

## FROM THE PRINCIPAL

### Ofsted

Ofsted have completed a number of inspections in schools in the locality and have visited many that were last inspected just before or after our last inspection. It looks increasingly likely that we will receive our two-day inspection soon. Please could I therefore again ask that when this happens you respond to the Ofsted Parent View survey. In the last inspection in 2017 the Ofsted team were very impressed with the number of responses and the very positive feedback on the College that parents gave, and I would very much hope that this can be repeated on this occasion.

Thank you in anticipation of your support.

### Diversity Week

This week is our first Diversity Week at Collingwood where we have been celebrating the diversity of our College community. The week has been planned by a group of students and staff who make up the Diversity Working group who meet regularly to discuss how we can celebrate diversity and promote inclusion so that all members of the College community feel welcome, respected and safe. One of the aims of the group is for students and staff to **share their experiences** in order to **encourage empathy and respect for others**.

During Diversity Week, staff have been recognising the contribution of individuals from minority backgrounds in their subject area as part of starters during their lessons, the Catering team have provided food from a range of different cultures and everyone has been invited to create a TikTok dance – whatever that might be! A key element of the week is the 'Table Talk' project that has been happening during Form time. The Table Talk element of the week hopes to get students thinking and talking about issues around discrimination and how we treat others. It covers some areas that may be sensitive for students, but we felt it important that these challenging conversations happened with Form Tutors who received training in how to manage them. The Table Talk project has started with staff but we hope to develop the project to have students from a range of backgrounds and qualities (minority ethnic, disadvantaged, LGBTQ+, neuro-diverse such as autistic) sharing their experiences.

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## STUDENT IMMUNISATIONS

**Covid-19 Immunisations** – Year 7-11 (students aged 12-15) on the day of the visit  
Kingston Theatre - Wednesday 16 and Thursday 17 March 2022

**CONSENT DEADLINE: 4.00PM on Wednesday 9 March**

To provide consent go to: [www.surreyimmunisations.co.uk](http://www.surreyimmunisations.co.uk)

(School code / URN number is SR136828) which must be entered on the **COVID consent form**.

**Thursday 28 and Friday 29 April 2022**

**Year 9 - Final School Booster – Diphtheria, tetanus and polio plus Meningococcal ACWY**  
Letter to follow soon

## DATES FOR YOUR DIARY - DON'T MISS OUT!

|  |   |
|--|---|
| <b>Saturday 12 March-<br/>Sunday 13 March:</b>   | Year 9 Bronze DofE Training Weekend, Barossa Building                   |
| <b>Friday 18 March:</b>                          | Non-uniform Day in Support of Comic Relief (Red Nose Day)               |
| <b>Wednesday 23 March:</b>                       | College Production, 5.30pm until 8.00pm (approx.),<br>Kingston Theatre  |
| <b>Thursday 24 March-<br/>Saturday 26 March:</b> | College Production, 7.30pm until 10.00pm (approx.),<br>Kingston Theatre |
| <b>Friday 25 March-<br/>Saturday 26 March:</b>   | Years 10 and 11 Silver DofE Practice Expedition, New Forest             |
| <b>Thursday 31 March:</b>                        | Academic Review Day (Virtual Appointments)<br>End of Term               |
| <b>Tuesday 19 April:</b>                         | Start of Term   |

## ELLIE ENTERS FIRST DEBATING COMPETITION FOR TEAM ENGLAND

A fantastic first competition for Team England is complete! We reached the semi-final of Harvard World Schools Invitational, meaning we were in the top 4 teams out of 127 international sides. The team all had so much fun in Ramsgate for the weekend, taking time out from the intense online debating to visit the beach and go on walks as a team. We are returning home exhausted but really happy with our performances.

*Ellie Bear - 11B*

## EXAM CERTIFICATES

Exam certificate postage payment is available on ParentPay. Please ensure payment is made as soon as possible to ensure your child receives their exam certificates for the Summer 2022 season. This is of particular importance for those students in Years 11 and 13 who are leaving the College.

