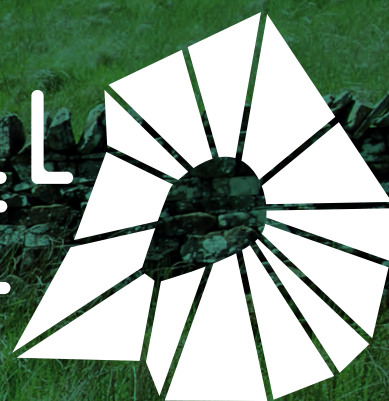




PENDLE HILL
LANDSCAPE
PARTNERSHIP



W O R K I N G O U T
O F T H E O R D I N A R Y

SEASON ONE AND TWO

A career guide booklet about the different job sectors available within the Pendle Hill area.



NICK FILM PRODUCTION
FARRIMOND

All photos in this document are taken from the films by Nick Farrimond Film Production or supplied by the individuals featured.

WORKING OUT OF THE ORDINARY

Welcome to season one of the “Working out of the Ordinary” films and information booklet. We hope these provide you with some future career ideas and help you to find out more about the different sectors that are available in the Pendle Hill area.

You might already have an idea about the job you want to do, or the sector you want to work in. But you might have not considered some of the following possibilities and the fact that you could do these jobs in Lancashire. How about setting up your own company, working within the arts sector, or getting paid to support the community you love? Have you ever considered working in the outdoors, or pursuing a job about local heritage? Maybe you enjoy being creative, active, or even blogging. There are Lancastrians out there being paid to do the things they love. There is a role out there for you too: you just need to know where to find it.

Ten local inspirational people have provided an insight into their job, what they do daily, the skills required and their career journey. There is also an “action” section to each episode, giving information and web links that provide the details about how you could pursue this career, and the qualifications and experience you would need.

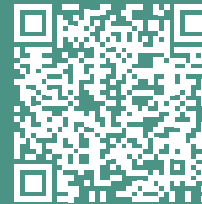
Big thanks to the ten unique individuals who have shared their career history with us. This booklet and the films have been made possible with thanks to Pendle Hill Landscape Partnership, National Lottery Heritage Fund and film maker Nick Farrimond working with Parvez Qadir.

Pendle Hill Landscape Partnership Youtube channel, where all the ‘Working out of the Ordinary’ films can be watched. youtube.com/channel/PendleHillLandscapePartnership

Season One



Season Two



More information about career advice can be found here

- Start in Lancashire - a brand new careers platform, developed for students and teachers in schools and colleges across Lancashire.
www.lancashire.startprofile.com
- Lancashire Careers Hub website -
www.lancashirecareershub.co.uk
- Discover Creative Careers -
www.discovercreative.careers/#/
- Lancashire Local Enterprise Partnership -
www.learnliveuk.com/partner/lancashire-local-enterprise-partnership
- Lancashire County Council Youth Zone career advice -
www.lancashire.gov.uk/youthzone/jobs-education-and-training/careers-advice/

COMMUNITY ENGAGEMENT IN THE ENVIRONMENT



JAYNE ASHE

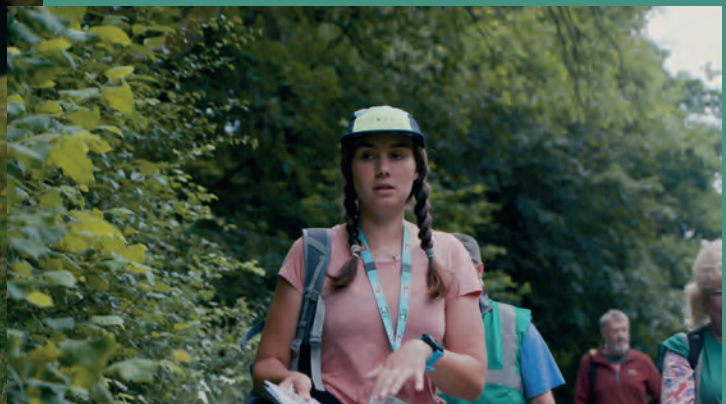
**Community Engagement Officer
for Pendle Hill Landscape Partnership**

Forest of Bowland AONB

MBiolSci Biology with Biodiversity and Conservation at University of Sheffield,
A levels at Clitheroe Royal Grammar School Sixth Form,
GSEs at Clitheroe Royal Grammar School

www.pendlehillproject.com

About me



1. What does your work consist of and what's a typical day?

I provide opportunities for local people to engage with nature, heritage, and their local landscape. There isn't really a typical day for me. Some days I may be out leading a walk with a group, other days I may be delivering nature activities to another group, introducing more people to different species and features in the landscape. There is also all the planning, risk assessments and admin to do as well; to ensure the sessions are safe and beneficial to everyone.

