



# Careers in Focus

Issue 4

Finding Your Pathway To Success

January 2022

## Careers in the Curriculum

### The Mathematics Curriculum

At the beginning of each new topic a video is presented to students explaining how that topic is useful in everyday life and how it links to a variety of different professions. Year 7 classes have been doing factors, multiples and negative numbers. They were assigned a piece of homework which required them to select a career of their choice and explain the usefulness of factors multiples and negatives to their chosen profession.

Year 10 students have been studying proportions. They have watched a video on how proportion is used in a range of careers. Then this has been discussed as a class activity. For example proportion is used in a range of careers: chefs use proportion to ensure they use the right amount of each ingredient. The students have seen how proportion is important in hairdressing when mixing and using dyes. They have learnt that proportion is used by artists, plastic surgeons, in politics and in many more career fields.

Every KS4 class has a career education topic on their Google Classroom. When video is watched during the lesson time this is also posted on students Google Classroom.

Students following the higher scheme of work have been looking at similarities and circles. Students have learnt how knowledge on circles can be used in Photography. Students have also learnt that artists use circles to create artwork, among other shapes. They have watched bakers use their knowledge of circles when creating cakes of varying sizes. Students also observed the use of knowledge of circles in graphic and web design.

**Careers**

Cashiers take payments from customers and must work out the change using operations

**Factor**  
A factor is a number that divides into another number exactly and without leaving a remainder

**Multiples**  
A multiple is the product that we get when one number is multiplied by another number

Writers use multiples to work towards deadlines and work out how many pages they need to write each week

Nurses and Doctors use operations to identify how much weight a patient has lost or gained

Lawyers use multiples to work out how many clients they will be able to see in a week and they know how long each interview will last

There are four operations in maths: addition, subtraction, multiplication and division

Examples:  $2 \times 9 = 18$ ,  $8 \times 5 = 40$ ,  $9 \times 7 = 63$ ,  $8 \times 4 = 32$

**Negative numbers in Building**

One way builders use negative numbers in building is to work out the depths of trenches for foundations

Using negative numbers saves time and effort especially when used with a datum line

**Positive numbers above ground (height)**

**Datum line**  
A datum line has a level mark of 0 (zero) anything above the mark is positive and anything below is negative.

**Negative numbers below ground (depth)**

Benny THAD



## The Science Curriculum

Students in year 10 had the opportunity to be involved in a meet with the MET police who gave information regarding the types of STEM careers there are in the Metropolitan Police.

In all Year 10-11 lessons we have regularly integrated videos relating to careers associated with the particular scientific topic they are learning about. For example, when studying DNA we linked to an engineering apprentice at GSK whose mission was to find medical cures. In addition to this, we organised a school-wide event for Tomorrow's Engineers week in which we linked the subject area of COP26 to a number of different engineering careers and routes.

Students in A level Science & BTEC Applied Science have been taking part in fortnightly virtual science sessions with Professor Julian Ma & his colleagues at St. George's University. A wide range of topics have been presented to the students this term such as genetic engineering; ethical issues in medicine; cloning; health impacts of bodybuilding; use of statistics in scientific research. The exciting array of topics covered have showcased to Year 12 & Year 13 science students the variety of careers in STEM and real life contexts of science in action.

Please see below feedback from some students that have taken part in the virtual science club:

*"Science club has revealed the importance of scientific research and how it is applied to real life used to better people's quality of life. A session on the human microbiome explained how we coexist with and benefit from bacteria and how the environment influences our microbiome and what benefits or disadvantages this can bring. Science club has helped with my future progression as it has developed my interest in biology and so I am now hoping to attend university to complete a biology degree. It has also taught me valuable skills needed for a career in science and research."*

Amelia S (Year 13)

*"What I enjoy about science club is that we explore various topics outside of our specification such as the science of sleep and bodybuilding to which I find intriguing as it furthers my understanding of science to an entirely new level."*

Ismail E (Year 13)

*"Science club has demonstrated to me the use of both science and maths across the real world. One session that piqued my interest was on the golden ratio where we discussed whether it was a rule of nature or simply a mystical number along with the frequency of it seen in the natural world as well as in inanimate objects. I am hoping to do a Maths degree at university so science club has helped by introducing more mathematical and scientific concepts whilst allowing for a discussion to take place."*

Alice H (Year 13)



**St George's**  
University of London



**STEM**  
LEARNING



# The English Curriculum

Students in Year 7-9 have been focusing on careers related to the topics they have studied. This includes: a Historian for our Myths and Legends unit, a Social Activist for our Speak Out unit and a Psychologist for our Jekyll and Hyde unit. As well as this, students have been signposted to brilliant and informative TedTalks on these career options. In our older year groups, students have been completing homework associated with various jobs that relate to our units such as: Police Officer for our An Inspector Calls unit and Banker for A Christmas Carol.

In our older years groups, pupils throughout KS4 are frequently exposed to careers and signposting of career routes with reflection of our GCSE papers for both literature and language. Pupils are directed to careers such as Police Officer for our An Inspector Calls unit and Banker for A Christmas Carol. With the launch of our Unifrog application students are able to research these roles further when discussions build around the aforementioned careers both in the classroom and for associated homework projects.

## Career: Social activist

Follow the link for [Unifrog](#) to access a wide careers database that you can use to search up jobs and potential careers.

