



# CAREERS

AT LEIGHTON PARK

March 2022



## National Careers Week

National Careers Week (NCW) is a celebration of Careers Education Information and Guidance across the UK. The aim is to provide a focus for careers guidance activity at an important stage in the academic calendar and to help support young people leaving education. The week also coincides with Science Week and International Women's Day so there are lots of events and activities which encourage students to think about what they want to do in the future and signpost them towards key information. STEAM is a key area of our school and Leighton Park took a decision to include the 'A' in STEAM, rather than just focusing on STEM. We believe in addition to Science, Technology, Engineering and Mathematics, the Arts and creative subjects bring an important dimension to our student experience which is relevant and useful to a wide range of career options.

Parents and carers with students in Year 9, 11 and 13 will already have had a taste of this process through options for GCSE and the Sixth Form and university and apprenticeships applications. However, we are mindful that our young people are more likely than ever to experience a range of different roles, sectors and careers during their working lives. For this reason with explore a range of options and encourage students to investigate them in good time.

Collects this week have focused on Challenging stereotypes about jobs and careers and on looking at career journeys where staff have been sharing stories of previous roles they have held, including some fascinating ones of professional actors, driving for a Formula 1 racing team, researching at Oxford University as well as working for the company which audited the Royal jewellers!



Never underestimate the importance of what happens beyond the curriculum.



## WORK EXPERIENCE OPPORTUNITIES



It has continued to prove challenging for students to secure work experience placements this year. As we come out of the Covid restrictions, many employers are offering creative alternatives for students to gain important skills and experience. New online or virtual options are available which allow students to try a wider range of programmes and sectors. Many of these are free of charge with few restrictions on who can access them.

With careers such as Medicine, work experience has been particularly difficult over the last couple of years. In response, the Medical Schools

Council have produced this useful booklet which is full of advice and alternative ideas:

<https://www.medschools.ac.uk/media/2717/a-guide-for-gaining-relevant-experience-during-the-pandemic.pdf>

One particularly, interesting idea is the Observe a GP programme which allows students aged 16 or over to participate in an interactive video platform to provide insights into the work of a GP, and the wider healthcare team. Further information is available via this link:

<https://www.rcgp.org.uk/training-exams/discover-general-practice/observe-gp.aspx>

## SPRINGPOD AND INVESTIN

Further work experience opportunities are available through Springpod and InvestIN. Springpod has grown over the last few years and has become well known for the wide range of online and virtual programmes on offer. Students are able to apply for free courses in their chosen subjects, sectors or careers. There is no restriction to the number they can undertake and the majority can be completed in a flexible manner. Some will include live content for students to engage with too. Each programme typically takes 10 hours to complete. Some of the programmes have an age restriction dependent on the content and themes covered. Students receive a certificate for their records for any programme they complete.

Students can search and apply for programmes using the following link:

<https://www.springpod.com/virtual-work-experience/search?status=Open>

InvestIN provide online and in person opportunities for students to work with industry experts with a view to gaining insights about future careers. There is a wealth of choice with courses ranging from Architecture to Music Technology to Finance and Law.

In the past two years, a number of students from Leighton Park have participated in programmes and the feedback has always been good with students commenting that they have learned useful information and enjoyed them.

There are charges for these courses but Leighton Park is a partner school and as such a 10% discount is available at time of booking by using the code: LEIGHTON10.

Applications are made directly through the InvestIN website and further information can be found through this link:

<https://investin.org/pages/choose-your-career>



Springpod



CIM  
The Chartered  
Institute of Marketing



PWC VIRTUAL  
INSIGHT  
PROGRAMME:  
DEADLINE  
APPROACHING



The PwC Virtual Insight Week programme provides opportunities to gain lots of valuable skills and explore your career options with PwC. You may be interested in doing an apprenticeship, going to university, or a combination of both. Perhaps you're still not sure, and you simply want to find out more about PwC and the different areas that you could join. The Virtual Insight Week will help you answer these questions by giving you an insight into our different business areas, and you'll also hear from our people who joined through a range of pathways and programmes.

Through the interactive sessions, you'll get to experience our different business areas. Some of the technical skills sessions will be differentiated so that you're able to select either a 'beginner' or 'advanced' level based on your individual knowledge or experience of a topic. You can also take part in a variety of skills sessions on topics such as wellbeing, resilience and personal values. These sessions will equip you with the skills and knowledge to help you succeed with a future application to PwC and beyond.

