

# Careers of the future

December 2014







**Navigating the world of careers has never been more bewildering in the digital age we live in. Deciding which career path to take is a challenge all of us must face at some point in our lives, with the job market changing at an ever faster rate. Mapping out a future direction is certainly no easy task, with careers of the future far more likely to involve unexpected twists and turns. So how can we improve this process?**

In researching career choices it makes sense to use all available information, exploring a wide range of options to ensure the right decisions are taken, matching personal interests to viable future opportunities. The UK Commission for Employment and Skills plays a unique role in researching the world of work, and the skills that are needed not just now, but also in the future.

Using this insight, we have created this guide to put the spotlight on a number of exciting job opportunities in the years ahead. It shows just a sample of jobs, providing details of entry opportunities, pay, routes to progression, and personal development.

This guide is intended to assist those helping young people make these important career decisions. For parents, teachers and careers advisors, we hope this publication will help highlight a number of jobs that offer fantastic opportunities to young people making these decisions.

Reviewing the document you will notice that in our knowledge intensive economy high skilled jobs are more important than ever. But getting into these jobs isn't just about going to university. It's important to consider other pathways that offer the opportunity to 'earn while you learn' in the workplace, such as apprenticeships. These routes can help to develop business-relevant skills on the job that employers welcome and value.

No one can predict the future. But we can take action to stimulate our thinking about what's important now and in the years ahead, what skills we need and what experience we can pursue. Careers span our entire lives, and incorporate all manner of ups and downs, highs and lows – the more we can prepare ourselves for the challenges that may lay ahead the better.

The good news is that although careers choices seem more complicated than ever, we have an extensive range of high quality information to help guide us. Through this report we want to draw attention to expert advice and resources available to help young people navigate the right course through their prospective career.

Our overall intention is to raise awareness of the wealth of opportunities available to suit all needs. It's not about quick choices, necessarily, but the right choices. This is just the first step. The path towards a future career can be long and winding; we hope, whichever route you choose to take, you enjoy exploring the fascinating and complex world of work.

### **Sir Charlie Mayfield**

*Chairman, the John Lewis Partnership and the  
UK Commission for Employment and Skills  
December 2014*

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# 40 top jobs of the future

(Groups listed in alphabetical order)

Using the most up-to-date occupational research, this guide has been produced to showcase 40 top jobs in 10 key occupations that our analysis of the UK job market suggests will be crucial over the next decade.

The aim is to inspire young people about the wide range of jobs that are out there, inspiration which they can use when mapping a career pathway.

From the 40 jobs listed, we have picked 12 examples of some of the most exciting and rewarding jobs that we believe will present young people with a good mix of opportunity, reward, and long-term potential – all key aspects people should be considering when making their career decisions. We highlight what each of these dozen occupations entails, from the skills and attitude required to longer-term growth predictions and, crucially, how people can start to engage with this sector, and make it a career they can aspire to.

## Agriculture



### • Farmers

Farmers play a crucial role in our future; from environmental concerns to the origins of the food on our plates they are involved in everything from cultivation of crops and livestock to land management and ecological concerns.

## Business & Finance



### • Sales accounts and business development managers

People working in this field engage with customers to understand their needs and also coach and lead a team of sales people to work towards agreed sales targets.

### • Business and financial project managers

Project managers work across all areas of business and the public sector to plan and organise resources and people to make sure projects finish on time, stay within budget and meet the requirements of the organisation.

### • Finance and investment analysts and advisers

From mortgage advisers to investment analysts, people working in this group help individuals and businesses to choose the right investment for their needs based on research and analysis.

### • Chartered and certified accountants

Accountants provide accountancy services for clients as part of private practice or within a business. They handle tax and accounts, carry out audits and advise on financial matters.

### • Management consultants and business analysts

Management consultants and business analysts use their business skills to help organisations solve problems, improve efficiency and manage change.

## Construction



### • Carpenters and joiners

Carpenters and joiners make and install wooden fixtures and fittings as part of construction projects, working in a variety of roles including shop fitter and kitchen fitter.

### • Architects

Architects design new buildings and work on the restoration and conservation of existing buildings. They manage the construction process, control budgets and deal with planning issues.

### • Construction project managers

Construction project managers oversee construction and civil engineering projects and building contracts to make sure they are completed safely, on time and within budget.

### • Plumbers and heating and ventilating engineers

These jobs involve fitting, servicing and repairing water pipes and heating systems in homes and businesses.

### • Chartered surveyors

Chartered surveyors carry out vital observations related to the measurement, management, valuation and development of land, buildings and other property, searching for any dangers or structural issues which may impact on almost all aspects of construction work.

## Education



### • Secondary education teachers

Secondary school teachers help to prepare young people for a fulfilling life after school by providing instruction in one or more subjects in a secondary school.

### • Teaching assistants

Teaching assistants help teachers with their day-to-day classroom work and with administrative tasks.

### • Primary and nursery education teachers

Primary and nursery school teachers give young children the best start in life, developing and preparing them for secondary school.

### • Senior education professionals

Including senior roles such as head teachers, college principals and senior academic administrator roles, people working in this group manage the effective running of a school, university or college.

## Health & Care



### • Doctors

From GPs to surgeons, doctors diagnose and treat illnesses and disease in patients, providing advice and reassurance.

### • Nurses

Every day, Britain's nurses save lives; they're at the coalface of A&E and are the people patients see most while recuperating, providing vital care and assistance to those in need.

### • Nursing auxiliaries and assistants

Often known as health care assistants, people working in this area assist doctors and nurses in the day-to-day care of patients, either in hospitals or the wider community.

### • Care workers and home carers

Care workers are the frontline staff in all care settings. They work with all types of people who need care and support to ensure the individual's overall comfort and wellbeing and to help them to live as independently as possible.

### • Dentists

While their work may set some people's teeth on edge, rather than straight and pearly white, dentists play an important role in our day-to-day health, specialising in the diagnosis and treatment of a range of problems that affect the mouth and teeth.

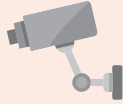
### • Aircraft maintenance and related trades

With job titles such as aircraft mechanic and aircraft fitter, people working in this role fit, service, repair and overhaul aircraft engines and assemblies.

### • Telecommunications engineers

Telecommunications engineers install, test and repair communications systems, such as fixed-line and mobile telephony networks, copper wire and fibre-optic cabling and digital satellite systems.

## Protective Services



### • Police officers

Police officers are on the frontline of justice, working in partnership with the community to make life safer for your friends and neighbours, and to make your area a better place to live.

## Information Technology



### • Programmers and software developers

From designing the software that keeps huge retailers and manufacturers moving, to building the latest hit games and apps, programmers and software developers create solutions in almost every sector imaginable.

### • IT specialist managers

From data centre managers to IT support managers, people working in this job manage the delivery of specialist IT services within an organisation.

### • IT business analysts, architects and systems designers

People working in this role are employed by companies to design IT systems and processes or analyse existing ones and to recommend improvements.

### • IT project and programme managers

IT project managers oversee the implementation of major IT projects, such as the installation of computer systems, to meet the needs of a wide range of organisations.

### • Web designers and developers

People working in this group use their creativity and technical skills to design, build and maintain websites.

## Science, Engineering & Technology



### • Mechanical engineers

Mechanical engineers undertake research and design, direct the manufacture and manage the operation and maintenance of mechanical systems, such as engines, vehicles and machinery.

### • Research and development managers

Research and development managers are responsible for the process by which new products and services are developed or existing ones improved. This can involve managing market research and design work.

### • Physical scientists

Including a range of scientific roles from physicist to geologist, people in this job study the world around us. Their findings act as the scientific basis for practical developments in areas as diverse as oil and gas, and space and satellites.

### • Design and development engineers

Design and development engineers take initial product ideas (across a wide range of areas, including for engines, instruments, vehicles, electronic equipment etc) and develop them into designs and prototypes.

### • Biological scientists and biochemists

From biologists to horticulturists, people working in this job study living things such as plants and animals and the world they live in. Their work is used widely in sectors such as medicine, agriculture and environmental management.

## Manufacturing, Installation, Maintenance



### • Electricians and electrical fitters

Electricians fit and repair electrical circuits and wiring and maintain electrical machinery in people's homes or in businesses.

### • Metal working production and maintenance fitters

This role includes engineering maintenance fitters and involves installing, servicing and repairing engineering machinery and equipment, including mechanical, electrical and hydraulic systems.

### • Pipe fitters

Pipe fitters install pipe systems and maintain and repair pipes on sites such as petrochemical plants, oil refineries and other processing plants, often working in harsh conditions and at considerable heights.

## Transport & Logistics



### • Aircraft pilots

Pilots fly passengers and cargo to destinations around the world.

### • Large goods vehicle drivers

Large goods vehicle (LGV) drivers, also known as HGV drivers, deliver goods across the UK and overseas. They move everything from foodstuffs to fuel.

### • Ship officers

Ships officers work in a variety of settings from cruise ships to oil tankers, handling the navigation, communications, crew, cargo and overall running of the ship.

### • Train and tram drivers

Workers in this role drive trains to transport passengers and goods on surface and underground railways, and transport passengers in trams.

# Introduction

**Choosing a career is probably one of the most important decisions most people will ever make. For many, it used to be a straightforward decision – people either had their dream job in mind to start with, or searched for the jobs that their level of education could get them at the time.**

Today, learning opportunities are better, but the concept of a job for life no longer exists. So, it's no surprise choosing a career path can feel daunting. The next generation is predicted to have more complex career paths, making it harder still to know what skills they will need to acquire. Technology is also changing the face of work at an increasingly rapid rate – jobs that may exist now could be completely re-shaped in just a few years, adding increased complexity to an already taxing problem.

Of course, choosing a career is partly about knowing what you're good at, and finding roles that match your talents. But we believe it's also useful to have information about where the future opportunities lie – to see what roles are actually out there, and what their prospects are looking into the future. This guide has been developed to help steer these complex decisions, and act as a starting point for further exploration into the kinds of jobs which are available, and the potential opportunities they can offer.

## Getting in

You will notice that many of the jobs featured are not 'entry-level' jobs for young people. They require a longer-term commitment to a career path. But the range of routes to help people on their journey has never been wider. Young people can take an academic or technical and vocational qualification – through sixth form or college and perhaps on to university, or a higher technical course. But there are also many opportunities for a generation of people taking the first steps in their career to earn while they learn through an apprenticeship. The new Higher Apprenticeship route allows students to study while they work, all the way to a degree.

## Who's it for?



This report is aimed at individuals who are supporting young people as they make choices about their future career journey. We also hope young people will read this report themselves and be excited and inspired by the range of careers available to them.

