

GREATER PETERBOROUGH UTC



GPUTC Work Experience

Education provider for
KS3 and KS4 – Years 7 to 11

GPUTC Sixth Form – Years 12 and 13

'Creating the Workforce of Tomorrow'

Transforming Lives Through International Work Experience

Last year, Greater Peterborough UTC was delighted to secure funding through the Turing Scheme, creating opportunities for students to participate in overseas work experience placements that would otherwise have been beyond reach for many of our young people.

This was one of the most ambitious projects we have undertaken. Like any large-scale international programme, there were challenges along the way and, despite our best efforts, some planned visits were unfortunately unable to proceed due to circumstances beyond our control. Whilst this led to understandable disappointment for some students and families, the successes that emerged from the programme far outweighed those setbacks and provided invaluable lessons for the future.

In April, we were able to send nine students to Malta to undertake work experience placements. For some students, the reality of the placements differed from our expectations, but what stood out was the way they responded. They adapted, supported one another and demon-



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strated remarkable resilience, maturity and professionalism. Students returned with increased confidence, stronger independence and friendships that will last a lifetime.

One student shared: "I think it is one of my greatest achievements. In my first week of Work Experience we were set to design a reception counter

from an image. I managed to design one that the tutor at work really liked and she presented it to her boss. He also really liked it and two weeks later I've been told that it will be going into production for a new hotel they will be building in Malta."

Stories like these demonstrate the real and lasting impact these opportunities can have on young people.

We were particularly proud that students from disadvantaged backgrounds and students with SEND were able to participate fully and thrive throughout the programme. Their success reinforced our belief that high aspirations and meaningful opportunities should be accessi-



ble to all young people. The confidence, independence and resilience developed through these experiences showed just how important inclusion is.

Later in the year, we were also able to send a group of Year 11 students and one year 13 to Cyprus, these included students who had never travelled abroad before. Through placements ranging from vehicle maintenance and mechanics to hospitality and customer service, students gained first-hand experience of international workplaces while developing the confidence to step outside their comfort zones.

Once again, as with many real workplace experiences, some placements did not fully match the expectations we had originally hoped for our students. However, what stood out most was the way students responded to these challenges. Rather than becoming discouraged, they adapted to changing circumstances, embraced new opportunities and demonstrated the resilience, maturity and flexibility that employers consistently value. It was encouraging to see students recognise that the workplace is not always predictable and that success often comes from responding positively when things do not go exactly to plan.

Beyond the workplace itself, students experienced what it means to live and work as part of a team in a different country. Each evening, the group came together to share meals, reflect on their day and



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discuss the new skills and experiences they had gained.

These conversations became an important part of the experience, allowing students to learn from one another, celebrate successes and support each other through any challenges.

The evenings also brought a healthy dose of competition, with a series of highly contested UNO tournaments quickly becoming a regular feature of the trip. Students and staff alike joined in, creating memorable moments while strengthening friendships and building a real sense of community.

For many students, particularly those who had never travelled abroad before, these shared experiences were every bit as important as the work placements themselves. They developed independence, social confidence, cultural awareness and resilience while learning to navigate unfamiliar environments with increasing confidence.

The feedback from students has been overwhelmingly positive, with many describing the experience as life-changing and wishing they could stay even longer. Experiences such as these give students powerful examples to draw upon in university applications, personal statements, apprenticeship interviews and future employment. More importantly, they help young people realise just how capable they are when given the opportunity to challenge themselves

and grow. These experiences provide students with powerful examples to draw upon in future university applications, personal statements, apprenticeship interviews and employment opportunities. They help young people develop the confidence, adaptability and employability skills that employers and higher education institutions increasingly value.



The success of the programme extends beyond our Key Stage 4 students. We were also delighted to support two Year 13 students who embarked on the equally transformative Camp America experience. One student is spending 66 days in the United States and has kept in regular contact with the school. Reflecting on his journey, he commented that if someone had suggested the experience to him when he was in Year 12, he would have thought they were "mad". Yet by embracing the challenge and stepping beyond his comfort zone, he has settled in successfully and is gaining invaluable life experience.