2. What skills are required for your role?

Great communication skills, for a range of different audience groups and different ages is essential to this role. A passion for the local landscape is also important, because having knowledge about different features and local facts can help to engage more people with the outdoors. In attempts to reduce barriers to accessing the landscape, it is also important to know my audience, be able to answer questions but also ask questions and signpost people to other community activities they may benefit from.

3. What is your career journey?

I went to Clitheroe Grammar School, and then to sixth form. I was inspired by my great biology teachers and studied Biology with Biodiversity and Conservation at the University of Sheffield. I returned to the Ribble Valley as the Assistant Development Officer for the Pendle Hill Landscape Partnership, helping develop the project. When the Landscape Partnership started, I was successful in getting the role of Community Engagement Officer.

4. Do you work with other groups/organisations/people?

My job role encourages me to network and link up with different groups across Ribble Valley, Pendle and Burnley. I have worked with young people through the Lancashire Police Cadets, Prince's Trust and Young Carers. I also work with adults through connections with local Social Prescribers, NHS services and other groups/organisations who help people boost their mental health and wellbeing. I also work closely with the rest of the Pendle Hill Landscape Partnership team! We deliver sessions together and link up with different projects and focuses.

5. What advice would you offer for a local student to achieve this career?

Volunteering is a must in this sector, providing invaluable experience and I would encourage it to, to improve knowledge and learn from other people as much as possible. Being enthusiastic about a passion or topic is great and helps with engaging with other people. This role is about making the outdoors accessible for everyone. Therefore, it is important to be inclusive and to showcase that everyone can be involved. It is significant to also know and understand the benefits the outdoors can have on mental health and wellbeing.

ACTION

Take the next steps into this career:

- Advice :**
- www.environmentjob.co.uk/jobs
 - www.countryside-jobs.com/jobs
- Experience :**
- www.pendlehillproject.com/volunteering
 - www.lancswt.org.uk/support-us/volunteer
 - www.ribbletrust.org.uk/volunteer/
 - www.communitycvs.org.uk/volunteer/lancashire-volunteer-partnership/
- Education :**
- Find an environmental/Conservation/ecology degree
 - Community Worker Training Course/social worker course
 - Mental health first aid course



S1 E2 COMMUNITY ENGAGEMENT AND CYCLING



PHIL WADE

Managing Director

Breaking Cycles CIC

BSC (Hons) KS2/3 ICT with QTS – Edge Hill, MTBLA L2 – British Cycling,
NSIQ (Cycling instructor) – BikeRight!,
NLP Master Practitioner – NLP in the northwest

Breakingcyclescic.org

About me



ACTION

1. What skills required for your role?

You need to be adaptable, be able to solve problems on the go and get along with people, showing them that they can trust you and learn from you.

2. What attracted you to your role? / What do you enjoy about your role?

I really enjoy having the freedom to do things my own way and being a bit different, so being self employed works really well for me.

3. What are the challenges of your role?

Being self employed can be tough because when you are not feeling well or when you make mistakes and feel bad about it, there isn't anyone else to take over. It's your own responsibility to make sure things get sorted out.

4. Do you work with other groups/ organisations/people?

I work with other organisations all the time, sharing projects and helping people to do things in their organisations.

5. What qualities would others require to do your role?

Being well organised is probably important. I'm not, but I have good digital skills so I use these to compensate!

