

North Oxfordshire Academy

Drayton Road

Banbury

OX16 0UD

T: 01295 224300

E: sixthform-enquiries@northoxfordshire-academy.org

www.northoxfordshire-academy.org



@NorthOxAcademy

Principal

Ellie Jacobs

Timings of the Academy Day

	Tutor	P1	P2	Break	P3	Lunch	P4	P5
All students	8.40 to 9.15	9.15 to 10.20	10.20 to 11.25	11.25 to 11.45	11.45 to 12.45	12.45 to 13.15	13.15 to 14.15	14.15 to 15.15

Key Contacts

Pastoral Leader	Name	Email
Year 7	Isobel Stanford	Isobel.Stanford@northoxfordshire-academy.org
Year 8	Amy Peacock	Amy.Peacock@northoxfordshire-academy.org
Year 9	Amy Peacock	Amy.Peacock@northoxfordshire-academy.org
Year 10	Tom Tanner	Tom.Tanner@northoxfordshire-academy.org
Year 11	David Murphy	David.murphy@northoxfordshire-academy.org
Year 12	Alex West	Alex.west@northoxfordshire-academy.org
Year 13	Beth Hall	Beth.Hall@northoxfordshire-academy.org

Sixth Form Key Contacts

Key Contacts

Name	Role/Tutor Group	Email
Beth Hall	Director of Key Stage 5	Beth.Hall@northoxfordshire-academy.org
Alex West	Deputy Head of Sixth Form	Alex.West@northoxfordshire-academy.org
Ellie Jacobs	Sixth Form SLT Link	Ellie.Jacobs@northoxfordshire-academy.org
Samantha Jefferies	Welfare Manager	Sam.Jefferies@northoxfordshire-academy.org
Ellie Jacobs	Sixth Form SLT Link	Ellie.Jacobs@northoxfordshire-academy.org

Sixth Form Tutors

Name	Tutor Group	Email
Tim Yeomans Alex West Rachel Ab-lowerth Bea Robinson Sian Whittingham Aicha Whittaker	Monday Tutors	Tim.Yeomans@northoxfordshire-academy.org Alex.West@northoxfordshire-academy.org Rachel.abowerth@northoxfordshire-academy.org Bea.Robinson@northoxfordshire-academy.org Sian.Whittingham@northoxfordshire-academy.org Aicha.Whittaker@northoxfordshire-academy.org
Adam Leyburn Vicki Vaxley Felicity Garland Kevin Taylor Sian Whittingham	Tuesday and Wednesday Tutors	Adam.Leyburn@northoxfordshire-academy.org Vicki.Yaxley@northoxfordshire-academy.org Felicity.Garland@northoxfordshire-academy.org Kevin.Taylor@northoxfordshire-academy.org Sian.Whittingham@northoxfordshire-academy.org
Alex West Adam Leyburn Rachel Ab-lowerth Sian Whittingham Aicha Whittaker Beth Hall	Thursday Tutors	Alex.West@northoxfordshire-academy.org Adam.Leyburn@northoxfordshire-academy.org Rachel.abowerth@northoxfordshire-academy.org Sian.Whittingham@northoxfordshire-academy.org Aicha.Whittaker@northoxfordshire-academy.org Beth.Hall@northoxfordshire-academy.org
Rachel Ab-lowerth Sian Whittingham Aicha Whittaker Elliot Hurst Beth Hall Adam Leyburn	Thursday and Friday Tutors	Rachel.abowerth@northoxfordshire-academy.org Sian.Whittingham@northoxfordshire-academy.org Aicha.Whittaker@northoxfordshire-academy.org Elliot.Hurst@northoxfordshire-academy.org Beth.Hall@northoxfordshire-academy.org Adam.Leyburn@northoxfordshire-academy.org

Key Dates 2026 – 2027

Parent Event TSP Day	Thursday 3 September.
Extended Tutor Days	Monday 19 October 2026 Tuesday 8 December 2026 Thursday 28 January 2027 Friday 19 March 2027 Thursday 29 April 2027 Friday 2 July 2027
Year 6 Open evening	Thursday 24 September 2026
Sixth Form Open Evening	Thursday 22 October 2026
Sixth Form Parents' evening	Thursday 26 November 2026
KS5 Examination Windows	
Year 12	Monday 16 November 2026 – Friday 26 November 2026 Tuesday 4 May 2027 – Friday 14 May 2027
Year 13	Monday 12 October 2026 – Friday 22 October 2026 Monday 1 February 2027 – Friday 26 February March 2027

Calendar and Term Dates

North Oxfordshire Academy Term Dates 2026-27

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T													
September		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
October				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
November							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
January					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
February								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
April				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
May						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
June		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
July				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
August							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Inset Day School Holiday Bank Holiday Teacher-Student-Parent Day

Character Education at North Oxfordshire Academy

Character Education at NOA

Our core character values are:

Confidence

Definition: believing in yourself and your ability to grow and succeed

- The ability to interact with others positively and effectively
- The ability to express oneself expressively and with fluency
- The belief in your ability to succeed in a particular task or goal

