



SURBITON

HIGH SCHOOL

Careers and Higher Education Newsletter

2023

Welcome to the latest edition of our Careers and Higher Education Newsletter which is full of information to help you find, or get further along, your career path. No matter which year group you are in, it's never too early to start! Find out more in the following sections:

Section 1

Careers Focus

Marine Biologist; Software Engineer; Lunchtime Careers Talks; Student Work Experience Q&A's; Healthcare Work Experience Programmes; Space Science Week Work Experience Programme; Career Insight Courses

Section 2

Exploring Higher Education & Super-Curricular Activities

Alumni Q&A's – New York University and Cambridge; new Engineering and Design degree at Cambridge University; University Lecture Online Taster Courses; Career Insight Courses; Apprenticeships

Section 3

Beyond the Curriculum

Virtual Careers Interviews; Cop27 Student Conference at the British Council; Thriving Minds Scholars Conference; Medical School Mock Interviews

Section 4

Competitions

A selection of competitions to enhance university applications and career options



We also run virtual online career interviews and other activities such as Morrisby Profiling with lower year groups (Years 7 to 10) to help with subject and career ideas. However, whatever year group you are in, if you/ your parents would like to have a discussion about subject and career options, please email careers@surbitonhigh.com.

Don't forget you can browse all previous editions on the senior school careers progression tab on the **school website!**

PLEASE NOTE: all Year 11s and Year 12s receive two full career interviews to help them with their subject option, university and career choices.

Section 1 – Careers Focus

Each edition of our newsletter will provide an insight into the many different careers that are available for you to explore.

Career Insights

Marine Biology

What is it?

Studying the sea and its complex ecosystem is not only a popular and rewarding career but is also vital for the continued challenges facing marine environments under threat from human activities.

Marine biology is the study of organisms and ecosystems in the oceans and other saltwater environments. This includes marine plants, animals and other organisms, both vertebrate and invertebrate, in deep oceans, shallow seas and the laboratory. The main aims of marine biology are to improve understanding of the marine world and to understand and predict changes in ecosystems affected by human and natural disturbances.

Types of Marine Biologist

Marine biology is a broad-ranging career. You could go into fieldwork, academic research, laboratory work, consulting, charity, outreach or policymaking. Job titles range from research assistance, marine biotechnologist, marine ecologist and dive operations manager, reef restoration project manager, environmental engineer to oil spill response specialist.

What Qualifications do I Need?

To become a marine biologist, you'll need a marine-focused degree such as:

- marine biology
- marine biology and coastal ecology/oceanography
- marine science
- ocean and earth science
- oceanography

If your undergraduate degree is a broader-based science degree, you will probably need a postgraduate degree in a marine-related study such as tropical marine biology, tropical coastal management and aquatic ecology and conservation.



Section 1 – Careers Focus

What Skills do I Need?

Depending on your area of expertise, you'll need:

- accuracy and attention to detail, for recording observations and results
- excellent problem-solving skills to find solutions to problems
- research skills like collecting and analysing data as well as publishing results
- teamwork skills, whether working as part of a research team in a laboratory or an expedition team at sea
- observation skills for studying sea life for long periods of time
- a methodical and analytical mind for analysing and interpreting data
- strong communication skills for report writing, academic publications, press releases, grant applications, environmental impact assessments and conference presentations
- practical skills, such as diving, boat driving and first aid
- flexibility to deal with possible short-term work contracts, in other countries and in basic living conditions and all types of weather.

Work Experience

It is a competitive industry, so the key to breaking into this career is to gain relevant experience, either voluntary or paid. In terms of fieldwork, consider volunteering for local wildlife trusts, marine conservation organisations, local charities, ocean clean-up organisations, and sanctuaries and rescue centres. Also, get involved in related societies or groups during school and university. Keep a record of any voluntary experience and holiday work you've done, including field trips.

What to Expect

- The dress code is casual for fieldwork and fairly informal for most marine biology roles, unless you're working for a consultancy.
- University work is usually office and lab-based, although these roles may include short or long-term expeditions abroad.
- There are plenty of opportunities to work all around the world.
- You'll need to be ready to seize opportunities by volunteering, interning or otherwise, to gain the experience necessary to stand out from the crowd.
- Fieldwork can be arduous. You might be diving or working at sea in difficult weather conditions.

Employers

Marine scientists are employed by marine research institutes, universities, international organisations, commercial companies, government agencies and not-for-profit organisations.



Section 1 – Careers Focus

Computer Science Careers – Software Engineering

A Computer Science degree opens up a range of IT careers including software engineer, applications developer, cyber security analyst, web and game designer. Other jobs where your degree would be useful include business analyst, IT sales professional, network engineer or telecommunications.

Note that if you like computers but do not necessarily want to focus on coding/more technical applications, there may still be plenty of jobs for you in IT. Sometimes, students in this category study IT-based degrees at university which are more directly vocational (compared to Computer Science). An example is the ITMB degree on offer at many good universities which combines elements of business management, IT and some programming but less than on a Computer Science degree typically.

This article is more focused at the Software Engineering/Computer Science route.

What is it?

Software engineers apply scientific and mathematical principles to create computer software and solve problems. As a software engineer, you'll work in a constantly evolving environment, due to technological advances. You'll create, maintain, audit and improve systems to meet particular needs, often as advised by a systems analyst or architect, testing both hard and software systems to diagnose and resolve system faults. The role also covers writing diagnostic programs and designing and writing code for operating systems and software to ensure efficiency.

Job titles may vary and you may be called a systems/software/database/web programmer, engineer or developer, depending on the system you're developing. Alternatively, the programming language you use may become part of your title, such as Java or C# developer.