You should have been given your login information so use a bit of time to begin exploring the website and filling in the following information about the career path of a social activist.

### What they do:

They are people who work to achieve or social change, especially as a member of an organization with certain aims. They sometimes hand out flyers and make speeches to persuade people to help them with their movement.

### Qualifications required (formal):

The qualifications needed to become a social activist is to use or support strong actions in support of or opposition to one side of a controversial issue. Other things are to Know where you're going, Know what you're doing and why you're doing it, Involve others by removing barriers. Manage your time, Plan and prepare, Find resources, Make budgets and keep financial records, Develop good communication skills and Learn your strengths and build self-confidence.

### Salary:

The salary for a social activist can vary from \$101,000 to \$18,500, the average salary ranges between \$28,500 to \$52,500 with the top earners getting \$77,000.

## Sigmund Freud

### Who Was Sigmund Freud?

Sigmund Schlomo Freud, also known as Sigmund Freud, was born on the 6th of May 1856 and died on 23rd of September 1939. He was an Austrian neurologist and developed psychoanalysis or psychotherapy.



### Life At University

In 1873, Freud began to study medicine at the University of Vienna. After graduating, he worked at the Vienna General Hospital. Soon after, he collaborated with Josef Breuer in treating hysteria by the recall of painful experiences under hypnosis. In 1885, Freud went to Paris as a student of the neurologist Jean-Martin Charcot, a French neurologist and professor of anatomical pathology.

### Developing Psychotherapy

Freud developed the theory that humans have an 'unconscious' part in their mind which can have aggressive impulses. In 1900, his major work 'The Interpretation of Dreams' was published in which Freud analysed dreams in terms of unconscious desires and experiences.

In 1902, he was given the role as Professor of Neuropathology at the University of Vienna, a role in which he held until 1938. His job wasn't liked in these times because it disagreed with what medical establishments thought, however a number of people began to gather around his ideas.

After WWI, Freud spent more time trying to apply his theories to art, history and anthropology, the scientific study of humanity, and in 1923, he published a book named *The Ego and The Id* which divided the mind into four 'sections': the 'id', the 'ego' and the superego.

### His Final Years

Sadly, in 1933, the Nazis burned most of Freud's books publicly. He fled Vienna for London, as the Nazis took more and more control.

He had died of a lethal amount of morphine, a painkiller, by his friend Max Schur. He had been suffering from an abundance of pain from his eye sockets and his cheek. The cancer had started building in his mouth in 1923.

### References

[https://www.bbc.com/history/historic\\_figures/freud\\_sigmund.shtml](https://www.bbc.com/history/historic_figures/freud_sigmund.shtml)  
[https://en.wikipedia.org/wiki/Sigmund\\_Freud#Biography](https://en.wikipedia.org/wiki/Sigmund_Freud#Biography)

# IT/Computer Science Curriculum

This module Year 8s are learning about the python programming language. We had a lesson where students looked at different career options for the future if they develop more interest in learning and using python programming language. Students did research to find how many of the biggest organisations in the world implement it in some form. NASA, Google, Netflix, Spotify, and countless more all use the language to help power their services. Python is widely used and the top most demanding language across the globe into the software industry.

Students in Years 10 and 11 have been looking at careers in the industry and also at apprenticeship opportunities in the field such as BT, Cisco and smaller local offerings. A number of Year 12 students have participated in remote work experience with Cisco Systems and a number of Year 13 students are aspiring to secure apprenticeship places in these companies.



## The MFL Curriculum

The MFL department delivered a careers assembly as part of European day of languages that had an impact on all KS3, KS4 and KS5. The virtual assembly included lots of information on how languages can boost career prospects and guided students on how to become a linguist.

KQ: ¿En qué trabajas?

Trabajos:

profesor/a Albañil  
 camarero  
 ingeniero  
 pelucera  
 policía  
 bombero/a  
 fontanero/a (plumber)  
 actor/actriz

Profesiones

Cualidades:  
 simpático/a  
 inteligente  
 puntual  
 trabajador/a

workplaces:  
 colegio/escuela/instituto  
 hospital  
 restaurante  
 tiendas aeropuerto.  
 Taller edificios

Vocabulary:

cocinero/a - chef  
 esteticista - beautician  
 Jardiner/a - gardener  
 Dependiente - cashier  
 Camarero/a - waiter/ress  
 limpiador/a - cleaner

receptionista - receptionist  
 peluquero/a - hairdresser  
 veterinario/a - vet  
 enfermero/a - nurse  
 azafata - flight attendant  
 periodista - journalist

Grammar:  
 Tengo+que + infinitive = I have to + inf

Year 11 (French and Spanish) have been learning about jobs, how to describe jobs, what sort of skills you need to have in order to be successful in that job, and why languages are important in careers.

