

POST 16



Welcome Pack 2020

WELCOME TO OUTWOOD ACADEMY HEMSWORTH POST 16

“Providing opportunities for young people to succeed!”

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The Post 16 Centre is located on the main school site, just a short distance from Hemsworth Town Centre and major bus routes. It is a modern and supportive learning environment for young people and boasts excellent physical resources. The Centre is self-contained, providing a bespoke Post 16 Achievement Centre. In addition, the Post 16 Centre also provides students with excellent social facilities comprising of a comfortable common room with vending facilities and a fast food outlet serving a healthy range of foods.

Outwood Academy Hemsworth Post 16 Centre is committed to delivering high quality teaching which provides challenges and opportunities for individual learning; indeed, the student is at the “centre” of all we do. Students have the opportunity to be creative, innovative and enterprising whilst benefiting from strong support and guidance.

The “VMG tutor group” continues to provide our students with support and motivation to raise their aspirations, succeed in learning and position themselves for a better future. As a major partner of the Wakefield Learning Community, Outwood Academy Hemsworth is able to offer an extensive range of academic Programmes. We offer courses at Level 3, providing opportunities for students to study at A Level and BTEC. The Centre offers specialist courses such as; Media Studies, Performance, Music Technology, Photography, Psychology, Construction, Sports, English, Maths and many more!

We also pride our-selves on consistently achieving higher than the national average in GCSE re-sit English and Maths. In the Post 16 Centre, we continue to provide high quality pastoral care from a dedicated team of tutors who work closely with students, teachers and parents to ensure that each individual achieves their potential and is well prepared for the next step.

This is also supported by a rich CPD Programme that further supports our students to develop the skills they need for further study or employment.

Mrs Kate Clifford, Assistant Principal, Director Of Post 16



HOW WE SUPPORT YOU

Support, care and guidance is the bedrock upon which the outstanding results at Outwood Academy Hemsworth are achieved.

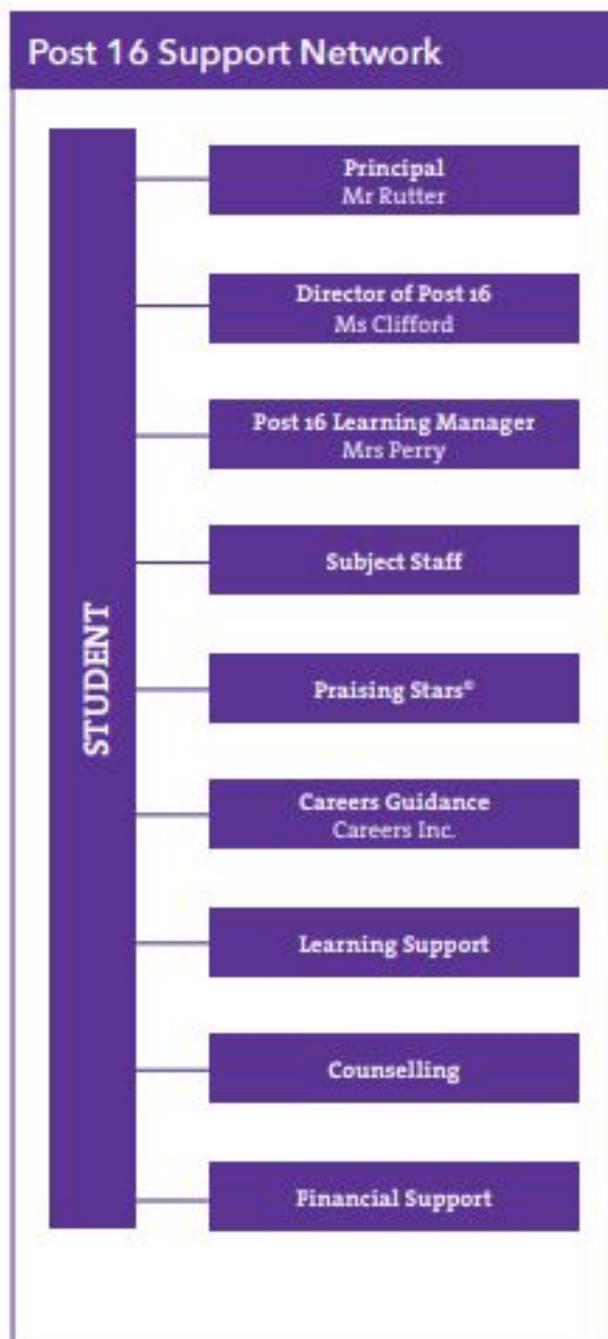
Our Pledge The Outwood Academy Hemsworth Post 16 Centre is committed in supporting its students in achieving their full potential, both in terms of qualifications and their future opportunities.

