



STATIONERS' CROWN WOODS ACADEMY



Careers in Focus

Issue 5

Finding Your Pathway To Success

May/June 2022

Careers in the Curriculum

Unifrog

We have now fully integrated the unifrog programme into our tutor provision, with all students across Years 7 - 13 being given the opportunity to login and engage with the excellent destination platform. Students have been introduced to the variety of ways the platform can be used to explore career options, with work being done on careers, apprenticeship and Labour Market Information searches and on developing an understanding of how to record activities, skills and competencies to aid later applications. As we move forward with the platform we will be aiming to introduce parents to the platform as well as using the platform to aid the Post 16 and Post 18 application process for year 10 and 12 respectively.



The Stationers' Company Mentoring Programme

SCWA are in a privileged position where we are able to offer our Year 12 students the fantastic opportunity to work with professionals from The Stationers' Company. The Stationers' Mentoring Programme is a highly respected and valued scheme which offers a wide range of students bespoke, one-to-one, long-term, professional guidance from esteemed business experts, who have a fantastic range of knowledge, skills and experience. The programme kicked off with the 'Meet the Mentor' event, which involved students being trained on how to make excellent first impressions in a professional setting alongside a networking event where students got to introduce themselves to the wide range of Stationers' who had volunteered to be mentors. From feedback from both students and mentors, we were able to create matches based on preferences. The 21 students involved have now all had their first one-to-one mentor meetings, all of which were deemed to be incredibly beneficial. Mentors have set students specific targets to work on to really get the best from the programme ready for their next meeting in the summer term.



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Career Programme Summary

Post 18 and Beyond Programme:

As part of our continued commitment to ensuring that students are educated on the three core Post 18 progression routes, our Year 13 students have been involved in a range of activities over the past year and a half in order to help guide them with their pathway decisions and to support them with successful applications. The majority of our Year 13 cohort (80%) made the decision to apply to university and are now in the final stages of making their decisions regarding their firm and insurance offers. We are pleased to see so many of our students securing offers with their first choice universities including:

University of Cambridge	Modern and Mediaeval Languages
The University of Edinburgh	Medicine
Royal Veterinary College	Veterinary Gateway Programme
University of Bristol	Gateway to Medicine
The University of Manchester	Economics and Sociology
University of Bristol	Criminology
University of Exeter	Business Management
University of Southampton	Economics and Finance
Cardiff University	Modern History
University of Exeter	Economics and Finance with a year abroad
University of Southampton	Economics and Finance
University of Southampton	Biomedical Sciences
Durham University	Business and Management with placement
University of Bristol	Mathematics
Queen Mary University of London	Psychology
University of Bristol	Accounting and Management
King's College London	Music
University of Southampton	Business Management
University of Southampton	Accounting and Finance with placement
University of Southampton	Film Studies
University of Warwick	Film Studies
University of Liverpool	Marketing
Queen Mary University of London	Marketing and Management
University of Exeter	Biological Sciences
University of Nottingham	Sociology
University of Southampton	Sociology
University of Bristol	Pharmacology
Queen Mary University of London	Computer Science
University of Birmingham	Mathematics
University of Southampton	Mathematics
The University of Sheffield	Mechanical Engineering
University of Southampton	History

Students who have not applied to university have been involved in advice and guidance sessions run by Ms Taylor, our impartial careers advisor. Sessions and individual meetings focus on supporting students with making career choices and making successful applications via advice and guidance on writing effective covering letters and interview techniques. Many of our students have secured interviews or are waiting for applications made, with some already holding offers for apprenticeships and employment, including a level 4 customer relationship management apprenticeship with Boss Global Consulting, a level 3 electrician apprenticeship with JTL, a level 3 support service apprenticeship with MACE construction and a technical position at Velvet Badger, a digital media company.



Year 11 Post 16 Programme

We are pleased to inform you that all our Year 11 students have now been offered an impartial careers interview with our level 6 trained careers advisor, Ms Taylor. The vast majority of students have attended their appointment and have therefore benefited from the bespoke, expert advice and guidance given. We are also incredibly pleased to report that the vast majority of our students have made successful applications to Post 16 providers, including Arden, Shooters Hill, NKC, Hadlow College, LESC and local grammar schools. Students should now focus their attention on working hard for their GCSE exams to ensure that they secure the entry requirements for their next destination.

We are especially pleased that so many students have applied to stay on to study at Arden and are very much looking forward to offering extra advice and guidance on the subjects we offer and life as a sixth form student in our upcoming Arden Taster Event - more information to follow!

Should any parent/carer require any support in this area, please contact: anna.talyor-carmody@scwa.org.uk who will be pleased to help.

Apprenticeship Fair

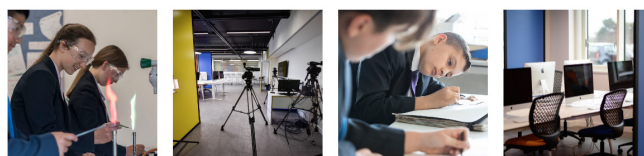
Stationers' Crown Woods Academy hosted a virtual Apprenticeship Fair on Wednesday 9th February. The event was attended by 119 year 10, 11, 12 and 13 students who were selected based on their intended destination data. The students were matched with providers based on their career path choice to ensure they attended meaningful, individualised sessions. Providers who presented sessions included: **Mace Construction, Pearsons PLC, Oxleas NHS, Inspire Hair and Beauty, Harriot Ellis, Zurich, Babbington, Thames Water, Skills Training, Inspire and LSEC.** The students found the day insightful, informative and beneficial with some students surprised that they would actually earn money, receive training and even gain a degree at the of the apprenticeship. 97% of students who attended found the day valuable and 71% changed their views of what to expect in the future once they had completed their education at Stationers' Crown Woods Academy.

Year 9 Option Programme

During the Spring term, our Year 9 students were involved in the GCSE option programme where they made decisions on which GCSE options to pursue. Parents and students were able to view videos that were put together for each subject to give them advice and guidance on what the course involves alongside potential career options. During the tutor period, students were given additional advice on the GCSE pathways, the difference between GCSE and BTEC qualifications, important skills that are developed through each subject and how they link to specific careers. Students also engaged in an activity to allow them to understand the process behind decision making. Parents with questions were able to book appointments to meet with Mr Watson for extra advice and guidance. Students have now submitted their choices for their exciting next steps.



STATIONERS' CROWN WOODS ACADEMY



The Careers in the Curriculum

Stationers' Crown Woods Academy is proud to embed careers education firmly into the curriculum to allow students across all year groups to develop sound knowledge of the wide range of careers available to them alongside the different pathways into different industries. By placing careers in the curriculum, students are able to develop an appreciation for the importance of each subject for future goals as they are able to link each subject area to different jobs, via both content and skill connections.

During the Spring term, subject teams celebrated both National Apprenticeship Week and National Careers Week. A wealth of activities took place during National Apprenticeship Week 2022 to educate students and promote the apprenticeship route. A virtual careers fair was hosted across subject areas to celebrate National Career Week, with subject areas being asked to show students videos of careers related to their subject areas, to expose students to the vast array of career pathways available. These include System Engineering and Architecture in Maths, Archivist and Archeologist in History, Creative Industry linked with MFL and Session Musicians, Film and Game Composers, DJs, Music Producers and Music Therapists in Music. For both of these, students created some fantastic research projects exploring apprenticeship pathways and career fields that were of personal interest to them, including researching all important Labour Market Information.