Year 10 students are completing homework focused on MFL and Careers. Students have been asked to watch a variety of videos on different career routes linked to MFL and answer questions. Responses include:

*"The jobs that were presented in this video ranged from Poets to British Army Officers. Others included musicians, football trainers, business consultants, vloggers, teachers, lawyers, documentary directors, journalists, PR and communication or even event planners. I was very surprised when learning that being an event planner was related to languages because it does not automatically come to mind when thinking about careers requiring a language degree"*

*"They stated that you are more likely to get a job if you know more than one language which is really interesting in my opinion as a bilingual person. Learning a new language helped a lot of people with social and communication skills, it opened up new business opportunities and friendships. It also gives you cultural awareness of the language you're learning which is really important."*

*"I was very surprised that languages play such a big role in vlogging."*



## The Geography Curriculum

We have discussed the potential routes that stem from pursuing a degree in geography and university programs nationally that may support or interest the year 12 and 13 students. We have also discussed the applications of these degrees and which careers that students can then research and potentially aspire to (City/Urban planning, Glaciology, Teaching etc).

In Year 7 - 11 lessons we have dedicated time to looking at 'real world geography'. This involved looking at the professionals in the field and the incredible work they do. Year 7-9 have gone on to look at the vital skills needed to succeed in geography and the careers that geography can lead to Politics, Volcanology, Climatology and Expedition Leading.

## The Religious Education Curriculum

Students in Year 7-11 have been guided through a compilation of resources on what skills you need for charity work and how it relates to RE. This will give direct purpose on how RE can give them the skill set and mind set to be able to do this job to a high standard, and leads directly into successfully accessing charity jobs. Students in Year 7-9 have researched what the following skills mean:

- Religious literacy
- Articulatory
- Academic vigour
- Clear writing
- Depth of writing
- Critical thinking

These are skills attributed specifically to Religion and Philosophy disciplines. They explained each of these skills and then applied them to any job that they would like to do in the future.

Further to this we have set homework to our year 10 and 11 students to research through university websites different jobs one can get from either studying Religion or Philosophy. They have found at least two jobs of interest and written about what skills they can ascertain from that degree which will aid them in that job.

Advice was given to Year 12 and 13 students on what jobs and career routes can be accessed through RS/Theology/Philosophy degrees and A level courses. Year 13 students have been given advice and guidance on how to talk about Religious Studies in UCAS personal statements and/or job applications and interviews.

## The History Curriculum

All year groups were set 'Why study history?' homework via a Google Form. They watched a video to help understand why History is an important subject for many professions. Student responses have shown that they can identify the skills that are taught within History at all key stages and how those skills relate to careers. Some examples are as follows:

How can studying History tell you about the future? Give an example. 'It can help us from past political mistakes made by the government or businesses so we can make better and more informed decisions in future. An example of this is economists working alongside politicians to avoid an economic crash in the future.

List five skills studying History can give you. History can give us multiple skills to move forward successfully:

- Teach us to ask the right questions
- See the big picture
- Learn from our past mistakes
- It gives us a balanced, unbiased outlook on the world and what goes on around us
- Teaches us to communicate successfully and to have critical thinking and analysis skills

List five careers that History is necessary for. A few of the many careers that History is necessary for are:

- Journalism
- Economics
- Law
- Insurance and marketing
- Teaching
- Politics

From these responses we have been able to have more informed discussions when undertaking tasks that are utilising these identified skills and get students to recall what professions they are transferable to. Discussions have also been conducted in KS4 and 5 within lessons regarding next steps and where History at A level and degree can take you and what grades are necessary to apply for these qualifications. Furthermore, KS5 students have been given advice and guidance on how to talk about History in UCAS personal statements and/or job applications and interviews

In addition to this, KS3 have completed history skills lessons in module 1 to first discover what skills are used in History. Each new skill they developed was connected to a wider purpose in their futures.



## The Physical Education Curriculum

Year 13 students travelled to Greenwich university to work with the Sports Science department. They were able to test their power and endurance using state of the art fitness testing equipment. After a tour of the facilities students received a talk on various methods of assessment in elite, including VO2 max, Wingate test and video analysis equipment. In the afternoon students sat in on discussions around applications to universities and careers in sports science. It was a great day that inspired our students to contemplate the many exciting opportunities available to them within sport and sports science.

The year 10 and 11 BTEC performing arts students travelled to see Chicago the musical. They were inspired by the atmosphere of the theatre and some have now expressed a keen interest to audition for performance roles on the stage .

In year 7 - 9 we have been looking at possible roles within sport and the leisure industry. These have included leadership and teaching, physiotherapy and the training requirements of the PT instructor. We have been exploring the language of leadership and researching the practical application of the coach, trainer and teacher in a variety of styles from autocratic to laissez faire.



## The Geography Curriculum

Year 8 Lessons have focused on working in an orchestra and film composing. We examined the pros and cons of working in both industries.

Year 10 has had a focus on singer songwriters. This included learning about how songwriters create songs that resonate with an audience including analysing existing hits and music trends, networking and working to clients specifications within set time frames.

Year 13s have been focusing on skills development through completing research projects.

## The Art Curriculum

In year 11 Art lessons students are undertaking a project on costume and have been looking at the role of a Costume Designer in Film and TV as opposed to the role of a Fashion Designer. Students will be going to The Saatchi Gallery at the end of term to see the work of the London Colleges Graduate students from 2021. This is a great opportunity for the students to get a good idea of what studying Art post sixth form is like and how they could make successful careers in this field.

Year 10 students are working on a graphics based project exploring lettering shapes, structures and meanings. We have been exploring the role of a Graphic Designer and what this job entails.

