



Carmel College Prospectus



SHAPING FUTURES, FULFILLING DREAMS

Mission Statement

“I came that you may have life in abundance.”
John Ch10 v10

We shall endeavour to be a community which witnesses to the Gospel and the values contained therein.

We shall endeavour to be a worshipping community and celebrate this in daily prayer and liturgy.

Our community must be characterised by supportiveness, a welcoming approach and a caring ethos with justice given to all within it.

We shall strive to provide opportunities and an inclusive environment in which all students develop according to their full potential.

We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others, by participating as fully as possible in College life.

We shall strive to maintain fruitful links with parents, parishes, primary feeder schools and the local community, in recognition that the College is dependent on the interaction and support of many agencies, to achieve the aims embodied in this Mission Statement.

We shall regularly evaluate our organisational and management structures, to ensure that they reflect the spirit of this Mission Statement, especially through the effectiveness of the College’s communication systems.

“Where there is no vision, the people perish.”
Proverbs Ch 29 v 18

Welcome

Thank you for showing an interest in our College.

At Carmel College we strive to have the highest expectations in all that we do, not only preserving our reputation for excellence but also continuously seeking ways to strengthen it. Our community is centred by our mission in education “as a work of love”, this brings a common purpose for our teachers who understand the importance they play in shaping the futures and personal formation of our young people. Student/teacher relationships are at the centre of our intent as we strive to “catch them being good”, noticing and celebrating their unique attributes. We recognise and nurture the character virtues that young people need to contribute to an ever-changing world. In doing so, our aim is give our young people the opportunity to “live life to the full” and participate in a wealth of enrichment opportunities where they can develop their talents, gain a sense of fulfilment and enjoyment alongside academic success. From whatever their starting points, our young people achieve outstanding outcomes that help them to stand out in their next steps.

We are a fully inclusive community where everyone is valued and respected and all are able to grow and strive to “act justly, love tenderly and walk humbly...” (Micah 6) in pursuit of the common good. Our increasingly diverse community is a strength of our college. We value the contribution and feedback that our parents and community can bring to the success of college and continuously seek to use this to inform our actions. When you visit our college and meet our young people and staff, we hope that you gain a sense of what makes Carmel such a great community.

Melanie Kane
Principal



Aims

The aims of Carmel College are set out in the Mission Statement. They are intended to generate the distinctive Catholic ethos of a caring community, guided by Gospel values, to enable personal fulfilment and the development of those virtues, which help people to value and celebrate each other's uniqueness. At Carmel we strive to be a College where students leave with more than just outstanding results.



OBJECTIVES

To achieve these objectives, all members of the College community have opportunities:

- To receive the message of the Gospels, which instil a knowledge and understanding of the teachings of the Catholic church and encourage an appreciation of other religions and different ways of life;
- To celebrate their own achievements and aspirations, as well as those of others;
- For support and a level of care which is appropriate to their needs, through personal guidance, counselling and consultation;
- To acquire knowledge and skills which improve their intellectual, social, physical, creative, aesthetic, cultural, moral and spiritual capabilities;
- To make a full contribution to the community, which helps them to understand its interdependent nature;
- Which ensure continuity and coherence through all stages of their education and encourage a partnership among students, parents, teachers, parishes, employers and the wider community;
- To have access to a forum in which they can express their views and ideas, relating to the organisation and long term planning of the College.

ADMISSIONS

We are a popular and oversubscribed College. Admissions into Year 7 and Year 12 are in line with our statutory admissions policy. We welcome applications from students across Darlington, Durham and North Yorkshire. For further information please visit:

www.carmel.bhcet.org.uk/admissions-policy

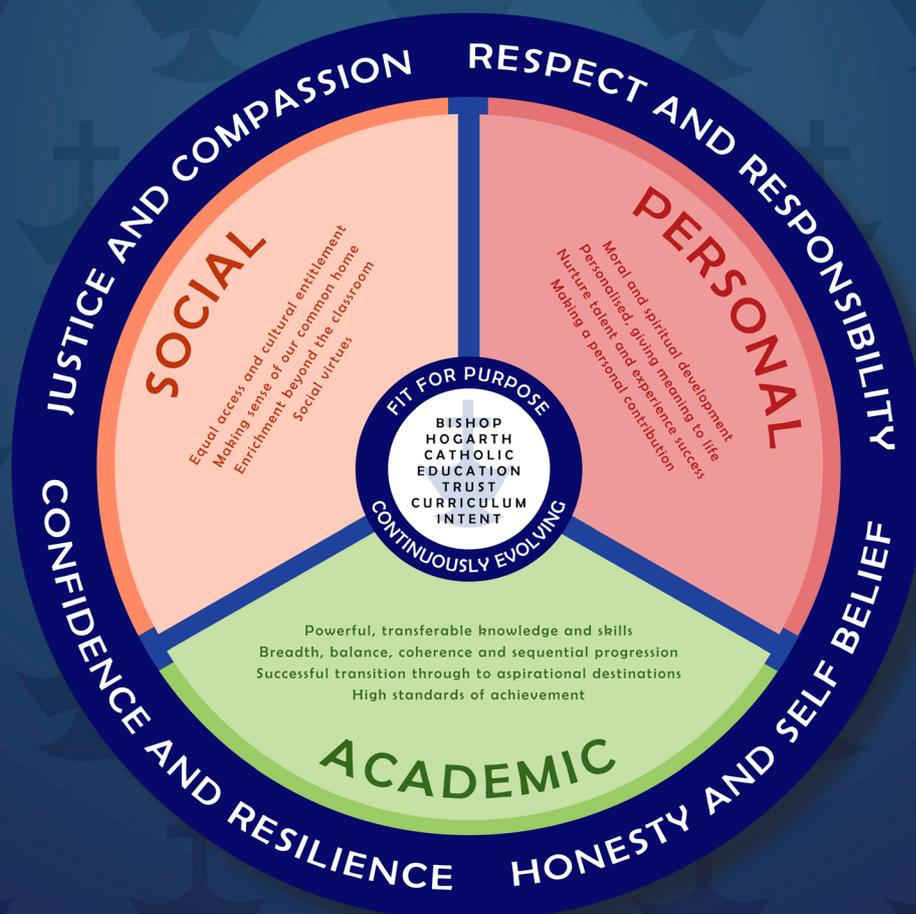
Teaching and Learning

We fully support and uphold the curriculum vision outlined in Christ At The Centre. This requires that social conditions allow all people to reach their full human potential and realise their human dignity.

This means that Carmel College therefore:

“Provides a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society.

Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life.”



“A mission in education as a work of love.”

Christ at the Centre

Ks3

We have designed a three year Key Stage 3 in which all pupils have the opportunity to gain a broad knowledge in both the academic and culturally enriching subjects. This provides both a strong foundation for GCSE and also ensures every learner can experience success and fulfilment.

The formal aspects of the curriculum are delivered to the students through the College timetable. There are 25 one hour periods per week of formal curriculum time. The table below outlines the allocation for each subject.

Subject	Year 7	Year 8	Year 9
Religious Studies	3	3	3
English	3	4	3
Maths	3	3	3
Science	3	3	3
Art	1	1	1
Computing	1	1	1
Geography	2	1.5	2
History	2	1.5	2
Modern Foreign Languages (French)	2	4	3
Music	1	1	1
Physical Education	2	2	2
Technology (RM, Textiles, Food, Electronics, CAD)	2	1	1
PSHE	1	1	1

In addition, students have one PSHE lesson per week, on Monday, and five 20-minute tutorials which encompass the following themes:

- **Being Me In My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

YEAR 7

Every endeavour is made to ensure a smooth transition from primary school so that pupils feel confident to commence at Carmel. Using information gathered from visits to feeder primary schools, we ensure that, where possible, the form groups are of similar, mixed ability. Form groups are led by a Form Tutor who supports pupils with the progress of their academic and social development.

In Year 7, pupils are taught all subjects in mixed ability classes throughout the year, with the exception of Mathematics, where half the year's students are timetabled together to enable setting. For those pupils who have not reached age/stage expectations at the end of Key Stage 2 we have additional "catch up" literacy and numeracy provision.

To set strong personal and social foundations we introduce Year 7 to our distinctive Virtues Education. The aims of this are to promote the social virtues of Compassion, Justice and Respect so that they can make a meaningful contribution to British society. Furthermore, to have the personal virtues of Self-Regulation, Self-Belief, Honesty and Confidence to achieve their goals and potential.

YEAR 8 & 9

As students progress into Year 8 and 9 there is further setting in Mathematics, Computing, Science, English and French. Students are set according to ability and achievement across the forms. All other subjects are delivered in mixed ability classes. In the January of Year 9 when pupils choose their options for KS4, they will also choose a technology subject from Food and Nutrition, Resistant Materials and Textiles to study for the remainder of the year. In Year 8, French and Spanish students are taught in form classes. Students can then choose whether they want to continue with French or Spanish in Year 9, where they will be taught in mixed ability groups.

Mathematics, Science, English, Spanish and PE are taught across four forms to enable setting according to ability. Technology, Computing, PE, Art, Music, History and Geography are taught to smaller classes. Throughout KS3, ICT is cross-curricular and in addition, Years 7-9 have one hour of computing time.