National Apprenticeship/Careers Week 2022

Mathematics

During National Apprenticeship Week, students across Years 7-11 completed research on Apprenticeships that they had an interest in that

was either Maths related or had maths as a requirement. The students were then tasked to write a brief summary on either a Google slide or a poster of their chosen apprenticeship detailing why they thought maths was an important element of that apprenticeship. Students came to the realisation that maths was important for almost all apprenticeships, especially functional maths for e.g. calculations involving percentages!

Maths: Business Development Apprentice

By Caroline J

Business development Apprentice is a way to teach you how to think creatively, to improve your success in organisations skills. It is also to help a team to implement their ideas and to help research new products you are marketing.

Skills

The skills you need are:

- Communication skills
- I.T. Skills
- Attention to detail
- Organisational skills
- Customer care skills
- Problem solving skills
- Analytical skills, logical
- Team working
- Creative
- Initiative
- No judgmental
- Patience



National Apprenticeship/Careers Week 2022

Mathematics

Furthermore, in Year 10 and 11, students explored what an apprenticeship is, including what a degree apprenticeship is. We used a website called

“Amazing Apprenticeship “ to read key facts about apprenticeships, which led to lots of discussions. Students complete **Which Apprenticeship Am I?** Quiz and watched short films showing apprentices in action: **Apprentices Are Amazing Film**. Students were set homework research tasks to explore employers that offer apprenticeships.

During National Careers Week, students watched 3 videos of individuals in careers that were maths heavy from the Icloud Employers and Education website. They then had to compile a google slide document that showed important Labour Market Information such as the earning power within these jobs alongside what skills were required. Pupils also had to explain why Maths was such an important part of these jobs and why they liked the role.

In year 9 pupils were focused on Angles within Polygons as this was the topic being taught. They then had to create a poster explaining how this topic was applicable to the real world.

Job Title - Systems Engineering Manager

Salary - £46,280

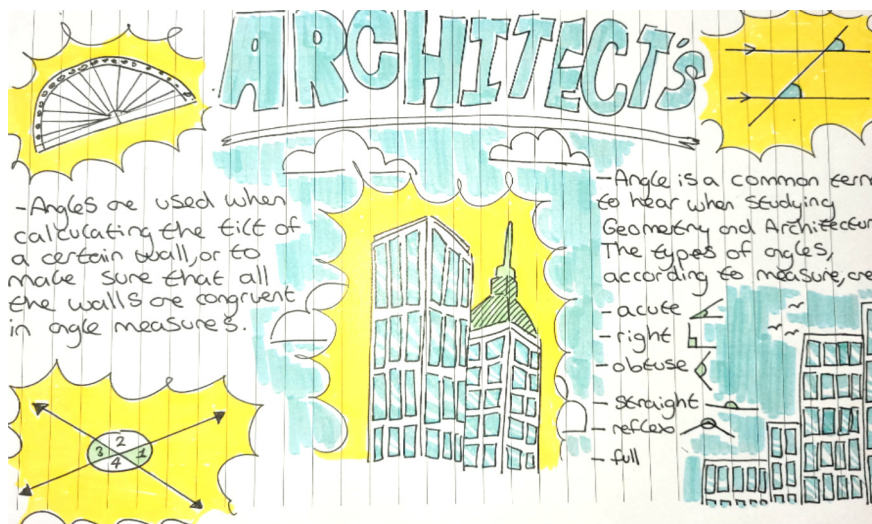
Weekly hours - 41 average weekly hours

Job description - Electronics engineers undertake research and design, direct construction and manage the operation and maintenance of electric motors, communications systems, microwave systems, and other electronic equipment.

Maths is a key component in this career as it is needed to develop systems and solve complex problems, without it engineers cannot do their jobs effectively.

Qualifications - Electronics engineers usually possess an accredited university degree or equivalent qualification. After qualifying, periods of appropriate training and experience are required before membership of a chartered engineering institution is attainable.

I like this job because the more qualifications and experience you have, the more money you will earn.



ARCHITECTS

-Angles are used when calculating the tilt of a certain wall, or to make sure that all the walls are congruent in angle measures.

-Angle is a common term to hear when studying Geometry and Architecture. The types of angles, according to measure, are:

- acute
- right
- obtuse
- straight
- reflex
- full

In addition to the above, the maths team has promoted virtual work experience placements to students in Years 10-13 via **Springpod**. The students were able to search and find relevant experiences with the aim of getting students involved in wider experiences related to maths.



National Apprenticeship/Careers Week 2022

Science

For National Apprenticeship week, the Science team got students across all key stages to explore examples of apprenticeships in STEM subjects; carrying out

multiple activities to explore a range of STEM apprenticeships. Students were informed about the different levels available within apprenticeships.

We watched case studies of particular apprentices, such as Amelia, a mechanical engineering apprentice at Coca Cola, Sorcha, a zookeeper apprentice at Africa Alive, and Samah (left), a quality control apprentice at Coca Cola. Students were shown a number of different STEM apprenticeships, and we discussed what STEM means, what routes there are into STEM, and the benefits of apprenticeships. Once students had completed a quiz to show they understood the different routes into apprenticeships and the importance of training on-job, we looked at some different job roles.

Students were then encouraged to complete a fact file on an apprenticeship of their choosing. Below are some examples of these:

Job Title: Paramedic	
Approximate Salary £25,500	Working Hours 37.5 hours per week
Skills Needed Strong communication skills, care for others, staying calm under pressure, physical fitness, navigational and driving skills, resilience, biology skills	Qualifications Needed Need an approved paramedic degree in paramedic science
What does the apprenticeship involve? Associate Ambulance Practitioner apprenticeship is a route to becoming an Emergency Ambulance Crew, for the apprenticeship you do not need any medical qualifications. This programme is 18 months long. It begins with 22 weeks of training and for the rest of the programme the trainee will work alongside practice educators and be supported by our team of clinical link tutors. At the end of the 18 months there is a final End Point Assessment (EPA) to be awarded the apprenticeship qualification.	
What is the most rewarding part of the apprenticeship? The most rewarding part of the apprenticeship is that you are constantly learning how to save lives and being a hero to people for saving their lives is possibly the most amazing reward of all. You also work alongside people who are actually saving lives in front of you and you can possibly help them too.	
Job Title: IT Coordinator Apprentice	
Approximate Salary £ 22,000	Working Hours
Skills Needed Strong Verbal and Written Communication skills High attention to detail Organised and Methodical	Qualifications Needed
What does the apprenticeship involve? The apprenticeship involves working together with other people in the IT Team to keep them organised, sorting out orders for new starters, Monitor and update Project plans and communicate with Restaurants, Suppliers and the Head Office to keep the company functioning properly.	



National Apprenticeship/Careers Week 2022

Science

The outcome of these sessions was that students were able to recognise that there were different routes into the jobs that they may want to do. They

were also exposed to a number of different careers that they weren't aware of. They were also able to see the importance of STEM skills and the shortages that these careers will face in the future (very important Labour Market Information!)

