

WORK EXPERIENCE VISIT - LAW/LONDON

As part of our work experience we were invited to spend a day on the 20th March in London in a barristers office. Together we got on a train to London from Doncaster with Mr Chappell and went to London Kings Cross station. From there we went straight to meet Phillip Hinks at his office at 3VB Barristers and he gave us a brief talk on his career as a barrister and his college/university experience. In addition, while we were there, we sat in his office and read through a case file he had been working on.

For dinner he took us to a hall where all the lawyers go to eat. It was a great experience seeing all the judges and lawyers talking about cases they were involved in while eating. Over dinner we talked about our college courses, our university aspirations and our hopes for the future, as well as the process of how we gain the qualifications needed to become a lawyer. Following this we went back to Phillip Hinks' office to continue reading the case file and making notes on our arguments. At the end of the day we presented our arguments in a role play exercise where we argued on behalf of our clients. Finally when the day was over we got back on the train and returned home.



Overall, it was a great day and an amazing experience. It opened our eyes to the opportunities that lie ahead if we decide to take up a career in law. We both have hopes to go to university to study law but we are still unsure about what area we would like to go in to. We were both very lucky to be given such an amazing opportunity and encourage anyone thinking of going into a career in law, but are still unsure, to spend a day in the atmosphere to get a sense of what it entails to become a lawyer, whether that be a solicitor or barrister. It gives you the chance to ask questions and learn about the lifestyle of being a lawyer.

We would both like to thank: Mrs Dodds and Mrs Lewis for helping organise the trip, Mr Chappell for accompanying us and Phillip Hinks for allowing us to come and learn about what it is like to be a lawyer.

Charlotte Clift and Courtney Woodward – Year 12

YEAR 9 STUDENTS IN NATIONAL SCIENCE COMPETITION

Our separate science cohort of Year 9 have just gone head to head in a competition to show their creativity and innovation within science. All students from 2 classes were taken off normal science curriculum for the week to take part in a national competition run by Shell. With a brief to be the innovators to solve the energy issues that will occur in 2050, students worked in small teams to be the innovators of tomorrow.

Each group decided on the potential issue they wished to address, followed by researching a new and novel solution to the issue chosen. Students presented their ideas formally to both classes to gain presentation skills and to grow in confidence in oracy skills. Ideas presented included harvesting energy from moving cars and zebra crossings to piezoelectric crystals on speed bumps. With a direct link to research and development careers such as innovation scientists and research and development professionals, students could see a different career option open to them should they chose science at Post 16.



NATIONAL QUALITY IN CAREERS STANDARD AWARD

We are pleased to announce that we will be undertaking the National Quality in Careers Standard Award.

Go Higher West Yorkshire and Minsthorpe Community College are keen to support the sustainability of activity to support young people's progression to Higher Education which is currently underway as part of NCOP. Supporting strong careers work within Minsthorpe Community College is key to this. We have therefore teamed up with Prospects and C&K Careers to offer Minsthorpe Community College the opportunity to progress towards the National Quality in Careers Standard.

We are able to offer an enhanced package of support from now until December 2018 which will include:

- Registration for the Careers Quality Award
- Support on the assessment of the needs analysis
- Bespoke planned consultancy support includes completion plan (minimum of 5 per school)
- Support with evidence gathering to measure progress
- Help with sharing best practice from other schools and links to useful websites / resources
- Online portfolio access support
- Ongoing review and actions to complete post December
- Access to CEIAG support / CPD sessions
- Certification and final assessment support

CAREERS & EMPLOYABILITY LEADERSHIP PROGRAMME

More good news for the college as we found out we have been successful in our application to be part of the first ever Careers and Employability Leadership Programme, there are only 12 places available in the Yorkshire & Humber area and it was brilliant that our application was successful. The next 12 – 18 months look like being very interesting from a careers point of view, hopefully this will benefit our students in the coming years.

YEAR 10 MOCK INTERVIEWS

L4L and the MAP office teamed up to provide our Year 10 students with a great opportunity to have an Interview with a skilled interviewer who can supply instant feedback on the student's answers to questions and their CV. We had volunteers from a range of employment sectors (Barclays Bank, Job Centre plus etc.) over the 3 day event.

