



# Sir Robert Pattinson Academy

*Sapientia et Doctrina*

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Dear Parent/Carer

## VE Day 80<sup>th</sup> Anniversary Commemorations, Careers & Work-Related Bulletin

Welcome to my end of week update letter.

Unusually, this week's offering is much shorter.

The Academy is now fully geared up and into the examination period which extends towards the end of June. This does mean some re-rooming around the site and PE don't have access to the main sports hall for a good while because of the need to house over 200 examination students. The normal curriculum will continue but students should continue to check for daily room changes.

### VE Day 80<sup>th</sup> Anniversary Commemorations

Yesterday, we held assemblies and lesson on VE Day and its importance. I also led an assembly with our cadets and some of our service children before we raised our union and commemorative flags outside. Our link with the armed forces is significant and it was a delight to see our youngsters take this event so seriously.

### Careers & Work-Related Bulletin

Please find attached the latest edition of this bulletin.

With only two weeks to go until half term (how is that even possible!) I know I didn't enjoy it when I was at school and my parents would constantly tell me they were the best days of my life, to which I constantly groaned. I didn't find academic study came easily but I was prepared to work hard to fulfil my potential and it bore fruit, best summarised in the words of Albert Einstein when he said "I have no special talent. I am only passionately curious."

I hope all of our youngsters feel able to be passionately curious about something that interests them as the weekend beckons.

I will write again soon.

Yours faithfully

**Mr D Hardy**  
Headmaster





Sir Robert Pattinson Academy  
Careers Work-Related Learning  
Bulletin 2025  
Term 5

## **Welcome and Key Dates**

### **Welcome to the Careers and Work-Related Bulletin for Term 5**

Term five has started with pace. Our older students are preparing for their external examinations in earnest.

Year 13 continue to confirm their firm and insurance university choices, attend interviews for apprenticeships or prepare for their exciting gap year opportunities.

Year 12 are continuing to investigate their next steps and visited the University and Apprenticeship Fair at Derby University to speak with representatives for a range of institutions.

Year 11 are continuing to finalise their next steps; we have a range of planned destinations including RP6<sup>th</sup>, Lincoln College, Riseholme College, Air Space Institute, The Armed Forces, Access Creative College, Confetti Institute of Creative Technologies, Deano's Soccer Academy and a host of different apprenticeships.

In Year 10, students will be using their Personal Development lessons to investigate what it means to be 'work ready'.

In Year 9, students will be using their Personal Development lessons to investigate the world of work.

In Year 8, students will be using their Personal Development lessons to explore different careers.

Year 7 will be focussing on self-development and the skills required for different job roles.

## Key Dates

Tuesday 20 May 2025 – Personal Development Day 5

### Careers – Term 5

#### Job of the Week



Week 1: UX Researcher

<https://youtube/YJ7gUg8MnNA>

Week 2: VFX Artist

<https://youtube/NJ9cv5mH4dQ>

Week 3: Warehouse Manager

<https://youtube/PtW0S5JQa6w>

Week 4: Aerospace Engineer

<https://youtube/LzdlwtxLFf4>

Week 5: Building Surveyor

<https://youtube/FDYclYueSOg>

# **Personal Development Day Activities This Term**

## **Careers Activities on Personal Development Day 4 – 25 March 2025**

Year 8 were tasked with designing their own workspace. Students were extremely creative and produced a variety of different ideas showcasing the types of environments where they might like to work in the future.

Year 9 were introduced to the idea of CVs and covering letters. They discussed the elements of an effective CV and then designed CVs for their superheroes.

Year 10 investigated the concept of email etiquette, discussing the elements of appropriate emails which may be used in the workplace. This certainly generated some lively conversations.

Year 12 had a busy PD Day with many activities focussed on wellbeing and living in the wider world. Specific to careers, they participated in a game designed by Barclays, with the aim of developing their fiscal knowledge and skills.

Year 13 were also busy developing their skills and knowledge with regards to preparing for their next steps, by learning first aid skills which they might apply in the work or university environment.

Both Year 12 and Year 13 participated in the Enrichment Games. This is a tutor competition in which students compete with their form, in a range of activities designed to develop their transferable skills such as team work, initiative and independence. More information about this activity can be found in the article by Will, our Head Boy and Aspiration Lead.