Responsibilities

As a software engineer, you'll need to:

- write and test code, refining and rewriting it as necessary and communicate with any programmers involved in the project
- research, design and write new software programs (e.g. business applications or computer games) and computer operating systems
- develop existing programs by analysing and identifying areas for modification
- integrate existing software products and get incompatible platforms to work together
- work closely with other staff, such as project managers, graphic artists, UX designers, other developers, systems analysts and sales and marketing professionals
- investigate new technologies
- continually update technical knowledge and skills by attending in-house and external courses, reading manuals and accessing new applications.



Section 1 – Careers Focus

Working Hours

Working hours are typically 9.00am to 5.00pm. However, longer hours are often necessary and software engineers may be required to be on call to deal with problems often during evening and weekend work in a shift pattern. Self-employment and freelance or contract work is possible for software engineers with specialist knowledge.

What to Expect

- The job involves spending many hours at the keyboard, so high levels of concentration are required.
- The work is mainly office/home based or in computer laboratories.
- Projects may be undertaken alone or in small teams.
- Women are currently underrepresented in this profession and gender imbalance across the IT industry as a whole is a recognised issue. Steps are being taken to redress the balance. Women who want to work in technology should visit Women in Technology for information and jobs.
- Depending on the nature of the business, travel within a working day or absence from home at night may be required.

Qualifications

Although this area of work is open to all graduates, applicants will be expected to have some technical ability. Having studied one of the following subjects may increase your chances of employment: computer science, computer software or computer systems engineering, electronics, information systems, mathematics, physics. Graduates in non-computer-related subjects may consider taking a postgraduate IT conversion or technical postgraduate course.

Skills

You'll need to show evidence of the following:

- knowledge of computer systems and technologies and technical competency
- the ability to communicate with clients, colleagues and management to explain complex issues clearly and concisely
- a meticulous and organised approach to work and a logical, analytical and creative approach to problems
- thoroughness and attention to detail
- business skills and commercial awareness
- the ability to work both in a team and alone and to manage your own workload
- career motivation and a willingness to continue to further your knowledge and skills.



Section 1 – Careers Focus

Work Experience

Gain experience through volunteering, a part-time job or workplace shadowing. Include a work placement year on your degree. You may also develop your own programs or set up your own websites or interfaces.

Employers

Software engineers are employed in a broad range of sectors including specialist IT firms - such as IT consultancies, large IT providers, software development, internet providers and training firms; organisations that use IT software, systems and equipment, including retailers, law firms, business intelligence and market research organisations, education providers, the armed forces, the public sector and voluntary sector organisations; the manufacturing industry - including automotive, navigation, telecommunications, manufacturing and construction companies; financial services - including global investment banks, financial/banking organisations, security market specialists and the pensions sector; public utilities - covering energy and water supply, energy extraction and transport.



Section 1 – Careers Focus

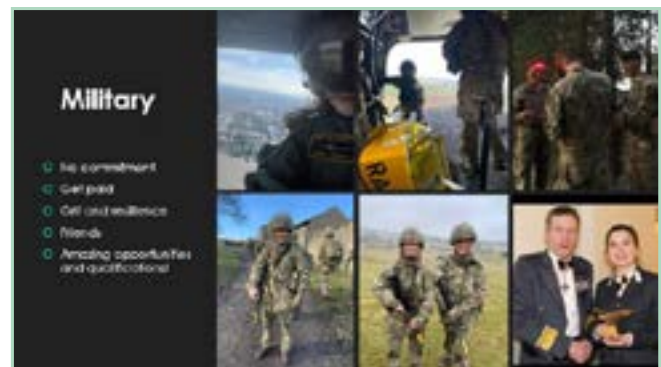
Year 12 and 13 Lunchtime Talk – Medical School Application Process



In November, we were joined by Harriet, a former Surbiton High School pupil and fourth year student at Leeds School of Medicine, who delivered an insightful talk on the medical school application process.

During her talk, Harriet shared her top tips for preparing for

medical school applications and talked about her experience of what it is like to study medicine at university. Whilst at university, Harriet signed up as a volunteer for the Army and the RAF and is now Acting Pilot Officer. These experiences have made her aware of the many amazing training opportunities within the military (such as learning how to fly a helicopter!) which she highlighted during her talk.



Student feedback

“It was incredibly helpful to understand the application process.”

“It was good to get an idea of the types of questions I might get asked in my interview and about the MMI process.”

“I was really surprised that medical training could lead to so many different career opportunities.”

“It was interesting to hear about student life and the kinds of extra-curricular clubs available, such as joining the RAF and learning to become a pilot whilst at uni!”

Section 1 – Careers Focus

Careers in Economics, Business and Finance - Frances Haque, Chief Economist, Santander



This term, we welcomed back Frances Haque, parent and Chief Economist at Santander, to talk to our Year 11 to 13 students about her own career journey as well as careers within the economics and business world. We had over 70 students attend the talk, with lots of positive feedback afterwards, including:

"I learnt that there are different roles within the financial sector from doing a pure economics related job to roles in data analysis and engineering."

"Useful information on the traits and qualities that employers look for and appreciate on CVs when recruiting."

"Good tips for job applications, and the different careers in financial services."

"Hearing about the variety of roles within the career. It has helped me understand the careers in economics, finance and business with a clearer view."

"She was very engaging and I learnt a lot about how to get into economics, which I'm very interested in."

"I liked getting to know what an economist does in a day-to-day life and knowing more details about the job."

Work Experience and Online Careers Programmes

Year 11 Work Experience Insight

Niamh (current Year 12) – JCDecaux

1. **Where was your work placement?** In July 2022, I did a five-day work experience placement with the airport sales team at JCDecaux.