Year 9 students are working on a project linked to the urban environment and decay. They will be making their own relief piece from photographs that they have taken. We are linking this to the work of a Set Designer in Film and the students will be exploring how to recreate the textures they have found in the environment from an assortment of materials. We are also looking at how to design for mood.

## The Photography Curriculum

In photography, Y12 and Y13 students have been planning and creating professional shoots of models so they can learn about how to organise a timetable, shoot plan, time management and working as a team. They have also been creating Digital Portfolios for any future interviews.

In Y11 students have been building their digital portfolios for interviews and learning how to write and talk about their own work with confidence using technical language.

In Y10 students have been working on a Portraiture project that has given the same experience as the sixth form but has also led to the discussions about the different roles of a portrait photographer such as studio portrait photographer, paparazzi, publicity shots, fashion photographer to name just a few.



## The Product Design Curriculum

Students across all year groups have been given the opportunity to study the work of professionals through a series of online recorded lectures through the Design Museum. These videos are produced to give an insight into the working practises of professionals in different fields of the design industry.

Students in Year 10-13 have looked at alternative routes into industry that don't follow the more obvious university journey, for example Dyson's in house degrees and engineering apprenticeships in future technologies.



## The Drama Curriculum

In Drama year 11 and 12 have been to the Troubadour Wembley theatre to see The Curious Incident Of the Dog At The Nighttime. This was a chance for students to experience a professional theatre performance. They were able to see all elements of the theatre such as acting, lighting, sound and costume. This gave them an insight into all the elements of theatre that are needed to put together a production. They were also able to see all the physical and vocal skills performed by an actor to a high professional standard.

Year 11 and 10 had a great visit from the theatre company called Staged Ed. The workshop was run by a professional actor who has been in the production of Blood Brothers in the West End for 10 years. The workshop gave the students an insight into what it would be like to be in a professional theatre company and show in the industry. He also spoke to them about his experiences in Drama school and what it was like to study Drama at degree level.



## The Health and Social Care Curriculum

In Health and Social Care Year 11 classes have been focusing on Health and Social Care Services used by different clients. They were asked to research the different primary, secondary and tertiary care services which their chosen clients can access in their local area of Greenwich.

The Primary Care services they focused on included the following:

- General Practitioners
- Pharmacist
- Dentist
- Opticians

The secondary and tertiary services included hospitals and the role of various professionals such as dietitians, physiotherapist and cardiologist.

Students also included research on the roles of the allied professionals and linked these to the services required by their chosen clients.



## The Media Studies Curriculum

Year 10 media students entered a competition run by the British Interactive Media Association (BIMA). BIMA represents the interactive media and digital content industry in the UK and supports the next generation of digital professionals. Students compete to make a digital product, with a prize of £500 to chase. This year's topic was 'Our Carbon Footprint' and students were charged with developing a digital product to raise awareness, identify or go some way to solving the energy problem. It is the bringing together a real world problem and the digital world of almost limitless possibility, made for an exciting day's work.

The competition was launched to address a digital skills shortage which is holding back UK growth. The Centre for Economics and Business Research reckons the shortage of tech and digital talent is costing the UK £21.8bn. This competition was developed to inspire students and show them the potential of a digital career.

On Wednesday 10th November the Digital media Centre played host to the digital design agency williamjoseph.com. Rania Nur and her colleague James Gadsby Peet joined Year 10 Media students for a Digital Day to create a winning solution to the potentially devastating carbon footprint issue. Students were given two hours to come up with digital products with the industry professionals giving real world advice and encouragement as students rose to the challenge.

*"The 'BIMA Digital Day' was an extremely interesting and educational workshop which gave students not only the chance to learn the various career paths within media but also the chance to engage with a real world practical problem. It gave us an opportunity to use our research skills to investigate and try to go some way to solving a very real and increasingly pressing issue, carbon footprint. It was great to be able to draw on our own knowledge of the digital world and modern technology. This was helped by the presence of two digital agency professionals James and Rania who shared their industry knowledge to create solutions to this problem. Furthermore, I really appreciated the fact that we were not restricted to a certain interpretation of the problem or the digital product we had to create. This meant that across the group there were various solutions ranging from websites, apps and adverts all presented in different, unique ways. This allowed us to use our independent ideas and to formulate ideas to solve the issue. It would be good if we could get to work like this more often"*  
Georgia Year 10

*"We loved seeing the enthusiasm that the students brought to the challenge. Within a couple of hours they covered a huge amount of ground with some genuinely interesting ideas coming out of the process. In a digital agency, communication, the ability to move information between various IT platforms and programs and the use of creative digital media skills are absolutely core to our work. I'd encourage anyone interested in pursuing a career in this area to use opportunities like this, to get as much practice as possible in both."*Jams & Rania

## The Film Studies Curriculum

Film Studies students attended an online industry panel and careers talk with Industrial Light and Magic (ILM). ILM is an American motion picture visual effects company. ILM was founded by director George Lucas and is a division of the film production company Lucasfilm which was created when Lucas began production of the film Star Wars. Our students had the opportunity to hear from different creative staff from Lucasfilm about the jobs they do with visual examples of the amazing projects and films they have worked on, such as Mandalorian. This session was met with really positive feedback, one of our year 13s said "the webinar today really inspired me and I have taken a huge interest in apprenticeships to do with media and film".