Take the next steps into this career:

- Advice:**
- www.britishcycling.org.uk
 - www.cyclinguk.org
- Experience :**
- www.scouts.org.uk
 - www.dofe.org
- Education :**
- www.britishcycling.org.uk
 - www.cyclinguk.org/

S1 E3 FARMING JOURNALIST AND SOCIAL MEDIA ENTREPRENEUR



HANNAH BINNS

Agriculture reporter and farmer

Farmers Guardian

Burnley High School, Nelson and Colne Collage,
Leeds University studying Ancient History and English Literature.

www.fginsight.com/hannahbin1

About me



1. What is a typical day?

It sounds clichéd but every working day is different as an agricultural journalist. A ‘typical’ day will start with a quick scroll on social media to see if there is anything news-worthy to follow up and a scan through my email inbox. I will then investigate any ‘leads’, which often involves contacting organisations and farmers to hear their thoughts on a topic. Once I have all the information and quotes, I will write the article, double check it then send the copy through to my editor. I also cover industry events, capturing the key messages and interviewing people in person. The time it takes to write an article varies on the topic, level of detail and word-length; sometimes I will be writing five articles a day and others I will be working on one feature-length piece. As a weekly national newspaper, Monday to Wednesday are our busiest days and the focus is on getting content for that week’s edition.

2. What skills required for your role?

- Knowledge of the English language
- Eye-for-detail
- Ability to meet deadlines
- Verbal communication skills
- Initiative

3. What is your career journey?

I studied Ancient History and English at the University of Leeds and started blogging about farm life in first year after learning how disconnected my peers were with their provenance of their food. During those three years, I got involved in various writing and work experience opportunities, including a week placement at the Farmers Guardian and completing the British Guild of Agricultural Journalists (BGA) John Deer Training Award. After graduating, I worked for the National Farmers Union (NFU) as an agricultural policy graduate scheme for 18 months before joining the Farmers Guardian team as a news and business reporter.

4. Do you work with other groups/ organisations/people?

- Unions and organisations such as the NFU, National Sheep Association, Tenant Farmers Association
- Government – ranging from MPs and high-profile politicians to bodies such as the Environment Agency and departments such as Defra.
- Farmers and allied industries representatives
- Other journalists

5. What advice would you offer for a local student to achieve this career?

- Throw yourself into any writing opportunities, paid or unpaid.
- Never in my wildest dreams did I think anyone would pay attention to my online ramblings but taking the initiative to start a blog and write about a topic I found interesting opened various doors, from getting my first article published in a national paper to appearing live on the BBC in 2017 to promote #BackBritishFarming.
- Read widely i.e. different newspaper genres.
- Practice shortening newspaper articles into briefs (90-120 words).

ACTION

Take the next steps into this career:

- Advice:**
- www.charitycomms.org.uk
 - www.holdthefrontpage.co.uk
 - www.facebook.com/fbjournalismproject
- Experience :**
- www.mediatrust.org/volunteer
 - www.thats.tv/lancashire
- Education :**
- newsassociates.co.uk
 - Journalism degree
 - NCTJ course www.nctj.com
 - Media studies course/A Level/degree

S1 E4

COMMUNITY ARTS AND ENGAGEMENT



ZANEB KHATUN

CEO, Community Arts by ZK

Central Saint Martins University of The Arts London - MA Design for Textile Futures.
The Manchester Metropolitan University - BA Hons Textile Design.
Leeds College of Art & Design - Foundation Diploma in Art & Design.
Nelson & Colne College - 4 A Levels.
Colne Primet High School - GCSE's

www.communityartsbyzk.co.uk

About me





1. What does your work consist of?

COMMUNITY ARTS by ZK was founded in 2016 by Zaneb Khatun, an experienced community artist and university lecturer, who returned to her home here in Pendle after having been fortunate enough to study in one of the most renowned art schools in the country. Zaneb Khatun was born and raised in Pendle, and returned after completing studies in London at the prestigious Central Saint Martin's College of Art and Design. On returning to the North West of England, Zaneb made it her goal to engage with as many representatives as possible from across the social and cultural backgrounds of the district. Zaneb is committed to the needs of the modern world and is aware of the current issues in her community - she feels that with her experience, it is now her duty and responsibility to give something back to the people and the place where she was raised. In August 2019, COMMUNITY ARTS by ZK became a Community Interest Company CIC, registered with Companies House to enable the organisation to move to the next level, engaging in bigger projects and helping local communities to thrive.

