

# Twyford Church of England High School



Twyford  
C of E  
High School

## Year 12 Community Service 2021

*Community Service is about developing yourself & others*

In the Twyford Sixth Form we expect you to undertake at least **2 hours of community service** per week.

**Community service** is about *you as a member of society* and developing your character. It is about giving something back to the school or local community and it develops your soft employability skills. It is an opportunity to move a little outside your comfort zone – for example, to develop your leadership or public speaking skills, or your ability to interact with those younger or older than you – to stretch yourself, but not so much that you won't be able to fulfil your commitment. It needs to be a commitment that you can sustain for the required time period, and ***it is better to pick one or two activities and do them really well than to spread yourself too thinly***: these opportunities involve taking responsibility and developing relationships, and that takes time and regular commitment. Activities include becoming a house captain or form mentor, working as a subject mentor, or assisting with other extracurricular activities at Twyford or outreach work in the local community.

### **What do we expect from you?**

We expect all sixth formers to participate fully in the extracurricular life of the school. We expect all Y12 students to complete **community service** over the year for a minimum of **two hours of each week**.

The vast majority of students will be studying 3 A-levels meaning that you have two hours available per day.

All students should pick just one or two community service activities and commit to doing them really well.

### **Top employability skills developed through community service**

- Verbal and written communication
- Teamwork
- Problem solving skills
- Initiative
- Planning, organising and time management
- Drive/Self-motivation
- Familiarity with technology

### **Personal statement**

Any volunteering related to your chosen university course is worth mentioning in your personal statement for UCAS.

## **How do you go about getting involved?**

Read through the opportunities presented in this booklet carefully. Over the summer, consider which opportunities you are interested in.

### **Things to consider.**

Which ones will fit in best with your chosen subjects?

What will fit well with your outside commitments?

Will any allow you to keep up interests which your A level choices have made you stop academically?

*On the first day back in September, you will be formally signing up to your Community Service at the Community Service Fair.*

**Please bring in your Community Service booklets on your first day of school in September with your completed answers.**

Write down four community service activities you are interested in participating in:

1.

2.

3.

4.

## Year 12 Community Service - Art

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| <b>Description of role</b>                       | <p><b><u>Classroom Assistant:</u></b><br/>You will attend Art GCSE lessons in the lower school and help as directed by the teacher. This may involve sitting with one particular student and working closely with them, or helping with the class by circulating and giving students assistance where it is needed.</p> <p>We tend to place you with students who find Art more difficult, as that is where the most support is needed. This is a great opportunity for you to offer some real support where it is needed.</p> |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management   |
| <b>How often</b>                                 | You can sign up for one or two hours per week and will be allocated a regular slot to attend for each class you have signed up for. The slot you are given will be chosen to match free periods within your timetable.   |
| <b>Responsible to</b>                            | Miss Hobhouse  |
| <b>Example of student who did this last year</b> | A student that helped tutor in Art applied for Art Foundation Degree at University and was able to write in the personal statement<br>A student that helped tutor in ART applied for a Teaching degree and was able to write it in the personal statement  |

## Year 12 Community Service – Business

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| <b>Description of role</b>                       | <p><b><u>Business news curators</u></b></p> <ul style="list-style-type: none"> <li>• Team of 2- 4 students</li> <li>• Pay attention to the news</li> <li>• Cultivate collections of recent news stories by topic</li> <li>• Work with the team to lead on updating fortnightly a current affairs/ business news noticeboard</li> </ul> |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Working with a small team</li> <li>• Leading discussions with large groups</li> <li>• Working with abstract guidelines</li> <li>• Taking initiative</li> <li>• Meeting deadlines</li> </ul>   |
| <b>How often</b>                                 | Roughly one hour per fortnight plus independent research time  |
| <b>Responsible to</b>                            | Mrs Roberts  |
| <b>Example of student who did this last year</b> | N/A  |

## Year 12 Community Service – Business

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| <b>Description of role</b>                       | <b><u>Business ambassadors</u></b> <ul style="list-style-type: none"> <li>• Team of 3-6 students</li> <li>• Represent the subject at Open Evening and Sixth Form Open Evening</li> <li>• Meet with Year 11 students interested in studying the subject to help them determine if the subject is a good fit for them</li> </ul> |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Taking initiative</li> <li>• Confidently speaking with unfamiliar adults (and peers)</li> <li>• Thinking on your feet</li> </ul>  |
| <b>How often</b>                                 | Two open evenings in the autumn term, plus meeting with Year 11 students on an ad hoc basis (largely in November and June/July)  |
| <b>Responsible to</b>                            | Mrs Roberts  |
| <b>Example of student who did this last year</b> | N/A  |

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| <b>Description of role</b>                       | <b><u>Classroom Assistant- Y10/ 11 Business lessons</u></b><br>This may involve sitting with one particular student and working closely with them, or helping with the class by circulating and giving students assistance where it is needed |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Coaching and Mentoring</li> <li>• Teamwork</li> <li>• Listening and offering tailored guidance and support</li> <li>• Managing difficult conversations.</li> </ul>                                   |
| <b>How often</b>                                 | At least one hour a week plus possible ad-hoc support arranged on a 1:1 basis   |
| <b>Responsible to</b>                            | Mrs Roberts, Mrs Fruzza   |
| <b>Example of student who did this last year</b> | New initiative  |