### Keep reading:

- If you want to inspire young people about the exciting and diverse range of career opportunities that are out there.
- If you support young people:
  - In year 9 who are starting to think about their career options
  - In year 10/11 who are thinking about sixth form, apprenticeships or college courses
  - In year 12/13 who are thinking about university, higher apprenticeships or a job.

## Why is this report important?



The world of work in the UK is changing at a faster and faster rate. Based on current trends it will be very different in 2030 compared with what it looks like now.

While we can't predict the future, it seems increasingly likely that technology will pervade all aspects of the workplace. Arriving to work on your hoverboard may remain science fiction, but many workplaces are likely to become 'virtual' with workers using technology to interact seamlessly from any location.

One major implication of this is that individuals will need to have far more autonomy and flexibility in their working life. Being capable of managing projects and workloads is likely to become an essential skill for most workers.

Alongside this we can see a clear trend towards individuals needing to take greater responsibility for acquiring and updating their skills. This will be essential if people are to progress in their work and meet their career aspirations. That's why building a solid foundation at an early stage is critical, and why it's vital that young people have the best understanding possible of the job market so that they can choose the right career pathway for them.

## How did we create the list of 40 top jobs?



Career choice is a personal thing. One person's dream job may well seem a nightmare to others. However, it's useful to know how jobs compare on things that matter.

To create our list we analysed the UK jobs market to identify top jobs based on future job opportunities, pay and business need, and from this list, then selected the top jobs in each of 10 key occupations.

### The indicators we used were:

- Pay: How much do people earn on average in the job?
- Job opportunities: How much is the job expected to grow in terms of the number of people employed, and which jobs have the greatest recruitment demand?
- Business need: Which jobs do employers say are difficult to fill because of lack of candidates with the right skills and experience?

We brought all of this information together to give an overall score for each job.

## What we know, and what we don't know!



Some of the information we have used is about where we think demand for jobs will be in the future – the level of employment in a particular occupation, and how it is predicted to grow. Clearly, we don't pretend to be able to predict the future, but we can get an idea of longer-term job prospects based on past trends. We think this is a good basis for thinking about the future.

Just as important as the prospects of different sectors is the important day-to-day happiness and job satisfaction that working in a particular career brings to people. This includes the sense of reward people get from helping others as part of their job, and the sense of personal satisfaction people feel. This is very difficult to measure and so we haven't built it into our analysis, but we do discuss these factors in our job profiles and there are lots of resources available that can be used to explore these aspects of work, and how big a part they play in each of our chosen jobs.

For more information about the method used to identify the top jobs please visit ([www.gov.uk/government/publications/careers-of-the-future](http://www.gov.uk/government/publications/careers-of-the-future)).

## What about new jobs?



In identifying our list we have focused on the prospects for today's jobs – in occupations for which we have statistical data. But just as we can identify job titles today that didn't exist 10 years ago (such as offshore wind farm engineer or social media manager), we fully expect that new jobs may emerge over coming years as a result of new technology, changing consumer requirements and other trends. In our Future of Work study ([www.gov.uk/government/publications/jobs-and-skills-in-2030](http://www.gov.uk/government/publications/jobs-and-skills-in-2030)) we have more closely examined how the world of work of 2030 might be shaped by the trends we can observe now. We have also developed a Your Future Job quiz to help people identify the job of 2030 that may suit them. Try it for yourself at [yourfuturejob.ukces.org.uk](http://yourfuturejob.ukces.org.uk).

What we can all see is that there is an evolution of existing jobs taking place – new tasks, new knowledge and skills requirements, and changing work patterns. It is arguably these factors that are the most important issue to be aware of. For instance, just as the electrical era has progressed to automation, and now into digitalisation of systems, the role of the engineer has moved from mechanical to encompass electronic, and digital aspects. This means the engineers already in employment today must continually re-skill themselves in order to keep pace with technological opportunities.

That's why, in each of our job profiles, we have sought to highlight where the 'hot' next areas lie, to prompt further research using the careers links provided.

This report is intended to spark discussion about what these choices are, how obtainable they are, what different careers can offer and how we should be looking at what makes a good career. Links to information and resources that enable you to explore the whole careers landscape are also available within this document, should you want to learn more about them.

# Care Workers



**With an increasing demand for workers, plenty of opportunities for progression and a job in which 96% said they feel their work makes a difference, frontline care has huge amounts to offer.**

Life expectancy might be rising, but slower improvement in in-health ageing means the UK's elderly will need care for much longer periods of their life.

By 2037 the number of people aged 75+ is predicted almost to double from 5.2 million today, to 9.5 million. This means more than 1 in 10 (13%) people in the UK will be aged over 75.

These pressures are creating a boom in demand for people in caring roles. The wider care industry already employs around 1.7 million people, but jobs in frontline care are set to see tremendous growth, and become a sector of increasing significance in the lives of many.

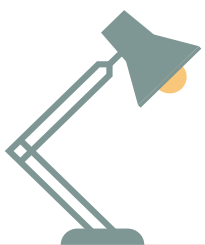
No two days are the same as a care worker, but duties can include assisting with eating, mobility, washing, dressing and helping service users to live as independently as possible.

Though an occupation with clear challenges, work in care is highly rewarding. Caring is about wanting to get to know clients, being responsive to their needs and, for many, becoming like a trusted family member (especially for those who work as a personal assistant providing support to a single person). These are all skills that can't necessarily be studied for, so while there is a structured entry route (qualifications include Level 2 Diplomas in Health and Social Care, and Level 1 Preparing to Work in Social Care courses), a common way into careers in care is through volunteering.

Simply wanting to be with people, and having the right values, is probably the most important requirement employers want to see from new starters. Once they're in work, adult care workers will typically be given 12 weeks' training on the job (based on minimum national standards for working in care). Apprenticeships are also available.

A genuine desire to make a difference is crucial to a career in care, as jobs are often emotionally, rather than financially, rewarding. Pay is not high, but care careers offer security and opportunities to work flexibly; in fact the majority of workers in this sector work part time. And those that live in-house can benefit from substantially lower living costs.

While there are no specific minimum entry qualifications, this is a career with many development and training opportunities. Diplomas in Health and Social Care (at Levels 2 and 3) can take people to senior care worker level, and caring can be studied up to Level 5.



Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

**Skills for Care – Think Care Careers**

<http://www.skillsforcare.org.uk/Care-careers/Think-Care-Careers>

**National Careers Service**

<http://nationalcareersservice.direct.gov.uk>



People in this job:

**729,000**

Job openings:

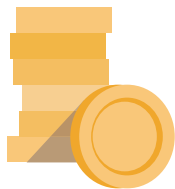
**530,000**

(2012–2022)

Employment change:

**+196,000**

(2012–2022)



Starting salary:

**£12k**

Average salary:

**£12k\***

(UK average: £22k p.a.)

Weekly gross pay:

**£244**

(UK average: £417)

### What's hot in this sector:

- The ageing population which is making care the next big growth area
- Telecare – use of new technologies to provide remote monitoring and support to people in their own homes
- Special knowledge and skills associated with age-related ill-health and disabilities, such as dealing with dementia, visual and/or auditory impairment



Average hours:

**40**

(UK average: 39)



\* Salary figure incorporates a larger than average proportion of part-time workers.

## John Cook

Personal care assistant for a private client



Before joining the social care sector, I spent a number of years working in the motor and retail industries after leaving school. I'd started my career in the motor trade and became a vehicle technician, qualifying to NVQ Level 3. Then I moved into the retail sector for three and a half years, gaining experience of various commercial environments. At this point in my career, I didn't feel any job satisfaction and had already considered the social care industry as a potential career change.

Although I had no professional experience of social care, I had personal experience of caring for and supporting family and friends with dyspraxia, autism and ME, so I felt I'd suit the care environment. I'd always wanted to get into care as I enjoy helping people and feel the benefit from supporting others. I don't feel that I really achieved this in the job roles during my earlier career, so took the plunge to find out more about a career in social care. I researched potential openings into the sector and found my current personal assistant role via a social care agency.

Twelve months into my role as personal assistant, I feel as if I definitely made the right move and I'm eager to succeed in social care, whilst making a positive difference to others. At the moment my job involves person-centred care, essentially providing one-to-one support to a lady in Middlesbrough. Those being cared for often feel vulnerable in their own, and external, surroundings. Things may have changed for them over the years to a point where one-to-one support proves to be invaluable.

My role varies from day to day depending on my client's needs and feelings. I support with daily chores such as shopping, going out for

the day or just sitting with a client and working through puzzles. I really enjoy what I do. You often need to think on your feet as you can encounter many challenges, but you just adapt according to the needs of your client. I get a real sense of achievement through helping somebody to have a better quality of life.

During the last 12 months I've done a number of courses, including completing Skills for Care's Common Induction Standards as well as first aid, manual handling and food hygiene training. I haven't made any immediate plans for my future career, but I'm considering a qualification in social care as the next step to gain as much experience and knowledge of social care as possible.

What I'm doing at the moment is a good foundation and really rewarding, so I'd like to continue to learn and evolve in social care. I'd recommend working in the sector as there's a lot you can get out of it, plus there are so many different avenues you can go down. It's simple for me. I'm in this role to help improve someone's life, by focusing on their values. It's a really nice feeling knowing that what I have done in my day has made someone else feel good about themselves.



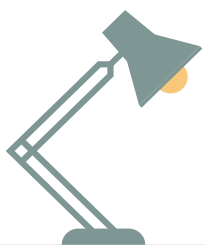
# Construction Project Managers

**A construction project manager is the linchpin of a major construction project. One of the most senior workers on the team, they know the finest details of their project. Nothing escapes their eye for detail and desire to get work done on time, on budget and to the highest quality and safety standards.**

Nothing gets past construction project managers. They develop complex plans for major construction projects, setting out timescales, costs and resources. They then take responsibility for the execution of the plan, setting up and managing a project team, negotiating with suppliers for materials and services and resolving problems as they occur. Project managers are also the point of contact for clients, reporting directly on progress to them on a regular basis.

In some cases project managers are responsible for day-to-day management of a building site, including critical factors such as health and safety.

There are a range of routes into project management. Working as a construction project manager will normally need a foundation degree, HNC/HND or degree in a relevant subject, such as construction engineering and construction management. However, qualified and experienced project managers from other industries can also use this to move into the construction sector. Students may also be able to get into this career with several years' employment experience, for example from working as an estimator, building technician or surveyor.



For those interested in a work-based route it is possible to pursue a Higher Apprenticeship in Construction Management. Follow the links below for further details including entry requirements.

Not surprisingly, this is a career that suits those who excel in both rigorous organisational elements and multi-tasking, as well as those who are 'people people'. The construction project manager will need to liaise with subcontractors, employees, agencies, architects and clients on a regular basis. There is also an important commercial dimension, with a responsibility for preparing cost estimates for bids, managing financial expenditure and controlling contractor payments.