CARMEL COLLEGE VIRTUES WHEEL



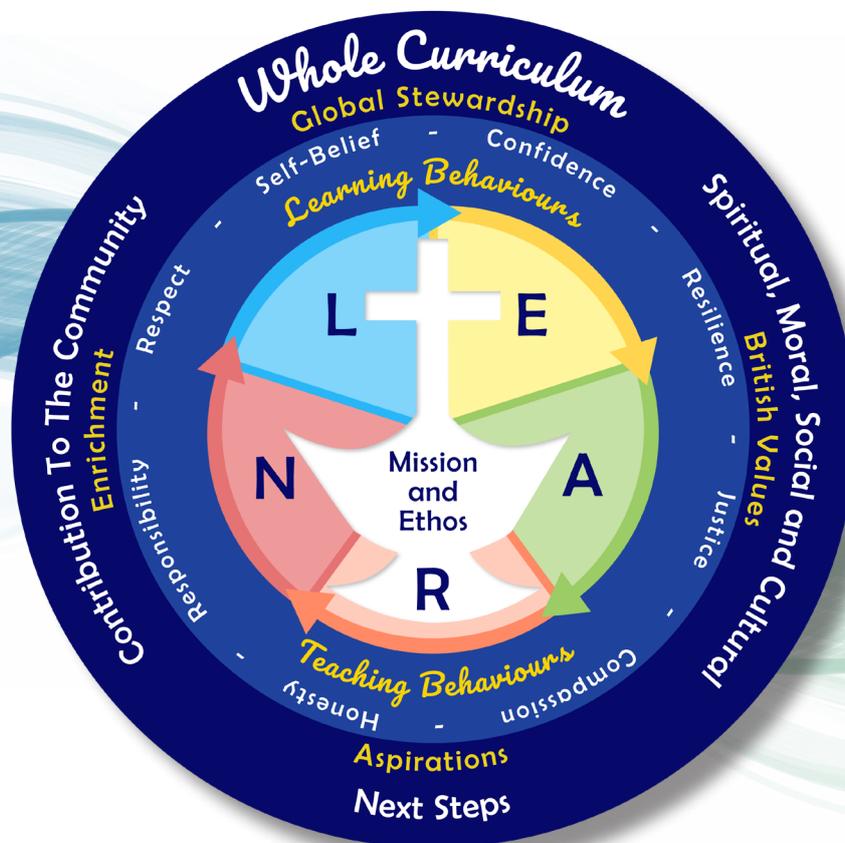
Curriculum Design

Our broad and balanced curriculum is led by Curriculum Leaders who ensure -

- The best subject knowledge content is selected, paced and sequenced to match the development of our pupils
- Learning experiences are designed to motivate, challenge and engage learners, making the curriculum meaningful for all
- There is legitimate progression for our learners from one week, month and key stage to the next

The curriculum at Carmel is the sum of all the students' experience. This encompasses all of the activities which take place in College, including the formal programme of educational provision, the informal programme of extra-curricular activities and those aspects of organisation and interpersonal relationships. These all contribute to the development of the College ethos.

This model demonstrates the interconnectedness of the moral, emotional and affective aspects of learning at Carmel. Centered by our faith and mission, we aim to prepare pupils for fulfilling futures, with a great foundation of knowledge, learning habits, virtues and community actions. In doing so, pupils will have the personal resources to "live life to the full".



"If I have seen further it is only by standing on the shoulders of giants."

Isaac Newton

KS4

We continue to provide a broad and balanced curriculum at Key Stage 4 to ensure every student has the opportunity to experience success by noticing and nurturing their talents. Students are guided to make the best choices by subject teachers, Form Tutors, our Careers Advisor and parental support.

As outlined in our curriculum model, we believe that all students should have equal access to the curriculum. The structure of our KS4 options provides the opportunity for all students to achieve the English Baccalaureate (EBacc): a GCSE grade 5 or higher in one English, Mathematics, two Sciences, a humanity subject (Geography or History) and a modern foreign language. It is also important that students also have some freedom to choose subjects they have an aptitude for and enjoy.

Subject	Year 10	Year 11
Religious Studies	2.5	2.5
English	4	4
Maths	4	4
Science	5	5
PE	1	1
Humanities	2.5	2.5
Option Subjects	2x3 = 6	2x3 = 6

Core subjects - RE, Mathematics, English, Science, a modern foreign language, a humanity subject (History or Geography)

Optional subjects - We offer a broad range of vocational and GCSE subjects.

These include Art, Business Studies, Child Development, Creative Media, Health and Social Care, Food, French, Spanish, Geography, History, Music, Performing Arts, PE, Photography, Resistant Materials, Sports Studies, Textiles and Triple Science. Geography, History and Modern Foreign Languages appear in the option blocks to allow students the opportunity to study more than one humanity or language.

Personalised Learning/Setting - Mathematics, English, Science and RE groups are set according to ability. Efforts are made to provide groupings within some options, on the basis of ability. There is the opportunity to have additional time for English and Mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a good level (GCSE grade 5 or higher) of literacy and numeracy.

We believe that all students should have the opportunity to develop their understanding of the way that computers work and affect society. Students can develop their ICT skills and capabilities across the curriculum to enable them to use computers effectively in the workplace. At KS4 we offer a range of qualifications focusing on the knowledge, skills and understanding that will allow our students to progress into whichever aspect of Computer Science or ICT they choose in their future studies.

Year 10 students will choose one of the following for their science curriculum:

Triple Science, in which science must be taken as one of their options in addition to the "core", leading to the award of separate GCSEs in biology, chemistry and physics, or Combined Science, which is a two-year course, leading to the award of two GCSEs. Some students may also follow Entry Level Science (or equivalent) in parallel with the Combined Science qualification.

