



# English Graduate Success Stories



KEELE  
UNIVERSITY

*A unique insight into the career pathways of Keele English graduates.*



Centre for Learning  
and Student Support

Welcome to our English Graduate Success Stories illustrating the diverse pathways taken by Keele graduates. We hope that these case studies will inspire and inform you in your career planning and future opportunities.

For any of you who have asked the question 'What can I do with a degree in English?' these case studies and complementary information will give you some answers.

The degree study of English gives you an excellent skills-set from which to pursue a broad range of careers. Quoting from our case studies:

"Studying English Literature helped me to think critically and to communicate more effectively, both in writing and orally."

"My English degree has definitely helped me to improve my written skills as well as verbal reasoning."

"The skills that English develops - the ability to synthesise information, the ability to research, the ability to clearly and succinctly impart that information to others, the ability to organise and draw together disparate threads of information....all of these skills are required."

These case studies are unique as many have been undertaken by our English students taking the opportunity to enhance their written communication skills in a non-academic context, ask the questions that students want answers to and kick start their own portfolios. Each case study is in a different format and style to reflect the interviewee and interviewer. We hope this makes them all the more interesting for you.



This was an English Subject Centre funded project.

# What can I do with a degree in English?

The answer to this is most graduate careers.

Career choice is dependent not only upon degree discipline but also skills and insights developed from your degree, employment and extra-curricular activities.

Other key factors are what interests and motivates you, whether it be manipulating the written word, research, organising people or supporting others.

Literature graduates progress into careers as varied as accountancy, advertising, banking, editorial work, information management, public relations, retail management, teaching.....

Take a look at

<http://www.english.heacademy.ac.uk/explore/projects/archive/careers/careers5.php>

This site provides you with a comprehensive breakdown of the skills developed from an English degree. Also see [www.prospects.ac.uk](http://www.prospects.ac.uk) for Prospects Planner, a career exploration tool specifically for undergraduates and Options with Your Subject.

You can come and see a Careers Adviser to talk over your ideas and planning at any stage. We are based in the Walter Moberly in The Centre for Learning and Student Support. See <http://www.keele.ac.uk/depts/aa/careers/index.htm>

Below are web sites for careers that tend to be popular with English students and graduates but there are many other possibilities open to you as evidenced by the case studies.

## Advertising

There is a wide range of roles in advertising from copywriting to Media Planner.

The Institute of Practitioners in Advertising have an excellent careers section including a guide to types of agencies, work experience and securing employment. See [www.ipa.co.uk/careers/](http://www.ipa.co.uk/careers/)

The Advertising Association has a 36 page career guide and advice on graduate entry to the field. See [www.adassoc.org.uk/html/careers.html](http://www.adassoc.org.uk/html/careers.html)

## Archivist

An archivist works with historical documents and other artefacts to plan and organise their preservation, conservation and retrieval. For information on what the job involves and advice on career planning, see [www.archives.org.uk](http://www.archives.org.uk)

## Arts Administrator

Arts administration encompasses organising music festivals to coordinating a theatre's marketing. For a profile of Arts administration see [www.prospects.ac.uk](http://www.prospects.ac.uk). Click on Jobs and Work followed by Explore Jobs and use the alphabetical listing to find Administration Arts. Also see [www.artsprofessional.co.uk](http://www.artsprofessional.co.uk) for vacancy examples and news of arts organisations and funding.

## Bookselling

If you were a bookseller a literature graduate would be a great catch. They will be able to understand genres, advise buyers and write book summaries for in house publications. Most booksellers do not have graduate training schemes but expect you to enter as a sales assistant and work your way up. See [www.bookcareers.com](http://www.bookcareers.com), [www.thebookseller.com](http://www.thebookseller.com) and [www.prospects.ac.uk](http://www.prospects.ac.uk) Click on Jobs and Work followed by Explore Jobs and use the alphabetical listing.

## Education Administrator

Working in HE, FE, private colleges and schools as well as the local education authority, educational administration can be varied dealing with issues such as admissions, special needs, examinations, course planning and requires an organised mind with an eye for detail. For a job description see [www.prospects.ac.uk](http://www.prospects.ac.uk). Click on Jobs and Work followed by Explore Jobs then A for administration. Also see [www.aqa.org.uk](http://www.aqa.org.uk) for the professional body of university administrators.

## Information Management

Information managers, often known as librarians, work in a variety of environments including universities, law firms, pharmaceuticals and the local community. They deal with text, IT and people. Research skills, effective use of the written word and verbal communication are all important for this role. It's a competitive profession requiring postgraduate professional qualifications and experience. For more information see for details on the role and graduate training opportunities [www.cilip.org.uk](http://www.cilip.org.uk)

## Journalism

Many literature graduates aspire towards journalism as a way to use the written word in their career. Journalism includes newspapers, magazines, radio and television with most graduates embarking upon print journalism as their starting point. Postgraduate courses are an option with many requiring a portfolio for entry. See [www.prospects.ac.uk](http://www.prospects.ac.uk) Click on Jobs and Work followed by Explore Jobs and then J in the index to look at different areas of journalism and see [www.nctj.com](http://www.nctj.com) for accredited journalism courses. Also [www.skillset.org](http://www.skillset.org) for media careers.

## Lecturer

Lecturers exist in a variety of contexts but primarily HE and FE. For HE, postgraduate academic study is essential and a PhD is required. This reflects the need to produce and publish research as well as lecture to students. For FE the emphasis is upon teaching and there are a variety of entry routes. In FE you might teach both literature students at GCSE and A level but also communication or literacy strands in vocational courses. For HE you can speak to your academic staff and see [www.prospects.ac.uk](http://www.prospects.ac.uk) Click on Jobs and Work followed by Explore Types of Jobs then L to scroll down for job profiles for both roles.

**Public Relations**

Public Relations (PR) is about communicating messages, concepts and ideas to the general public, target consumers or a captive audience. PR can be in-house or on a consultancy basis and involves a range of activities from writing press releases, researching issues, preparing promotional materials to making presentations. For information see [www.prca.org.uk](http://www.prca.org.uk) and [www.ipr.org.uk](http://www.ipr.org.uk).