2. What skills required for your role?

- Management Skills
- Excellent communication skills
- Building a good relationship with the community
- Art background
- Good organisation skills

3. What is your career journey?

After completing studies I worked as a lecture as a young person teaching on the BA Hones Eastern Fashion Course at UCLAN and also lectured on BA Hones Textile Crafts course at the University of Huddersfield. I then wanted to focus on my own art work and started to work as a community artist, I delivered a range of project and workshops working closely the BAME communities around Burnley and Pendle, using art as a toll to help people express themselves in a creative way, and promoting overall wellbeing and community resilience.

4. What is important about your role?

Being fortunate to have been able to have so many opportunities and to studies at the prestigious Central Saint Martins, college of art and design in London I wanted to give something back to the people and the place in Pendle. I made it my goal to help the BAME community in Pendle, women, families, and children, making a difference inspiring communities and impacting lives and having a vision that changes lives.

5. Do you work with other groups/ organisations/people?

We have successfully completed a range of projects in collaboration with pattern organotin please see information on our social media and website.

6. What advice would you offer for a local student to achieve this career?

The advice I would give is follow your dream, aim high, do not ever give up, keep trying and working hard until you reach your goal.



ACTION

Take the next steps into this career:

- Advice:**
- www.artsjobs.org.uk/search
 - www.shapearts.org.uk/pages/faqs/category/developing-your-career
 - www.artworkarchive.com/blog/real-practical-career-advice-from-working-artists
- Experience :**
- www.artscouncil.org.uk
 - www.in-situ.org.uk
 - www.midpenninearts.org.uk
 - www.communityartsbyzk.co.uk
 - www.artsaward.org.uk
- Education :**
- Art A level/Foundation course/degree
 - Drawing with different media course
 - Arts and craft course



OUTDOOR ACTIVITY INSTRUCTOR

S1 E5



JIM BOWDEN

Owner / director / outdoor activity instructor

Outdoor Elements

BSc Hons Recreation Management, Sheffield Hallam University

outdoorelements.co.uk

About me



1. What's a typical day?

Setting up the centre to deliver the days programme. Meeting and greeting groups, schools, families, and adults. Assessing customer needs and delivering excellent service. Cleaning and maintenance of the equipment, plus the important safety checks. Then I will set up for the next day.

2. What skills required for your role?

Hard work, resilience, ability to work with others, presenting to groups from a range of ages and ability. Adaptability and flexibility, especially with the British weather and working with different groups of people.

3. What is your career journey?

3 years at a residential activity centre, set up as self employed freelance, opened own centre in 2011, called Outdoor Elements.

4. What do you enjoy about your role?

Interest in outdoor activities, get to be active for a living and out in the local landscape which I love.

5. What are the challenges of your role?

The group and the weather, managing staff, decision making, admin, plus health and safety. But all of this is doable with experience and training.

6. What advice would you offer for a local student to achieve this career?

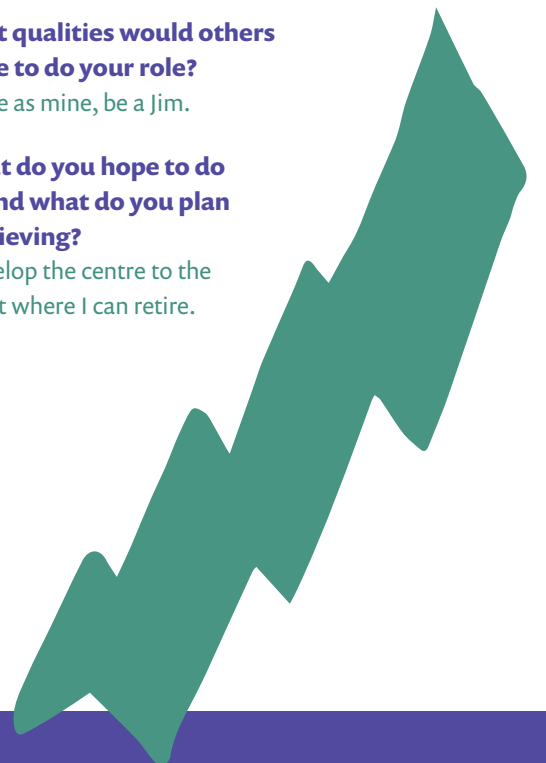
Get involved in as many different outdoor activities as you can. Volunteer working with groups in different settings. Find a hobby you enjoy and learn everything about it, so you can pass this knowledge onto the next generation.

7. What qualities would others require to do your role?

Same as mine, be a Jim.