Much of the work is office-based but there is also a need to attend meetings and visit contractors and suppliers, as well as a need to visit construction sites on a regular basis.

It's a full-time role, and as deadlines approach hours may ramp up, but generally this career fits around a regular working week.

Although it is a very fulfilling career, it's one that requires patience to begin with – project managers must accept that they need to build up their skills on smaller projects first, before graduating to larger ones. There are good avenues for progression. Senior project managers take on larger projects and may manage several simultaneously, often overseeing a team of junior project managers. With experience, you could progress into general construction management or consultancy, or become a company director.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

CITB

Higher Apprenticeship in Construction Management  
Chartered Institute of Building (CIOB) Project  
Management Academy

National Careers Service

<http://www.citb.co.uk>

<http://www.apprenticeships.org.uk>

<http://www.ciob.org/ciob-project-management-academy>

<http://nationalcareersservice.direct.gov.uk>

Starting salary:

**£27k**

People in this job:

**64,000**

Average hours:

**40**

(UK average: 39)



Average salary:

**£35k**

(UK average: £22k p.a.)

Job openings:

**41,000**

(2012–2022)

Weekly gross pay:

**£672**

(UK average: £417)

Employment change:

**+13,000**

(2012–2022)

What's hot in this sector:



- New construction methods, such as off-site manufacture, will present new project management challenges
- Building Information Modelling and Management (BIMM): a collaborative approach whereby the whole design and construction process can be shared using a single electronic 'model' of the development
- Environmental issues creating new construction methods and standards for modern buildings

## Michael Gallacher

Project manager for construction consultants, Davis Langdon



**My name is Michael Gallacher; I'm a project manager working for a construction company called Davis Langdon, based in Glasgow. It involves a lot of different things – predominantly we work with a lot of construction consultants and design teams when a building needs to be developed and constructed.**

When I was at school I had no real idea of what I wanted to do when I left. As a result I looked at my grades; I didn't have the grades to be a doctor, and I didn't want to be one! I didn't want to be an accountant so chose to do a law degree. I genuinely thought it would be a good degree and hopefully something that would be useful for moving into other things.

When I was at the university I was really interested in the business aspect of law, but even now when I think about the fact that I deal with solicitors quite regularly I'm quite glad that I'm not one! When I was at university I worked with a lot of property developers and got a taste for the industry; while I was doing that I started to think that I'd quite like to do that as a career and that's what got me thinking about it.

After my degree I joined a company and initially it was intended that I'd have a day release to do a degree at a local university and get a quantity surveying degree, so it would be a part-time degree and take slightly longer. In the end though I ended up doing a distance learning degree; it was a lot quicker and I was able to get a lot more experience on the job, which in the end put me in much better stead for my charterhip.

It was far more difficult doing my degree while I was on my job than it ever was at university. You're doing your day job and working hard because you want to do well, but then once you're finished you have to start all over again. You have to be able to set things aside and concentrate on your studies to get things done.

Initially the only reason I chose quantity surveying was because I wanted to be a project manager. At the time the only people that I knew that were project managers happened to have been quantity surveyors, so I thought

that meant the best project managers were quantity surveyors. Now that I'm actually doing it I know that's not the case at all – it's people from building surveying backgrounds, engineers, people that have maybe been working on sites and worked their way up; it just depends on the individual to be honest.

When you're at school you think you have to get certain qualifications to get to university, and that's the be all and end all. Once you get to university though, no one cares what you did at school, it's what you get in your degree that matters. But the only reason you're getting a degree is so you can get a job, and once you've got a job all people want to know is whether you've got a professional qualification, and once you've got that it's all about your experience. So everything's just a stepping stone really. Now it's a case of people just wanting to know if you're good at your job – people don't want to know about what qualifications you've got, they just want to know if you can deliver!

# Electricians

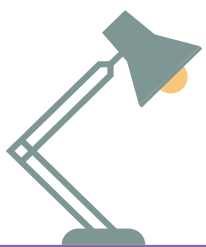


**Electricians put the spark into our economy. Their work is vital to business in the UK, not to mention the force that keeps our homes lit and running. Without power, our world grinds to a sudden and abrupt halt. Tens of thousands of new people will need to be recruited into this role in the next decade if business is to continue to operate, and we're all to keep our lights on.**

Without electricians our homes and offices would be pretty lifeless places. These experts keep the arteries of modern life – electrical circuits and wiring – working. They plan, install and repair a wide range of things: from fire protection systems, to data networks, lighting, security and heating. When these things fail, or need to be checked, these are the important people we call.

Not surprisingly, this is a job that requires a lot more know-how than most, since extremely stringent safety standards apply. Electricians don't just install and fix, they're also constantly looking for defects, spotting potential hazards, and ensuring compliance. They can also work in a variety of settings, including homes, offices, factories, shops, hospitals and sports stadiums.

To qualify for this practical and rewarding job you will need to gain an industry-recognised Level 3 Diploma qualification. Follow the links below for more details. These courses are mostly completed while learners are already working.



A common route into this work is to do an Apprenticeship. This would combine learning on the job with study at a college or training centre. It normally takes around four years to become fully qualified this way.

Those looking to enter this career should focus on good GCSE grades – particularly maths and English, while still at school. It can also help to build up work experience with an employer, to gain hands-on, practical knowledge of the job.

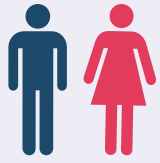
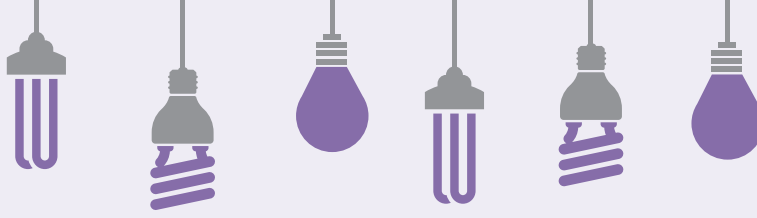
This is a career choice suited to those with good problem-solving, analytical and evaluation skills, whilst attitude and aptitude are characteristics employers value most. Those who naturally have a careful and methodical approach to their work are well-suited. Less obvious elements to the job involve working in tight and cramped conditions; potentially being on call; having to travel between jobs (involving overnight stays); and in some circumstances needing a good head for heights (work may need to be done using scaffolding on construction sites).

But the beauty of this career is the power people have to mould it to their own strengths and tastes. Once qualified, electricians can readily specialise, to work as installation electricians, maintenance electricians, electro-technical panel builders, machine repair and rewind electricians and highway systems electricians. Those who want extra training can move into new and emerging specialisms, such as installing energy efficient and renewable technology systems, as well as progressing into project and contract management or more senior engineering roles.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

Summit Skills – Careers  
National Careers Service  
Electrical Contractors' Association

<http://www.summitskills.org.uk/careers/23>  
<http://nationalcareersservice.direct.gov.uk>  
<http://www.eca.co.uk>



People in this job:

**297,000**

Job openings:

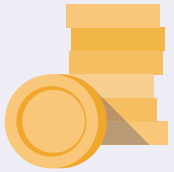
**70,000**

(2012–2022)

Employment change:

**-23,000**

(2012–2022)



Starting salary:

**£17–20k**

Average salary:

**£29k**

(UK average: £22k p.a.)

Weekly gross pay:

**£553**

(UK average: £417)

### What's hot in this sector:

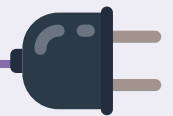
- Expansion of intelligent energy systems that track usage
- App-based heating systems for the home that can be controlled remotely
- Installation of renewable energy technologies such as solar and wind



Average hours:

**43**

(UK average: 39)



## David Greaves

Deputy electrician at Leeds Grand Theatre



My name is David Greaves; I'm a deputy electrician at Leeds Grand Theatre. I basically do lighting, sound, anything that has a plug on it. I'm a qualified high access technician, which means that I can climb ropes and abseil. I do rock climbing and indoor climbing as well so I love it!

My dad was an actor in an amateur drama society and they needed some help on stage

with one of the shows. I went along and helped out and when my dad decided to stop I didn't!

When I got to college it was brilliant. It just felt so good to be studying what I was into. I learned so much at college – my lecturer was in the circus so we also learnt circus skills – it was absolutely brilliant!

**“I could go on further and move into designing and go on tour, or to the West End and London. There are loads of other things I can do, lots of places to go and opportunities to pursue.”**

While I was at college I worked at a small scale theatre in Barnsley. I lit a lot of the shows for them and we did a show called Up and Under and took it to a festival – I won an award for

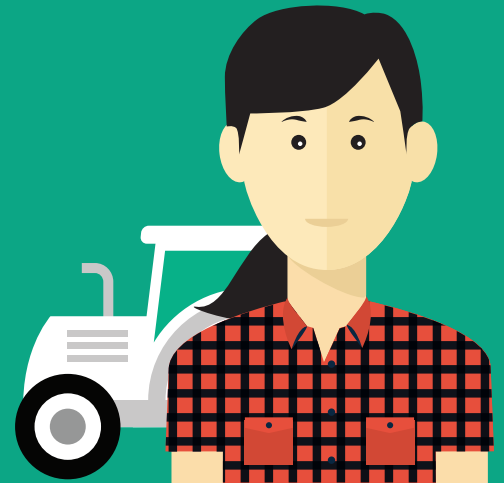
best technical support, so it all came together perfectly and that's when I really knew this was what I want to do. I just love theatre, I love the magic of it – I still go and watch shows and think: 'That's really cool, how do you do that?'

In my job you're always working to a deadline of that opening night, and you're always on a push to get there. You're always on your feet and doing something and that's what I like. I'm an active person and I love putting up the set, rigging the lights and getting up and down ropes – that's just me!

I'm a hands-on person – I like to be down on the stage rigging the lighting and the sound. I could move up to be a chief electrician or stage manager but for me I wouldn't enjoy doing the office aspect of it. I love being on the stage, playing an active role in the production and seeing it all come together.

I could go on further and move into designing and go on tour, or to the West End and London. There are loads of other things I can do, lots of places to go and opportunities to pursue.

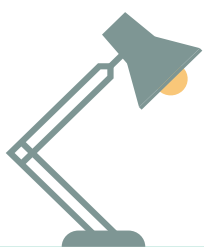
# Farmers



**They plough the fields and harvest our crops, but there's much more to farmers than first meets the eye. Farmers play a crucial role in our future – from environmental concerns to the origins of the food on our plates. Rapid adoption of technology and increasingly complex business models place farming at the forefront of our economy.**

British farmers are our lifeblood. Their toil creates 62% of all the food we consume, and the industry contributes more to the economy than the automotive and aerospace sectors put together. And it's not all spent driving tractors either. Farming and land management is amongst the most progressive in the country when it comes to embracing new technology – everything from using robotic livestock feeders (which saves on 5am starts, and ensures consistent food rations) to using drones to check on crops and GPS steering for machinery to prevent overlapping, saving on seed, fuel and fertiliser.

