



Induction Handbook



Contents

1. Welcome
2. Staff Structure, Responsibilities and Contact Details
3. Tutor Programme
4. The School Day, Timetables and Supervised Study
5. Attendance and Punctuality
6. Dress Code and Required Equipment
7. Behaviour Policy
8. Teaching and Learning
9. ICT Policy
10. Work Experience and paid Employment
11. Student Leadership
12. Post-18 Destinations



Welcome

Here at Kineton Sixth Form, our aim is to allow young people to shape their futures in a positive way, allowing them to develop knowledge and skills that will not only lead them on to successful and aspirational post-18 choices, but also in later life. It is a pleasure to welcome you into our sixth form; myself and the team are looking forward to working with you throughout your time with us and see you develop into successful adults.

We believe strongly in determination and hard work in our sixth form and the ethos of our sixth form reflects that. Students work hard and reap the rewards of that hard work throughout their time with us, but also in their final results. You are expected to approach your studies and sixth form life in a way that allows you and your peers to be successful, this is reflected in all of the policies and procedures you will find in this booklet.

This booklet is not only intended to guide you through your initial induction, but will act as a guide throughout your time at Kineton Sixth, some of the information will be necessary at quite pivotal points in your journey, so keep it safe and refer to it.

The booklet is intended for students, however we do recommend that you share the information within the booklet with your parents and carers as it is important that they understand what is expected of you throughout your time here so they can support you as best they can.

I hope you find this booklet useful and that you enjoy your induction with us, but more importantly, that you enjoy your journey through Year 12 and 13.

Mr Bonfield

Head of Sixth Form



Sixth Form Staff and Responsibilities

Sixth Form Tutors

Our tutor team are specialists in supporting students throughout their post 16 journey. Within the tutor programme they will lead you through wider reading, super curricular tasks, post 18 applications and will also academically mentor you to ensure you achieve your very best.

Year 12

Mrs Beattie

Ms Foster

Mr Hawksley

Mrs Thomas

Year 13

Mrs Frost

Mr Stather

Dr Lockhart

Miss Purnell

You will remain with your tutor throughout Year 12 and 13 to ensure you receive comprehensive support and guidance, they should be the first port of call for any enquiries.

Mrs Kay: Key Stage 5 Achievement Lead

- Driving academic progress and positive outcomes for all Year 12 and 13 students.
- Supporting students through academic mentoring.

Mrs Moore: Deputy Head of Sixth Form

- Responsible for the management of Supervised Study in addition to mentoring students, assisting with studies and EPQ and the organisation of work experience.
- Mrs Moore is present within the Sixth Form Area for most of the day and will be a point of call for many students and staff.

Mr Bonfield: Head of Sixth Form

- Oversees the pastoral and academic support for all Year 12 and Year 13 students.
- Monitors progress and supports students to achieve their desired next steps.

Sixth Form Staff Contact Details

The following details may prove useful for students trying to contact their form tutor or a member of the sixth form team from home, in addition students may require the below details for use on applications for jobs, work experience or post-18 destinations.

Mr Bonfield	bonfield.s@khs.svmat.uk
Mrs Moore	moore.c@khs.svmat.uk
Mrs Kay	kay.c@khs.svmat.uk
Mrs Beattie	beattie.j@khs.svmat.uk
Ms Foster	foster.s@khs.svmat.uk
Mr Hawksley	hawksley.d@khs.svmat.uk
Mrs Thomas	thomas.l@khs.svmat.uk

School Address:

Kineton High School
Banbury Road
Kineton
Warwickshire
CV35 0JX



Key Stage Five Subject Leaders

If parents wish to discuss their child's performance in a particular subject they should contact their subject teacher in the first instance, if your query requires the subject leader's input please use the contact details below.

If these lines of communication are not successful parents should then contact their child's form tutor.

Subject	Name	Contact Email:
Art and Photography	Miss Purnell	purnell.c@khs.svmat.uk
Business and Computing	Mr Keevill	keevill.j@khs.svmat.uk
Digital Media	Mrs Simpson	simpson.l@khs.svmat.uk
Drama	Mrs Frost	frost.h@khs.svmat.uk
English (Language and Literature)	Mrs Kirwan	kirwan.h@khs.svmat.uk
Geography	Mrs Lovell	lovell.s@khs.svmat.uk
History	Mr Davies	davies.m@khs.svmat.uk
Maths and Further Maths	Mr Richmond	richmond.s@khs.svmat.uk
Philosophy	Miss Jones	jones.d@khs.svmat.uk
Science (Biology, Chemistry, Physics)	Mrs Hancock	hancock.n@khs.svmat.uk
Social Sciences (Psychology, Sociology, HSC)	Mrs Rigg	rigg.b@khs.svmat.uk
Sport	Mr Pearce	pearce.k@khs.svmat.uk



Sixth Form Tutoring and Personal Development

Throughout your time at Kineton Sixth Form you will be assigned a form tutor who will support you from the beginning of Year 12 until you leave us in Year 13. You and your peers will spend 20 minutes every morning in registration with your assigned form tutor, who will support you through a comprehensive tutoring programme which will include:

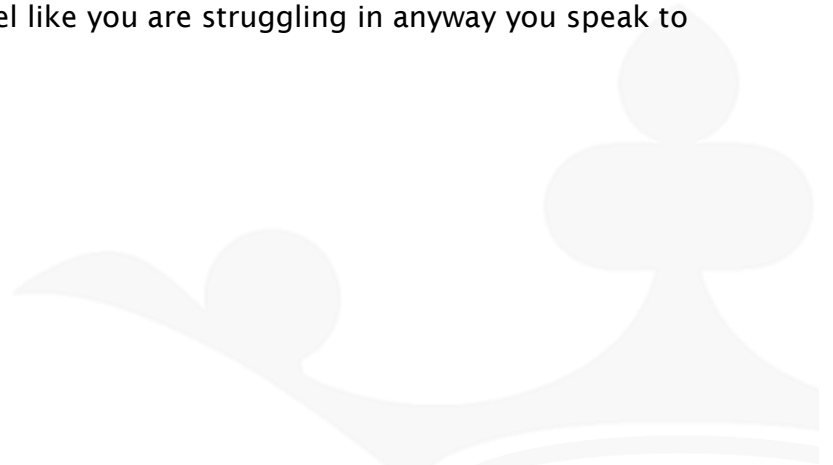
- ◇ Study Skills and revision strategies
- ◇ Careers, next steps and post 18 applications
- ◇ Wider reading and super curricular activities

All students are expected to engage in these programmes of activity and It is imperative that you are punctual to form time as many sessions will be planned for the full 20 minute slot.

These programmes will be complimented by fortnightly Character and Culture sessions and Flexible Learning Days in which your tutors will explore various topics including driver safety, preparing for life after A Levels, physical and emotional health and well being and much more.

In addition your form tutor will lead you through an in depth academic mentoring process throughout your time at Kineton Sixth Form, this will include regular reviews and evaluations of your current achievements and progress and the setting and reviewing of structured targets, to ensure you continue to make progress and achieve your full potential.

Your form tutor will also be responsible for your pastoral support during your time at Kineton Sixth. It is important that if you feel you need to speak to someone regarding your work load, stress, personal well being or mental health that you speak to your form tutor. If necessary you will be offered further support from Mrs Moore or Mr Bonfield or offered support through external agencies. A-Levels can be extremely challenging and this transition to adult life can sometimes mean students require more support, it is important that if you feel like you are struggling in anyway you speak to someone about this.



The School Day and Timetables

For students in the sixth form the school day is structured in the same way as it is for lower school students. Students are required to arrive on site between 8.20am and 8.30am—this is for all students irrespective of their form of transport—registration begins at 8.30am for all students. The structure of the day can be seen below:

8.30am-8.50am: Registration

8.50am-9.50am: Period 1

9.50am-10.50am: Period 2

10.50am-11.10am: Break

11.10am—12.10pm: Period 3

12.10pm-1.10pm: Period 4

1.10pm-1.45pm: Lunch

1.45pm—2.45pm: Period 5

For students in the sixth form the canteen is available at break and lunch for both hot and cold food and if students are in an independent study (not supervised) they can visit the canteen 5 minutes earlier than the rest of the student body. Sixth Form students also get an automatic 'que jump' privilege. Year 12 students are required to remain on site all day including break and lunch.

From the January of Year 12, if you are performing well and meeting all expectations of the sixth form you will be granted permission to leave site at lunch time. You are required to sign out no earlier than 1pm if you are in an independent study or 1.10pm if you are in a lesson Period 4, you must also sign back in no later than 1.40pm.

This privilege is only retained by students who continue to make progress and meet all expectations of them, it will be revoked for any students who fall short of this.

When in Year 13 you will have the opportunity to earn 'Home Study' and 'Study Leave'; more information about these opportunities will be shared with students and parents in the first term of Year 13.

Timetables and Supervised Study

When you start sixth form in September you will be issued with a two week timetable that will feature your subject lessons, supervised study sessions and independent study sessions. It will be important to keep this safe and use the timetable alongside an academic diary (you are to provide your own) where you can record work set but also any changes to lessons advised by subject staff.

Supervised study is compulsory for all students in the sixth form; within your supervised study sessions you will be required to work in the supervised study area and will be registered and supervised by Mrs Moore. In these sessions you are to complete set work but also wider reading and revision, this will not only assist you in your transition from GCSE to A Level but will develop independence and resilience, important skills for study but also for later life.

You will be taken through the expectations of supervised study on induction day, however these are outlined on the next page of this booklet.

Within your independent study sessions you are still expected to be studying, however you can make use of the wider school facilities such as the library, various computer rooms or sixth form common room. You will not be supervised for these sessions however you will be expected to meet the requirements of behavior and work ethic for those spaces and for a sixth form student.