8. What do you hope to do next and what do you plan on achieving?

Develop the centre to the point where I can retire.



ACTION

Take the next steps into this career:

- Advice:**
 - Plas y brenin - www.pyb.co.uk
 - Mountain training
 - Institute for Outdoor Learning - www.outdoor-learning.org
- Experience :**
 - www.robinwood.co.uk
 - www.outdoorelements.co.uk
- Education :**
 - Apprenticeships in the outdoors
 - University of central Lancashire Outdoor Leadership

ST E6

COMMUNITY NEIGHBOURHOOD ENGAGEMENT



RAUF BASHIR

Project Manager/Youth & Community Worker

Building Bridges

Nelson & Colne College,
Higher Diploma In Science At Manchester University,
Health Degree At Leeds University

www.buildingbridgespendle.org.uk

About me





1. What does your work consist of? /What's a typical day?

We work to build bridges between groups and communities in society. We aim to build a healthy, vibrant positive community, so people can be happy where they live. For example we support a group of Syrian refugees to run a café in Nelson, which introduces other people to their culture through food. The project helps these refugees to become involved locally, to see this place as their home and to meet their neighbours.

2. What is your career journey?

Before I took my degree I worked for a while as a screen printer. After I completed my degree I thought a lot about what I actually wanted. I decided I wanted to be with my home, family and my community. I volunteered with a local youth club. I decided to train as a youth worker, and realised my skills were transferable, I also liked that this career is progressive, you can develop in your role. My first job as a youth worker was with Building Bridges and I've worked my way up in the organisation to Project Manager.

3. What attracted you to your role? / What do you enjoy about your role?

I enjoy inspiring people, so they don't limit their horizons in terms of life, happiness or careers. It provides me with job satisfaction, that's what motivates me. Faith and spirituality are very important to me and my identity. Working here also enables me to be remain connected to my local landscape.

4. Do you work with other groups/organisations/people? Or Who do you work with?

Yes, the job is all about working with local communities, people from all ages, faiths and backgrounds here in Pendle.

5. What advice would you offer for a local student to achieve this career?

Get involved locally, volunteer at your local youth or community centre.

ACTION

Take the next steps into this career:

- Advice:**
- nya.org.uk/about-us
 - www.prospects.ac.uk/job-profiles/youth-worker
- Experience :**
- www.buildingbridgespendle.org.uk
 - www.bprcv.co.uk
 - www.hrvco.uk/the-volunteer-hub
 - www.doit.life
- Education :**
- a university course
 - a college course
 - an apprenticeship
 - working towards this role
 - volunteering
 - applying directly

About me

Blacksmith

Bowland High School – GCSEs,
Burnley College – A Levels

www.oscarduckblacksmith.co.uk

OSCAR DUCK



S2 E1 BLACKSMITH



1. What does your work consist of?

Every day is different, sometimes I'll be on the forge making small items (such as bottle openers) in a batch production. Another day I'll be making a set of railings or repairing an old steel table. Then I'll be away from the forge installing a gate I've made.

2. What skills required for your role?

To be a blacksmith you must know the basic forging techniques and how to swing a hammer. There's a lot of design and sketching work that comes into bigger commissions. Then there's things that originally I didn't think of, such as taking photos, having a social media presence, communicating with potential clients and packaging up sold items to send in the post.

3. What attracted you to your role?

I've always been interested in making things, I built myself a forge in the garden at 13, and as a child blacksmithing was my hobby. As I've got older, I've become more interested in design and style. That is what's given me motivation to keep going, being excited to see the finished piece as well as critiquing it to see where it could be improved.



4. What advice would you offer for a local student to achieve this career?

Try blacksmithing for yourself whether you are mad enough like me to build yourself a forge or take a one-day course. Then you could look at trying to get an apprenticeship with a local blacksmith. If you want training, Hereford is the place to be as they have many blacksmithing courses available there. Then bring those skills back to Lancashire.

5. What qualities would others require to do your role?

With enough determination you can do anything, I've spent years blacksmithing. It was originally (and still is), something I did for fun and its only recently that I have started it as my full-time job. Therefore, the main quality is to be genuinely interested in what you want to do, even if it isn't blacksmithing.