For a sector that offers outdoor living and freedom from the normal office grind, opportunities in the sector are good. With half of the farming community aged over 45, and a fifth over 60, there is great need for new blood to enter the sector and gain the skills to one day run farms of their own. Opportunities can also take many forms and specialisms – farming is far from being limited to fields and cattle; careers may specialise in fish farming, hydroponics, horticulture and more.



But a life in farming is not all fresh air and a relaxed pace of life. As well as requiring long working hours at obvious seasonal peaks, general farming is still labour intensive. The work has also evolved to become more akin to running a business – including budget keeping, paying wages, working with EU bodies that make quota payments to farmers, and in many cases diversifying to make ends meet – running B&Bs or farm shops to bring in additional income. This means that those interested in farming need to be aware of the long hours involved, and the old-fashioned 'hard graft' that are still necessary components.

Although many farming roles may be hereditary, lots of opportunities exist to enter at farm worker level, with many working their way up from the bottom. Work experience goes a long way at this level while apprenticeships are a valid entry route too. To enter at a higher level, such as farm manager, HNDs and degrees in land management, farm business management and crop and livestock production become much more important.

It should be noted that farming is not a uniform sector. While many jobs span traditional farming tasks (operating machinery, working with animals, maintaining buildings, sowing and harvesting), it's likely that farming will become more technologically focused in the future. Key issues such as GM crops, water management, environmental protection and further EU regulation/legislation will remain prominent.

However, like the process of growing itself, with the right cultivation, those who invest in farming can see large returns from smaller beginnings. While it may not pay the most to start with, farming is a sector that certainly rewards the determined – and people can see their career flourish. A farm manager with 10 years' experience could earn £50,000 a year – whilst many in the industry aspire to start their own business. Not bad for keeping one's feet firmly on (muddy) ground.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

Lantra

Bright Crop

Land Based Colleges

National Farmers' Union

Institute of Agricultural Management

National Careers Service

<http://lantra.co.uk/careers/discover-a-career>

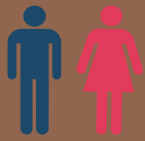
<http://www.brightcrop.org.uk>

<http://www.landex.org.uk>

<http://www.nfuonline.com/home>

<http://www.iagrm.org.uk>

<http://nationalcareersservice.direct.gov.uk>



People in this job:

**162,000**

Job openings:

**66,000**

(2012–2022)

Employment change:

**-16,000**

(2012–2022)



Starting salary:

**£13k**

(Salary for farm worker)

Average salary:

**£25k**

(UK average: £22k p.a.)

Weekly gross pay:

**£493**

(UK average: £417)



Average hours:

**52**

(UK average: 39)



What's hot in this sector:

- Technological innovation
- Environmental stewardship
- GM crops
- EU regulation

## Neil Lincoln

Fish farmer for the Environment Agency



**My name's Neil Lincoln; I'm a fish farmer at the Environment Agency's Calverton Fish Farm. Basically we produce and rear coarse fish for the Environment Agency for re-stocking around the country – we do chub, barbel, tench, roach, bream, mainly the things that anglers like to catch.**

I've been working here for over 13 years; I came here from a work placement at college.

I've always been an angler and it was just something different – outdoor work has always been what I've wanted to do.

**“I think this is my dream job – this is as good as it gets! Hopefully I'll still be here when I retire – it's just as good today as it was when I first came here, I love it.”**

I did enjoy school; I didn't think I was very good at school but I knew that I wanted to do something in farming and working outside. I loved fishing; I was always out fishing as soon as I'd finished school so working with fish was the ideal job.

I finished my GCSEs and I just wanted to go out there, I didn't really want to go to college in the beginning. I spoke to a careers adviser at the school and they were telling me about farming.

I didn't know about fish farming until I got in touch with some colleges and then I learned about the kinds of work you could do and thought I'd have a go!

I worked on a Youth Training Scheme at a local fishery and then went to college and did a First Diploma in Fisheries Studies that included going on two work placements. One was up in Scotland at a salmon farm and the other was here, and then they took me on. I haven't looked back. I could have done more studying but I think I made the right move – I've learned a huge amount here from the people I work with and it's a really close team.

I'll still be here in five years' time, I'm sure, and we'll be doing a few more species at the farm and a few more projects. I'd like to progress and move up to the fish farm manager role, overseeing the farm but it becomes more office based. I think this is my dream job – this is as good as it gets! Hopefully I'll still be here when I retire – it's just as good today as it was when I first came here, I love it.

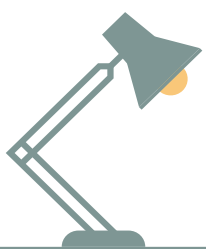


# IT Business Analysts

**In a world in which information technology keeps almost every aspect of business ticking, it's no surprise that IT business and system analysts are in strong demand. These are the people that tackle the most complex and sticky IT issues companies face – if you've got a problem no one can solve, these are the people you call.**

IT business analysts, architects and systems designers are the creators of our digital world. They combine extensive IT skills with creativity and problem solving to not only create the software on which most businesses are built, but also iron out the kinks and solve any other complex IT issues their clients may face. But such face-to-face work requires more than just technical abilities, and individuals who can combine technical knowledge, business awareness as well as more transferable skills such as communication and interpersonal skills are the 'Holy Grail' for recruiters looking to fill IT jobs.

These roles are particularly valued in companies because, on the one hand, they bring together the problem-solving and communication skills that are essential to identifying business needs, and securing 'buy-in' for the way forward, with, on the other, the technical knowledge needed to propose effective IT-based solutions that enhance ways of working.



Workers in this field develop an understanding of an organisation's business needs by documenting its processes and information flows in a systematic way, to identify ways in which they could be improved. The next step is to identify and review options for potential IT solutions before developing designs or plans for IT systems. Another key requirement is to support the implementation of systems, working with programmers or software developers and developing user training.

To work in this field prospective applicants normally need an HNC/HND or degree in a relevant subject such as information management systems, business information systems, or maths and operational research. When choosing a course it's worth noting that employers stress the importance of business as well as technical knowledge. Postgraduate IT conversion courses are available for those without an IT degree.

Industry experience is also an essential part of the pathway to this career, with two or three years' experience in a role such as programming being normal.

Clearly then, this role calls for a wide range of skills. It suits people who enjoy taking a creative approach to problem solving, are good at gathering and interpreting information and have strong communication and influencing skills, including listening skills.

It is a role that requires the individual to act as the link between business and IT. On the one hand this means having an appreciation of wider business needs and an awareness of commercial demands like budgeting. On the other it calls for an up-to-date knowledge of technology and being able to explain technical ideas to a non-technical audience.

As with all segments of the fast-moving world of information technology, keeping up with continuous professional development is key. A range of opportunities are available from industry bodies; check out the links below.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

e-skills – Big Ambition

Institute for the Management of Information Systems

Institution of Analysts and Programmers

e-skills UK (professional development)

Skills Framework for the Information Age

National Careers Service

<http://www.bigambition.co.uk/digital-careers>


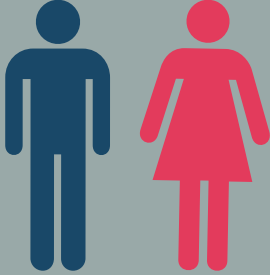


<http://www.bcs.org/category/18022>

<http://www.iap.org.uk>

<http://www.e-skills.com/professional-development>

<http://www.sfia-online.org>

<http://nationalcareersservice.direct.gov.uk>

 <p>Starting salary: <b>£20k</b></p>	 <p>People in this job: <b>113,000</b></p>	<p>Average hours: <b>38</b> (UK average: 39)</p> 
<p>Average salary: <b>£40k</b> (UK average: £22k p.a.)</p>	 <p>What's hot in this sector:</p> <ul style="list-style-type: none"> <li>• "Cloud" solutions that meet business needs and address concerns around data security</li> <li>• Using IT solutions to support employee engagement (e.g. corporate social networks)</li> <li>• Agile design and development methods such as Scrum</li> </ul>	
<p>Weekly gross pay: <b>£774</b> (UK average: £417)</p>	<p>Job openings: <b>60,000</b> (2012–2022)</p>	
<p>Employment change: <b>+23,000</b> (2012–2022)</p>		

## Marcus Dawson

Business analysis team leader at retailers Boden



My name is Marcus Dawson; I work at Boden and I run a team of business analysts and project managers. Every day I go to a lot of meetings and I support my team in their job, which is mainly running retail related projects. For example, we launched a new warehouse in the US last year and that was about finding the warehouse, the staff, installing the IT systems and so on.

My dream as a child was to be an architect. In my A-levels I did maths, physics, chemistry, art and art history. When it came to deciding what I wanted to do later I decided I wanted to go into higher education, and at the time the best architecture courses were at polytechnics. My parents were very clear that they wanted me to go to a university so I did civil engineering instead of architecture, which is quite closely related.

**“My manager was quite an inspiration to me, she taught me all about business analysis and systems analysis and recognised that I had the right skills, so she coached me into that role.”**

My degree was full time so I had 30 hours a week of lectures and lab work. Looking back

I think it helped me settle into my career quite easily because I was used to getting up at 9 and finishing at 6. At university they had this thing called the Milkround, so I applied to the first two jobs that came around that were based in London – miraculously I got the first one. It was working for the John Lewis Partnership as a graduate management trainee, so that was my step into retail.

I was there about 12 years, which is quite a long time, but I moved from the shop floor side of things to Management Services, which is the IT/internal management side of things. My manager was quite an inspiration to me while I was there; she taught me all about business analysis and systems analysis and recognised that I had the right skills, so she coached me into that role.

My career means that I can live the life that I live. I've got a good set of friends and a nice house in London. I enjoy my job so I don't spend a lot of time out of my job worrying about that day or the next day.

# Mechanical Engineers



**Mechanical engineering is key to the UK economy, with British engineers at the forefront of designing everything from better forms of green energy and zero emission engines to the latest breed of nuclear power stations. It's a highly skilled profession but has multiple entry routes.**

Engineering today is a highly skilled and technical industry spanning a vast array of disciplines. Crucially, it combines the very latest scientific developments with hands-on, practical know-how to make big ideas a reality. British engineering is still seen as some of the best in the world, and there are great opportunities for those who want to be part of such a cutting-edge discipline.

Much of the work as a mechanical engineer is highly technical – ranging from turning research ideas into technical plans, using computer aided design/modelling programs, to carrying out surveys of mechanical systems and equipment to see if they're working properly, to overseeing maintenance programmes and quality control.