To avoid certificates being lost in transit or left crumpled at the bottom of a school bag, we encourage payment to be made for Years 9 and 10 too.

For those that make payment for postage, exam certificates are usually despatched in December using Royal Mail's 'Signed For' service.

Certificates will be required by future employers and further education institutes. If you don't have your certificates when you need them in later life, the exam boards can provide a replacement statement of results but it is very costly.

*Collingwood Exams Team*

## FROM THE PRINCIPAL

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### Reading

As a College we recognise the importance of reading. Educational research tells us that:

- ◆ Exposure to high quality reading improves students' vocabulary and life chances
- ◆ Students who embark upon school with low reading ages may continue to struggle and not access the full curriculum as they otherwise would
- ◆ Disadvantaged students are less likely to be at expected standards because of a vocabulary and cultural deficit
- ◆ Students with poor attendance often have a low reading age
- ◆ Students who start secondary school with average reading ages may coast if they don't continue reading and become exposed to new vocabulary and concepts
- ◆ Children who enjoy reading are more likely to do better at school
- ◆ Negative behaviour/low self-esteem may set in if students struggle to access texts and the curriculum
- ◆ Students' progress and achievement at the end of school can be hindered as a result.

So what are we doing about it? You will have seen that this year we have begun our Year 7 Reading Project whereby Form Tutors read aloud, from a shared text, to their tutor group three times each cycle in order to model good reading. This is proving very popular and together with special VIP readers who are invited to read to the Tutor Group with the most praise points, students are enjoying reading the books.

This week we also celebrated World Book Day by Dropping Everything and Reading for 25 minutes and of course you can't have missed our Masked Reader competition on our Social Media pages. I have been impressed with staff efforts to be creative with these photos and ultimately I hope that it encourages students to read more for pleasure.

*Mr Tanner - Principal*

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## SCIENCE INTERVENTION SESSIONS

Science intervention sessions have started again. All Year 11 students are welcome to join in at the Sixth Form Common Room on Tuesdays after school for 1 hour. There will be a new revision timetable published soon taking into account the Advance Advice on topics for the summer exams from AQA.

*Mrs Pari - Science Department*

## PIXL EDGE

Last week all students had the opportunity to remotely watch the PiXL Edge assembly, It focussed on how PiXL Edge could help to make them more employable as well as teaching them life skills.

To achieve PiXL Edge qualifications, students work towards five attributes (LORIC) - Leadership, Organisation, Resilience, Initiative and Communication which are all key skills for education and life.

Please encourage your son/daughter to join the Collingwood Pixl Edge community if they are interested. Students can send me an email or come and see me in S14 for more details.

There will be further information on the College website in the near future as I am designing a new PiXL Edge page.

*Mrs Pari - Science Department / PiXL Edge Co-ordinator*

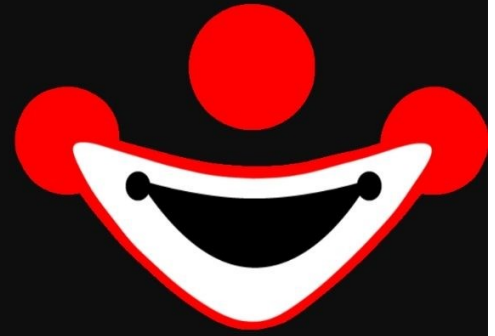
# RED NOSE DAY

## NON-UNIFORM DAY

### RAISING FUNDS FOR COMIC RELIEF

## FRIDAY 18 MARCH

**£1 VIA FORM TUTORS  
OR PARENTPAY**



**NO BARE MIDRIFTS,  
NO HATS, NO LOW  
NECKLINES.**

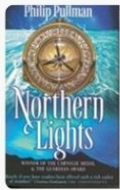




# Library Newsletter

"The love of books is among the choicest gifts of the gods." Arthur Conan Doyle.

