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	<b>Head Prefect, Form Prefect</b>	

## Welcome from the Headteacher and the Sixth Form Staff

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Dear Student

All the students joining the Sixth form at NHGS in September 2011 are to be congratulated on completing their compulsory education up to the age of sixteen and achieving good results in their GCSE exams at the end of Year 11. We are also pleased to see the return of Year 12 students who, following their AS exams in the summer term, are continuing their studies to full A-levels in Year 13.

We are delighted that you have decided to continue your education in the Sixth form at NHGS. Our expectation is that students will study at least four AS levels in Year 12 with the majority continuing four subjects to full A level in Year 13. Students should have received appropriate guidance and counselling about AS/A level options post-16 and we expect students to continue with all their courses to examinations at the end of Year 12 and 13. Exceptionally students may wish to change courses at the start of Year 12. If a student wishes to change their courses they must think carefully about the implications and discuss the proposal with subject teachers, tutor and Year Group Leader as appropriate. Changes will only be agreed if it is judged to be the right choice for the student. Changes will not be considered after the end of September, when numbers on courses are reported to the Government for funding. Students continuing with their A-level courses in Year 13 are expected to complete the full course in all subjects to examinations at the end of the year. Over recent years many Sixth Form Colleges have changed to a minimum of four courses studied to full A level. To ensure our students are well placed within the competitive HE market, our recommendation is that students continue to study four A2 subjects in Year 13. It is appreciated that it may be more suitable for a specific student to study three A2 subjects and decisions regarding this will be made on an individual basis.

During your time in the Sixth Form we expect students to work hard and do their best in their academic studies. We want students to continue their development as **reflective and effective individual learners** who become increasingly self-aware about their learning and how it can be improved; are able to benefit from range of teaching methods; become increasingly resourceful in their choice and use of learning strategies and skills in different contexts; demonstrate determination, resilience and perseverance in working towards challenging targets and exercise responsibility for their own learning, managing work schedules and meeting deadlines. We also expect students to develop further as **social learners** who can work collaboratively and cooperatively with other students in different groupings by developing listening, questioning, leadership, team, critical and evaluative skills. We want students to become confident in debate and discussion both in challenging and defending but also to be flexible and empathetic in mediation to reach compromise where that is appropriate. We want students to continue to prepare for their roles as **learners in society and the wider world** by developing awareness of the many personal, geographical, social, economic, cultural and faith communities to which they belong and that exist in this and other countries and how they might constructively contribute to their development. We will also prepare students for work in the 21<sup>st</sup> century by providing opportunities to develop the generic skills and attributes they will find useful in the future.

There are a range of opportunities and experiences made available to sixth form students to support their personal and social development. We hope all students will contribute to the life of the school community by actively involving themselves in these activities. NHGS is an 11 to 18 school and sixth form students can develop leadership and managerial skills with younger students through participation in First Bow drama groups, helping with music ensembles, sports coaching, becoming a lower school form prefect or academic peer mentoring. Students will develop personally through their participation in these activities as they will if selected as a prefect and applying to be appointed as a senior prefect or the head prefect. Involvement in Young Enterprise and the Challenge of Management Conference will all contribute to preparation and planning for the next stage in your life and as future citizens and workers.

We provide a free academic 'starter pack' for students in Year 12 to equip you with the essential materials to become an independent learner. The Induction experience has been divided into two sessions, the first will help you develop skills in independent learning which can be transferred to all subjects. We also hope you will enjoy the second day, which is intended to provide a challenging and novel experience to allow students to socialise and have some fun.

We hope that when you complete your sixth form courses you will be pleased with your academic and personal progress and achievement; ready to take on the next stage in your life. We will do all we can to guide and support you in ensuring that you reach that goal.

A warm welcome to NHGS.

Yours sincerely



Graham Maslen  
Headteacher



G Quigley  
Sixth Form Leader

<b>Address:</b>	The North Halifax Grammar School A Specialist Science Academy Moorbottom Road Illingworth Halifax
<b>Postcode:</b>	HX2 9SU
<b>Telephone Number:</b>	01422 244625
<b>Fax Number:</b>	01422 245237
<b>Email:</b>	<a href="mailto:mail@nhgs.co.uk">mail@nhgs.co.uk</a>
<b>VLE:</b>	<a href="http://vle.nhgs.co.uk">http://vle.nhgs.co.uk</a>
<b>Website:</b>	<a href="http://www.nhgs.co.uk">www.nhgs.co.uk</a>
<b>DfE Number:</b>	381 5400
<b>Examination Centre Number:</b>	37337
<b>Hours of Business: (Term Time)</b>	0800-1630 (the School Office will be open during these times)
<b>Hours of Business: (Holiday Time)</b>	0900-1600 (the School Office will be open during these times)
<b>School Type:</b>	Maintained Foundation School
<b>Age Range:</b>	11 – 18
<b>Character:</b>	Selective, mixed, non-denominational
<b>Date of Foundation:</b>	1985
<b>School UCAS Number:</b>	13432

#### **The Aims of the School**

The School's motto "Living to Learn Learning to Live" encapsulates the school's purpose. We believe the school, through both the formal curriculum and the wide range of opportunities, activities, challenges and experiences it provides should develop in students a capacity for lifelong learning. We aim to improve students' capabilities to learn more easily and effectively in the future. This is achieved through the school's curriculum, teaching, resources and environment which equips them with the necessary knowledge, skills, understanding and mastery of learning processes. This should enable them to lead happy, fulfilled, challenging, rewarding and successful lives. The school's aims (SA) will be achieved within a stable, orderly and secure environment in which each student is able to:

- SA1** Develop a capacity for lifelong learning
- SA2** Continuously develop skills, acquire knowledge and improve understanding
- SA3** Develop a mind which is lively, critical, independent, curious and creative
- SA4** Acquire an enlightened set of attitudes and values including an appreciation of sustainability
- SA5** Accept responsibility and respect others
- SA6** Reach the highest personal, intellectual and physical attainment of which he or she is capable
- SA7** Prepare for active citizenship and dynamic employment

### IMPORTANT DATES FOR THE SIXTH FORM

#### Monitoring Dates

##### Lower Sixth Form Monitoring

MR 1 16th November 2011  
MR 2 25th January 2012  
MR 3 28th March 2012

##### Upper Sixth Form Monitoring

MR 4 19th October 2011  
MR 5 18th January 2012  
MR 6 21st March 2012

#### Parents' Evenings

Lower Sixth Thursday 24th November 2011  
Upper Sixth Thursday 17<sup>th</sup> November 2011

#### UCAS Applications

**Upper Sixth** Friday 21st October 2011  
School deadline for receipt of completed UCAS forms\*

#### UCAS Deadline Dates

15<sup>th</sup> October 2011

All applicants to Oxford or Cambridge universities and for all courses in medicine, dentistry and veterinary science.

15<sup>th</sup> January 2012                      All other applicants

\*NB School does not guarantee submissions of any forms received after this date to meet final UCAS deadline date.

## Members of Staff for 2011/2012

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Sixth Form Leader	Mrs G Quigley	
Year Group Leader for Year 13	Mr G J Walker	
Year Group Leader for Year 12	Miss C J Morgan	
Sixth Form Enrichment Co-ordinator	Miss S Adams	Mrs Wearing, Mr Wood, Mrs Woodward
<b>Leadership Group</b>		
Headteacher	Mr Maslen	
Deputy Headteachers	Mr Buckland, Mr Fisher	
Assistant Headteachers	Mr Jervis, Mr Haworth	
School Systems Manager & Exams Officer	Mrs Varley	
<b>Other Pastoral Staff</b>		
Lower School Leader	Mrs Wildman	
Year Group Leader for Year 7	Mrs Beresford	
Year Group Leader for Year 8	Miss Robson	
Upper School Leader	Mr Wood	
Year Group Leader for Year 9	Mrs Pegg	
Year Group Leader for Year 10	Mr Bastow	
Year Group Leader for Year 11	Miss Kent	
Co-ordinator for Special Needs & Safeguarding	Mrs Jones	
Gifted and Talented Lead Teacher	Miss Tomlin	
Gifted and Talented Co-ordinator	Mrs Whitehill	
Head of PSCH EE	Mr Crossland	
<b>Subject Staff</b>		
<i>Heads of Department appear first in these lists of departmental staff</i>		
<b>Art</b>	Miss Williamson, Mr Holt, Miss Hudson, Mrs Ryan	
<b>Astronomy</b>	Mr Haworth	
<b>Biology</b>	Mrs Beresford, Mrs Quigley, Miss Ashwood, Mr Walker	
<b>Business Studies</b>	Mr Jervis, Mrs Pegg	
<b>Chemistry</b>	Mr Topham, Dr M Ashley, Miss Longbottom, Mrs Whitehill	
<b>Economics</b>	Mr Jervis	
<b>Electronics</b>	Mr Robinson	
<b>English</b>	Mr Attwood, Mr Buckland, Mr Fisher, Miss Aslam, Mr Croft, Miss Kent, Mr Marsh, Mr O'Neill, Miss Paxman, Mrs Ryan, Mr Spreadborough,	
<b>Film Studies</b>		Mr Croft
<b>General Studies</b>		Mrs Young
<b>Geography</b>	Mr Howarth, Mrs Jones, Miss Morgan	
<b>Geology</b>		Mr Saul, Mr Howarth
<b>Government &amp; Politics</b>		Mr Saul
<b>History</b>		Mr Barker, Mrs Farrar, Mrs Woodward
<b>ICT</b>		Mr Jugroop, Miss Aslam
<b>Latin/Classical Civilisation</b>		Mrs Raw
<b>Mathematics</b>	Mr Weeden, Mrs Ablewhite, Mr Clapham, Mr Malik, Mr Tasara, Mrs Ward, Mr Wilson	
<b>Media Studies</b>		Mr Croft
<b>Modern Foreign Languages</b>		Mrs Berry, Mrs Hoare, Mr Godoy-Simon, Miss Robson, Mrs Housley, Mrs Gibbons, Mrs Taylor, Mrs Wildman
<b>Music</b>		Mr Marsh, Mrs Pegg
<b>Photography</b>		Mr Allen
<b>Physical Education</b>	Mr Langhorn, Miss Tomlin, Miss Adams, Miss Baker, Miss Hudson, Mrs Hunt, Miss Swann	
<b>Physics</b>	Mr Wilkinson, Mr Haworth, Mrs Hudson, Mr Robinson, Mrs Sweeney	
<b>Psychology</b>		Mrs Skinner, Miss Adams
<b>Religious Education</b>	Mr Bowles, Mr Crossland, Mr Marsh, Mrs Pegg	
<b>Sociology</b>		Mrs C Young
<b>Technology</b>		Mr Bastow, Miss Hudson, Mrs Hunt, Mrs Ryan, Miss Swann

