



September to December 2024

Careers



Dear Parents and Carers

Welcome to this edition of our Careers Newsletter, providing a round up of all the careers activities that have taken place this term.

As always, the Autumn term is packed with work related events and activities to help our students develop the skills and confidence needed to manage their future careers and gain information to be able to make informed decisions.

Careers at St Peter's starts in Year 7 and builds progressively through the year groups. Many students have taken part in employer-led events this term, with more planned for next year.

At the end of the school year all students complete a Future Skills survey which allows us to measure the impact of our careers programme. The results for the last academic year are published here and on the school website and reveal that students make excellent progress in their understanding of careers. As always we would love to hear from you if you have any feedback on the careers programme.

I would like to say a huge thank you to all the parents who have volunteered their time and expertise this year and in previous years supporting our events. Without your support and enthusiasm we could not provide these opportunities for students. If you would like to be involved in future activities please do get in touch.

Finally I would like to wish you a very happy and peaceful Christmas and new year.

Mrs S Calvert RCDP
Careers Lead & Careers Adviser



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Your Career, Your Future

Our careers tutor time programme has continued this term with each year group enjoying a range of assemblies, games and discussions.

Year 7

Students started to consider their individual skills and qualities, which are the foundation for the transferrable skills they will develop as they progress through school. They also spent time thinking about the term 'Work', the different types of employment and work environments. Their third lesson looked at career stereotypes and how to challenge these in order to move beyond limiting beliefs about who can do different types of job.

Year 8

Students looked at self-employment and entrepreneurship as alternatives to employment. Students were also introduced to apprenticeships, what

these are and how they differ from going to university. They also looked at labour market information (LMI), what this is and why it is important.

Year 9

This term, students have focused on choosing their GCSE options. They heard from sixth form students who visited their tutor rooms and chatted to them about how they made their own GCSE choices. Students were able to ask questions and appreciated being able to talk to students who have so recently gone through this process. In addition, they had an assembly with Farnborough Technical College to find out about the different types of vocational and technical courses that are available after GCSEs, including T Levels and higher technical qualifications.

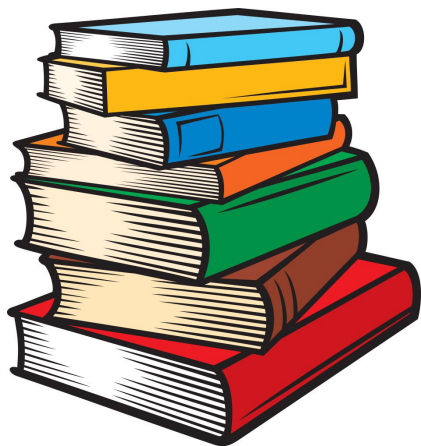
Year 10

Students spent time finding out about how to look for a Saturday job and explored the Indeed website to see how to use it and the types of part-time jobs that were being advertised. They also had an assembly with ALPS, an apprenticeship training provider, to explore apprenticeships in more detail and spent time looking at the different Post-16 routes available to them after GCSEs.

Year 11

Year 11 students spent their career tutor times preparing for their practice interviews, looking at what makes a good interview, how to answer questions using the STAR technique and thinking about questions they might be asked. They also finalised their CVs which they can now use when applying for part time jobs.

"The mind that opens to a new idea never returns to its original size." Albert Einstein



Library News

The Library has been busy this term with over 1400 books borrowed by students and one keen Year 9 reader reading over 114 books! We continue to promote reading for pleasure and are always delighted to receive any donations of books that are no longer required. Any books that we cannot use we will continue to donate to the Silver Jubilee Park charity which promotes mental and physical wellbeing in the London Borough of Brent.

Local College Open days

Please find below Open Event dates for our local colleges:

Guildford College

5th February 2025
4.30pm to 7.00pm

Click [here](#)

Farnborough Technical College

5th February 2025
4pm to 7.30pm

Click [here](#)

Merrist Wood

26th February 2025
4.30pm to 7.00pm

Click [here](#)

Farnborough Technical College Aldershot Campus

6th February 2025
4pm to 6.30pm

Click [here](#)



Entry routes are varied, offering practical opportunities for young people through apprenticeships and vocational qualifications. The Construction Industry Training Board (CITB) has invested £97 million in training and grants to encourage recruitment. The industry offers competitive salaries, job security, and opportunities in areas like retrofitting buildings for sustainability.

Parents are encouraged to explore vocational training and apprenticeships with their children, as these pathways can lead to rewarding careers in an industry critical to the UK's future.

Filling the Skills Gap

The UK construction sector is facing a significant shortage of skilled workers, with an estimated 224,900 additional workers needed by 2027 to meet demand. This shortfall is exacerbated by factors such as Brexit and an aging workforce.

Key trades in high demand include bricklayers, roofers, carpenters, and plasterers. These roles are also listed on the UK Shortage Occupation List, making them critical to infrastructure and housing projects.