Post - 16

Academic Strength and Spiritual Depth is our ethos in the Sixth Form. The curriculum is wide-ranging and includes traditional A Levels alongside vocational courses. We are able to offer over 30 courses at post-16. Our broad choice of programmes of study are tailored to individual requirements. Sixth form students are supported through their option choices to ensure they follow an appropriate programme of study to maximise their potential for success at the end of the two years. Our students progress to the top universities as well as directly into apprenticeships or employment.

Students typically study three A Levels and can combine these with the Extended Project or Core Maths. The majority of qualifications are taught over 5 hours per week, however, it is expected that students use study time to complete independent work directed by subject teachers. Smaller classes develop closer relationships with teachers who are experienced specialists in their subject. We have dedicated teachers who will support students with a personalised approach beyond the classroom, such as revision and one to one guidance.

Our strong team of Sixth Form Tutors track the progress of each student, assisting them every step of the way in their academic and personal development. Form tutors also deliver the PSHEE programme which includes the following topics: public speaking, presentation skills, time management, tax, democracy, alcohol and drug awareness, mental health, career pathways, CV writing, SRE and safe driving.

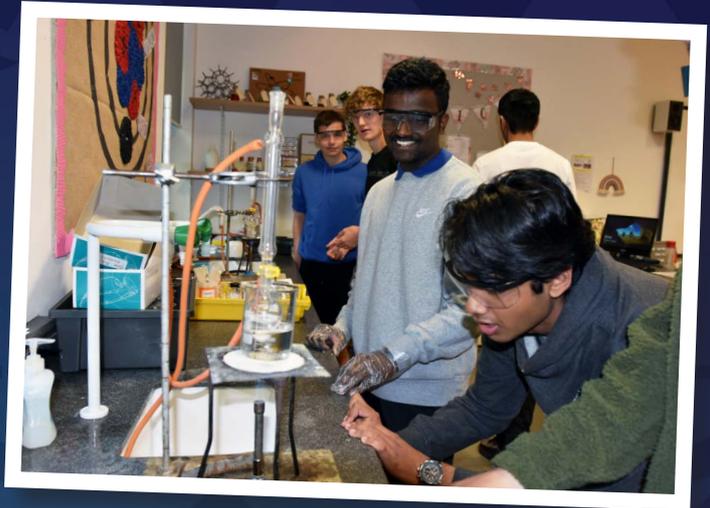
In addition, students complete a core enrichment programme to complement their programmes of study. This consists of modules which include the following themes: freedom, crime and punishment, philosophy and the arts, science and religion, spirituality, media, politics, economics and ethics.

As well as unlocking the academic potential of all our students, we also aim to develop their spiritual depth, by focusing on the talents of individuals and providing numerous experiences outside the classroom. Students are encouraged to participate in a varied programme of enrichment activities including the Duke of Edinburgh award, College productions, leadership roles, supporting reading, international trips, pilgrimages to Lourdes, retreats, work experience and scholarships.

Sixth Form students have access to all areas of the College, including bespoke areas in the library, breakout departmental facilities, a common room and all day bistro.

A brand new Sixth Form study centre will be opening in October. Students will have access to state-of-the-art study facilities, as well as a brand new gym with a broad range of equipment.





Distinctive Teaching

"Through others we become ourselves."
 Lev. S Vygotsky



The demonstration of mutual respect, caring for each other, compassion, sensitivity and firm guidance are encouraged to create the conditions in which students experience the hope, joy and fulfilment and a sense of their own worth, aimed at in our Mission Statement.

The attitude and approach of the teacher will promote a positive, purposeful and well-ordered environment, where expectations are high and there is a climate in which students learn to appreciate notions of justice and fairness, modelled by the adults with whom they work. Of central importance is the teacher's respect for the students and the creation of a classroom environment with good relationships and collaborative learning situations.

We want to ensure through quality teaching and learning that all in our College community can excel. This means respecting the unique and intrinsic value of every person, promoting equality, celebrating diversity and personalising learning. Teachers plan purposeful lessons using our distinctive LEARN model. They regularly collaborate to ensure the best subject knowledge and pedagogy is delivered consistently to pupils.



ESTABLISHING GOOD HABITS

From Year 7 onwards we are committed to preparing pupils for success in their final examinations. By ensuring consistent routines of revision and preparation prior to assessments, pupils gain the skills and confidence to fulfil their potential. Subject teachers support pupils with revision techniques in addition to our "Engaging Parents Raising Attainment" evenings aimed at sharing revision and study skills for KS3, 4 and 5.

HOMework

We value the contribution that homework can make to the progress of our learners. To have the maximum impact it needs to be an integral part of learning, legitimately planned to reinforce and extend learning from school to home and prepare for future learning. Pupils have to complete compulsory homework tasks and booklets including spelling tests, revision, research, reading, design tasks, presentation preparation and comprehension activities.

REWARDS

At Carmel, we promote and reward the learning behaviours we wish to see through CLASSCHARTS. Pupils are given a class chart point for a number of positive reasons such as excellent participation, resilience or for an outstanding piece of homework. Conversely we can also record and track patterns of behaviour and learning that do not meet our expectations.

