


Key Contact Details

Telephone	01992 583441	
Email		
Sixth Form (general)	yba@richardhale.co.uk	
Sixth Form (attendance)	sixthformattendance@richardhale.co.uk	
School (general)	admin@richardhale.co.uk	
Websites		
School	http://www.richardhale.herts.sch.uk/	
Sixth Form	https://sites.google.com/a/richardhale.co.uk/rhs-sixth-form-new-bulletin/home	

Key Members of Staff:

Senior Leadership Team (SLT)

Mr I Hawkins	Head Teacher	Office in main reception area
Mrs J Beacom	Deputy Head Teacher with oversight for Key Stage 5	Office in main reception area
Mr M Greenwood	Deputy Head Teacher	Office in the New Block

Sixth Form Team

Mr T Eburn	Head of Year 13	Sixth Form Office
Dr S J Coote	Head of Year 12	Sixth Form Office
Ms H Chiswick	Sixth Form Welfare Officer	Sixth Form block - room S2
Mrs Y Baynes	Sixth Form Communications officer	Sixth Form Office
Ms S Yunus	Sixth Form Study Support Officer	Sixth Form Study Centre
Mrs R Bryant	Sixth Form Study Support Officer	Sixth Form Study Centre

ICT Department

Mr N Russom Mr A Thomas-Hayter	ICT team	Main corridor just after the finance office
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Exams and Finance Departments

Mrs E Bradbury	Exams Officer	Main corridor just before the ICT office
Mrs M Farthing / Mrs A Blanche / Mrs D Shipp	Finance team	Main corridor just before the ICT office

Sixth Form Bulletin

Having a clear understanding of what's happening each day is important if you are to plan your time properly at school. Effective communication is therefore critical and it is your responsibility to make yourself aware of the information we provide to you via the Sixth Form Bulletin. Available on any internet-enabled device at all times via your preferred web browser, the Bulletin is not password protected and is updated regularly each day. On a daily basis, be sure to read it before school starts and at several other times each day to keep fully informed.

<https://sites.google.com/a/richardhale.co.uk/rhs-sixth-form-new-bulletin/home>



Welcome to the Sixth Form at Richard Hale School

We are delighted that you have chosen to undertake your post-16 studies with us at Richard Hale. With over 400 years of history, you will be part of a unique experience in which we recommend you fully immerse yourself. We are confident that you will have two successful and enjoyable years where you will be able to pursue and develop both your academic and extra-curricular interests, thus preparing you for the next phase of your life. It is essential that you take advantage of every opportunity that is available to you both inside and out of the classroom. We expect the highest standards of a Sixth Form student at Richard Hale and in return are sure that you will have a fulfilling time with us. The Sixth Form team, along with all members of our teaching staff are looking forward to working with you and helping you to fully realise your potential.

Standards, Responsibilities and Code of Conduct

Our Sixth Form students are outstanding ambassadors for Richard Hale School and you will have an important role to play in maintaining those standards and the deserved commendations that we regularly receive from those who come into contact with you. Richard Hale Sixth Formers have a responsibility to act in a sensible, thoughtful and considerate way that will be both appreciated and respected by others. You have an invisible badge that says 'Role Model' to our younger students: we expect that badge to reflect a 'Positive Role Model' at all times. Consistent with our high expectations, we ask you to sign your Sixth Form Contract to evidence your intention to comply with our rules, procedures and expectations of you.

Dress Code

A high standard of student dress is a clear feature of the Richard Hale Sixth Form; it sets us apart from other schools. We therefore expect our students to willingly accept the requirement to dress in a way which is appropriate to a school

whose tone is business-like, and whose core purpose is serious academic study. Lanyards with ID badges must be worn at all times (not in pockets/bags) when in school.

Male Dress Requirements :

- Suit or jacket and smart trousers with shirt and tie
- **Jackets to be worn at all times** around school unless otherwise instructed
- Shoes to be formal in nature; trainers and canvas shoes are not permitted
- Plain v-neck jumpers / fine wool zip-up (small, discreet logos allowed) may be worn as well as, but not in place of, jackets
- One single modest stud earring in each ear is permitted; tattoos are to be covered at all times
- Facial hair and hair styles must be neat and presentable; hair is to be of a single natural colour with no shaved patterns or tramlines. Extremes of hairstyle are not permitted; hair longer than collar length must be in a ponytail at all times
- Appropriate sportswear is to be worn for Games periods, PE and Rugby Academy lessons, Sports Leaders sessions and fixtures.

Female Dress Requirements :

- Business style suit with jacket, or dress and jacket, suitable for a job interview in an office-based environment
- **Jackets are to be worn at all times** around the school unless otherwise instructed
- A blouse, shirt or top is to be worn under the jacket; it must not be see-through or low cut either at the front or the back; sleeves may be long or short; 'strappy' tops are not permitted and girls need to ensure underwear straps are not visible
- A jumper may replace the blouse, shirt or top; it must be of a formal nature ie fine knit rather than chunky, open knit
- Skirts/dresses are required to be of an appropriate length; tight, jersey skirts and dresses ('body-con') are not permitted
- Trousers are to be of a formal style and material; leggings, jeggings and jeans are not permitted; girls should be wary of tight-fitting trousers sold as 'business style'
- Modest earrings, jewellery and one single small nose stud are permitted; tattoos are to be covered at all times; hair is to be neat and tidy and of a natural colour
- Formal shoes are to be worn; ankle height boots of a formal style may be worn; canvas shoes and trainers are not permitted
- Appropriate sportswear is to be worn for Games periods, PE and Rugby Academy lessons, Sports Leaders sessions and fixtures.

If any aspect of attire is deemed inappropriate, Year Heads or members of SLT will speak to students in the first instance, in order to ensure the dress code is adhered to from the next day onwards; sanctions will be put in place if students continue to fail to meet the standards required. Girls tend to interpret the dress code in a variety of ways: our advice to you is to remember you are in school which is a professional environment.

In keeping with the rest of the school

- Denim or leather clothing, baseball caps, hoodies, trainers and jeans are unacceptable
- Outdoor coats, hats, scarves and gloves are not to be worn in the school buildings

Attendance and Timekeeping

Academic progress is directly related to attendance. Our expectations are that all of our students achieve a minimum attendance of 95% to registration and lessons. Attendance and punctuality to registration and lessons are closely monitored and action taken if either falls below this level. High attendance levels set the tone for the way you tackle

your studies and can have a major impact upon your progress. For example, a student arriving 5 minutes late to each lesson in just one subject over the course of a single week would mean the loss of 25 minutes in that week. In an average 12 week term, these missing minutes equate to 5 hours lost which is equivalent to one full week of lessons in that subject. University admission tutors and prospective employers require applicant information; poor attendance and timekeeping could impact the potential offer of a degree/apprenticeship place or part/full-time job.

Wearing your lanyard with your identity badge is a mandatory requirement at all times whilst you are on the School site. In addition, you are required to indicate your daily presence at school by using a thumb scanner immediately upon arrival on site, conveniently situated outside the Sixth Form office and in the Sixth Study Centre in the main school building. **Thumbing in after 8:44am** (without valid reason) on two or more occasions in a two-week period, will result in a sixth form detention. When leaving site, regardless of time, it is essential that you use the thumb scanning equipment to indicate your immediate intention to leave site. You are required to attend all Sixth Form assemblies which are held on Wednesday and/or Friday mornings immediately after morning registration. Attendance at House assemblies which are usually held fortnightly on Thursdays, is also required.

Timing of the school day

- 08:40 Latest arrival on site for all sixth form students
- 08:45 Morning registration for students
- 08:50 Assembly – Year/House or tutor period
- 09:10 Lesson 1
- 10:10 Lesson 2
- 11:10 Morning Break
- 11:30 Lesson 3
- 12:30 Lesson 4
- 13:25 Sixth Form Lunch Break
- 14:20 Lesson 5
- 15:20 End of day

During the period of public examinations (May and June) sixth form lunch may be taken an hour earlier than usual (12:30 start) to accommodate afternoon examination start times. It is occasionally necessary to conduct a small number of lessons during the lunch break (13:25 - 14:20) which will also include consortium lessons. Should you have a lunch lesson on your timetable, arrangements for lunch will differ (see section on signing in/out).

Absence from school

There will be times during the academic year when you will be absent from school. The School must be notified on all such occasions and your absence from school justified:-

Reporting absence via email

Prior to 8:30am on each day of absence, parents or carers should provide your name, tutor group and reason for your absence by:

- telephoning the school on 01992 583441 and selecting option 2 (Sixth Form Office) to speak to the Sixth Form Communications officer. A message should be left if the Sixth Form Communications Officer is not at her desk
- or emailing the Sixth Form team on sixthformattendance@richardhale.co.uk

Absence for appointments during the course of the school day

Student appointments (dentist, orthodontist, physiotherapy, hospital, doctor etc) should be arranged outside school hours wherever possible. If this is not feasible and you need to be absent during the school day, the following procedure must be followed (providing us a record of you being off site in case of an emergency) :-

- the school is informed in advance by email (sixthformattendance@richardhale.co.uk) or by telephone (01992 583441, option 2)
- you must sign out before leaving the school site using the signing out book located just outside the Sixth Form Office and then scan out using your thumbprint using one of the thumb scanning units
- if you return to school prior to the end of the school day, you must scan in again using your thumb print and then sign back in again (using the signing in book located just outside the Sixth Form Office)

If the school has not been notified of an appointment by a parent/carers, your absence is likely to be marked as unauthorised.

Students feeling ill during the course of the school day

If you feel unwell during the school day, you must go the Sixth Form Office to be assessed. If the office staff feel it is not appropriate for you to be in school, you will go home and an attempt will be made to contact your parents/carers if you are too unwell to get home by yourself. You should not contact your parents/carers directly yourself and must not leave site without following this procedure.