ACTION

Take the next steps into this career:

Advice :

- www.myerscough.ac.uk/courses/farriery
- www.burnley.ac.uk/course/?code=A6070
- www.burnley.ac.uk/course/?code=A2400

Experience :

- For volunteering try getting in contact with a local blacksmith and offering your help. British Artistic Blacksmiths association www.baba.org.uk

Education :

- www.hlcollege.ac.uk/course-category/580f77474a917/Blacksmithing
- www.hlcollege.ac.uk/course-category/580f7746edc52/Blacksmithing-and-Metalwork
- www.hlcollege.ac.uk/course/6oded98b8bf09/Blacksmithing-Apprenticeship

S2 E2

MUSEUM SUPERVISOR AND COMMUNITY ARCHAEOLOGIST



JESS WIGHT

About me

Museum Supervisor and Community Archaeologist

Clitheroe Castle Museum, Lancashire County Council

The University of York - MA Cultural Heritage Management

The University of York - BA in Historical Archaeology

Runshaw College - 4 A levels

Archbishop Temple School – 10 GCSEs

www.lancashire.gov.uk/leisure-and-culture/museums/clitheroe-castle-museum/



1. What's a typical day?

There is no such thing as a typical day in museums or archaeology! When I am working in the museums, I am going around checking the objects, galleries and making sure everything is in working order. I help staff with the day to day running and help run our events. For community archaeology again this varies with research days, organising community workshops, meeting community groups about their interests and helping to arrange training sessions. I am constantly busy and there is always something to do and that is what I love about my job!

2. What skills are required for your role?

Love of detail and a love of making lists! Archaeologists love finding things and we typically have an eye for detail or seeing unusual things. This is important in the museum where we need to see slight changes in our objects on display to make sure they are in the best condition. If you have a keen eye, you will be a natural. It is also important to be organised, as we must follow set procedures and do lots of specific checks in both archaeology and museum work. Plus, always ready to learn. Not only about history or archaeology but also about conservation, business, and events.

3. What is your career journey?

I have always been passionate and fascinated by history, ever since school and I just constantly wanted to learn. When I studied Classical Civilisation I suddenly found a whole new side to history that involved objects! I was hooked and went on to university. From there I got a part time job at a museum and kept my ears out for volunteering opportunities and digs. This continued in my Masters with official academic placements and my first job as a museum guide. Since graduating I started working for LCC Museum service and work across three sites, but I joke 'I want to work across them all'!

4. What attracted you to your role?

I always knew I didn't want a desk job, I love being active and outdoors. In field archaeology you are moving around digging in the warmer months and processing finds the rest of the year. In museums it is very similar, and we are rarely at our desk for long with all our checks and events.



5. Do you work with other groups and different organisations?

We constantly have new people in the museum from contractors, visitors, event organisers to local groups. At the museum I work with other councils and friends' groups to help keep the museums running. I also work with museum guides and even heritage technicians who operate historic machinery. I like seeing other people as passionate about heritage as I am.

6. What advice would you offer for a local student to achieve this career?

If you like history then museum work or archaeology could be right up your street! So, I would take history subjects and go on as many digs as possible! You might be able to find museums that let you volunteer from 16, though most are 18+. It is important to get experience while you study and make friends as you go.

ACTION

Take the next steps into this career:

Advice:

- www.bajr.org/Employment/
- www.northernarchaeologicalassociates.co.uk/careers
- careerinruins.podbean.com/
- museumsandgalleries.leeds.gov.uk/podcasts/

Experience :

- www.archaeology.co.uk/tag/digs+free
- www.yac-uk.org
- www.archaeologyuk.org/festival.html

Education :

- www.york.ac.uk/study/postgraduate-taught/courses/ma-cultural-heritage-management/
- www.uclan.ac.uk/undergraduate/courses/archaeology-bsc
- courses.leeds.ac.uk/a241/art-gallery-and-museum-studies-ma
- www.futurelearn.com/subjects/history-courses/archaeology