**Publishing**

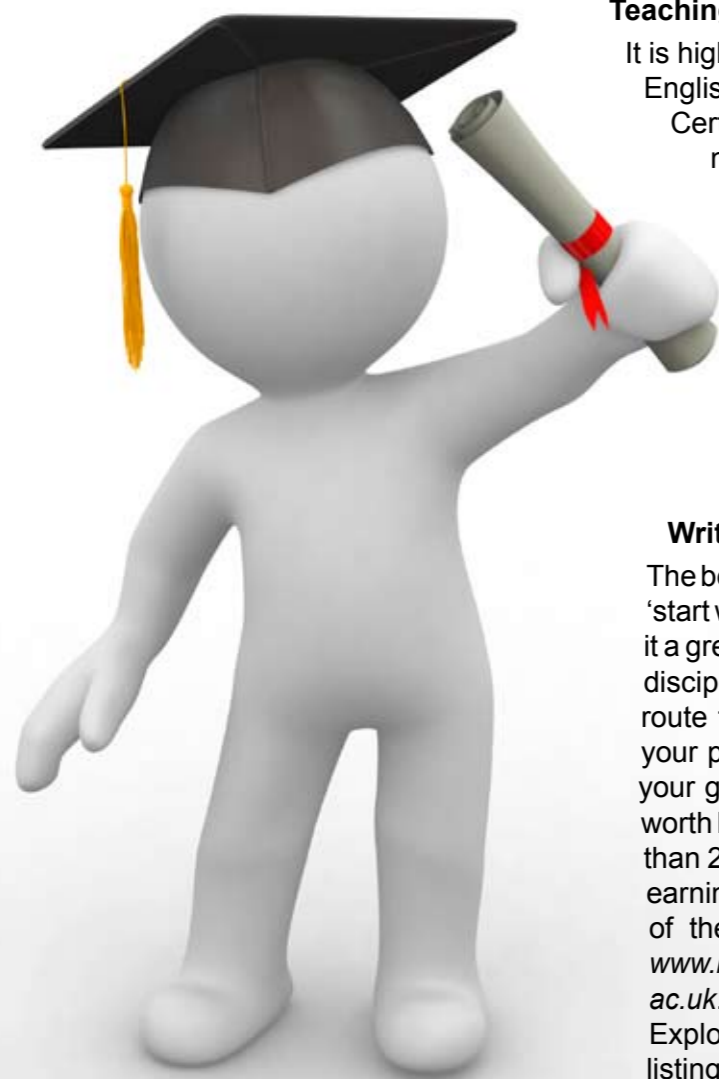
Again, this is a popular area for Literature graduates usually attracted to commissioning authors. Publishing does have a very broad range of career areas and editorial assistant is the most common entry route typically reached through work experience and administrative experience. See [www.publishers.org.uk](http://www.publishers.org.uk) for careers information and [www.thesyp.org.uk](http://www.thesyp.org.uk) for internships and jobs.

**Teaching**

It is highly competitive to secure a place on an English or primary PGCE (the Postgraduate Certificate in Education) so this is certainly not a soft option. Critical to achieving a place in teacher training whether primary or secondary is experience in a state school ideally with the key stage in which you are interested. For information on postgraduate training see [www.gttr.ac.uk](http://www.gttr.ac.uk) and you can visit the Careers Service for information on experience, timing and applications.

**Writer**

The best advice regarding a career in writing is 'start writing'. Many aspiring writers talk about it a great deal but never actually have the self-discipline to write anything. There is no one route to being published but being aware of your potential readership and the market for your genre is a good starting point. It is also worth having a parallel source of income. Less than 20% of writers live exclusively from their earnings and this is often in the later stages of their career. For more information see [www.bookcareers.com](http://www.bookcareers.com) and [www.prospects.ac.uk](http://www.prospects.ac.uk). Click on Jobs and Work, followed by Explore Jobs and then use the alphabetical listing.



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# Alex Tankard

**Alex is a PhD student at Liverpool University undertaking her thesis entitled: 'Invalid lives: disability, masculinity and consumptive identities in 19th-century literature and culture' – although apparently this precise title changes on a regular basis.**

**I knew I wanted to be a university lecturer since I was 13** at least. However, I went to a comprehensive school and our careers adviser was not very encouraging - seemed very sceptical about us going to university, let alone postgraduate study. Teachers were far more encouraging & supportive. I still want to be a university lecturer. Prospects don't look good for anyone (unless they're from Oxbridge!) but I'm satisfied I'm doing everything I can do to make myself employable: publishing, teaching, and conferencing.

**I found my Masters was far more challenging than my degree** - I was afraid I'd reached the limit of my ability but of course that's why MA plus PhD takes at least 4 years - it takes 4 years to become good enough to get a PhD! At MA level you have a little more freedom than at BA to direct your own research. At PhD it is wide open to pursue your own personal interests & obsessions - I feel as if I'm just doing my hobby all day long.

**I chose Liverpool for postgraduate study and research so I could live at home and because I thought I stood a better chance of getting AHRC money** studying there than at other local institutions, although this may not be true! I found moving back home was ok and I got on better with my mum after living away for 3 years. If you can stand it, it's a good way of spending less money - you've already proven you can be independent, so don't need to prove it again.

**My greatest challenge to staying focused during my BA** was my own lack of confidence. Basically, as a kid my teachers wouldn't even enter me for the 11-plus because they knew I wouldn't get in to a selective school, so it took me years to realise I wasn't too thick to get through university. Getting a good 1st at BA, a good Distinction at MA, and AHRB/AHRC funding despite my rocky start in school made me realise I could compete with more privileged students. And, of course, the support from my tutors at Keele - very important!

**I have been pretty fortunate with funding.** I got full fees paid and full Student Loan for BA 2000-2003 because I came from a very poor single-parent family. I then received AHRB funding for my MA. Initially I was turned down for funding for first year of PhD so registered part-time to pay low fees, worked as a cleaner, and reapplied for AHRC funding next year. I got it because I changed my research proposal and had a year's work to show for it. Taking a year out between BA and MA turned out well partly because entering the 'real world' made me more determined to re-enter academia, and partly because I wasn't doing exams while preparing my AHRB application.

**Teaching undergrads was intimidating at first** but I soon realised that my job was to show them how to pass the module, and obviously I knew how to do that.

**As to advising undergrads considering postgraduate options:**

**If you fail to get funding, if at all possible find a cheap way of starting your research anyway** - eg. part-time - and re-apply next year. Funding bodies will be impressed by your commitment and I think they are glad to make an informed decision on someone who has already done some work.

**Think about whether you really want to spend your life in academia.** If

Case study by Sarah Longwell

# Alex Tankard (continued)

not, postgraduate study to PhD level is a very expensive way to spend 4 or 5 of the most important formative years of your working life, especially if you could have been starting a lucrative career elsewhere during this time. If you are just doing it for pleasure & self-esteem rather than for a career, why not get on with your career and do higher study through the Open University later?

**Be 'pro-active' in making friends** - especially in other departments - and seeking social opportunities as postgraduate study can be very lonely if you don't.

**Cleaning is the best job ever** - even toilets aren't so bad - so long as you work in a place that isn't too gross. I cleaned the pub in my village. The money is generally above minimum wage and it is (in theory) a totally stress-free job - a great break from hard studying: you get a list of stuff to do, you do it, you go home. There are no customers to deal with, no tills and cash to get right, and no need to join a gym as it is great exercise! Work for a big company if you can - small family businesses tend to be inflexible for your needs but expect you to do all kinds of favours for them and they don't understand how your PhD can be more of a priority to you than their business!