Requesting leave of absence for an exceptional reason

Any request for special leave of absence during term-time should be emailed to sixthformattendance@richardhale.co.uk, marked for the attention of the Headteacher with at least 3 weeks' notice ahead of the intended start of absence.

Late arrival to school

If you are late for school and miss registration, it is vital you go immediately to the Sixth Form Office and sign in before going to your lesson or to begin private study. You are required to be in school for registration even if your first lesson of the day is a study period. On arrival at school after this lesson, please ensure you sign in at the Sixth Form office. On every occasion when you sign in to school (or back into school, should you have gone off-site for any permitted reason), use the signing in/out book located on the desk just outside the Sixth Form Office.

If you are having issues with the thumb scanner not reading your thumb print, you will need to immediately speak to Mrs Baynes in the Sixth Form Office so she can ensure that you are registered on time. You will also need to go to the IT department (located next to the Finance Office) to get your thumb re-scanned. Writing 'thumb print not working' in the sign-in book without speaking to Mrs Baynes will not be accepted and will be marked as late.

Driving Lessons and Driving Tests

Driving lessons should not be taken during school hours, however we will authorise absence from school for a driving theory test or driving test. Parents must notify the school in advance of the test by following the same procedure for appointments above.

Please note, that should you have any need to contact the school by email for any other reason, please use the following email addresses:-

- yba@richardhale.co.uk (for Sixth Form-related communication)
- admin@richardhale.co.uk (for general communication)

Privilege Pass System

All Year 12 students are required to remain on-site until the end of Period 5 until the end of the Autumn term, at which point good attendance, good academic progress, good behaviour and effective use of private study time may be rewarded with a Privilege Pass. Your receipt of a Privilege Pass will afford you the following concessions:

- the flexibility to leave site at 13:30 if you have a private study period timetabled for Period 5 that day
- the flexibility to pursue private study in any vacant S room (rather than in the Sixth Form Study Centre)
- a more favourable position regarding Senior Student applications

Please note that all Privilege Pass holders will still need to comply with the signing out/in procedure (using the book located just outside the Sixth Form Office) and to also comply with the thumb-scanning out/in procedure. Your Privilege Pass can be withdrawn if you fall short of meeting the expectations expected of Privilege Pass holders.

Private Study Time

If used effectively, private study time can greatly enhance your academic development and potential. It is something you will not have had previously in school and helps you to develop the independent skills you will need in life.

During Periods 1 to 4, Year 12 students will be supervised by a member of staff for their private study periods which are undertaken in the Sixth Form Study Centre. Should you need to go to another area of the school to work, this must first have been agreed with the teacher where applicable and permission requested from the supervising teacher. Should you require internet access during Study Periods, you can make use of the computers found in the Sixth Form Study Centre (or the computers in the library when there are no lessons on). If you wish to access the internet in the Sixth Form Study Centre, you are expected to provide your own laptop or tablet. Mobile phones are permitted for study-related use when granted permission by the Study Support Officers, but will be confiscated if misused.

Whilst in the Sixth Form Study Centre, you may drink water but food and other drinks are not to be consumed there and all rubbish must be put into the bins provided.

It is expected that you at least match your taught lesson time with study outside of the classroom, a good proportion of which can be undertaken during your supervised study time in school. It is *vital* that your time is used effectively. You will receive study skills guidance from your subject teachers on how to plan your work more effectively and this will also be discussed during tutor time. We endeavour to develop the theme of effective study early in the first term in Year 12, looking at how best to maximise your use of study time and how to turn it into effective and appropriate study that enables you to fulfil your potential.

Sixth Form Study Centre and general facilities

The Sixth Form Study Centre is used as a study area for students during the school day. This area also houses UCAS information and notice boards. All information is provided for your use, but we ask that books and related materials are used within the area and not taken away, which allows other students to benefit from them.

A number of school computers are situated in the Sixth Form Study Centre. There are also computers for study purposes in the main library in addition to four located in the Sixth Form Study Centre. Other computer areas may be available for use in school, which will need to be agreed with the Head of Computer Science and for the room in question to be free. The school library stores a selection of academic books related to your subjects that you can make use of in school and take out on loan. Any books you borrow must be returned by their due date and fines will accrue for any non-compliance. The School reserves the right to charge you the full replacement cost of any book you fail to return at the end of the academic year.

Homework

You can expect to receive 9 hours of taught lessons per subject every fortnight, usually split between two subject teachers. You are expected, as a minimum, to match this amount of lesson time outside of the classroom which should

be used to complete assignments / homework tasks set by your subject teachers and to conduct independent research and reading of material relevant to your chosen courses. With approximately 20 hours of private study at school each week, the larger component of your work outside the classroom could be achieved in private study, but only if you use your time effectively. Remember, your attainment by the end of Sixth Form will directly reflect the amount of time you have spent on your subjects outside of the classroom, with our very best performers consistently exceeding the minimum required. It is school policy for all assignments / homework tasks to be published on Google Classroom which not only affords task instructions but also provides your teachers the opportunity to post valuable relevant resources. Be sure that you check each of your Google Classrooms on a daily basis.

Mobile Phones and other internet-enabled devices

Internet-enabled devices have potential to be valuable tools to aid learning and when used appropriately can make learning experiences considerably more effective. However, they carry the very significant downside of presenting an unwanted distraction that can detract from effective use of lesson and study time. Accordingly, the School has a clear policy on their use which you should familiarise yourself with. Internet-enabled devices (including mobile phones) may be used during private study for study-related purposes with the permission of the Study Support Officers and may only be used in lessons if permission has been granted by the lesson teacher. Mobile phones, internet-enabled devices and headphones/earphones are not to be used when moving about the school. In line with the policy for all students, mobile phones must be switched off and stored in bags whilst on site during the school day.

Wellbeing and welfare

We have a strong support network in school and our Sixth Form has several avenues of support available for any Sixth Form student who might be in need of help. This support might include informal or regular time with Ms Chiswick (Welfare Officer), a referral to one of our Sixth Form Counsellors or liaison with the Student Support Centre (SSC) on matters such as learning assessments and Exam Access Arrangements. Ms Chiswick will manage and coordinate the appropriate response for any student seeking help. She is also available to speak with parents and carers, and advise on suitable external support agencies. Speak with Ms Chiswick, your form tutor, or any member of the Sixth Form team (Head of Year, Mrs Baynes, Mrs Dixon, Ms Yunus or Mrs Beacom) in the first instance, in order for us to provide you with the help you need.

Progress checks and assessment

A number of formal checks are undertaken at various strategic times during the academic year to help monitor your progress and to inform you, your parents/carers and staff of how you are progressing against your targets.

- | | |
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| • Four week check | towards end Sept 2023 |
| • Meet the Year 12 Form Tutor evening | Oct 5 th 2023 |
| • Year 12 Midterms | w/c Mon Nov 6 th 2023 |
| • Year 12 Midterms | w/c Mon Jan 22 nd 2024 |
| • Year 12 Progress report | Mar 1 st 2024 |
| • Year 12 Parents' Evening | Mar 7 th 2024 |
| • Post-18 Pathways Evening | April 30 th 2024 |
| • Summer internal end of Year 12 exams | w/c Tue 7 th May 2024 |
| • End of Year 12 Progress report | Fri 21 st June 2024 |
| • Year 13 Parents' Evening | Early Oct 2024 |
| • Year 13 mock exams | Jan 2025 |
| • Year 13 Progress report | Feb 2025 |
| • Year 13 Parents' Evening | late Feb / early Mar 2025 |
| • Public examinations | May / June 2025 |

These checks, internal tests and internal examinations are designed to enable staff to monitor your progress in each of your subjects, to deal promptly with any problems or issues that might arise and to put relevant support mechanisms in place that are deemed necessary. Extra support will be provided (if required) by your form tutor, subject teacher or a member of the Sixth Form team.

Careers

A full programme of careers guidance is provided for you. While most students apply to study Higher Education degree courses, we also offer support and guidance for those seeking alternatives including apprenticeships and full-time paid work after leaving school. You will have the opportunity to join a Google Classroom dedicated to career / apprenticeship opportunities. We work alongside Services for Young People who provide advice and guidance for students as they consider their post-18 options.

For students considering Higher Education, your university application needs to be completed by November of Year 13 and sent to UCAS. We begin the process with our 'Post-18 Pathways' evening for you and your parents held at the start of the summer term in Year 12, during which we present an overview of Higher Education and Apprenticeship opportunities. We also dedicate time during the following weeks to provide further support for you. Preparatory work should be undertaken during the summer holiday so that you are in a position to make necessary adjustments to and conclude your Post-18 application by our November deadline. Every Sixth Form student receives a Higher Education support booklet and detailed guidance on how to use 'UCAS apply' on-line.

You will have the opportunity to visit a maximum of three universities on open days during term time and we require a written request prior to each visit. Some universities and courses will call you for interview on a formal or informal basis. We ask your parents/carers to inform us in advance of this necessary absence.

For students considering an Oxbridge application (which also includes medicine, veterinary science or dentistry at any UK institution), we provide a separate support programme to help you prepare for your application that begins at the start of the summer term in Year 12. We also offer guidance on preparation for university interviews, including mock interviews conducted by external partners.

Extra-curricular opportunities

There are a large number of opportunities for you to take advantage of during your time in the Sixth Form. School teams are run in many sports and have included rugby, football, basketball, netball, cross-country, golf and athletics over the years. Music and Drama are very popular choices for many students and various school bands and ensembles are well supported by the Sixth Form. House events including sport, music, debating and drama also provide opportunities for extra-curricular involvement and student leadership throughout Years 12 and 13.

