school counsellor/career adviser, teachers, parents or friends about what you are interested in doing with your life. So why not make an appointment with them to talk things through.

The transition from high school to life after school can also be hard for parents too. The more plans and arrangements that can be made before a young person leaves school, the more reassured they will feel that the transition to independence will be a success.

There is a checklist at the end of this booklet that should be used in the last year of school. It will help make sure the young person is as ready as possible.

It can be difficult to decide what to do after school. It is important to remember that it is not a decision that is unchangeable for the rest of a person's life. Following are some questions that might help make a decision.

- Who am I now and what do I love to do?
- What are my special talents and skills, or gifts?
- What types of situations and environments have special appeal for me?
- What types of organisations need what I can offer better than other people?
- What work arrangements will suit me and potential employers?

Leaving School and Planning for the Future a series of information links about post school options <https://www.sa.gov.au/topics/community-support/disability/activities/leaving-school>

Connect the Dots is an NDCO publication that has more information about services that support successful inclusion and transitions to work for people with a disability, learning difficulty or medical condition. Download Connect the Dots from www.ndcosa.com.au

On the ***Get Ready for Study and Work*** website you can find helpful information and guides for students, parents and teachers. Go to www.uws.edu.au/ndco/getreadytips

What is a transition plan?

A transition plan is designed to help students realise what their skills and interests are and can help them decide what future pathways might be the best fit for them.

Working with your school on a transition plan will help you plan from the middle years right

up to the last stages of schooling. Transition Planning also helps record the types of activities a student has been involved in whilst at school and will help build a portfolio for talking to employers.

Tip: A transition plan can be started in the early years of secondary school. However, generally schools start speaking to students and parents in years 10 through to 12. Students with additional needs should have a transition plan in place by year 10 and continue to update the transition plan right up to year 12.

How can others help?

Parents, guardians or teachers have a key role to play in helping young people make career decisions. Career development is a lifelong process, beginning in childhood. Many adults say that they decided on their current occupations when they were children. But this is going to be less likely for young people leaving school now, mostly because of rapid technological and economic changes. Research shows that parental involvement is one of the biggest factors influencing the development of a child's sense of the world of work. While the information provided by career professionals is very important, the conversations you have with your teenager about their career decisions are also very valuable.

It is important to talk with young people about all the options available for further study and employment after school. There are many options for them to think about and it can take teenagers some time to get a sense of what they are interested in. Remember that almost everyone will change career direction multiple times in their lifetime and your teenager may eventually take up a job that does not exist yet. Career exploration is about finding a starting point and sometimes it helps to talk about "first career step" as a way to reduce the stress some people feel about making big career choices.

Young people can benefit by others being positive about their ideas and opportunities for finding a satisfying career path. Help them consider: their suitability for different jobs and help them identify their abilities, interests and experiences. Talk about their hopes and visions for the future and any ideas they have about work or study.

With young people who have a disability, learning difficulty or chronic medical condition, it is important to understand what the core requirements are for particular employment fields and what their own limitations might be or where they might need more support.

The role of the school

Sometimes we make the mistake of investing all our time and energy into the school as the

primary solution for finding a career and meeting all our personal learning needs. It is better to recognise that the school will be only one part of the solution.

Schools believe in the benefits of planning for each student's individual needs for the successful transition from school into meaningful training and employment. This planning process with schools is essential for the optimum outcome for each student.

Students and their families have the right to:

- Request a Transition meeting with the school Disabilities Coordinator
- Give his or her opinions and thoughts on a possible learning pathway
- Present the objectives he or she wants in the transition meeting
- Ask how the school can support the student and family in reaching goals

In return, the student and their family's responsibilities include:

- Thinking about what he or she wants for the future
- Communicating with the school to determine realistic goals
- Sharing feelings with their Disabilities Coordinator
- Following up on objectives and elements of the transition planning process for which he or she is responsible

Tips for communicating with the school:

- **Clarify your goals** - before meetings, write down what you want to accomplish. Decide what is most important, and what you are willing to negotiate.
- **Be a good listener** - allow school staff to explain their opinions. If you don't understand what someone is saying, ask for clarification. "What I hear you saying is..." can help make sure that everyone understands the same thing.
- **Offer new solutions** - you have the advantage of not being a "part of the system," and may have new ideas. Do your research - find examples of what other schools have done.
- **Keep the focus** - the school system is dealing with a large number of children; you are only concerned with your family member. Help the meeting stay focused on your needs. Mention your child's name frequently, don't drift into generalisations, and resist the urge to fight larger battles.
- **Stay calm, collected and positive** - go into the meeting assuming that everyone wants to help. If you say something you regret, simply apologise and try to get back on track.
- **Don't give up easily** - if you are not satisfied with the school's response, try again.

Leaving school...

Leaving school may be a terrifying thought for some. But leaving school is a natural step in

life towards adulthood and the workforce for any young person. Having a disability shouldn't exclude a young person from having dreams and reaching their realistic goals.

Top five reasons why it's important to help teenagers move from school to work, training or further studies after school:

- It's a rite of passage
- It encourages new experiences
- It exposes them to new skills and environments
- It's important to change the learning environment needs in order to continue to progress
- It's the path to independence, including earning their own money

Young people need to leave school in order to become adults. They need to move toward making their own decisions and taking responsibility for themselves and wear the consequences. If they go through this process with your help and support it will help give them courage to make the changes they need.