**By the time you get to postgraduate level you are more confident socially, less insecure about your ability** because you have proved it in your degree, no matter what kind of school you went to before, and can probably be more selective about which people you spend time with than when you were a homesick fresher. So now you can prioritise the academic stuff in choosing your university.



# Ann Felsky

*Ann Felsky works in Canada as a social worker who specialises in adoption, a role that requires her to have a complex understanding of human motivation, something reading fiction has given her. Here she describes her role and career path so far.*

Case study by Lisa McWilliams

I am currently a social worker who specialises in adoption work. In Ontario, I am an Approved Adoption Practitioner. This means that I can work with couples and families who want to adopt either through the equivalent of the social services department, or using a private adoption agency or from overseas under the International Adoption Act.

### **Tell us about your career to date.**

I have worked in adoption since 1981. This has been a part time endeavour for me, at first alongside being a mother and then subsequently while I also worked full time as a social worker in a children's out-patient rehabilitation setting. I retired from the latter in 2006.

### **What did you choose to do after graduation?**

I graduated from Keele with a degree in English and Psychology in 1969. I was quite unsure what career path I wanted to take at that time and had considered Clinical Psychology. I knew that my ability to think on my feet was not up to a career teaching English in secondary schools. A fellow student at Keele, Barbara Davis, who was doing a social work course led me to consider social work. I applied to postgraduate social work courses and was accepted at Barnett House Oxford for the then Diploma in Social and Administrative Studies. I knew that I wanted to work with families and children and this course also led to the granting of the Home Office Letter of Recognition in child care. Because there was then a shortage of trained social workers to work in Social Services, I was able to get a sponsorship from Durham County Council which paid me a small salary (£389.00 per annum rising to £465.00 in the second year) while I spent two years training on the understanding that I would work for them for 4 years after I qualified. This salary allowed me to qualify without any debt and I went to work in Peterlee, County Durham as a child care officer, then senior social worker, then assistant training officer before moving to Oxfordshire CC in 1974 as a training officer for 4 years.

When I married a Canadian in 1978 I was able to get work as a social worker in a Children's Aid Society (the quaint name for the agency which fulfils the role equivalent of the Social Services Department's child welfare function). I was hired as an adoption worker. I worked for them for 18 months before starting my family. In the early years this was a very part time role and fitted in well with parenting commitments. At various times I took locum positions back with the agency, most notably as a counsellor for adult adopted persons seeking to get non-identifying information about their families of origin. This was a time when I felt that my English degree was really valuable as I needed to précis and interpret records kept by the agency. I needed to extract whatever I could from often rudimentary reports, tailoring my written report to the needs of the person involved and offering an account of the philosophy and conditions which were prevalent when their records were kept. It made me acutely aware of the importance of the information obtained at the time of adoption placements in allowing individuals to understand their own lives at a later stage.



# Ann Felsky (continued)

### **What does your day to day job involve?**

My tasks as an Approved adoption Practitioner are:

- To assess individuals and couples who wish to apply to adopt
- To complete a report based on this assessment which recommends to the Ontario Ministry of Children and Youth Services whether or not they should be approved as adoptive parents
- To educate them about the special responsibilities of adoptive parenthood
- To counsel birth parents who are considering placing their child for adoption and support them through the process of carrying out this plan if they wish to do this
- To review the history of children offered to families with them and recommend to the Ministry whether the specific placement should go ahead
- To follow up and ensure the wellbeing of children placed for adoption
- To cooperate with Adoption Agencies and Licensed Individuals who fulfil other roles in the adoption process.

These tasks involve a great deal of paperwork. Typically I receive a request for service either by phone or email and respond the same day. I provide applicants with a brief overview of the adoption home study system and direct them to online sources of further information or recommend books which deal with attachment issues. I email them an application package if they are ready to proceed and it typically takes them a minimum of 6-8 weeks to amass the supporting documentation before we begin home study meetings. I visit applicants in their homes and also conduct meetings in my office. Usually there are a minimum of 4 meetings spread out over at least a month. I also interview all the existing children of applicants and any other individuals living in the family home and obtain police and child welfare record checks for all.

### **What relationship do you feel your role has with your English degree?**

Social work requires the ability to communicate effectively both in person and in writing. The assessment process requires the ability to perceive trends and patterns in individuals' lives and to tease out the meaning and symbolic value to them of their life experiences. A recently reported study (pertinent details of which escape me) demonstrated that those who read fiction avidly have a more complex understanding of human motivation. Certainly, being well marinated in Eng Lit seems to have been a help to me!

### **Do you have any words of wisdom for current English students?**

Many careers require good written and spoken English skills. I could imagine myself playing up a different aspect of my interests if I had to choose a career over again: possibly following my concurrent interest in science by becoming a technical writer in some field. So I guess my advice is that while English is a remarkably enriching field of study and I don't for one minute regret having taken it, careers may need to be carved out of other talents and interests. I still enjoy reading and writing but mostly as hobbies rather than as part of my job.

# Carol Barker – Team Leader at Staffordshire Libraries

**Age:** 43

**Degree and University:**  
BA Hons English and French  
(Keele University, 1995), MSc  
Information and Library  
Science (Loughborough  
University, 1997)

**Work Title/ Brief job title:**  
I work for Staffordshire  
Libraries. I am responsible  
for a team of seven staff,  
who work to provide an  
effective information and  
local studies service in East  
Staffordshire.

Case study by Rachel Meese



## **What are the fundamental aspects of your work?**

I might get involved in helping someone trace their family tree, or help a customer find out more about a health problem they have recently been diagnosed with. It is my job to plan and co-ordinate, bid for funding, promotes activities to the public and the press, and ensures everything runs smoothly on the event day.

## **What made you choose your particular vocation?**

I love the fact that libraries empower people to find out more about themselves and the world around them. I have worked as a children's librarian and helped children discover the wonderful world of books: books are a real life-line.

## **What inspired you for this role?**

My parents took me to our local library on a regular basis from a young age, and I can still remember the excitement and anticipation of each visit, not knowing what wonderful books I would be able to find and take home with me.

In later years, I have enjoyed reading all kinds of novels, but also borrowed a lot of non-fiction to help me find out more about health, hobbies, and personal/professional development.

## **What are the positive aspects of your job?**

I have worked with many lovely staff in all the libraries I have worked at, and I do feel as though I have friends all over the country. I enjoy going out to visit people at other libraries or organisations in the community: I would hate to be stuck in one building.

I am encouraged to use my initiative a lot of the time. All team leaders are involved in the annual planning process at a county level so we can contribute our own ideas as to how we can achieve the targets we have been set, and I enjoy being able to get involved in this way.

## **Are there any negative points?**

The stereotypical image that the media has portrayed has a negative effect on the public's view of libraries and library workers. It is so negative and destructive, and I feel it does undermine the hard work we do in supporting literacy and personal development and developing communities.

We also have to achieve a great deal with very little funding and resources, so you have to learn to use your initiative.