In other sessions, students looked at specific apprenticeships offered and were asked to complete short tasks surrounding a key aspect of the role. For the data scientist/analyst job, students were given three types of data. They had to choose one and interpret the information for useful statistics. When students explored nursing roles, they focused on communication and empathy. Students took turns experiencing the blind patient's point of view when trying to draw a picture from the "nurse's" description. Afterwards, students discussed what they felt and learned from their sensory deprivation. Students also explored the roles of an engineer and a pharmacy technician. Students were given an everyday item and had to try and reverse engineer it to identify the process the product, for example, scissors, would have to go through to get to its final state, starting from the raw materials. A pharmacy technician would have to read a prescription and count medication correctly before it is double checked by the pharmacist and therefore, students have the opportunity to write a prescription. Some examples of their work are below:

There are 17 players in a team

This player got the most assists

minimum number of games the team played this season

best midfielder

The best GA defender

played all the games

This player scored the most goals

Best forwards

involved in the most losses

Data Analyst - Sports data									
Wiltshire Warriors Season Statistics									
Name	Shirt #	Age	Position	Started	Wins	Draws	Losses	Goals	Assists
Emma Smith	1	33	GK	16	12	1	3	0	0
Laura Brown	2	21	DEF - CB	19	11	3	5	1	1
Clara Jenkins	3	32	DEF - CB	18	11	2	5	0	0
Rebecca Alberts	4	32	DEF - LB	12	10	1	1	3	2
Emma Jackson	5	34	DEF - RB	20	12	3	5	1	4
Hayley Whitmore	6	22	MID - LM	18	11	2	4	6	7
Diana Clifton	7	23	MID - CM	19	12	3	4	2	4
Grace Black	8	20	MID - CM	20	12	3	5	8	3
Charlotte Webb	9	18	MID - RM	13	9	1	3	4	5
Stanton Harrison	10	24	FWD - CAM	18	11	2	5	9	2
Jane Grenda	11	28	FWD - ST	12	10	1	1	8	3
Fiona Upton	12	24	GK	4	0	2	2	1	0
Lorna Ventin	13	18	DEF - LB	8	7	1	0	1	1
Marie Frome	14	38	DEF - CB	3	2	0	1	0	0
Gemma Warren	15	35	MID - CM	4	4	0	0	0	1
Wendy Jones	16	26	MID - LM	6	4	1	1	1	2
Pauline Smith	17	19	FWD - ST	10	3	2	5	3	3

Being able to look at specific examples of apprentices and apprenticeships made the whole experience much more interesting and accessible to the students.

STEM Job Profile

Role: electrical air filter/electrical filter
Company: MOD and Navy

Description of role:
 This involved repairing and servicing combat machines such as fighter planes and tanks and improving them.

Skills needed:
 Skills needed include problem solving and an analytical approach, working in a team, relevant knowledge of machines and their constituent parts, as well as strengths in leadership and teaching.

Route into job:
 After leaving school at 14, he became an apprentice cabinet maker. Serving 2 years, in 1942 he joined the navy and trained to be an electrical air filter in fleet air arm and was posted to Royal Air Force. After WWII he left the fleet air arm and joined the ministry of defence as an electrical fitter. In 1963 he became

For National Careers Week, students in Years 7, 8 and 9 researched STEM jobs by completing a job profile of someone they know who works in a STEM field. They gave a description of their role, the skills they used on a daily basis and their route into their job. Here are some examples of student work:

Students in Years 10 and 11 looked at opportunities for those studying physics, looking at case studies, identifying skills required and looking at the routes into this specialism. They also looked at how varied engineering jobs can be, as well as how skills shortages will affect us in the future. Lastly, they completed quizzes for NHS and EDF jobs, as well as looking at which engineering skills they have.

National Apprenticeship/Careers Week 2022

English

Over the course of the Spring Term, students have been involved in multiple careers related learning opportunities. For example, students in Years 7, 8

and 9 worked on a variety of different aspects of fiction and non-fiction writing that allowed for successful execution of career lessons. To start, each year, a group was introduced to their signposted career via an interview with someone from the profession. Each year, the group was then provided with a research task that was designed to use both the skills and expertise required for a career to succeed.

Pupils in Year 7 were focused on pharmaceuticals, requiring them to create a medicine for an illness they had

Careers focus: Pharmacist

Task - You are now going to write up your own recipe for the the ailment that you have researched into.

Using a range of imperative verbs, you must create an interesting and descriptive recipe process that leads to the creation of your medicine.

On the bottle, describe who/what the medicine is for. What ingredients are included and how you must work to create the medicine at hand.

TIP: Consider the poetic nature adopted by Friar Lawrence in his description of his medicine, and how plants and nature have the capacity to heal.

- Could you add rhyme into your recipe?
- What could your ingredients be a metaphor for?



researched. Pupils researched a number of ailments and considered the types of ingredients that made up accompanying remedies. With this research, pupils were then asked to create recipes for medicines that utilised imperative language alongside the research they had previously collected.

Pupils in Year 8 focused on politics and created innovative campaigns that reflected their allocated political party. Each group

Careers focus: Political leadership

Task - campaign for each party

You are now going to be split into 4 teams, each representing a different political party.

Your task is to create a campaign that reflects the manifesto of the political party you have been given, ending in a vote that will reveal the strongest team.

The rules:

- 1) Your team must come up with a speech that is persuasive and reflects the ambition of your campaign group
- 2) Your team must have a campaign slogan
- 3) Your team must have a visually engaging campaign poster that highlights the effect of your party and the aims they are trying to achieve

was provided with a UK political party to research, and were then asked to develop a persuasive campaign to promote each party. Pupils were given time to create a speech, campaign slogan and a poster and after each pitch, campaigns were then put to a “vote” to decide whose was the most effective and why.

Pupils in Year 9 were required to solve a crime using clues and logic

Careers focus: Detective Constable

Task: Who dunnit?

- 1) Open the resource document attached on your google classroom.
- 2) You will find a group of individuals with motives and alibis all of whom claim they have not committed the murder.
- 3) Your job is to work in pairs and use the evidence provided to you to detect who the murder could be by filling in the relative columns on your [google doc](#).



through the lense of a career in detecting through the MET police. Information was distributed to pupils and each team was given the task of considering the evidence through the following three aspects: clue, motif and alibi. Once established, students were then able to debate whom they believed the suspect to be and, once certain, were required to fill out an accompanying police report.

Finally, pupils in Years 10 and 11 were asked to reflect upon a career surrounding investigative journalism and the skill of editing, based on

their most recent work around Language Paper 2, Question 5. Students were provided with a topic in which they were required to investigate and research through a wide range of resources. This then led to them writing up their own report on the matter, using persuasive skills and resources to ensure the article was as hard-hitting and engaging as the ones they are exposed to on a daily basis.

In addition to the above, students in Year 7, 8 and 9 have had the opportunity to partake in a wide range of creative writing and reading challenges and competitions that invited them to explore the diverse career of an author. Pupils have had the opportunity to participate in the Royal Borough of Greenwich Writing Competition whereby they have been asked to write a 500 word short story on a topic of their choice. The chronology of the curriculum has allowed pupils to engage both with literature and the art of language throughout this process and has encouraged some budding young writers in the making!

Students in Year 10 and 11 continued their work on the topics of A Christmas Carol and were exposed to the qualities of being a righteous and equal business owner and unpicked the qualities that would amount to this. They were encouraged to consider the effects of “capitalist” careers such as tax/debt collecting upon society and encouraged to explore the societal benefits compared to those more charitable and “socialist” career choices in reflection of the texts they are currently studying.



