

2022-2023

# The Samworth Church Academy

Sixth Form Student  
Handbook

SAMWORTH  
CHURCH  
ACADEMY





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# The Sixth Form Team

- Chris Vallance, Director of Student Experience
- Laura Jones, Head of Sixth Form
- Brett Goacher, Deputy Head of Sixth Form
- Alison Pass, Sixth Form Learning Manager (Working days Tu, W, Th, F)
- Amy Bodycombe, Sixth Form Learning Mentor (Working day- Tuesday)

## A Welcome from The Principal

The Academy was established in 2008 by joint sponsors Sir David Samworth and the Diocese of Southwell and Nottingham. Their vision was to create an inclusive place where people and students come first and where students can be educated holistically as well as academically and leave prepared for a long and happy adult life – 70 plus great years.

Our emphasis and exploration of our Christian values, as well as our membership of the international Round Square organisation, encourages students to 'Be the Best They Can Be' and to explore their own (perhaps hidden) talents and potential in a wide range of ways. Our beautiful and lovingly cared for campus houses a range of sometimes unexpected facilities including a climbing wall, high ropes course, Dance Studio and Drama Pod, a Combined Cadet Force, a fully functioning hairdressing salon and well populated animal care unit. We are also committed to delivering the best academic education we can for our young people and to training and supporting our teachers to be the best and most innovative teachers they can be. Our teaching facilities are modern and well-equipped, and we are always looking for ways to improve them further.

The Sixth Form at the Academy is no exception to this sense of purpose. We have dedicated areas for Sixth Form study, but the overall philosophy is that our Sixth Formers are a fully integrated part of the Academy community. They are our student leaders and are expected to behave and interact with all at the Academy in a professional, friendly, and caring manner. We provide many opportunities for students to develop their leadership skills and develop as individuals in a way that will make them stand out on any future applications for university, apprenticeships, or employment. Our Sixth Formers are exceptional young people, and we are very proud of all of their achievements.

If you would like to find out more about what they get up to, the website is a great place to start but also please get in touch with any further questions or for a look around the Academy at work at any time of the year. We would be very happy to demonstrate how inspiring our students are and to give you a flavour of the wonderful things they achieve as they strive to 'Be the Best They Can Be'.

*Lisa McVeigh, Principal*



# Sixth Form at The Samworth Church Academy

## Sixth Form vision

For all Sixth Form students to feel valued and supported each and every day through a personalised approach from staff. For students to have access to a range of opportunities which work alongside academic and personal developments to create well-rounded, characterful individuals who live life in all its fullness as good citizens who thrive in modern Britain, on their pathway to enjoying 70 of more great years.

## What does it feel like to be a sixth former?

### By members of the Sixth Form Leadership Team

'Hello, I'm Dagmara. Being a sixth former is quite a big jump from Year 11, however you get all the support you need. Make sure if you're ever struggling with work, to talk to your teachers and once you get in the sixth form routine it is quite straightforward, so never hesitate to ask for support, as it may be difficult at times, however this sixth form is brilliant with amazing staff and students.'

Having already done a year in sixth form, I've learnt so many things. Being a sixth former, you are able to form amazing bonds with your teachers and have that mutual, adult respect with them. Expectations and standards are there for you to experience what life will be like in an office / professional job setting. This really does help guide you to understand more about your future and what is expected of you in whatever job it is you are wanting. Although there's a lot of work to be done in these 2 years of Sixth Form, and sometimes it can seem stressful, there are so many wonderful people (staff and students) at the Academy who are more than willing to put in that extra effort to make sure you are okay and that is what so many of us end up being so thankful for. Hope you all consider our Sixth Form and I look forward to seeing those who do next year!  
Ellie



# General Information

## Academy Day

- The Academy Day begins with the arrival of students for a prompt start to briefing at 9.45am
- Briefing time is 9.50am-10.05am and lessons beginning at 10.05am.
  - The aim of this time is to address PSHE, Wellbeing, Cultural Capital, Revision and Current affairs activities which sit alongside the academic pathway you have chosen at the academy.
  - Mentoring slots will also be allocated during this time to further support your wellbeing.
- For Year 13, all students should be in school by 9.50am and can leave at 12.35pm if they have no timetabled lessons in the afternoon, this will be reviewed should attitude or behaviour not meet the required standards.
- For Year 12, all students should be in school 9.50am-3.40pm each day
- Taught lessons will end at 3.40pm
- Please sign in using the card reader in the foyer, and out at SID if before 3.40pm or out on the card reader if at 3.40pm or beyond
  - This will ensure that we have an accurate record of who is in the building at any point in time.

