



St. Peter's Catholic School

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CAREERS

Newsletter — June 2020

INTRODUCTION

WELCOME TO THE FIRST EDITION!

Welcome to the first edition of St Peter's Catholic School's new Careers Newsletter. We are in the midst of a global pandemic, the likes of which we have not seen in our lifetime. The coronavirus has impacted us all in some way and many businesses are facing challenging times. I'm currently learning how to effectively work from home whilst juggling days in work, online marking and virtual lessons. I'm sure you have your own challenges and hope you manage to navigate the coming weeks and months safely.

At this time of uncertainty and disruption it is so important for young people to stay engaged with Careers and continually think about what career opportunities there are out there, how to get there and what they'll need to prepare themselves for the journey. We have put together this new Careers Newsletter which contains a wealth of information for students of all year groups and at different points in their career pathway. There will also be useful stuff for parents, carers and staff too!

CAREERS SUPPORT DURING SCHOOL CLOSURE

During the school closure many students in transition phases may feel unsure about what will happen regarding their plans for next year. If you need support you can get in touch:

careers@st-peters.solihull.sch.uk

Mr Horsfield - Careers Leader

Mrs Chander - Senior Leadership Team with Responsibility for Careers

Mrs Simmons - Work Experience & UCAS Coordinator

Mrs Przyrodzki - Aspirations & Destinations Coordinator

Mrs Stajka - Independent & Impartial Careers Advisor

ONLINE CAREERS RESOURCES

You can follow us on Twitter [@stpeterscareer](https://twitter.com/stpeterscareer) or visit the school website's careers page. We post regular updates on the Student Homepage plus opportunities and events are emailed directly to students, so keep checking your inbox. You can also use our fantastic Careers Platform, Start, by visiting www.startprofile.com. More info on Start inside!

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USING START - YEARS 7-13

WHAT IS START?

Start is our careers platform which all students should have a login for (if you don't, please email careers@st-peters.solihull.sch.uk to request a password reset). Parents/ Carers and Staff can also create their own accounts. Start is a fantastic online careers platform designed to connect pupils with their future pathways. The aim of Start is to give every pupil all of the information they might need for whatever pathway they want to pursue.



MY LOCKER

Throughout your time at St Peter's we will be encouraging you to records any *careers encounters* you have on your Start profile using the 'My Locker' section. Examples of careers encounters are: meeting/ visiting an employer on a trip or in school, through work experience or something you have organised yourself outside of school, or perhaps a one-to-one meeting with your form tutor.

It is especially critical that any *virtual encounters* are also recorded on Start. Later you will find some information for Year 10 and 12 Virtual Work Experience placements and other virtual opportunities – these can be recorded on Start too.

Using your Locker is so quick and easy. All you need to do is log on to your profile and on the left-hand side you will see 'My Locker'. Click on the button to add a new item and fill in as much information as possible.

My Records

Keep records of things you have achieved and tasks you need to complete.

My Locker	1
My Action Plan	1

MY PROFILE

You can also use Start as a tool if you don't really know what career you're interested in. All you need to do is complete the sections the in the 'About Me' part of your profile and the clever software suggests jobs and careers that you might be interested in! You can then see the live job vacancies, salaries, working hours etc. of those jobs. *Make sure you mark them as explored when you're done.*

HOME LEARNING

Since the lockdown period began, Start have uploaded a wealth of home learning materials for you to use. These activities will help! They include videos, quizzes and reflective learning. You can access these by visiting www.startprofile.com/homelearning or you can find the activities through the 'My Activities' section on your profile homepage.

My Activities

Complete activities so that you're better prepared to make your education and career-related choices.

Completed Activities **1**

About Me

Tell us about yourself and we can suggest jobs that might interest you.

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WHERE ARE THEY NOW? Richard Pinnell, KUKA

When did you leave St Peter's?

I left St Peter's after completing A-Levels in June 2019.

What are your favourite memories of school?

I have many favourite memories from School. Probably the most prevalent of these memories is the teacher's panto. Even as an adult I enjoy it and will always come back for it. I also enjoyed maths and physics lessons. Bit geeky but we always had fun lessons.

What do you do now?

I am now a Quality Engineer Apprentice with KUKA, a German robotics manufacturer, and study at Make UK Training centre.

What were the steps you took after school that led you to where you are today?

Upon leaving school I simply tried to get my name out there. Attended conventions, spoke to companies, applied for job roles until I finally got the apprenticeship that I wanted.

What made you decide to follow this career path?

I decided to follow this career path based on my skills and interests. I was always good at maths, physics, had a logical thought process and was forever interested in automotive, aerospace and robotics sectors. Therefore, for me it was a natural progression into a career in engineering.