Ambition

Definition: a strong desire to achieve something

- Aiming to achieve the highest possible outcome
- Aspiring to achieve the best possible jobs, college and university places
- Offering leadership opportunities for all

Respect

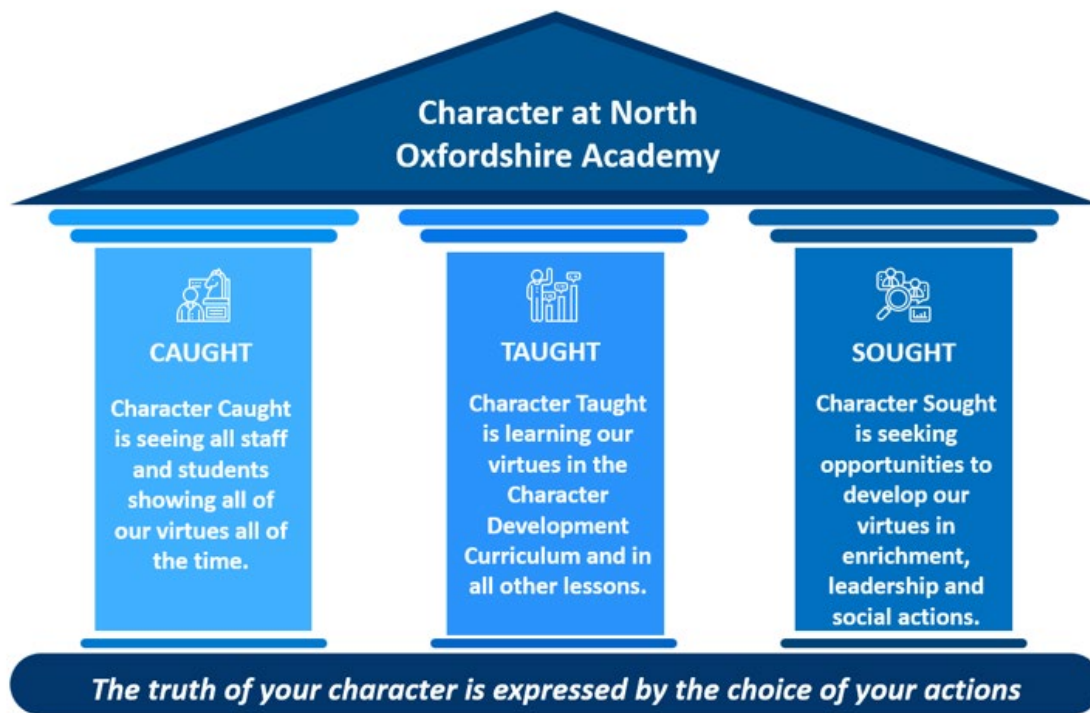
Definition: a quality shown through thinking and acting in a positive way

- Respect for others
- Respect for ourselves
- Respect for our environment

Determination

Definition: the ability to continue trying to do something, although it may be difficult

- Not giving up during adversity
- Embracing the challenges of learning at a higher level
- Support each other to achieve



Character Taught

Character is taught through curriculum subjects, PSHE and our Tutor time Character Education programme.

Our Tutor Time Character Education programme includes:

- Character Assemblies
- Character Counts lessons including how to develop character virtues and moral dilemmas
- Character Conversations includes developing confidence through oracy & discussing topical issues.
- Character and Careers includes looking at Careers that link to Character values
- Character virtue of the month

Character at Home



CONFIDENCE

1. Encourage your young person to speak confidently about their opinions, goals and future plans.
2. Support them in taking increasing responsibility for decisions, learning from both successes and setbacks.
3. Help them recognise their strengths, achievements and the positive contribution they make to others.



AMBITION

1. Discuss university, apprenticeships, employment and career aspirations, helping them set meaningful goals.
2. Encourage commitment to long-term challenges such as qualifications, volunteering, leadership or work experience.
3. Support them in seeking opportunities that stretch them beyond their comfort zone.



RESPECT

1. Model respectful discussion, especially when views differ or difficult conversations arise.
2. Encourage responsibility, integrity and professionalism in both online and face-to-face interactions.
3. Help them appreciate diversity, different perspectives and the importance of treating others with dignity.



DETERMINATION

1. Encourage perseverance during examinations, coursework and future applications.
2. Support them in developing resilience when facing setbacks, rejection or disappointment.
3. Recognise effort, commitment and progress, not just outcomes.

Attendance Matters at North Oxfordshire Academy

Why is 97%+ attendance so important?

Regular attendance at school means that you can make the most of your education and improve your chances in adult life.

School can also help you develop social skills such as making and developing friendships. A regular and punctual attendance pattern will help you when you enter the world of work.

The link between attendance and how well you do in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.

What to do if you will be absent from school

Parents should contact the school before 8.40am if a child is going to be absent or late for any reason e.g. doctor, dentist and provide an appointment card.

The NOA absence line is: 01295 224300 Option 1 Attendance

We understand that some appointments are unavoidable i.e. with hospital specialists. However, appointments where there is flexibility such as dental appointments or eye tests should not be scheduled during the school day.