BLENDED LEARNING

In addition to face to face teaching, when necessary, we are able to adapt our teaching and learning to working remotely. Using TEAMS, we can continue the intended curriculum for each subject as far as possible using a variety of methods including recorded videos and power points and live streaming. Across the College, departments are encouraged to use TEAMS to set and track some homework and complete knowledge tests.



Learning Environments

The personal experiences of a school's Catholic ethos is encountered in many ways. At Carmel it can be witnessed through the physical, outward signs such as the continuing care and attention to the facilities and buildings. This reflects the Church's teaching regarding the dignity of the human person and our obligation to care for the human needs of one another.

The appearance of classrooms, laboratories, workshops, playing fields and sports areas are important parts of a pupil's experience. Following our extensive building and renovation programme, all students at Carmel can enjoy modern, state-of-the-art learning facilities that are continually updated and improved. Recent additions to the College facilities include a climbing wall and 3G hockey pitch which is in great demand at lunchtime and for enrichment activities.

In addition to the facilities and buildings, we do our best to provide all departments with the most up to date resources, text books and technology.

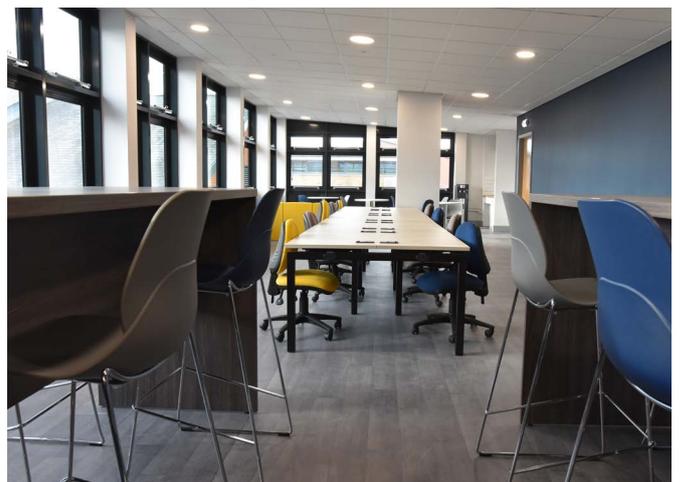
LIBRARY AND LEARNING RESOURCE CENTRE

Carmel Library and Learning Resource Centre is an integral part of curriculum support, providing information and resources for staff and students. The LRC is open from 8.00am until 5.00pm (4.00pm Friday) and provides computer/internet access, printing and photocopying facilities, together with Library resources for use throughout the College day. There are a wide range of books and curriculum based websites to support students with Key Stage studies, as well as a selection of fiction titles to inspire readers' imaginations. The College Library catalogue can be accessed via the Carmel website or by downloading the free iMLS app onto tablets or other devices.

At Carmel we have developed our own reading routes for students, as well as reading lists for specific subjects to improve literacy and reading for all.

Homework Club is held from Monday to Thursday, after College, to enable students to access information and use resources, with support from library staff.

Sixth form students can access the LRC in their directed study periods, where there is a dedicated area for quiet study, together with a further study room for group work. A careers library is available with a comprehensive range of university prospectuses, current publications and Higher Education Resources.



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

We are a fully inclusive College. We aim to create a mutually supportive environment in which all students can develop their full potential, without fear of failure. Students who have additional needs, including those who have an Education, Health and Care Plan (EHCP), are a valued and integrated part of our community. Staff continuously seek opportunities for SEND students to experience success, attempting to facilitate access to a broad and balanced curriculum, through informed and sensitive support programmes.

Equal emphasis on inclusion is given in the College's extra-curricular activities. Liaison with feeder schools assists the forward planning of staff training, in order to proactively support students with learning difficulties/disabilities. Students who have an EHCP are given priority when learning support staff are timetabled for provision of in-class support. Their progress is closely monitored by the College's coordinator for SEND, assisted by learning support staff, Pastoral Learning Managers and the Vice Principal for Learning Support.

All students identified on the formal SEND register are assessed via Darlington Borough Council's Ranges documents, this highlights the suggested support and provision to meet their needs. Depending upon which range pupils are they will have one of the following documents: a pen portrait, a one page learner profile or a SEN Support Plan which are regularly reviewed. The progress of students who possess an EHCP is reviewed annually with parents/carers in College; more often if this is deemed to be appropriate.

Students have transitional reviews from the end of Year 9. We endeavour to support all our students according to their needs, always mindful of the need for increased independence. We aim to constantly improve the quality of our provision through regular monitoring, training and use of evaluative feedback.

Support is as flexible to need as is possible. Further information is contained within the College's SEND policy and SEND information report, available in College or on our website.

STUDENTS WITH DISABILITIES

Students with disabilities will be admitted to the College in accordance with the College's admission policy.

We are committed to ensuring equality of education and opportunity for disabled students and all those receiving services from the College. We aim to develop a culture of inclusion and diversity, in which people feel free to disclose their disability and to participate fully in College life. The achievement of disabled students is monitored, and we will continue to use this data to further raise standards and ensure inclusive teaching. We will continue to make reasonable adjustments to ensure that the College environment is as accessible as possible.

