



STATIONERS' CROWN WOODS ACADEMY



Issue 6

Finding Your Pathway To Success

Summer 2022

## Careers in Focus

# Careers in the Curriculum

## Apprentice Futures Event - Year 10 And 12

In June, the academy took the whole of Year 12 and over 50 Year 10 students to the Apprentice Futures event in Guildhall, London. The event, which was hosted by The Stationers' Company, included exhibitors from a wide range of sectors who offer an incredible range of apprenticeships at all levels. Exhibitors included Amazon, the Armed Forces, British Airways, B.T., Travis Perkins, City Lawyers, City of London Police, Evening Standard, Guildhall Art Gallery, London Ambulance Service, London Screen Academy, London Symphony Orchestra, Natwest, Planet Organic, Transport for London and a selection of Universities.

The event provided students with lots of information about the apprenticeship route and students were able to network, creating potential connections that will be incredibly beneficial for their future!

Student feedback was very positive, including:

*'I enjoyed the different career paths and apprenticeships people recommended to me and how it made me critically think of what to do in the future'*

*'There were a range of different companies which offer many different opportunities'*

*'I am really excited about what the future might hold following this event'*



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## Year 10 Work Experience

In January 2022, the careers team at SCWA made the decision to launch work experience for year 10 students for the first time in three years following the Covid 19 pandemic. At the time, Covid 19 was still prevalent and there was significant uncertainty surrounding further lockdowns and restrictions. Due to this uncertainty, we decided to set the work experience at 3 days, in the hope that this would make it easier for students to secure placements and to allow us to put together appropriate in-school work related learning provision which was engaging for those students who could not secure placements.

We asked students and parents to use their personal networks to see if they were able to find their own work experience, which was a great success! Thank you to everyone who supported the students to find face-to-face work placements! The Careers team also developed professional links with organisations and employers, so that we were able to offer a wide selection of opportunities to students that had been unsuccessful in finding a placement.

We are pleased to confirm that a total of 208 (79%) Year 10 students attended an in-person work placement! We all know the importance of work experience and the transferable skills that it can benefit students with - here is some feedback from students about their experience:

*"I was proud of many things during my placement. I was also proud of the relationships I had built with the students at the end of my placement. I received 5 letters from the children saying how they would miss me and a chocolate bar saying "lovely teacher"! One of the kids even cried when it was time for me to go. Additionally, I was able to support a group who struggled with maths in addition and subtraction and at the end of the session one of the students said "it's so much easier now!", which was reassuring that I'd done a good job."*

*"I built strong relationships with the children I was working with and managed to get them to follow instructions such as tidying up and going inside. I set out activities which the children enjoyed."*

*"We worked as a team to create a presentation about ETM based on our own research, and then made a CV for one of our dream jobs. At the end of the experience, we did a quiz to reflect on what we'd learnt over the past 3 days."*

*"I adapted to each task I was given and got on with it without having to ask for help all the time. The boss appreciated and praised me for my efficient and fast learning skills and that I helped the other volunteers with the amount of work I did."*

*"I managed to complete the 'Skills For Life' course aimed at young people and equipping them with the necessary skills to be successful in the future. The certificate has been attached in the locker on Unifrog. When I first started, I was very nervous but everyone I met was friendly and welcoming so by the end of the three days, my confidence significantly improved, which I am very proud of."*

Students who were unable to secure face-to-face placements attended two key work-related learning events. The first involved students getting involved in an enterprise project, called The Tire Challenge. Students work in small groups in an allocated role, using their creative skills to come up with a solution to the used tire problem that is devastating the environment. Students need to consider finances and practicalities regarding production when completing the task. Students presented their ideas to each other, answered questions and received feedback. The enterprise event helped students develop a number of transferable skills, including teamwork, communication and presentation skills.

