

# Graduate2success

Giving you the skills and confidence to succeed

## RESEARCH MONTHLY - June 2010

### Is the job market about to feel the strain?

By the time that you read this we will all know the outcome of George Osborne's emergency budget. Put bluntly, taxes will rise and public expenditure will be cut as the government starts to address the enormous level of public debt.

What the public sector is about to face, the private sector has already faced; cuts in pension benefits, nil or minimal pay increases and fewer opportunities for promotion as whole strata of management have been removed.

Certain areas of public expenditure have been "ring-fenced" but this does not mean that they will continue to benefit from above inflation spending budgets. Areas within the NHS are already reducing their budgets by 8%, the aim being an improvement in methods of working and an increase in productivity.

When public expenditure in some areas of the country is over 70% of total expenditure, the opportunities for growth are very limited. The fastest growing economies in the world have public expenditure closer to 38%.

This period of transition we are about to enter is bound to have an adverse impact on those areas of the private sector that have been reliant on government spending. It is a time for graduate job seekers to research carefully the opportunities available in both the public and private sectors and to consider the longer term implications of their choice.

Training by [graduate2success](#) can take away nerves and make applicants feel much more confident at interview.

Assessment centre training provides practical experience for candidates and personal feedback so that they can improve their performance.

See below for some great job opportunities open to apply for NOW - but be very quick to avoid missing the closing dates!

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## Have You Ever Thought of Teaching?

According to Ofsted, in its first analysis since introducing tougher rules, overall 47% of schools were deemed to be either inadequate or only satisfactory. 42% were good and 11% outstanding. The results were based on 3,990 schools in England inspected between September 2009 and March 2010.

Is it the systems in state education that are creating a roadblock to good teaching or is it the teachers themselves that are the problem? Does the change of government provide an opportunity for teachers or will it be just another failed attempt to improve educational opportunity and standards? Are the local authority education departments a help or a hindrance? Do the teaching unions stand for progress or are they self interested reactionaries?

### 1. Teach First

Whatever your thoughts on these points there is no doubting the demand from new graduates to be selected for the Teach First programme. This leadership development programme differs from the traditional teaching route of a degree followed by a post-graduate certificate in education (PGCE) because it instantly takes you out of the university lecture hall and straight into the classroom for hands-on experience, pretty much from day one.

James Darley, director of graduate recruitment at Teach First, says: "There's an educational disadvantage in the UK, whereby the wealth of a parent determines the quality of their child's education. We can help change that by putting the best minds into the most challenged communities and help raise the achievements and aspirations of a child's life."

Teach First offers graduates a structured and rigorous two-year teaching and leadership development programme – the sort of training that, he believes, most private sector companies have been forced to axe as a result of the recession. Darley also believes that: "It's a scheme whereby you will progress faster than any other graduate programme – if you can deal with a classroom of 30 children disengaged with education, you can deal with a trading floor or an unhappy client.

"You have to not only have the subject knowledge but also be a good planner, organiser and leader and also think about humility and respect. If you are thrown into a community that's very different to your own, you have to be able to get beyond that, get on their level and understand those children."

The programme lasts for two years, graduates receive a training salary of between £17,260 to £21,242, and, on top of that, the course modules count towards a master's in educational leadership, providing another qualification. (The MA is fully-funded provided it is completed within three years of starting Teach First).

For 2010 there were about 500 places available, of which 150 places were to start teaching science, maths or ICT. Applicants required a 2:1 or a First and A-levels grade A or B in the subject they wished to teach (science applicants required at least two science A-levels at grade A or B).

## **2. But, why start a career in teaching?**

**Teaching is not a job for everyone. Neither is it an easy option. But making a difference to children's lives can be the most rewarding of vocations.**

As a career choice, teaching suits lots of different people. For some it's the feeling of making someone feel better about themselves. For others it's a burning desire to share a passion for a subject. Some treasure the 'ah ha' moment when the penny drops for a pupil. Most love the dynamic atmosphere of working with young people.

We all remember a teacher who inspired and encouraged us. That person will have changed our lives in a very positive way. And yet, talk to friends from your school days and they might have identified with a teacher with an altogether different personality.