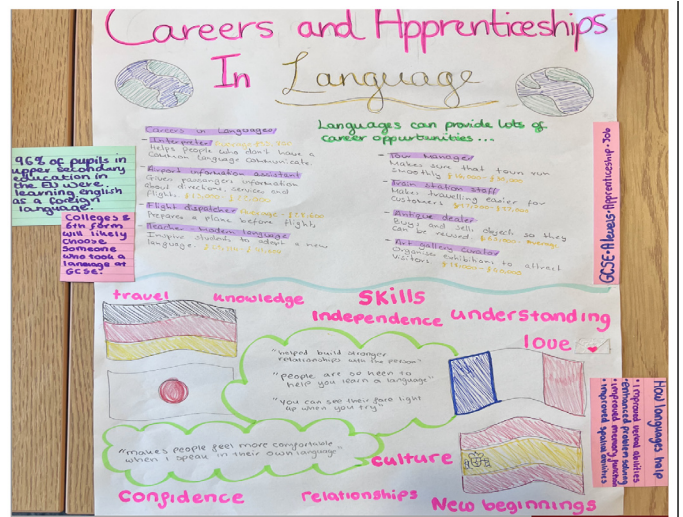
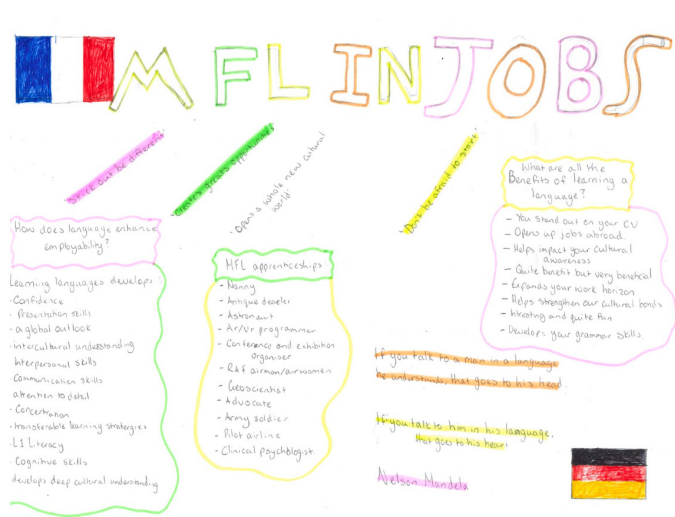
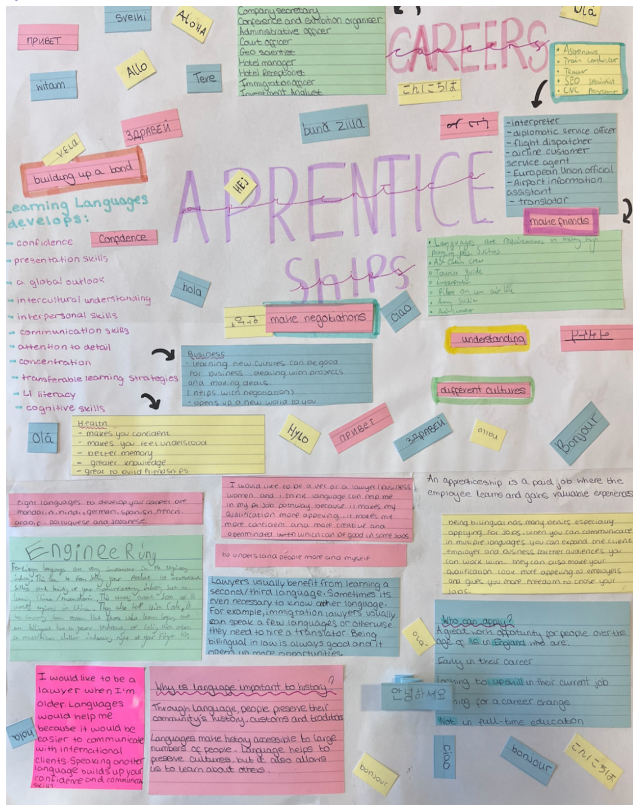
National Apprenticeship/Careers Week 2022

MFL

Students across Years 7 - 11 completed a research project on Apprenticeships and Languages. They learnt about the types of apprenticeships available, the key qualities you must have to be successful, how languages improve your profile and CV and how much you are paid for. Students were also working in teams. Each team focused on languages in combination with architecture, dance, gaming, sport and health careers. Students produced some posters and aids to help them during the presentation. Example:

Students across Years 7 - 11 completed a research project on Apprenticeships and Languages. They learnt about the types of apprenticeships available, the key qualities you must have to be successful, how languages improve your profile and CV and how much you are paid for. Students were also working in teams. Each team focused on languages in combination with architecture, dance, gaming, sport and health careers. Students produced some posters and aids to help them during the presentation. Example:

During National Careers Week, students watched a set of videos related to careers and afterwards they summarised the main key facts and presented them to the rest of the class. The **careers related to MFL videos** demonstrate how languages are used in architecture, dance, sports, healthcare, engineering, hospitality, tourism and gaming. As done before during apprenticeship week, students created posters and aids to help them during the presentation.



National Apprenticeship/Careers Week 2022

History

During National Apprenticeship Week, students in Years 12 and 13 watched a video about apprenticeships related to History, and explored a number of different roles directly connected to the subject, such as museum curator, library archiver and historical advisor on film/TV sets. The students also looked into the link between studying History and working in the legal profession, and researched different entry routes into careers in law. Students in years 7-11 were set research tasks



on apprenticeships related to the topics they are currently studying. For example, in Year 10, students looked at different ways to join the police force as they are currently studying the work of police officers and detectives in the late 1800s. Students wrote a summary on how to gain apprenticeships in the different fields, including the entry requirements, interview process, features of the course, training and salary potential.

During National Careers Week, students in Years 7 - 9 completed a homework task investigating subject-specific careers, such as archivist and archeologist. They used Morse code to identify the jobs, then researched them further on the National Careers Service website before writing up what they had found out.

Sixth form students looked into the specific jobs associated with History, but also at how to identify the skills they are acquiring, and how to talk about these in interviews and job applications. The Year 12 and 13 Google classrooms now have a careers section where teachers can regularly add information, videos and helpful advice and guidance. History students in Year 12 were also given summer school opportunities to apply at SOAS University, with some successfully gaining places.

Religious Education

The Religious Education department used National Apprenticeship Week as an opportunity to express how some of the skills

and moral development that Religious Studies can develop in an individual can make them well prepared for jobs and apprenticeships across all disciplines. From computer scientists, who need to develop ethical understandings when developing new systems and algorithms which will shape people's future, to doctors and medical professionals, as well as working within businesses and how religious and ethical understanding could be useful here. Religious literacy is an important factor especially if someone wants to work in journalism or anything to do with the media. The importance of debate in Religious Studies is paramount to developing articulacy and logical chains of thought when giving direction and meaning to their words and actions within a given profession. There is a plethora of jobs that benefit from pupils who have opened up their minds and have a holistic understanding of people from many cultures and backgrounds, which is discussed in depth in Religious Studies and these skills can be used and developed/ adapted throughout their career.

In Year 7 and 8, students worked in groups and presented a charity to the whole class by researching different parts of their chosen charity. They are to convince the rest of the class, but most importantly the panel of Philanthropists to put their 100 pounds towards their charity rather than anyone else's. The panel only has 100 pounds to give and they have to give it all to one charity so the speakers have to be very informative and convincing.

About the charity:

The Bexley Food Bank currently has 4 different locations, helping those in poverty across Bexley. The locations include: Avery Hill Christian Fellowship, New Community Church, Queen Street Baptist Church and Trinity Baptist Church.

The charity works to provide anyone who is referred to them in crisis to give them 3 days worth of nutritious food in order to ensure anyone in our community does not face going hungry.

The foodbank charity is organised by the local churches in our area and works with other community groups to put a stop to hunger.



National Apprenticeship/Careers Week 2022

Religious Education

Year 9 students researched what an apprenticeship is and searched for an apprenticeship that they believe they will like to do in the future. They explored what the skills we gain from RE mean and how they apply to their preferred apprenticeship that they have looked up.