## Absence

- If you will be absent from school, parents/carers must inform the Attendance Officer on 01623 663450 or e-mail [attendance@tscacademy.org.uk](mailto:attendance@tscacademy.org.uk) on the morning of your first day of absence and update the Academy on a daily basis.
- Students do not need to contact the Sixth Form Team in relation to daily attendance as this information will be relayed via the attendance team, as necessary.

## Independent Study Time

- Sixth Form students are expected to use time without scheduled lessons to complete independent study, consolidate learning, utilise research methods and to complete assigned tasks.
- Two Post-16 Study Rooms will be available to work in from 8am–4pm each day, one Quiet Study Area and one Group Work Area.
- Students are provided with an Independent Study Guide to support independent study time if required to support revision/consolidation of learning.



## Mobile Phones

- Students in Sixth Form have the privilege of being allowed to use their mobile phones in the Sixth Form Study areas and during their lunch break in the Café.
- Mobile phones must only ever be used appropriately as per the Academy policy and not for filming/photographing others or accessing inappropriate content.
  - Phones must not be used on corridors or around the school.
  - Inappropriate phone use will not be tolerated
- Research and student's work should be carried out on computers or prior to lessons. Phones are only allowed in lessons at the discretion of the teacher where they are needed to support a task, otherwise phones should be put safely away during lesson time.

## Additional Information

- Please be aware that the academy is a no smoking site (cigarettes and vapes), use of banned substances (including drugs and alcohol) are not permitted at any time and will result in immediate Level 3 sanctions
- Students are not allowed chewing gum
- Headphones cannot be worn outside Sixth Form areas
- Students are not allowed energy drinks
- Lanyards should be worn at all times
- Sixth Form do not have 'free's' but 'independent study time'
- Students in Year 12 are expected to complete academic lessons, the Personal Development Programme and select one enrichment programme
- Driving lessons should not be planned during lessons or independent study time

# Sixth Form Calendar Key Dates

Date	Event
August	A Level Results Day
August	GCSE Results Day
August	Enrolment opens
September	Enrolment deadline
September	Lessons start for Y12 and Y13
October	UCAS applications can now be received
October	Y12 Welcome Evening
October	Final date for course changes
October	Submission of Oxbridge applications
October	Y12 and Y13 Parents Evening
November	Careers Convention
November	Post-16 Open Evening
December	Y13 Mock Exams
January	Submission of UCAS applications- Equal consideration application deadline
February	Y12 and Y13 Parents Evening
February	UCAS extra opens
March	Student finance opens
March	Work experience Y12
June	Y13 Exams
June	Y13 Leavers Event
June/July	Y12 Mock Exams
July	Last date for UCAS applications before clearing opens

Actual dates will be provided at the start of the academic year, but this gives an indication of key dates



# Sixth Form Application and Enrolment Process

The process is outlined below for students, to assist their knowledge of how to conduct the process and apply for Sixth Form.



- The Sixth Form Courses Prospectus can also be viewed at [Sixth Form Prospectus | The Samworth Church Academy](#) which has further details on each subject
- Changes to courses must be made by 5<sup>th</sup> October as this is the census date at which we submit course information to the DfE
- Changes after this time will only occur in extenuating circumstances





# Minimum Entry Requirements

## Subject requirements

Subject	Requirements
Accounting (A Level)	Grade 6 in GCSE Mathematics
Applied Science (BTEC Level 3)	Grade 5 in GCSE Sciences (single) OR 5.5 GCSE Combined Science Grade 4 in Mathematics
Art & Design (A Level)	Grade 5 in GCSE Art and Grade 5 in English
Animal Care (BTEC Level 3)	GCSE English/Humanities Grade 4 or Level 2 Pass in Animal Management GCSE
Biology (A Level)	Grade 6 in GCSE Biology OR 6.6 GCSE Combined Science and Grade 5 in Mathematics
Business Studies (A Level)	Grade 5 in Mathematics and Grade 5 in English
Chemistry (A Level)	Grade 6 in GCSE Chemistry OR 6.6 GCSE Combined Science and Grade 5 in Mathematics
Dance (A Level)	Grade 5 in GCSE Dance
Drama (RSL Level 3 Diploma in Creative and Performing Arts)	Grade 5 in GCSE Drama and Grade 5 in English
English Literature (A Level)	Grade 6 in either English Language or English Literature.
Film Studies (A Level)	Grade 6 in GCSE English and Grade 6 in GCSE Film Studies or Media Studies
French (A Level)	Grade 6 in GCSE French and Grade 4+ in English Literature would be a benefit