There is no one type of person who becomes a teacher; whatever you think you can bring to teaching, remember that a great staffroom is a varied and exciting mix of personalities. This reflects the fact that a learner can just as easily respond to the noisy vibrant type as they might to the quieter, more precise teacher.

Many teachers enjoy the fact that no two days are the same. Of course there is a timetable and a set pattern of lessons to follow. But the people in front of you will always challenge you. They will ask questions you've never considered. They will certainly never cease to amaze you, and sometimes amuse you. And they'll make you reappraise your approach to the subject - and to life.

Teaching needs energy and resourcefulness. You need to master a subject and master a classroom. There will be days when your class needs TLC, days when it requires geeing up, and other days when it can relax and enjoy learning.

You'll be fascinated by the individuals and their interactions, and can draw on the vibrancy of youth – discovering things you never knew along the way.

## **3. Greater Freedoms in Education**

Michael Gove, Secretary of State for Education, addressed headteachers at the National College for Leadership of Schools and Children's Services' Annual Leadership Conference in Birmingham on June 17th 2010.

Regarding greater freedoms Michael Gove said:

“One of the first things we have done is to give professionals more scope to drive improvement by inviting all schools to consider applying for academy freedoms.

But we will now also provide you with the kind of autonomy that has served schools in America, Canada, Sweden and Finland so well and allow all schools the freedom to develop their own curriculum and fully control their own budget and staffing”

The Education Secretary stated that over 1772 schools have enquired about academy freedoms; 870 of these schools are rated 'outstanding' including 405 secondary schools and more than 400 outstanding primaries.

Any school which acquires academy freedoms will continue to be governed by admissions rules which guarantee fair access to all, safeguards the inclusive character of comprehensive schools, ensures all schools take their fair share of pupils in need and prevents any school discriminating in any way against those pupils with special educational needs.

The Education Secretary stressed the importance of attracting highly qualified teachers to the teaching profession and has committed to:

- Expanding organisations such as Teach First, Teaching Leaders and Future Leaders which have done so much to attract more highly talented people into education
- Writing off the student loan payments of science and mathematics graduates who go into teaching
- Reforming teacher recruitment to ensure there is a relentless focus on tempting the best into this, most rewarding, of careers
- Reforming teacher training to shift trainee teachers out of college and into the classroom

#### **4. Starting your career in a Maintained School**

Non-academy state schools deliver the national curriculum set out by the Department of Education (DOE) which encompasses literacy and numeracy strategies. It also requires students to take national assessments at the end of key stages; the results are forwarded to local authorities and the DOE.

If you work in a state school, you're contractually employed by the local authority. This means you're paid according to the National Pay Spine, and are required to work 195 days in any academic year. 190 of these are to teach pupils and five days are for staff development.

You are expected to perform such duties that the head teacher requires within a reasonable time scale, and will be expected to do additional hours in order to discharge your professional duties.

#### **As part of your pay and conditions you are required to:**

- Teach and have pastoral responsibilities for your students
- Report on students' progress
- Maintain order and discipline
- Prepare students for examinations
- Attend staff meetings and parents' evenings
- Attend in-service training

As a newly qualified teacher in the state sector in England and Wales you must complete an induction period, which consists of the full-time equivalent of three terms' work. Extra training is provided by the school during your induction period to help you meet required standards.

#### **In the state (maintained) sector schools are divided into types according to who runs and maintains them:**

- Community Schools - run by the Local Authority (LA)
- Voluntary Aided - run by the LA but a foundation (usually religious) appoints most of the governing body
- Foundation - these were originally Grant Maintained Schools. The governing body are the contractual employers
- Community Special Schools - Special schools run by the LA
- Specialist School - normally in technology, languages, sports or arts. They receive extra funding and offer training to local schools and specialists classes

## **What are the benefits for teachers working in state schools?**

There is a clear, structured pay scale for all state teachers. It is usual for Newly Qualified Teachers (NQTs) to start on M1 of the pay scale. However, if you have previous employment and hence experience that the school values, then you may be able to negotiate a higher starting salary with the governing body. There are also recruitment and retention points that the school may offer depending on the recruitment and budgetary situation of the school.

In state schools you are able to take advantage of the Teachers' Pension Scheme that the LA also pays into. You get tax relief on this and the LA pays 8.35% of your salary into it each month. The Teachers' Pension Scheme is still recognised to be one of the best available.