## Y12 Community service - Chaplaincy

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| <b>Description of role</b>                       | <b><u>Leaders of the Muslim Prayer group</u></b><br>Muslim students meet to pray every lunchtime. Muslim students who are committed to their faith and the spiritual and pastoral care of other Muslim students are asked to support younger students in the discipline of prayer and to <b>deliver an address as part of prayers on a Friday</b> . We are looking for a group of students to take on this role, maintaining a pastoral relationship with the Chaplain. The commitment would be an on-going one to the care and nurture of other students. |
| <b>Employability skills developed</b>            | Verbal & written communication, team work, planning & organising, flexibility, time management, leadership, confidence, creativity   |
| <b>How often</b>                                 | Once a week  |
| <b>Responsible to</b>                            | Mr Douglas   |
| <b>Example of student who did this last year</b> | A Year 12 student was in this role last year and is now the School's student inter-faith lead.   |

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| <b>Description of role</b>                       | <b><u>Ealing Soup Kitchen</u></b><br>Student are given the opportunity to volunteer at a local Church, serving refreshments to vulnerable members of the public |
| <b>Employability skills developed</b>            | Team work, planning & organising, flexibility, time management, leadership, confidence, creativity  |
| <b>How often</b>                                 | Weekly  |
| <b>Responsible to</b>                            | Mr Douglas  |
| <b>Example of student who did this last year</b> | A dedicated student regularly completed double shifts last year of 12pm-5pm.  |

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| <b>Description of role</b>                       | <b><u>Junior TFG</u></b><br>Students will support an external youth worker with the delivery of the Junior TFG programme to students in year 7-9. Roles and responsibilities range from leading on small group tasks, giving talks to the whole group and helping students to complete research activities. |
| <b>Employability skills developed</b>            | Team work, planning & organising, flexibility, time management, leadership, confidence, creativity  |
| <b>How often</b>                                 | Once a week   |
| <b>Responsible to</b>                            | Mr Douglas  |
| <b>Example of student who did this last year</b> | N/A   |

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| <b>Description of role</b>                       | <b><u>TFG Film Club</u></b><br>Students will support Father David with the delivery of the TFG film club for students in year 7-9. Roles and responsibilities range from leading on small group discussions, choosing the film and sharing your thoughts on a particular film with the whole group. |
| <b>Employability skills developed</b>            | Team work, planning & organising, flexibility, time management, leadership, confidence, creativity  |
| <b>How often</b>                                 | Once a week   |
| <b>Responsible to</b>                            | Mr Douglas  |
| <b>Example of student who did this last year</b> | The current Student Head of Chaplaincy carried out this role last year  |

## Year 12 Community service - Computing

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| <p><b>Description of role:</b></p> <p><b>Title: Classroom Assistant</b></p> | <p>You will be required to attend KS3 and KS4 Computing lessons and undertake tasks in the lesson as directed by the teacher. This might include:</p> <ul style="list-style-type: none"> <li>• Giving one to one support to a student.</li> <li>• Distributing class materials</li> <li>• Working closely with a group of students as they undertake tasks in lesson.</li> <li>• Circulating and assisting the class in general</li> </ul> <p>From previous experience, some students normally struggle with writing algorithms and computer programs, and therefore you might be placed with a group of student to provide this kind of support.</p> <p>You will be paired with a class that is studying the programming language that you have studied in the past.</p> |
| <p><b>Employability skills developed</b></p>                                | <p>Communication skills, programming skills, algorithmic thinking, problem solving skills, Patience, timekeeping, teamwork, management.</p>   |
| <p><b>How often</b></p>   | <p>You will be required to attend a lesson for one or two hours per week. The lessons will be allocated during your free sessions, and the appropriate KS3 or KS4 class.</p>  |
| <p><b>Responsible to</b></p>  | <p>Head of Computing</p>  |
| <p><b>Example of student who did this last year</b></p>                     | <p>A student who helped in KS3 lesson last year, has applied to study Computer Science at a Russel Group university and was able to write about the skills that he gained as a result of helping in the Computer Science lessons.</p>   |

## Year 12 Community service - Computing

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| <p><b>Description of role:</b></p> <p><b>Title: Programming Tutor</b></p> | <p>You will be required to tutor KS3 pupils in Python V3 and with Programming concepts. There will be three students per tutor in the sessions run once a week during lunchtimes/afterschool over the year. The specific topics pupils struggle with are:</p> <ul style="list-style-type: none"> <li>• Pseudocode</li> <li>• Python Syntax</li> <li>• Programming concepts e.g variables, If statements.</li> </ul> |
| <p><b>Employability skills developed</b></p>                              | <p>Communication skills, programming skills, algorithmic thinking, problem solving skills, Patience, timekeeping, teamwork, management.</p>   |
| <p><b>How often</b></p>   | <p>You will be required to once a week for 45 minutes.</p>  |
| <p><b>Responsible to</b></p>  | <p>Head of Computing</p>  |
| <p><b>Example of student who did this last year</b></p>                   | <p>This is the first time that we are running this club.</p>  |