“A pharmacist is a person that advises and dispenses medicines to members of the public. This apprenticeship includes sharing medical advice with the public, giving the public advice about when and how to take prescribed medicines and what quantities to take the medicine in, calculating these quantities based on the patient, promoting healthy lifestyles, selling medicines to the pharmacy stock, keeping track of a patient’s medical information etc. With this specific apprenticeship, you would work 40 hours per week and earn a salary of £200 on a weekly basis. Religious literacy would be important when working as an apprentice pharmacist because it would allow you to understand why some people may not want specific medication due to religious reasons. Articulatory is also important, because you need to clearly articulate how the medication would help them and how to take it/when to take it so the patient clearly understands and they will not make any mistakes that could be dangerous when taking it. Clear writing would also be important because you would need to be able to document and keep track of a patient’s medical records. Critical thinking would also be important because it would allow you to think about which medication would be most effective in helping a patient. “

Finally, for Year 11, while researching Jesus and his teachings/salvation, students were given the opportunity to argue how the core morals of Jesus can be applied to the workplace in an apprenticeship. The core values of:

- **Mindfulness**
- **Desire to help and contribute**
- **The sacrifice made for a team**
- **Resilience illustrated when things go wrong, and to keep your decorum throughout (like Jesus did).**

During National Careers Week, Year 12 and 13, students looked at Labour Market Information for a range of careers associated with the subject, such as job prospects and career-earning potential. They looked at ways to talk about the skills they are acquiring in job interviews and applications and which less obvious career paths connect to the subject, as well as subject-specific jobs. The Year 12 and 13 Google classrooms have a new section for careers, and this will be used throughout the course to include further advice and guidance.

Digital Support Technician - Advanced

This apprenticeship is a 2 Year Level 3 Advanced one. From the apprenticeship, you get hands-on experience working in the IT Sector. The ideal candidate for this job should have 5 GCSEs at Grade 4 or above including Maths and English Language.

TFL offer training that would mean you get a qualification as a Digital Support Technician equivalent to an A-Level or equivalent academic qualifications. The person who successfully applies for the apprenticeship will get to learn alongside experienced professionals that will teach them so much in that sector.

Clear Writing is an essential skill that people should have as it is used in most ways that people communicate to one another. Academic Vigour would also be important because people want the best service and holding yourself to high Standards may improve your performance.

National Apprenticeship/Careers Week 2022

Physical Education

The focus for students in Years 7, 8 and 9 this term was on roles within sport, as part of the MYP assessment process. As a result of this, students are shown videos in lessons about careers in a variety of different roles within sport. Teachers showed students videos about careers within sport: coaching, teaching and officiating. The videos were then discussed further by teachers where students were given further information about one of the jobs listed above.

For National Careers Week, students in Years 12 and 13 were shown Camp America videos. These videos inform students of how Camp America can develop a variety of different life skills in roles students can complete whilst studying at university or when they leave school. Camp America develops students' coaching skills in a completely new environment, which in turn can enhance students' passion for coaching, which will lead to a career in coaching.

Camp America: <https://www.youtube.com/watch?v=TuhsyatdLMg>

Coaching: <https://www.youtube.com/watch?v=1s8bISrDPic>

During National Apprenticeship Week, students in PE complete a variety of different tasks depending on their age group. Students in Years 7, 8 and 9 were informed about lots of different apprenticeships that are available within PE & Sport. After being informed about the different apprenticeship possibilities, students were tasked with creating a poster about one apprenticeship they found interesting and would want to pursue in the future. Students completed this task with the support of Unifrog as this allowed students to research both local and national apprenticeships. Below is an example of the excellent work produced. This was created by Frankie R in Year 7.s

Sports Commentator



What is it?
A sports commentator, commentates on a sporting event, this can be anything from a local football or rugby fixture, to large spectator games like the Premier League and other large sporting events like the Olympics.
Being a commentator requires many skills and can often involve a lot of travelling. For this reason a lot of commentators will focus on just one sport, however there are commentators who cover several, if not all sports.

What qualifications do you need?
Most entry level positions in sports commentating require a bachelors degree in a field like communications, journalism or broadcasting, although some places may hire someone with a degree in English who has previous commentating experience.
There will be a lot of on-the-job training involved.



Requirements to becoming a great Sports Commentator!
It's not easy becoming a sports commentator, there's more to it than you think, let me explain:

- You will need to prepare for an upcoming event by researching the club, players, past form etc.
- You can't be shy to talk in front of the camera and you need a nice clear, fluent voice.
- You will need to have fast reactions and be ready to speak about unexpected moments.
- Have a passion and good understanding for the sport/game that you are commentating on.
- There will be a lot of radio work so you will need to be good at describing, you'll need to be able to paint a picture of what is happening to your listeners.
- You will need to stay impartial and give balanced commentary.
- Interviewing sports professionals will be a big part of the job, as will updating blogs and social media feeds.

How much do they earn?
In the UK there are c.132,000 commentating jobs, with just over 1,000 of these in the Greenwich borough. Average annual salary of a commentator in London is £38,800 – entry level commentators can start on as little as £13,000 p.a. The highest paid sports commentator / presenter in the UK is Match of the Day's Gary Lineker who earns a massive £1.36m in 2021.



Famous Faces
There have been many famous faces / voices in the commentary industry, two of my personal favourites are Martin Tyler and Alan Smith, both of which have commentated on the Premier League for many years and were then added to be the voices of FIFA.



Work Hard and Dream Big – anything is possible!

The focus for students in Years 7, 8 and 9 this term was on roles within sport, as part of the MYP assessment process.

A personal trainer creates one-on-one fitness programmes for their clients, motivating and guiding them to achieve their goals. Clients may wish to lose weight or gain muscle, and as a personal trainer you'll teach and help them to exercise properly using workouts and specific plans. If you want to apply for this job you have to Complete AED/CPR Certification. Becoming a personal trainer can involve education, certifications and other training. Getting a bachelor's degree typically takes around four years. Personal trainer certification courses, however, can often be completed in less than a year. You can choose the path that works best for you. Personal trainers are typically paid by the hour for each session with a client, in the UK earnings range from between £25-£50 per hour (top trainers can earn up to £100 per hour!) and this will be dependant on a number of factors that we identify below. You need to have these qualifications

- the ability to teach people how to do something.
- the ability to work on your own.
- physical skills like movement, coordination, dexterity and grace.
- knowledge of psychology like theories of motivation.
- knowledge of teaching and the ability to design fitness programmes.

These are some of the job opportunities

- Health Club Personal Trainer.
- Athletic Trainer.
- Luxury Resort Personal Trainer.
- Corporate Fitness Coach.
- Physical Therapist.
- Boot Camp Trainer.
- Health Club Manager.

National Apprenticeship/Careers Week 2022

Music

During National Apprenticeship Week

we wanted to see what opportunities there are in the world of music and how students could train for a career in music while working. Students watched videos about different types of jobs involved in music and the music industry. They used the unifrog platform to search for music apprenticeships. Pupils also researched how Brexit and the impact of the pandemic has had on music careers, as part of our LMI development.



Below is some of the information our year 10 pupils found:

Music apprenticeships are becoming more widespread, but you'll still need to do your research to uncover opportunities. Record companies, talent agencies and PR agencies all offer apprenticeship schemes in the music business.

This Is Music is the flagship annual economic study by UK Music and its members. The 2021 report shows the impact of the Covid-19 pandemic and outlines how the music industry can recover. The key findings about the music industry contained in This Is Music 2021 include:

- Employment plunged by 35% from 197,000 in 2019 to 128,000 in 2020
- Music industry's economic contribution fell 46% from £5.8bn to £3.1bn in 2020
- Music exports dropped 23% from £2.9 billion in 2019 to £2.3 billion in 2020
- Glastonbury was among the hundreds of festivals and live music events cancelled after the first in a series of lockdowns was imposed in March 2020.
- The impact was felt right across the industry as studios and venues were forced to close, and musician and crew were unable to work. In a sector where three-quarters are self-employed, many were not covered by Government support schemes.

