

CCEA

GCSE Chemistry

and

Careers in Chemistry

Find examples of relevant careers for subsections of the curriculum and link through to job profiles for further information. The profiles will give your students real world examples of jobs in the aspects of chemistry they enjoy most. They are written by teachers for teachers.

Simply click on the job title to go to the job profile on
A Future in Chemistry.

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GCSE Chemistry and Careers in Chemistry

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Unit 1: Structures, trends, chemical reactions, quantitative chemistry and analysis

1.1 Atomic structure

- › [Radioactive waste consultant](#)
- › [Secondary school science teacher](#)

1.2 Bonding

- › [Associate principal scientist, food](#)
- › [Science communicator](#)

1.3 Structures

- › [Museum scientist](#)
- › [Scientific associate, NMR spectroscopy](#)
- › [PhD researcher](#)
- › [Scientific Consultant](#)
- › [Postdoctoral research associate](#)
- › [Secondary school science teacher](#)
- › [Product and process development manager](#)
- › [Senior curator](#)
- › [Research fellow](#)
- › [Senior principal scientist](#)
- › [Research innovations manager](#)
- › [Senior software developer](#)
- › [Science communicator](#)

1.4 Nanoparticles

- › [Associate professor](#)
- › [Nanotoxicologist](#)
- › [Chief technology officer](#)
- › [Secondary school science teacher](#)

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Unit 1: Structures, trends, chemical reactions, quantitative chemistry and analysis

1.5 Symbols, formulae and equations

- › [School science technician](#)

1.6 The Periodic Table

- › [Executive editor, scientific publishing](#)
- › [Head of chemistry and teacher](#)
- › [Museum scientist](#)
- › [Project manager, World Gold Council](#)
- › [Science career coach and mentor](#)
- › [Secondary school science teacher](#)

1.7 Quantitative chemistry

- › [Atmospheric chemist](#)
- › [School science technician](#)

1.8 Acids, bases and salts

- › [School science technician](#)

1.9 Chemical analysis

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Chief technology officer and co-founder of a robotic chemists' company](#)
- › [Museum scientist](#)
- › [Pollution control officer](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [Research fellow, battery recycling](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Secondary school science teacher](#)
- › [Senior curator](#)
- › [Senior director of chip research](#)

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Unit 1: Structures, trends, chemical reactions, quantitative chemistry and analysis

1.9 Chemical analysis

- › [Analytical chemist, healthcare](#)
- › [Analytical chemists, Thames Water](#)
- › [Analytical technician, plastics](#)
- › [Assistant analyst, drug control centre](#)
- › [Astrochemist](#)
- › [Atmospheric chemist](#)
- › [Bioanalytical scientist](#)
- › [Director of IRC in biomedical materials](#)
- › [Forensic scientist](#)
- › [Laboratory analyst and higher degree apprentice, water](#)
- › [Research assistant, healthcare](#)
- › [Scientific associate, NMR spectroscopy](#)
- › [Senior analytical systems technician](#)
- › [Sports scientist, British Olympic Association](#)
- › [Teaching technical specialist](#)
- › [University laboratory technician apprentice](#)

1.10 Solubility

- › [Associate scientist, pharmaceuticals](#)
- › [Secondary school science teacher](#)
- › [Director](#)

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Unit 2: Further chemical reactions, rates and equilibrium, calculations and organic chemistry

2.1 Metals and reactivity series

- › [Bioleaching lab technician](#)
- › [Director](#)
- › [Environmental process specialist](#)
- › [Product and process development manager](#)
- › [Research fellow, battery recycling](#)
- › [Scientific Consultant](#)
- › [Secondary school science teacher](#)

2.2 Redox, rusting and iron

- › [Environmental process specialist](#)
- › [Museum scientist](#)
- › [Product and process development manager](#)
- › [Secondary school science teacher](#)

2.3 Rates of reaction

- › [Chief executive officer, ViridiCO2](#)
- › [Secondary school science teacher](#)
- › [Senior principal scientist](#)

2.5 Organic chemistry

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Analytical technician, plastics](#)
- › [Associate professor](#)
- › [Associate professor and enterprise, partnerships and innovation lead](#)
- › [Chief executive officer, ViridiCO2](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of biorefineries](#)
- › [Project leader in enhanced experimentation, oil & gas](#)
- › [Qualified Person, pharmaceuticals](#)
- › [R&D Chemist](#)

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Unit 2: Further chemical reactions, rates and equilibrium, calculations and organic chemistry