Subject	Requirements
Geography (A Level)	Grade 5 in a GCSE Humanities and Grade 5 in English and Mathematics
Hairdressing (City & Guilds Level 2)	No specific entry requirements
Health and Social Care (BTEC Level 3)	GCSE English/Humanities Grade 4 or Level 2 Pass in Health and Social Care GCSE
History (A Level)	Grade 6 in GCSE History or RS and Grade 5 in GCSE English
Information Technology (Cambridge Level 3 Technical)	Grade 4 in GCSE Computing or Level 2 Merit in Media
Mathematics (A Level)	Grade 7+ in GCSE Mathematics
Music Technology (A Level)	Grade 5 in Music and the ability to play a musical instrument
Photography (A Level)	Grade 5 in GCSE Photography or Art (desirable) and Grade 4 in English
Physical Education (A Level)	Grade 5 in Science and Grade 4 in English and must play sport outside of school Grade 5 GCSE PE is desirable
Physics (A Level)	Grade 6 in GCSE Physics OR 6.6 GCSE Combined Science and Grade 5 in Mathematics
Psychology (A Level)	GCSE English Grade 6 and GCSE Mathematics Grade 5

## Subject requirements

Subject	Requirements
Applied Psychology (BTEC Level 3)	GCSE English/Humanities/BTEC Grade 5 and GCSE Mathematics Grade 3
Product Design (A Level)	Grade 6 in Technology and Grade 5 in Mathematics
Religious Studies (A Level)	Grade 5 in GCSE Religious Studies and Grade 5 in English
Sociology (A Level)	Grade 6 in English and Humanities equivalent
Spanish (A Level)	Grade 6 in GCSE Spanish and Grade 4+ in English Literature would be a benefit
Sport (BTEC Level 3)	Grade 4 in GCSE Science or equivalent and Grade 4 in GCSE English It would be beneficial if students had taken a PE qualification in year 11



# Subject Guides

For those who have not yet decided their future career pathway please do not feel the pressure to do so yet, for those with a good idea of the pathway they may wish to pursue in the future may want to consider the following information

## Factors to consider when choosing A Levels

- What you're good at – your career or degree plans may change so make sure you choose subjects you can do well in
- What you enjoy – if you don't enjoy a subject at A Level but need it for a specific university course, you might want to reconsider your degree preference
- Your subject combination – if you're taking a science A Level, for example, you should consider whether you need to look at taking another science or maths subject
- The syllabus – knowing the course content should tell you whether a particular A Level is the right option for you
- The workload you can handle – for example, some courses may involve a lot of essay writing, so be realistic about how much work you can do



Career Route	Suggested Subject Links
Russell Group Universities	8 facilitating subjects are: Biology, Chemistry, English Literature, Geography, History, Maths, Further Maths, Modern and Classical Languages and Physics
Medicine and Dentistry	Chemistry, Biology, Maths, Physics
Veterinary practice	Chemistry and Biology, Maths and or Physics
Engineering	Maths and Physics
Architecture	Art or Technology, Physics, Maths
Accountancy/Banking/Finance	Business, Maths, Accountancy
Nursing	Biology and or other sciences, Health and Social Care
Drama	Drama, English Literature
History	English Literature, History, Sociology, Religious Studies
Sport	Physical Education, Sciences
Teaching	Maths and English GCSE + Subject specialism



# Enrichment options

Alongside academic studies, students in Year 12 select one additional course to study to gain experience and valuable knowledge which can be utilised towards future aspirations and to note on CV's and personal statements. Some courses also carry UCAS points and therefore can also provide a boost in points for university applications.

For any students needing to resit English and or Maths, we would not expect them to complete an enrichment activity, as well as their resit subject.

Option	Information	UCAS points	Hours per week	Qualification
<b>Core Maths</b>	Core Maths is intended for those who have passed GCSE at Level 4 or above but have not chosen to study A level Maths. Helps students' problem solve using Mathematics.	Yes	2	Equivalent of 1 AS Level
<b>Further Maths</b>	Taken alongside Maths, broadens the maths covered at A Level, great preparation for a degree in Maths.	Yes	2	Level 3 Qualification, equivalent of 1 AS Level
<b>Sports Leaders</b>	Nationally recognised leadership qualification, great for personal statements particularly for those wanting to work in leadership or with people.	Yes	1	Sports Leaders Award
<b>Young Leaders Award</b>	Leadership and character education programme aimed to help students grow in confidence, teamwork, resilience, and care for others.	No	1	Short course Young Leaders Award
<b>Duke of Edinburgh</b>	Shows personal skills in teamwork, leadership, commitment, pushing yourself outside your comfort zone. Route planning, expedition planning, meal planning alongside skill and volunteer activities	No	1	Silver Duke of Edinburgh Award
<b>Early Teacher Training</b>	An opportunity to work alongside teachers to support in the classroom, lead small activities	No	1	No formal qualification



	and gain a valuable insight into teacher training			
<b>Extended Project Qualification</b>	Helps students develop and demonstrate project management skills and provides opportunities for extended writing	Yes	2	Level 3 qualification, equivalent of 1 AS Level
<b>Young Enterprise</b>	A programme where students learn how to set up and run a small business	Yes	1	No formal qualification