Students were then involved in the 'My Future Self Project' hosted by Mr Steve Stallis. Mr Sallis is a former teacher who worked in South London schools for many years, who went on to work as a coach for the world's leading athletes, including currently working with the England Under 15 National Team. Mr Sallis founded Solutions Minity, a company that covers many aspects of life coaching, including delivering powerful workshops to students to help them focus on their future. Students were involved in the following session:

- |                           |                         |  |
|---------------------------|-------------------------|--|
| • <b>Growth Mindset</b>   | • <b>Marginal Gains</b> | • <b>The Theory of Luck</b>                            |
| • <b>Pygmalion Effect</b> | • <b>Resilience</b>     | • <b>The Emotional Connection to life and learning</b> |
| • <b>Next Steps</b>       |                         |  |

Student feedback from the event was extremely positive, with 100% of students stating that the event had changed their thoughts about the future, with one student commenting 'If I had the chance to do it again I would definitely do it'

# The Careers in the Curriculum

## Religious Education

We have looked at how to adapt the skills that are developed in Religious Education, through essay writing and discussions, to jobs in the working world.

The pupils really have to think outside of the box about both analytical skills but also, moral development, which is a part of religious education when seeing value in what they are learning in RE and how it will bring about competency for their future roles in society. Examples of the work can be seen below:

**Editorial and Production** - Weekly wage - £327 - Hours per week - 40 - Duration - 15 months - Working week - Monday to Friday - times to be confirmed - Training provided: Level 3 Publishing Assistant

This exciting and varied role will be vital to the company continuing to ensure the timely delivery of high-quality print and digital projects for their clients. Some key responsibilities include:

- To schedule and manage, with support, the editorial and administrative stages of publishing products, typically from manuscript through to final files, including briefing and managing external suppliers
- To communicate effectively with publishing clients, provide regular project updates as well as participate in conference calls and/or attend meetings as appropriate
- To collate proofs, conduct photo research, and review artwork briefs where necessary
- To assist the Education and ELT team as necessary

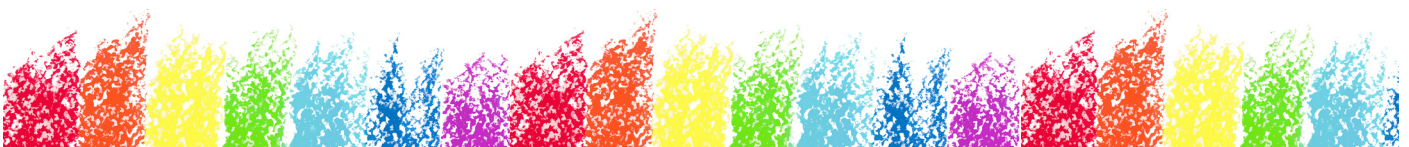
You'll need to pass a face to face screening interview with their Talent Team and sit initial assessments in Maths and English. This apprenticeship helps gain an understanding of editorial and production processes, impeccable editorial, organisational and communication skills and helps build confidence. After the apprenticeship, it can lead to Arts officers, producers and directors. Religious literacy - Basic knowledge and understanding about world religion Articulacy - showing the ability to be able to speak fluently and coherently Academic vigour - a certain standard of excellence that professors and administrators expect of their students. Clear writing - way of presenting information so that it is easy for everyone to read and understand. Depth of writing - showing deeper knowledge and understanding through specificity. Critical thinking - the objective analysis and evaluation of an issue in order to form a judgement.' 'Commis Chef in Central London in C Restaurant.

### Job Duties:

- Prepare all food items as directed in a sanitary and timely manner
- Follow recipes and presentation specifications
- Operate standard kitchen equipment safely and efficiently
- Maintain a clean working station whilst adhering to health & safety standards
- Assist with the cleaning and organisation of kitchen and equipment
- Restock items as needed throughout the shift
- Adhere to all food hygiene & safety standards

The job duration is 15 months. You can be kept on from the apprenticeship and become a chef full-time in the restaurant or having the experience can lead to other jobs in catering and cooking. Skills you learn from it are cooking skills, communication skills, time management, resilience and adaptability.