## Year 12 Community Service - Drama

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| <b>Description of role</b>                       | Supporting year 10 and 11 students in lunch time and afterschool, rehearsals for the Component 1 Devised performance exam or Component 2 Performance of a play.   |
| <b>Employability skills developed</b>            | Supporting young people, organisational skills, working to deadlines, leadership, directing skills, subject knowledge in Drama, Theatre & Performance   |
| <b>How often</b>                                 | 1 lunch time rehearsal and one afterschool<br>October – February  |
| <b>Responsible to</b>                            | Miss Adams  |
| <b>Example of student who did this last year</b> | A student last year was able to write about how he supported younger students in preparation for their GCSE Drama exam which helped to develop his organisation, time management and leadership skills. |

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| <b>Description of role</b>                       | Supporting in KS3 Drama lessons. Working with small groups to support them with their group work and communication skills and developing their practical ideas.  |
| <b>Employability skills developed</b>            | Supporting young people, organisational skills, working to deadlines, leadership, directing skills, subject knowledge in Drama, Theatre & Performance  |
| <b>How often</b>                                 | 1 hour per week (September – May)  |
| <b>Responsible to</b>                            | Miss Adams   |
| <b>Example of student who did this last year</b> | A student last year was able to write in her University application (to study drama) about how she been involved in directing younger students in drama work and supported them with their group work & communication skills |

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|--|---|
| <b>Description of role</b>                       | Supporting in KS4 Drama lessons. Working with performance groups to help and support them with the Component 1 Devised performance exam or Component 2 Performance of a play.                           |
| <b>Employability skills developed</b>            | Supporting young people, organisational skills, working to deadlines, leadership, directing skills, subject knowledge in Drama, Theatre & Performance   |
| <b>How often</b>                                 | 1 hour per week<br>September – April  |
| <b>Responsible to</b>                            | Miss Adams  |
| <b>Example of student who did this last year</b> | A student last year was able to write about how he supported younger students in preparation for their GCSE Drama exam which helped to develop his organisation, time management and leadership skills. |



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| <b>Description of role</b>                       | Supporting us with our KS3 Christmas Production. We need support with roles such as Assistant Director, costume, stage design, make-up, props, designing promotion materials and programmes.      |
| <b>Employability skills developed</b>            | Supporting young people, organisational skills, working to deadlines, leadership, directing skills, subject knowledge in Drama, Theatre & Performance   |
| <b>How often</b>                                 | 2 lunch time and 2 afterschool rehearsals<br>September – December   |
| <b>Responsible to</b>                            | Ms Ighorae  |
| <b>Example of student who did this last year</b> | A student last year was able to discuss in a job interview how she was confident in leading and directing projects through her experiences in being assistant director in our KS3 Christmas show. |

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| <b>Description of role</b>                       | Supporting us with Our Tywford Performing Festival. Leading and directing students in Drama, Dance and Music performances. We need support with roles such as directing, costume, stage design, make-up, props, advertising, making programmes |
| <b>Employability skills developed</b>            | Supporting young people, organisational skills, working to deadlines, leadership, directing skills, subject knowledge in Drama, Theatre & Performance  |
| <b>How often</b>                                 | 2 lunch time and 2 afterschool rehearsals from January to March.   |
| <b>Responsible to</b>                            | Miss Adams   |
| <b>Example of student who did this last year</b> | A student last year was able to write in his student leadership application how he had mentored small groups of performers in developing and rehearsing their performance in the Performing Arts festival.                                     |

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| <b>Description of role</b>                       | Supporting us with our School Production. Leading and directing students in Drama, Dance, Music or backstage. We need support with roles such as directing, choreography, music, costume, stage design, hair and make-up, props, advertising, making programmes, photography, organising front of house. |
| <b>Employability skills developed</b>            | Supporting young people, organisational skills, working to deadlines, leadership, directing skills, subject knowledge in Drama, Theatre & Performance  |
| <b>How often</b>                                 | 2 lunch time and 2 afterschool rehearsals from January to March.   |
| <b>Responsible to</b>                            | Miss Adams / Mr Orringe  |
| <b>Example of student who did this last year</b> | A student last year was able to write in her UCAS application how she was confident in leading and directing projects through her experiences of leading the costume and make-up aspects of our school production.   |

## Community Service - Economics

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|--|---|
| <b>Description of role</b>                       | <u><b>Economics news curators</b></u> <ul style="list-style-type: none"> <li>• Team of 3-6 students</li> <li>• Pay attention to the news</li> <li>• Cultivate collections of recent news stories by topic</li> <li>• Work with the team and/or teacher to produce lesson resources based on real world news</li> <li>• Work with the team to lead a bi-weekly current affairs/ economics news discussion group</li> </ul> |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Working with a small team</li> <li>• Leading discussions with large groups</li> <li>• Working with abstract guidelines</li> <li>• Taking initiative</li> <li>• Meeting deadlines</li> </ul>  |
| <b>How often</b>                                 | Roughly one hour per week plus independent research time of approx. 1 additional hour   |
| <b>Responsible to</b>                            | Mrs Mathew  |
| <b>Example of student who did this last year</b> | NA - new role   |