# Sixth Form Agreement 2022-23

In choosing to be a student in the Sixth Form at The Samworth Church Academy, I agree to:

1. Punctually attend all timetabled lessons, Guidance sessions, School and whole Academy assemblies and Sixth Form activities as planned on a weekly basis.
2. Sign in and out at reception/SID as requested to ensure we have accurate attendance data.
3. Parents/carers must phone or e-mail the Attendance Team ([attendance@tscacademy.org.uk](mailto:attendance@tscacademy.org.uk)) on the first day of any absence through illness. Prolonged or persistent absences will require medical evidence.
4. Minimise my absences by not arranging holidays, driving lessons, paid employment shifts and avoidable appointments during school time. For any unavoidable absence, please discuss with the Attendance Team or the Sixth Form Team.
5. Be in school for 9.50am and not leave until after the last lesson of the day, if no lessons timetabled, I am expected to be in school 9.50am-12.35pm, Y12 will remain on site 9.50-3.40pm
6. Work to the best of my ability to achieve or exceed my target grades, including taking an active role in collaborative learning and handing in quality extended learning tasks, assignments, and coursework on time. (Please be aware that your efforts and performance on your courses may affect your place throughout the duration of your studies).
7. Act as a positive role model for the younger students including eating in the restaurant areas, behaving appropriately at all times in and around the Academy.
8. Follow the Sixth Form Dress Code
9. Recognise that the privilege of being a Sixth Former at the Academy demands responsibility and commitment, and participation is required as fully as possible in wider Academy activities.
10. I understand that A Level or Level 3 studies require additional work outside of lessons and around 5 hours per subject is the suggested amount of time required
11. Use study spaces respectfully in regard to equipment, staff and other students
12. Only use my phone appropriately when in sixth form spaces, I understand that failure to do so may result in removal of the privilege to have my phone
  1. I must only use it for appropriate purposes
  2. I must not take photos or videos of others under any circumstances

To support me in achieving success in the Sixth Form I am entitled to receive:

1. A high-quality programme of courses delivered by dedicated, professional and well-qualified teachers, using appropriate facilities and resources.
2. A variety of additional activities and experiences in addition to academic study, including opportunities for student leadership, trips and residential visits, foreign travel, charity work and spiritual reflection.



3. Careful, rigorous monitoring of my attendance and academic progress, including setting target grades, use of the Academic and Conduct Support Procedure and action plans for improvement with subject staff and the Sixth Form Team.
4. Reviews and reports of my progress and opportunities for my parents/guardians to come into the Academy to discuss my progress and/or attendance. (Further action including additional meetings with parents, verbal and written warnings and exclusions may also be undertaken where necessary).
5. Advice and guidance on the routes I wish to follow during and beyond my time at the Academy, including a written reference for Higher Education, apprenticeships or employment.
6. A high- quality, well planned programme of Guidance sessions which meet all PSHE guidance requirements and prepares students thoroughly for life post-18, including the UCAS process for those which this applies to.
7. Opportunities for extracurricular activities which bring social and wellbeing benefits.

## Sixth Form Cover Arrangements

Although the cover team will endeavour to cover all Sixth Form lessons there may be occasions when due to high volumes of staff absence, sixth form lessons will not receive a cover teacher.

In relation to cover please follow the points below:

- In briefing you will be made aware of any cover arrangements which will affect Sixth Form Lessons, if there is a teacher covering the session, go along as normal and complete the work set
- If there is no cover available, get your mark from SID (student information) and complete the work set by the teacher in the study rooms, sending all completed work back to the teacher by the end of the lesson



# Sixth Form Dress Code

The standard of our dress code for sixth form students is **office attire and professional workwear**.

As casual clothing is not suitable for the Samworth Church Academy learning environment, the following expectations will help you determine what is appropriate to wear.

- Clothing that reveals: Cleavage, back, chest, feet, stomach, or underwear is not appropriate for a place of business.
- Torn, dirty or frayed clothing is unacceptable, seams must be finished. Any clothing that has words, terms, or pictures that may be offensive to other members of the Academy community is unacceptable.
- Students attending the Academy with only Dance or Physical Education timetabled for that day are permitted to attend in appropriate clothing for those subjects, following the standards outlined in this document in terms of length and appearance.
- As students have made an informed choice to join the Samworth Church Academy they will already have an allegiance to the high standards which help the Samworth Church Academy stand out from the rest, including the agreed standards of professional dress.
- If clothing does not meet these standards, unprofessional behaviour sanctions, in line with TSCA policy and practice, will be applied. This may include being asked politely to go home and change.