Sixth Form

01295 224300 Option 1 Attendance

Parents will need to contact the main attendance line to report a sixth form student's absence on each day of the absence.

Requesting an absence

Students in sixth form may request an absence (at least 3 days in advance) using the online Form which is shared on the student Team and website. Evidence must be uploaded to the Form or shown to the sixth form supervisor. Absence will be authorised for the following:

- Medical appointments
- Driving tests

- University open days or interviews
- Work experience

We encourage students to try and book appointments after school, or during unsupervised study periods so students do not miss important learning.

Punctuality

Arriving to school on time matters too. Being frequently late for school adds up to lost learning:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- Arriving 30 minutes late every day is the same as being absent for 19 days a year.

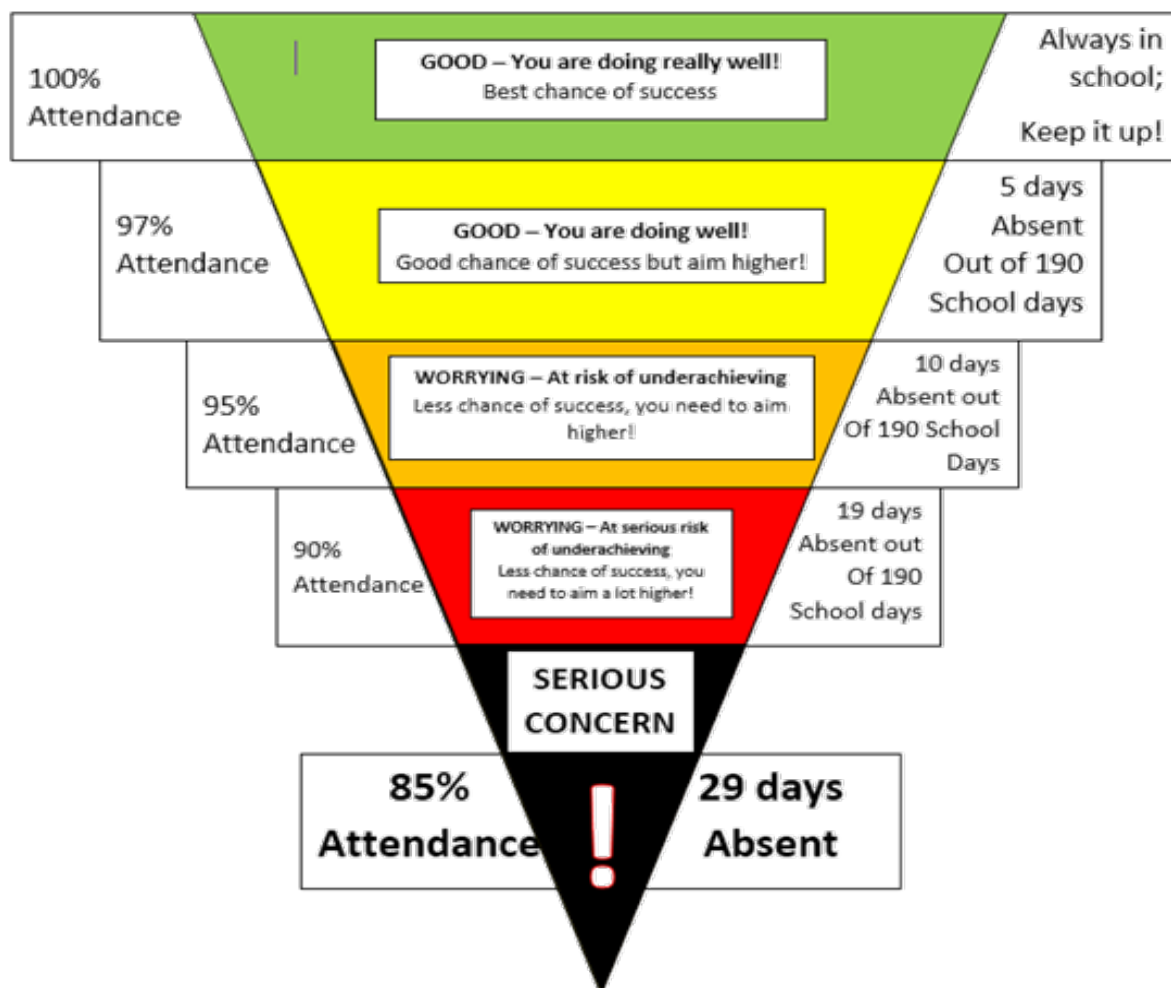
Some Strategies to Improve Punctuality and Attendance

- Bedtime routines – packing school bag ready for the next day, getting to bed earlier, setting a time for a television and other devices to be turned off.
- Morning routines – setting the alarm earlier, no screen time until ready for school (and maybe not even then), having breakfast before leaving home, meeting a reliable friend to walk to school with.
- Coming to school for breakfast club (starting at 7:45 am)



ATTENDANCE CHART

Good attendance is vital for good progress at school. Every term, you should aim to go up one level on the chart or, better still, stay at the top!