Whenever a change is proposed to the College's environment, facilities or services, we will undertake a Disability Impact Assessment to identify if it can be done in such a way that it will have a positive impact on disabled people. Our aim is to eliminate or reduce any negative impact on disabled people as a result of the change and to promote areas of existing good practice in disability equality. Our Accessibility Plan is available as part of our SEND policy. At Carmel, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

“Carmel students leave College with much more than just outstanding exam results.”

Enrichment Opportunities

SPORT & PHYSICAL ACTIVITY

Athletics Swim Club Climbing Dance Sailing Football Rugby Netball Sailing Hockey
Gymnastics Badminton Volleyball Rock Climbing Darts Club Cricket Table Tennis

ART & CULTURE

Art trips History Battlefields trip Junior and Senior Choir Orchestra String Club Film Club Sewing Club
Advanced Acting Guitar Club Liturgy Group Mindful Craft Club Creative Graphics Arts and Crafts Club
Origami Club Chess Club Page to Stage Drama Club Board Game Club Anime/ Manga Club
Magic and Mystery Club Language Trips Theatre Workshops and Trips

LITERACY & READING

Darlington Library Opportunities World Book Day Reading Competitions
Reading for Pleasure Creative Writing Student Librarians Reading Partners

SPIRITUALITY & CATHOLIC LIFE

Youth SVP Lourdes Group Faith in Action John Paul II Award Spiritual Depth Vocations Day
World Religion Week Liturgy Leaders Justice and Peace/ CAFOD Club RE Celebrating Cultures Club
Pilgrimage and Retreats Liturgy and Mass Diocesan Youth Ministry Events

CHARACTER & VIRTUE

School of Sanctuary Phoenix Club Debate Club Gardening Club Public Speaking Politics Club
Duke of Edinburgh Award Fun House Friday Stewardship Group Inclusion Group Student Voice
House Captains Masterclasses Sports Leaders Mentoring Peer Mentors Inclusion Mentors

CAREERS & ASPIRATIONS

The Big Project Careers Drop-in Sessions University Talks & Visits Careers Fair
National Citizenship Service Employer/Student Mentoring Workplace Visits
Work Experience The Big Project

STEM & ACADEMIC

iDEA Club Decision Maths for Computing Eco Club History Club Robotics Club
CAD/CAM Club Reconstructed Fashion Science Field Trips E-Sports
Academic Conferences Employer Engagement UIKMT Maths Challenge

These are some typical examples of enrichment opportunities from over the last 4 years.

Enrichment

We believe that extra-curricular activities are an important part of a rich education; developing students academically, socially and culturally beyond the formal curriculum.

Carmel College offers a diverse and exciting extra-curricular programme that enhances all areas of school life. This includes lunch time activities, master classes, retreats, residential and international trips and competitions.

Over the years we have provided pupils with a range of trips to Poland, Lourdes, New York and Washington, Skiing in Italy, Paris and St Omer, Rome and Florence, Iceland and Taize.

Students have also benefited from; a thriving Duke of Edinburgh programme, HCPT pilgrimage to Lourdes, working with STEM ambassadors and regional employers on enterprise projects; visits to universities; fieldwork studies; theatre trips; museum and gallery visits and opportunities to hear inspirational speakers.

All students are involved in the liturgical life of the College and support local charities including CAFOD and SVP, many have enjoyed the opportunity to attend the YMT summer festival or to contribute to their local parishes.



Careers Education, Information, Advice and Guidance

(CEIAG)

Careers education is central to our College ethos. We strive to meet the needs of every student and to ensure that they are able to choose careers that they find fulfilling and rewarding. All students leave Carmel and go on to further education, employment or training. Careers Education provision within each year is available for viewing on the Carmel website.

We ensure that every student is given a full range of opportunities and experiences to fulfil their potential and are well supported when making career choices. The College provides access to Unifrog - an online careers platform which has many career profiles, online courses, employability skills workshops, all University courses and current vacancies in apprenticeships.

The programme for CEIAG is led by an Assistant Vice Principal and is coordinated by the Careers Lead. Pastoral Learning Managers for each year group along with Form Tutors support the delivery of CEIAG through PSHEE. Students receive a rich provision in the classroom and extra-curricular activities that develop a range of character attributes, such as resilience and perseverance, which underpin success in education and employment.

The Tees Valley Combined Authority Careers, local businesses, National Apprenticeship Service, National Careers Service, National Citizenship Service, Universities and other Colleges generously support our programme and enable a dynamic and current picture of the world of work and study. Strong partnerships with local businesses have created opportunities for students to apply for employment, apprenticeships, and to take part in work experience.

We provide high quality independent careers guidance and have a Careers Adviser who help students to develop high aspirations and consider a broad and ambitious range of careers, including apprenticeships.

We endeavour to inspire students through real-life contacts with the world of work, providing students access a range of purposeful activities, including employer talks, employability workshops, mock interviews, careers fairs, motivational speakers, and also College and University visits.