S2 E3

OUTDOOR COUNSELLING THERAPIST



STACEY MCKENNA-SEED

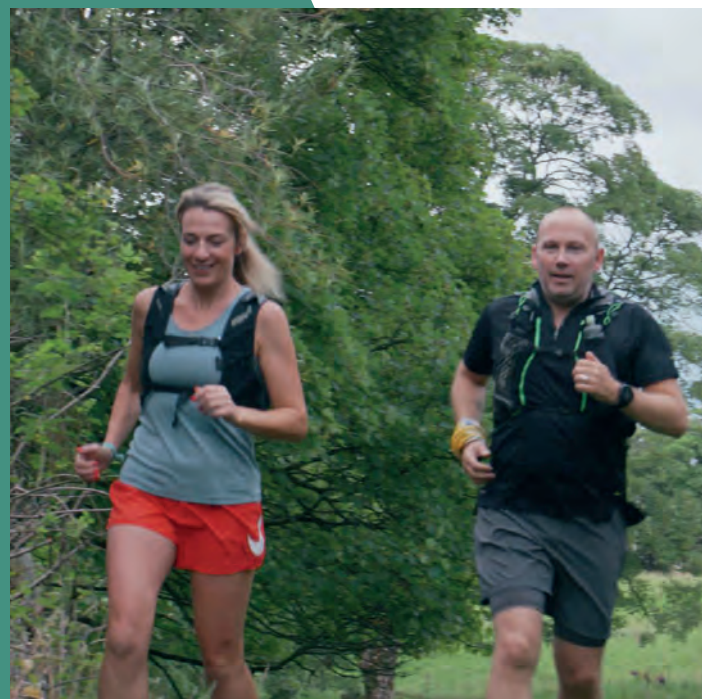
About me

Outdoor Counselling Therapist
Rewilding Outdoor Therapy

St Augustine's RC High School, Blackburn College
Post A Level Media Studies,
Chelsea College of Art London – Fine Art degree,
3 year Diploma in Person Centred therapy – Preston's College.

www.rewildingoutdoorthery.co.uk

[@rewildingoutdoorthery](https://www.instagram.com/rewildingoutdoorthery)





1. What does your work consist of?

I specialise in walking talking therapy, running therapy and forest bathing (Japanese practise Shinrin-yoku), using creative strategies, symbolism and metaphor in nature, to support clients with meaning making. I work using a trauma-informed, relational approach with young people and adults. I can sometimes work with up to five clients per day, always outside.

2. What skills required for your role?

A relevant therapeutic qualification in counselling or psychotherapy at or above diploma level. An interest in the outdoors, through sport, recreation or for wildlife spotting. Listening skills, empathy, a non-judgemental approach, a good understanding on how to keep people safe and protected, outdoor first aid qualification, a good knowledge of health and safety and sound navigation/map reading skills.

3. What is your career journey?

Attending art college encouraged self-enquiry and this way of seeing and moving through the world has stayed with me into my role as a helping professional. I recognise that self-awareness is key in the growth and development of my clients. My background is in keeping people safe. For thirteen years I specialised in the welfare of children and protecting them from harm. During this journey I decided to train as a person centred therapist and combine this with my love of nature and adventure. In recent years I have developed a trauma-informed, creative, interactive approach in my work that focuses on the mind-body-nature connection to empower and build resilience.

4. What do you enjoy about your role?

I am drawn to the helping professions and I love to work outdoors. I get to combine everything I love!

5. What are the challenges of your role?

The weather! We work around this and use it to our advantage. Interesting things can happen in the therapeutic process in challenging conditions.

ACTION

Take the next steps into this career:

- Advice:**
- British Association of Counselling and Psychotherapists (BACP) www.bacp.co.uk
- Experience :**
- Lancashire Women – www.lancashirewomen.org
 - Rewilding Outdoor Therapy - www.rewildingoutdoorththerapy.co.uk
- Education :**
- Find an accredited course assessed by the BACP. A three stage route is recommended which can take three or four years. www.bacp.co.uk for a list of accredited and assessed courses.
 - The Forest Bathing Institute (TFBI) Forest Bathing and mindfulness in nature – <https://tfb.institute>