Student Equipment

Sixth Form students must be ready to learn, and bring in their own equipment to school. All students must have:

- Large A4 folder
- Dividers
- Line pad of paper
- Lab coat (Engineering)

In addition to stationary, students are required to purchase textbooks for their courses which will aid their learning. Each department will notify students of this.

Any student in receipt of the 16-19 bursary fund, we will order these items for on their behalf.

Rewards

North Oxfordshire Academy uses a rewards system to recognise positive behaviour. Students will be praised for positive behaviour as part of our daily practices.

Purpose:

- To motivate and encourage students.
- To recognise students' effort and achievement above and beyond
- To reinforce the values, aims and ethos of the Academy.
- To recognise and reward student contribution and commitment to the Academy permeating through all aspects of school life.

Principles:

North Oxfordshire Academy seeks to ensure that:

- a positive ethos prevails through a culture of praise to raise self-esteem.
- all students irrespective of ability or background have equal access to rewards.
- the reward system is fair, meaningful, and consistently applied across the Academy.

The NOA Reward system looks to provide a **world class education in character and academics** leading to happiness and fulfilment in life.

Celebration for each Year Group

Principals Award	Weekly	Nominated (3) Winner (5)	Teacher/support staff for being an outstanding student
Proud Table	Weekly	Completed card (3)	Bringing your book and showing outstanding work and getting 6 Stamps
Tutor Postcard	Weekly	2	Teacher/support staff for being an outstanding student
Faculty Students of the Month	Monthly	Nominated (7) Winner (5)	By staff for being an outstanding student in subject areas nominated by departments/support staff
Learner of the Week	Weekly	Top 15 of the year (5)	Teacher/support staff for being an outstanding student
Outstanding lesson	Daily	1	Producing outstanding work and making outstanding contributions in class from the start of the lesson to the end
RAD Values	Daily	1	Showing our core values around school, the community and in lessons
100% Attendance	Weekly	1	Getting 100% attendance in a week
Enrichment/Leaders Attendance	Weekly	1	Attending and participating in enrichment and leadership activities

Character Sought - Clubs and after school Enrichment

Enrichment is a very important part of the North Oxfordshire Academy experience, ensuring students have the opportunity to develop new skills, talents and character outside their formal learning environment. We offer a wealth of clubs including music, drama, sports, animal care and science club.

At North Oxfordshire Academy we offer leadership opportunities for every student, many of which come from the wide range of clubs on offer. In addition to this every Tutor Group has a Form Captain and Sports Captain.

Regular attendance to clubs and activities is necessary for student development both academically as well as emotionally and socially. If you have chosen to attend, you should attend regularly and if you are unable to attend, please notify the staff member in charge so they are aware.

The calendar is available on the Academy website.

Super Curricular

Sixth form students are also offered additional super-curricular opportunities throughout the year which will support their application for university or apprenticeships. These include:

- Uniq Summer Programme
- Nuffield Health Work Experience
- Work Experience week
- Online courses and work experience

Sixth Form and Clubs

As part of student's volunteering enrichment, they are expected to attend 1 after school club a week and support in 1 KS3 lesson a week.

Students can sign up to whichever club they prefer, and will need to commit to this and role model to our students. The list of clubs are available to sign up for on the TSP day and students are able to switch clubs each term.

Sixth Form

Study periods

Students have 14 hours study time a week on their timetable, which is split between silent study and unsupervised study. Students are expected to complete prep work, home learning and coursework in these sessions.

Prep work

Material which is set for students to complete in advance of their lesson. This gives them their foundation knowledge and prepares them for the lesson content. This may include academic readings, research, textbook work or Up Learn.

Deadlines for prep, home learning and coursework

Deadlines are set to support students' workloads. Coursework subjects, such as BTEC and CTEC Level 3 will have internal and external deadlines which are set at the start of the year. Students who miss these deadlines will have this logged on Arbor and will be required to attend a catch up in a silent study period to ensure they are on track.

Persistent missed deadlines are an academic concern, and parents will be informed and invited in for a meeting to discuss concerns and look at how we can support.

Sixth Form: Study Periods

All students are allocated a minimum of **four study periods a week**. These sessions are to be independent study. Silent study is located in the silent study room in B block, and unsupervised study is in the sixth form and will still require students to work independently, but this will not be silent study.

We encourage students to bring their own laptops/chrome books for their study periods to support their learning. Financial support can be applied for through the 16-19 bursary fund.

Uplearn

We are committed to supporting students with their independent learning and have purchased for all Year 12 and Year 13 students Uplearn, which is an online platform which is proven to support academic outcomes.

Up Learn is purchased at no cost to parents, and students are expected to engage with at least 4 hours per week to support their learning in the following subjects:

Biology

Psychology

Chemistry

Physics

Uplearn is an interactive tool and is based on the science of learning. Students can track their progress, master content and then assess their understanding on complex topic areas.

Mock papers and exam questions support content videos and staff can track engagement, and which areas require more revision. This tool is to be used alongside other revision resources and is monitored by the sixth form supervisor.

Sixth Form: Health and Safety

Students are not permitted to leave site apart from break and lunchtimes.