Supervised Study

Supervised Study

You will have specific lessons on your timetable that are identified as supervised study, these are compulsory and come with a clear set of expectations. You will need to register at the start of each supervised study lesson on the biometric system using your finger print and are expected to be working and focused. Supervised study is reported on to students and parents in the same way as any other subject, so your attitude to learning is just as important.

The Supervised Study area is next door to the Common Room. The expectation is that all students work independently in silence.

If you need to use a computer, you can bring your own device and work in the supervised study area, or use computers in the library.

Please note:

You can use your phones, laptops and headphones (no-one should be able to hear your music but you!)

If you are found to not be meeting our expectations you will be relocated for supervised study in order to help you focus and protect the learning of others.

During independent study periods, you may work in the Common Room, independently or as part of a group.



Enrichment

During their induction students will sign up for one of four enrichment choices.

It is compulsory for all students studying 3 A Levels to complete an enrichment activity. Students can choose from:

- Gold Duke of Edinburgh Award Scheme
- Extended Project Qualification
- KHS Business Enterprise
- Inspiring Digital Enterprise Award

Students will identify 4 independent (not supervised) study hours a week on their timetable in which they will complete their enrichment activity tasks. Students work on these options independently however they are provided with a mentor for each option. It is expected that students will complete the majority of their enrichment tasks in Year 12 and any assessments will be completed by October of Year 13. Please note only Gold D of E and the Extended Project Qualification (EPQ) are UCAS accredited.

Gold Duke of Edinburgh (Mentor: Mrs Briggs):

This is a continuation of both the Bronze and Silver D of E awards, students can participate in the Gold D of E if they have completed either or both Bronze and Silver, they do not have to have completed Silver in order to Gold.

Similarly to Bronze and Silver the Gold qualification involves students working through 4 areas of skills: volunteering, physical, skills and expedition however in order to achieve the Gold qualification students also have to organise and undertake a residential activity.

Extended Project Qualification (Mentor: students are assigned a teaching member of staff to meet with fortnightly):

This is an independent research task in which students pose a question or hypothesis in an area of their choice, they then complete either a 5000 word dissertation or create an artefact to demonstrate their answer. They will learn how to conduct academic research, how to reference, create balanced and critical arguments and evaluate progress. The project culminates in an oral presentation given to an assessor alongside a bank of written evidence. There will be one timetabled taught session a fortnight on relevant skills, delivered by Mrs Moore.

KHS Business Enterprise (Mentor: Mr Keevil):

This is an internal initiative led by the Business Department, students will work as a team to create a Business Concept and will work together to create a valid business plan and where possible execute this.

Inspiring Digital Enterprise Award (Mentor: Mr Keevil):

This is an external online award that students complete independently. Students can gain Bronze, Silver and Gold badges by working through various projects and activities that are linked to IT skills and coding. Students are able to gather evidence in order to discuss their developing skills in their post 18 applications.

Attendance and Punctuality

When you join Kineton Sixth you sign up as a full-time student for a two year course of study. As well as timetabled lessons, you have independent and supervised study periods on your timetable for private study and extra-curricular activities. Attendance at lessons and Character and Culture periods are compulsory and essential if you are to achieve your full potential at the end of the course. You are expected to be in school during all non-contact periods.

The following guidance notes explain the School's policy on attendance and absence for all students in Years 12 and 13 and are to be used in conjunction with the schools Behaviour Policy.

Expectations

Students are expected to:

Attend 100% lessons, PSHE periods and flexible learning days.

Seek written permission in advance for time that you need to take off and inform subject teacher(s) concerned

Get a parent or carer to contact the School either by telephone or email before 8.30 am each morning to report any illness or sickness or bring in a letter signed by a parent or carer on the first day back after absence.

The School is expected to:

Keep records of your attendance.

Monitor your attendance and any absence, contacting home if there are any concerns

Pre-Authorised Absence:

It is understood that there are occasionally reasons why you may need to be absent. In such cases of known absence you must seek permission from the Head of Sixth form in writing, and where possible, two days prior to your absence.

The following list indicates the types of absence that must be pre-authorised in writing by the Head of Sixth Form:

Medical or dental appointment (with appointment card)

Driving test /lessons (these must take place in independent study sessions)

Official study leave

Visit to university to attend open day or interview.

Participating in a significant extra-curricular activity (e.g. taking part in a regional or national event such as drama, music or sport or a workshop arranged by a particular subject area)