What are the challenges you are facing in your job (apart from the impact of coronavirus!)?

Being an engineering apprentice there are new challenges every day. I learn a lot of skills which I have never done before which can be terrifying but is very rewarding when completed. Engineering



environments also mean I am constantly meeting new people and socialising which can be difficult at times.

What, if anything, do you wish you were taught at school in preparation for your future?

In the future the best skills to have are soft skills, technical writing, and IT skills. Being confident and able to communicate with anyone in any environment makes life a lot easier. And technical writing just means your applications for jobs and the quality of your work is improved. It makes the whole process of applying for jobs and apprenticeships simpler and makes you a more ideal candidate. IT skills seem easy to the younger generation, but these skills are still new to those still in the workplace and therefore having an ability they do not possess makes you a valuable asset.

What advice would you give to yourself in Year 11?

The advice I would give to myself in year 11 would be to do what you want. Do not hesitate to start looking

at careers and pathways that are right for you. If you know you do not want to go to university then begin looking now. Its never to early to think about your future. But I would also suggest relaxing. Do not put too much stress on yourself, things work out and stressing just makes things worse.

What are your career ambitions for the future?

Career ambitions are difficult because I am still trying to work that out. My plan at the moment is to get my degree through my apprenticeship and then achieve a management role within my company. I never want to stop progressing through my career and will go as far as I possibly can.



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UNIVERSITY - UCAS - YEARS 12-13

TIMELINE - YEAR 12

Below you will find the key dates for the UCAS process (the dates in blue are St Peter's internal deadlines). If you need any UCAS support, please speak to **Mrs Simmons**, our UCAS Advisor.

19 May 2020	UCAS Undergraduate Apply opens for 2021 entry.
22 May 2020, 09:00	Students to complete Pages 1 and 2 of the Self Review Sheet and send this to their form tutor via email. Students to have registered on UCAS.
10 June 2020	Students to have completed first draft of their Personal Statement and emailed this to their form tutor.
30 June 2020	Students to have completed registered with UCAS and completed the Personal Details section.
17 July 2020	Internal deadline for students interested in studying medicine, veterinary medicine/science, and dentistry, and courses at Oxford or Cambridge to notify Mrs Przyrodzki of course choice and admissions tests and complete Personal Statements.
7 Sept 2020	Students to have completed final draft of Personal Statement and emailed this to their form tutor.
8 Sept 2020	First day for receipt of completed applications.
1 Oct 2020	Internal application deadline for courses in medicine, veterinary medicine/science, and dentistry, and courses at Oxford or Cambridge.
15 Oct 2020, 18:00	Application deadline for courses in medicine, veterinary medicine/science, and dentistry, and courses at Oxford or Cambridge.
20 Nov 2020, 15:00	Internal application deadline for all UCAS Applications.
15 Jan 2021, 18:00	Equal consideration application deadline.
25 Feb 2021	Extra opens.
22 May 2021	Student Finance Application Deadline.
30 June 2021, 18:00	Last date for applications before Clearing.

UCAS



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UNIVERSITY - UCAS - YEARS 12-13

TIMELINE - YEAR 13

- 18 June 2020** There is now only one undergraduate decision deadline for applicants that have received all of their decisions from universities and colleges by 4 June. They will need to reply to any offers by 18:00 (UK time) 18 June.
- 30 June 2020** If an application is sent to UCAS by 18:00 (UK time) on this day, they will send it to the chosen universities or colleges. Applications received after this date will automatically be entered into Clearing.
- 5 July 2020** Last date for applicants to add an Extra choice.
- 31 Aug 2020** The deadline for any remaining conditions to be met – otherwise the university or college might not accept the applicant. Adjustment ends on this date.
- 21 Sept 2020** The final deadline for applications to 2020 courses. Applications must arrive at UCAS by 18:00 (UK time).
- 20 Oct 2020** The deadline for adding Clearing choices, and for universities or colleges to accept applicants in Clearing.

THINKING OF GOING TO UNI?

The first thing to do, if you haven't already, is make sure you sign up to [UCAS Hub](#). If you need any UCAS support, please speak to **Mrs Simmons**, our UCAS Advisor.

Your **UCAS Hub** will give you all the tools and information you need – in one place. UCAS can then guide you to the information you need. You can easily explore, filter, and favourite the things which matter to you most. The best bit is that you'll have your own dashboard, which you can customise and tailor to suit you, and you can organise the tools that help you most, remove the ones you don't need, make notes, and tick off things on your to do list.

The UCAS Hub is free and easy to use. All you need to do is follow these three simple steps to sign up:

Step 1 – Register To get started, visit ucas.com/hub.