## members of the Leadership Group

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From left: Mr Fisher, Mr Jervis, Ms Robbins, Mr Maslen, Mrs Varley, Mr Haworth, Mr Buckland

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### Summary of the Responsibilities within the Leadership Group

#### Mr Maslen – Headteacher

- Admissions policy & procedures, including appeals
- Academy Trust and Governors
- Finances
- School Estate
- Health and Safety
- Specialist Schools
- External publications e.g. school prospectus and newsletters
- Community Cohesion
- Governors' Finance and Premises Committee
- School Improvement Plan Objectives



#### Mr Buckland – Deputy Headteacher Teacher of English

- Staffing appointments
- Staff policies – ITT, Induction, Performance Management, CPD
- Investors in People
- Educational Visits
- Recording and reporting
- Target setting and monitoring for students and departments in KS4
- Healthy Schools Award
- Annual school calendar



- Behaviour for Learning
  - Staff duties and lunchtime supervision
  - Students' options into KS4
  - Governors' Curriculum & Staffing Committee
  - Oversight of Years 10 & 11
  - School Improvement Plan Objectives
- 

**Mr Fisher – Deputy Headteacher  
Teacher of English**

- Teaching and Learning
- Assessment including Assessment for Learning
- School curriculum and capitation
- External curricular links
- Lower School Open Evenings
- Artsmark
- Target setting and monitoring for students and departments in KS3
- Students' Options in KS3
- Governors' Pupils' Committee
- Oversight for Years 7, 8 & 9
- School Improvement Plan Objectives



**Mr Jervis – Assistant Headteacher  
Head of Business Studies & Economics**

- External links, marketing, transport, PA, sponsors
- Scheduling, construction, publishing and distributing the annual timetable
- Tutor allocations and rooms
- Extended school
- International Awards
- Sixth Form brochure and Open Evenings
- Target setting and monitoring for students and departments in KS5
- Students' options into KS5
- Governors' Marketing Committee
- Oversight of Years 12 & 13
- School Improvement Plan Objectives



**Mr Haworth – Assistant Headteacher  
Head of Science**

- Specialist Schools Plan
- Eco Schools Award
- School Improvement Plan Objectives



### **Mrs Varley – School Systems Manager & Examinations Officer**

- School support systems including all major school events
- School management information systems
- Admissions administration
- External examinations organisation and administration
- Internal school publications: bulletin, handbooks, options



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### **Ms Robbins – Personal Assistant to the Headteacher and Leadership Group**

- PA to the Headteacher and Leadership Group
- Clerk to the Governing Body
- Academy Trust Company Secretary
- Personnel Officer
- Safeguarding Children and Safeguarding in Recruitment



## School Details - The School Year and Day

<b>Autumn Term</b>		
	Monday 5 <sup>th</sup> September 2011	<b>Staff Training Day</b>
School Opens	Tuesday 6 <sup>th</sup> September 2011	
School Closes	Friday 21 <sup>st</sup> October 2011	<b>Half Term</b>
School Opens	Monday 31 <sup>st</sup> October 2011	
<b>Two Training Days</b>	Monday 14 <sup>th</sup> November 2011	
	Tuesday 15 <sup>th</sup> November 2011	
School Closes	Friday 16 <sup>th</sup> December 2011	<b>Christmas Holidays</b>
<b>Spring Term</b>		
School Opens	Tuesday 3 <sup>rd</sup> January 2012	
School Closes	Friday 10 <sup>th</sup> February 2012	<b>Half Term</b>
School Opens	Monday 20 <sup>th</sup> February 2012	
School Closes	Friday 30 <sup>th</sup> March 2012	<b>Easter Holidays</b>
<b>Summer Term</b>		
School Opens	Monday 16 <sup>th</sup> April 2012	
School Closed	Monday 7 <sup>th</sup> May 2012	<b>May Day</b>
School Closes	Friday 1 <sup>st</sup> June 2012	<b>Spring Bank Holiday</b>
School Opens	Monday 11 <sup>th</sup> June 2012	
School Closes	Thursday 19 <sup>th</sup> July 2012	<b>Summer Holidays</b>

Punctuality is very important, at the beginning of the day and at the start of lessons, so that all the day's activities may progress in an orderly manner. Students must be in the correct room ready for registration at 8.25 am and 12.59 pm.

<b>SCHOOL TIMES</b>			
<b>To Tutor Rooms</b>	<b>8.20am</b>		
<b>Morning Registration</b>	<b>8.25am</b>		
<b>Assembly/PSCHEE</b>	<b>8.30am</b>		
<b>Lesson 1</b>	<b>8.50am</b>	<b>-</b>	<b>9.48am</b>
<b>Lesson 2</b>	<b>9.48am</b>	<b>-</b>	<b>10.46am</b>
<hr/>			
Break	10.46am	-	11.01am
<hr/>			
<b>Lesson 3</b>	<b>11.01am</b>	<b>-</b>	<b>11.59am</b>
<hr/>			
Lunchtime	11.59	-	12.59pm
<hr/>			
<b>To Tutor Rooms</b>	<b>12.54pm</b>		
<b>Afternoon Registration</b>	<b>12.59pm</b>		
<b>Lesson 4</b>	<b>1.04pm</b>	<b>-</b>	<b>2.02pm</b>
<b>Lesson 5</b>	<b>2.02pm</b>	<b>-</b>	<b>3.00pm</b>

**Remember!** Your punctuality record is very important for job references, including part-time work.

**Catering Arrangements**

Our catering service is organised directly by the school. We aim to provide a comprehensive service for all students and staff throughout the school day.

**The Finches Diner**

The Finches Diner is solely for the use of Sixth Form students (and staff) and provides a service of hot and cold light snacks and drinks between 9.00 am and 2.00 pm. Hot food and drinks can **only** be consumed in the Diner although cold food and drinks can be taken into the Social Area. All food purchased in the Diner should be consumed there. It is the responsibility of Sixth Form students to tidy up after themselves in the Diner – plates and cutlery should be placed on the unit near the door and packaging and unwanted food in the special bin provided. Sixth Form students can also use the main School Diner for the early breakfast service between 7.20 am and 8.20 am and for a full school meal at lunch time. Sixth Form students can, of course, choose to bring a packed lunch to school or go home for lunch.

# General Information about the School

## Sixth Form Curriculum

### Lower Sixth

Column A	Column B	Column C	Column D	Column E
CHEMISTRY	ART	BIOLOGY	CHEMISTRY	BIOLOGY
ELECTRONICS	BIOLOGY	BUSINESS STUDIES	ENGLISH LANG	CHEMISTRY
ENGLISH LITERATURE	BIOLOGY	CLASSICAL CIVILISATION**	MATHS (F)***	ENGLISH LANG
GEOLOGY A2*	CHEMISTRY	ENGLISH LANGUAGE	GEOGRAPHY	FOOD TECH AS****
GERMAN	ECONOMICS	GOV & POLITICS	ICT	FRENCH
HISTORY	ENGLISH LITERATURE	MATHS 1	MUSIC	HISTORY
LATIN**	GEOGRAPHY	MATHS 2	PHOTOGRAPHY	SOCIOLOGY
MEDIA STUDIES	P.E.	MATHS 3	PHYSICS	TECHNOLOGY*****
PHYSICS	PHOTOGRAPHY	PSYCHOLOGY	PSYCHOLOGY	
PSYCHOLOGY	PHYSICS		RELIGIOUS STUDIES	
SPANISH				

### Upper Sixth

Column A	Column B	Column C	Column D	Column E
ART	CHEMISTRY	CHEMISTRY	BIOLOGY	BIOLOGY
BIOLOGY	ENGLISH LANGUAGE	ENGLISH LITERATURE	ECONOMICS	CHEMISTRY
BIOLOGY	GERMAN	GEOGRAPHY	ENGLISH LIT	ELECTRONICS
BUSINESS STUDIES	HISTORY	HISTORY	FOOD TECH	ENGLISH LANG
ENGLISH LANG	MEDIA STUDIES	ICT	FRENCH	FILM STUDIES
MATHS (F)	MATHS 1	MUSIC	LATIN	GEOGRAPHY
PHOTOGRAPHY	MATHS 2	PHOTOGRAPHY	PE	GOV & POL
RELIGIOUS STUDIES	MATHS 3	PHYSICS	SOCIOLOGY	PHYSICS
	PSYCHOLOGY	PHYSICS	TECHNOLOGY	PSYCHOLOGY
	SPANISH	SOCIOLOGY		PSYCHOLOGY

## General Information about the School

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### Education Maintenance Allowance (EMA – 16 – 19) Bursary Fund:

Following a change in Government Policy, the Education Maintenance Allowance is being replaced by the 16-19 Bursary Fund. There will, however, be a transitional period of twelve months in which some students will still receive EMA.