We therefore pledge that we will:

- care for your son/daughter's safety and happiness
- support your son/daughter to achieve their full potential
- provide a balanced curriculum and meet the individual needs of your son/daughter
- achieve high standards of work and behaviour through building positive relationships and developing a sense of responsibility
- keep you informed about general Academy matters and your son/daughter's progress in particular
- be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the Academy
- provide opportunities for your son/daughter to discuss their future with experienced, well-informed, qualified and impartial careers staff
- keep students and parents/carers up to date with relevant information regarding national changes to the educational landscape.

Take control of your own study time This is at the core of every students' success. Taking responsibility for your own learning is essential if you are to succeed in post-16 education. Post 16 life differs in some important ways from school life, which is one of the reasons why it is a time to look forward to progressing to Post 16. Taking responsibility for learning is a part of the transition to develop into an independent learner. You will have study periods on your timetable where you will be expected to undertake your Directed Independent Learning.

You will be advised to carry out independent revision for each subject for 5 hours every week. This means that in Year 12 every student will need to work for an average 15 hours outside of class, in Post 16 areas or at home.



Support continued

Learning Manager

Your Learning Manager is; Mrs Perry

Mrs Perry's office is situated in the Post 16 Learning Centre

I am dedicated to Post 16, having worked with year 12 and 13 students at Hemsworth for over 13 years.

My wealth of knowledge and experience enables me to offer you the support and guidance you need at this crucial time in your education.

Level 3 trained Safeguarding, being part of the Safeguarding team, is a role I take seriously and compassionately.

Mrs Perry

A student's time in Post 16 can be extremely demanding and students need someone to help in supporting, guiding and tracking their progress. At the Post 16 Centre each year group has a dedicated 'Learning Manager'. This is a non-teaching member of staff who is completely dedicated to the pastoral care and well-being of students in Post 16.



They act as the first port of call for both parents/carers and students regarding progress, attainment and behaviour. In addition to monitoring student progress and well-being in lessons, the Learning Management team analyse student progress data six times each year to assess whether students are on track.

They also work very closely with all teaching staff to help provide effective and swift intervention to get students back on track as soon as possible.

Post 16 Learning Manager:

Mrs Louise Perry Tel: 01977 624 220 Ext 236 email; l.perry@hemsworth.outwood.com

Outwood Academy Hemsworth

Wakefield Road

Hemsworth

West Yorkshire

WF9 4AB

Main reception: 01977 624220

Learning Support

All teaching and support staff at Outwood Academy Hemsworth are trained in supporting learners with additional learning needs and we have specialist leaders who have expertise in supporting students with: autistic spectrum disorders, visual impairment, hearing impairments, dyslexia, dyspraxia, ADHD, mobility difficulties and other learning difficulties. Support for students can be in the form of one to-one support in and out of the classroom, adjustments by teaching staff and appropriate technologies to enhance learning. Please can we ask that any additional needs of students are declared at the start of the course so that the Academy can fulfil its responsibilities in making any adjustments needed.

Mental Wellbeing

It's OK not to be OK

Here at Outwood Grange Academies Trust, we put students first to raise standards and transform lives. Creating a supportive environment where our students feel happy and able to flourish underpins everything we do.