The programme will run virtually across five days. For the optimum experience, you'll need a laptop or computer and internet connection to join the online sessions, but many sessions will also be accessible via a smartphone. The week will include both live and recorded sessions to offer you as much flexibility as possible and you'll be able to choose which sessions you'd like to attend. If you don't have a personal laptop or you're worried about your internet connection, please still apply to the programme, and we may be able to provide support with access to the necessary equipment. They will be contacting all successful applicants regarding what support may be available after we have confirmed offers for the programme.

Programme dates:

Monday 25 July – Friday 29 July 2022.

After completing the programme, you may decide to apply for one of the full-time apprenticeships or one of the Flying Start degree programmes if you meet the eligibility criteria. They will also provide you with access to further opportunities to learn more about the roles available and what to expect from the selection process.

What you'll gain:

You'll find out about the world of business, accounting and technology, whilst developing key employability skills and personal confidence. You'll also gain knowledge that should help you prepare for the next step of your career.

What you'll need

PwC recruit students from all A-Level (and equivalent qualifications) subject backgrounds, so you can apply regardless of your current subjects. You currently need to be in Year 12.

You'll need to submit your application by Sunday 13th March 2022 via this link:  
<https://www.careersschools.pwc.co.uk/job/14892895/virtual-insight-week-national-2022-london-gb/>

## THE IMPACT OF CO-CURRICULAR AND OPPORTUNITIES BEYOND THE CLASSROOM

At Leighton Park we are very keen to give students the opportunity to try as many different activities as possible. This is why our co-curricular programme has such a wide and varied offering and why students are able to choose new activities and clubs each term.

When completing applications students will be asked about skills they have acquired. It is worth remembering that the vital skills they have often been fostered within a co-curricular activity or a school trip.

The confidence to get up on the stage to perform in front of an audience, the skills required to work as part of a team on the rugby pitch or to lead your group on a Duke of Edinburgh expedition should be prized.

These are the things which will set the students apart from other candidates and make their interviews memorable as they share interesting examples of how and when they were able to develop these transferable skills.

As students choose their next set of co-curricular activities for after Easter, please encourage them to think about widening their experiences.

## VOLUNTEERING (CAS AND DUKE OF EDINBURGH AWARD)

Volunteering can be a very powerful way of developing useful and transferable skills in addition to helping others and your community.

Through the CAS programme students can do just this and make a real difference.

A recent example saw students in Year 10 working with a local primary school to support with their reading programme. The students helped to encourage reluctant readers and to build their confidence.

However, they were also able to build their own confidence and communication skills through the process.

As part of the D of E programme, students are required to complete a volunteering placement. It has been very pleasing to see students undertaking a range of different activities to expand their repertoire but also supporting other people and projects.



## BUILDING YOUR NETWORK

All students can build a network of contacts and links which can support with future visits, work experience and summer jobs.

Family and friends can be very useful in supporting and facilitating opportunities for students. This does not need to involve a lengthy time commitment on the part of the family member. Simply talking about their current role and responsibilities, explaining how they have progressed through different roles or changed careers is really helpful to show students that there are different routes in employment and higher education.

If it is possible and the family member or friend is willing, a visit to a place of work is incredibly beneficial. From seeing how people work to how they

dress and interact with one another, students will appreciate that there are different ways of working.

With fewer young people nationally having part time jobs, there is less opportunity to experience the world of work before they actually enter it. Therefore the more chance they have to try and observe different settings and to meet and communicate with other adults, the better.



## OUR OLD LEIGHTONIAN NETWORK

We are very fortunate at Leighton Park to have a well established and well supported network, the Old Leightonians (OLs). When students leave Leighton Park they will automatically become an OL. OLs have been very supportive of the school and the current students and are regularly involved in events and activities on the Park.

In the past year OLs have visited school to speak to students about their careers and their experiences in a variety of fields. They have also been involved in one to one mock interviews for students in the Sixth Form who are applying to university for competitive courses such as Medicine, Veterinary Science, English Literature and Dentistry as well as for colleges at Oxford and Cambridge. This has been a very good way of giving students a real life experience of an interview in a supportive and safe environment.

We are always grateful to the OLs who give their time so freely and support our students to access the careers they are aspiring to. Sometimes a conversation or having a key question answered can be just what a student needs to help make their decision about future study or employment.

For more information and to register for updates on the OL network please go to:

<https://www.leightonpark.com/old-leightonians/>



## MY CAREER, MY VISION: CAREERS WEEK COMPETITION

### What do you hope your future career will look like?

We invite you to submit an image that depicts your dream career with an accompanying caption explaining why you want to go into that field (max 50 words). The image can take any form - a photograph, drawing, painting, graphic design - as long as it's created by you and clearly depicts what career you hope to go into.