#### TRANSITIONAL EMA ARRANGEMENTS

##### 'Year 14'

Students who first successfully applied for EMA in 2009/10 will continue to receive payments at the same level until the end of the 2011/12 academic year provided they have entitlement running into that year under the EMA Guarantee (and if their age allows this entitlement).

##### Year 13

Students who first successfully applied for EMA in 2010/11 and who were awarded the maximum weekly EMA payment of £30 will be eligible for £20 each week they are in education or training until the end of the 2011/12 academic year (and if their age allows this entitlement).

Students who first successfully applied for an EMA payment of £20 or £10 in 2010/11 will not be eligible for transitional support in the 2011/12 academic year, but are able to apply for a school metro card – applications should be collected from Mrs Charles

All students will have received confirmation from YPLA regarding their entitlement. Those with continued EMA support will follow the procedures outlined below.

#### EMA Policy

Those entitled to EMA will also receive the school's policies on weekly EMA payments along with a sheet of examples of what the school would regard as authorised and unauthorised absence – see the letter below. In general, the school has adopted the Calderdale Local Agreement for Attendance.

It is the responsibility of the student to fill in the weekly (blue) time sheet and get subject teachers to confirm attendance in lessons by initialling sessions. Teaching staff are not expected to initial forms retrospectively; the timesheet should be handed in at the start of the lesson and collected at the end of the lesson. The completed timesheet should normally be submitted at the end of the week and at the very latest by the end of the following week; timesheets received after then will NOT be processed. Timesheets should be submitted via the box in the upper foyer. Blank timesheets can also be collected from the upper foyer.

A teacher who is in any way dissatisfied with a student can alert us with a comment next to the initial box on the EMA timesheet. Issues might include lateness to the lesson, failure to produce homework or, more rarely, bad behaviour. Students who receive any comments will be notified (via a note from LC) to see GQ the following week. They will be given a chance to present their case before a decision is made whether or not to authorise payment.

If a student is ill and cannot attend school they MUST inform school ON THE MORNING OF THE FIRST DAY OF ABSENCE. Failure to do this will automatically lead to non-payment of weekly EMA. Any absence in a week of more than two days will also automatically result in non-payment.

If a student receiving EMA becomes ill during the day and feels they need to miss a lesson and/or go home they MUST (in line with procedures for all students) see either GQ or CJM/GJW who, if they agree to the lesson being missed will initial the form. In extremis they can see LC. It is the responsibility of the student to present the form and get it signed to confirm they have permission to miss the lesson(s).

If a lesson is cancelled by a teacher a **C** can be written in the teacher initial column. It is the responsibility of the student to confirm the lesson is actually cancelled, they should not rely on rumours spread by other students but should seek clarification from a teacher or the school office.

Other acceptable reasons for non attendance include:

Educational Field Trip – indicate by a **B** on time sheet. University Visit – indicate by a **V** on time sheet AND applied for, and agreed, in advance via an “Absence Request Form”. Examination – indicate by an **E** on time sheet.

ANY holiday in term time will lead to non payment and will, for EMA purposes, be unauthorised.

LC checks all time sheets carefully and if there are any issues students will be instructed, via a note from LC, to see GQ. They will get a chance to present their case before a decision is made regarding authorisation of weekly payment. Failure to see GQ during the week the note from LC is sent out will automatically result in non-payment.

### **16 – 19 BURSARY FUND**

‘The 16-19 Bursary Fund has two elements:

- i. Young people in care, care leavers, young people in receipt of income support and disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance will be eligible to receive a bursary of £1,200 a year.
- ii. Providers may then use their discretion to make awards to young people in ways that best fit the needs and circumstances of their students. Bursary awards should be targeted towards young people facing financial barriers to participation, such as the costs of transport, meals, books and equipment.’

**Taken from YPLA guide**

### **How to Apply for the Bursary Fund**

#### **£1,200 bursary**

Students who are eligible for the £1,200 bursary (see above for criteria) are asked to provide the following evidence;

- a letter setting out the benefit to which the young person is entitled;
- written confirmation of the young person’s current or previous looked after status from the local authority which looks after them or provides their leaving care services.

If a student receives the £1,200 bursary they will no longer be entitled to the EMA transitional payments.

### **Discretionary Awards**

Each provider is free to set its own criteria for allocation of the discretionary fund, however, the schools within the authority have been in consultation to ensure that students are not disadvantaged due to the establishment they attend.

The following outlines the schools criteria for awarding the discretionary funds;

- Students in receipt of free school meals will be awarded a weekly amount. They should follow the same procedure as those on the transitional EMA allowance (see above). Letters outlining the arrangements will be sent to students once confirmation is received from the authority on eligible students. This will not be available to students receiving EMA transitional payments.
- All students may apply for other discretionary awards. These awards should be used to help young people pay for the costs related to participation e.g. transport, books and equipment, educational events, resits, etc.

Decisions about the number and size of bursary awards will take into account the students financial circumstances, evidence of which will have to be provided with the completed application form.

The following list should provide guidance as to whom may be eligible for a discretionary award,

Income Support;  
Income Based Jobseekers Allowance;  
Child Tax Credit;  
Maximum level of Working Tax Credit.

All applications are made directly to school, forms are available from Mrs Quigley.

All the staff at the North Halifax Grammar School are concerned that acceptable standards are maintained. An orderly and efficient environment contributes to the well-being of everyone in the school and requires the co-operation of all. Care of oneself and concern for others underpin the organisation of the school. Below, you will find outlined the North Halifax Grammar School Rules. The School rules and the Lesson Code of Conduct are also printed in the Student Planner for 2011 – 2012.

### School Rules

Safety, security, and the school's reputation depend upon your behaviour and appearance. The school rules apply to students when they are at school, travelling to and from school, representing the school in sports and other activities, and when they are taking part in school visits and trips.

1. All students are expected to show proper consideration for other people and for property.\* Students should always be honest, helpful, courteous and respectful.
2. All students must observe the Lesson Code of Conduct and the Circulation Routine at all times.
3. Sixth Form students must adhere to the Sixth Form Dress Code (see page 12).
4. Students must sign in/out if arriving/leaving school premises after 8.25/before 3.00 pm. This rule applies even if student is only leaving premises for a short period.
5. Cigarettes, alcohol, and any illegal and / or dangerous substances are forbidden to all students, both on the school premises and on the journey to and from school.
6. No item which is deemed to be dangerous\*\* must ever be brought to school.
7. No item must ever be used as a weapon\*\*\*.
8. Chewing gum is not allowed in school.

\*This rule refers to the Governors' Charging Policy, which enables the Headteacher to charge any students for damage which is caused deliberately or carelessly.

\*\*The following is a list of items which are deemed to be dangerous. This list does not constitute a comprehensive list and is to be regarded as guidance only.

Firearms	Air weapons	Knives of any sort
Fireworks	Lighters	Matches

\*\*\*A weapon for these purpose is any item which can be used or can be adapted to be used to threaten or cause actual or perceived injury to any purpose.

The Dress Code for sixth form students was introduced after extensive consultation with students, staff, parents and governors. The underlying principle is that dress must be appropriate in an 11 – 19 school environment. You must stick to this code.

**FREEDOM:** to wear non-uniform.

**RESPONSIBILITIES:** to dress in a way that is not out of place in an 11 – 19 school.  
to dress in a way that is appropriate to a working environment.

What you wear must be:

- Inoffensive
- Clean
- Appropriate within an organisation which has students aged from 11 to 19 years.

(You will be expected to dress smartly on formal occasions such as Open Evenings.)

The following specific points should be noted:

1. Hairstyles must not be extreme and must be in natural colours.
2. Outside coats must not be worn in lessons, in the Learning Resource Centre or in the Dining Room.
3. Hats must not be worn in school.
4. Students must not display any visible body piercing with the exception of ear piercing.
5. Slogans or logos which cause offence e.g. FCUK, must not be worn.
6. See-through tops, vest tops, crop-tops, low cut tops – none of these should be worn.
7. Very short skirts or low slung trousers which are too revealing, must not be worn.

**N.B.** Top and trousers/skirt must meet when a student is standing still. If leggings are worn please ensure a suitable length top or skirt is worn.

If students do not conform to this dress code, they will initially be spoken to by Tutor. If students do not take the tutors advice on board they will be referred to Sixth Form Leader. A record will be kept, if a student is referred three times a pastoral DT will be sat. If a student continues to ignore the dress code parents will be informed and further sanctions applied including exclusion.

You will be required to remove visible piercings such as studs, rings or hoops (except those in ears).

You will have the right to appeal to the Headteacher.

### Valuables

Any money or personal possessions you bring to school are your RESPONSIBILITY; the school's insurance policies do not cover these items and the school is not liable for their loss, damage or theft. CD players or Mp3 players or iPod's with earphones should only be used in the Common Room NOT in the Learning Resource Centre or the Landing Area or anywhere else in session time. Electronic devices, such as iPods, MP3 or other music players must not be turned on or used during session times from 8.20 am and 11.59 am and 12.59 pm and 3.00 pm. Similarly, mobile phones must not be switched on during these times.

If you use your phone, CD, MP3 or iPod in lessons or outside the social areas your Head of Year will be informed. If this occurs twice in a half term a pastoral DT will be issued. If you get a third referral you will receive a school DT. If you receive a fourth, parents will be informed and further sanctions taken.

Money should not be left in bags or pockets; students should not bring large amounts of cash to school. If this is unavoidable, the money should be paid into the Finance Office at the start of the school day. Day-to-day expenses such as bus-fares and dinner money are the responsibility of the student, and care should be taken not to put even small amounts at risk. Students should not expect the school to lend them money. Only in exceptional circumstances will money be lent to students for lunch or travel. **It is your RESPONSIBILITY to pay back this money on the following school day.**

N.B. Session time includes morning break.