To work as a mechanical engineer applicants will usually need a foundation degree, HNC/HND or a degree in an engineering subject. Specialist degree courses are available in areas such as mechanical engineering, electromechanical engineering, and mechatronics (a complex blend of engineering and electronics).

The strong practical aspect means that careers in engineering can also be accessed through a work-based route, starting out with an apprenticeship. This can then be used as the basis for

progressing to higher level courses – such as an HND or degree, or on to a Higher Apprenticeship, such as the Level 4 Advanced Manufacturing Engineering Higher Apprenticeship.

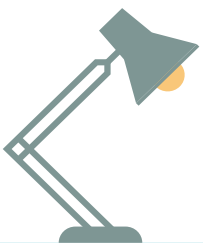
Degree courses usually require five A\*–C GCSEs and two or three A-levels, often including maths and physics. A wide range of graduate programmes are also available to help develop the higher and specialist skills needed to progress. Follow the links below to find out more.

Keeping knowledge and skills up to date throughout a career in engineering is essential, and there are opportunities to register with a professional body and work towards incorporated or chartered status through continuous professional development. But while having a high degree of technical and scientific aptitude remains a clear requirement, it's not the only skill needed. This is a job that suits those who like hands-on work and can apply their knowledge in a creative way, by using it to solve problems.

Those who show scientific interest, but have confidence and strong communication and team working skills, have the potential to make excellent mechanical engineers. But a range of project and people management skills are also core components of the job. The role can often involve working with multi-disciplinary teams, whether managing installation teams, project engineers or a mix of subcontractors and suppliers.

The working week is typically around 40 hours, and workers may well be based on site as much as in the office. But this is a job that is likely to involve some shift work and extra hours to meet (typically non-movable) deadlines. More flexible working patterns are becoming increasingly common, however.

In return, though, the reward is above-average pay, and significant opportunities to progress, either into senior engineering posts or leadership positions as a director, or outside the sector in mainstream business project management, logistics or procurement. Consultancy and freelance careers can also be forged by those with good networking skills and with strong professional track records.



**Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:**

**SEMTA**  
**Institution of Mechanical Engineers**  
**Engineering Council**  
**National Careers Service**

<http://www.semta.org.uk/careers>  
<http://www.imeche.org>  
<http://www.engc.org.uk>  
<http://nationalcareersservice.direct.gov.uk>



People in this job:  
**94,000**

Job openings:

**50,000**  
(2012–2022)

Employment change:

**+19,000**  
(2012–2022)



Starting salary:

**£22k**



Average hours:

**39**

(UK average: 39)



What's hot in this sector:

- Mechatronics – a design process that combines mechanical, electronic and other engineering disciplines, with applications in fields such as robotics
- European and global agreements on more energy efficient technology are creating demand for new engineering solutions
- Product Lifecycle Management (PLM) software, which allows companies to manage the lifecycle of a product

Average salary:

**£40k**

(UK average: £22k p.a.)

Weekly gross pay:

**£788**

(UK average: £417)

## Laurie-Ann Benner

### Reliability engineer for PEME



My name is Laurie-Ann Benner; I work as a reliability engineer for PEME. I work up and down the country and we also have projects across the world. I'm a mechanical engineer but I also work in condition based analysis, which can be thermal imaging, oil based analysis and vibration. We work in preventative maintenance to reduce breakdowns and downtime.

We're a contracted company and we work in blue chip factories across the country, including a well-known sugar manufacturer and also pet foods, so it's all processing factories. I applied to the College of West Anglia; they had an advert in the local newspaper for apprenticeships in engineering. And through the college PEME contacted me and I went to the interview stage and got the placement.

When I was at school I didn't know what I wanted to do; through my GCSEs I didn't have a clear career pathway that I wanted to go down and I went through A-levels and was still unsure. I attended a few career open days in Norwich to get some ideas and through conversations with my grandfather and my husband (who work in processing and engineering) I got really interested in what they had done in engineering.

There's a wide range within the engineering sector that I could have gone into but my main interest was processing. The processing industry is fantastic, the things they can do and the new technology coming out is amazing. For me there aren't any ordinary days. One day I could be doing mechanical maintenance, the next day I could be doing a thermal imaging survey of electrical panels and the day after I could be setting up a computerised system.

In my school if you didn't get all A\* grades you weren't good enough, and I wasn't an A\* student, so I was told my opportunities were basically to join the Forces. I recently did an interview with my school magazine talking about the opportunities there are through apprenticeships and what I've done in my career. I don't think many people thought I would have been able to get as far as I have in my career and certainly not do as well as I have.

I did a short course at a university as a taster and it wasn't the right atmosphere for me, it wasn't the best way for me to learn. I'm a very hands-on person and I wanted to get the practical experience in the job and also wanted the chance to earn while I was learning.

The first year at college was full time, the second year was part time with work experience and the third year was completely on site. University is for some people, but the opportunities you have in an apprenticeship – you're able to earn money while you're learning, have your qualifications as you're working and you've got the opportunity to learn from your mentors who have been on this job for more years than you've probably been alive! I'm glad I took this path, it's a fantastic career and I love what I do.

# Nurses



**There are few professions that are as emotionally rewarding as nursing. Those who join this highly sought after and much appreciated profession can access a wealth of opportunities, giving them the chance to forge fulfilling careers and to help society too.**

Every day, Britain's nurses save lives; they're at the coalface of A&E and are the people patients see most while recuperating. Those considering choosing nursing will gain the highest rewards when it comes to job satisfaction.

Nurses play a vital role in addressing the challenges facing the health and care system, including an ageing population, growth in long-term conditions, lifestyle risk factors in the young and greater public expectations of health services. This will mean strong demand for nursing recruits. Estimates suggest there will be more than 400,000 job openings in the profession over the next decade.

Most nurses work a 37.5-hour week. While this can include evenings and weekends, many hospitals offer flexible hours and paid overtime and split shifts are common for new recruits. Career breaks are now more common, and around one-third of nurses now work part time.

Of course, those interested in nursing should prepare themselves for the necessary clinical study. Since 2013 nursing has been made accessible only by studying for a degree.

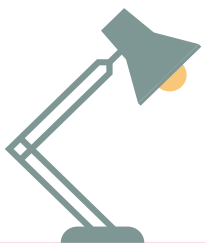
However, there are opportunities to work your way up from a healthcare assistant and progress to apply for a place on a degree course. Follow the links below to find out more about the available courses and their entry requirements.

As a nurse you're a listener, a manager, and a knowledgeable skilled professional. Dealing with patients and families requires excellent people skills, good communication and observation skills, the ability to work as part of a team and a readiness to deal with emotionally-charged situations. You will also need to have the right values and behaviours, including care and compassion.

There are many different roles and specialisms available in nursing, including adult nurses, children's nurses, theatre nurses (who work in operating theatres) and practice nurses (who work in GP surgeries).

The role of nurses is also changing rapidly. Jobs are already incorporating much higher levels of responsibility. But for those who flourish in busy environments nursing can be highly rewarding, with ward manager, matron or director of nursing roles all achievable for those who wish to progress. There are also nursing opportunities outside the NHS, including with private healthcare providers, the Armed Forces and charities such as Macmillan Cancer Support.

Finally, there is the satisfaction you can gain from being able to provide support to people who need it most.



## Next steps:

NHS Careers – nursing careers

NHS Careers course finder

NHS student bursaries

Nursing and Midwifery Council

Royal College of Nursing

National Careers Service

<http://nursing.nhscareers.nhs.uk>

<http://www.nhscareers.nhs.uk/courses>

<http://www.nhsbsa.nhs.uk/Students>

<http://www.nmc-uk.org>

<http://www.rcn.org.uk/nursing>

<http://nationalcareersservice.direct.gov.uk>



People in this job:

**628,000**



Starting salary:

**£21k**



Average hours:

**38**

(UK average: 39)

Job openings:

**427,000**

(2012–2022)

Average salary:

**£27k**

(UK average: £22k p.a.)

Employment change:

**+157,000**

(2012–2022)

Weekly gross pay:

**£535**

(UK average: £417)

### What's hot in this sector:

- Sheer variety of work available – from adult nursing to district, practice, theatre, residential care, school, prison and mental health nurses
- New technologies coming to the fore, such as mobile devices and clinical software
- Greater levels of responsibility
- NHS student bursaries



# Police Officers

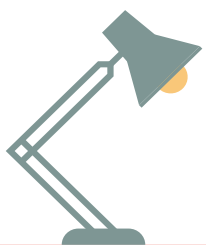


**Modern policing is a world away from any nostalgic image of 'the bobby on the beat'. Working as a police officer provides an opportunity to give something back to the community by working on the frontline to reduce crime and the fear of crime. It's far from an easy job, but knowing you're making a real difference can provide some of the richest rewards around.**

Policing is a tough and unpredictable job, but can also offer high levels of job satisfaction as a consequence. There are situations where physical ability and quick reactions could save your life and the lives of others, but the essence of the job is about engaging with the public. Ultimately it's about working in partnership with the community to make life safer for your friends and neighbours and to make your area a better place to live.

Police officers receive comprehensive training to enable them to protect the public from violence, to provide a reassuring presence in the community and to support victims of crime and those who have witnessed crimes. They investigate complex crimes using a mixture of cutting-edge technology as well as more established, traditional methods.

Good police officers have honesty and confidence. They also have social awareness and a responsible attitude. They remain calm in situations which may often be dangerous or threatening.



The broad range of work covered by a career in policing does present a large array of opportunities. While many officers prefer to spend the majority of their careers on patrol, specialist roles are also available, although there is often strong competition for them. These include the Criminal Investigation Department (CID), traffic police and counter-terrorism.

A career as a police officer is typically well remunerated. Rates of pay vary by force, generally starting at an annual rate of around £23,000, and rising with each year of experience. Additional benefits are also competitive, with excellent pension plans, flexible working hours and paid overtime.

Applicants from all backgrounds and ethnic groups are encouraged to apply for a career in the police. Police officer recruitment is handled by individual police forces, and their requirements can vary but in general you will need to be aged 18 or over, meet citizenship requirements as well as background and security checks, giving details of any previous convictions. Although there is no formal educational requirement, applicants have to pass written tests and they must also be physically and mentally able to undertake police duties. See the links below to find out more about detailed eligibility requirements.

The Fast Track is an accelerated three-year promotion and development programme which gives the most talented graduates the skills, knowledge and experience to advance to the rank of inspector within three years.

There are clearly structured progression routes in the police. Once recruited into the police service, you will undergo extensive training as a student officer. Following this probationary period and with experience in your job role, you can take exams and apply for promotion to the level of sergeant, inspector, chief inspector or higher.