**What relevant skills do you think you have which are paramount to your career?**  
You really need to enjoy working with people of all different ages, abilities and backgrounds, and you need to work well as part of a team as well as on your own initiative. You have to be patient, diplomatic, tactful, and be able to cope in stressful situations. You should also be organised, methodical and be good at explaining things to other people as well as a good listener and able to resolve conflicts and disagreements.

# Carol Barker (continued)

## **In hindsight, was the degree path helpful to your career?**

I think that going through the process of studying for a degree – and having developed the necessary research, communication, team working and IT skills – has been essential. Having studied English and French, I can say that my subjects have been helpful at times, but not essential.

For public library work I would say that a good general knowledge, and an interest in many subjects (such as history, geography, science, arts, popular culture and current affairs) tied in with confidence in using IT, are really useful. My Foundation Year at Keele was very helpful in this respect.

## **Did university lifestyle help set you up for your "adult" life?**

I went to Keele as a mature student at the age of 25. I was ready to move away from the town where I had grown up, which had begun to feel a bit claustrophobic (no, I have never moved back there!) and I really wanted to 'do' something with my life – but I wasn't sure what, exactly.

I feel that my university life was an amazing experience, and I still look upon those years as the best years of my life. I become much more independent and I also think that my confidence and self-esteem grew, through my achievements, friendships, and experiences at Keele.

## **What advice would you give graduates trying to approach your chosen field?**

Join the organisation for library and information workers (CILIP), and make the most of what they can offer. Even better, join a couple of their special interest groups, then go along to one of their committees and get involved at a local event.

Read about the different sectors and see what interests you. Try to get a graduate placement in your chosen sector: The CILIP Gazette publishes vacancies each fortnight, there are online bulletins too.

# Caroline

**Caroline graduated in 2003 with a degree in English Literature and American Studies. After exploring various careers, Caroline decided upon information management and has been a librarian at Moulton College for the last seven months. She tells us more about how she came to be where she is and what it actually involves.**

Case study by Sarah Longwell

## **What route did you take to professional qualification as a librarian?**

I initially went to Keele from 2000 – 2003 to do a joint honours degree in English Literature and American Studies. I worked in a law firm as a legal secretary for a year immediately after graduation, whilst deciding what career path I wished to take, before taking a job at a public library in Derbyshire. I worked in the library for almost four years, the last two-and-a-half in a part-time position whilst I studied part-time for my MA qualification in Library & Information Management at Loughborough University. I then secured my current position at Moulton College, a land-based and agricultural college in Northamptonshire.

## **Why did you decide librarianship was the best option for you?**

I have always been a keen reader and had long since known that I wished to pursue a career involving books and/or writing. I considered journalism or publishing for a while, but when a library assistant position became available in my local public library I applied for it, thinking I would try it out and see what working in a library would be like. I thoroughly enjoyed the job, so after a year I decided I wished to pursue a career as a librarian and accordingly applied to the MA leading to professional qualification.

## **What do you most enjoy about your role and what are the most challenging aspects?**

The most enjoyable part of my job is probably the collection development. At Moulton College I am the librarian in charge of our Construction department, which encompasses Brickwork, Plumbing, Carpentry, Construction Management and Architecture. As a result I am in charge of ordering all the books and journals for this subject area. I have to make sure I keep myself informed on all the latest publications and developments in the field, in order to make sure that our stock is as up-to-date and relevant as possible, with no glaring omissions! I find I learn something new every day, especially since I knew next to nothing about Construction when I started this job.

One of the most challenging aspects is probably dealing with the students! The library at Moulton is very well used, but a lot of the students at college have very little experience of using libraries and have no real idea how to behave in one. As a consequence it is often very crowded and very noisy! But whilst being one of the most challenging aspects it is also one of the most rewarding, because you have such close contact with the students and spend a lot of time helping them find information for their studies.

## **People often have a stereotypical view of librarianship – how would you counter this?**

The classic view of librarians is probably middle-aged, dressed in tweed, glasses on a chain around the neck and gray hair in a bun, constantly shushing patrons and glaring at them! I can honestly say I do not fit this stereotype. I'm in my twenties, so in many cases not a great deal older than many of the students, which helps. Our library does not require silence, and we often joke that the loudest people in the building are the staff! With electronic resources being more and more well-used, libraries have long since moved away from



# Caroline (continued)

rows and rows of dusty stacks – librarians now have to be almost as tech-savvy as many IT professionals.

## **How do you see your role developing in the future?**

The role of librarians has drastically changed over the past decade, with the increase in electronic resources. Whilst most people's idea is of a librarian involving someone sitting at a desk stamping books, the reality is very different. On an average day I can be ordering new stock, writing code for the library website, teaching referencing, information skills and online resource workshops, running a college book club, cataloguing books, helping students with IT problems, liaising with the departments to ensure the stock is relevant to the courses taught at college, writing database guides, setting the DVD recorder to record programs that might be of interest to staff and students, doing research for lecturers – the amount of time I actually spend out on the issue desk stamping books is miniscule! A librarian these days, particularly in an academic setting, is part IT professional, part teacher, part researcher and part warden!

## **English and librarianship are often seen to be linked. Do you think this is the case?**

I think studying English naturally leads into librarianship, if only for the kind of people it attracts. Most librarians have a love of books, and it would be a strange English Literature student who didn't enjoy reading! I myself had always wanted to pursue a career that involved books in some way, if only because I was such an avid reader. Librarianship wasn't even something I had specifically thought of, but after I began pursuing my studies nobody who knew me was surprised to learn of my career choice! The skills that studying English develops – the ability to digest and synthesize information, the ability to research, the ability to clearly and succinctly impart that information to others, the ability to organise and draw together disparate threads of information, a knowledge of books and literature – all these are skills required by librarians.

## **Do you have any advice you would like to pass on to current students considering their career choices?**

I would definitely advise not jumping into anything and not being worried that you have no clear career path in mind. I did not know what I wanted to do after I graduated – I almost seemed to fall into librarianship by accident! I would advise trying out different career options – either by volunteer work or a temporary job – and talking to people already in those positions. And I would definitely advise not being worried about deciding on a career path and then finding it's not for you. One of the benefits of studying English is, in a way, its very vagueness and lack of obvious career paths. The skills that studying English provides are in demand in a very large number of careers – whereas studying something much more specific limits your choice. You'd be amazed at the number of careers open to you! If you try one and find it's not for you, you haven't limited yourself; you can try something else.



## Clare Hooper - Journals Executive at Liverpool University

*After an amazing time studying English and History at Keele University, Clare Hooper's hard work has certainly paid off as she now has her dream job as a Journals Executive at Liverpool University. She shows us how contacts and a bit of guts and cheek can really get you places. After all, if you don't ask you don't get!*

Case study by Georgina Couch

### **How did Keele influence your career?**

I was not sure what I wanted to do when I came to Keele, but had always known I wanted to do something related to my English course. I always was a big reader, and was interested in a creative job. In my third year I started to seriously consider what I wanted to do. I went for a careers interview and we talked about what my interests were and what the various job options were. That was when I started to think seriously about publishing as a career.