The huge economic contribution that music made to the UK economy in 2019 almost halved as a result of the pandemic – falling by 46% from a record £5.8 billion (GVA) in 2019 to £3.1 billion in 2020. The pandemic triggered a wave of job losses across the UK music industry, which saw one in three jobs lost in the sector as the employment level fell by 35% from 2019's all-time high of 197,000 to 128,000 in 2020. Exports suffered a 23% drop from £2.9 billion in 2019 to £2.3 billion last year, according to the flagship economic study, which UK Music has carried out since 2013 with its members.

UK Music is calling on the Government to implement:

- Tax incentives for the music industry to stimulate growth and jobs
- Urgent action to remove the barriers to touring the EU
- A permanent reduction in VAT rate on live music event tickets
- More funding and support for music exports
- Boosting funding for music education and for the self-employed to help secure the talent pipeline

In addition to UK Music's research, UK Music also commissioned Public First to survey the views of the general public on the music industry.

An Outside Broadcasting Engineer works on location to provide picture and sound coverage of a range of events. They work on live relays of sporting, music or other cultural events, as well as recordings of dramas or music captured on location away from a studio. As an outside broadcasting engineer, you'll be commissioned to provide content for TV, web, live cinema and corporate events from venues such as sports stadia, theatres, concert halls—or locations with little or no direct facilities to help the production, such as farms, factories, historic buildings or churches. You may be part of a crew based in an outside broadcasting truck, a television studio gallery on wheels equipped with the same facilities needed in a fixed-site installation, or you may be required to assemble a production gallery within a venue. Knowledge of safe working practices, a multi-skilled approach to the job and an enquiring mind that is able to problem-solve are essential. On completion, you'll achieve a postgraduate diploma in outside broadcasting engineering.

In addition to the above, during National Careers Week students were given some excellent resources and were asked to research careers involving music. Pupils had to choose five careers from their research and created a slide presentation with a slide for each career. Pupils then picked their favourite music career and explained why they liked it. Some of the careers they found were: session musicians, film and game composers, DJs, music producers, music therapists.

National Apprenticeship/Careers Week 2022

Art and Photography

In Art, all Year 7, 8 and 9 classes were given a homework task to investigate creative career paths.

To select a particular art-based job and create a powerpoint presentation based on this. In Year 11, students who are completing a costume project were given different career paths around Fashion as well as a short film by the London Art Colleges to inspire further creativity and to show the students the possibilities of what further education within the arts can offer and entails. They were also invited to take part in a workshop in The National Maritime Museum during the half term. In Year 10 and 11, students were also shown various possibilities for further study and opportunities for summer schools.

In Photography, students from Years 10-13 have created a number of photography pieces that have come under different titles that show the different roles a photographer can play. Year 10 focussed on Portrait Photography and learnt about the importance of directing your model to get the shot you want and working to a strict deadline to allow for the model time, studio booking and equipment hiring costs. They also looked at commercial photographs of SCWA and took their own shots to show off the school's architecture. Year 11 has looked at the role of the Landscape Photographer and Artist. They have investigated the skill and time it takes to capture a landscape shot whilst having to wait for the perfect natural lighting. And how artists use photography to create individual pieces that show skill, concept and impact in an ever-increasing competitive industry. Year 12 had to organise a shoot based on the artist Tim Walker and use a model that they did not know. This gave them a huge insight into what photographers have to plan to have successful studio shoots when working under a very specific brief. Year 13 students all chose a job role based on their independent studies and created research and planned a shoot based on what they had learnt. They looked at different roles, such as commercial photography, architectural photography and art therapy. For all these students, it helped them to appreciate all the different jobs that photography can lead to and experience what a creative, competitive and exciting career it would be.



National Apprenticeship/Careers Week 2022

Drama

Year 7-11 students performed in the Shakespeare school festival at Greenwich theatre. This was a fantastic opportunity for students to get an insight into what it would be like to work as an actor in a professional production company. They spent the morning doing technical run-throughs of the performance and being directed by the members of the Shakespeare company. Some students also had the chance to be involved in the technical side of the production and were in charge of running the sound and lighting for the performance. Students were up

in the sound and lighting box being shown how to use the equipment and this was a great insight into the other opportunities that studying Drama can lead to. This was a great opportunity for students to get insight into the different roles and responsibilities that go into putting on a production.



In addition to the above, students in all years' groups were given a wide range of videos to watch to give them a wider insight into the careers that studying Drama can lead to for National apprenticeship week. Pupils had three videos to watch which showed careers such as make-up artist, TV director and camera operator. These videos give students an insight into the everyday life of working in a job, the skills they need and the salary they can earn. From the videos, students picked the career that they felt intrigued them the most and created a poster to show the information they learnt about the career. They also had a range of questions to research and answer to further their knowledge of their career.

TV director

A television director is in charge of the activities involved in making a television program or section of a program. They are generally responsible for decisions about the editorial content and creative style of a program, and ensuring the producer's vision is delivered.

How do you become a TV director?

You'll need:

1. knowledge of media production and communication.
2. to be thorough and pay attention to detail.
3. the ability to work well with others.
4. leadership skills.
5. the ability to use your initiative.
6. the ability to accept criticism and work well under pressure.
7. ambition and a desire to succeed

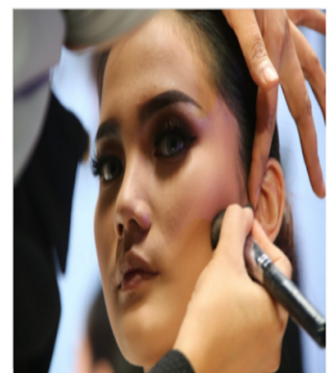


Makeup artist!

A makeup artist (known as a MUA) is an artist whose medium is the human body, applying makeup and prosthetics on others for theatre, television, film, fashion, magazines and other similar productions including all aspects of the modeling industry.

Is makeup artist a good career?

Work in the salon industry is relatively stable, with jobs predicted to grow over the next decade by 14%. Experience is essential to land this kind of job. Makeup artists also get attractive jobs in events like fashion shows, weddings and social gatherings. Good make-up artists are highly sought during these occasions.



National Apprenticeship/Careers Week 2022

Design and Technology

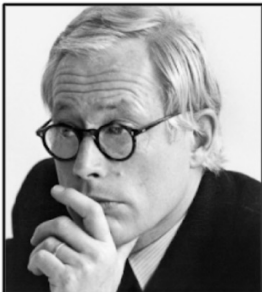
During National Apprenticeship Week, and through the various strands of DT, we looked at how apprenticeships have long been an effective way of learning a trade. As a subject that is directly linked to business and industry, we mind-mapped careers that we can follow from textiles, product design and food & nutrition. We watched the daily experiences of apprentices in another it is suitable for them. Once we established the benefits to both student and business of using the apprenticeship method of learning, we looked at the types of roles available up to Level 6, where students can gain bachelor and masters' level degrees.



Design and Technology students watched the "I Could..." videos through our careers website. By looking at the various roles that Design and Technology can lead to, we hope that our students

can recognise the clear link between the work they complete on their projects and the day to day life of career designers. Our students heard from a Footwear Technologist from Lacoste, a Food Scientist, a Technology Architect from the Bank of America, and the construction team at Balfour Beatty. In our textiles lessons, our students consider the responsibilities and skill set of a seamstress, so they can visualise how the hard and soft skills learnt in class fit into a real life career. In our GCSE lesson we studied the work of professional designers, with students researching various designer's careers so they can link their own design project and design decisions to their own.