Pastoral Care and Guidance

The pastoral organisation of the College is based on year groups. Year groups are divided into tutor groups, each led by a Tutor/Academic Mentor who is concerned for the welfare of all students in their group. Tutors work under the guidance of a Pastoral Learning Manager (PLM) who has overall responsibility for the academic, social and personal development of students within the year group. PLMs work under the direction of the Vice Principal for Pastoral Care. Involved in this process, pupils thrive in this strong learning environment, where progress is highly valued.

VICE PRINCIPAL FOR PASTORAL CARE

Mrs S Thornton



PASTORAL LEARNING MANAGERS



Year 7
Mr D Grieve



Year 9
Mrs J Crossley



Year 9
Miss R Bowes



Year 10
Miss N Levy



Year 11
Miss A Spenceley



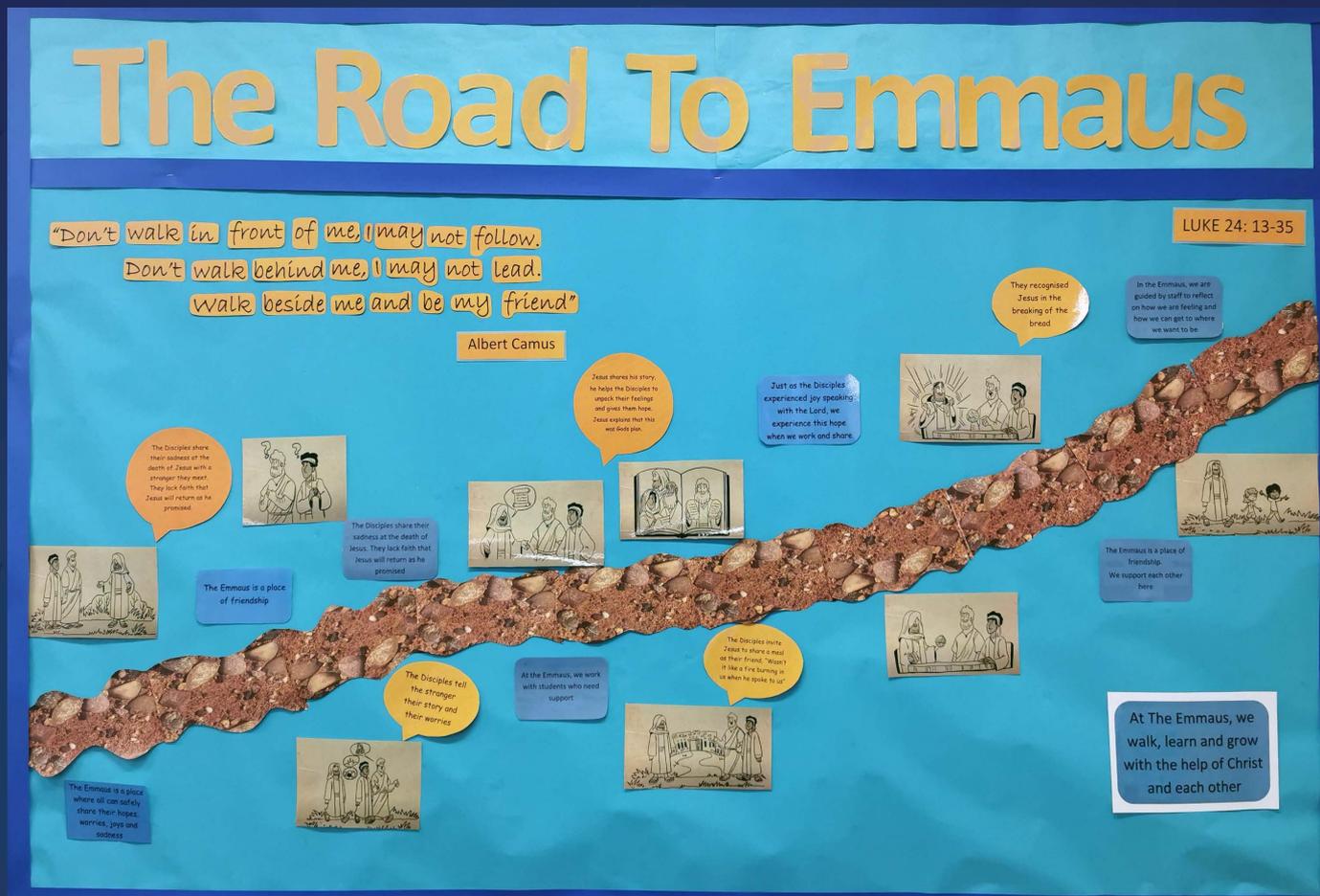
Head of VI Form
Mrs L Parnaby

Regular meetings are held between the Form Tutors, Pastoral Learning Managers and the Vice Principal with overall responsibility for pastoral care/guidance. This ensures effective delivery of the pastoral care/guidance, spiritual, moral, social and cultural development of pupils.

Parent Teacher Consultation

The College's Mission Statement emphasises the links between College and parents and, while parents are welcome to contact the College at any time to arrange an interview to discuss the progress of their child, there are formal opportunities for consultation with teaching staff through Academic Mentoring Days and Parents' Evenings. Parents and students in all years will have the opportunity to attend an appointment with the year group tutors, during both the autumn and spring terms. These will take place during normal working hours. There will also be evenings at key transition points for Year 9, 11 and 13, Key Stages 4 and 5.