The Med/Vet/Dent Society welcomed the Medical Mavericks into the Academy. Students had the opportunity to use a variety of specialist medical equipment that is used in modern medicine, to diagnose, monitor, and treat patients. Students were able to check if they were still growing, by looking at their own growth plates, using an ultrasound scanner; draw blood from 'Andy', the fake arm, and practise keyhole surgery to name a few. Students thoroughly enjoyed the experience, and left feeling inspired and excited to pursue their chosen career paths, in healthcare. It was wonderful to see our amazing students engaging in such an exciting opportunity.

If you would like to find out more about the Med/Vet/Dent Society, please speak to Mrs L Homes for further information.





**Year 10 Business Language Champions trip**



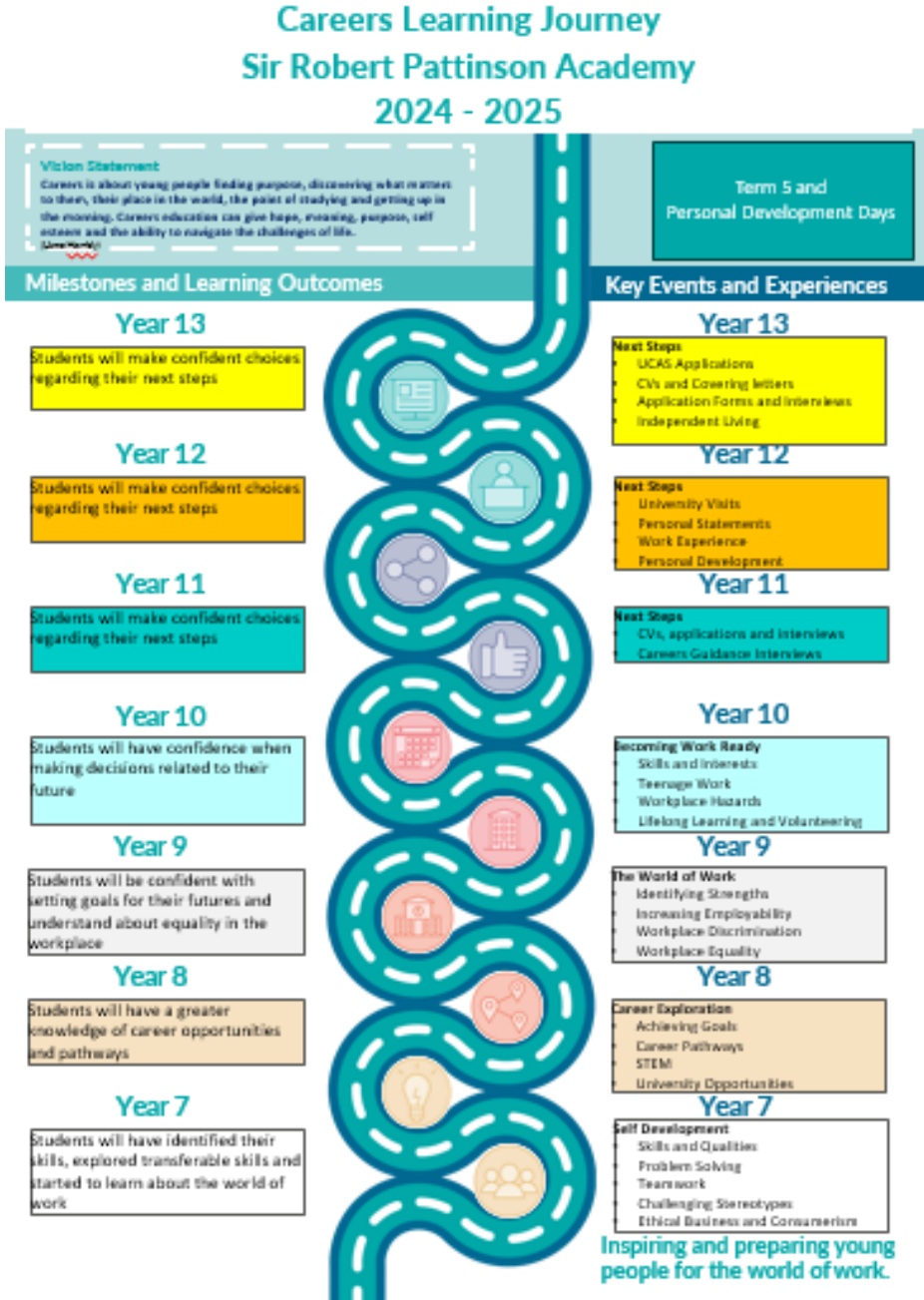
Two teams of Year 10 linguists went to RAF Wittering on 27 March. They took part in a Business Language Champions event, based on the humanitarian work of the Royal Air Force, giving students a chance to use their language skills in real situations. Both teams were made up of highly talented linguists, with several of them studying both French and Spanish. Activities involved listening to communications in difficult circumstances, which thoroughly tested students' listening skills, as well as transcribing communications and writing, and presenting their own ideas about how to tackle a humanitarian crisis, in French and Spanish. In addition to the language activities, students were able to learn about the work of the Royal Air Force, hearing the amazing stories of several serving personnel and about the critical requirement for linguists to keep our nation safe. Both teams impressed us hugely with their work ethic, teamwork and language skills and we were overjoyed that the French team achieved 2<sup>nd</sup> place against incredibly stiff competition from several teams of students from independent and private schools. A truly well-deserved achievement!