2. **What activities did you do?**

Day 1: I was first introduced to the concept of Out-of-Home (OOH) advertisements which you see outside, in train stations, bus stops, on billboards and around pedestrian hubs such as airports and shopping centres.

Day 2: We headed to the Head Office in Brentford where I met the team in person for the first time. I sat in on a presentation about the maintenance of Heathrow's advertising sites and learnt about the relationship between JCDecaux, their partnerships and Heathrow itself. I also got the opportunity to see inside the warehouse there, where they make some of their vinyl wraps, light boxes, LED, and digital screens (iVisions) and ask questions about the manufacture and operation of them.

Day 3 and 4: I spent in their Central London office. It was there I found out about what it takes to market, sell, and launch a brand campaign.

Day 5: I was taken on a site tour of Heathrow airport. This was such a great end to the week as I got to see in person the various banner, iVision and DAPs (digital advertising panels) sites throughout the airport which had been spoken of during the week. I even had an airside pass for the day, allowing me, with members of the team, staff access around the airport to see the T5 towers, the first-class entry Golden Gateway panel and walkway immersion panels. By that point I had become fascinated by the different brand partnerships taking place at the time and the reasons behind their advertising campaigns and locations in the airport.

3. **What new things did you learn about the career area?** Interestingly, I learnt a lot about the airport space as being perfect for luxury brands.

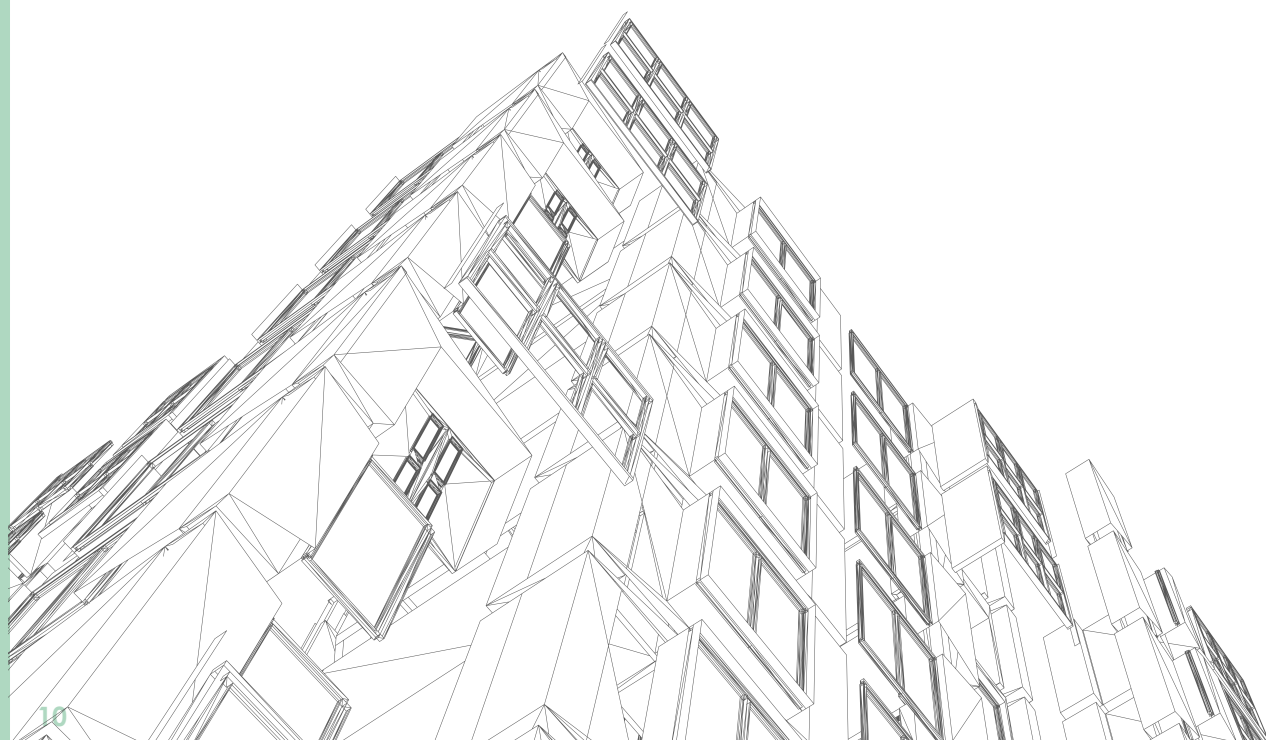
4. **How useful was your overall experience?** All in all, I had an amazing five days. Though I was somewhat nervous at first and not sure if the placement was quite for me, the team was so welcoming and the experience gave me a great insight into the working environment (and of course, "Out-of-Home" advertising).



Section 1 – Careers Focus

Milika - Architecture

- 1. Where was your work placement?** Studio Egret West is an architecture firm based in London.
- 2. How did you find it?** It was a link sent in a Careers Newsletter by the School. I would say that the newsletters are a good thing to look at when you're trying to find good talks and work experience to go to.
- 3. What activities did you do which you particularly enjoyed?** The architects I worked with gave us our own project similar to one which they would be given by clients so that we could see how they present ideas and the thought process behind arriving at those ideas.
- 4. What new things did you learn about the career area?** There are different areas within architecture, for example. There are landscape architects, urban architects, structural engineers, interior designers, product designers and many more specialist professionals who all work together on projects.
- 5. Has it changed your career ideas?** Not really as I always knew I wanted to do something with design; however, it helped me narrow down which areas of architecture that I am most interested in.
- 6. How useful was your overall experience?** Very helpful - I enjoyed being put in a working environment and learning more about the career area through speaking to lots of new people.
- 7. Any tips for Year 11 students undertaking work experience this year?** Use your own initiative and research the areas of work you want to go into before applying for your work experience.