Students must use the iPad to sign out and back in when leaving the sixth form at lunch and break.

All students will be issued a lanyard with a swipe card which will allow them to enter and exit the gate/building. Students must **always wear this** for health and safety reasons and to meet safeguarding requirements.

Sixth Form Dress Code

We expect students in smart, professional dress whilst in the sixth form. All students receive the dress code upon applying for their place and again on induction day. By signing the learning agreement, students/parents confirm they are happy with the policy and students will adhere to the expectations:

Lanyards are part of sixth form dress code and are a safeguarding requirement. Students must wear these at all times when in the academy. Students will be sent home if they do not have their lanyard. Acceptable Smart professional dress

- Tailored Shirts
- A Tie
- Tailored Trousers
- Smart jumper (no logos, sports brands 'Nike' or 'Adidas' etc.)
- Smart Dress, Skirts, or Tailored Trousers.
- Tailored blouses or Tops. Sleeveless / backless tops are not permitted.
- Jumper or Cardigan.
- Blazer/Jacket Footwear should be plain and polishable small heels/boots are acceptable

Non-acceptable items of dress

- Shorts
- Jeans of any colour
- Any item of Denim (including 'Denim look')
- Fleece Jogging Pants/Bottoms/Hoodies
- Jeggings/leggings
- Vest Tops, Sweatshirts, T-Shirts
- Sportswear (unless NOA sport uniform)
- Excessively High-Heels, Flip-Flops, Trainers, (of any colour, including black), Vans, Nike, leather trainers of any kind, Canvas shoes, Ugg Boots, sandals or any footwear with logos, stripes or patterns is not appropriate
- Sports caps, baseball caps and beanie hats
- Clothing with any Large Logo's, Pictures, etc

Sixth Form PSHE Programme

Students are allocated a one-hour lesson each week for PSHE, providing dedicated time to explore and understand issues that affect their lives both within and beyond school.

At Key Stage 5, the PSHE programme builds on the knowledge and skills developed during Key Stage 3 and Key Stage 4. While many topics may feel familiar, the approach in sixth form is more advanced, reflective, and tailored to the specific needs, experiences, and future pathways of each year group.

Students are encouraged to engage more critically with content, apply their prior learning to real-life scenarios, and consider the wider social, ethical and personal implications of key issues. There is a greater emphasis on independence, discussion, and preparation for adult life, including higher education, employment, relationships, and personal wellbeing.

Term	<u>Year 12</u>	<u>Year 13</u>
1	Keeping Safe and Health	UCAS
2	Relationships	Mental Health
3	Relationships	Stress and Resilience
4	Health	Health
5	The Law	Life after sixth form Exams
6	UCAS	



Year 12 Personal Development

1. KEEPING SAFE AND ONLINE

We will learn about:

- Prevent
- Gang Crime
- Drugs and Drink Spiking
- Travel Safety



2. RELATIONSHIPS AND SEX EDUCATION

We will learn about:

- Misogyny
- Love or Lust; Sex as a positive experience
- Contraception and Choices
- Sexual Health and STIs
- Pregnancy and Young Parenthood
- Miscarriage



3. HEALTH AND FITNESS

We will learn about:

- Monitoring my Health
- Suicide Prevention
- Menopause and Women's Health
- Menstrual Health
- Pelvic Floor Health



4. FUTURE CHOICES AND MONEY

We will explore:

- UCAS (ongoing sessions)
- Consumer Rights
- Salary, Tax, NI and saving options



Year 13 Personal Development

1. FINANCE AND MONEY MANAGEMENT

We will learn about:

- Renting and Cost of Living
- Credit Cards
- Student Finance 1
- Student Finance 2



2. HEALTHY, POSITIVE RELATIONSHIPS

We will learn about:

- Faith and Relationships
- Healthy Communication
- Workplace Communication



3. EMOTIONAL AND MENTAL HEALTH

We will learn about:

- Anxiety and Depression
- Harmful online content / AI Chatbots
- Online Gambling



4. HEALTH AND FITNESS

We will learn about:

- Exam Stress and Management
- Navigating Healthcare Services
- Healthy Habits; Diet and self-examination



Tutor Character Programme

Each day, from 8.45am -9.15am students will have their character programme delivered:

<u>Day</u>	<u>Focus</u>	<u>What does it include?</u>
Monday	Character Assembly	This will be our weekly assembly where we will celebrate success and promote the school's values.
Tuesday	Character and Society (TTRP)	This tutor-led reading programme will guide students through George Orwell's <i>1984</i> , exploring powerful themes such as authority, totalitarianism, surveillance, and the complex moral and ethical questions they raise. Delivered by tutors in a supportive setting, the programme encourages students to engage in thoughtful discussions around these themes. It aims to enhance both literacy and oracy skills while challenging students to critically analyse a seminal literary text and articulate their interpretations with confidence.
Wednesday	Character and Diversity	This programme is designed to foster an understanding of human rights, cultural diversity, and our shared role in society. Through exposure to a wide range of cultures, backgrounds, and expressions of religious identity, students will engage in meaningful discussions on contemporary issues and current affairs. These conversations—held in pairs and as a class—will not only broaden students' worldviews but also strengthen their oracy skills, encouraging confident, respectful, and articulate communication.
Thursday	Character and Morals	In this session, students will strengthen their critical thinking and reasoning skills by exploring a range of moral and ethical dilemmas. They will examine philosophical arguments and apply them to real-world scenarios, encouraging thoughtful analysis and debate. These discussions are designed to build students' confidence in navigating complex issues—skills that are highly valuable in university interviews, job applications, and group assessment tasks.
Friday	Character and Careers	This will focus on students' ambitions and their personal and work values. Year 13 will complete UCAS in the first term, but then move onto finance, budgeting, mock interviews and develop skills to prepare them for university and work.