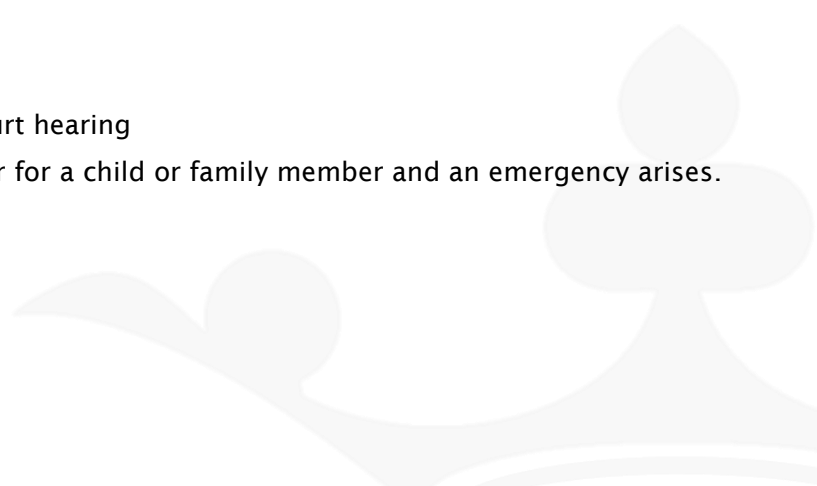
Educational visits

Attendance at a funeral

Religious holiday

Attendance at probation meeting or court hearing

If you are officially the responsible carer for a child or family member and an emergency arises.



Attendance and Punctuality

Holidays

All post-16 courses are extremely intensive and students are strongly discouraged from taking holidays during term time. However, if you need to apply for holiday leave the appropriate form must be collected from Student Services, completed and returned to your tutor.

Illness or Missing Lesson/Registration Time

School should be contacted by a parent or carer, preferably on the first day of absence and before 8.35am, by telephone on 01926 640465. If this is not possible then you should bring in a note signed by a parent or carer as soon as you return to school. This should also be the case where morning or afternoon registration (period 5) has been missed.

Please note that the attendance officer/Head of Sixth Form may contact home/parents in the event of any query over your attendance. It is your responsibility to arrange with teaching staff to catch up with any work missed and complete homework tasks set whilst you were absent.

Other Kinds of Absence

The following reasons for absence are not generally acceptable and cannot be authorised by the School:

Employment or employment training which is not part of your programme of study

Leisure activities

Birthdays or similar celebrations

Baby-sitting younger siblings

Shopping

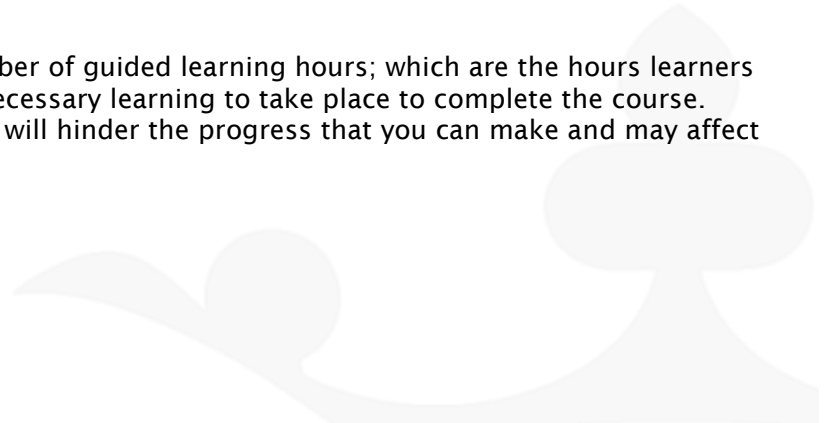
Punctuality

Being punctual and on time is an expectation of all students for all lessons and registrations, regardless of them being independent or supervised. Your punctuality will be closely monitored weekly, if you receive 2 or more late marks in a week you will receive a verbal warning. If lateness remains an issue, it will be escalated to Mr Bonfield, who will invite the student and parents in for a meeting.

Identifying Problems

Student's attendance will be closely monitored by the sixth form team, including form tutors and the attendance officer. If your absence percentage falls below 90% you will be required to attend absence review meetings following each subsequent absence with a member of the sixth form team to ascertain if further support in attending school is required. If no improvement is made parents/carers will be contacted and you will be placed on an official attendance target by the attendance officer.

All post-16 courses are run with a set number of guided learning hours; which are the hours learners are expected to complete in order for the necessary learning to take place to complete the course. Failing to meet these guided learning hours will hinder the progress that you can make and may affect your overall outcome in that subject.



Dress Code

Tops:

- ✓ Collared shirts, jackets, blazers, non-branded sweatshirts, blouses, fitted tops, quarter zips, jumpers, cardigans, knitwear.
- ✗ T shirts, hooded tops, branded sweatshirts or jumpers, any tops exposing midriffs. Winter coats should not be worn in lessons.