### **What route did you take to get to where you are today?**

I actually worked in the Careers Service as a secretary for a year - administrative skills are an important part of entry level jobs in publishing.

However, I maintained my interest in publishing, and after having lunch with one of my old lecturers who had some contacts, I had two weeks work experience with Manchester University Press. This was so useful, I can't stress enough how important work experience is. I met some really interesting contacts there. I then went for a job interview at Carcanet (a poetry publisher in Manchester). I did not get the job, but I asked for 2 weeks work experience anyway, and that was really useful too.

### **So where was your next job based at, did it bring you further towards publishing?**

A job then came up at Keele - an editorial assistant on an academic journal Gender Work and Organisation, in the Management Department. I went for it, and got it. I was there for 2 years - I was first point of contact to authors, reviewers, publishers, and members of the Editorial Board. From there I secured a position with Blackwell in Oxford working on academic journals.

### **A concern for many people who want to work in publishing is that most of the big houses are based in London, how did you overcome this?**

It was hard to find a publishing job in the north of England, when most are in London or the south. When I decided to leave Blackwell and moved up to Liverpool, I temped for quite a while, at an architectural firm, and in the school of medicine at the University of Liverpool. Then the journal executive job at LUP came up, and I applied and got it.

### **What are your hours like?**

My hours here are not long, I generally do 9-5, but quite a bit of weekend/evening work is required, I travel to conferences and meetings a lot. There are 9 of us here, and we work in offices in a renovated Victorian building. The atmosphere is great - friendly but very busy!

### **What are the differences between working at a big firm and a smaller company?**

I think the main difference between my job here and my job at Blackwell is that I am involved with all elements of journal publishing here, and in Blackwell I was only involved in my own section (editorial). You don't really branch out there, and my learning curve here has been pretty steep. I also worked in a large open plan office there, with 500 people; here there are far fewer of us!



## Colin Thomas

Colin graduated from Keele in 1962 with a degree in English and Politics. Like so many of us, Colin couldn't leave Keele behind after three short years and therefore campaigned for the prestigious role of President of Keele Student Union. He took his campaign for President seriously and even had his own campaign manager; a fellow politics student. Colin stresses the benefits of the opportunity Keele provided him with; as he says he believes the only non-Oxbridge entrants on the 'General Trainee scheme' with the BBC were himself and the Vice President of Keele Students Union. Already Keele had been able to provide Colin with an opportunity no other university could.

What Colin believes makes Keele special is the "intensely active campus life" which provided him with the support necessary to develop a range of interests he feels simply "wouldn't have been possible at other universities". For example he directed a play; Much Ado About Nothing, took an active role in the debates and Labour Club, ran a small Welsh choir and played first XV rugby. Activities as diverse as these would not be so readily available and accessible in other universities where resources may well be spread out over a large city radius.

Keele also has the added bonus of offering students a dual honours degree, and there are only a handful of degrees that can be studied as single honours. Colin feels this successful dual honours programme may well be the cause of his "magpie mind tendencies" which have benefited his career.

Since his graduation from Keele Colin has carved out for himself a very successful career in film and television production and has worked for the BBC for a number of years. I was intrigued to find out more about his chosen career path and researched further into how he came to be involved in television and film production.

Colin had always wanted to work in media production ever since he saw a radio production being recorded in his local library as a child. With such a clear career path from a young age, Colin was very driven and forward thinking as he knew the area he wanted to spend his career working in.

He began working for the BBC as a General Trainee which meant he was able to do some research during his two years training. His research was mainly in production and towards the end of the training he was given the opportunity to direct some of his own radio and film inserts. From there he went from strength to strength and has gone on to write and produce many award winning documentaries and films. He won Winner of Jury Award Celtic Film and TV Festival for "Border Crossing; the Journey of Raymond Williams", RTS West Best Regional Independent Production for "Till The Boys Come Home", Best Indie Production RTS West for "Dead Man Talking", Gold Award at Houston International Film Festival for "The Farmer Who Wouldn't Let Go", Prix Europa for "Video Letters" and three times winner of BAFTA Wales's Best Documentary/Drama-documentary award.

*Award winning Producer and Writer gives an insight into his career trajectory and top tips for a career in the media.*

Case study by Rebecca Lucy Mulhearn



## Colin Thomas (continued)

Colin was kind enough to provide me with three very clear-cut character traits that are imperative for a successful career in the media:

First is drive and determination

Second is the ability to get on with other people and

Third is imagination and creativity, "in that order."

Lastly, I asked Mr Thomas if he would recommend a career in the media to which he replied that he would. He stresses that qualifications are important and you should study and train before you approach the field and to not expect it to be a glamorous lifestyle. A career in the media is "very fulfilling but also highly stressful" as it is in an incredibly competitive market.

Colin's success in the field is a tribute to hard work and dedication and I am glad to say Keele appears to have provided him with all the means necessary to ground and ready himself for a tremendous career.

## James Cole

### **What pathway did you take to where you are now?**

After leaving Keele I worked for Logica, a large IT and business services company. Working on projects across industries as varied as energy, financial services and transport I was able to build up experience of project management. After 18 months I left to join Magus, a web content consultancy. It was here that I began to develop my software skills and knowledge. Recently, I have returned from working in New Zealand and am currently working on a software system which helps hospitals to manage the capacity of their hospital beds as efficiently as possible – and so save money.

### **How useful is English literature in software engineering?**

I feel that reading English at Keele has had a positive influence on my career so far.

When I was applying for jobs I found that 'engineering types' were interested in my decision to study English and what I gained from the subject. It wasn't just the Computer Science that they focused on.

I feel that, contrary to its image, software engineering is very creative. Yes, there are technical demands of understanding large code bases, of writing code in different ways. But when you are working on large-scale projects, where other people will be analysing your work in years to come, the abstract code you are writing needs to be as 'elegant' and as 'clean as possible'. Studying English literature helped me to think critically and to communicate more effectively, both in writing and orally.

Whilst the computer science aspect of my degree and postgraduate qualification have been crucial in developing a successful career in software engineering, my English skills underpin much of my work and I do still find the time to write short stories purely for enjoyment!

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*James graduated from Keele in 2001 with a degree in English and Computer Science – a degree that allowed him to 'hedge his bets'. He then went on to pursue an MPhil in Computer Science giving him the specialist knowledge and skills for his career as a Software Developer.*

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Case study by Patrick Greenhalgh



# Jennie Watts

*Jennie Watts is an Overseas Liaison Officer for the charity 'BibleLands'. She graduated with a degree in English and Psychology in 2001. Jenny gave me an insight into aspects of her incredibly varied role.*

Case study by  
Louise Richardson

## **What are your responsibilities as Overseas Liaison Officer?**

I work for BibleLands, a charity that channels aid to the Middle East ([www.biblelands.org.uk](http://www.biblelands.org.uk)). My job involves communicating with our 40 Overseas Partners, based in Lebanon, Egypt and Israel & the Occupied Territories. The main parts of my job concern BibleLand's grant-making programme; keeping our records and information (e.g. articles for our literature, the photo database, etc) up-to-date; travel arrangements for staff, Trustees and supporters; and, until last year, running our volunteer programme (which has now stopped), which involved a bit of overseas travel. Obviously, I am sometimes busier than normal - for example during the crisis in Gaza at the beginning of this year, and every Christmas time, when our supporters want to know more about the Partners we support in Bethlehem!