### Arrival and Departure

It is your RESPONSIBILITY to set an example to younger students. Please use the one way entrance/exit when entering/leaving by the main doors in the upper foyer. Do not climb over the boundary wall. If you don't travel by school bus, you should use the school crossing patrol to cross Moorbottom Road.

### Around School

Again it is your RESPONSIBILITY to set an example. Please do not run in corridors or stairways. Wait quietly outside classrooms for the previous class to leave. Some parts of the school are very congested and you should walk in single file where it is obviously required. Do not disturb lessons when you are "free" by being noisy around school.

### Use of School Grounds

You may wish to use the East Wing yard for ball games. It is your RESPONSIBILITY to observe the rota for year groups which is in force in the autumn and spring terms. You must not play ball games anywhere else around school and you must only use the East Wing yard at break or lunchtime i.e. you must not play football, cricket or any other ball game in your non-contact lessons in or around school. You must not use the field in front of the East Wing unless this has been specifically allowed by Mr Buckland.

During break and lunchtime, when the weather is fine, Sixth Form students have the FREEDOM to use the grass banks in front of school. You have the RESPONSIBILITY to keep this area free of litter and to behave in a decorous manner. (If you are not sure what this means ask your Form Tutor or a member of the Sixth Form team!).

Enderby Yard – the seating in this area is for Years 9 - 11 students only.

## Emergency Warning

**In the case of emergency, a four-bell signal will be rung.**

If this occurs, any students who are unsupervised should go immediately to the foyer for instructions.

## Evacuation Procedures

A clear and concise procedure is published and displayed in all areas. In the event of fire or other emergency, students are told to alert the nearest member of staff to raise the alarm. The nearest fire alarm should be activated. When the fire alarm sounds (a continuous ringing of the fire bell), students should leave the building by the nearest exit or alternative if that is blocked and make their way to the assembly point on the school field. They must not stop to collect anything. Fire exit routes are displayed in all rooms. They must line up in an orderly manner in tutor groups across the middle of the football pitch. They must behave sensibly, remain silent and listen carefully to instructions and must not move until instructed.

Please note:

- Fire evacuation procedures are practised regularly – they are taken seriously.
- Any interference with fire safety equipment will be considered very serious and will be dealt with very severely.

Sixth Form Leader  
 Year Group Leader for Year 13  
 Year Group Leader for Year 12  
 Sixth Form Enrichment Co-ordinator

Mrs G Quigley  
 Mr G J Walker  
 Miss C J Morgan  
 Miss S Adams

<b>Group</b>	<b>Form Tutor</b>	<b>Room</b>
L6(1)	JR	E3
L6(2)	AJW	AD1
L6(3)	RCB	N29
L6(4)	GDT	ACL
L6(5)	CMY	SF2
L6(6)	NIH	SF1
L6(7)	RM	M24
L6(8)	CHH	TF
L6(9)	SBC	SF3

<b>Group</b>	<b>Form Tutor</b>	<b>Room</b>
U6(1)	JRW	APL
U6(2)	SH	TT
U6(3)	NAB	E7
U6(4)	DS	SF4
U6(5)	PH	AD2
U6(6)	PFO	M15
U6(7)	AMS	SF5
U6(8)	MAR	SL2
U6(9)	DLA	TG1
U6(10)	NKW	E4

### **Problems**

If you experience any problems with work or any aspect of Sixth Form life, you should speak to your Form Tutor, then to your Year Group Leader and then to the Sixth Form Leader. For problems of a serious or personal nature, you should feel free to talk to any member of staff you feel comfortable with but students should bear in mind that staff may have to consult colleagues about a problem.

### Independent Learning

The development of independent learning skills is the key to bridging the gap between learning at GCSE level and learning at Sixth Form level. Independent learning is a crucial part of the Sixth Form experience and those students who embrace independent learning will achieve more success in their studies. The development of these skills will also provide a solid foundation for study at a higher level (degree or diploma) or indeed be transferable and used in the workplace.

### The differences between GCSE study and Sixth Form study:

GCSE Student	Sixth Form Student
Compulsory You have to go to school!	Voluntary You choose to study at Sixth Form.
Teacher Led Learning. Teachers take the majority of the responsibility for your learning and give complete instruction.	Student Led Learning. You are expected to take responsibility for your own learning under the guidance of teachers whilst taking initiative and thinking for yourself.
Reading within the subject. Very select reading designated by teacher.	Reading around the subject. Much broader reading initiated by teacher but expanded by student.
Majority of work is classroom based. Homework is closely linked to classwork.	Only some work is classroom based. Students are expected to utilise private study periods, as well as complete set tasks and homework.

### What is it?

Independent Learning is a term used to describe both a process and a set of skills. Independent learning is crucial from Sixth Form onwards and really describes the difference between being a 'pupil' in the lower school to a 'student' in the upper school where the onus for learning shifts from the teacher and over to the individual student. Sixth Formers are expected to take responsibility for their own learning and progress. Independent learning does not necessarily mean working alone (you can still work in groups), but it does mean you take responsibility for your own learning.

### Benefits of Independent Learning

- \*Embracing independent learning provides you with more autonomy and a sense of control over your own education and future direction.
- \*Independent learning is about making informed choices and recognising that not everything is taught in a spoon-feeding fashion and that studying at Sixth Form requires you to conduct your own research and be prepared to 'read around' your subjects.
- \*Part of independent learning is the freedom for the individual to set your own goals and targets and to work to your own timetable.
- \*Independent learning develops key transferable skills such as organisation, communication, motivation etc.

### Supported Learning

We recognise that independent learning skills are constantly being developed throughout Sixth Form and we provide support and help for our students to grown and learn. We provide every student with the time, resources and staff support to develop as an independent learner.

### Time

Nearly all students have timetabled private study sessions.

### Resources

ILA is a Sixth Form only area and provides a quiet study space. The LRC is accessible at all times and computers are available.

### Support

Departmental staff and subject teachers can provide specific advice on course content, past papers etc. Tutors can provide one-to-one mentoring, support and guidance.

The Librarian (Mrs Ransome) is on hand to help with research questions.

The Sixth Form Monitoring System provides you (and your parents) with a clear guide on the progress you have made to date.

### Independent Learning Guidelines

Students in the Sixth Form would expect an average of 5 hours homework per week for each A level subject.

1. Use some form of diary/planner.
2. Time Management – plan your time effectively.
3. Gather all necessary information and write it down.
4. Find an appropriate venue to work.
5. Use a calendar and check deadlines.
6. Communicate – ask for help.
7. Use exam board resources.
8. Look for opportunities outside subject areas. Read around and get interested.
9. Try different learning styles.
10. Be organised.

In the Sixth Form it is up to you how you organise yourself. Try to find the best approach for you.

### A Levels

GCE advanced levels (A levels) are the qualifications that the majority of young people use to gain entry to university. They consist of advanced subsidiary (AS) and A2 units. Each year over 780,000 A levels and 1 million AS qualifications are awarded. A levels are available in more than 80 subjects, 10 of which follow a more applied approach.

AS/A level criteria were revised following the review of A levels in 2005. The new criteria for all subjects except mathematics are available from Ofqual's site. Mathematics subjects are on a different timeframe. The criteria are currently being revised and the new specifications will come into force in 2012.

The current GCE A level specifications were revised for first teaching in 2008. A key part of these revisions was to introduce 'stretch and challenge' into A2 assessments to prepare students better for the skills required in higher education and employment. The awarding bodies were given guidance that 'stretch and challenge' questions should:

- use a variety of stems in questions – for example analyse, evaluate, discuss, compare – to elicit a full range of response types, thereby avoiding a formulaic approach
- ensure that sections of questions are connected, thereby avoiding questions that are too atomistic
- require extended writing in all subjects
- use a wider range of question type to address different skills, ie not just short answer and structured questions, but open-ended questions, case studies, etc
- use improved synoptic assessment in all A2 assessments.

There is now a more consistent approach to the assessment of the quality of written communication. This is assessed in questions requiring extended writing. Ideally these questions will be assessed using levels of response mark schemes with quality of written communication descriptors integrated into the mark bands. Achievement on 'stretch and challenge' will be recognised, rewarded and reported through an additional A\* grade. The A\* grade will be awarded for the A level qualification only (not for the AS qualification or at unit level). The A\* grade will be awarded to candidates who have achieved:

- a grade A overall (ie 80% of the maximum uniform marks for the whole A level qualification)
- 90% of the maximum uniform marks on the aggregate of the A2 units.

The introduction of the A\* grade may change resitting behaviour of some high-ability candidates. Students who are comfortably on target to achieve a grade A and are aiming to achieve an A\* would be better advised to concentrate on their A2 units than to resit AS units in order to maximise their uniform marks.

### **Social Area in the DSFLC, Independent Learning Area and the Learning Resource Centre (LRC)**

You have the FREEDOM to decide which of these you wish to use in your private study time. However, if you choose the LRC, you have the responsibility of working quietly at all times. If you choose to use the Social Area during this time, you have the RESPONSIBILITY of ensuring that you behave sensibly. If you use the ILA then you should ensure that you work responsibly.

### **Deadline**

Occasionally, you may be unable to meet a deadline for unavoidable reasons such as illness or home circumstances. You must speak to your subject teacher about this as soon as possible, explain the difficulties and agree a revised deadline. However, not meeting deadlines because of poor organisation or because of outside commitments is not acceptable and will lead to action outlined in the next section.