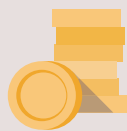
**Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:**

Police recruitment – working for the police  
 Police.uk – directory of UK police forces  
 National Careers Service

<http://www.policecouldyou.co.uk>  
<http://www.police.uk/contact/force-websites>  
<http://nationalcareersservice.direct.gov.uk>

Starting salary:

**£23k**



People in this job:

**193,000\***



Average hours:

**42**

(UK average: 39)



Average salary:

**£40k**

(UK average: £22k p.a.)

Job openings:

**31,000**

(2012–2022)

Employment change:

**-17,000**

(2012–2022)

Weekly gross pay:

**£742**

(UK average: £417)

### What's hot in this sector:

- Fast Track – an initiative to attract a wider pool of talent into the police service and accelerate their progression
- New policing technologies – from electronic notebooks to autonomous crowd monitoring, personal cameras, sensor networks and augmented reality



\* Employment figures are based on Labour Force Survey and do not correspond to official statistics on police workforce numbers produced by Home Office.

# Programmers & Software Developers

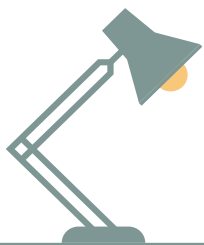


**Software developers lie at the heart of British business, from designing the software that keeps huge retailers and manufacturers moving, to building the latest hit games and apps. IT is a huge part of our everyday life, and those helping to build and maintain it are in demand.**

There's a new language shaping the future world around us. Those who know their Pict from their PIKT, their JAVA from their java, and their sSQL from their MySQL are making the smart cities of tomorrow a reality. Previously science fiction – a world where user-worn products interact with the environment around it, where driverless cars take you the quick way to work, and internet-connected fridges buy milk automatically before you run out – is now just a click away.

Software development and programming is a world that doesn't stand still – with a vital role across all industries from aerospace to retail. Around 1.5 million people are currently employed in IT and future demand for new talent in professional roles such as software developers is expected to be strong.

There's room in this sector for far more than just those who eat, sleep and breathe IT. There is also a need for problem solvers – people who can think and work methodically to create new ways of doing things, either by designing new code from scratch or modifying and improving existing programmes. From front-end web and app development, through to computer game design, systems programming, engineering and architecture testing, the variety of work is huge.



This is a highly skilled occupation and most people working in it have completed a degree, foundation degree or BTEC HNC/HND, usually in an IT-related subject or a numerate discipline such as maths or physics. Experience of the IT industry is also important, together with knowledge of programming languages and operating systems.

Knowledge is the key to getting on in this hotly contested industry. More than most, IT is a profession that places high demands on continuous personal development. As one of the UK's fastest developing sectors, it's no good staff just keeping up; they have to be one step ahead of the curve to provide the solutions employers require. The sector demands self-starters; people who take proactive responsibility for their own learning, rather than those who wait for someone to do it for them.

Gone are the days where software developers and programmers could sit quietly in the background. Today the profession values those who can demonstrate exceptional teamwork; those who have the ability to interact with different groups of people, and those who can deliver good customer satisfaction – the so-called 'soft skills' you can't gain from a textbook.

For those who exhibit these traits, future opportunities include project management, research, planning, and even consultancy. This is a line of work where those who have good reputations can eventually be their own bosses, fulfilling interim roles or setting up their own business.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

E-skills

<http://www.bigambition.co.uk/digital-careers/job-roles/software-engineer>

Creative Skillset

[www.creativeskillset.org](http://www.creativeskillset.org)

Institution of Analysts and Programmers

[www.iap.org.uk](http://www.iap.org.uk)

National Careers Service

<http://nationalcareersservice.direct.gov.uk>

Starting salary:

**£22–26k**

People in this job:

**277,000**

Average hours:

**38**

(UK average: 39)



Average salary:

**£38k**

(UK average: £22k p.a.)

Job openings:

**146,000**

(2012–2022)

**What's hot in this sector:**

- Cyber security and strategies for staying ahead of the game
- The 'Cloud'
- Artificial Intelligence
- Information technology management – which mixes IT with business skills

Weekly gross pay:

**£736**

(UK average: £417)

Employment change:

**+56,000**

(2012–2022)

## Tom Rees

Games developer at Funnel, Jagex Games Studio



**My name is Tom Rees; I'm a games developer at Jagex Games Studio. I work for a part of Jagex called Funnel, which does online browser-based games, so they're quite small. This means we can have one person designing and implementing a game from start to finish.**

Programming has always been my hobby and something of an obsession as well. I think it came from when I was about 10 years old; I was reading one of the Demon Headmaster books and inside it was just a little piece of basic code. I asked my

Dad what it was and he showed me that you could tap that into a computer and make it do things. All I did was write games for a good couple of years after that.

I did mostly maths during school and that was where I excelled. I also did lots of computing. I must have known from about the age of 14 that I wanted to do computer science at university, largely because I was already quite good at it and I was hoping that I could do well at university doing that.

When I applied to Cambridge, I wasn't sure if I had any hope at all and when I got in I was thrilled, hugely excited, but by the time I got to Cambridge I was pretty scared. Very quickly there was a huge amount of work; there was a huge mountain to climb, in terms of getting to the end of this degree. I think I grew up a lot from it, I think it was the most beneficial thing I've ever done. It was years and years of experience compressed down to a very concentrated burst of learning.

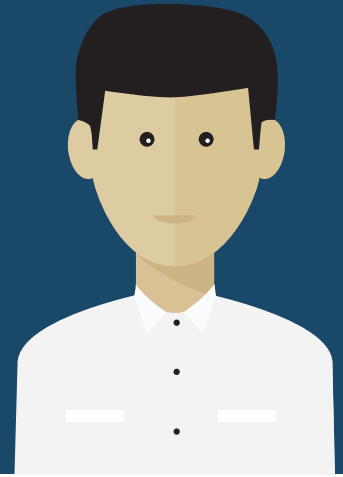
I was hired at a recruitment fair. I was wandering through looking at lots of different companies based in Cambridge. A lot of the companies were doing really boring stuff – lots of tech, lots of low-level stuff. And then I found Jagex in the corner saying, 'Oh, we make games, do you want to come and work for us?' I applied originally to work on

web systems but in my application I talked so much about all the games I'd written during my hobby career they said 'We think you should join the games department.'

I was basically told when I arrived at Jagex, 'Can you please write a puzzle game involving zombies?' and I was given the title *Zombie Dawn* and that was it really. I was left for five months to worry about whether or not what I was making would be any good. It ended up being a strategy game where you control zombies to take over the world.

I remember one of the most thrilling moments writing my first game was when the graphics artist came up to me and said they had some basic graphics, asking what I thought of them? And they showed me this beautiful coming to life of my ideas. Suddenly I was in a professionally made game; I wasn't a kid in his bedroom writing really poor quality games.

It's not *Charlie and the Chocolate Factory* working for a games company. Making games is still work, but work can be fun. It's hugely important to try and find something that you are just satisfied doing, I never get out of bed dreading what's going to happen today – I'm always excited about what's going to go on.



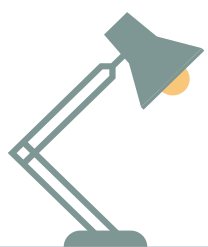
# Sales Account Managers & Business Development Managers

**They get the company car, the performance related pay and a chance to shape the future direction of organisations. It's no surprise that sales and business development appeals to enterprising people and those who can combine working to testing targets with a cool head under pressure.**

The recession may have delivered a strong blow to business in the UK, but with the economy now on the mend growth is high on the agenda. With business and consumer confidence and spending on the up, roles in sales and business development present a wealth of opportunities, with lucrative rewards on offer to the best performers.

Along with other key business disciplines this occupational area is often overlooked as a potential career route. It's worth remembering that the sales/business development function spans all sectors, from IT to manufacturing, and automotive to construction; and strong job growth is expected in what is already one of the biggest occupations in employment terms.

It can also be a good platform for those who place less emphasis on academic qualifications but are naturals when it comes to relationship building, motivating others and setting and monitoring sales targets. Proven experience in sales, with a good record of achieving targets and strong market knowledge are all key to progressing to a role at this level.



While often simplified as requiring the 'gift of the gab', the reality of the skillsets needed for work in sales and business development is far more involved. Negotiation skills are a key ingredient, but the job also involves building understanding of customer needs, coaching and mentoring, dealing with recruitment and training, compiling and analysing sales figures, as well as reporting back to senior managers.

For sales roles in the scientific or hi-tech sectors, higher level qualifications at HND or degree level are often required. Larger employers often take graduates (at 2:1 level or above) for trainee positions.

This is a sector suiting self-starters who thrive on meeting sales goals and enjoy working in competitive environments. For those who decide to opt for this career there may be opportunities to travel, particularly when customers are based overseas. Rewards also directly reflect performance in the job, with base pay usually supplemented by commission.

Sales is a profession in its own right and it is championed by its own institute, the Institute of Sales and Marketing Management, which offers a range of professional development opportunities. The Managing and Marketing Sales Association also offers a range of advanced qualifications at NVQ Level 5 and above.

With experience and a good track record, new starters could take on larger sales areas or be promoted to regional or national sales manager positions. People with a sales background also often make moves into neighbouring professions – such as advertising, marketing, more general commercial management or public relations.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

Institute of Sales and Marketing Management  
Managing and Marketing Sales Association  
National Careers Service

<http://www.ismm.co.uk>

<http://www.mamsasbp.org.uk>

<http://nationalcareersservice.direct.gov.uk>

Starting salary:

**£18–25k**



Average salary:

**£38k**

(UK average: £22k p.a.)

Weekly gross pay:

**£758**

(UK average: £417)

People in this job:

**436,000**



Job openings:

**241,000**

(2012–2022)

Employment change:

**+74,000**

(2012–2022)

Average hours:

**38**

(UK average: 39)



Part-time work is also common, with many options for workers to break out into self-employment and consulting roles to increase flexibility

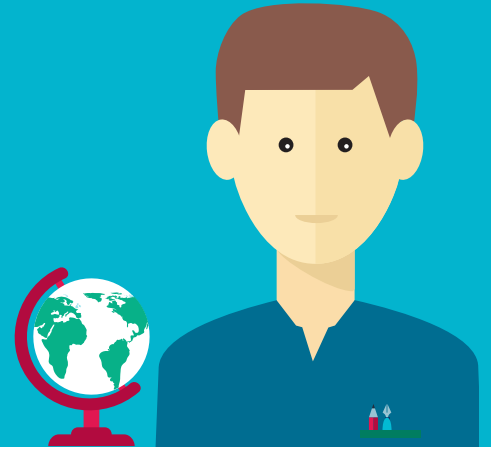
What's hot in this sector:



- The subject of sales ethics is of growing importance – typically enshrined in more detailed corporate social responsibility (CSR) and sustainability initiatives
- Skype and video conferencing is making developing virtual relationships more important



# Secondary School Teachers

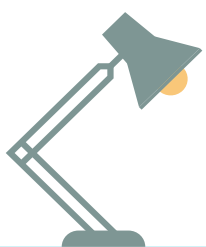


**Secondary school teachers give inquisitive minds the skills and qualifications they'll use for the rest of their lives. While it remains a demanding role, the career of teaching is ultimately highly rewarding.**

Generations of successful writers, sportspeople, actors, politicians and business leaders have long cited the pivotal role of a single teacher, or group of teachers, in encouraging them to take their chosen career path.