The process started in the Spring Term with students developing and preparing their CV's with the support of our L4L teachers, after many weeks of preparation the students then used their CV in the Interview, feedback is then given by the interviewer and passed back to the student through their L4L teacher. In Year 11 the students then use this information as part of their College or Apprenticeship application.



MORE FROM L4L

Year 7 Presentations on a Variety of Careers

During the first few weeks of this term, Y7 will be completing detailed presentations on the careers chosen for their assessment. They will be peer assessed and students will have the opportunity to ask further questions on a variety of careers that link directly to their core skills.

Year 9 Skills and Research on Labour Market Information

During this term, Y9 will be investigating their key skills and using them to highlight a range of careers that fit to their skill set and future plans. Students will have the opportunity to use specific career software (Kudos) to explore careers in further detail, focusing on labour market information.

Year 11 Job Centre Talk (Spring Term)

At the end of the Spring Term Y11 had the opportunity to listen to a talk from the Community Job Centre co-ordinator, based on preparing for interviews. Students listened intently to the relevant and interesting points, pitfalls and generally guidance on interviews.

THE PROGRESSION MODULE PLUS 2017-2018

Just before the Easter Leeds University carried out an external moderation of a sample of files of the Year 12 students who are doing the Progression Module Plus programme at the College. The external moderator described the students work as 'outstanding'. All sixteen students are now clear to graduate from the programme in November 2018.

The Progression Module Plus is a structured off-the-shelf Higher Education (HE) and employment preparation programme that is available for all sixth form and college students. We offer this to students as part of the Go Higher West Yorkshire programme that runs from Year 9 to Year 13 at Minsthorpe.

The Progression Module Plus allows students to explore their career options by researching jobs that interest them- either going straight to work from studying A-levels or as a graduate entrant and this research allows students to make an informed choice as to which is the best route for them as an individual.

This kind of guidance and support is one of the main reasons that the NEET (Not in Education Employment or Training) figure at Minsthorpe is so low and this is because we invest in the future of our young people and give them excellent careers advice and guidance from the moment that they join the College and this advice continues throughout their career at Minsthorpe right up until the time that they leave us (and beyond)!



CPD FOR STAFF

Brendan Tannam (LEP) and Michelle Hunter- Fee (C&K Careers) came into College to talk to staff about LMI (Labour Market Information). The talk was to raise awareness about the demand for skills and jobs in our region, mostly in digital, engineering and manufacturing, and infrastructure (construction). From the event we found out some interesting facts about Wakefield, the average weekly pay for full time jobs is £484.

The top 4 sectors with the highest number of employees:

- Wholesale and retail
- Health and social care
- Manufacturing
- Transportation and storage

(Source: BRES, 2016)

Average distance that people travel to work who live in the Wakefield area is 8.4 miles (National average 9.3)

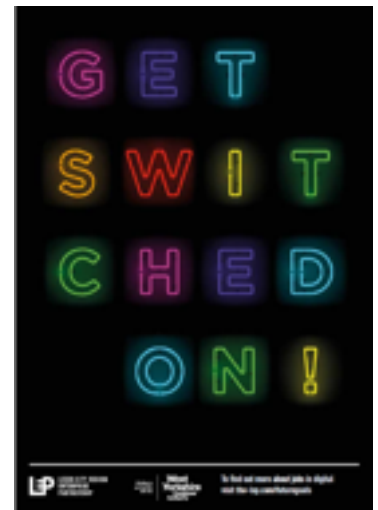
35% of people who live in Wakefield work outside the district

THE DIGITAL SECTOR

- The number of people employed in the region – 47,000
- The number of unique jobs advertised in the last year – 41,000
- The average salary (higher skilled digital jobs) - £40,000 (average in the region £21,000)
- To work in the digital sector you need technical skills such as programming language e.g. Java, software and website development

Jobs in the digital sector

- Software Developer
- Web Developer
- Computer Support Specialist
- Network Engineer
- Games Developer
- Data Analyst
- Cyber Security Analyst



THE MANUFACTURING & ENGINEERING SECTOR

- The number of people employed in the region – 144,00
- The number of unique jobs advertised in the last year – 16,000
- The average salary (higher skilled jobs) - £32,000 (average in the region £21,000)
- To work in the engineering and manufacturing sector you need technical and employability skills