## Books of the week



Year 7 & 8 – Northern Lights - The plot is brilliant: Pullman somehow managed to make the story clear so that you can understand, but at the same time sort of "misty", and everything happens as if you were in some kind of dream. It is a fantastic book for anyone over 10-years-old, girl or boy, who loves adventure and science fiction books. To me, it was perfect!! The Guardian.com



Year 9 & 10 – When it Happens - When true love happens, you just know... At the start of senior year, Sara wants two things: to get into her first-choice college and to find true love. Tobey also wants two things: to win Battle of the Bands and to make Sara fall in love with him. Sourced from : Susane Colasanti - When It Happens

## Non-Fiction Section



Our "World Book" and "Britannica" encyclopedias, 45 in total, are beautifully crafted leather covered volumes which contain a wealth of information on many subjects, arranged alphabetically. Set yourself a challenge, pick one of these books and see if you can find something interesting.

Thomas Bodley March 2, 1545 - English diplomat and scholar who founded the Bodleian Library in Oxford

## World Book Day

On Thursday 3 March the college dropped everything and read at 9.05am for 20minutes. What a rewarding feeling knowing that Collingwood was part of a national initiative whereby all colleges and schools stopped at the same time to celebrate books.

Every day is World Book Day in March. This week students can design bookmarks and complete word searches. Next week, students will be able to create their own book covers.

Diversity Week: We are also taking part and always supporting Diversity as part of the College project. Students will have access to books and literature that celebrate the concept diversity. What would our world be without DIVERSITY!!!

## Classic title of the week

**The Grapes of Wrath by John Steinbeck**  
The Grapes of Wrath tells the story of one Oklahoma farm family in the 1930s, the Joads who are driven from their homestead and forced to travel west to the promised land of California. It is a portrait of the conflict between the powerful and the powerless, of one man's fierce reaction to injustice, and of one woman's stoical strength, the novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America. Steinbeck's powerful landmark novel is perhaps the most American of American Classics. 'Remarkable, Terrific, and Unforgettable!' book review on goodreads.

## Reminders

Can you please encourage your son/daughter to return any overdue library books/DVDs as soon as possible to avoid possible behaviour points. If you have any issues, please email: [s.blay@collingwood.surrey.sch.uk](mailto:s.blay@collingwood.surrey.sch.uk)

## For More Information

[s.blay@collingwood.surrey.sch.uk](mailto:s.blay@collingwood.surrey.sch.uk)  
[n.teissonniere@collingwood.surrey.sch.uk](mailto:n.teissonniere@collingwood.surrey.sch.uk)



Wink is a messaging app which allows children to connect and communicate with other users. In a similar style to Tinder, Wink uses the swipe method for browsing profiles and accepting or declining them. Once two users have accepted each other by swiping on each other's profile, they can then communicate and play games online together. The fact that Wink allows children to share photos, personal information and their location with other users has caused significant concern.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about WINK

**AGE RATING 13+**

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### WHAT ARE THE RISKS?

#### POTENTIAL FOR GROOMING

Wink accounts can't be made private – so when a young person uploads images and shares their social media usernames, it's easier for potential groomers to stalk and locate them online. The fact that children prioritise having an abundance of friends is also a concern: they're more likely to accept someone just to build their friend count – possibly including users with sinister intentions.

#### ACCIDENTAL OVER-SHARING

Many young people don't consider privacy when they choose to share their social media usernames on their Wink profile. This allows other people to connect with them on multiple platforms, strengthening their online presence and reputation. Some children post photos which reveal aspects of their personal life to other users – showing their house, school, friends and family, for instance.

#### INAPPROPRIATE CONTENT

Many popular messaging apps contain profiles featuring profanity, nude or semi-nude photos and users openly looking for a "wife" or "hook ups". Users can send messages anonymously, which engenders a sense of power and freedom. Children often engage in inappropriate behaviour more willingly when it's anonymous, even if it's not the sort of thing they would take part in normally.

#### CYBERBULLYING

Being anonymous online provides some users with an incentive to bully others through toxic private conversations. Anonymous bullies can send hurtful messages or pressure young people into sending inappropriate content. Being a victim of cyberbullying can result in children becoming depressed and showing low self-esteem. If your child is exhibiting these signs, it's time to step in.