## **Aspiration clinics**

Year 7

During Term 5, our Year 7 students will have the opportunity to participate in an Aspiration Clinic with Mrs Sue Johnson, our Careers Guidance Practitioner.

Having already shared with us their ideas for their dream careers, we have grouped students according to their interests to meet with Mrs Johnson to take part in some activities and find out more about how to achieve their dream.



**Year 9 Expert Learners – ‘Reach for the Stars’**

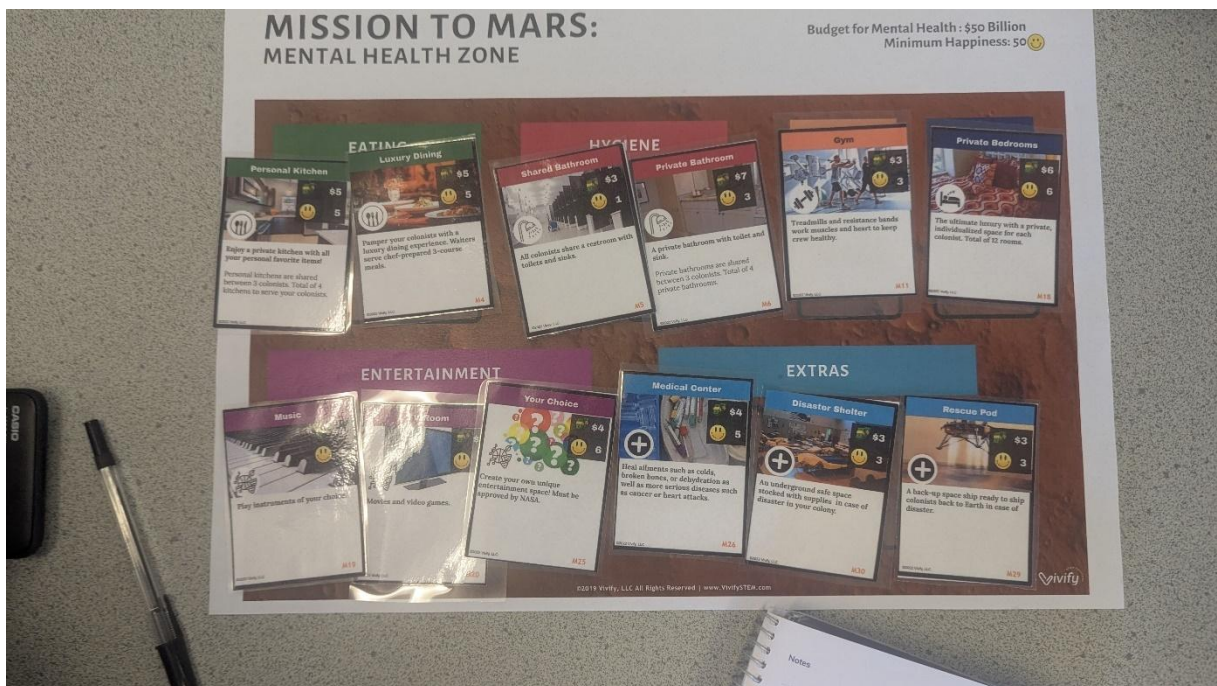
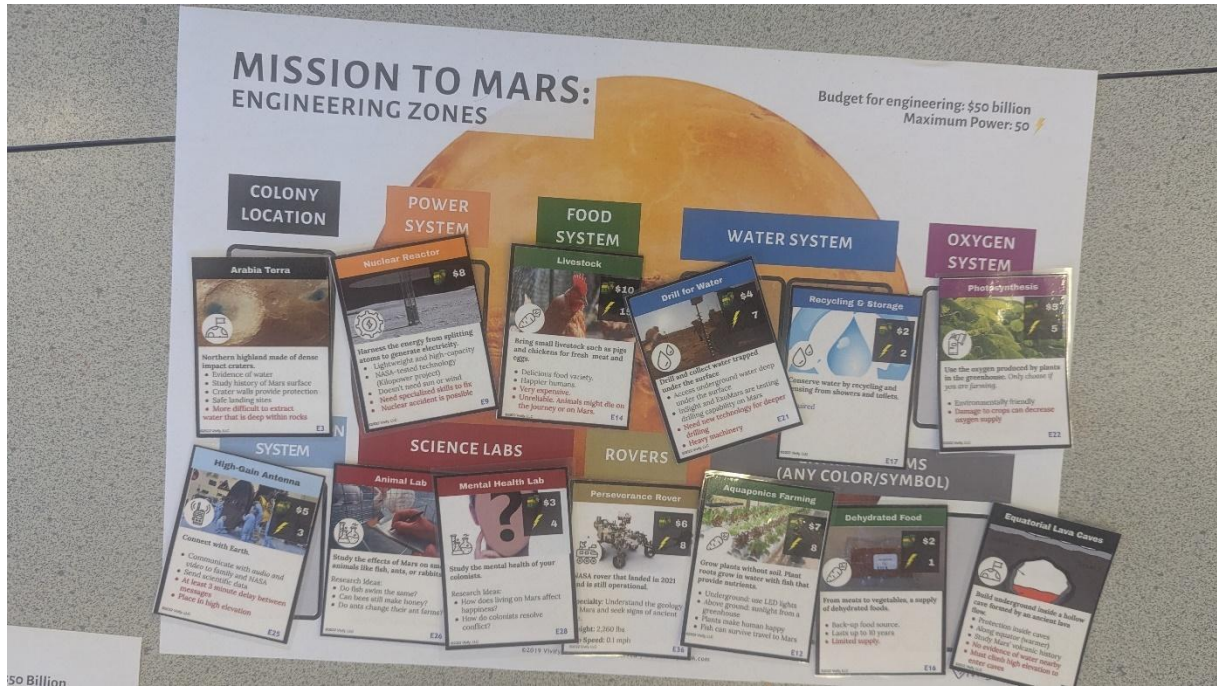




The Expert Learners from Year 9 participated in an Aspiration Clinic with our Careers Guidance Practitioner, Mrs S Johnson. The theme of these meetings was to encourage students to reach for the stars and be ambitious regarding their future careers. Mrs Johnson said that our students had some exciting ideas about their future careers and were a pleasure to work with.

**STEM**

This term, the SRPA STEM Club's 'Space Pioneers' have entered Martian territory! We are currently working on a project designing and building Mars colony bases, where humans can live and work. We have been working on our budgeting skills, designing bases that have all the required facilities, whilst ensuring we do not overspend and our 'Martians' stay well fed and happy! We have been designing 'hub' structures for the base to be built in, using our knowledge of physics and engineering, to ensure our structures can cope with the necessary forces. We are then going on to building prototypes of our bases, ready to showcase at the end of the year!



## Aspiration Ambassador Update



### **By William, Jack and Thomas, our SSLT Aspiration Leads**

For SSLT's first term in post, they took on the role of organising and leading activities for the RP6<sup>th</sup> on Personal Development Day.

The activities saw forms compete against each other, to win the Enrichment Games Trophy.

The four activities included:

- Tower building
- Debate competition
- Murder mystery
- Capture the flag

Each activity was designed to encourage teamwork, build trust in each other and engage positive relationships between those taking part.