Section 1 – Careers Focus

Shannon – Digital Content Creation - M&S Headquarters

- 1. Where was your work placement?** My work placement was at M&S Headquarters, where I explored the industry of Digital Content Creation.
- 2. How did you find it?** I found it through discussion at the Surbiton High School University and Careers Fair with the Head of Digital Content Creation at M&S.
- 3. What activities did you do which you particularly enjoyed?** I particularly appreciated the schedule organised for me, which allowed me to explore different sectors and be educated about the diverse range of jobs there are within the industry. For example:
Day 1: I learnt about the world of 3D design and the future of technology incorporated within the industry of fashion and retail.
Day 2: I explored areas such as marketing and looking into the creation of shoes, graphical design and materials.
Day 3: The third day of my placement was incredibly interesting and enjoyable as I had the opportunity to look behind the scenes of a photo shoot, the photography and the work behind each photo before it would be uploaded onto the website. I then looked at data from reviews and the analytical side of the industry.



Overall, I most enjoyed speaking to the employees there and understanding how each of their journeys into their career at M&S have been so different, as initially I had not much idea about the different roles within the industry as well as how impressive it was that so many different routes and passions had been followed to get there.

- 4. What new things did you learn about the career area?** The main new thing I learnt about the career of Digital Content Creation was the extent of care and detail behind each micro part of the industry, leaving room to work your way up whilst being supported by the large community around you. I also had my eyes opened to the corporate environment of an office and how everyone's day to day was different. I enjoyed talking to the large community of employees and asking them plenty of questions which was extremely informative for me and my research on whether this career was something I would be interested in long term.
- 5. How useful was your overall experience?** It has changed my career ideas as it has educated me on the possibilities and the different jobs within the industry of Digital Content Creation, of which some roles truly interested me. Hence this opportunity was extremely informative, and I will forever be grateful for the opportunity I was given!



Section 1 – Careers Focus

Healthcare Work Experience Programmes – NHS



Did you know there are more than **350 different careers in the NHS**? You could be a speech and language therapist, dietitian, medical physicist, engineer, laboratory scientist, occupational therapist, or maybe a surgeon. The NHS is the biggest employer in the country and all these jobs need to be filled; why not by you?

Why do Work Experience?

Work experience will show you how the NHS really works - especially useful if you've only seen it on the TV or when you've been ill! It can also help you experience being a part of a team and develop skills that will give you a head start when you apply for a job or university course.

Some jobs are 'clinical', which means directly related to patients and their treatment - such as nursing or physiotherapy - and some are 'non-clinical', such as engineering or office work. These jobs are not directly related to patients, although every job in the NHS helps people in some way. Work experience is useful for whichever type of career you are interested in, and it is still valuable to get non-clinical work experience even if you hope to end up in a clinical career.

Most careers in the NHS involve training and many clinical roles require higher education, such as a degree or an apprenticeship. Many NHS organisations and universities want to be certain that students really understand what an NHS career involves before offering them a job or a place on a course. Work experience is a great way of seeing what it's like working in the health service and showing your commitment to your future NHS career.

Best of all, work experience can be fascinating. Explore this **smart guide to finding work experience in the NHS**.



Medical School Virtual Work Experience Programmes



Brighton and Sussex Medical School have designed **this excellent free online course** to provide a virtual work experience for those looking to apply to medical school. You will be introduced to the NHS before exploring the roles and skill sets of six different medical specialists. Along the way, you will also consider some of the challenges and wider issues doctors face.



Section 1 – Careers Focus

Space Science Week - Online Space Science Work Experience

Programme for budding space science or engineering careers

Every year, UCL's Department of Space and Climate Physics runs a summer scheme (normally in July) known as Space Science Week, for 16 to 18 year olds interested in pursuing space science or engineering as a career.

The week-long course explores a range of different topics through talks from staff, hands-on interactive workshops and participation in a group research project using real space data to investigate a phenomenon or idea. In previous years, participants have worked with data from space-based solar telescopes, planned a Mars sample return mission, and learnt about the current and upcoming activities that MSSL is involved with. At the end of the week, students present their group research project to the Space Science Week attendees and members of the department. This week is organised and run by PhD students at MSSL.



Students interested in attending the Space Science Week should submit an application in the spring. Students must be aged 16 to 18 and be interested in going into space science or engineering fields. For more information, please contact Philippa Elwell – p.elwell@ucl.ac.uk or visit the [website](#).



Section 2 – Exploring Higher Education & Super-curricular activities

Alumni University Experience Q&A

Studying in the USA – some things to consider by alumni, Annalisa, who has just started at New York University (NYU)



What A-levels did you take?

Biology, Maths and Politics.



Where and what are you studying now/will you be studying?

I will be majoring in Global Liberal Studies at NYU with a minor in prelaw. With this course, after two years you can evaluate your choice of major and I'm hoping to transfer to either biology or film (very different I know).

What was the main reason for choosing your university?

I loved the international accessibility of NYU, allowing me to be exposed to lots of different perspectives. It's the number one American university for studying abroad and I'm hoping to do a year abroad in Japan. Moreover, NYC is a hotspot for many careers such as law, finance and film. Additionally, I prefer the US education system as it allows for a lot of different focuses through majors and minors. I can also do a language alongside my studies.

What did the admissions process involve?

I applied through common app (which is like UCAS) and I wrote a personal essay which was sent to each of the universities I applied to. Then for each university there was also an application to fill out that had numerous essays and questions that tried to gauge if you suited a particular uni. You can apply to as many unis as you'd like but I just chose five and the deadline is at the start of January.

[NOTE: deadlines can vary by university – some are earlier than January of Year 13 (check with your preferred institutions.)