Year 12 Film Studies students had the online opportunity to join a live Zoom call with documentary filmmaker Asif Kapadia, the director of Senna and Amy amongst others, in a long and illustrious career. This event was organised through the British Film Institute. Kapadia gave students an insight into his career pathway and the process he goes through when making his films. He gave a detailed account of his film Amy which is one of the A Level Film set texts.





## The Business Studies Curriculum

Year 11 Business Studies students have been working tremendously hard on curating the Year-Book. They have been meeting every Thursday and supported by Mr Sandhu and Mrs Sahnoun. This has been a great opportunity for students to organise their leaving party and celebrations. Students will include a section on careers and qualifications in the year book. They have been researching different sections for the book. Through this process students have developed key skills related to future careers such as leadership skills, working as part of a team and financial skills linked to planning, budgeting and profit.

Year 12 students have joined the Stationers' Crown Woods Academy Young Enterprise Society run by Mr Sandhu. every Monday and Friday. The group has had



the opportunity to meet with a local business adviser who sits with the group and supports their ideas going forward. So far the Young Enterprise Group have raised finances from their business venture which

is designing and selling clothes whilst also designing their own label. Lets see how many new entrepreneurs success stories we hear about from Stationers' Crown Woods Academy! Here students specialise in areas which they may want to pursue in the future. For example, completing the financial accounts for the company, managing marketing concepts, business operations and Human Resources.

## The Politics Curriculum

Year 12 and 13 Politics students had the opportunity to meet with Clive Efford, the local Eltham MP. This 2 hour session involved a talk from Clive about his role as an MP, following this they had an hour and a half to ask questions. Questions were submitted in advance and covered Clive's role as an MP as well as a range of topical and contemporary political issues. Throughout this session students asked insightful questions both about Clive's role as an MP, including which Labour leader was his favourite to work with, and a wide variety of issues including the role of the House of Lords and racism in sport. Following this Clive commented that felt that he had been really grilled and it was like being a guest on Question Time.

## The Economics & Accounting Curriculum

Year 12 and year 13 have been able to access the exclusive IMF virtual conference that was hosted by Lord King, ex chancellor for the UK. This was a zoom virtual meet where students were drawn in discussions around the projected UK inflation levels as well as the stability of the UK Economy. In year 12 all Economics students have been given a subscription to the Tutor2u monthly newsletter in which they receive a free hard copy of a summary of the month. The macroeconomic data and background information contained within the articles provides vital evidence about how firms are affected by the wider performance of the economy and therefore their plans for hiring (or not) labour as well as for sector-based analysis about the types of skills which are in increasing or decreasing demand. Labour market statistics are also showcased to inform students' understanding of both the relative health of the labour market as well as the particular sectors of the economy in which there is growing demand for labour. An essential component of the Accounting programme has been the distinction between the roles of management and financial accountants in the commercial world and investigating the different types of activities they carry out and the stakeholder groups who they provide information to and take decisions about.

## The Psychology Curriculum

Year 12 psychology have been focusing on independent learning and as part of this have been given a project focusing on post-traumatic stress disorder (PTSD). Pupils are required to research PTSD in terms of what careers are involved in the therapy of the disorder. Pupils need to distinguish the difference between a psychologist and a psychiatrist by explaining the differences in qualifications needed as well as training in the field. Pupils also need to understand the type of therapy used but most importantly how well it works in bettering people's lives.

Year 13 students have been working on formulating personal statements for their Post 18 applications. Students have been focusing on how skills taught in psychology link to a variety of other subjects and the wider world of work.



## The Law Curriculum

Year 12 and 13s students have been looking at the different routes into the legal profession. Discussion has formed part of the law lessons on the various roles and positions that are offered in the legal sector. Students have watched short video clips of the life and role of what Barristers and Solicitors do on a typical day. Students have also done research around other legal professions such as Legal Interns and Legal Executives and pathways to get into that sector of the legal profession. Students have been doing their own independent research on virtual legal workshops, short law courses and have attended some of these and have done this to help with their legal career choices.

## Google Classroom News



## Google Classroom

I am very pleased to announce that Year 7-11 now have a bespoke Google Classroom that relates to careers. This is in addition to the Sixth Form Google Classrooms that are already in situ. These Google Classrooms are updated regularly with information, advice and guidance related to career pathways alongside activities and opportunities to get involved in to enable students to develop key knowledge and skills which will be beneficial for the future. This includes short video clips entitled 'job of the week' on a vast array of careers ranging from an actuary, to a barber, disaster manager or cardiologist. The aim is to introduce students to the huge array of career opportunities available to them in the future and to celebrate diversity in the world of careers. The Google Classrooms also include a wealth of Post 16 and Post 18 application advice and guidance currently for year 11-13, but to be extended to year 10 and 9 shortly. The Google Classrooms also include fun activities such as the daily Careers Advent Calendar which will be updated right up to Christmas Eve for students to participate in. Please encourage your child to sign up to the careers Google Classroom and to get involved in the activities posted.

## Weekly Careers Newsletter

Another feature of the Year 10 - 13 google classroom is the weekly careers newsletter which includes important information on Labour Market Information (LMI) for a wealth of different careers, University of the week, career of the week and, possibly most importantly, a wide range of excellent nationwide opportunities for students to sign up to to enable them to build their understanding of career fields of interest via work experience, insight days and competitions. We actively encourage students to sign up to as many opportunities as they can so they can experience meaningful encounters with employers and higher education facilities enabling them to be able to come to informed decisions regarding their future goals as well as helping them stand out from the crowd when making applications. The weekly newsletter is available on the year group Google Classroom. Please encourage your child to engage with the newsletter each week and sign up to opportunities of interest.