We run a very successful Duke of Edinburgh's Award scheme, with many students achieving their Gold Award. Students have had the opportunity to take part in the Model United Nations, debating and school quiz teams, amongst other activities. A number of our Sixth Form students undertake the Level Two and Level Three Sports Leaders programmes and we have tremendous success with this in the local community.

In addition, there are many opportunities for you to become involved in activities that may be less obvious, but equally important. These include being a mentor to Year 7 students, peer mentoring within your academic subjects, reading with younger students, helping out in lessons with the lower school, developing communication skills by working at local junior schools in their after-school clubs and sitting on school committees. Extra-curricular involvement is always an area that prospective employers or university admissions tutors look for in applications. It offers an extra dimension to your Sixth Form experience, enriches you as an individual and allows you to develop skills outside of the classroom.

General Procedures

The following points describe general guidelines and attempt to provide answers to some questions that you might have regarding life in the Sixth Form.

- Communication is key. Ensure that you regularly read the Sixth Form bulletin at least twice each day (and certainly at morning registration) <https://sites.google.com/a/richardhale.co.uk/rhs-sixth-form-new-bulletin/home>
- This website is updated throughout the day and will keep you fully informed with regard to important information that you need to be aware of. As a Sixth Form student, it is *your* responsibility to read and respond to the information which is provided daily.
- Each Year Group in Sixth Form has a Google Classroom where important information is posted. This is often used to contact students directly or in groups, so please ensure that you check this at least twice daily.
- Driving lessons are not to be taken during the school day, even during private study periods.
- Paid employment is not to be undertaken at any time during the school day.
- No parking is available on site for Sixth Form students at any time.
- Students in the Sixth Form are permitted to leave site at lunch (1:25 to 2:20pm). A small number of students will have a lesson scheduled over the lunch break. If this applies to you, then you are permitted to go off-site for lunch before this, *but only* if you have a study period in the morning. Normal signing out/in procedures apply here. If for any reason a lesson is cancelled on the day, you are expected to use the time as a study period in the room allocated on your timetable. Work will have been set by the absent teacher and so this should be completed in the assigned classroom.
- Please keep the number of books that you borrow from the library to a minimum and ensure that you return them on time. Please do not remove reference books from the library or prospectuses for universities or Sixth Form area.
- Try to spend time at least once a week reading a broadsheet newspaper. Downloading an app will make this much easier!
- Study Leave for internal and external exams will be allowed; information about this will be shared with you in advance of tests and exams.
- Your Form Tutor is your first point of contact in general matters relating to school life.
- Your subject teacher or the Head of Department is your first point of contact for matters relating to academic work.
- Your Head of Year and Mrs Beacom are available to deal with *any* matter you wish to speak about.
- The process of applying for positions within the Senior Student Team (consisting of Head Boy/Girl, Deputy Head Boy/Girl, House Captains and Vice-House Captains, Subject Ambassadors and Senior Prefects) begins just prior to the Easter break with appointments made in the summer term as a result of interview and selection from short-listed candidates.



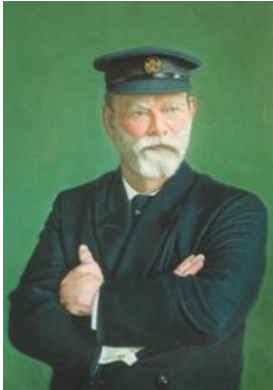


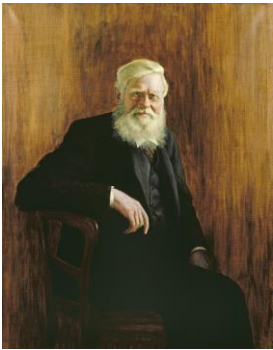
Finally

There is an old adage; you only get out what you are prepared to put in. This saying really does apply to your time in the Sixth Form and is very sound advice. Approached in the right way, life in the Sixth Form will be very rewarding and will provide qualifications, confidence and experiences which will be invaluable in your life. You will also form excellent friendships that can last a lifetime. Ensure that you start off in a positive and determined frame of mind. Take full

advantage of all the opportunities available. Always give of your best and make the most of every opportunity that the next two years will bring you.

Richard Hale School

A Brief History

Cowper	Earl Cowper		Kinman	Major George Kinman	
Croft	Richard Croft (Lieutenant in the Royal Navy and High Sheriff of Hertfordshire)		Page	Lieutenant-Colonel Page DSO and Bar	
Hale	Richard Hale (founder of the school)		Wallace	Alfred Russel Wallace (evolutionary biologist)	

Richard Hale School was opened on April 24, 1617. In those days most people had little or no formal education. Wealthy people sometimes used their money to set up schools for the children of the reasonably well off who could afford moderate costs for their schooling. Richard Hale was one of those people and he started our school by paying for it to be built and leaving money to pay for running it for many years. He had earned his money as a successful merchant in London but needed permission from the King to found a brand new school. King James I granted a

Foundation Deed to Richard Hale in 1616 (the year Shakespeare died) which allowed him to build and open a school in the County Town of Hertford the next year.

When the school opened there were about 40 pupils who attended school from 7-11 am and 2-4 pm for two days a week, one of those days being Saturday. The other four days saw the boys hard at work until 5 pm. That was not the end of school, as they also had to work an hour in the evening and attend All Saints Church twice on Sundays. As they are now, games were part of the school week and Thursday afternoons were given over to the playing of rounders or cricket. The rest of the time was used for the study of just three subjects: Greek, Latin and Religious Instruction.

The old school stayed in use for 313 years. The original school building of 1617 can still be seen near to All Saints Church. When the new school buildings were opened on the present site on May 2nd 1930 there were about 250 pupils at the school. The number of subjects taught increased substantially as did the number of boys on roll. Today the school has 1100 students including a co-educational Sixth Form.

The School has many celebrated alumni, including Alfred Russel Wallace, whose research of evolutionary diversity in Indonesia and Australia led to collaboration with Darwin and recognition of his role in the development of the theory of evolution. The scientific link has been maintained with the school gaining Science College status in 2004. Wallace's name is kept alive by the House named after him. The other five Houses are also named after men associated with the School who distinguished themselves in public service.

Kinman House was added in 2007 in response to another surge in the school's population. Portraits of the above alumni, painted by renowned contemporary artists (two of them former students) are displayed in our dining hall and on permanent loan from the Richard Hale Association.

Today the school prides itself on respecting its traditions. The Remembrance Day service in November and the Founders Day and White Gloves celebrations at the end of the Christmas Term are enjoyed and highly valued by the students, staff, parents and former students alike. They form a direct link with the history of the school and add greatly to the understanding of what it is to become a member of our community.

A student's link with the school is maintained after leaving through the Richard Hale Association, which all students can join in their final year of study. <https://www.richardhale.herts.sch.uk/about-us/school-history/>

Skills Passport

When young people enter the world of work or further study after full-time compulsory education, employers and universities are looking for work-ready recruits with clear evidence of specific skills in addition to high level academic attributes. Fortunately, these two attributes go hand in hand; your academic achievement will be **supported by** and **inform** your skills development. As a pastoral team, we will therefore provide additional opportunities for you to build your skills whilst also signposting how to apply these to your academic studies in a systematic way. During your time in the Sixth Form at Richard Hale, we want to see you taking part in a range of activities in school and in the community to enable you to further develop key transferable skills that you will come across in your academic studies. These skills will be logged in your Skills Passport; you will be tracked and supported by your Sixth Form tutor and these skills will then support your application to Higher Education and employment.

Positive Attitude

A positive attitude is the key foundation to skills development. That type of attitude involves a readiness to take part, openness to new activities and ideas, and a desire to achieve results. It underpins and links together the other key capabilities such as self-management, team working, problem solving, communication and application of numeracy and ICT.

Through the Sixth Form Skills Passport, our pastoral team will encourage you to plan and pursue an active programme of personal development in skills that will help you succeed in life. It is based on a combination of skills-raising activities, your programmes of study, volunteering, work experience, part time work and involvement in the school and local communities. Your skills-related experiences will, hopefully, prepare you to become more confident, capable and attractive applicants on the one hand and most importantly, active, caring, thoughtful and responsible citizens on the other.

The Richard Hale Sixth Form Experience

Richard Hale Sixth Form offers its students a distinctive learning experience. The school based environment and its friendly, caring and supportive approach to the student body provides a student experience which is second to none. It is also an institution rooted in the local community and which has, over the years, established valuable links with a range of local organisations, businesses and other partners. The Sixth Form team has established its Skills Passport in order that you can compete successfully in the current market, that you stand out from the crowd and that you are given a head start when there are more and more students competing for career openings and university places.

Personal Information

School email address					
SUBJECT CHOICES					
	A-Level or BTEC subject				
	Target grade				

Your Skills Passport

Typical skills that future employers will value are included in the table below. Throughout your Sixth Form journey, your form tutor will set aside some time for you to reflect on what skills you have developed and encourage you to document the evidence underpinning it.

Skill	Opportunities for Development	Tracking Notes/ Evidence of Achievement
COMMUNICATION		
Develop a range of communication skills demonstrating effective use for different purposes and in different contexts.	<ul style="list-style-type: none">● A Level/BTEC Subjects – Reading and making notes Essay writing Class discussion Presentations● Individual investigation● Being a Subject Ambassador● Community participation● Work Experience	
Develop a range of reading skills – for understanding, further questioning, note taking and recall.		
Develop a range of writing skills to be able to inform, persuade, discuss, explain.		
TEAMWORK		
Work collaboratively (e.g. through House events/activities).	<ul style="list-style-type: none">● House activities● Induction activities● Working with others● Community participation● Work Experience● Sports teams● Part-time work● Playing in a band/ choir/ orchestra● Drama/plays/productions● Volunteering & fundraising	
Act as a constructive team member, contributing practically to the success of the team.		