Teaching gives an opportunity for those with an enthusiasm for learning to bring that passion to life – exploring a given subject and inspiring children with creative ideas. Teaching is a varied and exciting job where every day is different.

Life as a secondary school teacher involves preparing lessons and teaching materials, marking and assessing schoolwork and managing class behaviour. Among the many skills required it is essential to have excellent communication skills and the ability to develop good working relationships with a wide range of people, including parents and teaching colleagues as well as pupils.



It's vital that future secondary school teachers know the full picture, though. Teaching involves managing disruption, it requires patience and a good sense of humour. Unpaid overtime, to carry out duties such as marking and lesson planning, comes with the job. Although contracted hours may be below the national average, such unpaid duties increase the average working week to 56 hours according to a Department for Education survey.

To become a qualified teacher, applicants need to successfully complete teacher training. By doing so, they will achieve 'qualified teacher status' – or QTS. However, there is increasing flexibility about how it is achieved – including accessing teaching experience sooner.

Training can be based at a school, where those looking to pursue a career will be fully immersed in the life of a teacher from day one. Universities and colleges offer teacher training courses for both graduates and undergraduates. Universities work with groups of schools to offer at least two school experience placements as part of your training.

Follow the links below to find out more about getting into teaching and the entry requirements.

The assumption should be that the first few years will always be the hardest, as new teachers find their feet and learn how to teach.

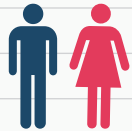
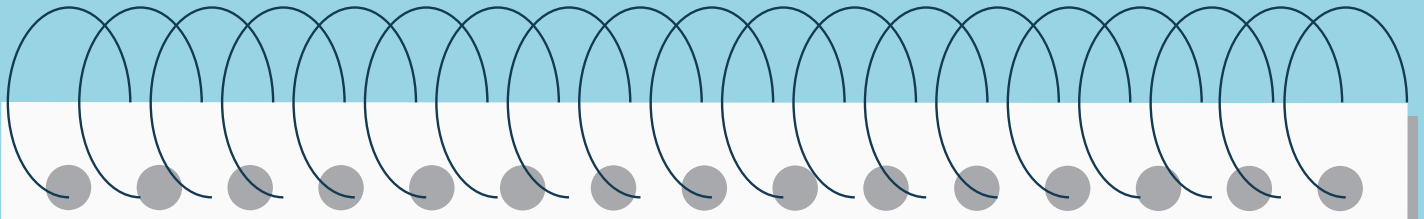
But there are plenty of opportunities to develop your career. In most schools you could progress to curriculum leader, head of department, deputy head teacher and head teacher.

Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

Department for Education  
National College for Teaching and Leadership

TES – How to become a teacher  
National Careers Service

<http://www.education.gov.uk/get-into-teaching>  
<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>  
<http://www.tes.co.uk>  
<http://nationalcareersservice.direct.gov.uk>



People in this job:

**420,000**

Job openings:

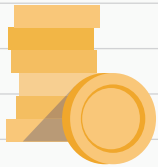
**228,000**

(2012–2022)

Employment change:

**+42,000**

(2012–2022)



Starting salary:

**£22k**

Average salary:

**£35k**

(UK average: £22k p.a.)

Weekly gross pay:

**£670**

(UK average: £417)



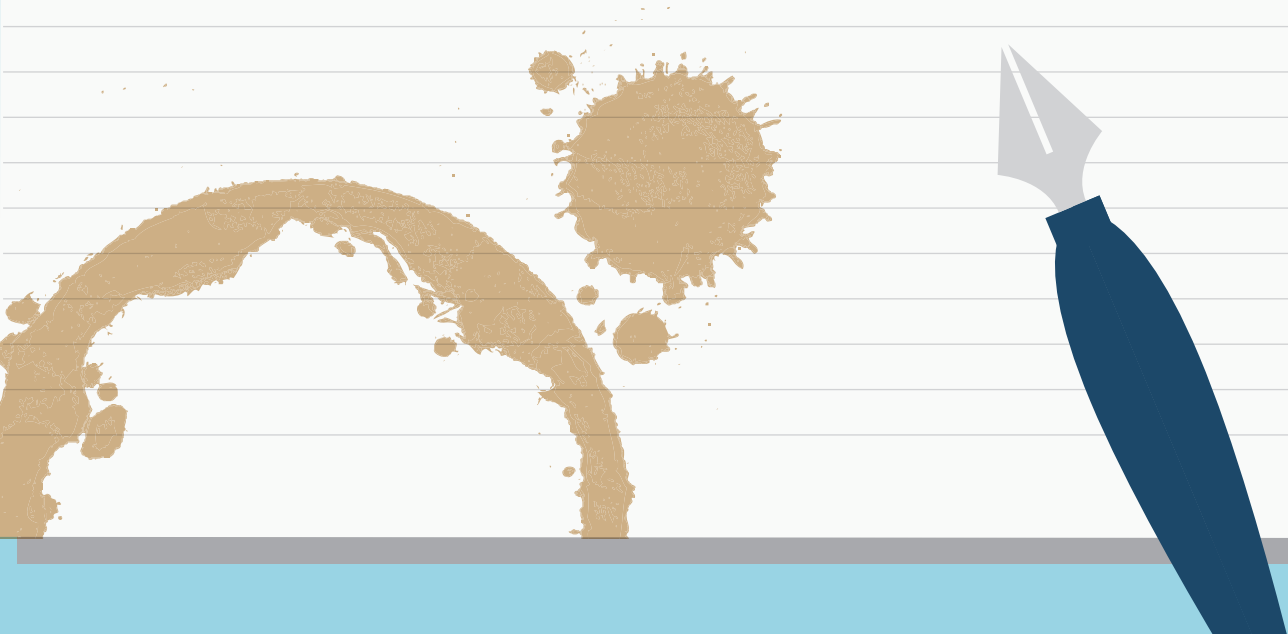
Average hours:

**33**

(paid hours, see text for more information)  
(UK average: 39)

What's hot in this sector:

- Digitisation of learning – including using electronic ‘blackboards’ and teaching with iPads
- Virtual teaching – including broadcasting lessons to students at home and MOOCs (Massive Open Online Courses)
- Introduction of new languages such as Mandarin
- Trainee teachers must pass national skills tests in numeracy and literacy





## Train & Tram Drivers

**For many children becoming a train driver is their first career aspiration. For those who turn their childhood dream into reality, the lure of the railways still holds a special place – and it's a job that shows no signs of going out of fashion just yet.**

Britain's longest-serving train driver, Bruce Perkin, retired last year after 52 years' service, giving substance to the belief that 'jobs on the tracks' can indeed be jobs for life for those who want them.

Average pay is double the overall average and the train-driving working week is a safety-conscious 39 hours (although it's still spread across shifts). And for all the hype around driverless trains the reality is more likely that real people will continue to be needed for some time yet.

With safety an utmost priority (including checking trains before journeys, recording incidents, controlling doors and following signalling), train driving is understandably highly rewarded.

To enter the job, specific qualifications are not usually required but most employers will expect you to have a good general education, so 5 GCSEs A\*–C, including maths and English, will be a major advantage. Age, however, should be noted as being one factor to consider. The minimum age for a rail network driver is 21, and it is 18 on the London Underground.

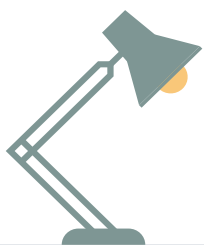
For school leaver-aged students the 18 months they'll need to qualify will take most up to the minimum driver age. The testing period will comprise 200–300 hours of driving skills tests, meaning willingness to acquire new skills is vital. Applicants will also need to pass a rigorous medical which will test fitness levels, eyesight, colour vision and hearing.

Train drivers need the mental toughness to work alone and concentrate for long periods, as well as the ability to react quickly and calmly to incidents and unexpected problems. For tram drivers knowledge of road traffic laws, good timekeeping and customer service skills are all essential.

Train driving roles often involve shift working, including weekends, evenings and nights and the potential for overnight stays on long distance routes.

Despite this, it should be noted that the numbers looking to get into train driving are incredibly high – applications typically number in the hundreds per role, so those embarking down this route need their eyes to be open. The main source of vacancies is on the websites of train operating companies. Another way into this career is to start work in the rail service working as part of the station staff or maintenance crews. Existing employees could then apply for trainee driver posts as they become available.

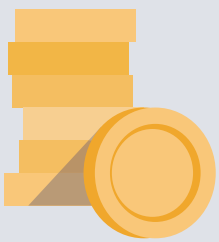
To get in, students will need to stand out from the pack. Those with mechanical and electrical skills, or a background in either area, improve their chances of getting a foot through the training room door. All train driver applicants should expect to undergo rigorous testing at an assessment centre. Follow the links below for full details of entry routes.



Would you like to learn more about this job? Use the following links to find advice and guidance, and explore further:

Careers That Move  
Association of Train Operating Companies  
National Careers Service

<http://www.careersthatmove.co.uk>  
<http://www.atoc.org/train-companies>  
<http://nationalcareersservice.direct.gov.uk>



Train driver starting salary:  
**£18–22k**

Trainee tram driver starting salary:  
**£14–19k**

Average salary:  
**£47k**  
(UK average: £22k p.a.)