These opportunities exemplify what we strive to achieve at Greater Peterborough UTC: broadening horizons, raising aspirations and helping young people develop the confidence and skills needed to thrive in an increasingly global world. The experiences gained through the Turing Scheme and Camp America extend far beyond the workplace; they help shape character, build resilience and create memories and opportunities that will stay with students for life.



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Year 10 Work Experience: Building Confidence, Skills and Future Careers

March, an impressive 92% of our Year 10 students secured and completed two weeks of work experience, providing them with valuable insight into the world of work and helping them develop the skills required for future education, employment and training.

Students worked across a wide range of sectors, supported by our fantastic employer partners including Howden, Caterpillar, Pearce Hire, Anglian Water, Enertherm Technologies, Stirling Maynard, Millfield Autos, 3D Greaves, Atkins-Réalís and Omega Sinto, alongside many other organisations. We are extremely grateful for their continued commitment to supporting our young people.

Employer feedback highlighted significant growth in students' confidence, communication skills and professional behaviours. One employer noted a student's transformation from being initially shy and hesitant to communicating confidently with a wide range of colleagues.

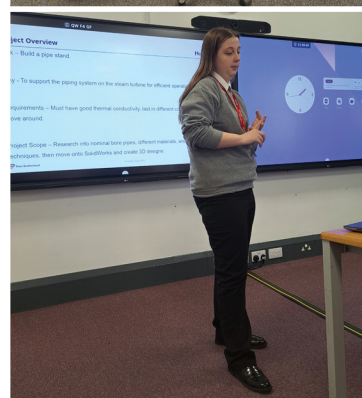
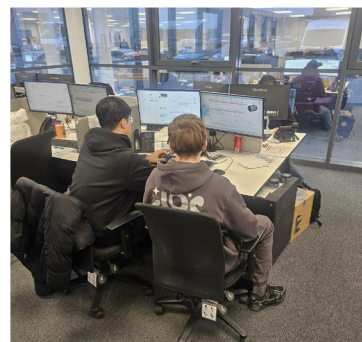
Others praised students' resilience, determination and willingness to seek support, with several demonstrating impressive progress in engineering design, CAD software and workplace problem-solving. A recurring theme across the feedback was the development of employability skills. Employers reported improvements in teamwork, professional communication, presentation skills, questioning techniques and technical proficiency using industry-standard software such as SolidWorks and Microsoft Office applications.

Perhaps most importantly, students acted upon the feedback they received. Following their placements, several volunteered to present at our Business Part-

ner Day, speaking to an audience of more than 100 employers, partners and guests. Many were reunited with the organisations that had hosted them just weeks earlier, giving them an opportunity to demonstrate how much their confidence and professionalism had grown.

These experiences continue to show the transformational impact of meaningful employer engagement. Work experience not only helps students understand future career pathways but also develops confidence, independence and the workplace skills that will support their future success.

We are incredibly proud of our Year 10 students and thankful to all the employers who continue to help us create the workforce of tomorrow.



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Year 8 Engineers Experience Modern Work Experience in Action

This year, we successfully piloted a new Modern Work Experience project with our Year 8 Design Technology students, aligning with the national ambition to provide young people with progressive, meaningful workplace experiences throughout their education journey.

The programme began with an Industry Insight Day delivered by our valued partner, Howden Turbo, introducing students to the world of engineering, steam turbine manufacture and the wide range of careers available within a global engineering business. Students explored career pathways, workplace roles and the skills and qualifications required to succeed within the sector.

Students then visited Howden Turbo's manufacturing facility in Werrington, where they experienced the workplace first-hand. Seeing steam turbines in production enabled them to connect classroom learning directly to industry and gain a deeper understanding of engineering processes, teamwork and problem-solving in a real-world environment.

Following the visit, students applied their learning through an employer-linked design project. Working from an authentic engineering brief, they were challenged to design a turbine lifting system, requiring them to analyse requirements, develop solutions and understand how engineers respond to workplace challenges. Students are currently building prototype models and refining their designs.