Hoping to become a doctor? Take a photo of yourself in a lab coat and stethoscope! Want to become a fashion designer? Why not stitch the words 'fashion designer' with your favourite fabrics? You can interpret the brief in any way you choose - the more creative, the better!

For each submission we will make a donation to UNICEF, whose ground-breaking work helps children across the world access essential education.

To upload your entry please go to:

[https://docs.google.com/forms/d/1y6upJXECqvN8P8I26ed\\_KQBdbwkyWE8G6NPSTxGJ8/viewform?edit\\_requested=true](https://docs.google.com/forms/d/1y6upJXECqvN8P8I26ed_KQBdbwkyWE8G6NPSTxGJ8/viewform?edit_requested=true)

## STEP INTO THE NHS: COMPETITION

The NHS is one of the largest employers in the country with a wide range of roles on offer. Students are invited to enter a competition to design a job advertisement for one of the 350 different roles within the organisation. Prizes include Amazon vouchers for students to spend on something of their choice.



The infographic is a blue and green geometric shape containing text and images of students. It details four steps of the competition: research phase, understanding the job, job advertisement, and submission. Each step includes a main activity, core resources, and differentiated materials. Images of students are interspersed throughout the text.

**Follow these simple steps to deliver the competition**

**Step 1: The research phase**  
**Main activity:** Students research the breadth of careers in the NHS and select one.  
**Core resources:** [stepintothens.nhs.uk](http://stepintothens.nhs.uk), career mapper quiz, careers A-Z, videos of NHS staff, employee portraits presentation outlining skills and attributes needed for a variety of roles.  
**Differentiated materials:** Employee portraits with practice sheets to develop understanding.

**Step 2: Understanding the job**  
**Main activity:** Students use the job description template as guidance to research their chosen role and what it involves.  
**Note:** The job description template is no longer a required part of the final entry and does not need to be submitted.  
**Core resources:** Job description template for student guidance.  
**Differentiated materials:** Job description guidance sheet to support this task, useful vocabulary list.

**Step 3: The job advertisement**  
**Main activity:** Students create a fun, lively and creative advertisement to tell other young people about the role. It should show the research students have completed and explain any experience or qualifications the role requires.  
**Core resources:** Examples of previous entries.  
**Differentiated materials:** Job advertisement guidance sheet with planning advice.

**Step 4: Send us your entry**  
**Main activity:** Submit your job advert online where possible. If you need to send by post, complete paperwork to accompany entry.  
**Core resources:** Teacher entry form, pupil entry form.  
**Differentiated materials:** None applicable.

For further information and resources, please visit the website below. The deadline for submission is 30th April 2022. Please make sure entries are shared with Sally Saunders [sallysaunders@leightonpark.com](mailto:sallysaunders@leightonpark.com)

[https://www.stepintothens.nhs.uk/secondary-schools/KS3-resources?dm\\_i=5EPN,IC9Q,42QWIK,24NHY,1](https://www.stepintothens.nhs.uk/secondary-schools/KS3-resources?dm_i=5EPN,IC9Q,42QWIK,24NHY,1)



## CAREERS AT LP

Sally Saunders in Head of Careers at Leighton Park School. Sally holds a Level 6 Careers Leader qualification and supports students with important transition points such as options and university applications. she also oversees the PSHE programme which includes careers provision.

To get in touch with Sally please email or telephone :

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## UNIVERSITY APPLICATIONS UPDATE

Current Upper Sixth applications were completed in January this year and students have been attending interviews and receiving offers ever since. Offers will continue to arrive until May when students will need to choose their final two choices (their Firm and Insurance). Whilst support is ongoing for students applying to universities all over the world, we now move to supporting the Lower Sixth as they begin this process.

We will be welcoming Lower Sixth parents and students to a Higher Education Evening on Tuesday 15th March at 6.30pm in the MMC. Helen and Sally will be talking about university applications, apprenticeships, overseas options and how to research your choices.

We also welcome Jane Marshall from Optimising Future to talk to the Lower Sixth about applications and personal statements on 17th March. Jane was previously the Senior Admissions Tutor at Imperial College London and she has a wealth of knowledge and information which she will be sharing with students in her typically engaging fashion.

Following the Higher Education Evening, all Lower Sixth students will be attending the UCAS Conference on 21st March, which this year is held at Farnborough College. They will have the opportunity to meet with representatives from many of the top universities in the UK and to collect information about relevant courses

We're proud to be surrounded by so many incredible women on the Park!

 International Women's Day  
#IWD2022 #BreakTheBias



# UCAS