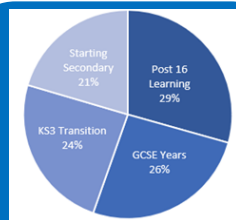


Analysis of 2023/2024 Careers Programme

During the Summer term 2024, all students were given the opportunity to feedback on St Peter's Catholic School's careers provision via the Future Skills Questionnaires.



Students were questioned on their careers knowledge and about essential skills for life and work. Surveys covered starting secondary school, KS3 transition, GCSE years and post 16 learning.



% Response of school population by questionnaire. Overall response was 70%



80% of KS4 & 5 students feel they have support to make education and careers choices.



88% of Y11 & Y13 have a definite plan for their next step.

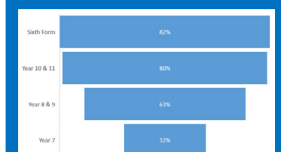


77% of KS4 and sixth form students understand short and long term impacts of education and career choices.

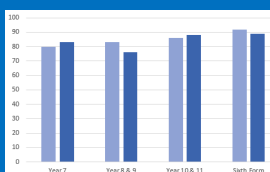


84% of sixth form students are satisfied with their post 16 pathway.

As students progress through school the percentage who understand apprenticeships as an option post 16 or 18 increased to 82%.



Students stated they know what skills employers want



Students stated they learned about different careers other than those in their family.

Gender Differences



Overall, girls were more optimistic than boys when thinking about their future career and generally answered more positively than boys in questionnaires answered by KS3 and 4. In Sixth Form, boys tended to be more positive.

As students progress through years 7-11 they gain a better understanding of their post 16 options.



ACTIONS FOR 2024-2025

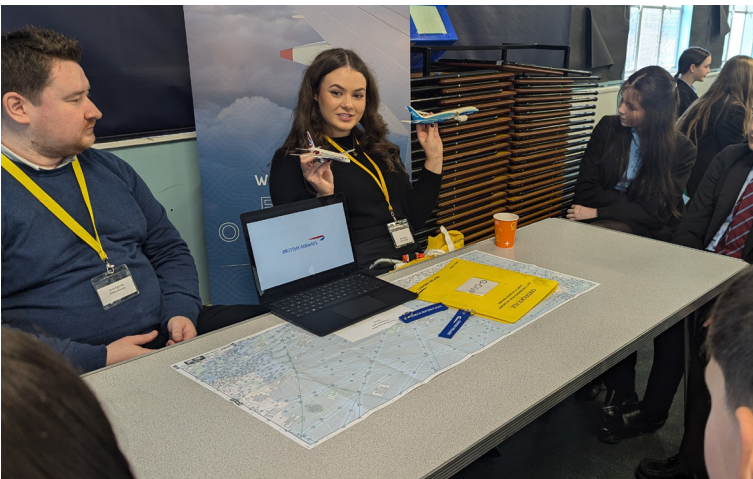
- Promote Unifrog as a trustworthy website students can access for key labour market information.
- Continue to raise awareness of T Levels.
- Continue to raise Higher Education technical routes e.g. degree apprenticeships, HNCs, HNDs.

Year 9 GCSE Options News

All students met with Mrs Calvert in small groups this term to chat through the GCSE Options process, including how to make good decisions when

choosing their subjects. Students were given their Options booklet which contains all the information needed for this process. Full details about how to

submit choices will be provided next term.



Year 9 Speed Networking Event

Year 9 enjoyed a speed networking event in November where over 30 employers joined us for a morning of careers exploration. Students spent several minutes with each employer, finding out about their job, a typical day, entry requirements and progression routes to help broaden their knowledge of the types of jobs available. Guests brought in props to help demonstrate their work and students were able to ask lots of questions. A massive thank you to all involved in this event!





Year II Practice Interviews

The annual practice interviews for Year 11 took place in November and were hailed a huge success by both the interviewers and interviewees.

Twenty business volunteers took part in this event, meeting students for 20 minutes for a 'formal' interview and feedback session. Our interviewers were so impressed with the students with many commenting that they would employ them now!

Again, a huge thank you to everyone who took part in this activity!

Year II Careers Guidance

In September and October, all Year 11 students took part in one-to-one careers guidance sessions with Mrs Calvert. During these sessions, they discussed their next steps, explored backup plans and shared their career aspirations. It was great to see so many students approaching their futures with such positivity and determination!



Year 13 Face to Face Networking Interviews

This term, our year 13 students have been using some of their Careers and Skills sessions to work on networking skills, both online and offline. At the end of November this work culminated in a face to face networking activity with local business people, to introduce

them to this important career skill.

Students were invited to spend several minutes chatting to business volunteers who they had never met before to gain confidence in introducing themselves, talking about their future plans and

asking questions. Despite a few nerves beforehand, the feedback from students was extremely positive with many saying how much they enjoyed the experience.



Where are they now?... Naneh Ghazarians

1. When did you leave St Peter's?

I left St Peter's at the end of Year 13 in 2020.