For other young people, it can be hard to keep them at school. They may be older than other students in their year level or may dislike the routines of school, however, for every year of education or training completed after school, a young person's earning power can increase by at least 10%.

If you or someone you know is in danger of disengaging from school early, talk to the school. There are many alternative pathways available to teenagers, including completing vocational qualifications while they are still at school. They may be able to attend school part-time and a training organisation part-time.

Transition planning will help with this process if the young person already has goals in mind. Again, if you see that your teenager is at risk of leaving school early without qualifications, talk to the school about how to keep them engaged and learning.

WHAT ARE MY OPTIONS?

EXPLORING TERTIARY EDUCATION AND POST SCHOOL TRAINING

Adult Community Education

Adult Community Education (ACE) providers in your area can help you improve your reading, writing and number skills. Many ACE providers also offer programs to help you get computer and other workplace skills.

You'll learn with other adults in small groups, or even get one on one coaching. ACE programs are usually free or low cost.

Skills you can learn include:

- Basic Computing
- Getting your Ls – road rules, signs and road markings, and safety
- Getting your P1s – operate a vehicle safely under the guidance of a driving instructor
- Basic home maintenance – safety procedures, emergency situations
- Office skills – tables, charts, graphs, word processing, desktop publishing & internet.

Information about Adult Community Education can be found on the Skills SA Website

<http://www.skills.sa.gov.au/training-learning/adult-community-education>

Vocational Education and Training (VET)

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other Registered Training Organisations (RTOs).

Who provides VET training?

RTOs provide nationally-accredited training in a range of industry areas. RTOs range from private training companies to large organisations such as TAFE and professional industry associations. There are many RTOs that provide training to gain qualifications in chosen industry areas. To search for an RTO nearest to you visit: <http://www.skills.sa.gov.au/>

What about TAFE for young people with a disability?

TAFE courses are available to students with a disability. In fact more than 10% of students enrolled in TAFE SA course have a disability, learning difficulty or medical condition.

For most of these students, their disability does not affect their studies and for others they may need assistance. TAFE SA has a range of supports and services you can access:

<http://www.tafesa.edu.au/services/disability-support.aspx>

TAFE SA has published a booklet for students about disability services at TAFE SA:

<http://www.tafesa.edu.au/docs/default-source/disability/disability-student-guide.pdf?sfvrsn=0>

Apprenticeships and Traineeships

Is a trade possible for a young person with a disability? YES!

Australian Apprenticeships combine practical work with structured training to provide a nationally recognised qualification and experience needed to get a particular job, and may take between one and four years to complete depending on the trade or qualification.

Australian Apprenticeships are 'competency based'. This means it may be possible for a person to complete training sooner if they have reached the skill level required. Apprenticeships are covered by formal agreements known as either 'Training Agreements' or 'Contracts of Training'. These agreements set out the training and supervision an employer must provide as well as the apprentice's obligations as an Apprentice.

The training provided can be delivered on-the-job, off the-job, or a combination of both. Off-the-job training is provided by TAFE or other approved training providers (Registered Training Organisations). Training is available in many occupations, in a range of industries.

Traineeship and Apprenticeship Services

Traineeship and Apprenticeship Services provides information and advice about:

- traineeships and apprenticeships
- subsidies to support the training of trainees and apprentices
- allowances for eligible trainees who are required to travel to attend off-the-job training

Traineeship and Apprenticeship Services assists:

- trainees and apprentices
- employers (including group training organisations)
- registered training organisations (RTOs)
- anyone interested in finding out more about traineeships and apprenticeships

There is a range of information about Traineeships and Apprenticeships on the Skills SA website: <http://www.skills.sa.gov.au/apprenticeships-traineeships>. If you're not sure where to start, call Traineeship and Apprenticeship Services on **1800 673 097**.

What support is available for Australian apprenticeships with disability?

There is support available for Australian Apprentices with disability, including Disabled

Australian Apprentice Wage Support (DAAWS) which is paid to employers, and assistance for tutorial, interpreter and mentor services for apprentices. You can find out more at: <http://www.australianapprenticeships.gov.au/programme/support-australian-apprentices-disability>

Assistance is also available through the Employment Assistance Fund (EAF). This assistance can be provided to modify workplaces or purchase modified tools and other specialised equipment. Employees and Employers can access the scheme via **JobAccess:** www.jobaccess.gov.au or through a Disability Employment Services.

Universities

There are no places specifically reserved in university courses or programs for students with disabilities. Courses, qualifications and programs are not specifically designed for students with a disability. But universities provide extensive services to students with a disability, learning difficulty or medical condition.

Universities in South Australia have well established disability services and processes. Students are required to make an appointment with Disability Advisers to discuss the functional effect of their disability on their studies. There are no specific packages or entitlements that go with a particular disability or diagnosis, but supports are negotiated individually and are designed to meet the unique needs of each student.

Entry into university

There are now many ways to enter university. These do not vary for students with a disability. Modes of entry include:

- The South Australian Certificate of Education (SACE) using an Australian Tertiary Admissions Rank (ATAR) to apply through the South Australian Tertiary Admissions Centre (SATAC).
- Special Tertiary Admissions Test (STAT). This consists of a two hour test under exam conditions with 70 multiple choice questions. The questions are designed to assess the ability to think critically and to make sense of a variety of material.
- Special Entry Programs and Foundation Studies Programs run by individual universities. For more information refer to the individual universities' websites.
- Credit transfer from some TAFE courses and private Registered Training Organisations.