### Off- Site Study

From the start of the Lower Sixth, you will be allowed out of school during non-lesson time. This FREEDOM is initially conditional upon your returning the signed tear-off slip from the Parents' Handbook and your continuing RESPONSIBILITY is to be up-to-date with work and develop good study habits. If you fail to meet deadlines and have two 3s or 4s in the deadline category of the monitoring, you will lose the off-site privilege, (for minimum of 3 weeks) and will be required to spend your study time in the Learning Resource Centre where your attendance will be recorded by Mrs Ransome, the Learning Resource Manager.

Sometimes, subject teachers raise concerns about students between monitorings and this can lead to off-site privileges being withdrawn.

Students on off-site study MUST sign in and out on the special sheets provided in the foyer. There are two folders:

1. If you arrive at school at any time other than normal registration, you should sign IN on the weekly signing in/out form on the Black Clip Board.
2. If you leave school for the day at any time other than 3.00 pm you should sign OUT in the same Black Clip Board.
3. If you go out of the building during the day e.g. to go to the shop, you should sign IN/OUT on the forms in the Casual signing in/out BLUE folder.
4. Do not use the late book.

If you are timetabled for a lesson you must go to that lesson even if you know, or think you know, that the member of staff is absent. Work may be set or another teacher may cover the lesson. You MUST NOT assume the lesson is cancelled and go off-site. **If no work is set and no teacher covers the lesson, you may only go off-site if you have the explicit permission of either Mrs Quigley, Mr Walker, Miss Morgan or Miss Adams.**

You are required to attend registration and PSCHEE on Wednesday mornings even if you have no lessons afterwards.

You must go to registration if you have lessons periods 1 or 4.

**If you are in school during registration, even if you are officially on study, you must go to registration (not the DSFLC Social Area, the LRC or the ILA).**

### Absence

You must phone school on the first day of absence. This phone call covers three days. After three days' absence a note from parents is required on your return. You must bring this in within two days of your return to school or the absence will be recorded as unauthorised.

Any planned absence (e.g. for a Medical/Dental appointment, university visit or holiday) should be notified on an Absence Request Proforma which can be obtained from your Form Tutor and submitted to your Head of Year.

Holidays with friends will not be authorised in term time.

### Lates/Punctuality

Punctual attendance is a very important aspect of school life. It is also one aspect which we are asked about in any reference we write for a student. The following system has been put in place to encourage students take their punctuality seriously.

### Sanctions

Any student who receives 3 lates will receive a lunchtime detention. They will be notified of this by their form tutor via a slip from the school office. Failure to attend this detention without good cause will result in the imposition of a full school detention given by the Year Group Leader. Failure to attend a school detention without good cause will result in referral to the Sixth Form Leader with the recommendation of isolation from lessons until the detention has been attended.

If a student receives EMA then two lates in a week will result in non-payment.

The Sixth Form Leader will review lateness on a half termly basis. If a student has above 10% lateness a letter will be sent home. If the late percentage does not then decrease parents will be asked to attend a meeting in school regarding monitoring of lateness. If the student persists in arriving late (i.e. the percentage lateness still fails to reduce) further sanctions will be taken. These will include, Isolation from lesson up to 5 days and if the student still does not respond positively exclusion will be the final sanction.

### Keeping Students on Track with Work

In addition to the formal Sixth Form Monitoring System, the following five stages will be implemented if students fall behind with work, although the assumption is that departmental strategies will have been deployed before Stage One is reached:

**Stage One:** Subject staff should inform the relevant Form Tutor of the work outstanding and the departmental strategies already employed using the Log Book. Tutors will discuss strategies for getting back on track.

**Stage Two** If the student does not follow the suggested strategies, the Year Group Leader will arrange an appropriate time for catch-up sessions (either in study or after school). Once work has been completed, the students will get their work signed by the relevant teacher to indicate to the Year Group Leader that an appropriate standard has been achieved.

**Stage Three:** Withdrawal of study leave and supervised work during all private study lessons. Parents will be notified by letter. There may be cases where issues arise across subjects and it is felt necessary to move straight to stage 3.

**Stage Four:** Parental involvement. Parents will be contacted and meetings arranged for them to discuss the situation with the relevant Year Group Leader and decide on possible strategies.

**Stage Five:** Sixth Form Leader involvement, to discuss future position in Sixth Form.

### Tutors' Log Book

In order to provide a greater understanding of progress between subject teachers and form tutors we are providing each tutor with a log book. This will be an informal mechanism through which subject teachers will be able to highlight areas of concern or provide positive feedback that form tutors can then relay to their students. The aim of the log book is to provide a day by day view of the progress of students so that form tutors are better informed and can therefore provide appropriate support without having to wait for formal monitoring. Form tutors will use the log book during registration and initial each comment and note down the action taken according to the following key.

Record the action taken using the following key:

- **Spoken to student → S**
- **Spoken to subject teacher → ST**
- **Referral to HOD → HOD**
- **Referral to HOY → HOY**
- **Spoken to parents → P**

You will be monitored at regular intervals throughout the Sixth Form. The Monitoring System continually measures your attendance, attitude, meeting of deadlines, effort and examination potential. All subject staff complete monitoring forms for each student, choosing one selection from each of the four categories shown:

## **Attendance**

- Attendance 1 No lessons missed
- Attendance 2 A few lessons missed
- Attendance 3 A significant number of lessons missed
- Attendance 4 A worrying number of lessons missed

Absence is concerned with absence from lessons for any reason – if you are elsewhere in the school or on Field trips, University visits, etc., then you are absent from lessons. 'Attendance 3' and 'Attendance 4' might represent a small number of absences, but a significant proportion e.g. missing 4 out of 20 lessons is 20% absence.

## **Attitude**

- Attitude 1 An excellent attitude throughout
- Attitude 2 A generally good attitude
- Attitude 3 A reasonable attitude
- Attitude 4 A worrying attitude at some or all times

This covers a wide range of areas including being positive about the subject, contributing to lessons, supporting peers in class where necessary, being punctual, being well-behaved/well-disciplined, being polite, pleasant and co-operative.

## **Deadlines**

- Deadlines 1 All deadlines met
- Deadlines 2 A small fraction of deadlines missed
- Deadlines 3 A significant number of deadlines missed
- Deadlines 4 All or most deadlines missed

This refers to situations where clear deadlines have been set for work. The privilege of being allowed to study off-site will be removed if there is more than one 'Deadlines 3' or 'Deadlines 4' in any monitoring.

## **Effort**

- Effort 1 Excellent effort
- Effort 2 Good effort
- Effort 3 Some concerns regarding effort
- Effort 4 Serious concerns regarding effort

## **Examination Potential**

- Examination Potential A
- Examination Potential B
- Examination Potential C
- Examination Potential D
- Examination Potential E
- Examination Potential U

Examination potential is concerned with the grade a teacher would expect a student to achieve given his or her current performance and work rate. At the first monitoring, examination potential will be a rough guide given that you are still new to their courses. Your Form Tutor will discuss your monitoring report with you individually. Targets for improvement will be agreed where necessary. If serious concerns arise, you will be referred to the Year Group Leader (YGL) or the Sixth Form Leader (SFL). The system also provides the opportunity for pastoral staff to recognise and further encourage those students who are progressing well.

### **LOWER SIXTH FORM MONITORING**

MR 1 16<sup>th</sup> November 2011  
MR 2 25th January 2012  
MR 3 28th March 2012

### **UPPER SIXTH FORM MONITORING**

MR 4 19th October 2011  
MR 5 18<sup>th</sup> January 2012  
MR 6 21st March 2012

### **Problems with Courses**

Until the end of September in Lower Sixth, you can change course if you feel you have made the wrong decision about your choice of a subject, providing there is room in the new subject; you should speak to the relevant subject teachers (of the subject you wish to drop) and then your form teacher who will refer you to your Year Group Leader to ensure that you are making the right decision.

After the end of September, dropping a subject is strongly discouraged and changing course is seldom possible. However, if you do find yourself in this situation, your Form Tutor will refer you to your Year Group Leader who will consult your subject staff so that you can be given the best possible advice. This process can take a little time but will ensure that you are making the right decision. Until the process is complete, you must continue to attend all lessons.

If you have any work related worries, concerns or problems you should ideally speak to your subject teachers first; your form tutor will also provide advice and may suggest that you talk to your Year Group Leader or Sixth Form Leader. Try not to let anxieties build up – a word early on with your subject teacher will often resolve problems.

### Part-Time Work

While we are aware of the pressures to earn money and acknowledge your FREEDOM to work part-time, you have a primary RESPONSIBILITY to gain the best possible qualifications as a Sixth Form student. Part-time work must not conflict with your studies. You MUST NOT work during school hours and should also remember that **you will be expected to attend school from 3.00 pm till 4.30 pm should you get behind with your work.** Before taking on the commitment of part-time work you need to carefully work out a timetable which includes study time out of school as well as relaxation time and any extra curricular responsibilities you may have. **Research suggests that a part-time work commitment in excess of 8 hours a week has a negative impact on achievement for students engaged in full-time post-16 AS/A2 courses.**

### Driving Lessons

You have the FREEDOM to arrange these in times allocated to study. Your RESPONSIBILITY is to bring a letter from parents, which should be given to your Form Tutor, stating that they are aware that your study time is being used for this purpose. You must also tell your form tutor in advance when you are going out of school for a lesson.

### Car Parking

Currently, there is no on-site parking in school for students. This is to ensure that there are sufficient spaces available for part-time staff, music teachers and visitors. **You must not park anywhere inside the school gates even if there appear to be spaces available.** You may park outside the main school gates or in side streets. You MUST NOT obstruct the highway or obstruct driveways, the school entrance, or obstruct private driveways - local residents will contact the police if parking is inconsiderate. It is advisable for students to inform the school of car registration details so that parking issues can be addressed promptly.

### Assembly and Carol Service

Sixth Form students are not required to attend school assemblies although an invitation is extended for occasional special assemblies, such as Easter Service, Remembrance Day and Final (end of year) Assemblies.