Jobs in the engineering and manufacturing sector

- Mechanical Engineer
- Electrical Engineer
- Maintenance Technician
- Quality Technician
- Production and Process Engineer
- Computer Aided Design (CAD)
- Automation Engineer



THE CONSTRUCTION & INFRASTRUCTURE SECTOR

- The number of people employed in the region – 62,000
- The number of unique jobs advertised in the last year – 8,100
- The average salary (higher skilled jobs) - £37,000 (average in the Region £21,000)
- To work in the Construction and Infrastructure sector you need technical skills such as contract management, project management and Computer Aided Design (CAD)

Jobs in the construction and infrastructure sector

- Quantity Surveyor
- Civil Engineer
- Construction Manager
- Land Surveyor
- Architect
- Process Manager
- Electrical Installation Manager



DID YOU KNOW?

An additional **600,000 people** are forecast to be in work by 2022

8,000 new computer science teachers will be recruited and a new National Centre for Computing will be set up

The percentage of women working as professional engineers reached double figures this year, but in technology there has been a drop in the number of women professionals and apprentices. 95% of boys took a STEM qualification at level 3 this year, but only 35% of girls did so

The number of people from England applying to train as a nurse has fallen for a second year in a row, dropping by a further 13% compared with the same point in 2017, official figures have shown (Nursing Times News 06/02/18)

The NHS in England has nearly 100,000 jobs unfilled, a situation described as “dangerously” understaffed. The total represents one in 12 of all the posts in the health service, and would be enough to staff 10 large hospitals. It includes 35,000 nurse posts and nearly 10,000 doctor vacancies. The figures have been revealed in a finance report, showing NHS services are heading for a £931m deficit this year, twice what was planned (BBC News 21/02/18)

STEM (Science, Technology, Engineering and Maths)

More women are working in science, technology, engineering and maths (STEM) in 2017, 61,430 more women work in ‘core STEM’ in 2017 than in 2016. During the same period, the number of men working in core STEM fell by 45,980. Women still make up just 23% of those in core STEM occupations in the UK and 24% of those working in core STEM industries. Breaking this down there are (WISE 06/12/17):

- Nearly 12,000 **more** women professional engineers than in 2016, 11% of the total. The number of men in engineering professional roles dropped by 36,000. There are nearly 22,000 more women working as science and engineering technicians than in 2016. Women make up 27% of the total. In the same period the number of men increased by 52,000
- Nearly 11,000 **fewer** women working as ICT professionals than in 2016. Women make up 17% of the total, a drop of 1%. Men working in ICT professional occupations has dropped by 15,000. There are more than 3,000 more women working as ICT technicians than in 2016. Women make up 19% of the total. Men working in IT technician roles has increased by 15,000
- Around 7,000 **fewer** women working as science professionals in 2017, which includes chemists, biochemists, biologists, physicists, geologists and meteorologists, than in 2016. Women make up 42% of the total. Men working in science professional roles has dropped by 16,000
- Around 5,500 **fewer** women working in skilled trades than in 2016. Women make up 8% of the total. The total number of men working in skilled trade occupations has dropped by 35,000.
- There are nearly 5,500 **more** women working in management roles in science, engineering and technology than in 2016. Women make up 15% of the total. The number of men in these management jobs fell by 32,800.

GRADUATE NEWS

Changes to Initial Teacher Training recruitment:

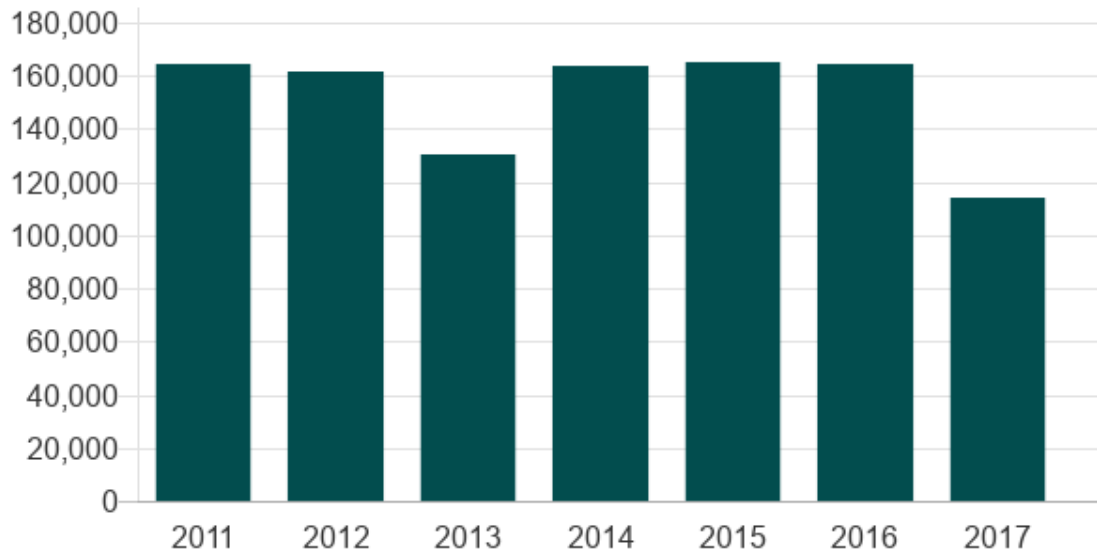
- There will now be no limit on the number of professional skill test attempts, and no lock-out period. Candidates previously locked out can now book tests for both subjects. Three free test bookings are now available per subject. Passes continue to be valid for three years.
- The register of providers of Post-graduate Teaching Apprenticeships is now closed. Apprenticeships will be offered from September 2018.
- Schools across south London, the South East and the West Midlands are being invited to take part in a pilot scheme to support teachers who have taken time out to care for others. Funding will include mentoring, funding for continuing professional development, membership of a professional association and a bursary to cover the acclimatization period.
- Trainee chemistry and language teachers can apply for £28,000 tax-free scholarships. Applicants should have a 2:1 degree. Apply through the British Society for Chemistry or the British Council (for languages).
- Intensive subject knowledge enhancement courses (SKE) of up to 28 weeks are now available for potential teachers of hard-to-fill subjects, with a bursary of £200 per week to help with living costs.
- Teacher subject specialism training courses are now available to upskill non-specialist and returning teachers.

APPRENTICESHIPS

Despite government plans to create three million apprenticeships by 2020, the number of apprentices starting new programmes in England has dropped. Radical changes to the way apprenticeships in the UK work were introduced in April 2017. The apprenticeship levy scheme was introduced - a tax on large employers to help fund people training at work. The government estimates the levy will raise £2.8b in 2018. But some critics say it might discourage employers from taking on apprentices.