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|--|---|
| <b>Description of role</b>                       | <u><b>Economics ambassadors</b></u> <ul style="list-style-type: none"> <li>• Team of 3-6 students</li> <li>• Represent the subject at Open Evening and Sixth Form Open Evening</li> </ul> <p>Meet with Year 11 students interested in studying the subject to help them determine if Economics is a good fit for them</p> |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Taking initiative</li> <li>• Confidently speaking with unfamiliar adults (and peers)</li> <li>• Thinking on your feet</li> </ul>   |
| <b>How often</b>                                 | Two Open Evenings in the Autumn term, plus meeting with Year 11 students on an ad hoc basis (largely in November and June/July)   |
| <b>Responsible to</b>                            | Mrs Mathew  |
| <b>Example of student who did this last year</b> | NA - new role   |

## Year 12 Community Service - Literacy

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| <b>Description of role</b>                       | <u>1:1 Reading Mentors:</u><br>You will attend the library in morning registration with the lower school and help as directed by the teacher. This will often involve sitting with one particular student and reading with them for 30 minutes, offering encouragement and guidance with decoding and comprehension. You may also be asked to assist with the administration of the intervention. This is a great opportunity for you to offer some real support where it is needed. |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management   |
| <b>How often</b>                                 | You can sign up for one hour per week and will be allocated a regular slot to attend and an individual student to work with.   |
| <b>Responsible to</b>                            | Ms Randall/Ms Morrish-Griffin  |
| <b>Example of student who did this last year</b> | Students that help in 1:1 reading apply for a variety of degrees at University and are able to use this in their personal statement.   |

## Year 12 Community Service - English

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| <b>Description of role</b>                       | <u>Classroom Assistant:</u><br>You will attend English lessons in the lower school and help as directed by the teacher. This may involve sitting with one particular student and working closely with them, or helping with the class by circulating and giving students assistance where it is needed. We tend to place you with students who find English more difficult, as that is where the most support is needed. This is a great opportunity for you to offer some real support where it is needed |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management   |
| <b>How often</b>                                 | You can sign up for one or two hours per week and will be allocated a regular slot to attend for each class you have signed up for. The slot you are given will be chosen to match free periods within your timetable.   |
| <b>Responsible to</b>                            | Ms Randall   |
| <b>Example of student who did this last year</b> | A student that helped tutor in English applied for an English degree at University and was able to write in the personal statement their involvement in English lessons and it's benefits etc.   |

## Year 12 Community Service – KS3 Book Group

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|--|---|
| <b>Description of role</b>                       | <p>This is not a reading/literacy support group. The Book Group is a fun lunchtime club for enthusiastic KS3 students.</p> <p>This role is open to anyone who enjoys reading. The Y12 student would be expected to read the chosen book, sit with the KS3 students during the club in order to lead discussions and guide students to have meaningful conversations in an informal, friendly setting.</p> |
| <b>Employability skills developed</b>            | Leadership, communication, patience   |
| <b>How often</b>                                 | This is a weekly lunchtime club (30 minutes) so you would be expected to complete the allocated reading for at least 30 minutes outside of this.  |
| <b>Responsible to</b>                            | Miss Mehta  |
| <b>Example of student who did this last year</b> | N/A<br>Completely new role this year!   |

## Y12 Community Service - Geography

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| <b>Description of role</b>                       | <p><b>EcoTeam</b></p> <p>EcoTeam was set up last year by a group of year 12s (now in year 13) who believe Twyford could and should be more sustainable.</p> <p>The sixth form EcoTeam both runs projects to improve the school environment and co-ordinates the lower school members of EcoTeam in their efforts to make changes for the better.</p> <p>It is up to member of EcoTeam to suggest changes they'd like to see and then organise to make them happen. Last year's projects included promoting the use of Ecosia in place of Google as a more sustainable search engine, planting flowers and shrubs to improve the quality of the school site and challenging the school to recycle more plastic.</p> |
| <b>Employability skills developed</b>            | Team work, planning & organising, flexibility, time management, leadership, confidence, creativity   |
| <b>How often</b>                                 | Meetings once a fortnight and activities in between.   |
| <b>Responsible to</b>                            | Mr Fry   |
| <b>Example of student who did this last year</b> | Students in EcoTeam last year went on to become student Head of Environment Sustainability and deputies. Other student members also found that it was a great way to meet other students on different courses and that they took great satisfaction from seeing the real and important improvements they were able to make to the school.  |

## Year 12 Community service - History

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| <b>Description of role</b>                       | <p><b>Classroom Assistant:</b><br/>You will attend History lessons in the lower school and help as directed by the teacher. This may involve sitting with one particular student and working closely with them, or helping with the class by circulating and giving students assistance where it is needed. We tend to place you in lower sets where students find History more difficult (in relation to understanding historical concepts, literacy, etc), as that is where the most support is needed. This is a great opportunity for you to offer some real support where it is needed.</p> <p><b>History Mentor:</b><br/>You will attend GCSE lessons, and give help as directed. There is also an opportunity to establish 'master classes' during lunch time in which you can show your revision resources from last year and on the skills.<br/>This role is especially suited to any students who completed the AQA History GCSE. You are now the expert in this new GCSE and so it would be extremely helpful for you to offer some real support which could have a very real and dramatic impact.</p> |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management  |
| <b>How often</b>                                 | To be agreed with classroom teachers – normal expectation is 1 period per fortnight   |
| <b>Responsible to</b>                            | Miss Lewis  |
| <b>Example of student who did this last year</b> | A Year 12 student this year supported students with GCSE History booster sessions. Having completed the same qualification the year before, achieving an A grade, he was well placed to offer support to students who were finding aspects of the content and exam structure difficult. She has now used this to help her write her personal statement and also as evidence given to her Tutor for their reference.   |