Although time did not allow this year's cohort to present their final solutions back to Howden Turbo, this important element will form part of the programme moving forward, enabling students to receive profes-



sional feedback and further develop their presentation and communication skills.

The project has provided students with approximately 15 hours of Modern Work Experience, contributing towards the 50-hour entitlement expected by the end of Year 11. More impor-

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tantly, it has strengthened career readiness by helping students investigate career opportunities, explore industry expectations and apply their knowledge within a meaning-

ful workplace context. It has been an excellent example of how employer partnerships can bridge the gap between education and industry while supporting informed future career choices. This year, we successfully piloted a new Modern Work Experience project with our Year 8 Design Technology students, aligning with the national ambition to provide young people with progressive, meaningful workplace experiences throughout their education journey.

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LESSON 2

Research & Investigate — How Wind Turbines Work

Investigate & Explore

Exit

LEARNING OBJECTIVES

- Explain how kinetic energy in wind converts to mechanical work.
- Describe the key components of a wind turbine.
- Use the wind power equation to understand turbine output.
- Link turbine design decisions to engineering principles.

MAIN TASK (35 min)

- Label the turbine diagram: Blade · Hub · Shaft · Nacelle · Tower · Generator.
- Complete the energy transfer chain below.
- Work through the Maths Challenge.

ENERGY TRANSFER CHAIN

WIND
(Kinetic Energy)

BLADES
spin

SHAFT
rotates

SPOOL
winds string

MASS
is lifted

STARTER QUIZ (10 min)

- Q1: What energy form does wind contain?
- Q2: Name two renewables other than wind.
- Q3: What unit measures power?
- Q4: What % of UK electricity came from wind in 2022?

MATHS

Wind Power Equation: $P = \frac{1}{2} \times \pi \times r^2 \times \rho \times v^3$
Where: P = Power (W) · r = blade radius (m) · ρ = air density (1.225 kg/m³) · v = wind speed (m/s)
Q1. If $r = 0.15$ m and $v = 5$ m/s, calculate P . Show your working below.

Q2. If wind speed doubles, what happens to P ? (Hint: look at v^3) Answer:

TURBINE DIAGRAM — Label the parts below (sketch in the box)

Sketch or label here: Blade · Hub · Shaft · Nacelle · Tower · Foundation · Generator

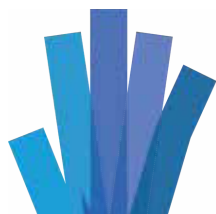
- Share energy transfer chain — does another team agree?
- Define KINETIC ENERGY and POWER in your own words.
- Which factor in the equation matters most for YOUR turbine?

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YEAR 10 WORK EXPERIENCE

Academic Year 23 -24

The first week of July saw our Year 10 students embark on a week of invaluable work experience, after being rescheduled from its original date in May. Despite the challenge of rearranging plans, we are delighted to report that over 80% of the year group successfully participated in this enriching experience.

Our students explored a diverse range of work environments. Some ventured into technical fields such as foundries, roofing companies, and even climbed telegraph poles with BT Openreach. Others gained insights into healthcare and education by working in pharmacies and primary schools.

The feedback from employers was incredibly positive, highlighting the impressive dedication, enthusiasm, and professionalism demonstrated by our students. This experience not only provided them with practical skills but also a clearer understanding of potential career paths.

We are immensely proud of our students and grateful to the employers who provided these opportunities. This week has truly underscored the importance of hands-on experience in preparing our students for the future.