## **Can you describe what your average day would include? How much variation is there?**

It is quite hard to describe what I do on a day-to-day basis since every day is different! I am on the e-mail system a lot, with a bit of telephone work. As I said, my job is very varied: this week, I have had to find out where one can buy tracing paper suitable for visually impaired children in Jerusalem; do some accounting statistics showing how much of each of our Partner's funding comes from us; send an application for funding to one of our Partners in Gaza so that we can send out some more of the funds we have collected over the past 2 months; order some wooden camels from a vocational training centre for deaf adults; and proof-read some training materials written to help our Partners complete application forms for funding. No day is ever the same as the one before!

## **What path did you take to enter your current job?**

I always wanted to do a job that made a difference, so applied for lots of jobs in the charity sector, until I got this one. My first job was working for the Magistrates Courts in Essex, but as that was only ever aimed at being a first job; I left after about a year for my current job.

## **What advice would you give to people wanting to enter your field of work?**

I was very fortunate, in that I didn't have any formal training when I got my job in 2002. We have just employed a new girl in my dept, who has followed up her degree with further education in International Development subjects, and this is the kind of route that I would recommend people take.



# Kate

## **Job titles can be very confusing, can you tell me what you actually do on a day to day to day basis?**

I manage the time of 250 people from graduates all the way through to fully qualified accountants telling them what clients they will be working on, when and how long for, what exams they need to sit, and when and manage resits and additional courses.

I also manage portfolios to ensure that everyone is working on the correct clients thus ensuring they have the opportunity to demonstrate the appropriate skills to be promoted.

In addition I facilitate the secondment process should someone wish to go on secondment to another department or overseas.

## **What do you most enjoy in your role?**

I absolutely love my job. A large part of my position is to sit with accountants that are soon to qualify and ask them about their career & their future; Where do they want to go, what do they want to do and then assist them in getting there.

Job satisfaction is very important to me and I strongly believe that everyone should have a job they love as, after all, you are at it for at least 35 hours a week!

## **Was this position your first role after graduation? If not, what else did you do prior to this?**

I have been in this role for 18 months. Following graduation I worked in a call centre for 9 months before moving to London to work as a recruitment consultant for just over 2 years.

## **Did you have a career path in this field mind when you graduated or did you seek to gain experience and take time to work it out?**

When I graduated I was unsure still of what I wanted to do as a career. As a result I decided to make a list of my strongest attributes and categorise what I enjoy with a view to find a job that would fit with those skills. I am chatty, confident, outgoing and personable and am quite money motivated. As a result I decided that recruitment would be the way forward.

Following my graduation I went straight to London to try & get into the cut-throat business of recruitment but despite many interviews was constantly knocked back due to a lack of sales experience.

I went back to Nottingham, and lived with my Dad for 9 months whilst working as a telesales advisor in a busy call centre. I was consistently the top sales person on the team with the highest sales track record.

Using this achievement and with 9 months sales experience under my belt I returned to London where I successfully secured a role in recruitment.

## **How did you secure your current job?**

I applied directly through their website.

*Kate is a Recourse Manager for PWC in London. She graduated from Keele with a degree in English Literature and French in 2003*

Case study by Sarah Longwell



## Kate (continued)

My interview was slightly unusual for a PwC application process. I had an interview with a manager and a 2nd interview with a People partner.

A standard application process would consist of an interview with a manager followed by 2/3 psychometric tests & finally a partner/director face to face interview.

### **What relationship do you feel your role has with your English degree?**

Communication and networking is absolutely vital in my role. I need to be able to read and analyse information quickly and accurately and articulate myself well to get my point across efficiently.

My English degree has definitely helped me improve my written skills as well as verbal reasoning.

### **What core skills do you use within your job?**

Written and Verbal communication, negotiation skills as well as patience with a good ability to listen and be proactive as opposed to reactive.

### **Other than your degree, how else did you develop your careers profile whilst at university?**

I was actively involved with amateur dramatics and enjoyed a varied and interesting social life thus developing network skills and communication abilities.

### **What advice would you give to current English undergraduates?**

Think before you speak. Always ensure you've got all the facts and take your time on making any judgement calls.

### **Finally, you develop others' roles, how do you see your role developing in the future?**

My aim over the next 18 months is to work hard and become the resource manager for my current Business Unit. I would then like to progress that role for a further 18 months before seconding abroad to experience different cultures and broaden my horizons.

If you are a Keele student or graduate and would like to contact Kate please email the Careers Service for her details: [careers@keele.ac.uk](mailto:careers@keele.ac.uk)

## Kate Roberts

### **How long have you been in your current position?**

I officially retired from my work as a psychotherapist last year but for the past seven years, since moving to Spain where I reside for a good part of the year, have taken private clients and also run a small creative writing/therapy group that meets weekly. Prior to that I worked for about thirteen years in penal establishments, primarily in education.

### **What did you do after you graduated from Keele?**

I gained a PGCE and became a teacher (English and Art – I had an Arts background prior to my degree) in secondary schools for a couple of years. I then took up a post in a Young Offender's Institution as a Life Skills Tutor. After a year or so I transferred to an adult establishment for females. My role was Co-ordinator of the NOW course (New Opportunities for Women) which I designed and delivered with the help of full and part-time staff.

### **How did you secure this role?**

My experience as a teacher of English and as an English graduate helped to secure my first post and my ability to think in a wider, more creative way led to more responsibility and a wider remit. In my latter post at the female establishment much depended on the construction of the course and its content which led to Accreditation by the Black Country Access Federation, thus making it possible for inmates to continue in education after release.

My role as a counsellor/psychotherapist evolved gradually, as a result of recognizing the need for deeper awareness, understanding and creativity in educating inmates and involved studying and training for various certificates and eventually a Post-Graduate Diploma (Keele) in order to become fully qualified. I also became an Accredited Member of the BACP (British Association for Counselling and Psychotherapy).

### **What did your day to day job involve?**

As a working psychotherapist I used to take individual clients in my work as a student counsellor and also as a counsellor in the NHS Trust local hospital. I also saw private clients. Sessions were organized to last between 30 minutes and an hour and I sometimes saw up to six or eight clients a day.

I also maintained records and attended meetings on a regular basis.

### **What skills do you feel that you developed for your English degree?**

The ability to analyze, seek deeper meaning and observe characters is necessary for a student of English and equally so with a psychotherapist. Hamlet, for example, is a Freudian dream! What key skills did you use as a psychotherapist?