## Professional dress for work

This is a general overview of appropriate professional attire. Items that are not appropriate are listed too. No dress code can cover all contingencies, so students must exert a certain amount of judgment in their choice of clothing to wear to work. If you experience uncertainty about appropriate, professional attire for work, please speak with the Principal/Sixth Form Team.

## Trousers, Skirts, Dresses and tights

- Smart trousers, chinos, skirt or dress of knee or longer length.
- Trousers including jeans, canvas trousers, jogging pants, shorts and leggings are not appropriate.





- Short, tight skirts are inappropriate for work. Mini-skirts, skirts with splits in the seams, shorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for work.
- Inappropriate or revealing tights should not be worn, those which are selected should be a full pair of opaque tights

### **Shirts (ties), Tops, Blouses, and Jackets**

- Tailored collared shirts/polo shirts, blouses and smart tops are appropriate.
- Tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, hoodies and collarless t-shirts are not appropriate.

### **Shoes and Footwear**

- Appropriate footwear is required- this should be in line with office attire and professional workwear.
- Plain, sturdy leather, polishable shoes are appropriate.
- 'Dolly' shoes, trainers, sandals, converse, flip-flops are not appropriate.

### **Coats and Hats**

- Outdoor coats should be removed in lessons and around the Academy.
- Hats are not appropriate in the workplace.

(Head Covers that are required for religious purposes or to honour cultural tradition are of course allowed)

### **Jewellery, Makeup, Hair and Body Art**

The wearing of jewellery in a practical workplace environment can be a health and safety risk. It is also important to role model acceptable business and workplace presentation students.

It is with this in mind that jewellery should not be worn at all or kept to a minimum e.g.,

- A maximum of two small rings (must be taken off when using identified technology equipment or for Sporting sessions)
- One pair of small earrings
- One bracelet and/or watch (please avoid "bling")

- No visible body or face piercings
- Makeup should be tasteful and appropriate for a professional environment
- Hair should be of a natural colour
- No extreme hairstyles
- Whenever possible, body art should remain covered, exposure being the exception rather than the rule.



# Sixth Form Conduct

Students within the Sixth Form are considered young adults with a position of leadership and as such need to realise the importance of meeting the expectations of the Sixth Form at all times for students in younger years and realise the importance of meeting these values for their own progress. As such, they are considered able to make informed choices about their conduct especially in relation to:

1. Demonstrating positivity to school, guidance, study time and to all lessons
2. Serving the school community by role modelling excellent conduct in and around the school
3. Respect for all within the school community
4. Developing and nurturing their own unique vocation through their studies and use of independent study time
5. Demonstrating Sixth Form Attributes to support the transition to life in the wider world, post TSCA.

## Recording of Exceptional Conduct

It is expected that whilst at Sixth Form all students will demonstrate good conduct. However, some students will always demonstrate conduct that is above and beyond and truly meet the values of the academy.

## Points system - New for 2022

Staff will award positive points including for: attendance, effort, supporting the wellbeing of others, decision making, promoting academy values, participation in activities or events which develop the CV and life skills, participation in guidance, presentation skills and assignment tasks.

Positive Points will be recorded on Satchel One as in lower school.

Points will contribute towards free tickets to reward events at the end of each term and end of Sixth Form events for Y13 such as: Summer BBQ, Prom, Trips.

# Sixth Form Conduct System

## Sixth Form Conduct Colour System

<p><b>Positive Points</b> On Satchel One For positive behaviour and demonstration of the academy values</p>	<p><b>For in or out of classroom behaviour</b></p> <p><b>Reward events</b></p> <ul style="list-style-type: none"> <li>• 1 per term for all students with:</li> <li>• 97%+ attendance and a positive points balance</li> </ul> <p>At the end of the year, positives totalled</p> <p><b>End of year prizes</b></p> <ul style="list-style-type: none"> <li>• Free tickets to Sixth Form BBQ/ Alton Towers Prom</li> <li>• Wellbeing rewards</li> </ul>
<p><b>Negative points</b> On Satchel One For negative behaviour including but not exclusive to the list below</p>	<p><b>For in or out of classroom behaviour</b></p> <ul style="list-style-type: none"> <li>• Lateness</li> <li>• Phone use</li> <li>• Not following academy expectations</li> <li>• Uniform (inc. Coats, Lanyards)</li> <li>• Out of classroom behaviour</li> <li>• Failure to improve following a warning</li> <li>• Rudeness</li> </ul>
<p><b>Escalations in Lesson</b> On Satchel One For use within lessons to challenge the behaviour and values demonstrated</p>	<ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Negative point- which can be worked off if behaviour is modified, please log outstanding points at the end of the lesson</li> <li>3. Ask to Leave Lesson- Logged on Satchel One as detention category 'Removal from lesson' which will inform parents immediately</li> </ol>
<p><b>Conduct Warnings</b> Issued by Sixth Form Team</p>	<ol style="list-style-type: none"> <li>Stage 1- Initial Meeting and targets set</li> <li>Stage 2- Warning issued</li> <li>Stage 3-Verbal warning</li> <li>Stage 4- Final Written warning</li> </ol>

**Truancy**  
If you suspect a student is truanting a lesson, e.g. they have been present all day and do not attend your lesson, please contact a member of the sixth form team.