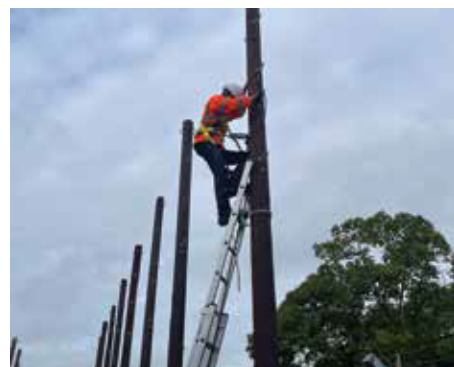
Some of the employer feedback received:-

"During his week in the engineering workshop, Lewis built various small machines, tested equipment, and demonstrated excellent listening and problem-solving skills. He enhanced his technical skills, becoming adept with complex tools and understanding engineering processes. His confidence, while sometimes leading to chattiness, was managed with reminders, keeping him focused. Lewis learned about apprenticeship requirements, machinery building, CAD drawing interpretation, and testing procedures. His punctuality, reliability, attitude, and teamwork were excellent, while his communication and independence were good"

"During his week, Jake excelled as a TA in a Y6 classroom and supported the whole school during sports day. He demonstrated excellent punctuality, reliability, attitude, communication, problem-solving, teamwork, and independence. Jake's strongest skill was listening, allowing him to complete tasks to a high standard by following instructions and asking appropriate questions. Over the week, he grew more confident and proactive, learning to effectively communicate with children of different ages. To further improve, gaining more experience with various age ranges would be beneficial. Jake's enthusiasm makes him a welcome addition to the team."

Work experience offers students invaluable insights and practical skills that significantly contribute to their personal and professional growth. By engaging in real work environments, students develop hands-on experience with tools, technology, and workplace practices, enhancing their technical abilities and problem-solving skills. This exposure to various job roles and industries helps them identify their interests and potential career paths, providing clarity and direction for their future. Additionally, work experience teaches essential workplace etiquette, such as punctuality, reliability, and effective communication, preparing them for future employment. Building connections with professionals in their field of interest can open doors to future job opportunities, apprenticeships, and mentorships. Successfully navigating work tasks boosts students' confidence and encourages a sense of independence and responsibility. Moreover, having work experience on their CV makes students more attractive to future employers, demonstrating their proactive approach and real-world experience. Overall, work experience is a crucial stepping stone that equips students with the skills, knowledge, and confidence needed to succeed in their future careers.

Thank you to all of the employers who enriched our young people



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The Real-World Value of Work Experience

Work Experience may have evolved over the years, but one thing remains the same—it offers students a powerful first step into the working world.

At GPUTC, we see it as much more than just a time away from lessons. It's a chance for our Year 10s to apply for their first 'job', build real-world skills, and discover what working life is really like. We continue to learn how to best support students through this journey, and this year we were pleased that, apart from six students, every Year 10 secured at least one week in the workplace.

With government guidance changing to encourage two weeks of Work Experience from next year, we're proud to already be ahead of the curve. The experiences this year were broad and meaningful—thanks in no small part to the support from our industry partners.

Howden Chart Industries, Young Technicians Academy, and GCE Hire Fleet were among those who welcomed our students, and the feedback was nothing short of inspiring.

Andrew from Howden told us: "It was an excellent week. They both impressed with their skillset and ideas generation! They even asked about future

opportunities for work experience or summer work—something I'm excited to explore further."

We also had F1 in Schools students leading projects in primary schools. Sam, one of our Year 10 students, supported the delivery of STEM sessions for 60 Year 5 pupils, helping them manufacture F1 cars and assist across subjects.

The host school shared: "Sam has taught both classes in his stride and even took both classes at the same time

during manufacturing. The children have loved having him. He's polite, helpful and incredibly knowledgeable."

Sam reflected: "I learnt how to successfully present a project and support a younger audience with STEM. I'm proud that the project was completed on time and that I helped others experience STEM in a fun, hands-on way."



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The Real-World Value of Work Experience

Another student received praise for developing independence:

“His confidence and communication skills grew as the placement went on. He reached a level where he could carry out tasks independently.”

Even within our own walls, two students had the opportunity to gain hands-on experience in our GPUTC school canteen. From learning how to safely prepare and serve food to understanding the fast-paced nature of catering, they were able to see firsthand what it takes to run a busy kitchen that fuels our school community every day.

This kind of growth shows why Work Experience is so vital in shaping career ambitions and employability. It helps build readiness, resilience, and a better understanding of future pathways.

A heartfelt thank you to all our employer partners and supporters—your time and commitment make a lasting difference in our students' lives.



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