LEARNING & PERSONAL DEVELOPMENT		
Manage yourself and your time effectively.	<ul style="list-style-type: none">● Learning calendar/ Study Skills Programme● Improving own learning & performance● Academic enrichment programme● Target setting● Achieve additional qualifications as a result of your own initiative● Further IT training & certification● Health & Safety/ 1st Aid training● Attending Scholars' Society sessions● Open Days● PSHE/ETT/form time● EPQ	
Have an interest in lifelong learning.		
Identify your personal strengths and weaknesses and set and achieve specific goals.		
Create a capacity for self reflection, self discovery and personal development.		
Respect others and their perspectives, values and knowledge.		
ACTIVE CITIZENSHIP		
Appreciate a range of ethical and moral issues.	<ul style="list-style-type: none">● PSHE/ETT/form time● Work Experience● Involvement with the Eco Committee● Mentoring of other students● Volunteering/community participation● Sports Leaders	
Appreciate social and cultural diversity.		

Appreciate the importance of the environmental, social and political contexts of your studies.	<ul style="list-style-type: none">● Duke of Edinburgh● Subject Ambassadors● EPQ	
Appreciate the concepts of leadership and enterprise in all aspects of life.		
CREATIVE PROBLEM SOLVING		
Think creatively and systematically to solve problems.	<ul style="list-style-type: none">● House events● A Level/BTEC studies● Work Experience● Sports Leaders● Duke of Edinburgh● EPQ	
Apply skills and knowledge (theory and practice) to problem solving.		
Analyse, evaluate and resolve complex problems.		

Specific deliverables

At Richard Hale we expect all of our Sixth Form students to pursue opportunities beyond the classroom that will facilitate development of their key skills, personal qualities and attributes. We recognise that it can sometimes prove difficult to identify opportunities: use the attached as a checklist to show that you have taken full advantage of what we have to offer.

Category	Brief detail of what you have done in this category (if you have multiple pieces of evidence, include them all)
Engage in at least one extra-curricular school activity (eg sport, music, drama as participant, coach, official, helper etc)	
Participate in at least one House event (eg sport, drama, music etc)	
Mentor a lower school pupil (eg with a Year 7 as a buddy, with students in the SSC, as a reading mentor etc)	
Provide support in a given subject (eg supporting a KS3 or KS4 student in their classes, peer mentoring, academic mentoring etc)	
Participate in a whole school event (eg open evenings, school drama as helper, Carol Service, support of Open Evening etc)	
Undertake unpaid voluntary work in the local community (eg scouts, youth group helper, care home, charity shop etc)	
Lead an assembly (House assembly, 6 th form or other year group assembly, tutor period, public speaking role (Model UN) etc)	
Achieve a mean attendance of 95% (or better) each and every term of your Sixth Form journey	
Undertake and successfully complete meaningful work-experience outside of paid part-time work	

Pastoral Support Programme

Year 12 Induction

The purpose of the INDUCTION PROGRAMME is to help you :-

- ✓ Identify your strengths and areas for improvement from GCSE
- ✓ Ensure that you have made the right choices in the Sixth Form
- ✓ Advise you where you can get help if you are experiencing problems
- ✓ Start thinking about action plans and where you want to be at the end of Year 12 and the end of Year 13

You will complete it in tutor time during the first half of the Autumn Term.

Looking Back ...

Review your GCSE performance. Complete the table below with a short commentary on your result. What did you achieve? Were there any surprises? Were there any disappointments? Did you feel you deserved your grade?

Subject	Result	Comment

What did you enjoy about studying for your GCSEs?

What did you find difficult studying for GCSEs?

What is your overall record of attendance at GCSE?

What is your overall record of meeting deadlines at GCSE? How organised were you?

What have you learned from studying GCSEs to help you improve your performance in the Sixth Form?

What type of learner are you?

Understanding what type of learning style you prefer helps you to make best use of that style and affords you the opportunity to develop alternative learning styles. Think about some of the things you have found both easy and challenging to learn in the past. Then think about why you found some things less difficult and others more so.

I made a success of learning	
<p>I made a success of learning because:</p> <p><input type="checkbox"/> I had enough time</p> <p><input type="checkbox"/> I wanted to learn</p> <p><input type="checkbox"/> I was interested in the subject / task</p> <p><input type="checkbox"/> I had good support from other people</p> <p><input type="checkbox"/> I was well prepared and organised</p> <p><input type="checkbox"/> I was in a suitable place</p> <p><input type="checkbox"/> Other</p>	
I found it difficult to learn	
<p>It was a challenge because:</p> <p><input type="checkbox"/> Other people were telling me to learn</p> <p><input type="checkbox"/> I found the subject boring and pointless</p> <p><input type="checkbox"/> It was too difficult</p> <p><input type="checkbox"/> I lost interest right at the beginning</p> <p><input type="checkbox"/> I tried, but couldn't keep up with the deadlines</p> <p><input type="checkbox"/> I had little or no support</p> <p><input type="checkbox"/> I was unprepared and disorganised</p> <p><input type="checkbox"/> I was short of time</p> <p><input type="checkbox"/> Other</p>	

Tick the boxes that best describe how you like to learn

<p>FOCUS</p> <p>Which do you work best with ?</p> <p><input type="checkbox"/> People</p> <p><input type="checkbox"/> Technical things</p> <p><input type="checkbox"/> Information</p> <p><input type="checkbox"/> Ideas</p> <p><input type="checkbox"/> Other:</p>	<p>CONDITIONS</p> <p>What learning environment do you prefer ?</p> <p><input type="checkbox"/> Inside</p> <p><input type="checkbox"/> Outside</p> <p><input type="checkbox"/> With music</p> <p><input type="checkbox"/> Hot</p> <p><input type="checkbox"/> Cold</p> <p><input type="checkbox"/> Quiet</p> <p><input type="checkbox"/> Noisy</p> <p><input type="checkbox"/> Unsupervised</p> <p><input type="checkbox"/> Supervised</p>
<p>TIME</p> <p>When do you work best ?</p> <p><input type="checkbox"/> Morning</p> <p><input type="checkbox"/> Afternoon</p> <p><input type="checkbox"/> Evening</p> <p><input type="checkbox"/> Night</p> <p><input type="checkbox"/> Anytime</p>	
<p>ROLE</p> <p>When working with others, which role do you play best ?</p> <p><input type="checkbox"/> Organiser</p> <p><input type="checkbox"/> Leader</p> <p><input type="checkbox"/> Adviser</p> <p><input type="checkbox"/> Team member</p> <p><input type="checkbox"/> Planner</p>	<p>SUPPORT</p> <p>What sort of help do you find most useful ?</p> <p><input type="checkbox"/> Friends or relatives</p> <p><input type="checkbox"/> Talks</p> <p><input type="checkbox"/> Courses</p> <p><input type="checkbox"/> Demonstrations</p> <p><input type="checkbox"/> Training events</p> <p><input type="checkbox"/> Tutors/teachers</p> <p><input type="checkbox"/> Books</p> <p><input type="checkbox"/> Instructions</p> <p><input type="checkbox"/> Workbooks and study guides</p> <p><input type="checkbox"/> Internet</p> <p><input type="checkbox"/> Pictures, charts and diagrams</p>
<p>PLACE</p> <p>Where do you work best ?</p> <p><input type="checkbox"/> At home</p> <p><input type="checkbox"/> Classroom, laboratory, lecture room</p> <p><input type="checkbox"/> Study Space in School</p> <p><input type="checkbox"/> Anywhere</p>	

<input type="checkbox"/> Other	<input type="checkbox"/> Other
TOOLS What do you like using ? <input type="checkbox"/> Machines <input type="checkbox"/> Specialist equipment <input type="checkbox"/> Computers <input type="checkbox"/> Pen and paper <input type="checkbox"/> Brain <input type="checkbox"/> Other	