## Year 12 Community Service – Careers Information, Advice and Guidance

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| <b>Description of role</b>                       | <p>Ideally looking for a range of students who are confident at talking with students in the lower school about their own experiences of high school and sharing information about their journey into 6<sup>th</sup> Form.</p> <ul style="list-style-type: none"> <li>• Support Careers Events in Schools in variety of ways including: Creating posters, talking to Tutor Groups, speaking in Assembly &amp; helping with the careers fair</li> <li>• Share own advice and guidance to students via: Assemblies, Tutor Times and talking on camera</li> </ul> <p>Support three Year Groups:</p> <ul style="list-style-type: none"> <li>• Year 9 – Advice on Options to take at GCSE</li> <li>• Year 10 – Support with CV writing</li> <li>• Year 11 – Mentor students who will be going on to college</li> </ul> |
| <b>Employability skills developed</b>            | Gain confidence in public speaking, learn how to present to large audiences, develop your communication skills – verbal and written. Students will be able to support some students with their post-16 applications by mentoring 1:1 or small groups  |
| <b>How often</b>                                 | Meet twice per half term – opportunity to gain several hours over the year. This role doesn't have a huge impact on your time   |
| <b>Responsible to</b>                            | Miss Adams  |
| <b>Example of student who did this last year</b> | A student who did this last year was able to discuss in University interview how she developed her communication skills by sharing her own experiences.   |

## Year 12 Community Service – Learning and Inclusion (Wellbeing Ambassador)

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| <b>Description of role</b>                        | <p>An opportunity has arisen for you to apply to become a <b>'Wellbeing Ambassador'</b> within the Twyford student community. Student wellbeing* (<i>*the state of being comfortable, happy or healthy</i>) is important for lots of reasons:</p> <ul style="list-style-type: none"> <li>✓ It helps increase a young person's life chances and opportunities</li> <li>✓ Helps you to flourish in your academic/ educational journey</li> <li>✓ Helps you to build resilience against adversity</li> <li>✓ Helps you to develop protective factors from mental ill-health</li> <li>✓ Provides you with the skills and confidence to manage your own- and others- mental health.</li> </ul> <p>Wellbeing Ambassadors will help to promote mental health awareness amongst the student community at Twyford.</p> <p>Wellbeing Ambassadors' three main duties within the school community will be to:</p> <ol style="list-style-type: none"> <li><b>1. Increase mental health awareness</b> within the Twyford community by planning activities for students in different year groups/ key stages.</li> <li><b>2. Reduce stigma related to mental health problems and disorders</b> by conducting campaigns within the school community.</li> <li><b>3. Encourage a supportive and informative school culture</b> related to mental health problems.</li> </ol> <p>It is important to note that this is a position of considerable responsibility.</p> |
| <b>Employability skills developed</b>             | <p>Communication skills, problem solving skills, interpersonal skills, leadership skills, creative skills, listening and teamwork (amongst many others).</p>   |
| <b>How often</b>                                  | <p>Monthly briefings with the team of the ambassadors and staff lead, as well as helping to coordinate/ run and promote wellbeing initiatives during the year.</p> <p><b>An approximate time commitment of 1-2 hours a month, after the initial training session of 2-3 hours in the autumn term.</b></p>  |
| <b>Responsible to</b>                             | <p>Mrs Roberts</p>   |
| <b>Example of students who did this last year</b> | <p>N/A</p>   |

## Year 12 Community Service - Maths

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|--|--|
| <b>Description of role</b>                       | <p><b><u>Classroom Assistant:</u></b></p> <p>You will attend maths lessons in the lower school and help as directed by the teacher. This may involve sitting with one particular student and working closely with them, or helping with the class by circulating and giving students assistance where it is needed.</p> <p>We tend to place you with students who find Maths more difficult, as that is where the most support is needed. This is a great opportunity for you to offer some real support where it is needed.</p> |
| <b>Employability skills developed</b>            | <p>Patience, communication, timekeeping, organisation, teamwork, management</p>  |
| <b>How often</b>                                 | <p>You can sign up for one or two hours per week and will be allocated a regular slot to attend for each class you have signed up for (during your free periods).</p>  |
| <b>Responsible to</b>                            | <p>Mr Harley</p>   |
| <b>Example of student who did this last year</b> | <p>A student that helped tutor in Maths applied for a Maths Degree at University and was able to write in the personal statement their involvement in Maths lessons and it's benefits etc.</p>   |