Emmaus and Academic Mentoring



EMMAUS CENTRE

The Centre offers additional support to students who are experiencing difficulties on their journey through the College. These difficulties can be short or longer term and for a variety of reasons and may prevent students from accessing fully the opportunities the College has to offer.

Mrs Thornton, Vice Principal Pastoral, works closely with Pastoral Learning Managers, striving to provide a learning environment where all students can achieve their personal goals. The advice and support made available is delivered in partnership with students, on the basis of equality and inclusivity. Support is offered in a variety of different forms and parental involvement is encouraged to ensure that a strong home/school relationship is developed and maintained.

DRIVING FOR EXCELLENCE: ACADEMIC MENTORING

Careful monitoring of pupil progress takes place across all age groups. All departments track students' progress against their individual goals. Careful analysis enables staff to tailor their teaching to the learning needs of their pupils. This process is a key element in helping to secure consistent progress through the College. On Academic mentoring days, form tutors meet with parents and pupils to discuss their personal and academic progress.

Uniform



Blazer	Navy with College badge
Trousers	Dark grey (not black, skinny, super skinny or spray on)
Shirt	Plain light blue
Tie	Blue striped (clip-on only)
Socks	Grey or black, not white or coloured
Shoes	Black with no other colours, markings, or branding - not trainers, boots, stilettos, kitten heels or backless. Boots may be worn in bad weather in the winter months and only at the discretion of the Principal.

Blazer	Navy with College badge
Kilts	Blue checked tartan kilt. All kilts should be of the appropriate length i.e. no shorter than just above the knee.
Trousers	Dark grey (not black, skinny, super skinny or spray on)
Shirt/blouse	Plain light blue with top fastening button if wearing the clip-on tie. Option: Light blue reverse collar blouse if not wearing the tie.
Tie	Blue striped (clip-on only)
Tights	Navy/black
Shoes	Black with no other colours, markings, or branding - not trainers, boots, stilettos, kitten heels or backless. Boots may be worn in bad weather in the winter months and only at the discretion of the Principal.

Developing Leaders for the Future at

Carmel College

Participating in one of our many leadership opportunities in the College allows students to develop a wide range of skills including: - confidence, resilience, responsibility. They lead on issues of justice, compassion and inclusion; celebrating our diverse community. These leadership roles allow our community to grow in unison ensuring a variety of means by which all voices can be heard and students supported.

Sixth Form Leadership Team: The Sixth Form Leadership Team consists of a team of six students who take on leadership roles within the College. They develop leadership skills by organizing events, representing their peers, and acting as role models for younger students. The team is overseen by two Head Students.

Student Voice Group: This is a very important group as it represents the whole student body. Members of this group advocate for students' interests and concerns within our community, making the College a better place for us all.

Inclusion Mentors: Members of this group support all students with a focus on ensuring our community celebrates our strength in the richness of our diversity. Older students support, mentor and guide younger students, particularly those facing adversity.

Peer Mentors: Our Peer Mentors receive special training to assist them in their role of working with our Y7 students, guiding them through their transition into secondary education, providing support and additional guidance,

Mental Health First Aiders: Students are trained to support their peers' mental well-being. By developing their own skills in active listening and empathy, they are able to offer support and guidance.

House Captains: They are responsible for leading and organizing activities within the Houses of St Aidan, Cuthbert, Bede and Hilda. These students are voted by their form to carry out the duties effectively. They are an important part of our own pastoral, spiritual and enrichment activities.

Youth SVP: Youth SVP (Saint Vincent de Paul) engages students in leading community service and works to alleviate poverty and support vulnerable individuals both within our community and beyond.

Sixth Form Reading Partners: Sixth Form Reading Partners regularly listen to the younger students to read, helping them to overcome barriers to literacy and develop students' confidence in reading.

Stewardship Group: Leaders and members of this group focus on promoting environmental awareness and sustainable practices within the College community.

Inclusion Group: The Inclusion leaders works to create an inclusive and supportive environment for all students. Students develop leadership skills that foster inclusivity and ensure everyone feels valued within our community, with dignity at the heart.

Sports Teams and Sports Leaders: Sports leaders develop leadership skills through teamwork, communication, and setting a positive example for their peers. Our sports leaders encourage active participation for all.

School of Sanctuary: Leaders within this group create a welcoming and inclusive environment for refugees and asylum-seekers.

Liturgy Leaders: Liturgy Leaders assist with organizing and leading Prayer and Worship in their form classes and wider College community.

Young Interpreters: Young Interpreters assist fellow students with language barriers, ensuring effective communication and integration.

Carmel College Prospectus

2023/24

CARMEL COLLEGE
THE HEADLANDS, DARLINGTON
CO. DURHAM, DL3 8RW

 ADMIN@CARMEL.BHCET.ORG.UK

 WWW.CARMEL.BHCET.ORG.UK

 (01325) 254525



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