Step 2 – Verify your account An email will be sent to the email address you registered with and all you need to do is hit '**Activate account**'.

Step 3 – Sign in Now you're ready to sign in and start exploring!

UCAS

At the heart of connecting people to higher education

SOME USEFUL WEBLINKS

Unibuddy: A great way to learn more about what life is really like at uni.

Virtual tours: Take a virtual tour on so you can see what it's like on campus and what facilities are available.

Virtual open day: UCAS are listing university and college virtual and digital events to help you learn more about what they're like.



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AIMING HIGH - YEARS 11-13

COMPETITIONS

Now is the perfect time for those who are motivated and inspired to enhance their professional skills to set new personal goals or achieve current aspirations. Have a look around for competitions to enter that would enable you to develop a key skill or broaden your horizons in some way.

For those in KS4 and KS5 there is a writing competition that would give you opportunities to express your personal views but in a way that encourages and develops a structured and considered argument. The Orwell Youth Prize is a registered charity, inspiring the next generation of politically engaged young writers across the UK. There are also prizes available and there is still time to enter if you are quick! [The Orwell Youth Prize](#).

DIGITAL RESOURCES AND WIDER READING

It is important to read critically by thinking carefully about the arguments, assumptions and evidence presented by the author. Reading is a great way to explore subjects that you find interesting – but there are many other ways to deepen your understanding: investigate your local museums (online), monuments, galleries and natural features, and think analytically about nature, machinery or the built environment. During the lockdown there are lots of [virtual tours](#) you can explore. You could also look at something more local such as [Birmingham Museum](#) for example.

The best thing about super-curricular activities is that there are no exams or deadlines to worry about – you are free to follow your own lines of enquiry into the areas that interest you the most. Rather than seeing this as a 'tick box exercise' to give you something to write about in your personal statement, you should take time to explore things that you genuinely find interesting and see where your investigations lead you.

Follow [this link](#) to see the best of Oxford's digital resources to support learning and exploration. These resources can enable students to explore their passions and interests further, and to discover more about Oxford, if you are interested. All Universities like to see a range of super-curricular activity rather than just a list of extracurricular passions so this link should be useful to any of you thinking ahead to your UCAS application.

Some of you may be considering a career in **Medicine**. Again, this field of study requires additional and independent reading. Try [this link](#) for ideas on how to read around medicine as a subject of interest.

SUPER-CURRICULAR VS EXTRACURRICULAR

Some of you may be considering University in the not too distant future. An application that highlights an array of super-curricular interest in the subject you choose as well as providing experience of extracurricular activities is always well received. Now is a good time to start researching and doing some wider reading or online MooCs in your areas of interest. Try out some of the following opportunities for wider independent learning:



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TOP 10 JOBS OF THE FUTURE

1. TEACHERS

The future workforce will need a wide knowledge base as well as specialist skills. That means we'll need people to teach subjects such as English language, history and philosophy to prep candidates for future jobs. Teachers and other public sector jobs fare well against the threat of automation. Robots can't get their pincers around interpersonal skills just yet.

2. SPORTS THERAPISTS

Millennials are more likely to hit 24-hour gyms than nightclubs. So, we'll need Personal Trainers to crunch their cores, Sports Therapists to ease strained hamstrings and Nutritionists to advise on which protein shakes to gulp down.

3. ARTISANS

Shoppers will pay extra for local, authentic and specialist products and services. That means artisans such as Coffee Roasters, Butchers and Barbers will help revitalise high streets.

4. SKILLED TRADESPEOPLE

Automation will impact manual work jobs, but the study shows that skilled tradespeople such as Joiners, Glass Makers and Home Decorators will have work for at least the next 10 years.

5. HOSPITALITY & CATERING PROFESSIONALS

As people crave new dining and flavour experiences, the food and drinks industry will boom. Chefs, Bartenders and Baristas tick the most in-demand skills for future employment: with originality, flexibility and management skills.

6. ENGINEERS

More and more people are moving to cities to work and live. To accommodate them, we'll need Electrical Engineers to wire our smart homes, Civil Engineers to design our roads, Software Engineers to connect streetlights to the internet, and Environmental Engineers to power them when oil runs out.

7. HEALTHCARE PROFESSIONALS

As people live longer, we'll need Doctors, Nurses and Physiotherapists to look after us. But as medicines and living conditions improve, chances are we'll live our golden years in good health. Counsellors will help us learn, work and stay culturally aware in our 80s and 90s. And Care Workers will rig up the wearable technology to monitor heart rates, blood-glucose levels and sleep patterns.