2. What are your favourite memories of school?

I absolutely loved my time at St Peter's and have so many wonderful memories. Some of the most unforgettable experiences were the incredible trips I had the privilege of attending. These included music tours to Austria, Italy, and Germany, a ski trip to Austria, a geography trip to Iceland, and the French exchange programme. Closer to home, I also enjoyed participating in the Bronze, Silver, and Gold Duke of Edinburgh Award expeditions.

My time at St Peter's was also deeply shaped by the music department, which holds a special place in my heart. Beyond the music tours, I cherished every opportunity to perform, whether it was in the Christmas and Summer concerts or the annual Carol Services, from Year 7 through to Year 13.

3. What do you do now?

I am currently undertaking a Level 7 Architect Degree Apprenticeship, working full-time as an Architectural Assistant at OSP Architecture while studying for my Master's degree at the University of Portsmouth. This pathway allows me to gain hands-on experience in design and real-world projects, alongside academic study, ultimately preparing me to become a fully qualified architect.

4. What made you decide to do the degree you chose?

The decision to pursue a BA (Hons) Architecture degree wasn't an easy one, and it's quite a story! During my A-levels, I studied Chemistry, Biology, and Music, and was torn between a career in medicine or music. My passion for music ultimately prevailed and I applied to study it at university. However, during Year 13, the unexpected arrival of the COVID pandemic provided time for reflection, allowing me to reassess my future.

During the lockdown, I had the unique opportunity to observe my father, an architect, working from home.



Watching him opened my eyes to architecture in a new way, not just as a creative art form, but as a discipline that integrates design, structure, and function. Our conversations sparked a deeper curiosity, and I began to see how architecture transforms abstract ideas into tangible spaces that shape lives and communities.

What truly solidified my decision was my Christian faith. I felt strongly that God had a different plan for my life and that He was calling me to study architecture. Through prayer and reflection, God opened my eyes to the parallels between architecture and music. Both rely on harmony, rhythm, and proportion to create impact. Just as music balances structure

and emotion through melody and rhythm, architecture uses proportion, spatial flow, and harmony to create spaces that are both functional and emotionally resonant. This insight, combined with my faith, inspired me to pursue architecture as a career, drawing from my musical background to inform and enhance my designs.

5. How relevant was your degree to what you are doing now?

My undergraduate degree in Architecture has been fundamental to my current role. It was an essential step in my journey toward becoming a qualified architect, and the knowledge I gained during my studies directly applies to my day-to-day work. The design theories, architectural

principles, and practical skills I developed have been invaluable as I continue my training and contribute to projects at OSP Architecture.

6. How did you get to where you are today?

My journey to this point has been shaped by dedication, resilience, hard work, and, most importantly, my Christian faith and a deep trust in God's guidance. I believe that everything I have achieved, every opportunity, every success, and every step forward, has been made possible through God's grace and faithfulness. It is through His guidance that I have been able to overcome challenges, seize opportunities, and step out of my comfort zone. All praise and glory to Jesus Christ for His unwavering love, strength, and direction in my life.

Early in my studies, I promised myself to step out of my comfort zone and seize every opportunity that came my way. This led me to Cagliari, Sardinia, during my second year of university, where I collaborated with students from the University of Cagliari on a conservation project.

After graduating with First-Class

Honours in Architecture, I was honoured to be selected by the University of Portsmouth to represent them as a research assistant at the University of Michigan. There, I contributed to a project investigating passive cooling strategies to alleviate heat stress in low-income communities.

Upon returning to the UK, I gained hands-on experience during a placement year at Lytle Associates Architects in Guildford, contributing to notable projects, including work for St Peter's School.

This progression has led me to my current position, undertaking the Level 7 Architect Degree Apprenticeship at OSP Architecture. Upon completion of this four-year programme, I will be a fully qualified architect, seamlessly integrating comprehensive academic knowledge with practical, real-world experience in the field.

7. What are your plans for the future?

In the short term, my goal is to complete my degree apprenticeship and become a fully registered architect. However, my vision extends beyond qualifications. I truly believe that God has put me on the path to becoming an

architect for a reason, and I am excited to use this opportunity to make a real difference. I aim to create spaces that do more than just serve a function; I want to design environments that inspire, bring communities together, and prioritise sustainability. Drawing on my passion for music, I hope to incorporate principles such as harmony and creativity into my designs, crafting spaces that not only look beautiful but also resonate deeply with those who experience them.

8. Finally, what would be your advice to students?

My advice to students is this: stay curious, embrace every opportunity, and trust that God has a plan for you. It's okay to change direction if you discover a new passion, just as I did with architecture. Life is a journey of self-discovery, and God's guidance will help you along the way. Seek out experiences through learning, work, and mentorship, and don't be afraid to step outside your comfort zone. Most importantly, follow a path that excites and fulfils you. When your work aligns with your passion and God's purpose for you, every challenge becomes an opportunity, and success will follow naturally.