Also, as US applications are more complicated than applying to UK universities, it is important to target universities where you “fit” their profile since realistically, you will not be able to make too many applications.

US universities, particularly the most competitive, care about both your academic performance and other extra-curricular achievements. They are more interested, compared to the UK, in “whole” person. What they care about beyond academics, varies by institution, hence the importance of finding a good “fit”. UK universities tend to focus on academics for most courses.]



Section 2 – Exploring Higher Education & Super-curricular activities

Did you also apply to any UK universities at the same time?

Yes! I applied to five through UCAS and I also did the Oxbridge Programme at School. I was unsure whether I wanted to go to the US but thought it was better to apply anyway. It was quite hectic at the time but I'm happy with the results I got, and it was definitely worth it.

Did you receive any assistance from the School with preparation for your application?

I got help from Mr Owen regarding my common app and submitting official documents and I also got two glowing teacher recommendations. Mr McDermott was also a big help in perfecting my essays.

What advice would you give regarding the admissions process?

Even if you're unsure about something it's better to try your best and even if it doesn't go to plan, you know it's not meant to be! Also try not to be discouraged by rejection and see it as redirection. If I didn't get rejected from some UK unis I wouldn't be studying at NYU this January.

Is there anything that students should start doing early to prepare for a US application?

I applied quite late so didn't have access to some scholarships, so I'd recommend you start looking early for any scholarships and know the requirements if you want to cut down on some costs! And definitely apply for financial aid.

[NB. If you are interested in the US, start early, particularly if you are looking for sports scholarships to cover the cost. US university sports coaches can approach talented sports people from the end of Year 11, so many of the best sports scholarships may be gone if you come to the US process too late in Year 12 or 13.]

Were you given any assistance or advice regarding housing in your first year?

It was quite easy to find housing information on the NYU website about different halls, rooms and their costs. I've also made friends with people who started at NYU this September (I'm starting in the second semester in January) to know how the application system works and everything, so it's gone relatively smoothly. There are also many videos available on YouTube and other social media.

How do you envisage using your degree after you leave university; do you have a career in mind?

I'd like to use the connections I make to enter a job with an international focus, but I'm not completely set on what that career is :)

Will you be able to stay to work in the US after your degree?

I'd have to get a different visa to be able to work but I assume it'd be a bit easier as I already have a student visa and would've already lived there for four years.

Section 2 – Exploring Higher Education & Super-curricular activities

Alumni University Experience Q&A



Anna - Education, English, Drama and the Arts at Cambridge University

What A-levels did you take?

English, Maths, Geography.

What was the main reason for choosing your university?

I have always wanted to go to a collegiate university and Cambridge is also the only place that does this, my very niche course!

What three words best describe your first term?

Busy, exciting, overwhelming (in a good way!).

What, if anything, would you change about your university?

I would make the city slightly cheaper! It's not that much better than London! However, Cambridge rents are relatively cheap compared to most UK universities and food in Hall is heavily subsidised.

What has surprised you most about your course and university learning?

It takes a while to work out how you are going to learn, stay organised, take notes, and keep track of your work. And there is no right way to do it!

What have you found the most difficult about the transition from Sixth Form to university?

I miss the structure of school and being told what work to do by teachers at what time. However, it's good to be developing the independence required for the "real world".

What advice would you give to a Year 13 leaver about to start university?

Freshers week is fun, but it's also very unnatural and a bit odd! It won't impact the rest of your time at university.

How do you envisage using your degree after you leave university; do you have a career in mind?

No idea really! I will maybe teach at some point, but more generally, I hope to work in the public sector and do something where I feel like I'll make a difference each day!



Anna (on the right) with her twin sister Niamh (who is studying at the same college!) at matriculation.

Section 2 – Exploring Higher Education & Super-curricular activities

New degree available



Cambridge Engineering & Design undergraduate degree – The Design Tripos (architecture, engineering and materials science)

A brand-new Cambridge University degree will merge arts and science to address some of the world's most pressing challenges. For the first time, the Design Tripos brings together architecture, engineering and materials science in a single degree. Blending technical content with design freedom, the course will offer a different kind of creativity, and a new approach to tackling societal and environmental issues, including poverty and climate action.

Using practices of design and our understanding of how they influence people, economies and the natural world, the four-year Master of Design (MDes) degree will be structured around hands-on, problem-based learning projects. Studio work and practical skills, including drawing, writing, coding, and fabricating, will complement taught courses in the humanities, social and natural sciences, and mathematics - bringing historical, cultural, ecological and economic context.

To find out more, go to their [website](#).



Section 2 – Exploring Higher Education & Super-curricular activities

University Lecture Taster Courses



FREE ONLINE UNIVERSITY COURSES

There are many free online courses (sometimes known as MOOCs – Massive Open Online Courses), lectures, podcasts and much more, offered by the best universities worldwide. They are not only interesting but can also help you to explore your potential university subject(s) and evidence your interest in your chosen degree in your UCAS personal statement. Portals for exploring what's available include:



Portals for exploring what's available include:

MOOC

Futurelearn

Coursera

Open Culture

Oxford University Podcasts

Thinking about a degree in a subject you haven't studied before? MOOCs are not just a great way to display supra-curricular engagement to impress universities for any subject, they are particularly useful to test whether you find a new subject that you haven't studied at School interesting.

For example, thinking about a law degree? **Consider this Introduction to Common Law MOOC.**



Section 2 – Exploring Higher Education & Super-curricular activities

Online Subject Tasters from the University of Sheffield (FREE)

Throughout Spring, there are a number of (completely free) opportunities for Year 12 and Year 13 students to join the University of Sheffield for online subject-specific taster sessions. There are tasters in a range of subjects from Engineering, Social Sciences (Geography, Politics, Law), and Languages. See [here](#) for details and booking.