Apprenticeship starts have fallen

Total apprenticeship starts in England - August to October each year



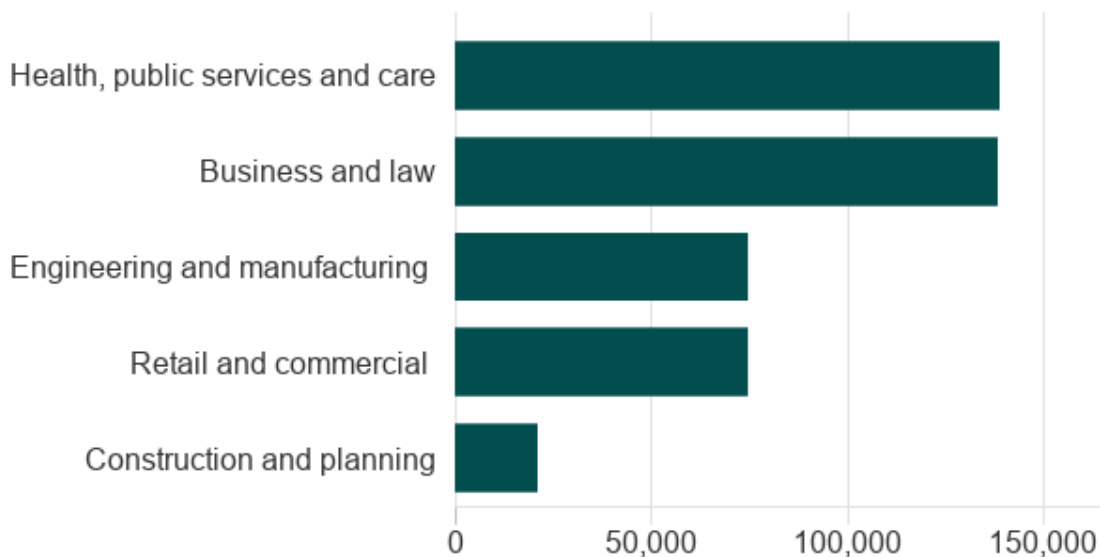
Source: Department for Education

BBC

There were 114,400 apprenticeship starts in England in the three months from August to October 2017 - 49,800 fewer than a year earlier - a drop of 30%. The Department for Education said the changes to how apprenticeships were funded were "likely to have impacted on starts" but the levy-payers it had spoken to were planning to increase the number of apprentices they employed in the future.

Top five sectors for apprenticeship starts

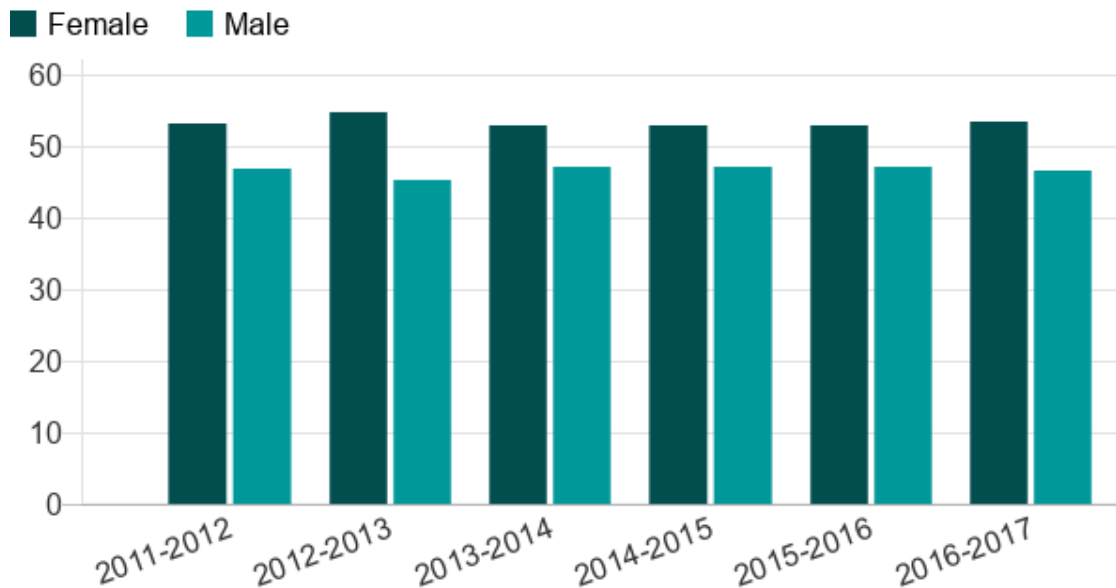
England, 2016-17



Source: Department for Education

BBC

Proportion of apprenticeship starts by gender



Source: Department for Education

BBC

Yorkshire and the Humber is the most improved region in England for young people looking for an apprenticeship, according to new figures published in connection with National Apprenticeship Week. The figures, published today in the iwantobea.com Apprenticeship Index, shows that young people living in Yorkshire have a considerably greater chance of securing an apprenticeship than their contemporaries in London, the North East or the West Midlands (The Star 05/03/18).

DEGREE APPRENTICESHIPS

Did you know?

Top apprentices - those with a level 5 qualification - will earn £50,000 more in their lifetime than those with an undergraduate degree from a university outside of the Russell Group, taking home close to £1.5m over the course of their career.

Sutton Trust - Levels of Success 2015.



JOB PROFILE

Want to work with animals?

You'll need to be happy:

- Working outdoors, being active and getting dirty
- Getting up early and long hours
- Dealing with sick and injured animals
- A good communicator
- Working with people

Did you know?