Weekly gross pay:  
**£890**  
(UK average: £417)

Job openings:  
**12,000**  
(2012–2022)

Employment change:  
**Stable**  
(2012–2022)



Average hours:  
**39**  
(UK average: 39)

  
 People in this job:  
**29,000**



**What's hot in this sector:**

- All new train drivers must have a train driver licence and certificate to drive on the mainline railway. Existing drivers will need both by October 2018
- Use of in-cab signalling on trains and technology changes will mean more detailed knowledge of high voltage electrics is required
- Operations management roles exist for those who want to progress

# Background data

## Key statistics for top 100 jobs

Title	Current employment (000s)	Projected net change in employment (000s)	Projected job openings (000s)	Mean earnings (£)*
Actuaries, economists and statisticians	35	7	22	61,584
Advertising accounts managers and creative directors	33	7	21	37,636
Air-conditioning and refrigeration engineers	17	-1	4	28,770
Aircraft maintenance and related trades	33	-3	8	34,511
Aircraft pilots and flight engineers	18	3	10	78,482
Architects	57	11	36	44,024
Arts officers, producers and directors	63	9	36	35,825
Barristers and judges	26	5	17	45,571
Biological scientists and biochemists	87	18	46	37,627
Boat and ship builders and repairers	14	-1	3	28,032
Book-keepers, payroll managers and wages clerks	446	-25	161	20,646
Brokers	47	8	26	37,139
Business and financial project management professionals	217	43	137	50,038
Business sales executives	163	28	90	32,880
Buyers and procurement officers	66	11	36	31,454
Care workers and home carers	729	196	530	12,804
Carpenters and joiners	235	15	94	24,029
Chartered and certified accountants	221	44	140	37,850
Chartered surveyors	71	14	45	35,480
Chemical scientists	32	7	17	35,492
Childminders and related occupations	125	34	91	12,949
Civil engineers	81	17	43	38,236
Cleaners and domestics	594	-9	206	8,067
Conservation professionals	16	3	8	28,956
Construction and building trades supervisors	60	4	24	33,036
Construction project managers and related professionals	64	13	41	42,066
Customer service managers and supervisors	155	32	87	28,718
Dental practitioners	40	10	27	53,567
Design and development engineers	76	15	40	39,890
Educational support assistants	132	36	96	11,569
Electrical engineers	47	10	25	44,439
Electricians and electrical fitters	297	-23	70	30,055
Electronics engineers	40	8	21	36,751
Elementary storage occupations	429	-7	149	18,430
Environment professionals	40	8	21	33,220
Estimators, valuers and assessors	71	12	39	32,185
Farmers	162	-16	66	24,520
Finance and investment analysts and advisers	188	32	104	46,797
Financial accounts managers	133	23	74	40,952
Financial and accounting technicians	31	5	17	44,038
Gardeners and landscape gardeners	172	-17	70	17,595
Hairdressers and barbers	192	16	108	10,174
Health and safety officers	51	9	28	33,445
Higher education teaching professionals	135	14	73	39,076
Human resources and industrial relations officers	132	23	73	28,999
Insurance underwriters	34	6	19	40,723
IT business analysts, architects and systems designers	113	23	60	43,848
IT engineers	39	-3	9	27,064
IT operations technicians	111	10	45	29,815
IT project and programme managers	72	15	38	49,128
IT specialist managers	210	43	111	48,384
Journalists, newspaper and periodical editors	74	15	47	35,117

\* NB: Mean earnings figures do not correspond to median figures quoted in job profiles.

Title	Current employment (000s)	Projected net change in employment (000s)	Projected job openings (000s)	Mean earnings (£)*
● Large goods vehicle drivers	319	-1	136	25,602
● Legal associate professionals	66	11	37	29,492
● Management consultants and business analysts	174	34	110	42,811
● Marketing associate professionals	168	29	93	30,051
● Mechanical engineers	94	19	50	44,176
● Medical practitioners	253	63	172	70,648
● Medical radiographers	30	7	20	31,505
● Metal machining setters and setter-operators	64	-5	15	27,223
● Metal working production and maintenance fitters	214	-16	50	29,173
● Midwives	44	11	30	30,020
● NCOs and other ranks	76	-7	12	35,082
● Nursery nurses and assistants	194	52	141	11,580
● Nurses	628	157	427	26,158
● Nursing auxiliaries and assistants	314	84	228	15,618
● Pharmacists	58	15	40	36,739
● Physical scientists	25	5	13	52,470
● Physiotherapists	51	13	35	27,814
● Pipe fitters	11	-1	3	36,637
● Plumbers and heating and ventilating engineers	181	12	73	27,832
● Police officers	193	-17	31	39,346
● Precision instrument makers and repairers	30	-2	7	29,334
● Primary and nursery education teaching professionals	409	41	222	29,268
● Production and process engineers	53	11	28	38,475
● Programmers and software development professionals	277	56	146	40,165
● Psychologists	33	8	22	34,174
● Public services associate professionals	98	17	54	28,430
● Quality assurance and regulatory professionals	77	15	48	42,898
● Quantity surveyors	43	8	27	38,855
● Research and development managers	42	9	22	49,590
● Sales accounts and business development managers	436	74	241	47,862
● Secondary education teaching professionals	420	42	228	33,407
● Senior professionals of educational establishments	103	10	56	49,495
● Ship and hovercraft officers	17	3	9	44,283
● Skilled metal, electrical and electronic trades supervisors	47	-4	11	35,316
● Social and humanities scientists	17	3	9	29,984
● Social workers	102	20	65	28,182
● Solicitors	135	27	85	44,787
● Taxation experts	29	5	16	45,360
● Taxi and cab drivers and chauffeurs	230	-1	98	16,416
● Teaching assistants	364	98	265	11,796
● Telecommunications engineers	68	-5	16	32,253
● Train and tram drivers	29	0	12	45,489
● Van drivers	213	-1	90	18,744
● Vehicle technicians, mechanics and electricians	231	-18	54	25,238
● Veterinarians	18	5	12	32,374
● Vocational and industrial trainers and instructors	167	28	92	26,490
● Web design and development professionals	70	14	37	29,870
● Welding trades	70	-5	17	26,735

## Occupational group

● Administration and Clerical	● Education	● Manufacturing, Installation, Maintenance
● Agriculture	● Elementary Roles	● Protective Services
● Business & Finance	● Health & Care	● Sales and Customer Service
● Construction	● Information Technology	● Science, Engineering & Technology
● Culture, Media and Sports	● Leisure, Travel and Personal Services	● Transport & Logistics

## Next steps

**This report only provides a starting point for exploring careers. We have highlighted job-specific links in the text but we also recommend that you investigate the excellent range of free information and resources that are available, a selection of which is highlighted below.**

In addition to a comprehensive range of job profiles the National Careers Service ([nationalcareersservice.direct.gov.uk/youngpeople/Pages/Youngpeople.aspx](http://nationalcareersservice.direct.gov.uk/youngpeople/Pages/Youngpeople.aspx)) offers information and tools to plan your career journey, from identifying your dream job, choosing your subjects and deciding what to do next at year 11 and year 12/13. You can also talk to an adviser about jobs, careers, learning or training.

In Scotland, My World of Work ([www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)) offers a comprehensive range of careers resources for people of all ages.

Careers Wales ([www.careerswales.com](http://www.careerswales.com)) offers tailored support for people living in Wales, who are making choices about careers, education and training.

In Northern Ireland the nidirect website ([www.nidirect.gov.uk/careers](http://www.nidirect.gov.uk/careers)) provides access to information and advice on careers including contact details for your local careers office.

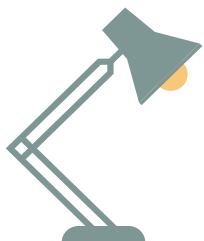
The National Apprenticeship Service website ([www.apprenticeships.gov.uk/](http://www.apprenticeships.gov.uk/)) is the place to go to find out more about apprenticeships. You can find and apply for the right opportunity for you from up to 25,000 vacancies that are available.

To search for colleges and universities offering relevant courses, visit the Universities and Colleges Admissions Service (UCAS) website ([www.ucas.com/](http://www.ucas.com/))

Plotr ([www.plotr.co.uk/](http://www.plotr.co.uk/)) is a revolutionary website created to help 11–24 year olds discover and explore careers they'll love. It's built around The Game, which uncovers careers matched to their skills, interests and personality, as well as in-depth career profiles, videos, articles and more to get a view of what the world of work is really like.

iCould ([icould.com/](http://icould.com/)) is the place to be for career ideas, first-hand information and inspiration on what to do next. iCould shows what is possible in work and offers different ways to think about careers through free access to more than 1,000 personal video stories and detailed job information, plus practical tips, insight and advice.

But what about searching for specific vacancies for the job that you're interested in? The Government's Universal Jobmatch service (<https://jobsearch.direct.gov.uk>) enables you to search for vacancies in your local area, but there are a whole host of other job sites out there to explore.



## Acknowledgements

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We are also grateful for permission to re-use original content granted us by Skills for Care.

Video career stories courtesy of icould.com

icould.com is a small charity, providing career inspiration and information for young people.

## About the data

For each of our job profiles we have included an 'at a glance' panel that details vital statistics about each job. We have also included a table of background data on the top 100 jobs.

- How many work in this job?: The number of jobs, employment, or size in 2012, the base year of the 2012–22 employment projections.
- Job openings, 2012–22: The projected number of job openings that we expect to see, taking into account net growth/decline in the number but also the projected number of workers leaving the occupation due to retirement and other reasons.
- Employment change, 2012–22: The projected net change in the number of jobs from 2012 to 2022.
- Starting salary: The estimated salary level that one can expect to receive when starting in a job. This information is taken from the National Careers Service website and is **intended as a guideline only**.
- Average gross salary: For the job profiles this is the median annual gross pay for the job earned by employees, taken from the 2013 results of the Annual Survey of Hours and Earnings, published by the Office for National Statistics. For the table of background data on page 32 the mean figure is used.
- Weekly gross pay: The median weekly gross pay for the job earned by employees, source as per average gross salary figure.
- Average hours (full time): The mean weekly paid hours worked by employees in full-time jobs, source as per average gross salary figure. This figure does not cover unpaid overtime, which is a common feature of some jobs.

Further detail is available in the background report that accompanies this guide, available online at [www.gov.uk/government/publications/careers-of-the-future](http://www.gov.uk/government/publications/careers-of-the-future).

Education Health & Care Information Technology  
Protective Services Science, Engineering & Technology  
Finance Construction Education Health & Care  
Installation, Maintenance Protective Services Science,  
Agriculture Business & Finance Construction  
Technology Manufacturing, Installation, Maintenance  
Technology Transport & Logistics Agriculture Business &  
Information Technology Manufacturing, Installation,  
Engineering & Technology Transport & Logistics Agriculture  
Health & Care Information Technology Manufacturing,  
Science, Engineering & Technology Transport &  
Construction Education Health & Care Information  
Finance Protective Services Science, Engineering &  
Business & Finance Construction Education Health &  
Installation, Maintenance Protective Services Science,  
Agriculture Business & Finance Construction  
Technology Manufacturing, Installation, Maintenance  
Technology Transport & Logistics Agriculture Business &  
Information Technology Manufacturing, Installation,  
Science, Engineering & Technology Transport &  
Construction Education Health & Care Information

The UK Commission for Employment and Skills (UKCES) works with industry and government to help achieve better outcomes in how people get in and on in work and how businesses succeed through the skills and talents of their people.

UKCES is a social partnership led by 30 Commissioners who are senior leaders of large and small enterprises, (including non-profits), further and higher education institutions from across the UK.

We believe that it is the talents and skills of people which drives business competitiveness and economic growth.

## **Contact Us**

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