Trousers:

- ✓ Smart or tailored trousers, chinos, suit trousers
- ✗ Jeans, cargo, sports clothing such as tracksuit bottoms

Skirts and Dresses:

- ✓ Short skirts must be worn with opaque tights and not be of stretchy material. Knee length or longer skirts can be of stretchy material and worn without tights.
- ✗ Spaghetti strap dresses / tops, short mini skirts

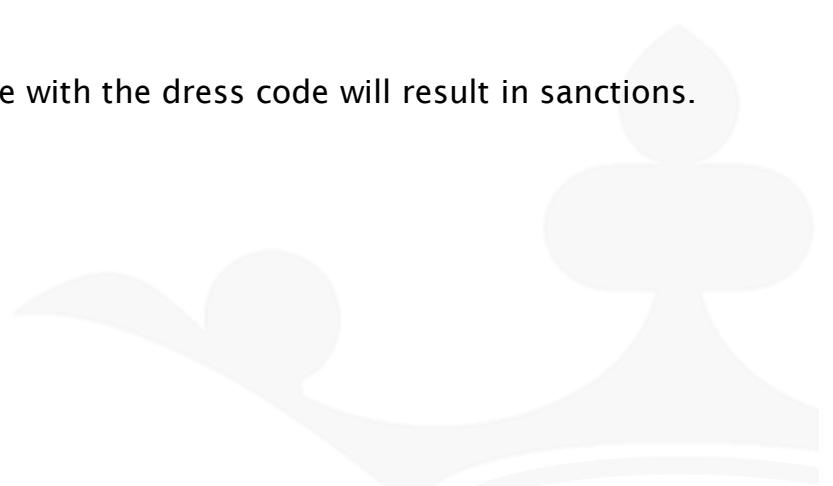
Shoes:

- ✓ Smart shoes
- ✗ Trainers, converse, plimsolls, sandals

Other:

- ✓ Jewellery, ear piercings and hairstyles should be appropriate for the school environment- only natural hair colours are permitted. Student lanyards must be worn at all times.
- ✗ Mobile phones and headphones are allowed in the Sixth Form area but not anywhere else on the school site.

Please note that any non-compliance with the dress code will result in sanctions.



Equipment

It is expected that you will arrive for each lesson and their supervised study session equipped and ready to learn. There is an increased expectation compared to your GCSE's for you to be equipped with your own stationary and learning materials—these will not be provided to you as they were at GCSE.

In order to try and help you prepare we have outlined basic equipment that you should have with you everyday when at school and equipment we feel it may be useful for you to have access to at home for when you are working independently.

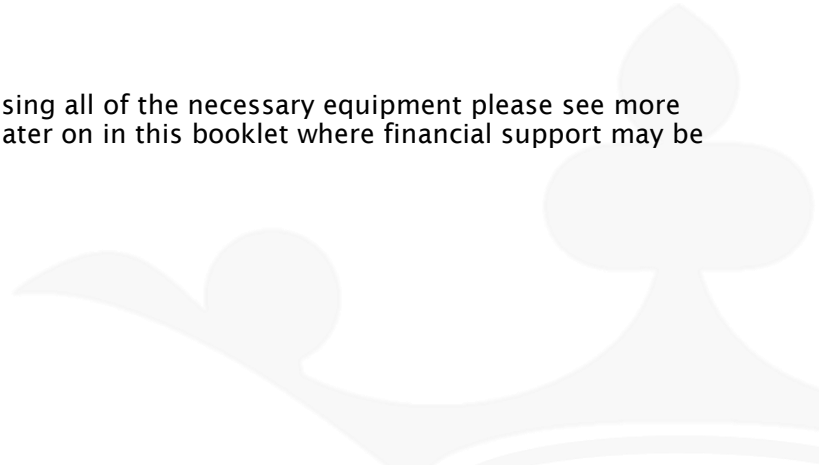
Basic Equipment:

- Writing pens (black and blue)
- Pencils
- Highlighters
- Rubber and Sharpener
- Ruler
- Calculator (if you have taken Maths, Science, Psychology or Business)
- An A4 pad of lined paper
- A notebook
- An A4 ring binder for each subject, complete with dividers and plastic wallets
- Scissors
- Glue

Useful Equipment to have access to at home (students will have access to these at school via Mrs Moore if required):

- Hole punch
- Stapler
- Printer
- Additional large lever arch folders for each subject to store archived notes
- Additional dividers and plastic wallets
- Corrector Fluid
- Laptop (can be used in school as well as at home)/internet access/access to wider reading

If you think you may face difficulty in accessing all of the necessary equipment please see more information about the 16-19 Bursary Fund later on in this booklet where financial support may be available.

A decorative graphic at the bottom of the page featuring stylized, light grey silhouettes of people. It includes a figure with arms raised, a figure with a head bowed, and a figure with a head tilted back, all set against a background of soft, flowing lines.

Behaviour Policy

At Kineton Sixth students are expected to uphold and model the expectations of the school Behaviour Policy, a policy which promotes mutual respect and a right to learn for all of its students.

An outline of the expectations can be seen below and a full copy of the policy can be made available to parents and students upon request. As sixth form students are seen by many in the school as role models it is very important that all students maintain an excellent record of behaviour, this is also imperative for the full and detailed references that will be provided to student's when they leave us in Year 13.