**Empathy, awareness of others, analytical skills, written case studies, good communication skills, creativity and relationship skills. Looking back on your time at Keele, how do you feel you developed your skills?**

**Kate Roberts, former psychotherapist, seeks deeper meaning. Kate worked as a psychotherapist for seven years after a career in teaching and adult education. Here she describes her varied career path and offers some advice to current undergraduates.**

Case study by Lisa McWilliams



## Kate Roberts (continued)

Most of my academic development occurred as a post-graduate as indicated above. I was, however, involved with the production of the Keele magazine of the day, 'Screever'.

### **Do you have any words of wisdom to pass on to current English undergraduates?**

Think laterally about your future career. There are many possibilities which may not be initially apparent. It is important that you recognize what skills your degree equips you with, the complex processes of the analysis of literature and poetry are essential in the world of human relationships, social work, prison work, the civil service and therapy. The ability to relate and to empathize is necessary for any career that involves dealing with other people.

There are many possibilities that are exciting and interesting and not always immediately apparent in the 'job spec'.

## Martin Edmondson

### **Did you always know that you wanted to pursue a career in business and why?**

I was not at all sure that I wanted a career in business; I was initially more interested in working in the arts. However, once I got my career moving I found that a decent job in the business world allowed me time outside of work to keep my other interests alive.

### **What was your initial role with Reed Recruitment Group and how did you secure this first step on the ladder?**

I got onto their graduate scheme via some psychometric tests and then an interview with Alec Reed who founded the Reed Group. My first role was as an IT project manager in their head office.

### **What do you believe were the key factors that enabled your fast progression within Reed?**

Being on the graduate scheme helped as I got a wide range of experience. I also made sure I took advantage of lots of extra curricular networking, usually over a few beers!

### **Which of the skills critical to your current role do you believe were developed through the study of English?**

Being able to communicate effectively in all forms is important in my role. Studying English has certainly helped in that area. I also believe that studying literature gives broad perspective on life, morality and personal motivation. If nothing else, studying a wide range of these things in novels and plays helps to clarify your own personal position. Once you understand yourself better you will be more personally effective in and out of work.

### **Chief Executive is a very demanding position. Can you outline the types of responsibilities this involves?**

I take the lead on the strategic direction of the business, and monitor and evaluate our progress against our strategic objectives. I manage a team of people, and report into a board of experienced professionals, so communicating effectively up and down the chain is a key responsibility.

I am constantly seeking new avenues for the business, and helping us to improve our performance in the things we do already.

### **What have been your most satisfying moments since joining Graduates Yorkshire?**

Winning the award for being the Best University Spin Out Company of the Year in Yorkshire was very satisfying.

I am also delighted that Graduates Yorkshire has now helped more than 5000 businesses in Yorkshire to find a graduate, and currently has more than 22,000 graduates registered looking for work in Yorkshire.

Either as an English graduate or as a recruiter, what advice would you give to English undergraduates or graduates considering the world of work in the near future?

Make sure you build strong networks, online and offline. You never know when a contact will come in handy!

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**Martin Edmondson is the Chief Executive of Graduates Yorkshire Ltd, Yorkshire's leading graduate recruitment website. He grew up in West Yorkshire, graduated in English and Music from Keele University in 1999 and in his spare time enjoys watching Bradford City, playing in a band and owning his own unique whisky. Here, Martin tells us how he got to this point in his career.**

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Case study by Sarah Longwell

*If you are a Keele student or graduate you can contact Martin via the Careers Service [careers@keele.ac.uk](mailto:careers@keele.ac.uk)*



# Nova Dudley Gough

*Keele University graduate Nova Dudley-Gough talks to us about her life as a successful business magazine editor and how she got to where she is today.*

*Circulating over 20,000 readers her business magazine, Filtration and Separation is certainly taking her places, clocking over 60 flights last year to destinations such as Europe, Delhi, New York and San Francisco and managing to fit in some sightseeing all in the name of work, is it any wonder the competition is so fierce in the editing and publishing world?*

Case study by Georgina Couch



## **How did you break through into the publishing world?**

Going into publishing certainly wasn't planned - it was literally the first job I applied for and got! I applied for a job at a publishing company that dealt with law books, and got it - competition was very fierce (200 people applied for 4 roles). I didn't have any experience outside of my degree (other than society stuff and uni stuff) but moving to London was great and the job was brilliant. I worked there for just over 5 years, and progressed from being an editorial assistant (basic proofreading etc) via more advanced editorial roles, to being a commissioning editor (commissioning books) managing a list worth around £1 million per year.

## **That's a lot of responsibility! So how did that bring you to where you are today?**

I then took a year off, went travelling, and then relocated to Oxford. I then started working as an editor for Elsevier, managing journals and a conference and some newsletters. After the usual reorganisations (and a move to Holland), I was offered the job I do now, to edit the magazine. And it's great!

## **What is it about publishing that you love?**

Publishing is one industry that lets you write in a couple of spare days to your schedule so I've managed to sightsee on someone else's expense for a few years now which is very nice. I do get swish lunches at shows and the occasional goodie bag from a large industry player (my best haul is probably a Swarovski key ring, just for attending a briefing) or a paid for press trip to somewhere good. Exhibitions can get samey that you go on a freebie hunt to try and find the weirdest free gift you can.

## **Surely there must be some low points in all this?**

There aren't a lot of low points though, to be honest - I have a great variety of daily tasks, liaise with loads of people from internal production and design staff to industry experts and get to travel the world.

## **So, do you need a 1st and post graduate qualifications?**

I came out with a 2:1 and I think that's pretty standard in the industry. I know people that did do postgraduate courses (MSc in publishing, for example) but I really don't think that it helped them at all.

These days it's much better to have a handle on the internet and online publishing developments than to know how to build your own printing press.

## **Are there any tips that will help our readers who want to work in this industry?**

It helps that I'm good with people and have good communication skills; that I'm organised and have a great eye for detail and a good memory - these skills are really necessary in any form of publishing. Doing the law degree really helped, the skills I learned from it - organisation, learning to argue my point, checking my facts etc - are always useful in the business world. English kept my imagination going and you need creativity in publishing - to make sure that you have the good idea, not your competitor - and also just for the basics, such as grammar, learning to structure and cut articles etc.

# Sarah Adderley

## **What does your job involve?**

- teaching all areas of the primary curriculum;
- taking responsibility for the progress of a class of 28 5-6 year old pupils;
- organising the classroom and learning resources to create a positive learning environment;
- planning, preparing and presenting lessons that cater for the needs of the whole ability range in my class;
- motivating pupils with enthusiastic, imaginative presentation;
- maintaining discipline and positively managing behaviour;
- preparing and marking to facilitate positive pupil development;
- meeting requirements for the assessment and recording of pupils' development;
- providing feedback to parents on a pupil's progress at parents' evenings and other meetings;
- working with colleagues to help plan and coordinate activities and resources within all areas of the curriculum;
- working with students who visit the school on work experience/college placements;
- staying up to date with changes and developments in the structure of the curriculum;
- taking part in school events and activities which may take place at weekends or in the evening;
- liaising with colleagues and working flexibly;
- working with parents and school governors to maximise their involvement in the school and the development of resources for the school.