Is support for disabilities available through training and education providers?

Under the Disability Standards for Education (2005), arising from the Disability Discrimination Act (1992), all education and training providers, including registered training organisations (RTOs) must identify barriers that people with a disability encounter when accessing programs and services and develop strategies to minimise the impact of these barriers. If a student's disability needs are not met, they should follow the RTO's complaint procedures. If this does not help, then the student can make enquiries with the Office of the Training Advocate (www.trainingadvocate.sa.gov.au), Equal Opportunity Commission (www.eoc.sa.gov.au) or Australian Human Rights Commission (www.humanrights.gov.au).

All education and training providers are required by law to support students with disabilities to make sure they are not disadvantaged by their disability. This legal requirement covers 5 areas:

- Enrolment
- Participation in the course
- Curriculum development, accreditation and delivery
- Student support services
- Elimination of harassment and victimization

They MUST not lower standards, ignore inherent requirements or ignore health and safety.

Inherent requirements, refer to the skills and knowledge in a program or course which must be successfully completed by students regardless of their disability because these requirements are essential to the qualification. Students with disabilities can be provided with reasonable services and adjustments, however, inherent requirements must be maintained. This is especially important with some VET courses where physical requirements need to be met. Some examples include:

- Hammering a nail in a building course
- Injecting animals in a veterinary care course
- Intricately cutting vegetables in a commercial cookery course

The only reason a university, TAFE or private RTO can use for not providing support for extra needs related to a disability is unjustifiable hardship. This is more likely with a very small private RTO where the costs for accommodating a particular student with a disability would place their business at financial risk.

Access Plans - what are they?

All universities and TAFEs offer an Access Plan for students with a disability. This provides information about the impact of a student's disability, learning difficulty, mental health or medical condition on their studies. It also identifies agreed services that will be provided by Disability Services and any alternative exam adjustments. Access Plans help students to negotiate reasonable adjustments with lecturers so they can study.

All information about a student's disability is confidential and information given to lecturing staff beyond what adjustments must be made, including why, is completely at the student's discretion. In other words, an Access Plan might say that the student needs PowerPoint presentations a day before each lecture, but it will not say anything about why. Whether the student decides to tell their lecturer why is up to them.

For information about how the Access Plan is developed and what it is used for, students should contact the University or TAFE Disability Service or contact their National Disability Coordination Officer (NDCO): www.ndcosa.com.au

Some examples of adjustments to help a student with a disability include:

- Assistive technology such as screen readers and/or voice recognition software
- Auslan interpreters
- Texts provided in alternative format (such as Braille, electronic files, MP3 files etc)
- Adapted equipment or furniture
- Alternative assessment methods
- Extra time for essays/exams/coursework
- Physical access modifications to buildings, classrooms etc
- Hearing loops or assistive hearing devices
- Special equipment
- Electronic versions of lectures and/or lecture notes provided ahead of time

Important things to consider in mainstream education and training:

- Courses, qualifications and programs are not specifically devised for students with a disability, and no places are specifically reserved for people with a disability
- Students with a disability need to be able to meet the inherent or core requirements of a course/qualification.
- There is no entitlement package attached to particular disabilities. Supports are negotiated individually and are designed to meet the unique needs of each student.

SATAC

The South Australian Tertiary Admissions Centre (SATAC) is the organisation that processes applications for study at University and TAFEs in South Australia and the Northern Territory. Each State and Territory has a similar body and people wishing to apply for courses in other states should check with their school about their local application authority.

The institution offering the course sets out the entry requirements for the course and SATAC assesses the applicants based in their academic and non-academic qualifications. Most applicants considered for entry to courses on the basis of results from their final year of secondary schooling are ranked using the Australian Tertiary Admission Rank (ATAR). The ATAR is an indication of how a student has performed in comparison with other students.

SATAC is a central point for enquiries about the outcomes of applications. They can be contacted by phone 1300 138 440 or go online to www.satac.edu.au.

Schools have a member of staff who is responsible for SATAC. They may be a good person to approach for advice. For students with a significant disability, it may also be useful to contact disability staff at the university or TAFE before applying.

Some university courses require students to be professionally registered while they do their course. This is the case with courses and planned careers in the health and medical field. If a student has a disability and wants to study in these fields, it is important to contact the university disability service to talk over the inherent requirements of the course and the requirements for registration before applying. This is to make sure that they can meet the requirements for registration.

TAFE Credit Transfers

In South Australia, universities recognise some TAFE qualifications for entry into some university degrees. To find out more about these pathways, visit university websites or go to a University Open Day and speak to the Prospective Students Office. TAFE SA Student Services Officers and Careers Counsellors can also provide advice on Credit Transfers.

Tip: There are strict deadlines for SATAC applications. Visit www.satac.edu.au for the dates. Applications made after the closing date may not be considered. In other cases, the applicant may be required to pay a large late application fee.

EXPLORING EMPLOYMENT OPTIONS ?