DESIGNER RESEARCH PAGE: Dieter Rams (and Braun)



Dieter Rams
 Born - 20 May 1932 in Wiesbaden, Germany
 Art Movement - the Functionalist movement, Braun products

One thing that interests me about his designs is that most of his designs have similar features and looks but they all have different functions.

I think that the Bauhaus movement and WWII could have influenced him since he began making these products after both events when Germany had a shortage of supplies/products and design was beginning to change.

my recreation of the design

Braun SK4 Stereo-Phonosuper - 1956



I like the transparent cover as it makes the product look more clean and simple.

In the picture I can see that the product has all the necessary features like the record player and valve radio, it doesn't need any other details/features. The only colours used are white, brown and light grey this creates a sense of calmness and peace. I can tell that the design follows the 10 commandments of design as it's unobtrusive, aesthetic and easy to understand. When I look at this design can imagine sounds of harmonious and jovial music being played with a serene atmosphere.

620 Chair Programme - 1962



I like the way that the different parts can be moved around and changed to fit any setting and any aesthetic in the 60s and even today.

This design was made to have interchangeable parts so that armchairs can be extended to sofas and multiple different seating landscapes could be created with the limited components. I think this is a good design as it is as little design as possible and it's durable as this design is still being used and sold today. The leather, the different colours to choose from and the different shapes incorporated in this design give me a sense of creativity yet simplicity because the chair can be used in whatever way but it still has a specific function and clean design. When I look at this design I imagine a comfortable environment and I envision it in a fun, colourful pleasant house. When Dieter made this he probably thought about the functions it holds in different settings.

Portable Transistor Radio and Phonograph TP 1 - 1959



I like the simple case and handle that prove how effortless the function is by just looking at it.

In this picture and from the Title, I can tell that the design consists of both a record player and radio that can be used separately but can also fit together perfectly in a carrying case. This design was inspired by other radios and record players by Braun but this one was made to be two together that are portable and easy to use. When I look at this design it reminds me of the iPod since it's a small, portable music player with similar shapes and details. The whole design epitomises both the functionalist principles of post-War German design and the commotion of the new pop culture.

National Apprenticeship/Careers Week 2022

Health and Social Care

doctors and nurses as part of their assignment for unit 9. Students were asked to use videos shared and websites to explore important LMI including their average salary, demand, skills and qualifications required for the role.



Students are able to make links to their unit 9 and life in the workplace, by considering the importance of proper hand washing techniques. The Google classrooms have a new section for careers, and this will be used throughout the course to include further advice and guidance.

Students in Year 12 have also been completing the Unit 2 examination sessions which focus on developing students' knowledge and understanding of the range of responsibilities that workers in Health and Social Care have which are related to each specific role (for example, GPs, Consultants, Paediatric Nurses, Social Workers, Occupational Therapists, Care Managers, to name but a few). They have also explored

in-depth codes of conduct alongside the policies and procedures involved in working in this industry. The students are now working on relating their learning of critical workplace practices to case studies.

For National Apprenticeship Week, students from Years 10-13 researched the different careers which they would be able to access in the future in the Health and Social Care sector. Students were able to research the different routes into different professions as well as the qualifications and skills needed for these careers. As a group, we discussed the availability of various career opportunities specific to Health and Social Care. Students were then asked to produce a fact file with key information relevant to a career of their choice. Below is an example of work produced:

Mental health nurse

What is a mental health nurse?

Mental health nurses work in hospitals and the community, to support people with a range of mental health issues.

What will you be doing?

- Support people with a range of mental health issues
- You could work with a variety of people, or specialise groups, like adolescents or offenders
- assessing and supporting patients
- encouraging patients to take part in role play, art, drama and discussion as therapies
- physical care, if the patient is too old or ill to look after themselves
- giving medication

What careers could you pursue after an apprenticeship?

- Health visitor
- Nurse
- Healthcare support worker
- Social worker
- Psychologist

What skills will you need?

- excellent observation skills
- excellent communication and listening skills
- the ability to gain a patient's trust
- empathy and the ability to relate to people of all ages and backgrounds
- the ability to stay calm in difficult situations
- assertiveness and the ability to represent patients' interests



What Qualifications do you need?

You'll need a degree in mental health nursing. When applying for courses it may help to have some relevant paid or voluntary experience.

Career path and progression

With experience you could progress to sister or ward manager and be responsible for running a ward or team of nurses in the community. You could go on to become matron or director of nursing.

With further study and experience you could become an advanced nurse practitioner (ANP), clinical nurse specialist (CNS) or nurse consultant. Consultants work directly and independently with patients, carry out research and develop and deliver training.

You could also train in health visiting, become self-employed or work overseas.

National Apprenticeship/Careers Week 2022

Media and Film Studies

On Monday 7th March, the A-Level Film students went on a trip to the British Film Institute on

Southbank. The BFI Silent film study day involved a range of A Level Film students from all over the South East. The study day offered insights into the aesthetics of different silent film movements, including German expressionism, Soviet montage, constructivism and surrealism, as well



as how these influenced early Hollywood cinema. Students viewed clips from a range of silent films exploring the context of these movements. In the afternoon, we viewed Buster Keaton's *The General* with live piano accompaniment. This was followed by a Q&A with the pianist, fitting in well with Careers Week as he spoke about his job role.

Thursday 10th March- Into Film Q&A with film editor Maya Maffioli Students in Years 7 - 9 took part in a live Q&A, with BAFTA award winning film editor Maya Maffioli with brief clips from the film *Rocks* to highlight Maya's work as a film editor. **Prior to the session students were asked the following questions:**

- How many of you know what an editor does in the film & screen industry?
- How many of you know what subjects you would need to study, to develop the skills needed to be an editor?
- How many of you think that working in the film & screen industry is a real possibility for you?

Students really enjoyed the session. Comments included:

"I found the event a great insight into what an editor does on film sets. The session really helped me understand just how important an editor is in any film." Josh G- Year 9

In addition to the events that have taken place, students who study Media and Film have explored the range of film and television apprenticeship opportunities through the ScreenSkills website during lesson time.

A screenshot of the ScreenSkills website. The header is pink with navigation links: Starting your career, Developing your career, E-learning modules, Training & opportunities, Information & resources, Industry partners, News, and About. A search icon and a user profile icon are also present. The main content area has a white background with a pink border. It features a large image of a group of people running in a field, with the text 'Brassic series 3 © Sky UK Limited' at the bottom left. To the right of the image is a pink 'Apply' button. Below the button is a white box with the text 'Apply' and 'You must login or register before you are able to apply for a ticket.' Below this box is another pink button labeled 'Apply for ticket'. At the bottom of the page, the date '23 May 2022, 00:00 - 23 Nov 2023, 00:00' is displayed.

In Year 10 and 11 lessons we explored a range of Media and film apprenticeships. Students also investigated the end credit sequence of Netflix film *'Don't look up'* to explore the different career opportunities within the sector cross referenced with *'Who's who in the credits'*. We also include *'Job of the Week'* as part of our programme to highlight the breadth of pathways and jobs available for students to follow.