The tower building exercise consisted of forms competing to build towers against each other. There were two ways to win: by building the tallest tower and building the "coolest" looking tower.

For the debate competition, forms competed against each other, in a series of rounds. Each form had to agree with one statement in a round and disagree with a statement in another. A teacher and the students that weren't participating decided the winner. The topics included: "Is AI dangerous?", "Should vaping have a national ban?" and "Should vaccines be enforced?".

For the murder mystery, it included three clues, each clue must be solved to get the next clue and getting the third right would win you the game. Each clue was different and revealed a new piece of information about the murder.

Finally, capture the flag saw forms energetically compete in three series of thirty-minute rounds. Each team had three flags in their base, two worth one point and one worth two points, with the winner being the team with the most points out of the three rounds.

SSLT did a wonderful job in organising and leading these activities and the skills developed by the students taking part will be fundamental for their journey through the 6<sup>th</sup> form and beyond.

SSLT has made a great start and I'm excited to see what future endeavours they may undertake.

By Will S

## **Year 12 visit to the University and Apprenticeship Fair hosted by the University of Derby – 24 April 2025**

A wide range of universities with their own stands and branding were present for the Year 12 visit to the University and Apprenticeship Fair at the University of Derby on 24 April 2025. They had a lot to offer including a wide range of courses, prospectuses and information, for us to absorb. There were many different types of universities, as in very different specialties and focuses, which allowed us to expand our view of available courses.

One Year 12 student said:

“We travelled to the careers fair, where there were many stalls from many universities all around the hall. We were allowed to look around the stalls and ask everyone there about their university, the courses they offer and the entry requirements. We also had the opportunity to go to the seminars about post-18 options which explained what a Degree Apprenticeship is like compared to a regular university degree. After about an hour, we moved to another section, where we got to ask about courses at the University of Derby. The whole trip was a great experience and it was really insightful on what our options are, post-18.”

By Jack T

## Opportunities



### Medicine and healthcare events

Do you have students who are interested in careers in medicine or healthcare?

We have several events coming up designed to inspire and inform future medical professionals. There's a mix of daytime events for schools and weekend or evening activities for students to attend with their parents, guardians, or carers. Teachers and advisors are welcome to attend our events too.

We look forward to seeing you soon.

The Schools and Colleges team



**Medicine Open Day**

## **Insight to Healthcare**

**Monday 12 May, 9.30am-2.30pm**

*For groups of year 10 and year 12 students  
and their teachers or advisors*

Our Insight to Healthcare Day is designed for students in years 10 and 12 who are aspiring to a career in the healthcare professions, and will include tours of the clinical facilities in our Ross Lucas Medical Sciences Building, talks from our expert staff, and information stands from external organisations to inspire and inform.

**Wednesday 21 May, from 3.30pm**

*For students interested in studying  
Medicine at Lincoln in September 2026*

This event offers an exciting opportunity to meet our staff and students and find out more about studying Medicine at Lincoln.

Students will get a chance to explore our purpose-built Ross Lucas Medical Sciences Building, which is home to lecture theatres, laboratories, a clinical skills suite with consultation rooms, a prosection anatomy suite, and a biomedical and health sciences library.

There will also be an opportunity to visit our on-campus accommodation to get a real sense for what it is like to live and learn in Lincoln.

For a full list of the upcoming events and conferences at the University of Lincoln, and booking a place, please visit the University of Lincoln website or click on the link below:

[Upcoming Events | Events and Conferences | University of Lincoln](#)

**Apprenticeships**

To find out which apprenticeships are being advertised in our area please visit:

[Find an apprenticeship - GOV.UK](#)

At the time of writing, there are currently 30 positions in a range of organisations being advertised. For example, The RAF, nursery education, hairdressing, business administration and engineering.

If you are interested in any of the opportunities and would like to discuss further, please speak to your Form Tutor or Mrs Mather in L11 at break time.

## **Spotlight on:**

### **Border Force Officer**



As a Border Force Officer, you're tasked with the responsibility of making sure the UK's borders are safe and secure. This involves protecting from a range of threats including:

- Terrorism
- Smuggling
- Fraud
- Organised crime
- Human trafficking
- Illegal trade of items such as narcotics, weapons, tobacco and alcohol.