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Stationers' Crown Woods Academy

# CAREERS NEWSLETTER

This newsletter is a collation of all the opportunities we have heard about from employers and universities. Please use the links included to read more information and apply to anything you are interested in. Links are [underlined](#).

This newsletter includes links to other websites which are not under the control of Leigh Academies Trust. We have no control over the nature, content and availability of those sites. The inclusion of any links does not necessarily imply endorsement of the views expressed within them or a recommendation to sign up with them.

### OPPORTUNITIES

 **Nuffield Research Placements (NRPs)** are engaging, real-life research or development projects, where talented Year 12 (or equivalent) students are placed at the heart of a UK host organisation. Students can take part in a placement at no extra cost. Travel costs are reimbursed, and the majority of eligible students also receive a £200 bursary. Application deadlines vary by region but will fall between end of March to mid-April 2022. [Click here](#) to see if you are eligible for a place.

On 9th December from 5:00pm - 6:00pm, Young Professionals will be hosting an insight session into **one of the biggest construction firms in the world**. Mace Group Ltd, commonly known as Mace, is a global consultancy and construction firm headquartered in London, United Kingdom, employing approximately 5,000 people, across five continents with a turnover in excess of £2 billion. You can register [here](#).

From 6th-10th December, **STEM Ambassadors** are running a **virtual apprenticeship fair** where you can speak to employers about their apprenticeship offer. Check it out [here](#).

 **Have you seen the amazing apprenticeship resource hub?** It's full of information about apprenticeships, including interactive guides, videos from employers and one page information guides about set topics. You can view the full hub [here](#). We would recommend using the filter down the side to select "student" so you just see the resources relevant to you.

The **Cr8tive Resource YouTube channel** has lots of helpful videos that show you where your favourite subjects could take you in terms of a career. They also have specific advice on certain topics like budgeting, writing a CV and different job roles. You can watch their videos [here](#).

### JOB OF THE WEEK

  
**Entrepreneur**  
Have you ever thought about owning your own business? People who have their own company are called Entrepreneurs. Thousands of people in the UK start a business every year. There is funding available for people with a business idea to start their company!  
You can read more about this [here](#).

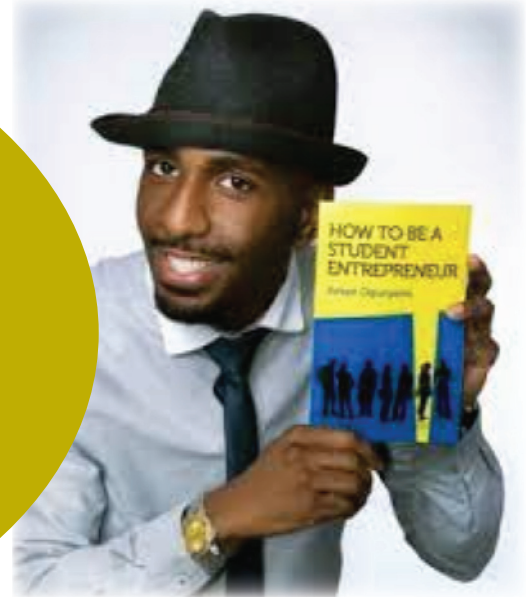
### LABOUR MARKET INFORMATION FACT

Last week, we asked you why there are less young people in traditional employment.  
Well, it's because there are more ways to make money online now!  
For example, Depop claims its most successful sellers earn £2,000 a month - far more than the roughly £250 a typical teenager would earn from a single Saturday shift per week.  
SOURCE



## MyBnk and Entrepreneur Day

Year 12 students took part in a futures day on Monday 18th October. Students attended a MyBnk money workshop where they learnt about different financial matters such as how to read a payslip, how to choose a bank account and how to budget effectively. Students were particularly interested in the information on credit and tax, and had a range of questions answered. On the same day we also welcomed Junior Ogunyemi to the academy who delivered a motivational speech on entrepreneurship and inspired students to think about the career path they might take. Students then spent time researching labour market information for different job types, finding out what the demand for future employment is, and which industries are offering the jobs of the future.



## Sexual Health

All Year 12 and 13 students have taken part in two sexual health workshops delivered by Young Greenwich sexual health workers from the charity Metro. The workshops covered the issues of consent, STIs and contraception, and were well appreciated by the students. The workshops also provided our sixth form students with information on how to access a range of health services. We have worked closely with Metro for a number of years, who provide these services free of charge, and we are very pleased to be able to have them back in the academy. Metro will be offering drop-in services throughout the rest of the academic year for the sixth form. encourage your child to sign up to the careers google classroom and to get involved in the activities posted.



## Preparing for the Future Year 13

Our Year 13s have been working exceptionally hard planning for their futures with many applying to university via the UCAS system and preparing their applications for apprenticeship programmes.