Desirable Behaviour	Unacceptable Behaviour
<p>Students who:</p> <ul style="list-style-type: none">• attend school regularly.• behave respectfully to all members of the community.• respect property and the environment.• do their best and aim high.• are focussed and have an interest in schoolwork.• are organised and prepared ready to begin the lesson promptly.• work effectively individually and in groups.• seek help appropriately and contribute to lessons constructively.• are calm in what they think, say and do.	<p>Students who:</p> <ul style="list-style-type: none">• prevent others from learning.• are defiant towards a member of staff <p>avoid work.</p> <ul style="list-style-type: none">• display anti social habits – chewing gum, smoking, dropping litter.• swear or use inappropriate language in lessons and around school.• Bully others (physical/verbal/ sexual) – including aggressive behaviour towards students and staff.• do not attend school/individual lessons.• damage and / or steal property e.g. graffiti.• are involved in drug, alcohol and tobacco misuse.

Students who display any unacceptable behaviour whilst in the sixth form will be reprimanded using the schools sanction system. This includes verbal warnings, detentions, isolation and exclusion. As a sixth form we pride ourselves on the positive environment within our centre and the mutual respect between staff and students and find that these sanctions are very rarely required.

Teaching and Learning

Overview:

You are making a large step forward towards your life long aspirations by beginning your studies at Kineton Sixth and you will find aspects of teaching and learning to be different from the ways your learning was organised lower down the school and throughout key stage four.

Our expectations of post-16 teaching and learning have been outlined below—these are the expectations of both students and staff and explains what interventions students can expect to receive if they experience difficulty in meeting these standards.

Expectations of Teaching:

Key stage five subject leaders and teachers will organise and deliver courses that will fully prepare you for the external examinations and assessment requirements of the programmes of study you have chosen to follow.

You will be set academic targets and your progress will be regularly reviewed against these. Your subject teachers will provide you with meaningful and challenging learning experiences which will fully prepare you for the requirements of your chosen courses; you will be set work to complete outside of that curriculum classroom with clear deadlines for its completion. For each directed hour of teaching you receive in each subject you will be expected to spend a further hour of your independent study time completing set tasks and wider reading—this is called the ‘second hour’ and you will hear it being discussed a lot throughout your time here. Subject staff will monitor this and will refer to the intervention and escalation process if it is not being completed.

In the event of a teacher absence you will be set work to complete and you will be expected to complete this work in the supervised study area of the Sixth Form Centre, in order to minimise the impact on your learning.

Your subject teachers will complete regular reports throughout the year for each subject you study and will identify an attitude to learning grade and an expected grade so you can understand how well you are achieving in that subject. You will also have the opportunity to discuss your progress with your subject teachers at parents evening.



Teaching and Learning

Expectations of Students:

In addition to your attendance to all lessons it is expected that you approach your learning in and out of lessons in a mature way. It is expected that you will attend your lessons on time, fully equipped for learning (see equipment guidance in this booklet) with all necessary home learning completed.

We understand that managing such an increased work load may prove difficult for some students and occasionally deadlines may be missed; however this cannot become a reoccurring issue—if it does you will be offered support through our intervention and escalation process (see diagram)

It is your responsibility to ask questions in all of your subjects; to seek support where necessary, for extensions or more challenging work and ensure that you are being stretched. It is expected that students approach their studies with aspiration at the forefront of their minds and that they are driven to achieve in all of their areas of study.

Home learning:

At Key Stage 5, homework and independent study are essential components of students' academic development and preparation for post-18 pathways, including higher education, apprenticeships, and employment.

There should be a wide range of tasks set across subjects to reflect the demands of post-16 study. Homework will typically fall into two broad categories: Consolidatory Learning, in which students recap and consolidate content covered in class, and Exploratory Learning in which students broaden and deepen their understanding beyond the content covered in class.

There is a clear expectation that exam and assessment practice is a regular feature of KS5 homework. This may include: Past examination questions, timed exam-style responses, engagement with mark schemes to support self-assessment and the setting and ongoing completion of coursework components, for subjects which have coursework components.

Students will be set at least two pieces of homework per subject per week, although some subjects may set work every lesson. Homework may be completed at home and during independent study periods within the school day. Year 13 students should expect at least one exam-based piece of homework per subject per week. Students are expected to manage their time effectively to meet deadlines across all subjects.

Every piece of homework will be checked, but not every piece will be formally marked. Teachers will use professional judgement to determine which pieces of work are most appropriate for detailed marking and written feedback. Feedback may be provided in a variety of ways, including written comments, verbal feedback, wholeclass feedback, self-assessment, or peer review. Teachers will monitor and track the quality, completion, and punctuality of homework and independent study. This information will inform students' homework scores on interim reports sent home.

Acceptable Use of ICT

As a sixth form student you will have access to some ICT equipment within the Sixth Form Centre to complete your work on, when this is not available you may need to use ICT in other areas of the school or, preferably, make use of your own laptop or tablet.

It is expected that you will adhere to the below code of practice when using the schools ICT equipment and your own equipment/school WIFI. **Please note:** students are responsible for the safety of their own ICT equipment and the school cannot accept any responsibility for the loss or damage of that equipment.

Aims of the policy

The aim of this policy is to allow all users to access and use computers for educational purposes. Remember that access is a privilege, not a right and inappropriate use will result in the privilege being withdrawn.