As an issue is identified by a member of staff they will first identify if this concern is an academic issue or a behavioural issue.

### Academic

If the student needs additional support, needs re-focussing or is not meeting deadlines then the student will be issued a SIM (Student Impact Meeting) with their subject teacher

- Stage 1- This process is undertaken by the subject teacher and works alongside the student to set targets for improvement, parents informed
- Stage 2- Should the targets not be met, and or concerns persist, this process will be undertaken by the Team Leader and works alongside the student to set targets for improvement, parents informed
- Stage 3- If necessary, the issue would be escalated to the Sixth Form Team who work alongside the student to set targets for improvement, parents informed

### Behavioural

If the student is not meeting behavioural expectations the member of staff would log the following on Satchel One (as per lower school)

- A negative point for issues such as lateness to lesson (above the usual 3-minute expectation), phone use in lesson, not wearing a lanyard, wearing a coat despite reasonable requests to remove, not following academy expectations, uniform issues, poor out of classroom behaviour or failing to improve following a warning
- A detention level point for issues such as truancy or removal from lesson which will automatically inform parents

Accrued negative points will trigger interventions to support behaviour and encourage restorative practice.

(In the event of serious conduct issues the Sixth Form Team will issue formal warnings which may not follow each level consequentially)

**For consistency and fairness, we also use a staged system for warnings should these be necessary, as exists in employment**

**Level 1 – Initial Meeting with Sixth Form Team**

**Level 2- Initial Warning issued**

Issued by the Sixth Form Team, targets set to improve the behaviour, a review date set, and parents informed

**Level 3- Revalidation of Sixth Form Agreement and Verbal Warning issued**

If a student continues to display inappropriate conduct a discussion will be held between a member of Sixth Form Management Team, the student, and parents/guardians. A revalidated Sixth Form Agreement will be issued. The original signed revalidated Sixth Form Agreement is placed on the student's file.

#### **Level 4 – Final Written Warning Issued**

If a student continues to display inappropriate conduct, a formal meeting will take place between the student and Sixth Form Management Team. The meeting will consist of specific and generic targets to which the student must adhere to. A warning letter will be sent home and kept on the students record. The student will be placed on report for a maximum of two weeks.

Should it be necessary to do so the Sixth Form Team can skip stages in response to extreme behaviours.



# Sixth Form Attributes

Sixth Form attributes are a set of skills used to promote employability skills amongst students, development and demonstration of these attributes are embedded within academic and personal development activities which support students when applying for jobs and university as well as setting students up for 70 great years.

Skill	Detail
Communication	<ul style="list-style-type: none"> <li>• Employers require people to communicate well with different people across the organisation</li> <li>• Putting your thoughts and ideas across clearly, persuasively whilst been respectful is a great skill</li> <li>• Listening and responding positively</li> <li>• Contributing to class discussions</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Crucial to the success of a group/team or business</li> <li>• Relies on people working well together towards a common goal</li> <li>• Contributing, supporting, and leading one another</li> <li>• People want to hire good team players</li> </ul>
Problem solving and Critical Thinking	<ul style="list-style-type: none"> <li>• Life is full of challenges and employers are looking for people who can analyse a situation and respond quickly</li> <li>• Think critically and offer solutions</li> <li>• Do not dwell on what went wrong</li> <li>• Show a growth mindset</li> <li>• Forward thinking</li> <li>• Resolution focused</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• This is a key skill employers look for, for the future leaders of their business</li> <li>• Showing you can use your initiative, particularly in challenging circumstances</li> <li>• Getting work done in a timely and efficient manner</li> <li>• Delegate where appropriate</li> <li>• Take charge of a situation</li> <li>• Make balanced decisions</li> <li>• Assess the impact of your actions</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• Valuable across several sectors</li> <li>• Employers want people to bring innovative ideas</li> <li>• Be innovative</li> <li>• Creative people can increase efficiency, save money, draw customers in and work with clients to solve problems</li> </ul>