For the final Module in RE as a department, we set up a Careers homework using the Virtual College website for pupils to complete a course on Growth Mindset. This enables them to develop their professional skills that will give them the right mindset in their future careers, for progression and development, not to mention potentially helping them in their personal lives- in becoming achievers. Further to this, it develops pupils' moral and philosophical viewpoints on how they see the world in a professional environment and how they can improve as an individual in their profession. The feedback was great, making pupils really rethink how they see tasks both for the future and even for now, in the classroom. Many said that they now feel they can fail at tasks without feeling deflated, seeing it as an opportunity to progress and improve.





# The Careers in the Curriculum

## Mathematics

For KS3, in lessons pupils continue to be exposed to different careers related to Maths for given topics. This was done through videos linked directly to maths careers and posters created by the pupils.

For KS4, some pupils were taken on a trip to the colleges at Oxford University encouraging pupils to not limit themselves as anyone can attend Oxford with the right attitude, mindset and hardwork.





# The Careers in the Curriculum

## Science

During the summer term, we took a selection of Year 9 students to Portsmouth University to take part in the Salters Chemistry festival. The aim of the day was to encourage learners to 'Discover Chemistry' and explore chemistry as a subject and as a pathway to many careers. The day consisted of an inspiring speaker, a hands-on practical chemistry experiment and a careers panel.

We also held a virtual careers fair for students across all key stages. During the fair they were able to access case studies of different careers in STEM with a number of different companies across the sector. They were also able to try their hands at some career related skills, such as code breaking for the Nuclear Decommissioning Agency and designing and testing their very own car using Siemens' Digital Twin technology. Students stated that they enjoyed 'the interactive opportunities to find out about companies' and learning 'How you could go from any career to a STEM linked career just based on the skills and not degrees.'

## Drama

### Theatre Trip Visits:

All students at Year 7 and 8 were given the opportunity to see a Westend musical, with over 130 students having seen 'Wicked' or 'The Lion King'. Students are exposed to the elements of professional theatre making whilst also having a real good time!

### KS5 Community Links:

Year 12 Theatre Studies students took part in a workshop led by local theatre company Punchdrunk, who have recently taken up residency at the newly built Woolwich works. Students were able to explore the creative process of the theatre company and to explore different job opportunities in the world of theatre, such as educational outreach. The Y12 students drew upon this experience and led a Two Week Theatre experience for 20 KS3 students, inspired by the work of Punchdrunk.

### Whole School Musical:

Students were able to work through the 'page to stage' process of producing the production of 'Matilda'. Student explored audition skills, rehearsal skills and technical elements, such as set design and construction. These skills mirrored the life of real life theatre performers and artists and no doubt equipped our students with valuable life, work and transferable skills.



# The Careers in the Curriculum

## Geography and Business Studies

Year 10 and Year 12 Geography/Business students were invited to attend a full day careers based session called 'Urban Plan'. UrbanPlan is an educational programme to help young people understand the role real estate plays in reviving and regenerating urban areas. It also:

- Creates informed citizens who better understand communities where they live and work.
- Helps young people understand the role real estate plays to revive and regenerate urban areas.
- Supports social mobility and the long term success of the industry by reaching students from a diverse social and economic demographic.
- Develops valuable links between schools and industry.
- Enriches the curriculum by bringing urban studies to life.
- Engages with and raise aspirations of young people.
- Promotes careers in the built environment.

30 students took up the opportunity and were involved in interactive activities, using some of the art technology, to make informed decisions about the regeneration of a fictional town. Students were allocated specific roles within each team and concluded the day by presenting to a industry expert, and getting valuable feedback.

**Student comments after the event included:**

*"I liked how well integrated the technology was to the real life 3D model, I also like how detailed the finances were. I enjoyed the teamwork a lot because the only people there were the ones who were genuinely interested - this made the experience much better. I like how it was not too rushed, the timings were adequate and made me think under pressure which was really enjoyable."*

*"I enjoyed learning more about the industry and how it worked, which gave me more of an insight into building surveying. I also enjoyed the practical side of the event as it helped me understand it more."*

## P.E.

The 2012 sports department has been focusing on universities that offer sports science degrees . We have looked at the many different courses that are available in the UK, from Psychology in sport to trainer design .