Skills Gap Career Accelerator Intensive Workshops (CHARGES APPLY)

Skills Gap runs insightful workshops for young people aged 15 to 19 - because it's never too soon to think about building your skills for a competitive edge in your future studies and career. They offer a range of intensive workshops, all delivered to small groups by experienced industry experts, including 'Blockchain and Cryptocurrency', 'AI in Finance', 'Coding for Game design' and 'Robotics in Space'. See [here](#) for bookings and details.



Gresham College Online Public Lectures (FREE)

Perfect for students undertaking an EPQ or just wanting to enhance their knowledge in subject areas such as Astronomy, Business and Economics, Classics, English, Geography, History, Law, Politics, Medicine and Maths. The lectures are delivered by world-class experts in their fields and are available at a touch of a button! Lots of past recordings available and the promise of more to come. Details are on their [website](#).



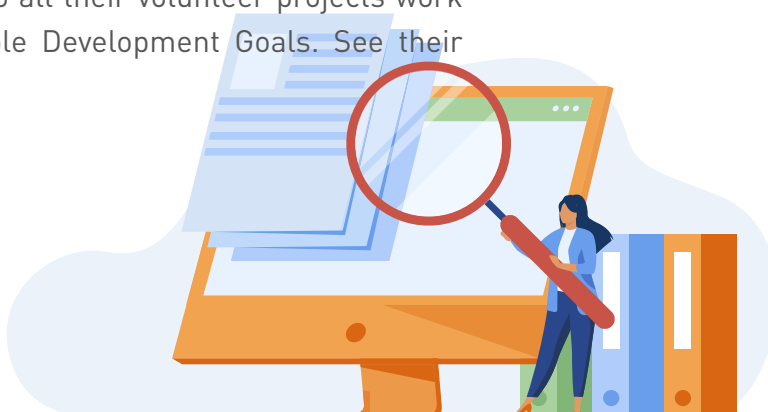
Careers Website

As it says on the front page, [icould](#) is full of "career ideas and information for your future". There are lots of videos of a whole host of careers and jobs that you can search and watch and a fun "Buzz Quiz" where you can discover your strengths and personality type.



Thinking of a Gap Year with Travel and Volunteering? (Fees may apply)

ProjectsAbroad is the world's largest provider of international volunteering, internships and meaningful travel experiences. They have been running for over 25 years and have been trusted by over 120,000 participants. They are champions of responsible travel, so all their volunteer projects work towards the United Nations Sustainable Development Goals. See their [website](#) for more information.



Section 2 – Exploring Higher Education & Super-curricular activities

SHS Super-Curricular Bible - reminder! (password: silvergreen)



This **booklet** is a bible of all things super-curricular (those academic activities that go beyond your curriculum studies) and as well as encouraging students to explore their subjects in more depth and breadth than they might have done otherwise, it also enables them to explore subjects that are not offered in School. In so doing, it will help students to make more informed choices about their university subject and develop the independent study skills so valued by universities. In due course, it will help students to find the content that will help them write their UCAS personal statements.



Please follow the Career Department's new **YouTube Channel** for tips on exploring and using super-curricular resources.

Planet Possibility

Planet Possibility is a new physics careers website, funded by the Institute of Physics, run by a team of consortium partners, including The Universities of Southampton and Birmingham and Future First. It focuses on building a diverse community of future physicists through inspiration, opportunities and careers guidance! It has interactive activities, quizzes and challenges, information on mentoring opportunities and programmes focused on widening participation in physics and much, much more. Access their website **here**.



Section 2 – Exploring Higher Education & Super-curricular activities

Career Insight Courses

There are some great courses available that are being made available in person or online (fees may apply). These are a great way to explore areas of interest, to help with university applications or to find out more about a career you hadn't maybe considered before.

Weekend (and Summer School) Career Experiences (Fees apply)

InvestIN are offering Spring Term career opportunities in 18 cutting-edge industries either live, at UCL, or online. You will learn directly from some of the UK's best professionals - doctors, forensic scientists, architects, MPs, filmmakers, engineers and more - through a series of live, interactive simulations which provide tailor-made, professional experience to ages 12 to 18. For further details, see [here](#). **Use this code for 10% discount: SURBITON10.**



Skills Gap Intensive Workshops in Digital and Tech Skills (Fees apply)

Designed for 15 to 19-year-olds, these small-group online workshops are 3.5 hours long and cover everything from the basics of AI, coding, or blockchain for example, to the unique job opportunities in each sector. You will also get a chance to try a hands-on practical exercise and put questions to a panel of industry experts. For more information and booking, see [here](#).



Boston Leadership Institute Summer 2023 STEM Programmes (Fees apply)

The Boston Leadership Institute is accepting applications for a range of STEM programmes, both online and in-person, covering cutting-edge areas of science, technology and medicine. You will get hands-on, in-depth research experience and it is a great platform to explore the US college system if you are thinking of undertaking higher education there. For details and applications, see [here](#).



Section 2 – Exploring Higher Education & Super-curricular activities

Apprenticeships

United Learning Apprenticeships - Teaching Assistants, Early Years Educator and HR Administrators



United Learning Apprenticeships is launching new cohorts of our Level 3 apprenticeship programmes in March 2023, for Teaching Assistants, Early Years Educators and HR Administrators. Apprenticeship programmes are a great way to develop your skills and gain qualifications while you work.

Here, Tina Ruddy, a Teaching Assistant from Sedgemoor School in London, talks about her experience on the Level 3 Teaching Assistant programme. More information can be found on our dedicated [website](#).