What's your personal type - tick the statements you agree with

Are you a Practical person Do you enjoy learning by <input type="checkbox"/> Making presentation <input type="checkbox"/> Using research Do you dislike <input type="checkbox"/> Open ended discussion <input type="checkbox"/> Listening to a lecture/lesson <input type="checkbox"/> Group discussion Do you learn best from <input type="checkbox"/> Practical group work <input type="checkbox"/> Team projects and activities <input type="checkbox"/> Planning a project	Are you an Active person Do you enjoy learning by <input type="checkbox"/> Sharing ideas <input type="checkbox"/> Taking a lead in discussions Do you dislike <input type="checkbox"/> Sitting listening <input type="checkbox"/> Thinking on your own <input type="checkbox"/> Writing up notes, essays or projects <input type="checkbox"/> Repetition <input type="checkbox"/> Lack of varied activities Do you learn best from <input type="checkbox"/> Competitive teamwork
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<p>Do you dislike</p> <p><input type="checkbox"/> Working at a slow pace</p> <p><input type="checkbox"/> Working outside a friendship group</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Coaching</p> <p><input type="checkbox"/> Feedback from staff</p> <p><input type="checkbox"/> Demonstrations</p> <p><input type="checkbox"/> Other people who act as role models</p> <p><input type="checkbox"/> Practical action planning</p>	<p><input type="checkbox"/> Any sort of group work</p> <p>Do you dislike</p> <p><input type="checkbox"/> Following instructions</p> <p><input type="checkbox"/> Having little scope for your own ideas</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Project work</p> <p><input type="checkbox"/> Problem solving</p> <p><input type="checkbox"/> Having to work to a deadline</p>
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<p>Are you a Reflective person</p> <p>Do you enjoy learning by</p> <p><input type="checkbox"/> Watching, thinking and listening</p> <p><input type="checkbox"/> Having time to do research</p> <p><input type="checkbox"/> Producing reports and analysing problems</p> <p>Do you dislike</p> <p><input type="checkbox"/> Team work</p> <p><input type="checkbox"/> Role play</p> <p><input type="checkbox"/> Working to deadlines</p> <p><input type="checkbox"/> Time pressures</p> <p><input type="checkbox"/> Presenting to groups</p> <p><input type="checkbox"/> Having to take the lead</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Watching what other people do</p>	<p>Are you a Theoretical person</p> <p>Do you enjoy learning by</p> <p><input type="checkbox"/> Question and answer technique</p> <p><input type="checkbox"/> Analysis</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Listening</p> <p>Do you dislike</p> <p><input type="checkbox"/> Group discussion</p> <p><input type="checkbox"/> Presenting to groups</p> <p><input type="checkbox"/> Open-ended problems</p> <p><input type="checkbox"/> Working with people who prefer a more active style.</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Working out a logical answer to a problem</p>
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<input type="checkbox"/> Observation work		<input type="checkbox"/> Having a structure / purpose to your work
Now that you have completed the questionnaire and thought about what you like and dislike about learning, consider the different learning techniques available to you and which ones you would like to use to achieve your aim.		
<input type="checkbox"/> Reading	<input type="checkbox"/> Written exercises	<input type="checkbox"/> Demonstration
<input type="checkbox"/> Teaching	<input type="checkbox"/> Making/Practical	<input type="checkbox"/> Acting/ Music
<input type="checkbox"/> Research	<input type="checkbox"/> Video	<input type="checkbox"/> Web based

Tutor	Date

YEAR 12 FIRST FORM TUTOR INTERVIEW

Conducted during the first half of Year 12 Autumn Term:

DATE

Shortly after joining the Sixth Form, you and your parents/guardians will be invited to our Year 12 'Meet The Tutor' Evening which affords you to meet with your form tutor to discuss how well you have settled into Sixth Form, to address any concerns and to identify areas of future focus. Prior to the Autumn half term break, you will be invited to meet with your form tutor for your first form tutor interview, the purpose of which is to help you get to know your tutor and to focus on where you are now. You should complete it BEFORE your interview and then make review notes DURING your interview.

Review your course choices in the Sixth Form

Subject	Target Grade	Comment
Which subjects have you chosen?		How have you settled into the course? What are you enjoying? What are you finding difficult? Is there anything you need to change (subject/ method of working etc)?

Overall, what are your feelings about starting the Sixth Form? Did you have any initial concerns? Have they been addressed? Are you worried about anything now? What are you enjoying?

What is your favourite subject?

What is your least favourite subject?

What are you best at?

What are you doing for community participation?

Are you in paid employment at the moment? How many hours per week? When (after school/ weekends/ holiday)? Do you enjoy it?

What interests do you have outside school?

Do you participate in any regular hobbies? What are these?

What motivates you?

How would your best friend describe you and would you agree with that description?

Where do you consider your strengths might lie? (Personal and work)

What areas might need more work? (Personal and work)

Do you prefer to work as part of a team or on your own?

What are you thinking of doing when you leave Hale? Try to be specific about details (eg what course are you thinking of pursuing at university; what career do you think you might enter; what apprenticeship area are you considering?)

Have you travelled widely?

Where do you see yourself in five years' time?

Where do you see yourself in ten years' time?

Checklist

- Have you read the Sixth Form rules? Including absence procedures, going off site and changing course. Do you know where to go for help?
- Have you read the 'Surviving your Workload' booklet? Are you clear on strategies that you can adopt to help you with your Sixth Form journey?
- Does the school have up to date contact details and course information?
- Have you shared information with us regarding your welfare needs and Exam Access Arrangements?

We share a common goal – we want you all to be happy and achieve your potential. Everyone is an individual and everyone will have different needs, concerns and triumphs. Please let the Pastoral Team know if you think the Induction Programme could be improved in any way. Your feedback and experience is invaluable.

YEAR 12 AUTUMN FILE CHECK

Conducted during the first half of Year 12 Autumn Term:

DATE

CHECKLIST ITEMS	TICK IF 'YES'		COMMENT
	STUDENT	STAFF	
ORGANISATION			
Is your work for each subject in a secure folder (e.g. ring binder)?			
Is a specification included at the front of the file?			
Has the specification been 'checked off' by student to ensure full coverage of the topic?			
Is the work organised into sections which relate to the specification?			
NOTES			
Are the notes readable? Is there a space between points?			
Is there a reasonable balance of notes to handouts?			
Is there evidence of additional work?			
Are there headings and subheadings?			
Is colour used to highlight key points?			
Are there diagrams? Are they clear and informative?			
Are extended answers /exercises included?			

STUDENT TARGETS	Met?		COMMENT

DATE FOR RESUBMISSION (IF NECESSARY)

IF RESUBMISSION IS NECESSARY, PLEASE ADVISE HOY 12

YEAR 12 SECOND FORM TUTOR INTERVIEW

Conducted during the second half of Year 12 Spring Term:

DATE

On the back of formal internal assessments conducted at the beginning of the Spring Term, your progress will be formally reported on March 1st 2024 and followed by a Year 12 Parents' Evening on 7th March 2024. Use the feedback you receive in your Progress Report and at Parents' Evening as the basis upon which to prepare for your second Form Tutor interview which will be conducted during the second half of the Year 12 Spring Term. Its purpose is to help you evaluate your progress in the context of your first formal Progress Report and Parents' Evening feedback and to revisit (and adjust if necessary) your Action Plans.

Area	Subject	Academic Progress	Attitude	Independent study	COMMENT
Feedback (from Progress Report and Parents evening)					
AUTUMN FILE CHECK	<input type="checkbox"/> SATISFACTORY <input type="checkbox"/> REQUIRED RESUBMISSION				
Academic Monitoring	Are you in receipt of intervention from the Sixth Form team?				
Privilege Pass	Does your progress merit receipt of a Privilege Pass?				

Area	Subject	Target grade	Current grade	Areas of future focus
Feedback (from Parents' Evening)				

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POST SECOND FORM TUTOR INTERVIEW FOLLOW UP

	Praise letter		Tutor Follow Up		Refer to HoY		Refer to HoD
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POST SECOND FORM TUTOR INTERVIEW ACTION PLAN

Referring to your action points from your last interview, complete this table to help identify your next steps

Subject			Next Steps/ Action Points	By When?
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			

For those of you who aspire to Oxbridge study, now is the time to be thinking seriously about what it takes to be made an offer and to begin your planning. Be sure to discuss your intentions with your form tutor and join the Oxbridge Google Classroom to make the most of all available opportunities.

YEAR 12 SPRING FILE CHECK

Conducted during the first half of Year 12 Spring Term:

DATE

CHECKLIST ITEMS	TICK IF 'YES'		COMMENT
	STUDENT	STAFF	
ORGANISATION			
Is your work for each subject in a secure folder (e.g. ring binder)?			
Is a specification included at the front of the file?			
Has the specification been 'checked off' by student to ensure full coverage of the topic?			
Is the work organised into sections which relate to the specification?			
NOTES			
Are the notes readable? Is there a space between points?			
Is there a reasonable balance of notes to handouts?			
Is there evidence of additional work?			
Are there headings and subheadings?			
Is colour used to highlight key points?			
Are there diagrams? Are they clear and informative?			
Are extended answers /exercises included?			

STUDENT TARGETS	Met?		COMMENT

DATE FOR RESUBMISSION (IF NECESSARY)

YEAR 12 THIRD FORM TUTOR INTERVIEW

Conducted during the Year 12 Summer Term:

DATE

In your Second Form Tutor interview you identified a number of targets and areas of focus. In advance of your third Form Tutor interview (which will be conducted during the Year 12 Summer Term) you should take time to reflect on how well you have delivered against your targets and your progress in your areas of focus. Reevaluate your progress by refining your action plans in preparation for your internal end of Year 12 summer exams.

Area	Subject	Target grade	Current grade	Areas of future focus
Feedback (from subject teachers)				
SPRING FILE CHECK	<input type="checkbox"/> SATISFACTORY <input type="checkbox"/> REQUIRED RESUBMISSION			
Academic Monitoring	Are you in receipt of intervention from the Sixth Form team?			
Oxbridge	Are you considering an application for Medicine, Dentistry, Veterinary Science or study at Oxford or Cambridge?			
Privilege Pass	Does your progress merit receipt of a Privilege Pass?			

POST THIRD FORM TUTOR INTERVIEW FOLLOW UP

	Praise letter		Tutor Follow Up		Refer to HoY		Refer to HoD
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POST THIRD FORM TUTOR INTERVIEW ACTION PLAN

Referring to your action points from your last interview, complete this table to help identify your next steps

Subject			Next Steps/ Action Points	By When?
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			

Are you considering an EPQ? The programme starts immediately after your end of Year 12 exams finish - be sure to look out for details of the introductory meetings.

YEAR 12 REVISION ACTION PLAN

Conducted in preparation for your end of Year 12 Summer exams: DATE

With your Third Form Tutor Interview complete and new targets identified, you should look to prepare properly for your end of Year 12 internal summer exams that will be held during the week May 7th - 10th 2024, during which time you will only be expected in school to take your examinations (unless you are studying BTEC subjects, in which case you will be required to attend lessons as normal).

You should now look to prepare a detailed plan highlighting what you are going to revise and when.