You are not bound to take after school clubs or undertake a duty during your lunch hour.

There is a high level of professionalism required of state education teachers. To ensure this level continues to improve, the LA provides additional training courses together with in-service training days in school.

## **Do teachers need any special qualifications to be able to teach in the state sector?**

To teach in the state sector teachers need to have Qualified Teacher Status (QTS). To gain this, you are required to have a degree and a formal teaching qualification (although the two can be combined) designed for the age group and subject you wish to teach. You need to reach the 'Professional Standards for Qualified Teacher Status' by the end of your formal training to gain QTS.

In England and Wales you must also complete an induction period within four years of gaining your teaching qualification. To become a full teacher you need to reach the induction standards by the end of your induction period.

You can only "supply teach" for a maximum of four terms if you have yet to complete your induction period.

## **5. Teaching in Independent Schools**

**Teaching in the independent sector can mean smaller class sizes, better facilities and greater flexibility.**

Independent school teachers and administrators work in closely-knit communities with high academic expectations, motivated students, and involved parents. They have a chance to collaborate with colleagues, and to affect the development of young people through their work in and out of the classroom. Classes are more intimate learning environments where teachers are closely connected to their students and discipline problems are less common. Independent schools encourage teachers to be creative, flexible, and autonomous in their classrooms.

Independent schools don't have to follow UK national curriculum, but are free to decide which subjects and exams they offer – for example IGCSEs or International Baccalaureate. Whilst not all schools offer a massive range of subjects, as a teacher you may have a lot more freedom and flexibility.

Each independent school strives to admit students who will benefit the most from its programme. The same rationale applies for selecting teachers, and finding the right job often depends on finding the right match between your talents and interests and a school's philosophy, mission, and needs.

Independent, fee-paying schools provide teachers with a different environment in which to express themselves as education professionals. Sometimes called public, or private schools, they differ from state maintained schools in many ways, and suit some teachers more than others.

As a teacher, you need to feel comfortable in your environment. That doesn't mean that you need to have had a private education yourself. Class sizes in the independent sector can be a real attraction to teachers. As fee payers, one of the first things parents expect, and usually get, is smaller class sizes than in the maintained sector. For teachers this means less marking time and more chance to concentrate on individuals.

For many teachers, the extra curricular activities available at an independent school outweigh the classroom work. On the whole, sports, arts, drama and music facilities are far better. Some independent schools focus on bringing in the best pupils, so you may have the chance to work with the stars of the future. The range of these activities may give you the chance to further your interests in areas such as outdoor pursuits or the arts. Although you won't be forced to do anything you can't do, you may find yourself on the hockey field with the Under 15s or supervising a canoeing trip to the local river.

It's important to realise that there's no such thing as a typical private school, whether at preparatory (primary) or secondary level. Going to an independent school doesn't mean the pupils - or indeed the teachers - are 'posh'. Many children come from normal working families who have chosen to make sacrifices to pay for their children's education.

Each school is defined by its own identity, based on ethos, history, culture, tradition, catchment, size and areas of specialism.

Of course if you have been to an independent school, you will know something about the role of traditions, which are peculiar to every school. Some teachers find the more archaic rituals tedious, yet these are a strong part of the culture, and you need to embrace these as part of the whole job.

## **Teaching hours, pay and holidays**

Those working in boarding schools will see their responsibilities expand into offering a more pastoral role, requiring more hours in the evenings and at weekends. Certainly you're likely to be involved as a tutor, who might have some duties into the evening on one night a week. It is possible to expand this role and become a deputy or even a house parent.

Pastoral involvement is hugely rewarding because you get the chance to engage with the pupils as people. However your working hours are different. Even in day schools, the teaching day tends to be longer and can involve Saturdays.

In general, private school holidays tend to be longer. You may enjoy up to 19 week's holiday a year, but might need to factor in 31 Saturdays in return if a school has Saturday lessons or is boarding.

Terms and conditions of service will vary throughout the independent sector. Benefits made available to staff vary greatly. You might be given some housing allowance, or reduced fees for your children. Some boarding schools even provide subsidised accommodation. Salaries will be competitive. Many schools use the main national salary scale as a minimum, often enhancing it by adding an agreed percentage. Larger schools often have their own pay scales, which are likely to be above the standard scales.