#### EXCESSIVE SCREEN TIME

Wink encourages repeated engagement through signing in daily, making connections, building up a message 'streak' and publicly sharing stories. The reward is 'gems', which allow users to connect with more people, play games and edit their profile background. This can lead to children spending an excessive amount of screen time on the app, which of course can be detrimental to their health.

### Advice for Parents & Carers

#### DO YOUR RESEARCH

If you do decide to allow your child to have a Wink account – or you find that they already have one – it's vital to talk to them about how to use the app responsibly and keep themselves safe. You could also consider exploring Wink yourself and becoming familiar with the app before letting your child download it, as there are no security settings or parental controls that can be put into place.

#### BE WARY OF SHARING

It's important that your child stays aware of what they're sharing online. Remind them about the importance of not posting personal information like their full name or which school they go to. Many users share their other social media account details on Wink to build their friend count, but we would recommend advising your child not to give strangers multiple avenues to contact them.

#### BALANCE SCREEN TIME

Before having a chat with your child about screen time, ask yourself if you're being a positive role model. Get your child thinking about how much time they spend on the app: is it healthy? Is it affecting their offline relationships with people? Is it impacting their mood? If so, you could suggest some activities you can do together which aren't so reliant on digital technology.

#### OFFER YOUR SUPPORT

While it's not always easy to talk about inappropriate content with your child, it's crucial that they understand the impact of sending or receiving it. They also need to feel that they can speak to you about it without worrying about consequences. Emphasise that, if your child receives any messages that make them feel uncomfortable, they can block the sender and report them to the app.

#### DISCUSS LOSS OF OWNERSHIP

It's essential that young people understand that once content goes online, the sender no longer has any control over where it will end up. While your child may feel like they can trust their online 'friend', that person is still a stranger. Even sharing one inappropriate image, for example, could then be used as leverage – as their 'friend' threatens to release it publicly unless the child sends more.

#### BE CAUTIOUS OF NEW CONTACTS

Remind your child that not everyone online is who they say they are, and some users have harmful intentions. If someone on Wink is asking them lots of personal questions or suggests meeting up in real life, these are definite red flags. Encourage your child to ask for help if they're unsure about a particular profile. Remember, the app has a block button: your child shouldn't be afraid to use it!

#### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

**NOS National Online Safety**  
#WakeUpWednesday

Sources: <https://www.gemwinkapp.com/blog/>

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 16.02.2022



# YEAR 10 WORK EXPERIENCE

**Where will you go?**

**All placements must be  
submitted on Grofar by the  
25 March 2022**

See letter dated 1 December 2021

## COLLINGWOOD PRODUCTIONS 2022

March 23 - 5.30pm

March 24, 25, 26 - 7.30pm

Kingston Theatre



Tickets available  
via ParentPay  
Students - £5  
Adults - £8

Book by  
**Quiara Alegria Hudes**

Music & Lyrics  
**Lin-Manuel Miranda**

Conceived by Lin-Manuel Miranda

# IN THE HEIGHTS

*A New Musical*

This amateur production of IN THE HEIGHTS is presented by arrangement with Concord Theatricals Ltd.  
[www.concordtheatricals.co.uk](http://www.concordtheatricals.co.uk)

For your safety and ours, please wear a mask when moving through the site/auditorium. We appreciate your co-operation.



### Maths After College Revision Topics 2021-22

(General Revision run every Monday in G9 with Mrs Vassallo)