8. VETERINARY NURSES

With 44% of UK households owning some form of pet, it's logical that we will need people to look after our furry friends, too.

9. SALESPEOPLE

Salespeople have the originality, flexibility and management skills recruiters will look for in the future. And as urbanisation continues and high-street stores revive, shoppers will want to talk to actual, real people. Bad news for self-checkout bots.

10. CREATIVES

Designers, Marketers and Writers will benefit from new digital technology and easy access to roles. They'll get creative *with* roles, too. Game Designers, for example, have systems skills to show societies how to thrive with new technology.

Making career choices may seem like they're a lifetime away, but the next 10 years will fly by and current students will be at the heart of the workforce. Here you'll find the Top 10 Jobs in demand for the next 10 years (according to a [recent report](#) by innovations experts, Nesta).



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VIRTUAL WORK EXPERIENCE - YEARS 10 & 12

VIRTUAL WORK EXPERIENCE

At the beginning of April work experience was cancelled for Years 10 and 12, understandably this was very disappointing for students and businesses alike. The good news is that we have now teamed up with *Changing Education* to offer students a **Virtual Work Experience Programme** for one week beginning Monday 20th July 2020. For most students work experience is their first taste of what it's like to be in the world of work so the Virtual Work Experience programme can help them understand the work environment, choose future careers and prepare for employment. With the help of *Changing Education* students will be able to:

- Complete a meaningful and professional encounter with an employer, expanding their career knowledge in their specified industry interests.
- Receive personal feedback and employability scoring from the employers they have been matched to.
- Receive a certificate, on completion, to acknowledge their efforts.

Students will receive a login, create a pin and be asked to choose the industry that they are interested in. After submitting a personality questionnaire they will be issued with a timetable for the week. During the week they will receive daily videos; schedule a daily interactive careers talk; complete a case study on a business and submit a CV.

EXPECTATIONS

A big part of work experience is knowing how to behave appropriately and professionally in the workplace. *Changing Education* will provide students with a Code of Conduct to ensure that everybody who participates has a full understanding of expectations. In brief, they expect:

- All students to display appropriate behaviour at all times both in the workplace and online.
- Full cooperation, honesty, fairness and respect.
- To create an environment where your self-esteem, self-respect and self-confidence will grow.
- Students to recognise and respect the rights of others.
- Students to take responsibility for your own behaviour.

Students will be assigned a work place mentor and should talk to their lead mentors about anything that worries or concerns them.

PREPARATION

Gather the resources you'll need beforehand. Remember to have all of the resources that you'll need before you begin. You will need to start building your CV – check out your Start profile in the coming weeks for ideas. Also, think about the equipment that you might need on a daily basis – have stationery nearby because you might need to make notes but most of all, remember to enjoy the experience! Hopefully you will be excited, you may even feel a bit nervous not knowing what to expect from the Virtual Work Experience Programme, but whatever your feelings are, remember that this is a great opportunity to interact with employers, gain valuable workplace skills and receive meaningful feedback.

ChangingEducation
Group



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PERSONAL STATEMENTS - YEARS 12-13

There is already lots of information on this newsletter and many helpful attachments have been sent out via email. In order to create a competitive application, your personal statement is key. It is important to remember that the following is at the forefront of your thoughts when you are drafting your statement.

YOU MUST

- Have a genuine interest for your chosen course.
- Prove that your aptitude and interests match the course.
- Prove you are a good fit.
- Demonstrate a core knowledge and technical fluency.
- Demonstrate a focus and determination.
- Show an ability to learn independently.
- Demonstrate you have read outside your subject course.
- Demonstrate a vocational commitment (where subject appropriate).

ONCE YOU HAVE A DRAFT

Think to yourself...

- Do I show an interest in this subject above and beyond the school curriculum?
- Have I shown that I read more deeply into a topic/issue/subject?
- Have I shown a GENUINE ACADEMIC interest?
- Do I demonstrate this is the right subject for me?


KEEP CALM
AND
WRITE YOUR
PERSONAL
STATEMENT

KEY POINTS

- Your personal statement should be 4000 characters or 47 lines long.
- Set it out in paragraphs.
- Use Standard English .
- Proofread for spelling errors, grammatical mistakes and correct use of capitals yourself **before** asking your form tutor to check it.
- Double space the lines so that the person checking it can annotate it easily.
- Do NOT start writing from scratch – plan, make a list, mind map, use subheadings.
- Read sample personal statements but do NOT copy them, it MUST be your own work.
- Remember - UCAS use sophisticated plagiarism software and will withdraw your application if plagiarised.
- Expect to write at least 2 or 3 drafts so leave yourself enough time to have it checked and approved before the internal deadline.



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