Teachers in the vast majority of Independent Schools Council (ISC) schools are members of the Teachers' Pension Scheme (TPS). The terms for independent school teachers in the TPS are the same as for teachers in maintained schools, so that there should be no difficulties in transferring between the maintained and independent sectors.

## Qualifications

Independent schools are permitted to set their own requirements with regard to qualifications so, unlike state schools, a teaching qualification is not insisted upon. However, times are changing. While previously an independent school might have been happy to appoint a teacher on the basis of their academic credentials alone, it is now more likely the case that they prefer teachers to be qualified and experienced.

Many independent schools do not offer an induction year in which NQTs can achieve full-qualified teacher status although the support given to the NQT will be just as good. *It is worth considering completing your induction year before embarking on a career in the independent sector.*

## 6. Academy Schools

Academies are state-maintained independent schools set up with the help of outside sponsors. Former Prime Minister, Tony Blair, established academies in 2000 to drive up standards by replacing failing schools in struggling education authorities. Originally called city academies, the government dropped the word "city" to allow for academies in struggling rural areas as well as inner cities.

Organisations such as business, faith or voluntary groups, universities, high performing colleges or schools run academies outside of the local education authority's (LEA) funding control. They operate within all the national requirements for curriculum and standards.

## 7. Qualified Teacher Status (QTS)

Since 1 September 1989, a person wishing to teach in the maintained sector has had to have Qualified Teacher Status (QTS). The three most common routes are via a Post Graduate Certificate of Education (PGCE), a Bachelor of Education (B.Ed.), or by taking part in the Graduate Teacher Programme (GTP):

- A PGCE course mainly focuses on developing your teaching skills, and not on the subject you intend to teach. For this reason, you are expected to have a good understanding of your chosen subject(s) - usually to degree level - before you start training. Courses generally last for one year full-time or up to two years part-time.
- PGCE courses are available at universities and colleges throughout the UK.
- The GTP is an employment-based route into teaching. It allows graduates to be employed as unqualified teachers at a school while working towards the standards that all trainees have to meet in order to gain Qualified Teacher Status.

Once an individual successfully completes one of these training programmes and passes - or is deemed to be exempt from - the three skills tests (numeracy, literacy and ICT) he or she is awarded QTS, becomes a Newly Qualified Teacher (NQT) and can start induction.

Newly qualified teachers can complete their induction year in the independent sector but only if the school has registered to do so.

## 8. Teacher Taster Days

Some ISC schools are offering [teacher taster days](#) to people who are interested in teaching in an independent school. They are designed for undergraduates or post graduates who are interested in teaching; teachers in the state sector who would like to find out more about teaching in the independent sector; and individuals interested in a career change.

Teacher taster sessions vary between schools. Most will be a half day to a day; some a couple of days; and a few a couple of weeks. Most will involve observing lessons, meeting key staff and tours of the school. Some look at extra curricular activities, which form an important part of the independent sector and some offer a boarding experience. If a taster session lasts longer than a day it is likely that a CRB check will be required.

## 9. Further information

Useful web sites include

- the Independent Schools Yearbook ([www.isyb.co.uk](http://www.isyb.co.uk))
- the Independent Schools Inspectorate ([www.isi.net](http://www.isi.net)) and
- the Independent Schools Council ([www.isc.co.uk](http://www.isc.co.uk)).

All applications for the Graduate Teacher Programmes (GTP) must be made to a Designated Recommending Body. For more information click on the links below::

- [The Institute of Education \(IoE\)](#)
- [SSTORMM](#)
- [West London Partnership](#)
- [e-Qualitas](#)

## JOB OPPORTUNITIES THIS MONTH

### 1. GKN Plc

Technology and engineering from GKN is at the heart of the vehicles and aircraft produced by the world's leading automotive, off highway and aerospace manufacturers.

Approximately 39,000 people work in GKN companies and joint ventures in more than 30 countries. Every day we harness our considerable technology and manufacturing resources to supply the highest quality systems, structures, components and services.

### What's on Offer?

An 18 month programme which offers you the unique foundation to explore different functions, businesses and countries while addressing your individual development needs.