S2 E4 ENVIRONMENTAL CONSERVATION



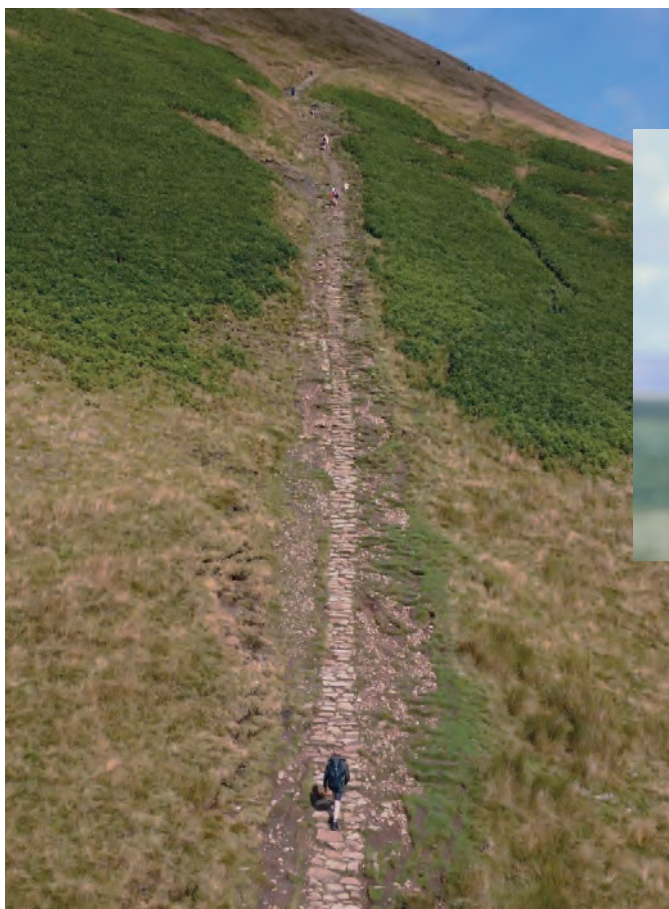
DOM HARTLEY

Peatlands Officer
Forest of Bowland AONB

St Augustine's RC High School, Billington,
Conservation & Land Management MSc, Bangor University.

www.forestofbowland.com

About me



1. What does your work consist of?

A combination of office work and field work (being literally out in a field). Desk-based days will usually include gathering data, creating maps, and writing funding applications to get the resources needed to restore habitats such as peatlands. Field work contributes towards this, which includes attending site visits with landowners, funders, and contractors.

2. What do you enjoy about your role?

There are a few things. Being able to work outdoors and meet landowners (and their representatives) to discuss ongoing or prospective restoration work is always appealing and enjoyable. The job is also very eye-opening; the peatland sites are important for a variety of reasons to a variety of people and finding a balanced outcome for all people involved, whilst sometimes challenging, is also interesting and rewarding.

3. What are the challenges of your role?

One of the biggest challenges of this role is the length of time it takes for the data and information to be collected and written. Conservation tasks need to all be approved, and when there are lots of different people involved this can take a long time, as everyone wants to have their say. Peatlands are an important habitat locally, nationally, and internationally and a lot of people rely on them. The conservation work is important to achieve the wider benefits of healthy peatlands like carbon storage, natural flood management and biodiversity. Peatland restoration therefore becomes complicated, when there are lots of different people involved.

4. Who do you work with?

I work closely with my colleagues at the Forest of Bowland AONB; we're quite a small unit so we all take an interest in each other's specific area of work and support each other where we can. Peatland conservation work allows me to link up with others working in similar conservation projects. This can be both nationally and internationally. Being able to travel to visit other people and sites is a perk of the job!

5. What advice would you offer for a local student to achieve this career?

Be on the lookout for volunteering opportunities, particularly involving plant identification and peatland restoration monitoring (for example 'Eyes on the Bog'). Practical experience and developing the ability to keep a lot of plates spinning at once is also important as this type of work requires quite a bit of planning, partnership working and good time management.


ACTION

Take the next steps into this career:

- Advice:**
- www.iucn-uk-peatlandprogramme.org
 - www.greatnorthbog.org.uk
 - www.lancswt.org.uk/our-work/projects/peatland-restoration/lancashire-peat-partnership
- Experience :**
- www.iucn-uk-peatlandprogramme.org/get-involved/eyes-bog
 - www.countryside-jobs.com/volunteers/intro
 - www.yppartnership.org.uk/get-involved
 - www.forestofbowland.com/peatland-restoration
- Education :**
- www.iucn-uk-peatlandprogramme.org/resources/peatland-learning-training
 - www.lantra.co.uk/course/peatland-restoration-practitioner

This information booklet has been created by the Pendle Hill Landscape Partnership team. All content and website links correct at time of printing.

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