Following 18 months of strict Covid-19 restrictions, we have been fortunate enough this term to host a variety of in-person Post-18 support sessions. Students attended sessions on writing and personal statement and student finance, hosted by the University of Greenwich, both of which were very well attended and received. We have been very impressed with the quality of personal statements produced this year. Many students have already had their applications sent off, and lots have offers already. Getting offers is extremely motivational for the students and really helps them to focus, especially when it comes to mock examination preparation.

The internal deadline for UCAS is Friday 14th January 2022. We have set this as the final deadline so that we can ensure we have enough time before the formal deadline to check through every application thoroughly. We urge students to complete their applications as soon as possible though, so that focus is given purely to preparing for the mock examinations.

For those Year 13 students who are looking for an apprenticeship, tutor resources have focused on getting students to prepare for their applications. It is essential when applying for apprenticeships that students do a lot of research on the company they are applying for and that they are able to showcase their relevant skills set, and evidence where they have demonstrated each skill. Students who are looking at alternatives to university have been booked into a one-to-one careers interview with our new Careers Advisor, Anna Taylor-Carmody, to offer bespoke advice and guidance. Anna is based in Arden, so students are able to drop in regularly if they have any questions or require any further support. Students are encouraged to regularly check the Year 13 Google Classroom for all updates on apprenticeship openings and other events that could be useful, such as virtual work experience placements, webinars, and insight days. Attending such events not only look fantastic on applications, but will also help students to network and meet potential employers. We strongly recommend that students sign up to as many apprenticeship websites as they can. Openings for positions starting in Autumn 2022 are now open.

## Parent/Carers Post 18 Information Evening

We were very pleased to be able to host our first post-lockdown, in-person parental advice and guidance session in early October focused on Post 18 routes. The aim of the session was to provide more information about the two key pathways available to students after sixth form - University and Apprenticeships. The evening included three key sessions. Sessions focused on the UCAS application process, student finance and finally the Apprenticeship application process. We were really pleased to have Poppy from the University of Greenwich and Anne Ashworth from Pearsons PLC present. This was a great opportunity to answer some frequently asked questions and provide parents with useful resources to help guide our students further at home. The event was really well attended. Feedback included:

**“We are very happy to have been able to attend a face-to-face session as we had lots of questions that we wanted to ask. It was very informative and to the point”.**

**“A well organised event with good handouts. It was incredibly useful, covering the parts I needed more information on and providing clarity on the possible routes after sixth form”.**

**“The teachers have been really helpful”**

**“The event was really useful but it would have been better if we could have held the event earlier”.**

The UCAS logo is displayed in a white rounded rectangle on a green background. The letters 'UCAS' are in a bold, sans-serif font. The letter 'A' is red, while the other letters are black.

## UCAS Early Entry Support Programme

This year we have had a number of students apply to early entry courses via UCAS. This includes an Oxford and Cambridge candidate and students who have applied to study Medicine, Dentistry and Veterinary Science. Students have been supported through the rigorous and demanding process via numerous sessions including one-to-one personal statement support meetings, interview preparation sessions and one-to-one mock interviews. We are delighted that students have been called to interview and have already begun to receive offers.

*“Whilst preparing my UCAS application for early entry to Cambridge, I received lots of focused support initially for my personal statement which then developed throughout the application process. Regular meetings with Miss Green, and invaluable guidance from Miss Giles, my subject teacher, helped me progress and feel confident in presenting the work that I had done outside of the classroom in my personal statement. This included recommendations for adapting explanations and work choice, allowing me to maintain independence in the topics I discussed.*

*Attending the Thomas Tallis Oxbridge early entry event also developed my holistic understanding of the application process, as well as what to expect in an interview. It was extremely beneficial as advice was offered specifically to all subject areas.*

*Preparation for interviews, as well as practice questions and mock scenarios were covered, which put me at ease as I could anticipate what to expect. At the event, I had the opportunity to meet other Oxbridge applicants and also speak to a Cambridge Admissions representative about my subject area which was vital in helping me understand what an interview could look like. Upon receiving an invitation for an interview from Cambridge, Arden arranged a one-to-one two hour interview preparation session. This was extremely personalised as the questions extended my thinking beyond my personal statement and allowed me to reflect on what I had written, mirroring an interview situation. We discussed how to approach questions and the given source or text. Equally, I was surprised to see how enthusiastic I was about my subject when talking with someone currently studying it at Oxford. Overall, I believe the support I received from Arden was crucial in giving me the best chance in my application.”*

*“My experience of the early entry programme has been very positive. From the start, teachers have been supportive of my decision and encouraged me to give it a chance, helping to advise me on how to improve my personal statement until it was as good as possible. My subject teachers were also happy to help with the whole process and continually enthusiastic about my application. This was really beneficial for me because I was initially quite unsure if I wanted to do early entry or exactly where I wanted to apply, but after the school’s support I became a lot more confident in knowing my plans for the future.*

*After I’d successfully completed my application, as well as my admissions test and submitted work, the school then provided me with more opportunities to give me the best chances for success. I went to an interview support session at Thomas Tallis, which really helped me to understand the process more in depth, and gave us general tips, advice and practice at typical interview style questions, from experts with experience in Oxbridge interviews specifically. This reassured me about the aims of the interview and made it seem much more achievable.*