### What GKN are looking for

- You should be studying to Masters level degree in Mechanical, Manufacturing/Industrial, Aeronautical, or Aerospace Engineering
- Clearly demonstrated leadership aspirations
- Globally mobile
- Currently speak or a desire to learn a second language
- Able to commence employment in October 2010

### The Role

An intensive, focussed five year fast track development programme, aimed at nurturing our future global leaders. The first phase is an 18 month series of 3 placements across our businesses and including at least one international assignment. Following the successful completion of the first phase you will embark on the fast track career managed phase of the programme, you should expect to spend around 18 months each in your first two permanent roles, and at the end of the five year programme we expect you to be in a significant management role.

We will give you the opportunity to test and grow your technical and management skills across different business, cultures and countries. We will support and develop you as you work on real projects, solving real problems and delivering real change.

This is a 'boutique' programme; we will only be recruiting a small number of graduates and so if you are successful you can be assured of an individual programme, personal attention, and flexible development.

### For further information see:

<http://www.gkn.com/careersacrossgkn/graduatedevelopment.asp>

**Closing Date:** Submit your CV and covering letter explaining how you meet the above criteria to the following email address no later than 30th June 2010 to:

[graduate.programme@gkn.com](mailto:graduate.programme@gkn.com)

If successful you will be invited to attend an assessment centre which will be held on the 21st or 22nd July 2010.

Please note that GKN are only able to offer The GKN International Leadership Development Programme to European or US citizens at this current time.

## 2. DLA Piper

DLA Piper became one of the largest legal service providers in the world in 2005 through a merger of unprecedented scope in the legal sector. We represent more clients in a broader range of geographies and practice disciplines than virtually any other law firm in the world. Our client commitment is also our brand – everything matters when it comes to the way we serve and interact with our clients. If it matters to them, it matters to us.

### What's on Offer?

Training Contract for **2012** - We offer approximately 85 training contracts a year across [our eight UK offices](#)

### What DLA Piper are looking for

We welcome applications from students with either a law or non-law background who have a minimum of ABB (or 320 UCAS points) from three A Levels (or equivalent) and expect, or have achieved, a 2.1 degree classification. Please note, when applying for a training contract at DLA Piper you can only apply to one office.

If you can meet these standards then our selection criteria are based on one thing: You.

Amongst other elements, we want people to prove they have the following:

- Good communication skills
- The ability to work as part of a team
- Commercial awareness and a genuine interest in the business world
- Motivation, hard work, drive and an appetite for life

### The Role

Training contracts at DLA Piper consist of four six month seats. Although we do not have compulsory seats, training contracts must consist of at least one contentious and one non-contentious seat and we would try to ensure your seats gave you as broad a training experience as possible. Being a commercial firm, a seat in an area like corporate or finance is likely. [Read more about our practice areas.](#)

There are opportunities to apply for client secondments which will help to hone your commercial skills. Current client secondments include:

- HSBC
- Arcadia
- Barclays

We also offer the opportunity to apply for international secondments. Current international secondments are:

- Moscow
- Tokyo

### For further information see:

<http://www.dlapipergraduates.co.uk/opportunities/index.html>

**Closing Date:** 12<sup>th</sup> July 2010

### **3. Fitch Ratings Ltd**

Fitch Ratings is a global rating agency committed to providing the world's credit markets with independent and prospective credit opinions, research, and data. With 50 offices worldwide, Fitch Ratings' global expertise, built on a foundation of local market experience, spans across capital markets in over 150 countries. Fitch Ratings is widely recognized by investors, issuers, and bankers for its credible, transparent, and timely coverage.

#### **What's on offer?**

Trainee Credit Analyst

#### **What Fitch Ratings are looking for**

You will possess a strong academic track record and be a recent graduate in a numerate subject, ideally related to finance or economics. However, we also welcome applications from candidates from other disciplines such as engineering and sciences. You must have excellent communication skills and be able to deliver clear and concise analysis in all forms of English. Fluency in another European language would be an advantage but is not essential.

#### **The Role**

We are seeking trainee analysts to join our three core functions; Corporate Finance, Financial Institutions and Structured Finance within their respective analyst development programmes based in London from September 2010.