Careers



Each student at North Oxfordshire Academy has a log-in for our Careers programme, Unifrog.

Helping students find their future.

It helps students with the whole progression process - from exploring their interests, to recording the great things they've done, to finding education and training opportunities, to drafting their applications and CV.

Unifrog brings all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications.

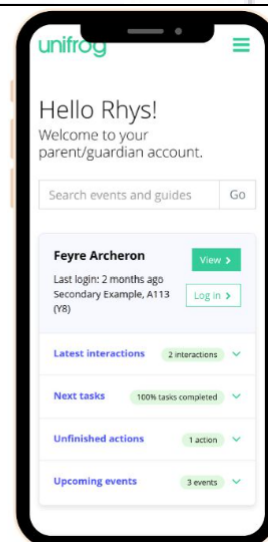
It partners with universities and employers to further support students to be successful.

Name	Role	Email
Maria Mainwaring	Careers Lead	maria.mainwaring@northoxfordshire-academy.org
Beth Hall	UCAS Coordinator	Beth.hall@northoxfordshire-academy.org

Parents and caregivers: get signed up!

Why should students have all the fun?! You can create your own account to see key details about your child's Unifrog journey, and to access the tools in the same way students do!

Scan this QR code or go to www.unifrog.org/parent and create an account using your email address or Google single-sign on.



Careers Programme Overview 2025/26

North Oxfordshire Academy

THE CAREERS &
ENTERPRISE
COMPANY

Vision Statement

INSPIRE & ASPIRE: Our aim is to empower every student to explore, prepare and pursue their career aspirations with confidence and curiosity. We believe careers education is not just about jobs—it's about helping all young people to shape their life and be successful in all that they do.

EXPLORE. PREPARE. SUCCEED.

Contact:

Maria Mainwaring

Email:

Maria.Mainwaring@northoxfordshire-academy.org

Telephone:

01295 224300

Milestones and Learning Outcomes

Key Events and Experiences

Year 13

My Future: Preparing to make University/ Apprenticeship Applications.
My Self: Developing healthy habits.
My Skills: To be able to demonstrate Leadership skills.
My Knowledge: To independently use revision techniques.
My Opportunities: Interact with Post 18 providers.
My Options: Reflecting on interests & how they can impact my next steps.

Year 12

My Future: To have Meaningful Careers Conversations
My Self: Valuing independence and the ability to make your own decisions
My Skills: To have an awareness of the importance of Leadership in the world of work.
My Knowledge: Understanding the value of A-levels.
My Opportunities: To interact with Post 18 providers.
My Options: Develop ability to recognize influences on your career choices.

Year 11

My Future: To engage with personal guidance support.
My Self: To have an understanding of expectations from providers & employers.
My Skills: To achieve their potential through self-determination & self-improvement.
My Knowledge: To research LMI & understand growth sectors.
My Opportunities: To engage with Post 16 encounters.
My Options: To have a clear informed Post 16 Pathway.

Year 10

My Future: To engage with meaningful experiences of the workplace.
My Self: To develop core literacy & digital skills.
My Skills: To understand the importance of self-determination & Self-improvement.
My Knowledge: To understand work-place hazards.
My Opportunities: To interact with Post 16 providers.
My Options: To have a secure understanding of Post 16 options.

Year 9

My Future: To engage with opportunities to make informed GCSE choices.
My Self: To be able to write a CV.
My Skills: To define 'soft skills'.
My Knowledge: To understand key business structures & legislation.
My Opportunities: To challenge stereotypes.
My Options: To differentiate academic & vocational routes

Year 8

My Future: To be able to link learning to careers.
My Self: To be able to articulate aspirations.
My Skills: To have an awareness of their own employability skills.
My Knowledge: To understand other routes into employment.
My Opportunities: To engage with speakers/providers.
My Options: To identify what academic or vocational routes are.

Year 7

My Future: To understand what a 'career' is and how school life and education helps build this.
My Self: To recognize their own strengths.
My Skills: To define employability skills.
My Knowledge: To understand the concept of LMI.
My Opportunities: To meet a range of employers and challenge stereotypes.
My Options: To define what is Post 16 & Post 18 study.