| Date  | Topic                  | Foundation<br>Grade 1-4/5<br>Mrs Walker – G24      | Intermediate<br>Grade 4-6<br>Mrs Murphy – G26                    | Higher<br>Grade 7-9<br>Miss Taylor – G10                  |
|---|------------------------|--|--|---|
| <b>Autumn Term</b>                          |                        |  |  |   |
| 20 <sup>th</sup> September                  | Fractions              | 4 operations with fractions                        | 4 operations with Mixed Fractions                                | Algebraic Fractions                                       |
| 27 <sup>th</sup> September                  | Decimals               | FDP Conversion                                     | FDP Conversion (worded questions)                                | Recurring Decimals  |
| 4 <sup>th</sup> October                     | Percentages            | Percentages of amounts, increasing and decreasing  | Multipliers, reverse, compound                                   | Growth and Decay  |
| 11 <sup>th</sup> October                    | Compound Measure       | Speed Distance Time                                | Density Mass Volume  | Pressure and Density Problems                             |
| 18 <sup>th</sup> October                    | Types of Number        | Squares, square roots, cubes, primes, LCM, HCF     | Surds  | Rationalising the Denominator                             |
| <b>Half Term</b>                            |                        |  |  |   |
| 1 <sup>st</sup> November                    | Ratio & Proportion     | Using ratio and solving simple problems            | Best Buys, ratios in the form 1:n                                | Similar Shapes, Solving complex problems                  |
| 8 <sup>th</sup> November                    | Area                   | Area and perimeter of shapes                       | Volume and Surface Area  | Frustums  |
| 15 <sup>th</sup> November                   | Factorising & Solving  | Linear expressions and equations                   | Quadratics, Completing the square                                | Quadratic Formula, Completing the square where $a \neq 1$ |
| 22 <sup>nd</sup> November                   | Mocks                  | General Revision (Grade 1-4/5)                     | General Revision (Grade 4-6)                                     | General Revision (Grade 7-9)                              |
| <b>29<sup>th</sup> November - INSET DAY</b> |                        |  |  |   |
| 6 <sup>th</sup> December                    | Graphs                 | Linear Graphs ( $y = mx + c$ )                     | Parallel and Perpendicular Lines                                 | Quadratic Graphs  |
| 13 <sup>th</sup> December                   | Averages               | MMMR for Raw Data and Frequency Tables (ungrouped) | MMMR from Grouped data   | <i>Functions</i>  |
| <b>Christmas Holidays</b>                   |                        |  |  |   |
| <b>Spring Term</b>                          |                        |  |  |   |
| 10 <sup>th</sup> January                    | Indices                | Index notation and Index Laws                      | Calculations with Indices  | Zero, negative and fractional indices                     |
| 17 <sup>th</sup> January                    | Standard form          | Powers of 10 and Standard Form                     | Calculations with Standard Form                                  | Problems with Standard Form                               |
| 24 <sup>th</sup> January                    | Sequences              | Types of sequences and nth term (linear only)      | Nth term   | Nth term (linear and quadratic)                           |
| 31 <sup>st</sup> January                    | Transformations        | TERR   | Negative and fractional Enlargements                             | Graphical transformations                                 |
| 7 <sup>th</sup> February                    | Mocks                  | General Revision (Grade 1-4/5)                     | General Revision (Grade 4-6)                                     | General Revision (Grade 7-9)                              |
| <b>Half Term</b>                            |                        |  |  |   |
| <b>21<sup>st</sup> February - INSET Day</b> |                        |  |  |   |
| 28 <sup>th</sup> February                   | Trigonometry           | Pythagoras and SOHCAHTOA                           | 3D Pythagoras and Trigonometry                                   | Sine and Cosine   |
| 7 <sup>th</sup> March                       | Simultaneous equations | Solving simple simultaneous equations              | Real-life situations and finding the equation of a straight line | Simultaneous equations with quadratic equations           |
| 14 <sup>th</sup> March                      | Inequalities           | Solving simple inequalities                        | Solving inequalities   | Quadratic inequalities and Graphical inequalities         |
| 21 <sup>st</sup> March                      | Probability            | Venn Diagrams and Tree Diagrams                    | Non-conditional and Conditional events                           | Set Notation and Mutually Exclusive events                |
| 28 <sup>th</sup> March                      | Circles                | Circle area and circumference                      | Sector area and arc length                                       | Circle theorems   |
| <b>Easter Holidays</b>                      |                        |  |  |   |
| <b>Summer Term</b>                          |                        |  |  |   |
| 25 <sup>th</sup> April                      | Graphs                 | Pie Charts, Scatter Graphs and Stem and Leaf       | Cumulative Frequency and Histograms                              | Area under a curve  |
| <b>2<sup>nd</sup> May - Bank Holiday</b>    |                        |  |  |   |
| 9 <sup>th</sup> May                         | Vectors                | Bearings and simple vectors                        | Calculations with vectors and finding the resultant              | Proof (parallel/colinear lines, geometric proofs)         |
| 16 <sup>th</sup> May                        | Exams                  | Paper 1 Revision                                   | Paper 1 Revision   | Paper 1 Revision  |
| 23 <sup>rd</sup> May                        | Exams                  | Paper 2 Revision                                   | Paper 2 Revision   | Paper 2 Revision  |
| 30 <sup>th</sup> May                        | Exams                  | Paper 3 Revision                                   | Paper 3 revision   | Paper 3 revision  |