Students are required to attend assemblies at the beginning and end of the academic year for specific issues to be discussed such as the selection of Prefects and the Management Conference.

Attendance at the school's Christmas Carol Service is also voluntary for those Sixth Form students not involved in readings or music, but, of course, students are very welcome to join the rest of the school at the Parish Church.

FREEDOM: to choose to attend special assemblies.

RESPONSIBILITY: if choosing to attend, Sixth Form students should set an example for younger students by joining in hymns and prayers and behaving respectfully throughout.

#### SPECIAL RESPONSIBILITIES:

Form Prefects may wish to attend their own form's Lower School assembly, particularly if they have helped organise this. (This should be cleared with Sixth Form tutors first). Form Prefects are also expected to accompany their form to the Carol Service and sit with the students.

**Prefects**

Students act as prefects from November in Lower Sixth, to November in the Upper Sixth.

You have the FREEDOM to contribute to the selection of the prefects by voting for your peers. (Staff also have the opportunity to vote). Students have the RESPONSIBILITY to meet the following criteria in order to achieve prefect status:

- Good attendance
- Common sense
- Punctuality
- Reliability
- Courtesy
- Commitment to school
- Appearance
- Co-operation

Taking on the role of prefect is a big RESPONSIBILITY. It does, however, give you excellent experience in dealing with the younger students which is regarded very favourably by employers and is very useful to include in your UCAS reference. Senior Prefects (5) and a Head Prefect are selected from the newly appointed prefect team on the basis of a letter of application and a formal interview. A provisional schedule for prefect selection is given in the appendices.

Training is given to the Senior Prefects once they are appointed and before they are invited to apply for the position of Head Prefect.

Job description for Prefect, Senior Prefect and Head Prefect are given in the appendices.

If you are selected, you have the RESPONSIBILITY to carry out your duties appropriately. Prefects may be suspended temporarily or permanently for serious and/or repeated unreliability. A verbal warning is given, followed by a written warning, and finally, suspension.

Form Prefects for Years 7 & 8 are selected by Mrs Quigley and Mrs Wildman in consultation with the Head Prefect and Senior Prefects. The job description for Form Prefect is given in the appendices.

Mrs Quigley has regular meetings with the Head Prefect and Senior Prefect.

## Sixth Form Activities – Young Enterprise

**What is Young Enterprise?** Young Enterprise is a national educational charity which delivers an exciting, practical and tangible business experience to young people.

**When does it begin?** At the start of the Lower Sixth Form, students will be introduced to the scheme by NIH and the YE Calderdale Area Board Chairman. The scheme will be initially launched in a Wednesday morning PSCHEE slot and then followed up by after school meetings.

**Who takes part?** All members of the Lower Sixth are encouraged to take part.

**What does it involve?** The students form companies which will be involved in a range of activities, developing general business skills. Companies meet on a weekly basis, usually after school, to decide which projects should be undertaken. Those taking part are elected to specific roles with their companies – Managing Director, Company Secretary, Marketing Director, Finance Director, Sales Director, Production Director, Personnel Director, etc. Typically, approximately four companies operate each year. Companies also take part in a series of presentation evenings, with the opportunity to take part in regional, national and international competitions. A number of trade fairs are also organised to help companies sell their products. Companies present a report outlining their progress as a YE company. There is also a Young Enterprise examination which all students taking part in the scheme sit. This is based on their experience as a Young Enterprise company member. The examination is equivalent to two GCSE grades A\* - C.

**What do students gain from the scheme?** A great deal!

- an experience of business in general
- development of skills such as teamwork, communication, presentation, problem solving, ICT.
- personal and social development
- a qualification
- an item to include in their CVs and to talk about at an interview, illustrating commitment, reliability, enterprise, etc.

### Young Enterprise 2007 – 2008

Six companies named Destiny, El Matador, Electro, Goti, Guru, Rave.

YE examination results:

**Distinction – 3      Credit – 22      Pass – 35      Unclassified – 15**

Activities undertaken: talent competition, DVD bring and buy, Christmas hats, teacher arm wrestling, a Spanish festival, Christmas grotto, Christmas quiz, maracas sales, hand painted plates, jewellery, bouncy balls, fashion show, Valentines cards and roses, gloves, handcrafted cards.

5 of the 6 companies managed to survive the year and all the remaining companies represented the school at the Calderdale Finals.

### Young Enterprise 2008 – 2009

Six companies, named Jealous of Harry, Veto, Culture Shock, Feral, Wildfish and Carosel.

YE examination results:

**Distinction – 3      Credit – 29      Pass – 19      Unclassified – 4**

Activities undertaken: Hoodies for Year 9 Camp, Quizes, handcrafted cards, Valentines gifts, Activities in the Hall, Lower School Disco Photos.

### Young Enterprise 2009 – 2010

Three companies named Alive, Scratch Hat & Empire.

YE examination results:

**Distinction – 9      Credit – 33      Pass – 11      Unclassified – 0**

Activities undertaken: Hoodies for Year 11 leavers, stalls selling handicrafts and homemade goods. Chocolates, Valentines cards and messages. Easter stalls selling different themed goods. Gym and Dance night, refreshments and ticket sales.

The results obtained in 2009-2010 were the best ever in terms of distinctions and credits. The school has been recognised by YE with the award of "Centre of Distinction".

## **Sixth Form Activities – The First Bow Theatre Company**

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This is a chance for students in the Lower Sixth to produce plays and other performances. The volunteers choose or write their own play or musical. They then audition students from Year 7 and 8, cast the play, organise and run rehearsals, design and make costumes, design and build set, design and distribute publicity and produce shows for public performance in November.

Now in its eighth year, we have been impressed by the achievements of the twelve groups who have taken part thus far. All of them have found it tough but rewarding. They have chosen a range of material: written own whodunnit; written own musical; adapted published one act plays and compiled songs from the shows.

It is a big challenge and requires students to be reliable, mature, enthusiastic, imaginative and co-operative. Previous experience of dramatic productions is not essential but we do need some evidence that students have the required personal qualities. Individuals within the groups take responsibility for particular roles. The three key positions are company manager, director and stage manager. Other roles are often assigned such as choreographer, costume designer, set designer and so on, but the final responsibility lies with the company manager to deliver a performance.

Support and advice are offered by Miss Paxman, with Mr Crawford co-ordinating technical matters nearer the time of performance.

## **Sixth Form Activities – Sixth Form Charity Committee**

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The Charity Committee meets every week and minutes of meetings are recorded.

The Committee is drawn from Sixth Form volunteers and any student who wishes to volunteer is made very welcome. Principally it is the Upper Sixth students who are responsible for the Charity Committee, handing over to the New Committee in May of each year.

The Committee elects a Chair, Secretary, Staff Liaison and Advertising Coordinator. The volunteers then take responsibility for various charity events, such as Wrong Trousers Day, Slave Auction, Candy Canes, Red Nose Day, Children in Need and a Summer fete.

The Committee is a very enthusiastic, altruistic and extremely well motivated group which has raised in excess of £5,000 in just over twelve months.

The Committee also chooses the charities which they support; in the past years the charities have included The Forget Me Not Trust, Teenage Cancer Trust and Foresters Fund (against child abuse).

The Charity Committee will be advertised to students in September of each year.

Please see Mrs Quigley for further information on the Charity Committee.

## Sixth Form Activities – Pupil Peer Coaching

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In the past Sixth Form students have undertaken mentoring work with primary school students at Siddall, Cliffe Hill, Christ Church, Castle Hill, Salterlee, Whitehill and Warley Road primary schools. This has involved providing general support in developing learning skills or specific projects such as paired-reading. In the future NHGS intends to provide training for all SF students to enable them to undertake coaching with younger students in the school. Coaching:

- focuses on the specific needs of the individual
- is provided at a pace to suit the individual
- includes the opportunity to reflect on the student's learning, explore learning failures, consolidate understanding, examine concepts, apply knowledge, practise skills, reflect on the review of their learning, modify the approach and try it again
- is a series of small-step successes, consolidated before moving on
- is flexible to meet the emerging needs of the recipient - learning for life

Coaching is one of the most powerful of interpersonal relationships. Its purpose is to help and support people in managing their own learning in order to develop their skills, improve their learning and realise their potential.

During coaching, the coach is acting as:

- a role model showing how to tackle problems and behave as a coach
- a provider of learning - by giving opportunity for clear and explicit discussion
- a learner, who gains from the opportunity to observe and engage in professional dialogue with a fellow student

Coaching is a process which gives opportunity for:

- Improving and developing learning
- Work on particular learning failures, issues or problems
- The testing of the understanding held by the learner
- Questioning and listening
- Receiving informed feedback on your learning
- Discussion and debate about issues that arise
- Offering additional data or alternative views about existing data, e.g. strategy for a particular situation, priorities for action, options for decisions
- Demonstrating and explaining more than telling
- A demonstration of knowledge, skills and understanding by the coach
- Modelling effective styles and skills by the coach
- A learning partnership in which coach and coachee both learn
- A means to share ideas and use other people's ideas
- Coaching is also an opportunity for the personal development of the coach

It can be thought of as "a series, or sequence of small steps to help you improve". The potential benefits for Sixth Form students from acting as a coach include:

- Greater awareness of the learning process
- More informed self-awareness as a learner
- Greater understanding of learning difficulties
- Enhanced capacity for resolving learning problems
- Improved listening skills
- Improved questioning skills
- Sharper explanatory skills
- Better analytical ability
- More confident conversational skills
- More informed inter-personal skills
- More confidence
- Greater competence
- Increased ability to influence

The V Project is a national volunteering project for 16-25 year olds who give up their free time to volunteer for the benefit of others and their local communities.