Supported Employment

Supported Employment offers people with the opportunity to contribute their skills and abilities as part of the workforce. Employees not only receive a wage, but are also able to learn new skills and build their confidence, self-esteem and status within the community in a supportive and positive environment. Supported employment also provides assistance with job coaches, job development, job retention, transportation, assistive technology, specialised job training, and individually tailored supervision. Most people who work in supported employment do so through an Australian Disability Enterprise (ADE). Australian Disability Enterprises (ADEs) are commercial enterprises enabling people with disability to engage in a wide variety of work tasks such as packaging, assembly, production, recycling, plant nursery, garden maintenance and landscaping, cleaning and laundry services, and food services.

To work at an ADE a person needs to be eligible to receive a Disability Support Pension. For more information about working in an ADE (Australian Disability Enterprises-supported employment) contact Centrelink on telephone 132 717 or go to:

<https://www.dss.gov.au/our-responsibilities/disability-and-carers/program-services/for-service-providers/australian-disability-enterprises>

How can I access an ADE provider?

Many ADEs have work experience programs for young people still in school. A number of them partner with schools to develop work skills and work readiness. A number of ADEs are also Registered Training Organisations and offer nationally accredited training to their employees. To find an ADE visit: www.ade.org.au

Open employment

Open employment services can assist people with disabilities to take on jobs in the regular workforce (open employment). There are private organisations throughout Australia that provide these kinds of services to people with a disability. An employment consultant will assist an individual to find employment and provide them with training in their new job. After the initial training period, the support worker will generally visit the individual on a regular basis to provide any assistance that is required, such as training or counselling.

Disability Employment Services

Disability Employment Services (DES) support people with disabilities, learning difficulties, injuries and health conditions in their efforts to get and maintain a job. All eligible people with disability have immediate access to the service they need. There are no waiting lists and services are provided free of charge.

There are two separate programs within Disability Employment Services:

- **Disability Management Service (DMS)** is for job seekers with disability, injury or health conditions who require the assistance of a Disability Employment Service but are not expected to need long-term support in the workplace.
- **Employment Support Service (ESS)** is for job seekers with permanent disability and with an assessed need for long-term support in the workplace.

All eligible job seekers with disability have access to individually tailored and comprehensive services which meet their needs including training, work experience and other interventions to help job seekers with a disability obtain and maintain suitable employment. Support will vary according to whether the client is in the DMS or ESS service stream. However, for the majority of school leavers who may need ongoing support to transition to work and stay in their job, the DES/ESS program would be most appropriate as it provides long term support.

How they can help in getting a job

A DES will work with the young person to develop an Employment Pathway Plan that meets their individual needs. This will set out the services and assistance they will receive to help them find and stay in a job. The Employment Pathway Plan may include education, training, job search, disability management and other assistance.

DES will work with young people every step of the way by getting to know them and their individual circumstances. They will also work with local employers, Registered Training Organisations, state, territory and local governments, community and health services, and other organisations. They will know where the jobs are and how to help a client to get one. Registering with a DES will give young people with a disability with greater access to training, skills development, work experience and other initiatives.

Young people can register with a DES before they leave school. If they do that, they will be able to use evidence of their disability from the school and not have to undergo an Employment Services Assessment (ESAt). Many DES Providers will help students find part-

time jobs (over eight hours per week), which can help with building skills and confidence and a better resumé as well as provide welcome income.

Top 12 questions to ask

- Once registered, how long will I be a client of your service?
- What type of support do you provide? For example: all day or part day?
- Do you offer any programs to assist with work preparation?
- Do you provide transport support?
- Do you assist with Centrelink issues?
- What kind of jobs can you find for your clients?
- Do you assist with preparing resumé's?
- Do you assist with further studies or training?
- Does your organisation offer re-training for a new job or new position? For example, training for a new task in the same workplace?
- What type of transport support do you offer? For example, will the trainer get on a bus with a client until they are familiar with the bus route?
- How long can someone remain a client if they do not have a job?
- What other services does your organisation offer? For example, assisting with personal issues, social club, counselling and advocacy

(Thank you to Personnel Employment and the State Transition Program for permission to use this checklist).

How to access DES

Centrelink can assess individual situations and work out which services each person may be eligible for. People may also directly register with a Disability Employment Service in their area without going to Centrelink. During Centrelink's assessment, or the direct registration process, a referral may be made for an Employment Services Assessment (ESAt).

To find out more about a DES you can go to the JobAccess website:

<http://www.jobaccess.gov.au/> or search for a DES at the following webpage:

<http://www.jobsearch.gov.au/>

Tip For parents: Each DES is different, so it is important that questions are asked about the service when deciding which DES will best support the future needs of the person with a disability who is seeking employment.

JobActive (Job Services Australia)

Job Services Australia (JSA) provides opportunities for training, skills development, work experience and tailored assistance. The service is highly focused on meeting individual needs, whether the client is a job seeker or an employer. JSA provides a single entry point to a range of service providers.

People who have a disability, learning difficulty, injury and/or health condition may access JSA providers rather than a specialist DES if they choose. Some mainstream JSA Providers are also contracted to provide Disability Employment Services.

To access services through JSA, a person must be a client of Centrelink and wanting to enter or re-enter the workforce. They may be referred by Centrelink or may self-refer by contacting a JSA Provider directly: <http://www.jobsearch.gov.au/>.