1. Use of equipment

- Only use the computers for educational purposes.
- Always ensure that the computer is left in full working order for the next user, and report any accidental damage to a member of staff. Do not eat or drink near any ICT equipment.

The installation of all programs is to be carried out by ICT technical staff.

2. Security and Privacy

- Protect your work by keeping your password to yourself. Never use someone else's logon name or password, and tell a member of staff if you suspect someone else knows yours.

File storage areas must be used responsibly, and cleared of outdated material regularly. Staff may review your files and communications to monitor this.

3. The Internet

- You should only access the Internet for study or for school authorised activities.
- Only access suitable material, and do not download or transmit any material which is unlawful, obscene or abusive.
- Respect the work and ownership rights of others, both within and outside the school.

This includes abiding by copyright laws.

- 'Chat' rooms should be avoided.

4. E - mail

- People you contact or who contact you are not always who they seem. Do not give personal details or meet anyone you contact by e-mail unless you have the permission of your parent/carer.
- Be polite, avoiding the use of inappropriate language.
- Appreciate that other users might have different views from your own.
- Only open attachments to e-mails if they come from someone you already know and trust.

If you receive an e-mail containing material of a violent, dangerous, racist or inappropriate content, always tell a member of staff.

Please read this document carefully. It is an integral part of the school's Code of Conduct. Use of the computers, including Internet Use, will be monitored regularly. If you break these rules, access to the computers and WIFI will be denied, and you will be subject to disciplinary action.

Work Experience and Paid Employment

Work Experience

All students are required to complete a weeks worth of unpaid work experience in the last few weeks of Year 12. We believe that it is of great value to the students in obtaining an insight into the world of work. It provides a valuable opportunity for students to learn about different industries/sectors and should help them in making a more informed decision about future careers, as well as potentially assisting them in making appropriate choices in their progression routes post 18.

You, along with support from their parents/carers, are encouraged to organise your own work experience placement. Personal contacts are likely to exist in many cases but the school can provide contacts, placements and advice where needed. As there are a number of schools running work experience at the same time and demand for placements is high, the sooner this process is started the higher the chances of finding a suitable placement.

Work Experience need not be confined to local based organisations. Many students have secured placements in other areas, if this is the case the school needs to be aware of travel/ living arrangements. The exact nature of the time spent within an organisation will vary, but in many instances it may be that employers offer a 'shadowing' role. Often this will involve some 'hands on' experience, but in others, given the short duration, it may simply be a week of observation.

Please note that students cannot complete their work experience with their current employer and cannot be paid for their time there. If you find a placement which takes place outside of the allocated work experience week your absence can be negotiated with the Head of Sixth Form and alternative arrangements made for you; however where possible placements need to be arranged in the allocated week.

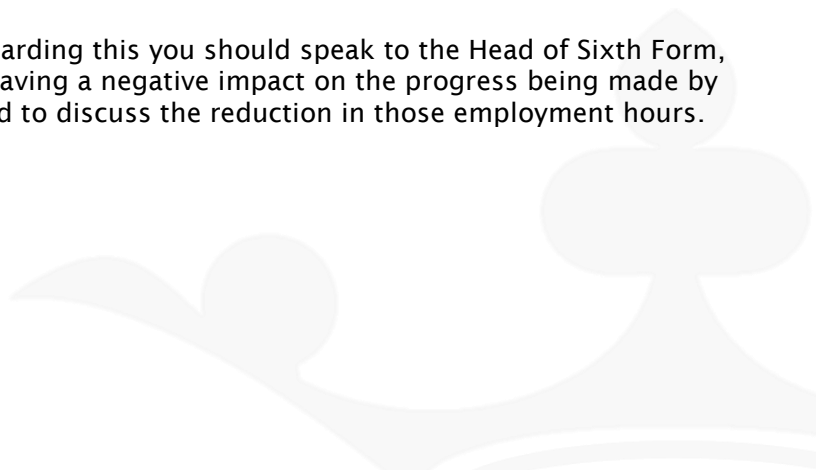
Students will have a work experience launch PSHE lesson early on in Year 12 to discuss this further. Whilst on placement you will be required to complete a log of your time there and may be visited by one of our sixth form team.

Paid Employment

We understand that as they begin their A—Level journey most students will already have a position with a paid employer, and whilst we see the many benefits that this can have upon a student's understanding of the world of work, networking and financial benefits, it is important to get the balance right with the demands of school work.

For this reason it is our policy that students at Kineton Sixth are to work no more than 10 hours a week in paid employment and we advise that the majority of those hours are worked on the weekend to allow students to complete the increased amount of independent study work that comes with A-Level study.

If any student or parent has concerns regarding this you should speak to the Head of Sixth Form, if it is deemed that paid employment is having a negative impact on the progress being made by a student parents/carers will be contacted to discuss the reduction in those employment hours.



Student Leadership

Being part of our leadership team will allow you to develop personal skills such as communication, organisation, responsibility and resilience in addition to being part of shaping the experiences of both Sixth Form students and students lower down the school. It will also allow you to develop a comprehensive portfolio of evidence for personal statements, job applications and CVs.

