Teacher Guidance
Careers Pack

About the pack

This pack showcases ten different careers in aquatic science. For each job role, you will find a short video, person profile and linked activity.* Each role has been matched to a subject area to help students identify careers in subjects that interest them. It does not mean that a background in that subject is essential to pursue that career. Many of the careers can be linked to more than one subject area.

Career Pathways

Examples of relevant qualifications for each role have been listed throughout the pack, but there are numerous possible entry routes. The examples we have given are **not the only possible pathways** and it is not necessary to study to the highest level to start a career in aquatic science. Once employed at Cefas, colleagues are supported to access further learning and training opportunities tailored to their role and development needs.

Opportunities at Cefas

- Jobs at Cefas are advertised on the Civil Service Jobs website.
- When apprenticeships become available at Cefas, they will be advertised on the Civil Service Jobs website and the Find an Apprenticeship website.
- We participate in the Civil Service Fast Stream Summer Internship Programme. Find out more here.
- Check our website and follow us on social media to keep up to date with future engagement opportunities such as webinars and live events.

Salary

At Cefas, we offer salaries based on the Defra pay scales, with an individual's specific salary determined by their job role and previous relevant experience.

Equity, diversity and inclusion at Cefas

At Cefas, we believe science is for everyone. We are committed to breaking down stereotypes in aquatic science and promoting inclusivity. We want all our staff to feel safe, welcome and valued, regardless of their background. We encourage applications from individuals regardless of their age, disability, gender reassignment, pregnancy and maternity, ethnicity, religion or belief, sex, sexual orientation or marriage and civil partnership status. Read our equality statement here for more information.

*All individuals were employees of Cefas at time of filming. All information accurate at time of publishing.

National Curriculum Links
Key Stage 3 and 4

To support schools with meeting Gatsby Benchmark 4 '*Linking Curriculum Learning To Careers*', National Curriculum links to each job role have been listed in the table below.

	Key Stage 3	Key Stage 4
Science	**Biology** • Relationships in an Ecosystem (P. 3-10 and 13-14) **Chemistry** • Atoms, Elements and Compounds • Pure and Impure Substances (P. 9-10) (P. 11-12)	**Biology** • Health, disease and the development of medicines (P. 5-8) • Ecosystems (P. 7-14 and P. 19-20) **Chemistry** • Fractional distillation of crude oil and cracking to make more useful materials (P. 9- 10) **Physics** • Wave motion (P. 11-12)
Geography	• Coastal Processes including erosion, sedimentation, and the impact of human activities on coastal environments (P. 15-16)	• The interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer) (P. 15-16)
Computing	• Creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users (P. 17-18) • Key algorithms that reflect computational thinking [for example, ones for sorting and searching] • Use logical reasoning to compare the utility of alternative algorithms for the same problem (P. 17-18)	• Develop capability, creativity and knowledge in computer science, digital media and information technology (P. 17-18 and P. 21-22) • Develop and apply analytic, problem-solving, design, and computational thinking skills (P. 17-18 and P. 21-22)
Maths	**Statistics** • Construct and interpret appropriate tables, charts, and diagrams for ungrouped and grouped numerical data (P. 13-14) • Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs (P. 13-14)	**Statistics** (P. 13-14)
Design and Technology	• Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values (P. 19-20)	• Technical Principles • Designing and making principals (P. 19-20)