Day Options

Day Options programs are provided by a number of private, community, government and non-government agencies and offer a range of services provided for people with intellectual disability who have left school, but are not able to engage in employment. These services include education, leisure and activity choices on a one-to-one basis or in small groups, aimed at teaching the person new social or practical skills, or improving the skills they already have. Each person involved in a Day Options Program has an individual program plan with clear goals and outcomes. Having a suitable day activity is important and can improve confidence, self-reliance, community participation and choice.

Referrals to Day Options services

Priority of access is given to young adult school leavers with moderate to severe intellectual disability who require intensive and ongoing support. Applications are made through a Disability Services SA regional office. School leavers will be advised of suitable programs before leaving school.

School leavers who are likely to meet the criteria for a day options program are identified by schools, and referred to Disability Services. With the consent of a parent/legal guardian, the school will contact the local Disability Services office, who will assist with the transition process and provide information. Disability Services undertakes an assessment of people's support needs and allocates resources according to the support level needed, and any new resources available to the program.

For more information call **1300 786 117** or email disabilityinfo@dfc.sa.gov.au. Information about the Day Options program and service providers is available at www.sa.gov.au/subject/Community+Support/Disability then follow the link to A-Z of Disability Information Sheets and Publications.

Taking a gap year

While many school leavers want to go straight on to further education and training, many take a break in their first year out of school to travel, pursue a hobby, earn money, volunteer, or gain skills and life experience. This is known as a gap year. Taking a break from studying to do something different can really help a young person if they are not sure about what career they want to pursue. There are many ways a year out can increase skills and experience, enhance understanding of a chosen field of study, and add to future employability. For more information go online to www.year12whatnext.gov.au

Many young people choose to do volunteer work during their gap year as it is an excellent way of experiencing new challenges and learning about the world of work. Volunteers can provide an unpaid but valuable service to the Australian community, and can also work overseas. A variety of organisations rely on volunteers and it can be a great way to build new skills and add to work experience. Find out more at: www.volunteeringaustralia.org

If a young person decides to take a gap year, it is extremely important that they do something. Spending time at home and doing nothing can do more harm than good because it can lead to bad habits and unexplained gaps in their resumes.

APPLYING FOR A JOB

Your resumé

This is a snapshot of who you are and gives the employer a chance to make a brief assessment of you. It is your chance to present your employable qualities and persuade the employer that they should ask you in for an interview, to find out more about you. The resumé should be clearly laid out, with all necessary information provided – this will make it easy to read and also make a positive impression about you.

Your resumé should not:

- use fancy fonts
- include your age, marital status, religion, or ethnic origin (unless you want it to)
- use slang, jargon or abbreviations

- include anything you can't talk about

Your resumé should:

- be typed on 2 - 4 pages of clean, white, A4 paper
- allow more white space than black type on the page
- be in easy to read font - 11 or 12 point, Times New Roman, Arial, Calibri or Verdana
- show qualifications and experience with most recent first
- use action verbs such as "created", "organised" or "coordinated"
- be stapled in top left corner
- have your name and page number on the footer of each page
- be brief and to the point
- be proofread carefully - there should be no errors!

What your resumé should include

Part 1 - Personal details

Your name, address, telephone numbers, email address and date of birth.

Tip: Make sure your email address is appropriate. Some people think it's funny or cool have an address like this missexy@hotmail.com. BUT - addresses like this do not impress employers. Make sure you have an email address that is plain and simple and preferably uses your name.

Part 2 - Education and training

List the names of the secondary schools you have attended giving the highest year level completed, subjects studied and your results. Include any Vocational Education and Training (VET) programs you've done and certificates completed or competencies achieved.

Tips: First thing, explore the options, and decide what type of job you are interested in or skills you have. The next step is to gather any papers you may need. For example, copies of any certificates relating to training. Once you have done this you may want to check that you have all the information in your resumé. Then it is time to start a job search. Take some time to explore options, speak to the schools careers counsellor or disabilities coordinator. Keep in mind that your first few jobs will provide a good opportunity to find out what you want to do - and what you don't want to do.

Part 3 - Employment and work experience

You may not have had any paid work but don't panic - there are other ways you can still make an impression. List the jobs you've had including any voluntary or non-paid work, casual, part time or vacation work and list the most recent first. You should include names of the employer, address and phone number along with a description of the tasks you did. This can provide an opportunity to list your strengths, responsibilities, competencies and achievements.

Responsibilities

- These can be identified by thinking about work you've done in the past and covering all the different parts of that job.

Skills and competencies

- List those that you have achieved and show how you could transfer those skills to enable you to do this job well. You could give examples of the following employability skills such as communication, team work, problem solving, self-management, planning and organising, technology, learning, initiative and enterprise

Achievements

- List any other skills or awards you have achieved which are relevant to the position you're applying for, eg Senior First Aid Certificate, Trainee of the Month award.

Jane Smith

Date of Birth
10/10/93

Address
97 Smith Street
SMITH TOWN SA 5555

Phone
0444 444 444

E-Mail
jane.smith@smithmail.com.au

Education

2007 - 2011 Smith Town High School - Completed Year 12

Subjects Included: Maths – Science – History - English

Employment History

This section will include your work history, with your most current position first. If you have been employed before you need to include the company you worked for, the dates you were employed, your position and list of responsibilities.

If you have not had a job before you may like to include experience such as baby sitting, pet minding or any volunteer work you may have been involved in.