## Year 12 Community Service - MFL

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|--|---|
| <b>Subject</b>                                   | MFL (French / Spanish / German)   |
| <b>Description of role</b>                       | <p><b><u>Classroom assistant:</u></b></p> <ul style="list-style-type: none"> <li>• Supporting KS3 and 4 classes with speaking work (general conversation). Students should discuss which activities they should prepare with the teachers. This may also involve coaching year 7 students for the spelling bee (French/Spanish)</li> </ul> <p><b><u>Clubs –assisting teachers and MFL reps with:</u></b></p> <ul style="list-style-type: none"> <li>• Lunchtime Film club (y7-8) (French, Spanish, German)</li> <li>• Lunchtime Eurolab club (y7-9): helping supervise students doing activities on language learning websites such as Vocabexpress, languagesonline.org.uk, Thisislanguage, lyricstraining, language-gym.com, Duolingo, Quizlet...)</li> <li>• Lunchtime Games club (y7-8): help supervise / co-run competitive team games and board games on key words in French/German /Spanish</li> <li>•</li> <li>• New clubs being introduced in 2021-22 for KS4 and 5 (tbc but may be: anime club, sign language club, Linguistics club)</li> </ul> <p><b><u>Displays / special events / competitions:</u></b></p> <ul style="list-style-type: none"> <li>• Promoting MFL during Open Evenings</li> <li>• Co-run special events (European Day of Languages, Christmas cards workshops, Day of the Dead...)</li> <li>• Updating MFL noticeboards and classroom displays with trip photos, famous places/artists, revision tips...</li> <li>• Co-running and promoting competitions (Spelling bee, translation bee...)</li> <li>• Looking for authentic materials (Photos, songs, videos, Twitter and Instagram pages to follow...)</li> </ul> |
| <b>Employability skills developed</b>            | Communication, Planning (speaking tasks) & ICT skills, team work & organisation   |
| <b>How often</b>                                 | Weekly  |
| <b>Responsible to</b>                            | Ms César, teacher of MFL  |
| <b>Example of student who did this last year</b> | In the past, year 12 students who supported KS3 classes with their speaking skills became Head/Deputies of MFL  |

## Year 12 Community Service - Music

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|--|---|
| <b>Description of role</b>                       | <b>Lead student for music wider-learning groups</b> <ul style="list-style-type: none"> <li>Assist with an established School ensemble, taking registers, mentoring students, providing support to the ensemble leader.</li> </ul> |
| <b>Employability skills developed</b>            | Organisational skills, leadership skills, communication skills  |
| <b>How often</b>                                 | Weekly for 10 weeks approx. per term, 30-60 mins depending upon ensemble  |
| <b>Responsible to</b>                            | Mrs McGonigal   |
| <b>Example of student who did this last year</b> | Students taking A-level Music or A-level Music Technology would be well-suited to this role, and students taking these courses are asked to take at least one community service role in the Music Department.                     |

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| <b>Description of role</b>                       | <b>Lead student for Specialist Musician</b> <ul style="list-style-type: none"> <li>Assist with Specialist Musician Advanced Musical Skills class. Mentoring students in skills such as music theory, sight-singing, harmony, composition.</li> <li>Knowledge of up to Grade 5 theory is needed for this role.</li> </ul> |
| <b>Employability skills developed</b>            | Organisational skills, teaching skills, communication skills   |
| <b>How often</b>                                 | Weekly for 10 weeks approx. per term, 45 mins  |
| <b>Responsible to</b>                            | Mrs McGonigal  |
| <b>Example of student who did this last year</b> | Students taking A-level Music or A-level Music Technology would be well-suited to this role, and students taking these courses are asked to take at least one community service role in the Music Department.  |

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| <b>Description of role</b>                       | Supporting KS3 classes.<br><br>Year 7: helping students in keyboard classes.<br>Year 8: helping students in guitar classes.<br><br>You should be sufficiently experienced on one or more of these instruments to be able to support a beginner learner.  |
| <b>Employability skills developed</b>            | Teaching, working with young people, music performance skills.   |
| <b>How often</b>                                 | 30 minutes a week.   |
| <b>Responsible to</b>                            | Mr Orringe, Head of Music  |
| <b>Example of student who did this last year</b> | Students taking A-level Music or A-level Music Technology would be well-suited to this role, and students taking these courses are asked to take at least one community service role in the Music Department.<br>Students who chose this route were able to make convincing applications to the role of Head of Music at Twyford, a position of responsibility which will stand them in great stead in future university applications. |



## Year 12 Community Service – Music Technology

|  |   |
|--|---|
| <b>Description of role</b>                       | Running and assisting with Music Technology Club  |
| <b>Employability skills developed</b>            | Teaching, working with young people, music technology skills.   |
| <b>How often</b>                                 | 30 minutes a week.  |
| <b>Responsible to</b>                            | Mr Ahira - Head of Music Technology   |
| <b>Example of student who did this last year</b> | A Year 12 student who assisted us has gained more confidence and knowledge, taking on a student leadership role in Year 13. |

## Year 12 Community Service - Photography

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| <b>Description of role</b>                       | Technician and Events Photographer<br><br>Organisation of darkroom and studio<br>Photography events in school diary                            |
| <b>Employability skills developed</b>            | communication, timekeeping, organisation, teamwork, management   |
| <b>How often</b>                                 | Events happen throughout the year<br>Technician once a week one/ two hour  |
| <b>Responsible to</b>                            | Miss Hobhouse  |
| <b>Example of student who did this last year</b> | Students who have done this role have put it in their personal statement when apply for a Photography degree, Art Foundation, Graphics degree. |