It's likely you'll work in a frontline role within airports and seaports where you'll enforce customs and immigration regulations.

### **Responsibilities**

As a Border Force officer, you'll need to:

- Check passports and travel documents of all passengers arriving by sea/air/rail for immigration control purposes and to detect and intercept prohibited goods
- Question passengers about their reasons for visiting the UK and plans while they're in the country

- Search people, luggage, cars, coaches and freight vehicles for prohibited items (such as drugs, counterfeit goods, cash, tobacco, firearms or endangered plants or animals) being taken in or out of the country
- Enforce rules and regulations, sometimes by removing goods or arranging for illegal immigrants to be detained
- Report concerns to other organisations such as the police, HM Revenue & Customs (HMRC), the National Crime Agency (NCA) and UK Visas and Immigration.

You might also:

- Work with sniffer dogs to uncover concealed items
- Patrol the coastline by boat
- Give evidence in court
- Specialise in areas such as counter terrorism, organised crime, modern slavery and human trafficking
- Have line management responsibility for Border Force assistant officers.

## **Salary**

- Salaries for entry level and apprenticeship Border Force roles are typically in the region of £22,400 per year.
- As a Border Force officer, you could earn £25,750 to £31,950, depending on your location in the UK.
- Senior Border Force officers can earn between £37,500 and £42,000.

Additional allowances are offered which can total up to 50% of the minimum salary amount. This includes allowances for shift work. Check individual job adverts for specific details.

## **Working hours**

The Border Force is 24 hours a day, 365 days a year operation, which means you'll work a variety of shifts. This will include early mornings, nights, weekends and public holidays on a rotating basis.

You will typically work 38 to 42 hours a week. Shifts can be up to 12 hours long. There are some opportunities for part-time work or job shares.

## **What to expect**

- You're most likely to be based at one of the ports or airports across the UK but it's also possible to work across several locations within one region. The UK also operates border controls in France, Belgium and the Netherlands and so there may be opportunities there.
- You'll usually wear a uniform, which must be worn correctly and must be clean and well presented.
- The job can be physically demanding, and you may be working outdoors.
- Due to the nature of the work, the role can be challenging and pressurised at times.
- The Home Office actively encourages diversity within its workforce and has been named a Disability Confident Employer.



It runs staff support networks for gender, ethnic minorities, LGBTQ+ and disabilities with the aim to raise awareness and build an inclusive culture.

## **Qualifications**

You don't need to have a degree to become a Border Force officer. Instead, the Home Office asks for five GCSEs at grades 9-4 (A-C, or equivalent) including English and maths. Some roles may also ask for two A-levels at grade E or equivalent.

Alternatively, you could join as a Border Force Apprentice, working, learning and earning on the job. It typically lasts for 18 months and upon successful completion you'll be offered a permanent role at an administrative officer grade.

Although a degree is not an essential requirement to become a Border Force officer, the following subjects may be helpful:

- Criminology
- Psychology
- Public services
- Law

## **Skills**

You'll need:

- Strong observational skills, to spot suspicious or unusual behaviours
- Excellent communication skills for gathering information
- To work flexibly, as priorities can change rapidly
- To enjoy interacting with colleagues, members of the public and external stakeholders
- An eye for detail and a thorough approach
- An ability to analyse information, solve problems and make decisions
- Interpersonal skills, to confidently deal with the public who may be deliberately deceitful, or presenting in various emotional states, for example feeling anxious, stressed or aggressive
- The ability to remain calm, use tact and be respectful in stressful situations, including those where people are distressed or antagonistic
- A strong sense of personal ethics and integrity
- Experience as a team player, supporting colleagues and team members to deliver key outcomes
- The ability to plan, collaborate and deliver to short deadlines
- Decision making skills and good judgement
- Good written and data entry skills to keep records of your work
- To be able to carry out basic IT tasks

## Can You Help?

We are keen to hear from parents/carers who could contribute to our careers programme.

We are currently looking to hear from companies/organisations who might be able to attend our Careers Fair on 1 July to share expertise and insights into a variety of job roles with our students.

If you think that you can help, please contact [SMather@srpa.co.uk](mailto:SMather@srpa.co.uk).

Thank you.

