

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

1.1 Atomic structure

- › [Chemistry engineer, nuclear](#)
- › [Radioactive waste consultant](#)
- › [Secondary school science teacher](#)

1.2 Bonding

- › [Associate principal scientist, food](#)
- › [Bionanotechnology PhD student](#)
- › [Co-founder and machine learning lead of tech startup Ignota Labs](#)
- › [Science communicator](#)
- › [Technical services chemist, cosmetics](#)

1.3 Structures

- › [Bionanotechnology PhD student](#)
- › [Co-founder and machine learning lead of tech startup Ignota Labs](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Postdoctoral research associate](#)
- › [Product and process development manager](#)
- › [Research fellow](#)
- › [Research innovations manager](#)
- › [Science communicator](#)
- › [Scientific associate, NMR spectroscopy](#)
- › [Scientific Consultant](#)
- › [Secondary school science teacher](#)
- › [Senior curator](#)
- › [Senior principal scientist](#)
- › [Senior software developer](#)
- › [Technical services chemist, cosmetics](#)

1.4 Nanoparticles

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

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1.5 Symbols, formulae and equations

- › [School science technician](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Senior laboratory technician](#)
- › [Technical services chemist, cosmetics](#)

1.6 The Periodic Table

- › [Chemistry engineer, nuclear](#)
- › [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](#)
- › [Chemistry engineer, nuclear](#)
- › [Dermal toxicologist](#)
- › [Microplastics toxicologist](#)
- › [School science technician](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Senior laboratory technician](#)
- › [Technical services chemist, cosmetics](#)

1.8 Acids, bases and salts

- › [Chemistry engineer, nuclear](#)
- › [School science technician](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Senior laboratory technician](#)

1.9 Chemical analysis

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Chemistry engineer, nuclear](#)
- › [Chief technology officer and co-founder of a robotic chemists' company](#)
- › [Dermal toxicologist](#)
- › [Museum scientist](#)
- › [Pollution control officer](#)
- › [Principal air quality consultant](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)

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1.9 Chemical analysis cont.

- › [Professor of environmental chemistry](#)
- › [Research fellow, battery recycling](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Secondary school science teacher](#)
- › [Senior curator](#)
- › [Senior director of chip research](#)
- › [Senior laboratory technician](#)

1.10 Solubility

- › [Associate scientist, pharmaceuticals](#)
- › [Chemistry engineer, nuclear](#)
- › [Director](#)
- › [Research scientist, microplastics](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Secondary school science teacher](#)
- › [Senior laboratory technician](#)

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

2.1 Metals and reactivity series

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

2.2 Redox, rusting and iron

- › [Chemistry engineer, nuclear](#)
- › [Environmental process specialist](#)
- › [Laboratory scientist apprentice](#)
- › [Museum scientist](#)
- › [Product and process development manager](#)
- › [Secondary school science teacher](#)

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2.3 Rates of reaction

- › [Chemistry engineer, nuclear](#)
- › [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](#)
- › [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](#)
- › [Microplastics toxicologist](#)
- › [Principal air quality consultant](#)
- › [Professor of biorefineries](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Project leader in enhanced experimentation, oil & gas](#)
- › [Qualified Person, pharmaceuticals](#)
- › [R&D Chemist](#)
- › [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](#)

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2.6 Quantitative chemistry

- › [Chemistry engineer, nuclear](#)
- › [Dermal toxicologist](#)
- › [Research scientist, microplastics](#)
- › [School science technician](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Senior laboratory technician](#)
- › [Technical services chemist, cosmetics](#)

2.7 Electrochemistry

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

2.8 Energy changes in chemistry

- › [Chemistry engineer, nuclear](#)
- › [Chief chemist](#)
- › [Director](#)
- › [Secondary school science teacher](#)

2.9 Gas chemistry

- › [Astrochemist](#)
- › [Atmospheric chemist](#)
- › [Pollution control officer](#)
- › [Principal air quality consultant](#)
- › [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](#)
- › [Bionanotechnology PhD student](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Computational toxicologist](#)
- › [Dermal toxicologist](#)
- › [Environmental process specialist](#)
- › [Flavourist and innovation director](#)