Year 13

Tutor lessons, Oxbridge support, Personal Statement/UCAS support
Assemblies from Alumni, Apprenticeships, Universities Careers Fair
1:1 Meaningful Career Conversations with Independent Careers Adviser as required

Year 12

Tutor lessons, Oxbridge support, Personal Statement/UCAS support
University trip, Assemblies from Alumni, Apprenticeships, Universities Careers Fair
1:1 Meaningful Career Conversations with Independent Careers Adviser

Year 11

1:1 Meaningful Career Conversations with Independent Careers Adviser
Future Skills Questionnaire, Weekly Newsletter
Dedicated Careers lessons
Linked to Character curriculum, Careers Fair
Assemblies, Extended tutor sessions
Application support, Oxbridge support

Year 10

1:1 Meaningful Career Conversations with Independent Careers Adviser, Weekly Newsletter
Dedicated Careers lessons, Job of the Week
Work Experience, 6th Form Taster Session
Linked to Character curriculum, Careers Fair
Higher Education visit, Assemblies, Extended tutor sessions

Year 9

Future Skills Questionnaire, Weekly Newsletter
Dedicated Careers lessons, Job of the Week
WoW with parents & friends
Group Meaningful Career Conversations with Adults
Linked to Character curriculum, Careers Fair
Choosing my GCSE Options with Confidence
Higher Education visit, Assemblies, Extended tutor sessions

Year 8

Dedicated Careers lessons
Weekly Newsletter
Job of the Week
Group Meaningful Career Conversations with Adults
Linked to Character curriculum
Assemblies

Year 7

Future Skills Questionnaire
Dedicated Careers lessons
Weekly Newsletter
Job of the Week
Group Meaningful Career Conversations with Adults
Linked to Character curriculum, Assemblies

Inspiring and preparing young people for the world of work.

KS4 & KS5 Academic Reading and Enrichment 2026

Free-access resources • Book / Article / Academic Paper / Website/Blog

Subject	Resource	Type	Web link (click or copy)
Architecture and Planning	Sustainable Architecture — RIBA	Article/Guide	https://www.architecture.com/-/media/GatherContent/Business-Benchmarking/Additional-Documents/Sustainable-Architecture-resourcepdf.pdf
Architecture and Planning	RIBA Knowledge and Resources	Website/Blog	https://www.architecture.com/knowledge-and-resources
Architecture and Planning	Architecture — The Guardian	Website/Blog	https://www.theguardian.com/artanddesign/architecture
Biology	Biodiversity Matters — The Royal Society (2026)	Article	https://royalsociety.org/blog/2026/06/bio-matters-partnership-grants/
Biology	Molecular Structure of Nucleic Acids — Watson and Crick	Academic Paper	https://www.nature.com/articles/171737a0
Biology	Study Reveals Unique Molecular Machinery of Woman Who Can't Feel Pain — UCL	Article	https://www.ucl.ac.uk/news/2023/may/study-reveals-unique-molecular-machinery-woman-who-cant-feel-pain
Business Studies	AI Adoption, Productivity and the Labour Market — Bank of England (2026)	Article	https://www.bankofengland.co.uk/agents-summary/2026/july-2026
Business Studies	Dynamic and Personalised Pricing — Bank of England (2026)	Article	https://www.bankofengland.co.uk/bank-insights/2026/this-time-its-personal-the-rise-of-dynamic-personalised-pricing-and-what-it-means-for-inflation
Business Studies	Explainers: The Economy Made Simple — Bank of England	Website/Blog	https://www.bankofengland.co.uk/explainers
Chemistry	Skills to Succeed in the Future Chemical Sciences Workforce — RSC	Article	https://edu.rsc.org/feature/skills-to-succeed-in-the-future-chemical-sciences-workforce/4020583.article
Chemistry	A Future in Chemistry — Royal Society of Chemistry	Website/Blog	https://edu.rsc.org/future-in-chemistry
Chemistry	Compound Interest — Chemistry Infographics and Articles	Website/Blog	https://www.compoundchem.com/
Creative Art	Tate Art Terms	Website/Blog	https://www.tate.org.uk/art/art-terms

and Design			
Creative Art and Design	Tate: Art and Artists	Website/Blog	https://www.tate.org.uk/art
Creative Art and Design	National Gallery: Stories and Discoveries	Website/Blog	https://www.nationalgallery.org.uk/stories
Engineering and Technology	The Birth of the Web — CERN	Article	https://home.cern/science/computing/birth-web
Engineering and Technology	Engineering & Technology — IET	Website/Blog	https://eandt.theiet.org/
Engineering and Technology	Royal Academy of Engineering: Education and Skills	Website/Blog	https://raeng.org.uk/education-and-skills
English Literature and Language	Discovering Literature — British Library	Website/Blog	https://www.bl.uk/discovering-literature
English Literature and Language	Shakespeare's Works — Shakespeare's Globe	Website/Blog	https://www.shakespearesglobe.com/discover/shakespeares-works/
English Literature and Language	Poetry Foundation	Website/Blog	https://www.poetryfoundation.org/
History	The National Archives: Education	Website/Blog	https://www.nationalarchives.gov.uk/education/
History	The National Archives: Themed Collections for Secondary and Sixth Form	Website/Blog	https://www.nationalarchives.gov.uk/education/resources/
History	Historic England: Heritage Stories and Features	Website/Blog	https://historicengland.org.uk/whats-new/features/
Law	UK Supreme Court: Decided Cases	Website/Blog	https://www.supremecourt.uk/cases/decided-cases
Law	UK Supreme Court: Student Writing Competition Information Pack	Article/Guide	https://www.supremecourt.uk/docs/student-writing-competition-information-pack.pdf
Law	The Law Society: Legal Topics	Website/Blog	https://www.lawsociety.org.uk/topics
Maths	Plus Magazine — University of Cambridge	Website/Blog	https://plus.maths.org/content/
Maths	NRICH — University of Cambridge	Website/Blog	https://nrich.maths.org/