National Apprenticeship/Careers Week 2022

Sociology

The focus of National Apprenticeship Week for students in Years 12 and 13 was to research the role of Social Worker. This role was chosen as there are

often common misconceptions about entry requirements and not being able to choose this career path if you have not chosen Health and Social Care or Psychology. Students researched LMI information such as entry requirements, salary, typical day and long term prospects in this area and watched a series of case study videos. These provided a more detailed understanding of expectations for a variety of courses on offer and explained to the students what the day to day life was like as a trainee Social Worker.

Students in Years 10 and 11 focused on career routes and apprenticeship opportunities in the Police Force and created a presentation explaining the role. The presentation included content such as entry requirements, salary, employment benefits, skills needed, responsibilities and employers. This was useful as linked closely to the study of Crime and Deviance in Society and the role of policing in preventing offending.

Police officer quick check questions:

What is the main aim of being a police officer?

Police officers serve to maintain law and order in local areas by protecting members of the public and their property.

What type of training do police officers need?

They learn state laws, criminal investigations, patrol procedures, firearms training, traffic control, defensive driving, self-defense, first aid and computer skills.

What jobs are available in the police department?

Police chief, Police officers, Detective, Crime scene investigator, Evidence technician. Ect..



Key information about police officers:



Skills required:

- effective communication skills, including tact and diplomacy for dealing with sensitive situations.
- community focus.
- a sense of personal responsibility, integrity and resilience.
- problem-solving skills.
- a confident and calm manner.
- good literacy skills in order to accurately record details and write reports



Responsibilities:

- provide a visible presence to deter crime and reassure the community
- conduct patrol duties on foot, by car and bicycle
- develop community knowledge to identify individuals and locations at risk of being involved in crime
- respond to calls and requests from the public to assist at incidents
- work alongside communities, liaising with community groups and individuals
- keep the peace at public meetings, social events, processions, trade disputes or strikes



Employers:

There are currently 45 police forces in the UK:

- 43 services in England and Wales
- one single force in Scotland
- one service in Northern Ireland

Other areas of employment:

- British transport police
- civil nuclear constabulary
- Ministry of Defence Police

National Apprenticeship/Careers Week 2022

Business Studies, Economics and Accounting

This term, students from the Business, Economics and Accounting had a guest lecture speaker from the Bank of England who spoke about what type of work he does and his exciting work on Brexit. Our speaker gave an insightful talk on monetary policy and a robust

overview of economics in practice. This was a fantastic revision lesson for Y13 who recently did their mocks with this theme being a chunky one throughout the exam!

The students found the event really interesting, particularly learning about the economics of the country and how events such as covid affect the economy, although the talk hadn't swayed them from their chosen career path, whilst other students commented on that. A good few students really enjoyed the event and would like to have more presentations on this subject. Students also commented that the presentation gave them more insight into the different financial sectors operating within the field of banks.

"I loved seeing the perspectives of someone who works in banking and finance. It was very interesting to hear their opinions on the job and give insight into the roles people work in business. I also appreciated that it maybe slightly changed my career path in the sense that, after asking some questions, he spoke of the 14 hour days in investment banking which I have heard of in the media, but to hear from a person with friends that actually do them 14 hour days, well to say the least, it put me off that exact career path in finance. I loved that I was able to ask him a question 1 on 1 rather than in front of the whole class."



'The economics talk was really interesting, understanding how the monetary policy committee operates really aided my overall knowledge of macroeconomics. The speaker from the MPC was really concise in explaining the role he plays within the Bank of England and what the Bank of England does. I would definitely recommend that future students to take this opportunity, as it will really tie theoretical knowledge together with the real world and how it works in practice'

Law

A virtual careers session was hosted for sixth form students interested in a career within Law. Students attended a virtual Law Experience in which a guest speaker, Ms Cargill, gave a talk on 'a day in the life of a solicitor'. During the session, focus was given to ensuring that the students got to grips with the different specialisms involved, pathways into the career and what it is actually like on a day to day basis.



In addition to this and as part of the Law department's offer, students in Year 12 and 13 have been introduced to a series of videos that looked into the different pathways into the Legal Profession and how this is directly connected to the study of Law. For example: ParaLegal, Barrister, Solicitors and Judges, Forensic Scientists, Criminologists. Students were given the task of researching some of the different roles in the Legal Profession and wrote a summary on what entry requirements are needed to enter the legal profession, For example: interview process, features of the course, training and potential salary for some of the roles



that the students have researched, for instance, how to become a Paralegal.

National Apprenticeship/Careers Week 2022

Psychology

Students in year 12 have been given two projects to complete focusing on specific diagnoses such as dissociative personality disorder and post-traumatic stress disorder and what careers came with those diagnoses. Students needed to research this diagnosis as it isn't covered in the specification and then research what careers are relevant to this. Students prepared presentations for the cohort to present to them the information they have found. Students were able to outline what the difference between a psychologist and psychiatrist is in terms of qualifications needed but also changes in the roles. This has allowed pupils who are interested in a career in psychology to understand exactly what they need to do to progress into this pathway. Some examples of presentations below:

The difference between a psychiatrist and a psychologist:

 <p>Psychiatrist</p> <ul style="list-style-type: none"> • Provide prescriptions and some talk therapy • Degree in medicine • Treat conditions rooted in biology or neurochemistry 	 <p>Psychologist</p> <ul style="list-style-type: none"> • Provide a wide array of talk therapy • Degree in psychology • Treat conditions rooted in emotions or behaviour
--	---

"It's a war within yourself that never goes away."

Careers - Psychiatrist

Psychiatrist

Psychiatrists are doctors who diagnose and treat patients with mental health problems.

Average salary (year)	Typical hours (year)	Typical tasks
£24,907	£81,754	41:16-43

How to become a Psychiatrist

To become a psychiatrist, you'll need to go to university and complete:

- A 5-year degree in medicine, recognised by the General Medicine Council
- A 3-year foundation programme of general training
- 3 years of core training in psychiatry
- 3 years of training in a speciality

Day-to-day Tasks

As a psychiatrist, you could:

- Assess your patient's condition by asking them about their thoughts
- Get information from other sources, like GPs, relatives or social workers
- Carry out blood tests or scans to rule out other health conditions.
- Carry out psychiatric tests
- Prescribe medication
- Recommend treatments like counselling or cognitive behavioural therapy

Treatments for DID:

Therapy: talking therapy or psychosocial therapy. psychotherapy is focused on talking with a mental health professional about your mental health. The goal of psychotherapy is to learn how to cope with your disorder and to understand the cause of it.

Medication: There are no drugs that are licensed to treat dissociation. However you may be prescribed medication to treat other symptoms or problems you might experience because of DID. For example: antidepressants, mood stabilisers.

Rates of patients with complete remission or significant improvement at the end of treatment vary between 44% and 97%

What are the careers relevant to PTSD?

You can help those who suffer with PTSD but getting involved within a career like becoming a psychologist or a psychiatrist.

Psychologist	Psychiatrist
Doctor by virtue	Classes as a medical doctor
Not medically trained and therefore can't prescribe medication.	Can name what is going on with the illness of their patient
Talk through with their patients about how they are feeling in order to help them overcome their problems	Able to prescribe medication
	Do not talk too deeply about their issues

Politics

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.

Students were also directed to the section of the [UK Parliament website](#) that gives further information about apprenticeship, internship and work experience opportunities. Including the Parliament Academy, House of Lords Apprenticeship Scheme and House of Commons Apprenticeship Scheme. This was discussed with students in class as well as shared with them via the Google Classroom.

Computer Science

Students in Years 12 and 13 have continued to look for apprenticeship opportunities and have investigated psychometric tests that they need to complete to secure positions. One student has already signed a contract with a banking database corporation and they have shared their experience with others about how they were able to both find and secure a contracted position. Paralegal.