*I then received my invitation to interview, which everyone assured me was a really good step in the right direction, encouraging me to be proud of getting to this point in itself. The school then arranged for me to have a one-to-one mock interview session, which focused on my subject specifically as well as talking through my personal statement more broadly. I found going through a source and discussing my thoughts on it enjoyable, and also could see how important this skill could be at an interview. The personal statement section helped to prepare me for the potential challenges of an interview, and allowed me to see areas that needed improvement to help me be as well prepared for potential questions.*

*Overall, the early entry support programme has significantly helped me to feel more confidence around the interview process, and led to the real interviews seeming a lot less intimidating than I had previously expected, hopefully putting me in the best position possible to see what the outcome is.”*



## Year 13 Mock Exam Preparation

We were very pleased to be able to host our first post-lockdown, in-person parental advice and guidance session in early October focused on Post 18 routes. The aim of the session was to provide more information about the two key pathways available to students after sixth form - University and Apprenticeships. The evening included three key sessions. Sessions focused on the UCAS application process, student finance and finally the Apprenticeship application process. We were really pleased to have Poppy from the University of Greenwich and Anne Ashworth from Pearsons PLC present. This was a great opportunity to answer some frequently asked questions and provide parents with useful resources to help guide our students further at home. The event was really well attended. Feedback included:

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*"The teachers have been really helpful"*

*"The event was really useful but it would have been better if we could have held the event earlier".*

## Career interviews for Post 18

Year 13 students have been offered careers interviews upon request, focusing on students who are unsure about their next steps.

We have worked with students to make them aware of the different options available at Post 18, including key information about:

- [University](#)
- [Higher Level or Degree Apprenticeships](#)
- [Moving into the workplace](#)

I have supported year 13 students with information on pathways, decision making on what university courses may suit them and also effective CV writing techniques which they can use to apply for higher level or degree apprenticeships.

Year 13 can request a careers interview if they feel they need additional support and guidance. They will also receive a careers action plan following their appointment.

To support our students in applying for university or the workplace, I am currently developing a range of careers folders that will be held in the careers section of our school library.

These will contain key information in relation to:

- [Employability Skills](#)
- [CV Writing Tips](#)
- [Interview Skills & Techniques](#)
- [Career Planning](#)
- [Personal Statement ideas](#)

Students will have the opportunity to use these folders and take handouts of each resource that they feel may be useful to them.

We continue to support Year 13 at this very important stage of their education, and my door is always open if they have any careers or post 18 related questions.

## Post 16 Option Assemblies

To ensure all Year 11 students are educated on the range of Post 16 pathways available to them we have been asking local providers to come in and present their offer to our students. So far we have assemblies from North Kent College, Hadlow College, Shooters Hill Sixth Form and we have also promoted our own sixth form, Arden. Our focus has been on enlightening students on the wide range of courses and levels available alongside the different subjects and vocational sectors on offer. Students have been given virtual tours and have been informed about possible apprenticeship opportunities. Students have been encouraged to visit as many open events as possible to enable them to make an informed decision regarding their future pathways.



## Year 13 Mock Exam Preparation

Our current Year 13 students are in a unique position where, due to the impact of Covid-19 lockdowns, they have not transitioned through the key GCSE right of passage. Knowing the significance of this, the Arden team has placed a lot of focus on helping prepare students, both in mindset and practically, for the upcoming mock examinations which are due to take place after the Christmas holidays. At the start of the half term, SCWA invited motivational speaker Mr Beezy in to speak to the Year 13s. The life advice provided was something the students related to and found very useful, leaving them with a very impressionable phrase "No Grind (hard work), No Glory".

Following this, tutor resources have been centered around revision strategies and mental health. Each week, students have explored a range of different revision strategies that they could apply. These strategies included, but were not limited to: effective use of flashcards, revision clocks and brain dumps combined with the Swiss cheese model. We are fully aware that the prospects on mock exams can be very daunting. We have therefore ensured that many sessions focus on positive mental health.

The University of Greenwich provided two really helpful workshops focused on building the skills needed to be successful in challenging circumstances, including coping with stress. These workshops were well received by students. Students should now be in receipt of their mock examination timetables. A video giving students final revision advice is available on the Year 13 Google Classroom. Students should use the information in this video and the guidance given over the last half term to help plan for effective revision over the next few weeks. We wish our Year 13s the best of luck in their upcoming mock exams.

## Careers Interviews

The intent of our Careers Curriculum at Stationers' Crown Woods Academy is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work.

We aim to raise students' aspirations, develop employability skills, and enhance their knowledge of labour market information - whilst providing them with access to all career pathways. Throughout their time at the school, students will experience a range of encounters tailored towards their individual needs and circumstances, which will include:

Exposure to workplaces and employers Insights into further and higher education establishments Career and employability focused workshops Opportunities for personal guidance.

During this term, our focus has been on Year 11 Students to ensure that they have the correct guidance in order to make an informed decision about their next steps.

Our careers advice is completely impartial, and is purely designed to inform students of the avenues that are available to them.

We have supported the students with effective careers information, advice and guidance by researching different careers and discussing the pathways - as well as providing useful links and information that will help with their post 16 choices.

Since the beginning of this term, Year 11 Students have received careers interviews that have either been focused around their career sector of interest, or their individual needs.

Each interview has been followed with a detailed action plan that is tailored towards each student's interests and aspirations. Their careers action plan contains key information and details of our discuss