Building on the legacy of the Millennium Volunteers, the V Project is run in school with the support of the V involved team, who coordinate volunteering activities across Calderdale.

### **Volunteering Levels**

Short Term - take part in a one off volunteering opportunity. This gives you a flavour of what volunteering is about.

Part Time – from a few hours a month to two or three days per week for a number of weeks.

Full Time – approximately 30 hours a week over a period of not less than 13 weeks. Up to £60 per week for travel expenses can be claimed.

### **Volunteers Opportunities**

Volunteers get involved in some very diverse activities. Many people can count the work they already do towards their volunteering hours: for instance looking after a disabled relative, charity committee work, sports coaching or performing with music groups. You could take part in Peer Mentor Training and act as a mentor for younger students.

Basically anything you do which benefits others and is not paid employment will count towards your volunteering hours.

### **Why take part and volunteer?**

Help others in your area and make your community a better place to live.

Improve your CV.

Get real life experiences and references.

Be recognised and rewarded for your contribution.

Meet new people, develop new life skills and boost your confidence.

### **The V Thank You, V50 Certificate**

Volunteers will gain a v thank you certificate for taster sessions and one-off projects, and a V50 certificate for sustained commitment to volunteering. A record is kept online of voluntary activities, which can be used to build up a CV portfolio or support an UCAS application.

The V Project will be launched at the start of the year and students register online to record their volunteering activities.

Further details are available from GQ.

## Sixth Form Activities – Work Experience

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For admission onto many courses in higher education there is an expectation that prospective students will have done relevant work experience. This is particularly important for medicine related courses; primary school teaching and law courses but relevant work experience will strengthen any application.

In the past, the school has facilitated students obtaining work experience in a wide range of areas:

- Football coaching
- Teaching/Secondary/Primary
- Business Solutions
- Career Advisers
- Designing
- Working with animals
- First Aid
- Hospital work
- Theatre work
- Youth club work
- Clubs for the elderly
- Clubs for disabled children
- Dentist
- Solicitors
- Forensics
- Educational Psychologist Shadowing
- Youth Offending Team
- Assisting people with living difficulties.

In the Sixth Form, Work Experience is co-ordinated by CJM who can offer advice and support.

Any student taking part in Work Experience should complete a Work Experience Form and hand it into CJM. This will enable us to keep detailed records for use in references etc.

## Sixth Form Activities – Sixth Form Council

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- 1 **The aim of the Sixth Form Council** is 'to improve Sixth Form provision within the North Halifax Grammar School'. This should cover all areas of the Sixth Form life – academic, social, personal, student welfare, the school environment, general school policy. This should involve both problem raising and problem solving. Students are encouraged to be involved in decision making wherever appropriate. This will involve the allocation of Sixth Form funds and also the pursuit of concerns with higher levels of authority.
- 2 **Launch** Mr Walker will outline the Sixth Form Council to the new Lower Sixth Form students:
  - the aim of the Sixth Form Council
  - the role of the Sixth Form Council
  - the role and responsibilities of the form representatives, chair and secretary
  - the ways in which students can feed in their ideas via form representatives
  - the election process
- 3 **Representation**

Each form will then elect a representative and a deputy from those students willing to take on the role. The election will take the form of a secret ballot conducted in tutorial time by the Form Tutor. The first meeting will emphasise the processes involved in agenda setting and form representation as follows:

**Meeting**  
Minutes to reps (secretary). Reps to discuss issues raised at the last meeting with their forms and formulate proposals for the next meeting. Chair formulate and issue agenda to reps. Reps to discuss agenda with forms. A secretary will be appointed at the first meeting. The most suitable day for the meeting is Wednesday.
- 4 **Meetings** will be held every fortnight at lunchtime. Extraordinary meetings will be arranged as required. It is hoped that every form will be represented at each meeting. All Sixth Form students are welcome to attend although if a vote is required to decide an issue, this will be restricted to one per form, with the form representative voting to represent form opinion. In the absence of a form representative, the deputy will take on this role.
- 5 **Minutes** will be written by the secretary, issued to all form representatives, the Headteacher, Deputy Heads, Head of Sixth Form and any other relevant persons. The minutes will include items discussed, decisions reached and action taken, by whom and by when. Progress will be discussed at the next meeting under matters arising.
- 6 **Funding** is available to support issues raised by the Sixth Form Council, in the form of general school funds, receipts from the Sixth Form Coffee Shop, or fund raising.
- 7 **The status of the Sixth Form Council**

The Leadership Group (LG) receives minutes of Sixth Form Council meetings. Items from the Sixth Form Council will be placed on other school agendas where necessary e.g. governors, LG, HoS, HoD, staff meeting, staff briefing. Form representatives may be invited to attend such meetings.
9. **Recent successes**
  - Healthier Options in Finches Diner
  - Review of Pricing in Diner
  - Bells in Common Room

## Sixth Form Activities – Other Opportunities

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### Enrichment Programme

At NHGS we take great pride in developing students, not only in their academic studies but as young citizens.

Numerous Enrichment opportunities have been offered for many years for example, YE, First Bow and V involved. We are eager to expand this aspect of the 6<sup>th</sup> form and will be offering a variety of after school activities during the year, such as, Self-Defence lessons, First Aid Course and Pilates.

The activities offered should provide a wide range of opportunities and it is the expectation that each student will take part in at least one extra-curricular activity in school.

In addition to these extra-curricular activities, all Lower Sixth students will take part in:

- The Challenge of Management Conference  
Students should note that there will be a change to the school day:  
Thursday 14<sup>th</sup> June – 9.45 am → 6.00 pm and Friday 15<sup>th</sup> June 8.30 am → 3.00 pm.
- Activity Week  
This will be the week commencing 9<sup>th</sup> July 2012. In this week, students will attend one UCAS day and may wish to organise Work Experience or University visits. Alternatively they may wish to help with activities with the Lower Year groups.

### School Drama Productions

The school organises a major production each year in the Spring Term. Recent productions have been “Grease” and “When the Lights go on Again”. Sixth Form students are encouraged to become involved in these productions either performing or in support in front-of-house or back stage. Auditions will be held in the Autumn Term. Miss Paxman is responsible for drama in the school and you should speak to her if you want to be involved.

### Christmas Concert

A Christmas Concert is organised on the last day of the Autumn Term. The concert includes solo and group musical acts, sketches, dance routines and other turns. Details about auditions for the concert will be provided in the Autumn Term. Students interested in being involved should speak to Mr Crawford.

### Sixth Form Debating

The school enters teams for several debating competitions each year. These include the Daniel Nelstrop Debating Competition, the English Speaking Union Debating Competition, The Cambridge Union Debating Competition and the Oxford Union Debating Competition. Interested students who want to become involved should speak to Miss Kent who selects and coaches the teams.

### Music Tuition

The school organises an Instrumental Music Tuition Scheme with peripatetic music teachers for strings, brass, woodwind and guitar. Students who want to participate should speak to Mrs Pegg who is responsible for the scheme. There is a school orchestra, concert band and various other ensembles that are organised in the school. Students interested in participating in these groups should speak to Mr Marsh the Director of Music.

## Sixth Form Activities – Other Opportunities

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### **Duke of Edinburgh**

The Duke of Edinburgh Scheme is initially made available to students in Year 10 to work towards the Bronze Award. Successful students who want to continue to work towards the Silver Award are supported in the Sixth Form. Students interested in the D of E Scheme should talk to Miss Hudson.

### **Opportunities to Excel**

The school provides opportunities for students to excel and demonstrate exceptional performance in a variety of ways. In some areas this is accredited through external boards such as Young Enterprise and the ABRSM for instrumental music. In some subjects there are national competitions such as the Science and Mathematics Olympiad competitions. These are organised within subject departments. There are also opportunities for students to participate in house competitions and in the Walton Shield General Knowledge Quiz, the House Music competition, the Battle of the Bands competition and various sporting activities and in the annual House Cross Country and Football competitions.

## Coursework Dates 2011 – 2012

Subject	Coursework	Final Deadline
Art	AS Coursework Portfolio.  All the above to be mounted and ready for assessment by the due dates given.  A2 Personal Investigation.	Friday 10th February 2012 with specific intermediate deadlines given in subject handbook in September 2011.  Same as above.
Biology	AS & A2 coursework – completed in lessons – marked externally by WJEC.	April 2012
Chemistry	AS Centre assessed practical skills (all done in lesson time). A2 Centre assessed practical skills (all done in lesson time).	Tuesday 4th May 2012  Tuesday 4th May 2012
Electronics	AS 1st Planning sheet A2 1st Full draft 2nd Full draft Final deadline	Friday 13th January 2012 Monday 26 <sup>th</sup> March 2012 Monday 16 <sup>th</sup> April 2012 Friday 4th May 2012
English Language	AS Original writing. Final deadline for whole folder i.e. two Pieces of original writing and commentaries.  A2 Language investigation and Media Piece	Friday 16th March 2012  Friday 16th March 2012
English Literature	AS Final Draft A2 Final Draft	Friday 16 <sup>th</sup> March 2012 Friday 16 <sup>th</sup> March 2012
Film Studies	AS Micro Analysis Creative Work – Production Element Evaluation, Presentation and Complete Creative Work  A2 Small-Scale Research Project Creative Work – Production Element Creative Work Complete	2nd December 2011 2nd March 2012  16th March 2012  9th December 2011 2nd March 2012 16 <sup>th</sup> March 2012
History	A2 Part B: Part A:	Monday 12 <sup>th</sup> December 2011 Wednesday 18 <sup>th</sup> April 2012
ICT	AS A2	Friday 13 <sup>th</sup> April 2012 Friday 13 <sup>th</sup> April 2012