Task	Due date	Comments Complete? Verified by Tutor?
Revision Timetable written		
SUBJECT 1:		
SUBJECT 2:		
SUBJECT 3:		
All revision notes organised: SUBJECT 1: SUBJECT 2: SUBJECT 3:		
Attend subject intervention sessions (provide detail where applicable)		

Further Action Points prior to Exams?

Missing Notes?

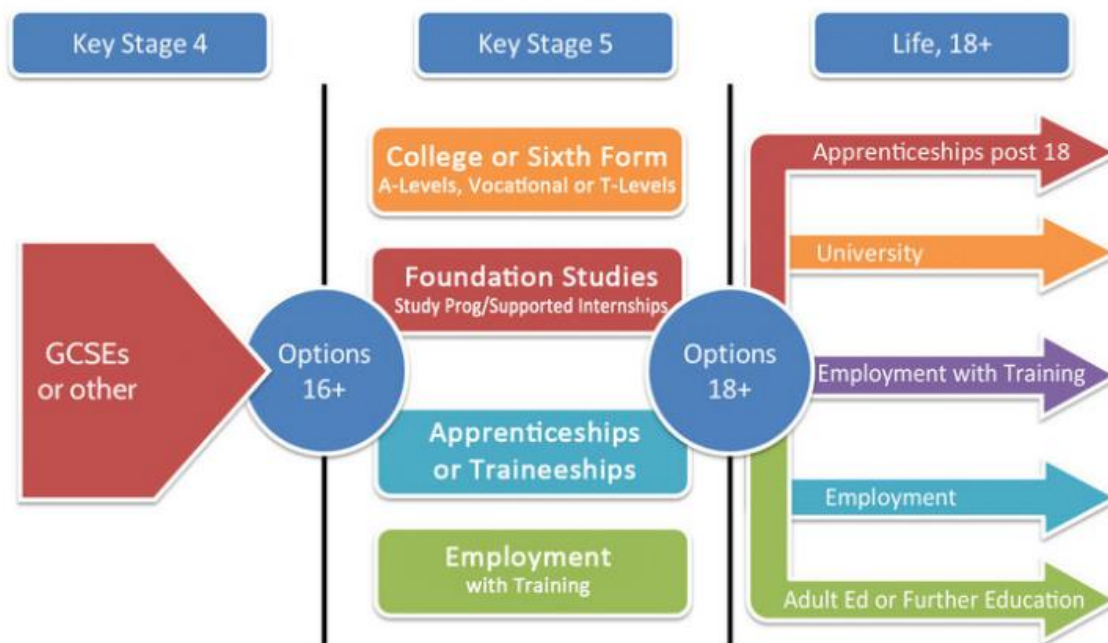
Exemplars?

Mark Scheme?

Structure of paper?

Post-18 Pathways planning

By now you should really be starting to think about what you might do when you leave Hale at the end of Year 13. This will require some planning and preparation. Have a look at the diagram below for some options. You will have heard about some of these options at the recent Post-18 Pathways Evening held in school.



SPARTAN TEST

If you have no idea what you want to do when you leave at the end of Year 13, you should take the Spartan Test, which is a creative way to determine careers that you might be suited to given your individual responses to a series of visual questions. Further details will be made available and time allocated during Year 12 (see https://sacu-student.com/?page_id=2850)

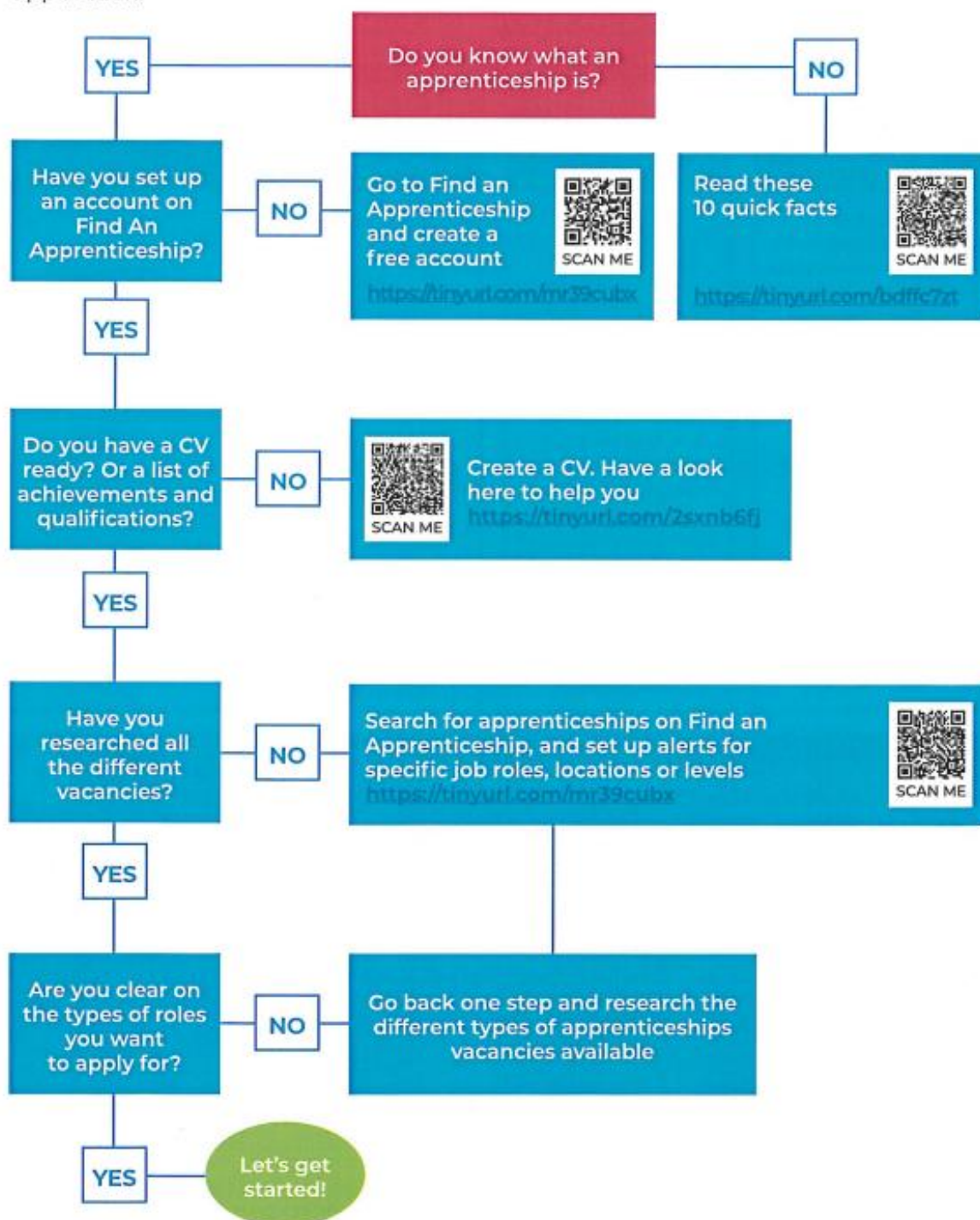
Spartan Test	
Date taken	
Outcome	

APPRENTICESHIPS

You may be interested in pursuing an apprenticeship, in which case you are encouraged to look at the information provided below to get you started. Please be aware that preparation for an apprenticeship application is harder than UCAS as the application requires a greater level of independence. We do provide lots of support with searching for an apprenticeship, applications and interviews. Have a look at the flowchart to help you make a start. Find the original source here [Your step-by-step guide to applying for an apprenticeship](#)

REACHING THE POINT OF APPLICATION

This guide is for anyone who is at the point of application for an apprenticeship. If you haven't found an apprenticeship yet, this is what you need to do to get to the point of application:



HOW DO I FIND AN APPRENTICESHIP?

Apprenticeships will be advertised in different places, depending on the systems and platforms that the employer wants to use. It is beneficial to understand some of the most typical methods used, as this can also help to explain why the recruitment methods can feel a bit complex to navigate.

The most typical places that you will find apprenticeship job vacancies advertised include:

Find an Apprenticeship	Employer website	Training Provider	Other
<p>Find an Apprenticeship is the government website where the majority of apprenticeship vacancies are advertised. It is free of charge to set up an account and you can use the system to search and apply for jobs.</p> <p>Remember – it only shows live jobs (so it won't tell you previous vacancies, nor what's coming up)</p> <p>www.gov.uk/apply-apprenticeship</p>	<p>Some employers will use their own website to advertise their vacancies and will often have a dedicated page set up for their apprenticeship programmes.</p> <p>Some employers may require you to set up an account through their website to manage your application, others will provide instructions on how to submit the application – such as completing a form or sending in a CV and covering letter.</p>	<p>Some employers will ask their training provider to manage the application process for them.</p> <p>This could mean that when you are using Find an Apprenticeship, you find that you are redirected to the training provider when you click 'apply'.</p> <p>Sometimes it will mean that the training provider will be running information sessions or workshops to speak with potential apprentices.</p>	<p>There are other methods too. Some employers may use recruitment platforms, such as Not Going To Uni, UCAS Career Finder or Get My First Job.</p> <p>The employer will advertise their vacancies through these platforms and use this as a way to filter through to their recruitment pool.</p>

TOP TIPS WHEN LOOKING FOR AN APPRENTICESHIP



- Application processes and timelines will vary between different employers. Some employers could start recruiting as early as one year before they want the apprentice to start, others will have a shorter recruitment window.
- Vacancy adverts will all be different, so you need to read each one carefully and treat them individually.
- Deadlines will be different for each role, so make sure you take a note of key dates for each role. You could use the calendar on your phone and set alarms to remind you of different deadlines or get an app or even a paper calendar or diary specifically for application dates.
- Don't wait until the deadline. Some employers will set a closing date, but if they receive a high volume of responses, they may close their application window early.
- You can apply for more than one apprenticeship at a time, which will increase your chance of securing an apprenticeship.
- Employers will advertise at different times of the year, there is no set time to apply like for university applications.