Degree Apprenticeships – A Guide for Sixth Form Students (FREE), University Without the Fees



Produced by High Fliers Research, this programme on degree apprenticeships was broadcast live from a TV studio in central London in October and is a really good guide to degree apprenticeships. There is also a free resources page with details of many of the UK's top employers who'll be offering degree apprenticeships in 2023 – the link to this is on the YouTube page. [See here](#).



The world famous Christie's Art Auction House have some amazing **apprenticeship opportunities** available in art, HR, marketing, compliance, and within lots of their business operational departments. The closing date is 31 March with a start date of the end of August 2023.

A former Surbiton High School student is part of the programme and is more than happy to talk to you about it if you would like some further information. Contact the Careers Department if you would like more information.



Section 3 – Beyond the Curriculum

What's Been Happening in School?

Year 13

Well done for sending off your higher education applications. If you need any guidance on your offers – which to choose for your firm and insurance choice – please do contact a member of the Careers Department or Sixth Form team. The deadline for replying to your offers is 8 June 2023.



Medical School Virtual Multiple Mini Interviews Practice (MMIs)

In November, the Year 13 medical, veterinary and dental students were provided with a virtual multiple mini-interview practice event, to help them prepare for the medical school's application process. We also offer practice and advice for any student invited by a university to an interview regardless of the subject. If you need any help, please do ask.



Oxbridge Mock Interview Practice – The Year 13 students who have applied to Oxford and Cambridge Universities attended virtual mock interviews with external specialist interviewers in May and again in November 2021, just before the real interviews in December. Our interview preparation provides invaluable practice for our applicants, enabling them to use the feedback to hone their skills ahead of the real thing.



Virtual Career Interviews – the Royal Seal of Approval!

Years 7-11



We have delivered our innovative “virtual career guidance interviews” for students in Years 8, 9, 10 and 13. We will also be undertaking ones with the Year 7s later this academic year. We have used the Shortlister software to develop these in-house, using the software originally designed for mock job interviews.

Such has been the innovative use of the software and update at Surbiton High School, the Shortlister company has asked

me to talk to other schools about what we have been doing. Most recently, Gordonstoun, King Charles' former school, have been interested to speak to us about how they can use the software.



GORDONSTOUN

These simulated conversations help pupils to reflect on the future in a fun and self-reflective way in preparation for discussion about their GCSE choices, as well as activities higher up the School, such as

Section 3 – Beyond the Curriculum

the full Morrisby Careers Profile in the Summer Term of Year 10, and their 1:1 Careers Interviews that take place in the Autumn Term of Year 11.



Pupils are asked a series of pre-recorded questions relating to the future: ideas about education and career options; the factors to consider when assessing these and ways one can undertake research. For example, a question could be, “How

might you find out more about a particular career option?” Answers could include work experience, looking at their Morrisby, contacting alumni or contacts working in that area, etc. Their response is recorded and then compared against a checklist of things people might typically say. Additionally, they will then receive an automated feedback email on presentational factors only, such as speed of speaking, the number of filler words used, etc.

These sorts of pre-recorded interviews are increasingly being used by companies to initially filter applicants. Practice for this purpose is not the primary aim here, and pupils will have an opportunity to do a virtual job interview in Sixth Form. However, this serves as an introduction to the software used.

Year 12

COP27 Student Conference at the British Council - by Pearl, Year 12



Arriving at the British Council, Alice, Sophie, Rachel, Sofia and I collected our name tags which stated, ‘UN Climate Conference, Fossil Fuel Lobbyists’, a role we had been assigned at random.

Knowing that we had a difficult task ahead of us to convince the delegates at our mock COP27 event to invest in more fossil fuels, we immediately had to adopt a sense of pragmatism. After the keynote speakers outlined the proceedings of the day, we immediately jumped into action, delegating duties, compiling research and creating our opening statement, which we then had to give to the rest of the conference and numerous cameras, including the BBC.

After we had told the conference our plans, the negotiations began. These few hours were by far the most exciting of the conference. What started as gentle proposals ended in us offering Quality Streets in the form of “investment bribes” as we settled more into our roles as lobbyists!

The negotiations came to a halt as Alice and I gave a press conference to address our questionable motives as fossil fuel lobbyists. Despite our best efforts, the conference ended successfully for the other delegates, as they effectively reached a proposal to bring global emissions down to below 2°C.



Section 3 – Beyond the Curriculum

The whole experience was beyond fascinating and collaborating with other passionate young people made the conference very enjoyable. The British Council showed us the important contribution young people have in the discussion about climate change.

Furthermore, our challenge as lobbyists to go against the purpose of the conference meant that we had to work together well as Surbiton High School students, using our different skillsets to help further our plan.

Overall, the COP27 experience was entirely beneficial, entertaining and useful. We even ended up on the BBC Six O' Clock News!

YEARS 9 - 11

Thriving Minds Academic Scholars Conference



Academic Scholars from Years 9, 10 and 11 had a very interesting trip to the '2022 Inspiring Minds Conference' in London in November, held in the unique setting of a Baptist church! The talk topics were fascinating: 'Justice, Truth and Beauty' (the theories of beauty and aesthetics); an Oxbridge masterclass on how to develop high-level lateral thinking skills, and then 'The Psychology of Outstanding Achievement' (how pupils can control their own outstanding outcomes). The day ended with a clever and fun session with 'Where Physics and Guitars Collide' (linking String Theory with, well, strings on a guitar!). It was an inspiring, informative and fun event.