## Coursework Deadlines

Media Studies	<p>AS Preliminary Tasks with Evaluation and Presentation. Creative Work – Production Element Evaluation, Presentation and Complete Creative Work</p> <p>A2 Creative Work – Production Element Main and Ancillary Evaluation, Presentation and Complete Creative Work</p>	<p>25<sup>th</sup> November 2011 2nd March 2012 16th March 2012</p> <p>2nd March 2012 16<sup>th</sup> March 2012</p>
Music	<p>AS Unit 2 Composition</p> <p>A2 Unit 5 Composition</p> <p>AS Unit 3 Performing and A2 Unit 6 Performing</p>	<p>Compositions must be done in a maximum of 20 hours, supervised, controlled time in school, most or all of which will be in the Spring Term.</p> <p>Compositions must be done in a maximum of 20 hours supervised, controlled time in school. Most or all of which will be in the Spring Term. Additionally you must write a review of the composition in up to 500 words.</p> <p>Performances will take place on “Recital Evenings” which will occur once per half term in the first 4 half terms. Students will be expected to perform one piece at each of these four Recital Evenings.</p>
Photography	<p>AS Unit 1 Unit 2 (Controlled Test)</p> <p>A2 Unit 3 Unit 7 (Controlled Test)</p>	<p>Friday 27<sup>th</sup> January 2012 TBA April 2012</p> <p>Friday 20th January 2012 TBA April 2012</p>
Technology	<p>AS Technology (Product Design) Unit 1 F521 Advanced Innovation Challenge F522 Product Study</p> <p>A2 Technology (Product Design) Unit 3 F523 Design, make and Evaluate</p>	<p>May 2012 Final Deadline Friday 10<sup>th</sup> February 2012</p> <p>Friday 30<sup>th</sup> March 2012</p>

These are in line with the Calderdale Local agreement on attendance.

#### EXAMPLES OF AUTHORISED ABSENCE

- Will show due respect and regard to religious observation days (max 2 days consecutively per religious festival).
- Sickness will only be approved up to 2 days where the school has been informed on or before the morning of illness.
- Any absence from lessons because of sickness during the day must be authorised by the appropriate person before going home.
- Hospital/medical appointments will only be approved on production of appointment card or letter.
- Emergency doctor and dental appointments will only be authorised if the school has been informed first thing in the morning, after the appointment has been made.
- Caring for a family member or another person on an emergency basis at the discretion of the appropriate person.
- Visits to a University either to attend an open day or for interview, or a career related interview with prior approval (on production of supporting documentation).
- An appointment with a Connexions Personal Adviser.
- Attendance at a probation meeting will only be approved on production of appointment card.
- Attendance at work experience placement which is an integral part of a course, and for which the student does not receive a wage.
- Compassionate/special leave at the discretion of the appropriate person where authorised absence has been approved payment will be limited to a one week period.
- Severe disruption to a student's mode of transport, for example a breakdown in public transport will be authorised (including severe weather conditions, making it impossible for the student to get to school).
- Driving test and written exam with evidence (students should try to arrange during free periods).
- Attendance at school or college representatives' meeting will be approved at the discretion of the appropriate person.
- Attendance at courses/events organised by the school/college/other providers.
- Students will receive their weekly payment during periods of authorised study leave preceding exams until they have sat their final examination subject to compliance with agreed attendance policy for the establishment.
- Students who are working at home or off-site because they are being assessed through coursework will receive weekly payments until their coursework is completed or the end of the summer term whichever is the earliest.

#### EXAMPLES OF UNAUTHORISED ABSENCE

- Christmas shopping is not an acceptable absence.
- **Family holidays in term-time are not an acceptable absence.**
- Leisure activities.
- Birthdays or similar celebrations.
- Routine babysitting younger siblings.
- Part or full-time work which is not part of the student's programme of study.
- Driving lessons.
- Absence caused by fatigue due to holidays.
- Absence as a result of food/alcohol indulgence is not an authorised absence.
- Hair and Beauty appointments are not an authorised absence.
- **Routine check-ups at dentist**
- Significant extra-curricular activity.
- To mind house or take a delivery.
- No weekly payment will be made where a student is absent as a result of a fixed or permanent exclusion from school, except where work is set and marked.
- **Any sanction that requires a student to be removed from learning and would result in the student missing learning will be considered as unauthorised absence.**

Any planned absence (eg for a Medical/Dental appointment, university visit or holiday) should be notified on an Absence Request Proforma which can be obtained from your Form Tutor.

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Art	OCR
Biology	WJEC
Business Studies	LE
Chemistry	LE
Design and Technology	OCR
Economics	LE
Electronics	AQA
English Language	AQA
English Literature	OCR
Food Technology	LE
Film Studies	WJEC
French	OCR
General Studies	AQA
Geography	OCR
Geology	OCR
German	AQA
Government and Politics (AS only)	OCR
History	LE
ICT	OCR
Latin	OCR
Mathematics	
Pure and Mechanics	LE
Pure and Statistics	LE
Further Mathematics	LE
Media Studies	OCR
Music	AQA
Philosophy	AQA
Physics	OCR
Photography	AQA
P.E.	LE
Psychology	AQA
Religious Studies	OCR
Sociology	AQA
Spanish	OCR
Theatre Studies	LE

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**Selection of Prefects 2011 – 2012**

Friday 21st October 2011	Staff votes out
Wednesday 19 <sup>th</sup> October 2011	Talk by GQ - Students vote in PSCHEE
Friday 4 <sup>th</sup> November 2011	Staff votes in
Monday 7th November 2011	Prefect team appointed – meeting of Sixth Form staff
Wednesday 9th November 2011	Senior Prefect job descriptions published, applications invited.
Friday 18th November 2011	Deadline for receipt of Senior Prefect applications Sixth Form Team.
Monday 21st November 2011	Prefects commence duties (managed by U6 Senior and Head Prefects)
w/c 21st + 28th November 2011	Interviews for Senior Prefects
Friday 2nd December 2011	Senior Prefect Team selected
w/c 5 <sup>th</sup> December 2011	Senior Prefect training Head Prefect job description published Indication of interest to GQ
Friday 9 <sup>th</sup> December 2011	Deadline for indication of interest.
w/c 12 <sup>th</sup> December 2011	Interviews for Head Prefect (GQ, GPM) Appointment of Head Prefect
Tuesday 3rd January 2012	“Hand over week” of Senior & Head Prefects.
Monday 9 <sup>th</sup> January 2012	Senior/Head Prefects assume responsibility.

### **Prefects should :**

1. Maintain a high standard of appearance, behaviour and conduct, and should set a good example to younger students at all times.
2. Assist members of the teaching and support staff in performing daily duties according to a rota devised by the Senior Prefects or Head Prefect.
3. Take an active part in school functions, helping and organising whenever asked.
4. Assist visitors to the school by being polite, friendly and courteous.
5. Be prepared to represent the school at any public function whenever asked. This might involve re-arrangement of part-time commitments.
6. Help students new to the school with the process of 'settling in'.
7. When required, attend meetings of the full prefect team.

### **The duties of a prefect will include :**

8. Ensuring that students behave in a sensible and appropriate manner at all times.
9. Allowing only those students who have valid reasons to enter the school buildings at morning breaks and lunchtimes, and explaining to students who have been denied entry, the reasons for denial.
10. Checking the school buildings for unsupervised students at breaks and lunchtimes, and ensuring such students go to the playgrounds.
11. Checking that students are behaving responsibly throughout the school buildings and grounds at breaks and lunchtimes.

**Prefects are expected to speak to students in a pleasant and polite manner at all times. Under no circumstances, should prefects use any sort of physical restraint or coercion.**

## Senior Prefect - Job Description

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### **In addition to the duties of prefect, a Senior Prefect should:**

1. Organise duty rotas, under the direction of the Head Prefect.
2. Monitor the performance of the prefects as they carry out their duties. Liaise, where appropriate, with duty staff and Sixth Form Leader.
3. Be prepared to play a leading rôle in school events and public functions. These will include:  
School Open Evening  
Sixth Form Open Evening  
Prize Day  
Musical and drama events.
4. Organise teams of prefects and other Sixth Form students to assist at school events and functions.
5. Set a good example to the prefect team at all times.
6. Attend meetings with the Head Prefect and Sixth Form Leader.

### **Members of the Senior Prefect Team take responsibility for:**

The Coffee Shop, Library Prefects (if required) and Tutor Group Prefects.

## Job Description – Head Prefect

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### The Head Prefect is expected to:

1. Manage and monitor the performance of the Prefect Team and the Senior Prefects.
2. Delegate functions to the Senior Prefects as appropriate – Coffee Shop, Tutor Group Prefects, etc.
3. Ensure the duty rotas are organised.
4. Play the leading rôle in school and public functions (Carol Service, Prize Day, etc.).
5. Hold meetings of the Prefect Team and the Senior Prefects with, where appropriate, the Sixth Form Leader.
6. Set a good example to the Prefect Team and the Senior Prefects.

## Form Prefect – Job Description

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Please try and befriend the students as well as help the teacher. See your role as like that of an older brother or sister.

Interact with students – get to know them – some may prefer to talk to you about worries or problems.

1. Each Form Prefect should visit their forms at least twice a week during tutorial time. Please make yourself useful.
2. Check students are keeping uniform regulations – inform staff of any breaches of uniform.
3. Check homework diaries – if there is a problems, pass this on to the Form Teacher.
4. Help students keep a running total of housemarks.
5. Help Form Teacher and Students prepare and rehearse Form Assembly.
6. Attend Haworth Residential Induction (Y7 Form Prefects).
7. Form Teachers will be asked to identify those students who require particular guidance and/or close monitoring.
8. These students will then be mentored by a Form Prefect.

The role of a Form Prefect is a very important one. Please help the Form Teacher in any way you can as well as the ways suggested above.