# CAREERS NEWSLETTER

This newsletter is a collation of all the opportunities we have heard about from employers and universities.

Please use the links included to read more information and apply to anything you are interested in.

Links are underlined.

Remember, you can use Unifrog and Career Pilot any time to research your career options, take part in quizzes and see which jobs might suit you.

## OPPORTUNITIES

National Careers Week

**NCW**



From 7th-11th March 2022, it is National Careers Week. You can use the social media hashtag "#NCW2022" to find lots of information, events and guidance from employers.



Next week, there is a live event on the **NGTU Instagram page every evening at 7pm**. Here from a range of employers and apprentices from different industries about their job roles and how you can access them in the future. There will be an option to ask questions and get live answers. Just search "notgoingtouni" on Instagram to find their page.



**Success at Schools and Google are hosting an event next Wednesday 9th March** that allows you to find out all about apprenticeship opportunities at Google, including Software Engineering, Digital Marketing and Information Communication Technician. The talk will include:

- Hear from current apprentices
- Get CV tips and tricks
- PLUS a Q and A session, where you'll be able to ask questions directly to Google's recruitment team

Register here.

**pwc**



**PwC have opened applications for their virtual insight week.** Their Virtual Insight Week programme provides opportunities to gain lots of valuable skills and explore your career options with PwC. The Virtual Insight Week will give you an insight into the different business areas, and you'll also hear from the people who joined through a range of pathways and programmes. You can register here.

**Teach the Nation to code are running a Web Development Workshop on 12th March 2022.** Read more and sign up here.



If you have any questions or need support, please email [careers@collingwood.surrey.sch.uk](mailto:careers@collingwood.surrey.sch.uk)

## JOB OF THE WEEK



### Furniture Designer

Furniture Designers create designs for mass-produced furniture, furniture made in small batches and one-off pieces. You can earn up to £40,000 per year and expect to work 40-42 hours per week. There will be 1% more Furniture Designer jobs by 2026. You can read more about this here.

## LABOUR MARKET INFORMATION FACT

The new data for February 2022 shows that the unemployment rate decreased by 0.2 percentage. This makes the overall unemployment rate in the UK 4.1%.

The number of people now employed in the UK has reached a record high of 29.5 million.

Read more here.

# CAREERS NEWSLETTER

## OPPORTUNITIES



International  
Women's Day

On Tuesday 8th March 2022, it is International Women's Day. You can use the social media hashtag "#IWD2022" to find lots of information, events and guidance from employers.




International Women's Day (March 8) is a global day celebrating the social, economic, cultural, and political achievements of women. The day also marks a call to action for accelerating women's equality.


Do you want to learn more about International Womens Day? Here are some resources you may find useful:




- [International Womens Day website](#)
- [5 Recommended books](#) about feminism from Sixth Former, Kirsty
- [Video about IWD](#)
- [Video of UN Women's Goodwill Ambassador](#), Emma Watson, discussing the issues of gender inequality



UK University & Apprenticeship Search Virtual Fair will be taking place on Wednesday 30 March. You will have the opportunity to meet lots of different universities and employers in a virtual setting. You can [sign up for your free place here](#).