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Unit 3: Practical skills

Planning an investigation continued

- › [Head of chemistry and teacher](#)
- › [Laboratory scientist apprentice](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Microplastics toxicologist](#)
- › [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 laboratory technician](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [University laboratory technician apprentice](#)

Carrying out an experiment

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Associate professor](#)
- › [Associate professor and enterprise, partnerships and innovation lead](#)
- › [Associate researcher, pharmaceuticals](#)
- › [Astrochemist](#)
- › [Bioleaching lab technician](#)
- › [Bionanotechnology PhD student](#)
- › [Chief scientist at agritech company, Lambda Energy](#)
- › [Chief technology officer and co-founder of a robotic chemists' company](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Dermal toxicologist](#)
- › [Environmental process specialist](#)
- › [Flavourist and innovation director](#)
- › [Head of chemistry and teacher](#)

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Unit 3 Practical skills

Carrying out an experiment continued

- › [Laboratory scientist apprentice](#)
- › [Laboratory technician and higher apprentice, solar](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Microplastics toxicologist](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Pollution control officer](#)
- › [Principal air quality consultant](#)
- › [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, food and pharmaceuticals](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Secondary school science teacher](#)
- › [Senior director of chip research](#)
- › [Senior laboratory technician](#)
- › [Senior research and development scientist](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [Technical services chemist, cosmetics](#)

Analysing experimental data

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Associate professor](#)
- › [Bioleaching lab technician](#)
- › [Bionanotechnology PhD student](#)
- › [Chief scientist at agritech company, Lambda Energy](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Dermal toxicologist](#)
- › [Head of computational toxicology](#)

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Unit 3 Practical skills

Analysing experimental data continued

- › [Head of toxicology](#)
- › [Laboratory scientist apprentice](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Microplastics toxicologist](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Principal air quality consultant](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [Quality officer, genomics research](#)
- › [R&D Chemist](#)
- › [Research & development team leader](#)
- › [Research fellow, battery recycling](#)
- › [Research scientist, microplastics](#)
- › [Scientific Consultant](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
- › [Research scientist, microplastics](#)
- › [Secondary school science teacher](#)
- › [Senior director of chip research](#)
- › [Senior laboratory technician](#)
- › [Senior research and development scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [Technical services chemist, cosmetics](#)
- › [University laboratory technician apprentice](#)

Drawing conclusions from an experiment

- › [Analyst –higher apprentice, organic chemistry](#)
- › [Associate professor](#)
- › [Associate professor and enterprise and innovation lead](#)
- › [Bioleaching lab technician](#)
- › [Chief scientist at agritech company, Lambda Energy](#)
- › [Chief technology officer and co-founder of Lixea, a sustainable solutions company](#)
- › [Dermal toxicologist](#)
- › [Environmental chemist](#)

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Unit 3 Practical skills

Drawing conclusions from an experiment continued

- › [Environmental process specialist](#)
- › [Head of chemistry and teacher](#)
- › [Head of computational toxicology](#)
- › [Head of toxicology](#)
- › [Laboratory scientist apprentice](#)
- › [Laboratory technician and higher apprentice, solar](#)
- › [Marine biogeochemist](#)
- › [Marketing development manager](#)
- › [Medicinal chemist, drug discovery](#)
- › [Microplastics toxicologist](#)
- › [Museum scientist](#)
- › [PhD researcher](#)
- › [Pollution control officer](#)
- › [Principal air quality consultant](#)
- › [Process chemist – higher apprentice, pharmaceuticals](#)
- › [Professor of environmental chemistry](#)
- › [Qualified Person, pharmaceuticals](#)
- › [Quality officer, genomics research](#)
- › [R&D Chemist](#)
- › [Research & development team leader](#)
- › [Research fellow, battery recycling](#)
- › [Research scientist, microplastics](#)
- › [Scientific Consultant](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Scientist, Incident Management & Crisis Resolution](#)
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- › [Senior director of chip research](#)
- › [Senior laboratory technician](#)
- › [Senior research and development scientist](#)
- › [Senior science manager](#)
- › [Soil scientist](#)
- › [Solar technology engineer](#)
- › [Teaching technical specialist](#)
- › [Technical services chemist, cosmetics](#)
- › [University laboratory technician apprentice](#)