Resilience	<ul style="list-style-type: none"> <li>• Being able to respond to difficulties at work or in life logically and tactfully</li> <li>• Being able to overcome bad situations and still work to a high standard</li> <li>• Not allowing setbacks affect confidence</li> <li>• Learning from your experiences</li> <li>• Perseverance and Motivation</li> <li>• Emotional intelligence</li> </ul>
Presentation Skills	<ul style="list-style-type: none"> <li>• Convincing or persuading others around a positive idea you believe in</li> <li>• Effective communication of the key messages</li> <li>• Eye contact and body language</li> </ul>
Willingness to Learn	<ul style="list-style-type: none"> <li>• Open and eager to develop and learn new skills</li> <li>• Take on additional responsibilities</li> <li>• Follow rules and procedures</li> <li>• Take up opportunities</li> </ul>
Organisation	<ul style="list-style-type: none"> <li>• Time Management</li> <li>• Prioritisation skills</li> <li>• Method/system for organisation</li> <li>• Meets deadlines</li> </ul>





# Sixth Form Group Study Room Expectations

- Students should behave as adults in a respectful and appropriate manner
- Students should use bins provided
- Students and staff should leave the room how they would expect to find it
- Phones are allowed in Sixth Form spaces, but only if used appropriately
  - No inappropriate content
  - Strictly no photographs or videos to be taken in school
  - Phone privileges will be removed immediately for non-conformity
- No loud music, earphones permitted
- Students to use 'independent study' time to
  - Talk amongst table groups at a reasonable volume
  - Consolidate learning
  - Complete work/extended learning tasks
  - Carry out group work
  - Revise
  - Complete research tasks
  - Complete wider reading

# Sixth Form Silent Study Room Expectations

- Students should behave as adults in a respectful and appropriate manner
- Students should work independently in silence
- Students should use bins provided
- Students and staff should leave the room they would expect to find it
- Phones are allowed in Sixth Form spaces, but only if used appropriately
  - No inappropriate content
  - Strictly no photographs or videos to be taken in school
  - Phone privileges will be removed immediately for non-conformity
- Earphones permitted
- Students to use 'independent study' time to
  - Consolidate learning
  - Complete work/extended learning tasks
  - Revise
  - Complete research tasks



# Sixth Form Support

Students within the Sixth Form have made a conscious decision to continue their education and academic studies. As such we expect students to take responsibility and accountability for their own learning and progress during their time at the Sixth Form especially in relation to:

1. Taking leadership over their own independent study
2. Serving the school community by working collaboratively with peers and staff and demonstrating respect for all.
3. Developing and nurturing their own unique vocation through their studies and completion of all work and adherence to deadlines
4. Participation in extra-curricular and activities to develop wellbeing and CV building skills.
5. Demonstrating a positive attitude towards learning and progress in all lessons, guidance sessions and mentor sessions

## Exceptional Academic Progress

It is expected that during their time at Sixth Form students will make expected progress in all courses. However, some students with the correct attitude, determination and drive will make exceptional progress, the main reward for this will be intrinsic with the addition of the points system.

## Wellbeing support

Wellbeing is a number one priority and an element which is taken very seriously, students will have access to the following support and should know that every member of staff is always on hand to support wherever possible.

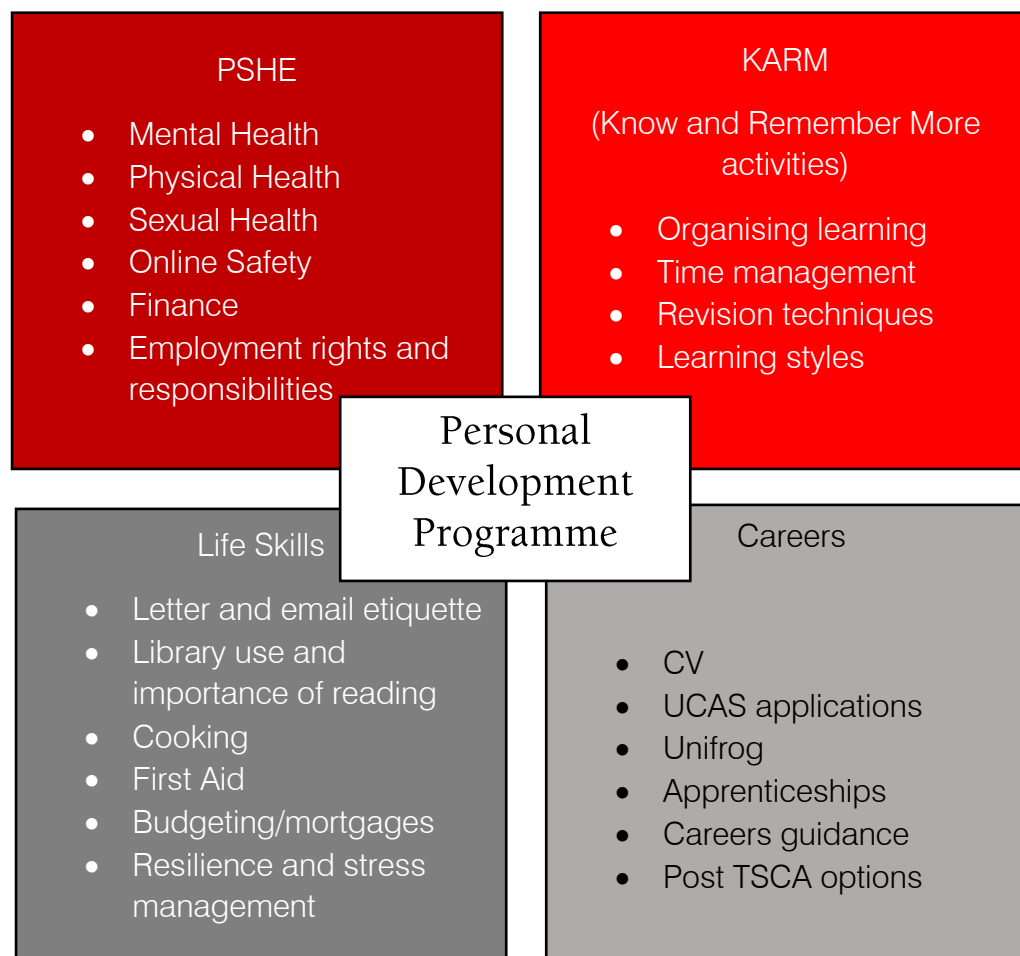
- Access to trained counsellors in school
- Students have a PDP tutor who (where possible) remains constant throughout the year- Allocated on the timetable
- A Sixth Form Wellbeing Mentor- one day per week
- Student wellbeing is a priority and also links to our extracurricular offer
  - P8 Sport
  - P8 Wellbeing
  - Sixth Form Support Intranet site
  - Student Wellbeing Intranet Site
  - Wellbeing check-in's during guidance
  - Wellbeing Drop-in Sessions 8-9.45am every day in Silent Study room
- Students have a dedicated sixth form team on hand to provide additional support