We travelled to the United States of America in June 2022 to visit George Washington university and met athletes and talent scouts that offer scholarships to aspiring students from the UK. We were amazed at the level of facilities that they had and the commitment by their students to excellence. Since returning, we have looked at the various programmes that offer travel to the USA alongside sporting careers and coaching.



# The Careers in the Curriculum

## Media and Film Studies

### Apprentice Futures Event - 27 & 28 June 2022

The media crew, which consists of year 9 students, accompanied by Joe Yates attended the Apprentice Futures Event in order to interview a range of delegates about the apprenticeships on offer. The students were excellent ambassadors for Stationers Crown Woods, they were proactive and confident when conducting interviews.

### Gaming Industry Talk - Thursday 7th July

A virtual careers talk with a games designer for year 10 Media students. A representative from the games company Sketchbook Games spoke to year 9 and 10 students about a career in the games industry, the different roles available and the process of making a game.

### The Advertising Industry- Creative Digital Media

This term the BTEC vocational students were studying the advertising industry and the various careers and pathways involved in the creation of a very expensive 2 minute commercial. Students were introduced to The Client – Advertising Agency – Creative – Production matrix of relationships and the industry roles contained in the making of each advert. Students had to understand that the client was in charge and the media industry was there to serve the needs of the client: either to introduce a new product or concept like 'Just Eat' or to encourage brand loyalty for example Diesel Jeans.

### Shine Media Awards

Students on the enrichment programme worked hard to create a podcast worthy of entry into the national Shine media awards. During the course of doing this, students assumed roles that would happen in any radio station.



The editor discussed with the management what the shape and direction of the podcast would be. She passed this onto the production team and students wrote the pieces. The scripts were sent for editing before presenters and actors were cast to record the final versions. Presenters interviewed guests and delicate issues were spoken about openly and honestly. They were then edited to produce an informative and sensitive discussion about anger management. Students were also required to take on other roles when it was decided that a film should be produced to reinforce the message that the environment really is suffering. Poetry was commissioned, dancers were rehearsed, film archives investigated, special effects created and a special computer game was designed. All this gives students experience of the compartmentalised careers and disciplines involved in media production. All the individuals and team members need to carry out their parts in order for the final piece to be put together.

Students who attended the awarded ceremony were able to experience first hand the world of traditional and digital publishing through a series of workshops. Social Media and magazines from Glamour, constructing cartoons, journalism and new media and, oddly enough given the reason students were there: the art of podcasting.

### BAFTA

Students from the Geek Squad designed a computer game for Young Games Designer of the Year (YGD). They were invited as finalists to the HQ of the Film and Television industry. Here they didn't only get to meet their game designer peers but also talk and network with games professionals from the top UK companies.

As if this wasn't enough, after the awards ceremony, BAFTA had organised a series of round table events where students and industry professionals were able to focus on and ask questions about subjects as diverse as 'the role of sound in computer games' to 'bring the game to the market'. The cherry on top for the students was that they were invited to join the BAFTA YGD mentor scheme which provides support as they turn an interest into a job.





## The Careers in the Curriculum

### Art

This term in year 7, students have been studying the theme of the environment and, as part of this theme, they have been learning about what an entomologist and a botanical illustrator do. We have investigated the work of artists such as Rosalind Monk and also the rather controversial artist Damien Hirst and how they use insects as themes in their work, as well as the importance of particular insects within different cultures. In their own practical responses, the students have completed detailed coloured drawings of beetles and other insect species for a large group display. Here are some of their efforts.



### Photography

This term year, 10 students have been creating Independent Portfolios and have just completed their first Independent Studies. For this, they had to meticulously plan, develop and refine an idea to create a piece in a one-day workshop. It was essential they used all the time they had to organise shoots with models and gather the resources they needed by the deadline. This is exactly how it works in the real world in the role of a Photographer, as studios, models, equipment, staff all cost money and part of their role is to be extremely organised and well prepared. Here are just some examples of the work produced.

We also have a new student who has produced some fantastic shots of Duggee in the IWC. Pet Portraiture has become huge over the past decade and many studios have opened up their doors to all kinds of creatures as well as their usual family shoots.