For many of you, a university destination is likely to be your preferred choice and you should now give time to drawing up your favoured institutions. Remember that you are permitted up to 3 school days to visit universities which is an excellent way to determine if you are suited to a given institution. Be sure to align your course selections with your predicted grades; significant mis-matches are very likely to result in disappointment on results day.

University Choices

University		Course	Usual Offer
1 st Choice			
2 nd Choice			
3 rd Choice			
4 th Choice			
5 th Choice			

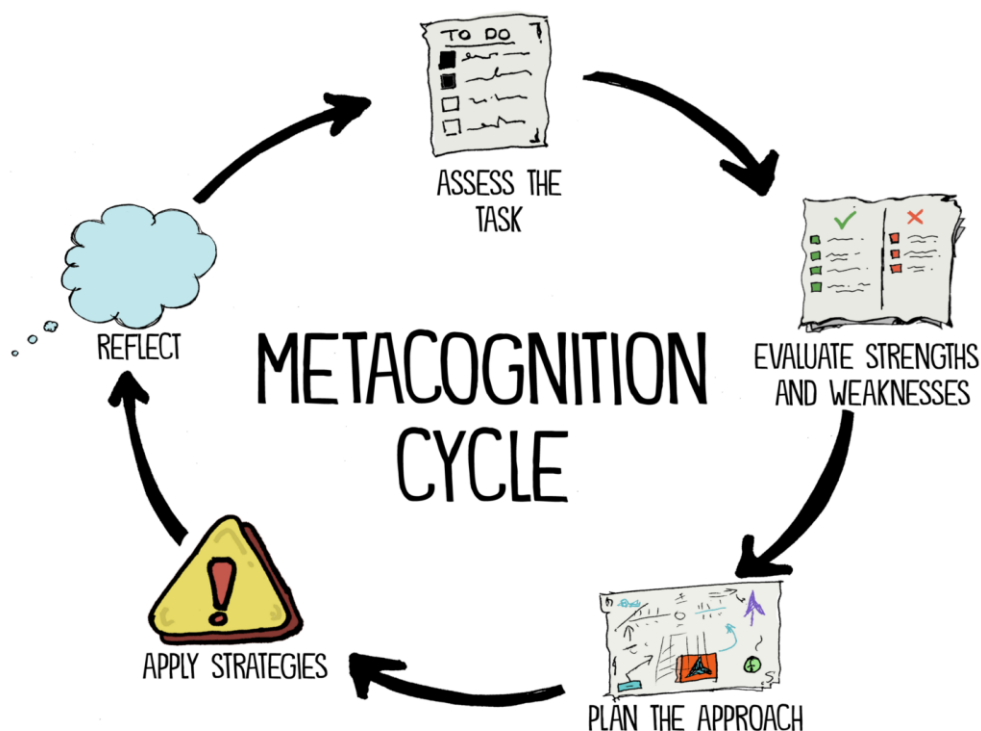
UNIVERSITY APPLICATION

Firm		Offer	
Insurance		Offer	

YEAR 12 SUMMER EXAM ANALYSIS

Conducted prior to the start of Year 13 Autumn Term: DATE

With your End of Year 12 summer exams complete, you should ensure that you conduct a full analysis of your performance to formulate an action plan that identifies and addresses any specific areas of weakness. With this in mind, you should make use of the information and feedback provided in your End of Year 12 Progress report (published 21st June 2024) and prepare to highlight concerns and to discuss issues at your first Year 13 Form Tutor interview and at your first Year 13 Parents' Evening which will be held during early-October 2024.



Current Attainment

Subject	Module 1:	Module 2:	Module 3:	Y12 Exam Grade
	(Mark and Grade)	(Mark and Grade)	(Mark and Grade)	
	(number of marks away from next grade)	(number of marks away from next grade)	(number of marks away from next grade)	
Notes/ Resits?				

Subject	Module 1:	Module 2:	Module 3:	Y12 Exam Grade
	(Mark and Grade)	(Mark and Grade)	(Mark and Grade)	
	(number of marks away from next grade)	(number of marks away from next grade)	(number of marks away from next grade)	
Notes/ Resits?				

Subject	Module 1:	Module 2:	Module 3:	Y12 Exam Grade
	(Mark and Grade)	(Mark and Grade)	(Mark and Grade)	
	(number of marks away from next grade)	(number of marks away from next grade)	(number of marks away from next grade)	
Notes/ Resits?				

Subject	Module 1:	Module 2:	Module 3:	Y12 Exam Grade
	(Mark and Grade)	(Mark and Grade)	(Mark and Grade)	
	(number of marks away from next grade)	(number of marks away from next grade)	(number of marks away from next grade)	
Notes/ Resits?				

YEAR 13 AUTUMN FILE CHECK

Conducted during the first half of Year 13 Autumn Term:

DATE

CHECKLIST ITEMS	TICK IF 'YES'		COMMENT
	STUDENT	STAFF	
ORGANISATION			
Is your work for each subject in a secure folder (e.g. ring binder)?			
Is a specification included at the front of the file?			
Has the specification been 'checked off' by student to ensure full coverage of the topic?			
Is the work organised into sections which relate to the specification?			
NOTES			
Are the notes readable? Is there a space between points?			
Is there a reasonable balance of notes to handouts?			
Is there evidence of additional work?			
Are there headings and subheadings?			
Is colour used to highlight key points?			
Are there diagrams? Are they clear and informative?			
Are extended answers /exercises included?			

STUDENT TARGETS	Met?		COMMENT

DATE FOR RESUBMISSION (IF NECESSARY)

IF RESUBMISSION IS NECESSARY, PLEASE ADVISE HOY 13

YEAR 13 FIRST FORM TUTOR INTERVIEW

Conducted during the first half of Year 13 Autumn Term:

DATE

At the end of the Year 12 Summer Term you took internal exams, received your results in the form of your end of Year 12 Progress Report and formulated an action plan in response to your analysis of your results. It is now time to prepare for your first Year 13 Form Tutor interview in which you will discuss your action plan to help you prepare properly for your first Year 13 Parents Evening (to be held towards the end of September 2024).

You should work with your Form Tutor who will help you evaluate your progress in the context of your end of Year 12 Progress Report. Use your interview as an opportunity to address any concerns, refine action plans and identify areas of future focus. Be sure to complete your preparation by populating the table below BEFORE your Form Tutor interview and then make review notes DURING your interview.

Area	Subject	Academic Progress	Attitude	Independent study	COMMENT
Feedback (from end of Year 12 Progress Report)					
AUTUMN FILE CHECK	<input type="checkbox"/> SATISFACTORY <input type="checkbox"/> REQUIRED RESUBMISSION				
Academic Monitoring	Are you in receipt of intervention from the Sixth Form team?				
Community service	Did you complete 30 hours of community service by the end of Year 12"				
Privilege Pass	Does your progress merit receipt of a Privilege Pass?				

Area	Subject	Target grade	Current grade	Areas of future focus
Feedback (from teachers and / or form tutor)				

POST FIRST FORM TUTOR INTERVIEW FOLLOW UP

	Praise letter		Tutor Follow Up		Refer to HoY		Refer to HoD
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POST FIRST FORM TUTOR INTERVIEW ACTION PLAN

Referring to your action points from your last interview, complete this table to help identify your next steps

Subject			Next Steps/ Action Points	By When?
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			
	What is going well?			
	What do you need to improve?			

YEAR 13 REVISION ACTION PLAN:

Conducted in preparation for your Year 13 mock exams: DATE

With your First Year 13 Form Tutor Interview complete and new targets identified, you should look to prepare properly for your Year 13 mock exams. You should now look to prepare a detailed plan highlighting what you are going to revise and when.

Task	Due date	Complete? Verified by Tutor?
Revision Timetable written		
SUBJECT 1:		
SUBJECT 2:		
SUBJECT 3:		
All revision notes organised: SUBJECT 1: SUBJECT 2: SUBJECT 3:		
Attend subject Intervention sessions (provide detail where applicable)		

Notes

Signed (student):

Signed (tutor):

YEAR 13 SPRING FILE CHECK

CHECKLIST ITEMS	TICK IF 'YES'		COMMENT
	STUDENT	STAFF	
ORGANISATION			
Is your work for each subject in a secure folder (e.g. ring binder)?			
Is a specification included at the front of the file?			
Has the specification been 'checked off' by student to ensure full coverage of the topic?			
Is the work organised into sections which relate to the specification?			
NOTES			
Are the notes readable? Is there a space between points?			
Is there a reasonable balance of notes to handouts?			
Is there evidence of additional work?			
Are there headings and subheadings?			
Is colour used to highlight key points?			
Are there diagrams? Are they clear and informative?			
Are extended answers /exercises included?			

STUDENT TARGETS	Met?		COMMENT

DATE FOR RESUBMISSION (IF NECESSARY)

IF RESUBMISSION IS NECESSARY, PLEASE ADVISE HOY 13

A LEVEL & BTEC GRADE PREDICTIONS

Subject	Target Grade	Predicted Grade	Comment

APPRENTICESHIP APPLICATIONS

Date	Company	Comments

UNIVERSITY VISITS

Date	Institution	Comments

UNIVERSITY APPLICATION

FIRM		Offer	
INSURANCE		Offer	

Next Step

	Meeting Terms for FIRM		POSSIBLY FIRM DEFINITE INSURANCE		FIRM UNLIKELY INSURANCE OK		POSSIBLY INSURANCE		CLEARING
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Checklist:

- Applied for Finance
- Applied for Accommodation

Apprenticeship / University application notes:

Community Service Record

At Richard Hale we have a long history of positive engagement with the local community, with our students regularly giving generously of their time to 'give something back'. Not only does this reflect well on you and the School, it enhances your personal development through your involvement with other groups, individuals and organisations. We encourage all of our Sixth Form students to involve themselves in some form of Community Service and expect you to have achieved a contribution of 30 hours towards this goal by the end of Year 12. Use this form to document the nature and extent of your involvement.