# Sixth Form Personal Development

The Personal Development Programme (PDP) provides the opportunity, to learn new skills, gain new information and to guide you through several processes and practices which will set you up for leaving school post Year 13. These sessions are compulsory and provide dedicated time for you with the sixth form team to build Life skills, teach core PSHE content, foster wellbeing and to embed Careers skills to support you in life beyond the academy.

1 hour per week- compulsory for all students





# Careers Links

- Students can request careers appointment with careers advisers from Careers Inc via the Sixth Form Team
- Career ready programme- empowers young people by connecting them with the world of work, providing workplace experiences, career insights, and a network of support
- Careers activities in guidance
- Careers conventions with local and national employers, colleges, universities, and FE
- Careers links sent via email with opportunities for students direct from the Sixth Form Team
- Unifrog- the complete destinations platform which helps students to compare opportunities and apply successfully
- JP Morgan project- encourages young people to think about career prospects whilst building professional networks
- HE+ Programme- brings exciting opportunities written by Cambridge University students. For those looking to go beyond the school curriculum and discover their passion



# UCAS

- UCAS is the Universities and Colleges Admissions Service
- UCAS connects people to university, post university studies, apprenticeships, and internships.
- UCAS support young people making post-16 choices, as well as those applying for undergraduate and postgraduate courses.

Deadline for Oxford, Cambridge, most courses in Medicine, Veterinary Medicine/Science and Dentistry	15/10/21
Entry deadline for all other UCAS Undergraduate courses	26/01/22
UCAS Extra opens	25/02/22
Decisions due on applications	19/05/22
Replies from applicants due by	09/06/22
Entry applications received after 30 <sup>th</sup> June are entered into clearing	30/06/22
Last date to apply for a course in Extra	04/07/22
Clearing opens	05/07/22
Decisions due on applications submitted by 30 <sup>th</sup> June	14/07/22
A Level Results Day	18/08/22
Final date for 2022 entry applications	28/09/22
2023 deadline for Oxford, Cambridge, most courses in Medicine, Veterinary Medicine/Science and Dentistry	18/10/22
2023 entry deadline for all other UCAS Undergraduate courses	25/01/23

<https://www.ucas.com/ucas/events/find/scheme/undergraduate/type/key-date>

# Unifrog

Unifrog brings all the available information into one platform that helps students to make the best choices post-18 and to submit the strongest applications. Every pathway is covered, from traineeships and intermediate to advanced and degree level. It holds the world's biggest database of Post 16 and Post-18 opportunities.

All students have an account and use this during guidance but can also use in spare time as additional research.

# Useful Links

<https://www.ucas.com/ucas-terms-explained>

<https://www.ucas.com/further-education/apprenticeships-and-traineeships/applying-apprenticeship>

<https://successatschool.org/advisedetails/1205/different-options-for-school-leavers>

<https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18>

[www.ratemyapprenticeship.co.uk](http://www.ratemyapprenticeship.co.uk)

<https://www.unifrog.org/>



# Notes



# Notes