As a trainee analyst at Fitch you can expect first class training delivered by our highly experienced analysts as well as through external and internal training courses. You can also expect support in attaining further professional qualifications such as your CFA, subject to ongoing performance.

You will be trained in the fundamental skills of credit analysis and develop into an effective credit ratings analyst.

#### **For further information see:**

[http://careers.peopleclick.com/careerscp/client\\_fitchratingsuk/external/jobDetails.do?functionName=getJobDetail&jobPostId=5371&localeCode=en-us](http://careers.peopleclick.com/careerscp/client_fitchratingsuk/external/jobDetails.do?functionName=getJobDetail&jobPostId=5371&localeCode=en-us)

**Closing Date:** 9<sup>th</sup> July 2010

## 4. Bloomberg

Bloomberg is about information: accessing it, reporting it, analyzing it and distributing it, faster and more accurately than any other organization.

The BLOOMBERG PROFESSIONAL® service, the core product of Bloomberg, is the fastest-growing real-time financial information network in the world.

### What's on offer?

Financial Software Development

### What Bloomberg are looking for

This position is suitable for graduates with a BSc/BA, MSc/MA, or PhD in a scientific, engineering or mathematical discipline, or those with equivalent experience. We will also consider candidates with some relevant post-study commercial experience.

### Requirements

- Driven to analyze business problems and translate them into working software applications
- Excellent interpersonal and communication skills are required
- You must be highly detail oriented with a desire to design and develop financial software applications
- Exposure to C/C++ is highly preferable
- Fluency in at least one programming language is essential; knowledge of a second is advantageous
- Details of course content will assist us in the processing of your application
- Please display your grades on your cv

### The Role

You will join a team where you will gain early responsibility for the full lifecycle of a portion of our product; making a tangible contribution to the design, implementation and testing of software. This position leads to a variety of career paths, ranging from highly technical to more business and finance oriented. We provide extensive training and development opportunities, starting with a training class where you will learn the technical and financial knowledge needed to succeed.

**For further information see:** [http://about.bloomberg.com/careers\\_find.html](http://about.bloomberg.com/careers_find.html)

**Closing Date:** currently open for start dates of Monday 6th September 2010 and Monday 15th November 2010

## 5. Morrison Utility Services

Morrison Utility Services is one of the UK and Ireland's leading service providers within the electricity, gas, telecom and water sectors. Our service offerings are centred on the provision, replacement, repair and maintenance of utility infrastructure, which our clients own and utilise to transport and distribute water, electricity, gas and communications to their customers.

### What's on offer?

3 year Engineering Graduate Programme

### What Morrison Utility Services are looking for

#### Degree:

To join this programme all graduates should have a minimum of a 2:2 degree in Mechanical, Civil, Electronic or Electrical engineering or any other relevant degree. All degrees should be accredited by the relevant engineering body.

#### A-levels or equivalent:

Ideal candidates will have 3 B's at A-level or equivalent in any academic subject i.e. not including general studies. Candidates who do not meet these requirements will still be considered provided the rest of their CV and application is strong.

**Relevant work experience** is highly regarded.

### The Role

The graduate development scheme spans a minimum three year period and gives graduates the ideal foundation for their career, combining course, seminars and varied, practical on-the-job experience.

The initial two years will allow the graduate to undertake a series of placements across the business, to gain experience within the different environments in which it operates and to gain an understanding of the overall business operations.

While in year three the graduates will embark on the extended section of the programme in a suitable role to continue professional development and become an integral part of a team, building levels of expertise, knowledge and competence within a specific area of the business.

While the programme will be structured to comply with chartered status, it will essentially provide a framework which graduates will be expected to navigate their way through, demonstrating a proactive attitude and taking responsibility for their own personal development, to achieve both success within MUS as well as obtain accreditation.

**To apply and for further information see:** [www.morrisonus.gtios.com](http://www.morrisonus.gtios.com)

**Closing Date:** 16<sup>th</sup> July 2010

## 6. IMS Research

IMS Research is a leading business-to-business market research firm that serves major blue chip companies in over 40 countries around the world. Our clients operate in fields such as semiconductors, automotive and consumer electronics, security, wireless technologies and industrial automation. We are a successful and fast growing company with revenues increasing by 110% over the last three years. Today we have over 90 analysts across three locations: Austin, Texas, USA; Shanghai, China and the headquarters in Wellingborough, UK.