The incredibly popular Meet the Russell Group Virtual event will be taking place on Wednesday 27 April. Russell Group Universities are term for a group of universities with a shared focus on research and a reputation for academic achievement. They include some of the highest ranking universities in the UK. You can [sign up for their free place here](#).



University of Southampton are running a 3 day residential for Year 12 students. The Experience residential are a great opportunity to get a taste of degrees offered at the University of Southampton and experience student life ahead of university applications. Read more [here](#) and apply by 4th April.

If you have any questions or need support, please email [careers@collingwood.surrey.sch.uk](mailto:careers@collingwood.surrey.sch.uk)

## EMPLOYER SPOTLIGHT



[Arts Council England](#)

"We employ more than 500 people in nine offices across England. We believe that our staff should represent the communities, organisations and individuals that we work with and support. We want people from all walks of life to contribute to our work and share their experience, expertise and passion." You can read more [here](#).

## UNI SPOTLIGHT



[University of Greenwich](#)

in London and Kent was established in 1890. We are located on the banks of the River Thames in South London.

They offer over 200 courses in a range of subjects, you can read more about their courses [here](#).



Department  
for Education



## National Careers Week

Dear parents, carers and guardians,

This week is [National Careers Week](#), and as the Minister for Higher and Further Education, I am writing to let you know about the many high-quality education and training options there are available to your child after they finish their GCSEs and once they turn 18. This follows a [recent letter](#) you may have received from the Minister for Skills about all of the great apprenticeship opportunities there are available.

In my role as a Minister, I have been able to speak to a lot of young people who have all taken different paths after school or college to their chosen job or career. What so many of them had in common was **good, early careers advice** - providing an insight into the different careers there are out there – from construction and engineering to digital technology and childcare - and helping with those important decisions on what step to take next.

There are now so many **exciting, high-quality education and training options** available to young people. From T Levels that have been designed with employers to high quality apprenticeships in hundreds of occupations, traineeships and innovative new Higher Technical Qualifications, alongside A levels and university.

I know that navigating what is out there in terms of education and training options for your child and taking that next step can seem overwhelming, which is where great careers advice comes in.

### Here are some other useful resources that may help:

- You can get tips on how to have a career conversations with your child on the [Talking Futures website](#). It is designed to give you the information you need to have informed conversations with your child about what they want to do in the future.
- All the different training pathways are set out on the 'Get The Jump' Skills for Life [section](#) of the National Careers Service website, which has been designed for young people to help them work out their next move. This has information about all the different education and training pathways and shows how they compare and where they can lead to.
- You can also see over [800 job profiles](#) on the National Careers Service website, with important information on things like salary levels, typical responsibilities and the best route into each job or career.
- Every school and college has a Careers Leader who will be able to support the conversations you are having with your child.

It is my priority to ensure that young people know about all the opportunities available to them so they can make an informed choice about their future. I hope your child gets some time to consider their future during National Careers Week and that these resources will be useful to you too.

Yours faithfully,

**The Rt Hon Michelle Donelan MP**  
Minister of State for Higher and Further Education



**It's okay for your child not to know where they are heading in the future.**

But you can help them to get going by supporting them with their next step.

To explore all the education and training choices available to them visit [Get the Jump](#)

## Speak to an adviser

If your child needs help or advice about their education and training choices they can contact the National Careers Service on 0800 100 900 (8am-8pm Monday-Friday, 10am-5pm Saturday) or [use webchat](#).

**Jannah (20):  
Software  
Engineering  
Apprentice at  
KPMG**



“My apprenticeship allows me to combine my skills and passion for creativity in the digital sector and I get to earn whilst I learn on the job.”



**Joshua (17):  
T Level Student  
Studying Digital  
Business  
Services**

“I really enjoy practical work and getting hands-on experience, so when I heard the T Level included an extended work placement, I knew it was the right course for me.”

**Nellie (20): Former  
Trainee, now an  
Apprentice at  
Specsavers**



“The 2 month traineeship was really good. It helped to build my confidence, prepare my CV and helped with my communication. The traineeship made me realise that this was what I wanted to do as a career.”