Achievements

Certificate of Achievement
Recognition for Achievement

Positions of Responsibility

Representative on School Council

Interests

Photography, reading and bike riding
I am an active member the local Girl Guides

Skills

During my education I have gained experience in various computer programs such as Excel, Word, and Publisher

References/Referees

Mr Peter Rogers
Company they work for
Contact phone number
Email address

Mrs Alice Peters
Company they work for
Contact phone number
Email address

Applying for a job in writing

Follow all the instructions for applying for your chosen job/s. Many applications will ask for a resume, cover letter and an application addressing the section criteria. Alternatively they may only ask for one or two of these elements.

What is an application or cover letter?

A cover letter is a short introduction of yourself to the potential employer and accompanies your resumé.

An application letter is your opportunity to promote your skills, highlight your selling points and answer these important questions:

- Can you do the job? Do you have the abilities, skills, knowledge, experience and qualifications?
- Will you do the job well? Are you motivated, reliable and enthusiastic?
- Will you fit into the organisation? Do you match the organisation's image/values/goals?
- Will you get along well with clients and co-workers?

What should be included in a cover letter?

- Your contact details: include your name, address, phone number and email address. Make sure they are correct and up to date.
- Date: use the date that you plan to send the application on.
- Name and address of the contact person: include their full name, title, company, street or PO Box, town or suburb, state or territory and postcode. If no name is given, try to find out by calling the organisation.
- Begin your cover letter with Dear Mr, Ms or Dr and their last name. If you cannot find out the contact person's name use Dear Sir/Madam. This is called the Salutation.
- Opening paragraph: explain your purpose and give the reader a reason to read on. Indicate which position you are applying for (giving a reference number if applicable) and where you found out about it.
- Second paragraph: demonstrate you can do the job by matching your experience, skills and qualifications with what the employer has asked for. Use two or three selling points and focus on what you have to offer. Your aim is to encourage the reader to seek more details from your resumé.
- Third paragraph: show that you are willing to do the job and can fit into the organisation.
- Fourth paragraph: thank the reader for considering the application and refer to your enclosed resumé and other attachments. Indicate that you would appreciate an interview to further discuss your suitability.
- Closing: if your salutation was Dear Sir/Madam, end with Yours faithfully. If it was Dear Mr, Ms or Dr Smith, end with Yours sincerely. Type your name and sign the letter above your typed name.

John Smith
97 Smith Street
SMITH TOWN SA 5555
Phone: 0444 444 444
E-Mail: john.smith@smithmail.com.au

16 October 2012

Mr L Green
Office Manager
Smith Town Office
PO Box 999
Smith Town SA 5555

Dear Mr Green,

This portion of the cover letter should let the employer know the position you are applying for and why you should be given the opportunity of an interview.

Please accept this letter and attached documentation as application for the position of xxxx, advertised in The Advertiser of Saturday 10 December 2011.

This paragraph is about what you have to offer the employer.

I have recently completed my year 12 and believe I would be a valuable asset to your company. I am hard working, loyal and reliable. I am also very keen to learn. In completing my education I have gained considerable computer skills including Excel, Word and Publisher and have used them to design and produce charts and posters. I believe these skills would be beneficial in a role of office assistant.

Conclusion - thank the employer for considering your application.

Thank you for considering me for this position. I look forward to hearing from you with regards to an interview appointment time.

Yours sincerely,

J. Smith (hand written signature)

John Smith

Hints for preparing a cover letter

- Type your application letter on a computer.
- Use clean, white, A4 paper.
- Leave space around the edges (margins) and clear space between each paragraph.
- Do not send application letters that are photocopied.
- Use a basic font such as Arial, Times New Roman, Calibri or Verdana.
- Find out the name of the person you are writing to.
- Use 'action' words, eg organised, supervised, communicated etc.
- If a job application lists a selection criteria, make sure you carefully address each criteria.
- Only send material that was requested.
- If references, school reports or certificates are needed, send copies, not the originals.
- Keep a copy of your application.
- Check the letter carefully for spelling, punctuation, grammar and typing errors or
- Ask someone else to check your letter as well, eg a teacher.

Addressing the Selection Criteria?

The most important aspect of addressing selection criteria is to provide evidence of your skills and abilities through relevant examples. Support your claims with actual, specific examples of what you have done and how well you did it. The following steps provide guidance on how to address selection criteria.

1. Understanding the selection criteria
2. Brainstorm ideas of how you demonstrate those skills and capabilities in previous work/volunteer/community roles and experiences
3. Draft a paragraph for each criterion
4. Check back over each paragraph

At this stage, it is helpful to read through your application, and check if you have:

- Been honest? Is what you have written accurate and true? Can you actually do all these things competently and independently?
- Used positive and specific examples?
- Used strong action (doing) words?
- Addressed all the criteria?
- Paid attention to the language of the criteria?

Applying for a job over the phone

- Your personality can be detected over the phone, so smile when you speak - it sounds more assertive and friendly.
- Before you make the call, have everything you need with you - your resumé (in case you forget anything), pen and paper to make notes, and your diary to make an appointment.
- Think about (and rehearse in your mind) what you will say, sit comfortably and relax.
- Find out the other person's name early, write it down, and use it in your conversation with them.
- Make sure you are in a quiet place with no distractions or background music.
- Speak clearly and a little slower than you would normally.