# The Careers in the Curriculum

## Music

We had a fantastic talk from Crispin Somerville which was extremely well attended, with over 50 students. Crispin has had several different careers. He first dreamed of being an actor; he has since been a presenter for the BBC and MTV, he has his own nightclubs and restaurants and has also managed artists and worked in the recording industry. He was kind enough to share with us his journey. The pupils found Crispin very engaging and enjoyed the messages he would have given to his younger self.

We also had Charlie G, our resident DJ, doing a set for us at lunch time. Charlie is building a career in music production. He has a set on Base FM every Friday. He had just recently been awarded a scholarship to Blackheath Halls. Picture taken by Tidus A.



## Psychology

This term, as part of Careers, Psychology pupils attended a careers talk by the CEO of a rehabilitation centre. Alice spoke about how she was able to open a rehabilitation centre for dementia patients even though she was a single parent. She attended night school in order to qualify herself for that specific job and looked after her children in the day. She also explained how she had to have a separate job in sales in order to pay for her night school and also daily expenses. Finally, Alice focused her talk on apprenticeship opportunities she has for our pupils and what kind of pupils she looks for to hire. Alice focused on experience and how important it is for our pupils, especially in the health sector.



# The Careers in the Curriculum

## Health and Social Care

### **Bethlem Museum Trip**

Health and Social Care students have been focusing on Mental Health and well-being in their lessons. As a part of extending their learning and having first-hand experience of people who have suffered from mental illnesses, the Yr 12 and 13 students attended a trip to the Bethlem Museum of the Mind. This trip provided the opportunity for students to understand the historical background of the Bethlem Museum and stories of people who lived through this experience.

### **Health and Social Care and Business Studies - Old Operating Theatre Museum trip**

Year 10 students had the opportunity to visit the Old Operating Theatre Museum. Students were provided with in-depth knowledge and understanding of the history of medicine and surgery in Britain. The workshop gave students the opportunity to experience how surgery and medicine has evolved in the past century and the impact this has had on the health and wellbeing of the nation.

## Law

### **Insight into the life experience of a Trainee Barrister Speaker: Trainee Barrister Rawlings Ujah**

Rawlings Ujah came to Stationers Crown Wood Academy to give a talk on life as a trainee barrister. Coming from South London, Peckham, Rawlings talked about what inspired him to get into Law and wanting to become a Barrister. Rawlings explained that he had a challenging upbringing as a young person growing up and settling down into mainstream secondary education and that he realised that he had to make a decision about what he wanted to do with his life. Rawlings chose Law rather than settle for a life and a career on the streets of London!

Rawlings is about to embark on his second year and final year of the Bar Practice Course alongside an LLM at the University of Law. Rawlings will be awarded the Professional Qualification as a Barrister which will entitle him to seek Pupillage with a set of Chambers to carry out the next stage of his training to become a Barrister. The LLM will be awarded to Rawlings as a Master's Degree in Law.



Rawlings gave insight into the route to becoming a Barrister and the differences between the role of a Barrister compared to the role as a Solicitor. He also gave highlights of the wide range of law topics that are offered on the LLB Law Degree Programme and the prospects of employability after graduating with a Law Degree. Rawlings spoke about the different modules studied on the Bar Practice Course as well as giving examples of what these topics consist of. For example, Criminal and Civil Litigation, Advocacy and Opinion Writing skills. He talked about the 'qualifying sessions' that consist of dining with other student barristers and more prominent senior judges on nights where 'dining' takes place. Rawlings states that this is an opportunity to network with other members of the legal profession and it also gives you the opportunity to take part in live meeting and debating sessions.

Rawlings graduated from the University of West London with a First class Honours Degree in Law. Rawlings says that his main passion for law is to inspire other young people and to let them know that it is possible to embark

on a career as a Barrister. Rawlings finishes off by saying that it is important to have determination, consistency, resilience and passion and a positive mindset towards studying as this determines and produces a positive outcome.





# The Careers in the Curriculum

## Politics

The study of Politics A-Level this module has been placed against the fast-paced and ever-changing backdrop of a party leadership contest. Throughout the term there has been the ongoing question of resignation which has prompted discussions with links to many facets of the A-Level course, I briefly explore two below, but there have been many more.