## Year 12 Community Service – Physical Education

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|--|---|
| <b>Description of role</b>                       | <b>Sports Coach :</b><br>Lead sessions for students in our Key Stage 3 sports teams. The full list of teams that need coaching will be available in September but it will cover a wide variety of sports. There is also a need for assistance within PE lessons in p5/6 on a Monday –Thursday afternoon in the various sports and at Trampolining club during a lunchtime |
| <b>Employability skills developed</b>            | Confidence, delegation, organisation, responsibility, planning, leadership  |
| <b>How often</b>                                 | 1 hour per week minimum for at least one session.   |
| <b>Responsible to</b>                            | PE Department   |
| <b>Example of student who did this last year</b> | This year, a student had responsibility for a junior netball team and would often take students to tournaments and assist in umpiring and coaching junior school students in fixtures and at after school training.   |

## Year 12 Community Service – Politics

|  |   |
|--|---|
| <b>Description of role</b>                       | <b>Classroom Assistant:</b><br>You will attend history lessons in the lower school and help as directed by the teacher - this may involve sitting with one particular student or helping with the class by circulating and giving students assistance when it is needed. We tend to place you with students who find history difficult. |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management.   |
| <b>How often</b>                                 | You can sign up for one or two hours per week, with a regular slot. The slot you are given will be chosen to match free periods within your timetable.  |
| <b>Responsible to</b>                            | Mr Roberts  |
| <b>Example of student who did this last year</b> | N/A   |

## Year 12 Community Service - Psychology

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|--|---|
| <b>Description of role</b>                       | <p><b>Option 1</b> = Help us out on our busy open evening where year 11s come to find out about the subject. Be a role model for psychology and give year 11s and their parents your real insight into what it entails. This will be exceptionally valuable to them to have your perspective.</p> <p><b>Option 2</b> = As the year progresses, if you feel confident in one of the topics – it would benefit you and other students if you would offer your time to come to M4 and tutor another year 12 / small group of year 12s fortnightly on that topic. This could take place on a lunchtime.</p> <p><b>Option 3</b> = Agree to help create useful psychological showpieces for the walls in the M4 classroom. This cannot simply be printed articles, as nobody will read them! However if you have come across / research an interesting study in psychology, you could create something more visual, perhaps with some pictures and the key message to be put on the wall. I can provide the sugar-paper and other resources needed.</p> |
| <b>Employability skills developed</b>            | Communication to people at different levels – peers / parents, professionalism, time management   |
| <b>How often</b>                                 | One off event / fortnightly   |
| <b>Responsible to</b>                            | Miss Gilbert  |
| <b>Example of student who did this last year</b> | A student who helped out at open evening was able to say on their personal statement, that they had been a role model for the subject to prospective students and parents, effectively communicating to them the skills required from a first-hand perspective.   |

## Year 12 Community Service – Religious Studies

|   |  |
|---|--|
| <p><b>Description of role</b></p>                       | <p><u><b>Classroom Assistant:</b></u><br/>         You will attend RE lessons in the lower school and help as directed by the teacher. This may involve sitting with one particular student and working closely with them, or helping with the class by circulating and giving students assistance where it is needed.</p> <p>We tend to place you with students who find writing more difficult, as that is where the most support is needed.</p> <p>This is a great opportunity for you to offer some real support where it is needed.</p> |
| <p><b>Employability skills developed</b></p>            | <p>Patience, communication, timekeeping, organisation, teamwork, management</p>  |
| <p><b>How often</b></p>                                 | <p>You can sign up for one or two hours per week and will be allocated a regular slot to attend for each class you have signed up for. <i>The slot you are given will be chosen to match free periods within your timetable.</i></p>   |
| <p><b>Responsible to</b></p>                            | <p>Miss Holloway</p>   |
| <p><b>Example of student who did this last year</b></p> | <p>Students who helped out in RE lessons lower down the school applied for and gained student leadership positions. The rapport they had built with some of the more challenging students in the school through helping out in their lessons meant that they were more confident applying for roles which involve lots of contact with younger years. I have also included this responsibility and their proactive attitude in university references.</p>  |

## Year 12 Community Service - Science

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|--|---|
| <b>Description of role</b>                       | <b><u>STEM Interform:</u></b><br>A STEM project will be completed once a term.<br>You will be responsible for helping design and run interform STEM activities for Y7 and Y8. This will include planning a competition, helping students as they carry it out and recording interform scores. |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management, enthusiasm  |
| <b>How often</b>                                 | You can sign up for one interform each term   |
| <b>Responsible to</b>                            | Mr Hepburn & the student heads of STEM  |
| <b>Example of student who did this last year</b> | New role  |

|  |   |
|--|---|
| <b>Description of role</b>                       | <b><u>Triple S Club:</u></b><br>This is a lunchtime drop in club for students to seek help with classwork/homework or discuss ideas in science they find interesting.<br>Your role will involve assisting pupils in the most appropriate way; either encouraging their interest in the sciences or providing support to students seeking it |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management  |
| <b>How often</b>                                 | You will commit to one lunchtime a week for a half term. The lunch time you sign up to will either be a Monday or Thursday  |
| <b>Responsible to</b>                            | Mr Hepburn  |
| <b>Example of student who did this last year</b> | A student who helped with Triple S club last year was able to talk about all the skills he obtained during his interviews. He secured places at Cambridge and Imperial to study Chemical Engineering.   |