2.5 Organic chemistry cont.

- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Consumer products technician](#)
- › [Development chemist, printing and inks](#)
- › [Director](#)
- › [Director of medicinal chemistry](#)
- › [Head of research and sustainability](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Research innovations manager](#)
- › [Secondary school science teacher](#)
- › [Section leader, wind](#)
- › [Senior director of chip research](#)
- › [Senior research and development scientist](#)
- › [Senior science manager](#)
- › [Senior scientist, household goods](#)
- › [Soil scientist](#)

2.6 Quantitative chemistry

- › [School science technician](#)

2.7 Electrochemistry

- › [Product and process development manager](#)
- › [Secondary school science teacher](#)

2.8 Energy changes in chemistry

- › [Chief chemist](#)
- › [Director](#)
- › [Secondary school science teacher](#)

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Unit 2: Further chemical reactions, rates and equilibrium, calculations and organic chemistry

2.9 Gas chemistry

- › [Astrochemist](#)
 - › [Atmospheric chemist](#)
 - › [Pollution control officer](#)
 - › [Professor of environmental chemistry](#)
 - › [Secondary school science teacher](#)
 - › [Senior principal scientist](#)
-

Unit 3 Practical skills

Planning an investigation

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Associate professor](#)
- › [Associate professor and enterprise, partnerships and innovation lead](#)
- › [Bioleaching lab technician](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Computational toxicologist](#)
- › [Environmental process specialist](#)
- › [Flavourist and innovation director](#)
- › [Head of chemistry and teacher](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Pollution control officer](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [Qualified Person, pharmaceuticals](#)
- › [R&D Chemist](#)
- › [Research & development team leader](#)
- › [Research fellow, battery recycling](#)
- › [Scientific Consultant](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Secondary school science teacher](#)
- › [Senior director of chip research](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [University laboratory technician apprentice](#)

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Unit 3 Practical skills

Carrying out an experiment

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Associate professor](#)
- › [Associate professor and enterprise, partnerships and innovation lead](#)
- › [Bioleaching lab technician](#)
- › [Chief technology officer and co-founder of a robotic chemists' company](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Environmental process specialist](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Pollution control officer](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [Qualified Person, pharmaceuticals](#)
- › [R&D Chemist](#)
- › [Research & development team leader](#)
- › [Research fellow, battery recycling](#)
- › [Scientific Consultant](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Secondary school science teacher](#)
- › [Senior director of chip research](#)
- › [Senior research and development scientist](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [University laboratory technician apprentice](#)

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Unit 3 Practical skills

Carrying out an experiment

- › [Associate researcher, pharmaceuticals](#)
- › [Astrochemist](#)
- › [Flavourist and innovation director](#)
- › [Head of chemistry and teacher](#)
- › [Laboratory technician and higher apprentice, solar](#)

Analysing experimental data

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Associate professor](#)
- › [Bioleaching lab technician](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [R&D Chemist](#)
- › [Research & development team leader](#)
- › [Research fellow, battery recycling](#)
- › [Scientific Consultant](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Secondary school science teacher](#)
- › [Senior director of chip research](#)
- › [Senior research and development scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [University laboratory technician apprentice](#)

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Unit 3 Practical skills

Analysing experimental data

- › [Associate professor and enterprise, partnerships and innovation lead](#)
- › [Environmental chemist](#)
- › [Environmental process specialist](#)
- › [Fine fragrance evaluator](#)
- › [Forensic toxicologist](#)
- › [Head of chemistry and teacher](#)
- › [Laboratory technician and higher apprentice, solar](#)
- › [Pollution control officer](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Sustainability manager](#)
- › [Toxicologist, chemical company](#)

Drawing conclusions from an experiment

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [Research & development team leader](#)
- › [Research fellow, battery recycling](#)
- › [Secondary school science teacher](#)
- › [Senior director of chip research](#)
- › [Solar technology engineer](#)

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Unit 3 Practical skills

Drawing conclusions from an experiment

- › [Associate professor](#)
- › [Associate professor and enterprise and innovation lead](#)
- › [Bioleaching lab technician](#)
- › [Environmental chemist](#)
- › [Environmental process specialist](#)
- › [Head of chemistry and teacher](#)
- › [Laboratory technician and higher apprentice, solar](#)
- › [Pollution control officer](#)
- › [Qualified Person, pharmaceuticals](#)
- › [R&D Chemist](#)
- › [Scientific Consultant](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Senior research and development scientist](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Teaching technical specialist](#)
- › [University laboratory technician apprentice](#)