Date	Community Service group / organisation	Description of your Community Service contribution	Time spent

Form tutor comments	Community service contribution met?

Are you an independent learner?

STUDENT EXERCISE 1 - RATE YOUR INDEPENDENT LEARNING SKILLS

ARE YOU AN INDEPENDENT LEARNER?

Thinking about independent learning

Universities need people who can organise their own learning. All degree programmes require students to engage in self-study – lectures can be a minor part of the course. Finding support from lecturers will be difficult – students need to work things out on their own a lot more than at school. Developing independent learning skills now will help both your present studies as well as a possible future degree programme.

To study more independently – without the need for constant supervision, but where you are able to be in control of your own learning – you need to be motivated and highly organised as well as demonstrate a range of other qualities. You now have an opportunity to rate yourself as an independent learner and to assess your level of organisation – how will you do?

Circle the most appropriate score (1-4) on the following criteria and add up the total after completing the questionnaire. Use the scale provided to assess your independent learning skills.

SELF-MOTIVATION

Score 1	Score 2	Score 3	Score 4
I always need teachers to motivate me to learn	I often need teachers to motivate me to learn	I often motivate myself to learn	I always motivate myself to learn

SEEKING SUPPORT

Score 1	Score 2	Score 3	Score 4
I rarely seek support if I need it	I sometimes seek support if I need it	I often seek support if I need it	I always seek support if I need it

ARE YOU AN INDEPENDENT LEARNER?

SELF-CONTROL

Score 1	Score 2	Score 3	Score 4
I didn't want to study any of my subjects but had no choice	I chose some of my courses but for some of the courses I had no choice	I chose most of my subjects and I feel really positive about them	I chose all my subjects and I feel very positive about them

CONCENTRATION IN CLASS

Score 1	Score 2	Score 3	Score 4
I always need the threat of punishment to make me concentrate in class	I sometimes need the threat of punishment to make me concentrate in class	I often concentrate in class and do so because I am motivated to learn	I always concentrate in class and do so because I am motivated to learn

ATTENDANCE & PUNCTUALITY

Score 1	Score 2	Score 3	Score 4
I always need the threat of punishment to motivate me to turn up to lessons and on time	I sometimes need the threat of punishment to motivate me to turn up to lessons and on time	I rarely need the threat of punishment to motivate me to turn up to lessons and on time	I never need the threat of punishment to motivate me to turn up to lessons and on time

STUDY OUTSIDE LESSONS

Score 1	Score 2	Score 3	Score 4
I always find it hard to work outside lessons	I sometimes find it hard to work outside lessons	Most of the time I find the time and motivation to study outside lessons	I always find the time and motivation to study outside lessons

ARE YOU AN INDEPENDENT LEARNER?

CATCHING UP MISSED WORK

Score 1	Score 2	Score 3	Score 4
If I missed a lesson, I would always need a teacher to force me to catch up with the missing work	If I missed a lesson, I would sometimes need a teacher to force me to catch up with the missing work	In most cases, if I missed a lesson, I would find out the missed work and try and catch up without being told by a teacher	In all cases, if I missed a lesson, I would find out the missed work and try and catch up without being told by a teacher

ORGANISATION

Score 1	Score 2	Score 3	Score 4
I always find it hard to organise myself to study – planning for deadlines, keeping my notes in order	I sometimes find it hard to organise myself to study – planning for deadlines, keeping my notes in order	I organise myself most of the time – I meet most deadlines and keep my notes in order	I organise myself all of the time – I meet all deadlines and keep my notes in order

YOUR TOTAL SCORE IS?

Independent Learner Scale

Your score	Comment about independent learning
8	You show no indication of any independent learning skills and need to be forced to study. You ought to think about why you are on the course at all!
9-16	You show little indication of independent learning and still require too much control by others to study. You still need to consider why you are on the course.
17-24	Well done. You show increasing signs of being self-motivated and in control of your own learning, especially with a score between 20-24. You still have some areas to improve.
25- 32	Brilliant! You appear to be motivated to learn without needing close supervision and direction. You have and are developing the skills to be a highly successful student

PERSONAL STATEMENT CHECKLIST

DOs	DON'Ts
All spelling, punctuation and grammar correct.	List all GCSEs, A Level subjects or anything else which is covered in the other parts of the form.
Make it ACADEMIC – why do you want to spend 3/4/5/6 /7 (!) years studying that subject.	Start every sentence with 'I'
Make it specific – which aspects have you enjoyed? What exactly did you learn?	Go over 4000 characters. If it is over a side of A4 it is probably too long.

Content: These are the correct proportions – ie 2/3 academic to 1/3 personal

Intro paragraph – Why that course ...

Description of what they are interested in – directly related to course.

Aspects of their A Levels which relate to course

Work experience – if relevant to course

Skills learned = time management/ team work/ leadership/ communication

Extra curricular.... Sport/ Hobbies/ Music
WBQ Community Participation
Work Experience if not mentioned above
Part time job

Concluding paragraph explaining why they would be a valuable asset to the university.

Check	Student	Tutor	Next Action?
Accurate? Spelling, punctuation & grammar? Fluent?			
Academic? Checked with HEAP, Entry Profile, Course Website & Subject Staff			
Correct length? 4000 characters?			

UCAS Checklist

UCAS Checklist

Student Name :

Date started at Richard Hale :

During the second half of Year 12 you will be given detailed guidance on how to fill out your UCAS form online. Once complete, you should check your application content against this checklist. Failure to do this properly will cost you time and can jeopardise your application.

1	My name on my application is the same as that on my passport and on my exam certificates	
2	I have entered my permanent home address correctly	
3	I have entered a local authority fee code for student finance and a county that matches that of my permanent home address	
4	My school attendance dates are correctly cited	
5	I have entered all the correct GCSE exams with short course GCSE's separated from non-short course GCSE's	
6	I have checked the title/name of the subject at all levels as specified on my exam certificates or my statement of results	
7	I have correctly cited my GCSE examination boards for every exam	
8	A Level students: I have correctly cited my GCE examination boards for every A-level that I am currently studying	
9	BTEC students: I have correctly cited my BTEC registration number for my BTEC National qualification and used the full correct title(s) for my BTEC qualification(s)	
10	I have entered every grade for every exam for which I have been certificated (including any U grades)	
11	I have entered the correct date of certification (June)	
12	My personal statement has been authored by me, using my own words and is an honest account of my experiences. I have sought advice from my form tutor and my parents / guardians as a minimum	
13	I have discussed my post-18 plans with my parents/guardians	

This form has a second side that needs to be completed ahead of submission

UCAS Confirmation

Student Name :

Parent / Guardian

Please sign below to confirm that you agree that the personal statement is a true reflection of the applicant and that you are aware of the potential outcomes from this application.

Parent/Guardian's name		
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BLOCK CAPITALS

Parent/Guardian's signature		
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Date		
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Student

By signing this form, you are taking responsibility for having correctly entered the information required by UCAS. Any errors that you make will delay your application.

Student's name		
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BLOCK CAPITALS

Student's signature		
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Date you 'paid and sent' UCAS application		
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Now **SHOW** your completed **UCAS Checklist** and signed **UCAS Confirmation** to your form tutor to alert them to the fact that your UCAS application is ready for onward processing.

Form tutors initial to verify they are aware that your UCAS application is ready for onward processing	
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Next, **HAND** your completed **UCAS Checklist** and signed **UCAS Confirmation** to Mrs Sanders in the sixth form office, which will serve as the trigger that your application is ready for your reference to be added. At the same time, be sure to arrange an appointment to meet with your assigned member of the sixth form team who will check your application for any errors and send it off to UCAS after you have addressed any concerns and / or corrected any errors found.

Comments (student and/or parent/guardian)	
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End of Year 12 Work Experience

	RICHARD HALE SCHOOL Work Experience Private Placement Request Form 15 – 19 July 2024
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SECTION 1: Student information
Student Name: DoB: Form:

SECTION 2: Employer information
Company/Organisation: Contact:
Company Address: Position:
..... Tel:
Postcode: Email:

Will the work experience placement be at the above address? YES ☐ NO ☐
If no, what is the placement address?
Placement Address:
.....
Postcode:
Work Experience Job Title:
Work Experience Activities:
.....

• Under health and safety law, work experience students are your employees, you treat them no differently to other young people you employ.
• **INSURANCE**—Your existing employers' liability insurance should cover work placements provided your insurer is a member of the Association of British Insurers or Lloyds, so there is no need for you to obtain any additional employer's liability insurance if you take on work experience students

Employers Liability Insurance Provider:
Policy Number: Expiry Date:
Public Liability Insurance Provider:
Policy Number: Expiry Date:

Do you have written Health & Safety Policy and arrangements? YES ☐ NO ☐
Do you have written risk assessments? YES ☐ NO ☐

SECTION 3: *This section must be completed / authorised by a company manager or supervisor*
I Confirm the work experience placement offer for the above dates and understand that as placement provider (employer) we will have primary responsibility for the health and safety of the student and should be managing any significant risks
Company Name:
SIGNED: Date:
Print Name: Contact Position:



Richard Hale School Site Plan