### What's on offer?

Market Analyst Roles

### What IMS Research are looking for

We are especially keen to hear from applicants with an engineering or related technical degree who are interested in using their skills in a commercial environment. We also consider science, business, finance and marketing graduates who can demonstrate an interest in working in the technology sector.

The successful applicant will require the following skills:

- Highly numerate and comfortable manipulating and presenting statistics in a variety of formats
- Confident telephone manner and willingness to spend an average of an hour or two a day on the telephone to customers focusing on sales and research
- Excellent verbal and written communication skills
- Intermediate or advanced Excel skills with experience of producing spreadsheets, graphs and tables
- Creative, inquisitive and persistent and enjoy solving analytical problems
- Good project management skills

### The Role

We are currently looking to recruit market analysts to work for our Medical, Semiconductors (LED's), Financial, Power & Energy and Security groups.

You will be responsible for the timely production of market research reports, including research, forecasting and business development. Market Analysts work closely with customers at every stage of our projects and build constructive partnerships to ensure that all their needs are met. You must be able to travel internationally when required.

We give our new recruits early responsibility; you can instantly impact on our success, working on live projects from day one. We take the development of our staff seriously and throughout your career at IMS we will provide opportunities for personal growth and development.

**For further information see:** <http://careers.imsresearch.com/>

**Closing Date:** 15<sup>th</sup> July 2010

## 7. Synergy Health Plc

Synergy Health delivers a range of specialist outsourced services to healthcare providers and other clients concerned with health management. These services are aimed at supporting our customers to improve the quality and efficiency of their activities, whilst reducing risks to their patients and clients.

Our business operates across Europe, South Africa and Asia.

### What's on offer?

Graduate Management Trainee

### What Synergy Health are looking for

At least a 2:1 in a business/management degree or in a science or Health Care related discipline. You'll also need to be eligible to work in the UK and have a full, clean driving licence.

We are also very keen to hear from Mandarin speakers, who have the right of abode in China. At the end of the programme you will move into management roles in our growing businesses in China.

### The Role

You'll enjoy workplace and off-the-job training, and undertake project placements within one of our three Divisions. You might even have the opportunity to be seconded to one of our companies overseas.

This training will prepare you for a junior management role within the Division in which you train or within the wider Group - this will of course depend upon the roles that are available at the end of your training period.

**For further information see:** <http://www.synergyhealthplc.com/careers.aspx>

**Closing Date:** 2<sup>nd</sup> July 2010

## 8. Ode Ltd

Ode was established in 1978 as the design wing of a major fabricator to the Oil and Gas Industry. The company has grown and developed over the years and now provides comprehensive consulting, engineering, procurement, project management and operations support services to the International Oil, Gas and Renewable /Wind Energy Industries.

### What's on offer?

Graduate Engineer Roles

### What Ode are looking for

You will ideally hold a masters degree in a related discipline with a course content aligned to Ode's activities in offshore, onshore and renewable energy engineering. We shall also look for the ability to work both on your own initiative and as part of a project team, enthusiasm for your discipline, commitment to high professional standards and an aptitude for innovative problem-solving.

You will be expected to work towards membership of the appropriate professional institution. You will be willing to undertake short term secondments to fabrication/construction/offshore facilities where appropriate for both the project and your professional development. You must currently have the legal right to work in the UK. Some relevant experience is helpful but not a requirement.

### The Role

#### **Structural Engineer – Kingston-Upon-Thames base**

Working on the analysis of complex steel structures associated with oil & gas and renewable energy projects using SACS analysis software, input to detailed design of structural elements and preparation of engineering study and design reports. Successful candidate is expected to have opportunities to gain experience the design, installation, and naval architectural aspects across a range of subsea templates, oil and gas platforms, onshore refineries, offshore wind turbine support structures.

#### **Controls & Instrumentation Engineer - Great Yarmouth base**

Undertaking engineering design within multi discipline engineering projects, comprising piping and instrument diagrams, instrumentation data sheets, cause and effects diagrams and the production of control and instrument specifications.

**For further information see:** <http://www.ode-ltd.co.uk/>

**Closing Date:** 9<sup>th</sup> July 2010