What are the constitutional implications? - Due to the uncodified nature of the UK constitution there is very little set in law about replacing a sitting Prime Minister. Within the UK system, built on convention as it is, the retention of a strong and stable executive is embedded, as such there is little thought given to succession planning or leadership transitions. If this is the case then to what extent can it be said that we are living in a democracy?

What are the partisan implications? - We have explored to what extent the Conservative Party (or indeed any major political party) is a single coherent entity with a single ideological vision, indeed the extent to which conservatism as an ideology is internally coherent. These differences have become increasingly apparent over the last few months and will play a vital role in shaping the upcoming leadership content.

Over the term the media, and subsequently much of the public, have been questioning the resignation of the highest office in the land. However, when that resignation came the focus only shifted from analysis of the career of one major contemporary political figure to the, initially 11, individuals that were jostling to succeed him - which had the combination of ideology, reputation and record to succeed in the leadership election process and ultimately become Prime Minister.

## English:

Throughout the last term we have been delving into the careers of both social work and alternative career paths that can be met through the likes of apprenticeships and T-levels. During this term, pupils in Year 8 are studying the diverse novel, *Boys don't cry* - a story of a young man who is left unexpectedly with a baby and is required to fight stereotype and prejudice in-order to make his way in the world. As a result KS3 were set a research task for a piece of homework that involved using our online career platform, Unifrog, to explore the requirements around a career in social care. Some of the aspects pupils were encouraged to research were:

- Qualifications required
- Salary
- Career projection
- Expected hours to be worked

In addition to this more focussed research, pupils were also encouraged to research alternative paths to certain careers. Pupils were invited to utilise the Unifrog careers platform to explore options available to them through the pathway of T-levels. Despite highly successful grades, the protagonist in the novel found he was unable to attend university due to complications with childcare and students took the time to brainstorm and research alternative careers that appear more applicable for those who do not choose, or unable to attend, university.

Across KS4 pupils have been planning and participating in their Spoken Language Endorsement that looks to arm pupils with practised and refined spoken language skills. This allows students to formally speak aloud a speech on a subject they are passionate about and experience on-the-spot questions based on their speech that require further and developed feedback.



# The Careers in the Curriculum

## History

Within the History department, it is vital that, from early on, students are exposed to the career paths learning history can take them. For the Careers linked project, students were tasked with independent learning. Students in Year 7 - 9 were tasked with researching apprenticeship opportunities within the subject area. A focus on apprenticeships within Her royal Majesty's Service is linked to the power of the Monarch vs Church. Students in Years 10 and 11 were tasked with researching apprenticeship opportunities within the subject area, a focus on careers with the Metropolitan police linking the KS4 curriculum Crime & Punishment. Examples of students' work include:

Year 9 students MTS organise a Trainee Barrister speaker to share his career journey with students and answer questions about his experience.

### The role of Historic Royal Palaces

Historic Royal Palaces are a charity set up by the government to look after 6 Royal Palaces.

They educate people about the history of the Royal palaces that goes back 1000 years

They look after important collections in the Palaces of art, archeology, furniture, royal costumes and the Armoury in the Tower of London



HISTORIC ROYAL PALACES

### Royal Palaces Apprenticeships

By Ben Guy

### Apprenticeships

'Our apprentice programmes consist of a programme of work experience and learning, together with 'off the job' learning/education, leading to a nationally recognised qualification. The range of qualifications range from post GCSE to degree level apprenticeship standards with approved providers and college based or on site assessment.

We currently run apprentice programmes within Gardens and Estates, Visitor Services, Information Systems and Retail. These can be from 12 months up to 3 years of employment at a world famous heritage site.'

[Apprenticeships, offers and work experience | Historic Royal Palaces \(hrp.org.uk\)](https://www.hrp.org.uk/apprenticeships-offers-and-work-experience/)

You have to contact them to see what apprenticeships are available. You have to check the website to see.

There are lots of different jobs.

You can get more qualifications and get paid while you learn.