Questions you might have to answer:

- Why do you think you are suited to this position?
- Why do you want this job?
- What experience do you have?

You may want to ask:

- What does this job involve?
- What will be the actual duties or responsibilities I will have?
- I know that the business does, but could you tell me more about it?
- Can you tell me whether there will be opportunities for training or advancement?
- Is there a uniform provided or are there dress requirements?
- If I get the job, where exactly will I be working and when would you want me to start?

Other things to remember:

- Avoid being too casual in your manner or speech. You want to convey to the other person that you are keen and want this job.
- Avoid being negative. Talk about yourself in a positive way.
- Make notes as you go - ask for time to do this if you need to; they will respect that you are making sure that you get it right!
- When making a time for an interview, check your diary to be sure you can make it, read back the date, time and location to be sure you have noted it correctly, and be sure to note who you should ask for when you arrive

Applying for a job online

More companies than ever before are advertising available positions online. These online job vacancies usually have detailed instructions on how to apply for the position. If you do not follow the instructions your resumé may not reach the right person. Fill out the forms and send any attachments in the format as required.

You may be required to email your resumé to a business. The most common format accepted is a Word document or a PDF file. Make sure you proof read your email before you hit send, or ask someone else to read it for you. The subject line should have your name and the position you are applying for. Call and confirm it has been received.

Always be careful when you apply for a job online. Never provide details such as credit card numbers or bank account details and only include as much personal information as requested on the application form or in the job ad.

Tip: It's a good idea to print it off and proof read it. In most cases you always pick up errors that you may not pick up on screen.

Interviews

The thought of going through the job interview process can be very nerve wracking. Here are some tips to help you stand out from the crowd.

Dress for success

First impressions are often the most important. Teenagers are not expected to wear a suit to most job interviews. But they also shouldn't arrive looking like they are about to head out to a rock concert. Boys are advised to wear a buttoned up shirt with collar and a pair of dress pants. They don't need to wear a tie, but if they do, it should be as plain as possible. Girls should consider wearing dress pants or a dress skirt (nothing too short) and shirt, no low cut tops. Shoes should be sensible, comfortable and clean.

Arrive on time

Potential employers are looking for people who will be reliable and arrive on time for work. Taking travel time into consideration, planning to arrive 10 minutes prior to your interview appointment time is important.

Prepare for the interview

Job seekers must be ready to answer questions. It is a good idea to go through a practice interview with Mum or Dad or another trusted adult. They should write down possible interview questions so the job seeker can practice with them until confident with answers.

Some possible interview questions:

- What are your strengths?
- What are your weaknesses?
- How would you describe your personality?
- Please describe good customer service in this job.
- What makes you the best person for the job?

Asking questions shows the employer that an applicant is enthusiastic about the job and keen to learn. Prepare a list of possible questions to ask the interviewer. Some possible questions to ask:

- What is the most important thing you look for in an employee?
- Is there a workplace uniform or dress code?
- Is there anything else you need to know about me?
- Are there opportunities for me to do other jobs within the company in the future?

Once the interview is complete thank the interviewer for their time.

Follow-Up

A follow -up letter may be the extra effort that lands the job. The letter should be short

and include a thank you for the opportunity to interview, letting them know you are interested in the position you applied for. You may also like to ask for feedback on your interview performance. Close the letter by saying you look forward to hearing from them.

Tip: employers are impressed by job seekers who have researched the job. Why not try googling the business?

Career Services

Free Career Development Services are available and offer a range of services to suit the various needs of individuals, these may include:

- Resumé creation or renovation
- Application Letters
- Job Search
- Interview skills and techniques
- Identify personal challenges
- Personal presentation
- Mentoring

Career Development Services are provided in all municipalities Australia-wide. All school Career Advisers or Counsellors also have information about where to get Career Development advice. Young people should ask for a referral or contact details for services in their area. The Career Development Association of Australia may also be able to provide a list of professional Career Development Advisers in your area, although there will usually be a cost for their services. For further information visit:

<http://www.skills.sa.gov.au/careers-jobs/talk-to-a-career-adviser>

Other useful links:

- www.jobguide.thegoodguides.com.au/Looking-for-work/State-Info/SA
- www.mybigtomorrow.com.au
- www.jobsearch.gov.au/default.aspx
- www.vacancies.sa.gov.au/NOVPublic/asp/public/Home.aspx
- www.careerone.com.au/

If a young person is thinking about a career after further study or training, the following questions might help:

- What are 3 career or employment goals that suit me? In other words, think about the areas of work and the environment you would like to work in such as computers in an office, working with plants in a nursery etc
- What are the study fields that will help me achieve my career or employment goals? For example, IT Studies, Business Administration, Horticulture etc
- What courses match my career goals? Look at the course website or booklets published by universities or training providers. Decide which courses in the study fields match your career goals and list them
- What jobs match my career goals? Look at the courses you've listed and identify possible employment pathways that these create and list them

OTHER SUPPORT AND ASSISTANCE

Support from local government

Many local councils have youth focused activities, support services and other community programs. For more information on how to access these contact your local council office. Youth programs through Local Government can be a great way for young people with disabilities to develop friendship networks and employability and leadership skills. All Local Government authorities have Youth Officers.