- 7% of the UK's population has a pet - there are 24 million pets in the UK
- Over one-fifth of animal care employees began their career through voluntary work
- 71% of the workforce are women
- 86% of animal care businesses employ five people or less.

What could you earn?	National average pay
Vet	£40,840
Veterinary nurse	£19,639
Zoo keeper	£18,599
Police dog handler	£40,017
Kennel worker	£18,599
RSPCA inspector	£31,553

ASHE 2017



Just a few of the jobs you could do:

- Veterinary surgeon
- Zookeeper
- Working for an animal charity
- RSPCA inspector
- Veterinary nurse
- Police dog handler
- Kennels or cattery worker
- Animal trainer
- Dog warden
- and lots more!



CAREERS FOCUS - MY JOURNEY TO BECOMING A BARRISTER

Phil Hinks – Minsthorpe Community College 1996 - 2002

I was a pupil at Minsthorpe Community College between 1996 and 2002. Prior to attending Minsthorpe, I was a pupil at Carlton Primary School and, thereafter, Broad Lane Middle School (a school which has since closed). At the time, my family lived in the Common End part of South Elmsall, my mum and dad working as a social worker (in Wakefield) and a technology teacher (in Featherstone), respectively.

I passed my GCSEs at Minsthorpe in 2000 and decided to stay on there and take my A-Levels in the Sixth Form of the College; I could see no good reason to go to Pontefract New College instead. In the end, I took A-Levels in Maths, Further Maths, English, French and Biology in 2002, getting an 'A' in each of them.

Prior to leaving Minsthorpe, I wanted to try to get into Oxford or Cambridge University. Eventually, I applied to Cambridge to study law. I failed to get an offer, and it was a big disappointment to me. I had never really failed at anything, academically, before that, and I struggled to understand why I wasn't good enough for Cambridge.

Having failed to get an offer from Cambridge, I attended my second choice university: the University of Bristol, where I studied law and French. I had a simply amazing time at Bristol. The teaching was good and, more importantly, I met a group of friends there who are still with me now.

Whilst at Bristol, I was able, as part of my course, to spend a year abroad in France. I did so in 2005, spending that year at the University of Poitiers, where I attended law classes with the local French students. I could not recommend a year abroad more highly. I was immersed in French culture, and spent my evenings with new friends from France, and all the corners of the world, speaking French with one another.

I graduated from Bristol in 2006 with a 1st class degree, and came top in my year. I didn't feel ready to start a career, and so I decided to look into postgraduate education. This time, when I applied to get into Oxford University, I succeeded. I spent 2007 studying a masters in law there. I found the course to be demanding, and the amount of reading required to be intense. But the quality of teaching was exceptional, and I met some great friends – and a French girlfriend who eventually became my wife! – whilst I was there.

During my time at Oxford, I decided that I – like many of my contemporaries on the law course at Oxford – would like to try to become a barrister, rather than a solicitor. That was a difficult decision for me to make. I had, by that stage, secured an offer of a training contract in a London law firm of solicitors, which paid a good salary – far more than my family had been used to when I was growing up. I had heard that competition for positions in barristers' chambers was tough. But I felt that if I passed up on the opportunity of trying to become a barrister I would probably end up regretting it and, in any event, what was the worst that could happen?

The road to becoming a barrister was difficult. I had to attend a further year of classes (Bar School), and then another year of training (known as pupillage) in the set of chambers which eventually offered me a permanent position (known as tenancy). It was not until 2009, some seven years after leaving Minsthorpe that I began to practice in my own right as a barrister.

I love my job. Like all barristers, I'm self-employed and I'm therefore able to work as much or as little as I want. I specialise in commercial law, and I'm regularly instructed to act in cases where the sums at stake are considerable (often exceeding £100 million). It's daunting, and sometimes quite scary, appearing in Court and making submissions to the Judge when there's so much at stake, but it gives me a real buzz, and there's nothing I'd change about it.

I currently live in London with my wife and two children. When I think back to my time at Minsthorpe, I'm grateful for the platform it gave me to succeed. The teaching was good, and I always received a lot of encouragement and praise from my teachers. It made me feel proud of myself, and determined to achieve the best that I could achieve.