In Year 12 you can apply to be part of one of the following committees:

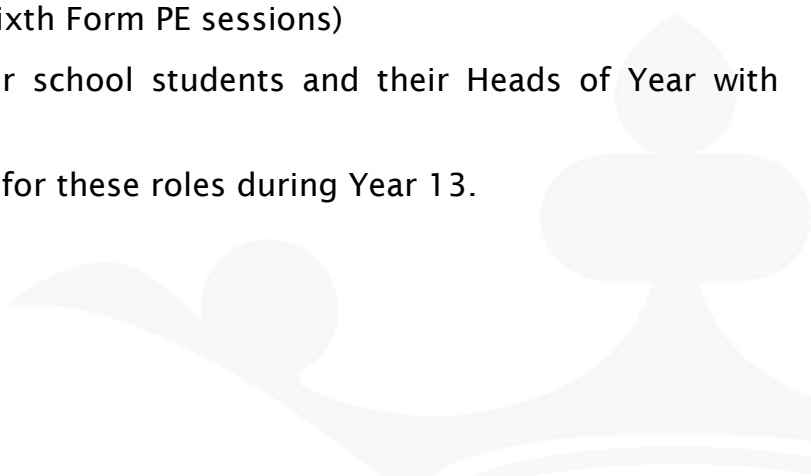
- ◇ Prefects (support younger students in lessons and after school activities)
- ◇ Social Committee (assist in the planning of Sixth Form based or led social events such as Winter Ball, Prom or Induction Picnic)
- ◇ Charity Committee (support in the writing of the Charity Show and the successful execution of Charity Week)
- ◇ REDI Committee (support the school in ensuring everyone feels represented and included)

You will work with other students in your year group in addition to Year 13 students to help organise events, advise on policy change and support students in the specialist area you have applied for. You will have been able to find out more information about each committee on induction day at our Enrichment Fair.

In Year 13 you can then apply to be one of our Cabinet Leaders, these include roles such as:

- ◇ Student Presidents (previously Head Boy/Girl) and Student Vice Presidents
- ◇ Lead Prefects (manage and support the work of prefects in the curriculum, extra curricular activities and the careers programme)
- ◇ Sport Captains (supporting lower school students with events and fixtures and helping to organise and execute Sixth Form PE sessions)
- ◇ House Captains (supporting lower school students and their Heads of Year with house based activities)

You will be informed of how to apply for these roles during Year 13.



Post-18 Destinations

Throughout your time at Kineton Sixth you will be taken through a variety of choices that you could make when you leave us in Year 13. We will explore many options through Character and Culture, flexible learning days and careers focused trips.

Below is an outline of what you will need to do to move on to the three most common post-18 destinations; you will obviously receive more information as you explore these options in school.

University

The organising body that manages university applications is UCAS, this is the same if you want to apply to Oxford, Cambridge or a local university. You are able to apply to up to 5 different universities, and whilst this is a good deal of choice you will be writing a personal statement that focuses on one subject/area of focus so you have to be looking at similar courses at each one.

You and your parents will be taken through the application process at our UCAS Launch event.

When applying to university you need to stand out from the rest; it is important you take part in various activities that allow you to write an engaging personal statement and hold your own at interview. This may be with work experience (additional to your compulsory week), being part of the student leadership team 'Kineton Cabinet', volunteering in the community or taking part in the various schemes and extra curricular activities we have on offer. You also need to start researching courses and universities early on; you will be able to visit universities during open days from the Easter of Year 12 but you will want to know something about them before you go.

At Kineton Sixth our UCAS application deadline is early November, this is because the timings of submissions have great weighting on the offers received; you will therefore begin your application and personal statement before you break up for the summer in Year 12.

Degree Apprenticeship

There are now so many choices when it comes to apprenticeships, surprisingly the UCAS website has lots of information about these post-18 pathways and proves very useful when understanding the application process. It is important to note that the application process for a degree apprenticeship is much different to applying to University to study a degree; often an apprenticeship selection process has many stages, including letters of application, pre-interview tests, video interviews, formal interviews and observations.

Degree Apprenticeships are extremely competitive and it would be a mistake to just assume you will progress on to one. If you are interested in this career pathway you need to do early research, seek work experience in the industry you would like to go into (there are Degree Apprenticeships available in such a vast array of industries now!) and apply early.

It is also important to have a back up plan, it is not like applying for university where you have a reserve choice if you don't make it in to your first!

Throughout your time in the sixth form Degree Apprenticeships will be discussed with you and members of industry will be invited in to work with you in pursuing this path.

World of Work

It is important to remember that not all students progress into higher education; although it is proven that those who are educated at Level 5 or above earn more on average than those who don't, so it is always a good aspiration to have!

If you are considering moving into the world of work after your A-Level studies it is important to make sure you have an up to date and professional CV, that you understand how to write covering letters and understand how to manage your finances. These are all skills we will cover throughout your time with us.