Language, literacy and numeracy support

If a young person is needing additional support with language, literacy and numeracy before undertaking a VET course through an institution such as TAFE contact TAFE **1800 882 661** or visit www.tafesa.edu.au . TAFE offers a number of programs through TAFEStart that can help students with difficulties to improve their literacy and numeracy skills before undertaking vocational/employment-related courses.

Centrelink

Centrelink can help support young people financially to stay on at school or participate in further education or training if they meet their eligibility criteria. They can also refer young people on to other agencies to assist with other problems the young person or their family may be experiencing. For information or an appointment ring **131 021** or go to www.centrelink.gov.au For enquiries in languages other than English ring **131 201**.

National Disability Coordination Officers

National Disability Coordination Officers (NDCOs) can provide information and referral to people with a disability, parents and carers as well as teachers, school advisers and other service providers. For the contact details of your local NDCO, visit

<http://www.education.gov.au/ndcoprogramme>

MORE IMPORTANT INFORMATION

Tax File Number

A Tax File Number (TFN) is required for all forms of employment in Australia, and also for anyone who is applying for Commonwealth benefits such as Youth Allowance. Students enrolled in university and choosing the deferred payment options of HECS are also required to have a TFN. If you do not have a TFN, you should obtain an application form from the Australian Taxation Office (ATO). Application forms can be found on the ATO website www.ato.gov.au or call **132 861**.

Health Care Card

You may be eligible for a Health Care Card, which enables you to get prescriptions filled at a reduced cost as well as other concessions, if you receive income support or are on a low income. Contact Centrelink on **132 490** or www.centrelink.gov.au

Medicare Australia

Medicare is an Australian government agency which provides access to free or low-cost medical, optometrical and hospital care. You will need to present your Medicare card to obtain benefits. Young people are likely to be registered on their parent's card but young people 15 years or older may register for their own Medicare card. For more information contact Medicare on **132 011** or

<http://www.humanservices.gov.au/customer/services/medicare/medicare-card>

Unions

Unions give working people a voice. They do this by assisting them to gain better pay, safe working environments and employment security, through collective bargaining and strength in the workplace. If a worker has any queries regarding their rights as an employee or are considering joining a trade union, they should check out www.saunions.org.au they also facilitate the Young Workers Legal Service: <http://www.ywls.org.au/>

Wage levels and conditions

Information on issues such as rates of pay, unfair dismissal, long service leave and workers' rights:

South Australian Government – Safework SA - www.safework.sa.gov.au/wages

Commonwealth Government – Fair Work Commission - <https://www.fwc.gov.au/>

Enrolling to vote

Voting in State and Commonwealth elections is a right and a responsibility for all Australians from the age of 18 (although you may register at 17). Australian citizens can enrol by completing a form available at any post office or through the Australian Electoral Commission (AEC) website. For more information phone **132 326** or go to www.aec.gov.au

PLANNING FOR THE FUTURE – CAREER EXPLORATION	
Questions?	What ? Ideas and Thoughts?
What type of work tasks do I like to do?	

What type of work tasks don't I like to do?	
What types of work would I like? i.e. Physical /Computer/ Data/ Scientific/Customer Service	
What work environments would I like to work in? i.e. Indoors or Outdoors	
What do other people think I could do after finishing school ?	
Do I want to: i.e. Get a Job /Apprenticeship/Traineeship /Study More /Volunteer/Combination	
Will it be full time or part-time?	
What support will I need?	
How much support will I need?	
Who can help me?	
How do I plan to get to work/study?	
Will I need to tell them about my disability?	
Have I seen a Career Counsellor/Adviser and attended Career /Education Expos to explore and check my ideas/options	

PLANNING FOR THE FUTURE - MY PLAN

Questions?	What ?	When?
What do I want to do after school		
To achieve this I need to...		
I will need to prepare the following information and/or contact ...		
I need to ask the following people to assist me...		
If my first plan doesn't work out I plan to...		
What other things can I be doing to keep building my skills and knowledge...		
What other activities will I do with my spare time...		

PLANNING FOR MY FUTURE – PREPARING MY PORTFOLIO

Considerations	What are they?	What evidence do I have ?
My Qualities		
My Interests		
My Skills		
Sport/Leisure Participation		
What subjects have I completed in senior school		
Training other than at school		
Community Involvement		
Volunteering Experience		
Work Experience		
Work History		
Certificates and Awards		
Recommendations/References		
Other		

PLANNING FOR THE FUTURE – LIFE AFTER SCHOOL CHECKLIST

Questions to ask myself	Yes/No	If No - what else do I need to do and by when?
I know what I want to do when I leave school		
I have discussed my plans with my family		
I have talked with other professionals about my plans		
I have developed a transition plan		
I have completed forms/ requirements to leave the school		
I have a Proof Of Age card (18 years)		
I have a 100 points of identification		
I am registered on the electoral roll		
I have a personal bank account		
I have my own Medicare Card		
I have a tax file number		
I have completed the necessary transport requirements: <ul style="list-style-type: none"> • Learner's permit /Driver's licence/ Public transport/ Bike/Walking 		
I am registered with Disability SA/NDIS		
I have met with Centrelink to check how they can help me		
I have made contact with Disability Employment Services (DES)		
I have an up to date resumé/portfolio		
I know how to search for jobs and write a job application		
I am ready to take my next step		