|  |   |
|--|---|
| <b>Description of role</b>                       | <b><u>Science Club:</u></b><br>Science club takes place with year 7 and year 8 pupils and you will attend science club once a week.<br>You will be responsible for helping students carry out practical experiments and explain the theory behind the experiment to them. |
| <b>Employability skills developed</b>            | Patience, communication, timekeeping, organisation, teamwork, management  |
| <b>How often</b>                                 | You can sign up for one lunch time a week for a half term. Science club will take place on a lunch time.  |
| <b>Responsible to</b>                            | Mr Bradley  |
| <b>Example of student who did this last year</b> | A student who helped at science club last year was able to talk about the skills and knowledge they obtained in their medical interviews.   |

## Year 12 Community Service - Tutoring

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|--|--|
| <b>Subject</b>                                   | Year 12 Subject Tutoring   |
| <b>Description of role</b>                       | <p>You will be assigned to a Year 7/8/9/10/11 student in a chosen subject. You will meet with your assigned student weekly/fortnightly and help tutor them.</p> <p>This may include help with homework/prep or exam preparation.</p> <p>The year 7 and 8 students will be selected based on any difficulties they are having in subjects, not their behaviour.</p> <p>Subjects that students need support with are: English, Maths, Science, History, Geography, RE, French and Spanish.</p> |
| <b>Employability skills developed</b>            | Coaching is a very useful skill to have and is valuable in the work place. Showing empathy for someone younger and supporting them to achieve is also a very rewarding experience. Time management, organisation, teamwork.  |
| <b>How often</b>                                 | Once per week, at lunch times. Days to be confirmed.   |
| <b>Responsible to</b>                            | <p>Miss Johnston (Head of Year 7)</p> <p>Mr Hird (Head of Year 8)</p> <p>Mr Flynn (Head of Year 9)</p> <p>Miss Ighorae (Head of Year 10)</p> <p>Miss Bajwa (Head of Year 11)</p> <p>Mr El-Emam (Head of Year 12)</p>   |
| <b>Example of student who did this last year</b> | This will be looked upon favourably in applications for student leadership positions and in UCAS applications.   |

## Community Service – Sociology

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|--|---|
| <b>Description of role</b>                       | <p><b><u>Sociology in the media</u></b></p> <ul style="list-style-type: none"> <li>• Pay attention to the news and current affairs</li> <li>• Pay attention to sociological issues tackled in the media – including good quality documentaries and podcasts, journalistic articles, government research, film and cultural events</li> </ul>                |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Working with abstract guidelines</li> <li>• Taking initiative</li> <li>• Research and analysis</li> <li>• Reviewing and disseminating information</li> </ul>   |
| <b>How often</b>                                 | Ad hoc through the whole academic year, as and when appropriate news items, articles, films, documentaries and podcasts present.  |
| <b>Responsible to</b>                            | Ms Glossop  |
| <b>Example of student who did this last year</b> | Past students have reviewed a range of useful media and findings have been incorporated into Sociology schemes of work. For example, documentaries now included in the curriculum include Professor Green: Living in Poverty; Reggie Yates: The Insider; Stephen Lawrence: The Murder that Changed a Nation, Fashion's Dirty Secrets and Growing up Gifted. |

## Community Service – Sociology

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| <b>Description of role</b>                       | <p><b>Sociology ambassadors</b></p> <ul style="list-style-type: none"> <li>• Small team of 4 - 6 students</li> <li>• Represent the subject at Sixth Form Open Evening</li> <li>• Meet with Year 11 students interested in studying the subject to help them determine if Sociology is the right choice for them</li> </ul> |
| <b>Employability skills developed</b>            | <ul style="list-style-type: none"> <li>• Taking initiative</li> <li>• Confidently speaking with unfamiliar adults (and peers)</li> <li>• Thinking on your feet</li> </ul>  |
| <b>How often</b>                                 | Sixth Form Open Evening in the Autumn term, plus meeting with Year 11 students on an ad hoc basis (largely in November and June/July)  |
| <b>Responsible to</b>                            | Ms Glossop   |
| <b>Example of student who did this last year</b> | 5 – 6 sociologists undertake this role every year.   |

## Year 12 Community Service – Learning & Inclusion Assistants

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|--|---|
| <b>Subject</b>                                   | Year 12 Learning & Inclusion Assistants   |
| <b>Description of role</b>                       | Administrative Role from 8.30 – 9.00 am Monday – Friday which will require filing, organisation and assisting students 1:1. Homework club after school Monday – Thursday from 3.20 – 4.20 pm working on all subjects mainly Years 7-9 |
| <b>Employability skills developed</b>            | Working with students who require additional help to transition to a main stream school, also addition help towards their education, mainly dealing with EHC students. Good communication, timekeeping essential and great teamwork.  |
| <b>How often</b>                                 | Please see above “Description of Role”  |
| <b>Responsible to</b>                            | Mrs Miff Coates   |
| <b>Example of student who did this last year</b> | This will be looked upon favourably in applications for student leadership positions and in UCAS applications.  |