Maths	Chalkdust — A Magazine for the Mathematically Curious	Website/Blog	https://chalkdustmagazine.com/
Medicine	Medical Research News — UCL	Website/Blog	https://www.ucl.ac.uk/news/health
Medicine	Antimicrobial Resistance — UK Health Security Agency	Website/Blog	https://www.gov.uk/government/collections/antimicrobial-resistance-amr-information-and-resources
Medicine	NHS Health A to Z	Website/Blog	https://www.nhs.uk/conditions/
Modern Foreign Languages	Words Without Borders — International Literature in Translation	Website/Blog	https://wordswithoutborders.org/
Modern Foreign Languages	British Council: Voices Magazine	Website/Blog	https://www.britishcouncil.org/voices-magazine
Modern Foreign Languages	BBC Languages Archive	Website/Blog	https://www.bbc.co.uk/languages/
Physics	Your Future with Physics — Institute of Physics	Website/Blog	https://www.iop.org/careers-physics/your-future-with-physics
Physics	Physics World	Website/Blog	https://physicsworld.com/
Physics	Gravitational Waves — LIGO	Article	https://www.ligo.org/science/Publication-GW150914/index.php
Politics	House of Commons Library	Website/Blog	https://commonslibrary.parliament.uk/
Politics	UK Parliament Research Briefings	Website/Blog	https://researchbriefings.parliament.uk/
Politics	The Long Read — The Guardian	Website/Blog	https://www.theguardian.com/news/series/the-long-read
Veterinary Science	Royal Veterinary College: Research	Website/Blog	https://www.rvc.ac.uk/research-and-facilities
Veterinary Science	University of Cambridge Veterinary Medicine: Research	Website/Blog	https://www.vet.cam.ac.uk/research
Veterinary Science	British Veterinary Association: News and Blog	Website/Blog	https://www.bva.co.uk/news-and-blog/

Selection criteria: free access, academic credibility, suitability for KS4/KS5, and preference for current or actively maintained sources. Full URLs are displayed so they can be clicked in Word or copied into a browser.

Anti - Bullying

Bullying is:

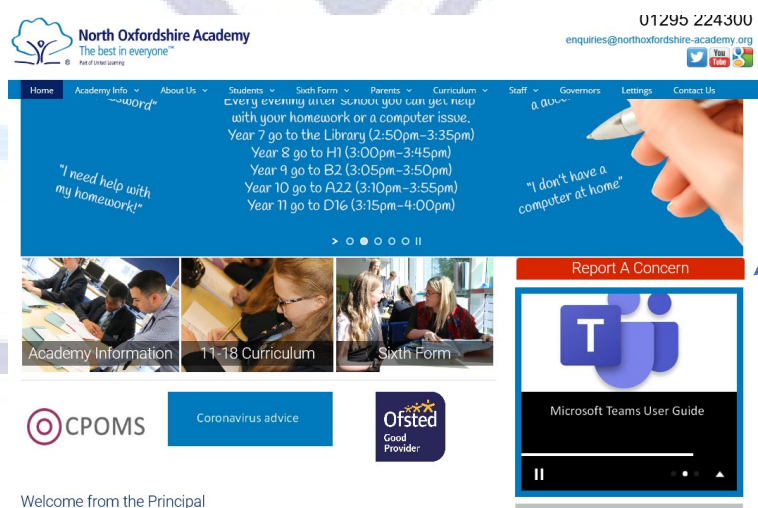
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)



You can report any other concern (Bullying/Mental Health/Sexual Harassment) through the homepage of the school's website as shown below:



You can report a concern about yourself or about someone else.

All incidents will be looked into within 48 hours of reporting.

Welfare and Mental Health Support

- Designated Safeguarding Lead/Assistant Principal: Mrs Duffy
- Welfare Team: Miss Jobbins, Miss Jefferies & Miss Smith.
- School Health Nurse: Natalie Purchase-Rathbone
- Mental Health First Aid Team: Mrs Mcfarlane, Miss Peacock, Miss Emsley, and Mrs Tyler.



Out of school help – Mental Health Support

These contacts are for when you might be really struggling and need urgent help.

Young Minds: Call 020 7089 5050 for help or text the crisis messenger service for free, any time of day. Text YM to 85258

Childline: Call 0800 1111 (24 hours 7 days a week) for help or live chat online – www.childline.org.uk