Section 3 – Beyond the Curriculum

YEAR 11

A-level Choices

During the Spring Term, you will be making your A-level choices. To help with this, all pupils had a 1:1 Careers Interview during the Autumn Term to discuss your career aspirations and study options, using the Morrisby profile report that you completed in Year 10. Personalised reports and action plans, taster lessons, subject videos and the Sixth Form prospectus have been provided to help with your decision making. After your mock exams, you have all been offered a meeting with the Sixth Form team to discuss your choices.

A-level Pathways:

During the Spring Term, you will meet individually with the Sixth Form team to discuss your chosen higher education subjects. You can of course arrange to meet with a member of the Careers team any time before then if you need any information or have a query.

In the Sixth Form we offer five different A-level pathways:

If you need any further help researching career options, speak to a member of the Careers team. UCAS also have a great [website](#).

- 1 **Three A-levels**
- 2 **Three A-levels plus the Surbiton Independent Project/EPQ**
- 3 **Three A-levels plus AS-level Mathematics**
- 4 **Three A-levels (including Maths) plus AS-level Further Mathematics**
- 5 **Four A-levels**

Year 9

GCSE Options

Year 9 is an exciting year where pupils get the first real opportunity in their academic careers to follow their own passions and decide how they want to spend the next two years of their schooling. A virtual options evening took place in January to explain all that you needed to know about the process and what you'll need to consider when making choices. This was followed by a Parents' Evening to enable GCSE choices to be made in early February.



Year 7

Modern Foreign Languages Options

During the Spring Term, pupils will be choosing which two of their four languages they would like to drop, effective from Year 8



Section 4 – Competitions

Years 7 - 13

There are a range of competitions available to pupils throughout the year which, apart from being fun and interesting and lots offering cash prizes, they also look great on a UCAS application form and are particularly helpful in helping you to stand out if you are applying for highly-competitive courses.

If any competition has a limit on the number of applications per school, please let us know your plan to enter before entering. Carefully note any age restrictions.

If you are in Year 7 to 11 - contact **Mr Reeves** and **Ms Gore**

If you are in Year 12 or 13 - contact **Mr McDermott**

The competitions are updated annually, so keep an eye on the websites for the latest competitions.

Click here for a wide selection of competitions or choose from the sample below:



ART:	Closing Date	Year Group
The Nancy Rothwell Award (Art & Science) – The Royal Society of Biology	July (open in March)	Years 7-13
ARCHITECTURE:		
Minds Underground Architecture Essay Competition	March	Year 12
ART HISTORY:		
Minds Underground History of Art Essay Competition	March	Year 12
CLASSICS:		
Classics Essay Competitions (Cambridge University)	Various (questions released in Dec)	Year 12
COMPUTER SCIENCE:		
Newnham College, Cambridge, Computer Science Essay Prize	March	Year 12
ECONOMICS:		
Young Economist of the Year (Royal Economic Society and The Financial Times)	June	Years 11-13

Section 4 – Competitions

ENGINEERING:

The Big Bang UK Young Scientist and Engineers Competition January - March Years 7-13

Newnham College, Cambridge Engineering Essay Prize March Year 12

ENGLISH:

Royal Commonwealth Essay Competition March - June Years 7-13

BBC Young Reporter Competition March Years 7-13

FRENCH:

French Flash Fiction Competition (Oxford University) Dec - March Years 7-13

GEOGRAPHY:

Royal Geographical Society Competitions Various Years 7-13

GERMAN:

German Olympiad Competitions (Oxford University) March Years 5-13

HISTORY:

Julia Wood History Essay Prize (St Hugh's College, Oxford) February Years 12 & 13

Newnham College, Cambridge History Essay Prize March Year 12

HUMANITIES:

Girton College, Cambridge, Humanities Writing Competition March Year 12

LAW:

Trinity College, Cambridge, Law Essay Competition April Year 12

MATHEMATICS:

UK Mathematics Trust (UKMT) Challenges - Junior, Intermediate and Senior Various Years 7-13

Section 4 – Competitions

Newnham College Cambridge, Philippa Fawcett Maths Prize	March	Year 12
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MEDIA:

Journo Resources – list of student journalism competitions	Various	Years 7-13
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World Photography Organisation	Various	Years 7-13
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Young Financial Journalist Competition	Dec - April	Years 10-13
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MEDICINE:

Newnham College, Cambridge, Medicine Essay Prize	March	Year 12
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PHILOSOPHY:

Trinity College Cambridge Philosophy Essay Prize	May	Year 12
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POLITICS:

Minds Underground Politics Essay Competition	March	Year 12
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PSYCHOLOGY:

Minds Underground Psychology Competition	March	Year 12
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SCIENCE:

Imperial Faculty of Natural Sciences - Schools Science & Innovation Competition	Sept - Dec	Years 7-13
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SPANISH:

Spanish Flash Fiction Competition (Oxford University)	March	Years 7-10, Years 12 & 13
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THEOLOGY AND RELIGION:

Keble College Essay Competition in Theology & Religion	June	Years 12 & 13
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VETERINARY MEDICINE:

Minds Underground Veterinary Essay Competition	March	Year 12
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Contact Information



Careers Team Contacts

Just a reminder that the Careers Department are in the Study Area on the 2nd floor of the Sixth Form. Come along and have a chat or arrange to speak to us online:

Mr McDermott, Director of Careers and Head of Oxbridge
Terry.McDermott@surbitonhigh.com

Mrs Leckie, Assistant Director of Careers (leads on Work Experience)
Ziba.Leckie@surbitonhigh.com

Mrs Parsons, Careers Officer
Paula.Parsons@surbitonhigh.com



Useful Websites

- **UCAS** (university applications)
- **Morrisby Careers Guidance**
- **Prospects** (careers guidance)
- **The Medic Portal** (advice for aspiring medics)
- **University open day listings**



Thank you to all students, staff and parents who have contributed to the production of this newsletter.