## **Have you taken on any additional responsibilities since starting in this job?**

Not yet, however I am due to start a school choir after the February half-term. This is a new venture that the school and I have never undertaken before! It is a voluntary additional responsibility that I won't be paid extra for.

## **Why did you choose this career path?**

I had always toyed with the idea of becoming a teacher but after university I fell into an office job as an Assistant Buyer, with good salary and prospects, and was put off by the general consensus that teachers aren't paid well enough to survive in life (mortgage, children etc). I knew the office job wasn't what I really wanted to do, and when it came to the point that my job required me to begin training for purchasing qualifications, I knew it was time to either get out or jump into Purchasing with both feet. My immediate thought was to think about training as a teacher. Although my timing wasn't perfect (by the time I had made my decision to leave I had missed most of the deadlines to apply to universities), I managed to gain a place on a PGCE course at Middlesex University.

I knew teaching was the right career choice for me because I had really enjoyed working with children in previous jobs, and I had done some very rewarding teaching during my time in the Air Training Corps. I knew that combining the two would make me happy and give me a sense of achievement and reward,

*Sarah Adderley graduated from Keele in 2004 with a degree in English and Psychology. Having initially entered a career in Purchasing, she decided to undertake further study and is currently working as a Year 1 Class Teacher in a Primary School.*

Case Study by Sarah Longwell.



## Sarah Adderley (continued)

and that I'd get paid for doing something I really enjoyed! I would also have a job that was different everyday, with a variety of regular challenges, and that would require me to be continually developing myself.

### **When did you decide that you wanted to do this?**

When the job I was doing required me to begin training for new qualifications – April 2006

### **What difficulties, if any, did you have to overcome to get this job?**

When I applied to train as a teacher I had already missed the deadlines. Every course I applied for through the GTTR was already full. This was difficult, but I persevered and sent personal letters to all the universities I had applied to detailing my enthusiasm, qualifications and experiences. I was placed on waiting lists and was eventually offered a last-minute place when someone else pulled out.

### **What qualifications have you gained to pursue your career?**

- Postgraduate Certificate of Education Primary (PGCE Primary)
- Qualified Teacher Status (QTS)
- Successful completion of my formal induction year (3 full school terms)

### **What work experience did you take part in before entering your career?**

- A week of classroom work experience in two local primary schools
- During my PGCE course: - 6 weeks teaching placement in Year 1
- 6 weeks teaching placement in Year 5

### **What do you like most about your job?**

So much! The feelings of reward, purpose and satisfaction when a child learns something new that only you have taught them. Having such a positive role in a child's life – feeling that you are really making a difference everyday. The friendships I have built up with colleagues and pupils alike. The fact that everyday is different, and that I teach in such a wide variety of settings: indoor, outdoor, off-site etc. That my school and LEA invest in regular training and development for me. The unique opportunities and experiences that come my way everyday for the children and I. And the salary is actually very good! And not forgetting the holidays!

### **Are there any downsides to what you do?**

Yes. I regularly have to work long hours which sometimes extend into my personal time at evenings and weekends. There is also a lot of background preparation required in order to do the job effectively. Assessment and record-keeping is very extensive and requires a lot of paperwork. Being observed by my Headteacher, Senior Management team, and/or OFSTED. I also regularly catch colds and sometimes infections from the children! But it's all worth it in the end.

## Sarah Adderley (continued)

### **What do you think are the most important skills / strengths you need to make a success of what you do?**

- Dedication and commitment
- Motivation
- Patience
- Professionalism
- Being adaptable/flexible
- Being aware of each child's specific strengths and areas for development
- Creativity
- Ability to improvise
- Positive attitude
- Like a challenge
- Good knowledge and understanding of subject matter
- Good organisation and preparation skills
- Good listener
- Effective communicator
- Team player
- Confidence
- Multi-tasking – the ability to organise yourself, your Learning Support Assistant, your resources, your classroom and your pupils at the same time!
- Time and stress management

### **What advice would you offer to others wishing to pursue this career?**

Teaching is a lifestyle change that is hard work but extremely rewarding and bundles of fun! Everyday is completely different and I wouldn't change my job for the world, I absolutely love it. I would suggest getting yourself CRB-security checked as soon as possible and then spend as much time as you can getting some work experience in a variety of local schools, observing and helping before deciding to train as a teacher. I believe most schools will be willing to give you work experience for a couple of weeks if you are CRB-checked, display enough enthusiasm, and offer them a keen extra pair of hands! Being based in a school is definitely the best insight as to what you are getting yourself into as a teacher, and will give you the opportunity to talk to people already doing the job. The last thing you want is to enrol on a teacher training course and then realise it's not for you. Teacher training is a big commitment and can be quite intense, especially if you choose the PGCE route into teaching. However the sense of achievement when you qualify is like nothing I've ever known! If you are a graduate, I would recommend the GTP (Graduate Teacher Programme) as the best route into teaching, as it is employment-based teacher training. You learn just as much as if you go to university but you gain experience of the actual job right from the word go, much more direct teaching experience than the PGCE. Finally, don't let anyone tell you teacher's salaries are poor, they're actually quite good depending on the area you intend to teach in – check them out here: <http://www.tda.gov.uk/Recruit/lifeasateacher/payandbenefits/salariescales.aspx>

And then there's the nice long holidays - definitely a perk of the job but let me tell you they are most definitely well-deserved!

*If you are a Keele student or graduate and would like to contact this graduate to find out more, please contact Keele Careers Service [careers@keele.ac.uk](mailto:careers@keele.ac.uk)*

**One last note.....Famous English graduates include:**

Marina Lewycka, novelist. Made it onto the Orange Prize for Fiction shortlist for A Short History of Tractors in Ukrainian. Graduated from Keele with a degree in English and Philosophy.

Debra Barr, contestant in the BBC's 'The Apprentice' 2009. Graduated from Royal Holloway University of London.

Stephen Fry, actor, presenter, director and writer. Graduated from Queen's, Cambridge.

Alistair McGowan, radio presenter and TV actor. Graduated from Leeds.

Colin Greenwood, musician with Radiohead. Graduated from Peterhouse, Cambridge.

Sarah Waters, author of Tipping the Velvet. Graduated with her first degree from Kent.

Sally Lindsay, actress who plays Shelley in Coronation Street. Graduated from Hull.

Sir Ian Blair, former Metropolitan Police Commissioner. Graduated from Christ Church, Oxford.

Mark Ellingham, co-founder and publisher of the 'Rough Guides'. Graduated from Bristol.

Gavin Esler, BBC TV journalist. Graduated from Kent.