We have created a new website which provides a comprehensive range of services for our students and parents to access to support them and their mental wellbeing.

To visit, <https://www.hemsworth.outwood.com/mental-wellbeing>

Mental Health support phone helpline in Wakefield and surrounding areas which launched this month - is a 24/7 support service for anyone 16+ in Wakefield who is registered with a GP.

Resources in your community

Mental health during the Coronavirus outbreak

Below are resources available in your community...

Turning Point – A self referral tool for those aged 16+ talking.turning-point.co.uk

Youngminds youngminds.org.uk

Calm Zone/Childline childline.org.uk

Papyrus papyrus-uk.org

Kooth kooth.com



The poster features a teal background with a silhouette of a human head in profile, filled with gears and a lightbulb. The NHS logo is in the top right corner. The text reads: '24 hour Mental Health Helpline' followed by the phone number '0800 183 0558'. Below this, it states: 'Support, advice, information and guidance. A confidential helpline for anyone seeking support for their mental health or their carers.' It then lists the areas served: 'Available to anyone registered with a GP in: Calderdale, Kirklees, Wakefield, Leeds, Barnsley'. At the bottom, it says 'Service provided by: NCHA Care and Support'.

Activities to do at home

- Activities to do at home- care packages can be downloaded at; d1w0o736jyqvc2.cloudfront.net

Mental wellbeing describes your mental state – how you are feeling and how well you can cope with day-to-day life.

Our Mental Wellbeing is dynamic as it can change from moment to moment, day to day, month to month or year to year.

We all have times when we have low Mental Wellbeing, where we feel stressed, upset or find it difficult to cope.

There are some common life events that may affect your Mental Wellbeing:

Loss or bereavement.

Loneliness.

Relationship problems.

Issues at school.

Worries about money.

Everyone deserves to feel good and there are steps you can take to maintain and improve your Mental Wellbeing:

Build positive relationships.

Take time for yourself.

Look after your mental health.

Look after your physical health.

What can you do in school to gain Mental Wellbeing?

Be open and talk about your feelings with your friends.

Associate yourself with positive people.

Join an enrichment club.

Speak to a member of staff.

Talk to your Learning Manager.

Tell the Inclusion Team.

Get involved with the Peer Mentors.

Get physically active (a Healthy body and mind are closely linked).

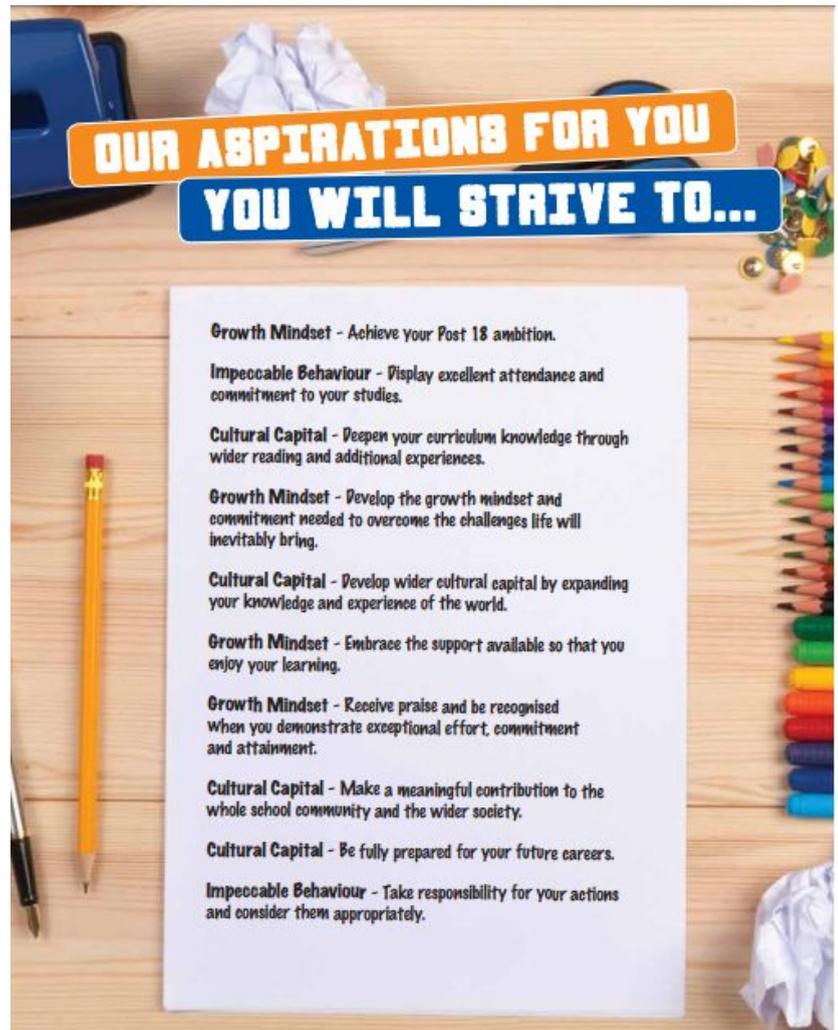
If you are struggling with your mental health, feeling down or low, could you please see a member of the Inclusion team:

GUIDANCE

What is the point of Guidance?

Guidance takes place every week, this is your timetabled time with your Guidance tutor.

- To provide support and pastoral care for you throughout your time at OAH Post 16 Centre.
- To provide individual advice and guidance, review and target set to help you meet potential across curriculum choices.
- To mentor and assist you in achieving your Post 18 aspirations, including UCAS applications, apprenticeship applications and other career pathways. What do students do in Guidance? Some sessions will be in classrooms with mentors whereas others will be collective talks for an entire year group. The guidance programme includes the following:
 - Study Skills – Bridging the Gap between Key Stage 4 and Key Stage 5 and how to be an effective Post 16 learner
 - Sexual health
 - Drug/Alcohol abuse
 - Revision skills
 - Post 18 progression, including Higher Education and Careers Day in June for Year 12
 - UCAS applications – how the process works and writing a competitive personal statement
 - Student Finance
 - Mock interviews and presentations
 - Gap Year pathways
 - Managing your finances and how to live on a budget



What do Post 16 VMG Tutors support students with?

- Deliver key messages regarding: – Attendance, Praise, Cause for Concern
- Support and guide students regarding their Post 18 choices
- Review and set a target each Praising Stars©
- Collate comments from other staff to produce the first draft of the UCAS or employment reference • Meet students/parents/carers where appropriate, e.g. Contract Signing Evening
- Undertake professional development opportunities to ensure they are experts in the field of Post 18 progression
- Help maintain all standards expected from our Post 16 students, e.g. Business Dress.

BURSARY

The Post 16 Bursary Policy at Outwood Academy Hemsworth follows the Outwood Grange Family of Schools Post 16 Bursary Policy, which can be accessed on our Academy website.

This policy has been produced in response to the national transition from Educational Maintenance Allowance to 16-19 Bursary, which has the aim to help 16 to 19-year-olds continue in full-time education, where they might otherwise struggle for financial reasons.

The bursary is made up of two parts: a bursary of £1,200 a year, which is allocated to the most vulnerable young people; and a discretionary fund for schools, academies and colleges to distribute.

Students who believe they fit the criteria to make an application will be able to either download an application form, collect one during Subject Market/ induction and then from the Post 16 Learning Manager. Students can submit an application at any point during the academic year as their financial/ home situation dictates but payments will not be back-dated.

However, application will be subject to a review of their performance during the current Praising Stars© cycle. As is Academy policy a student starts a 'clean slate' at the start of each Praising Stars© cycle and a bursary installment will be paid subject to them meeting the terms and conditions in the 16-19 Bursary Contract in that half term.

16-19 Bursary ~ Guidance for Students In order to ascertain whether you are eligible for a 16-19 Bursary you should follow the guidance below.

'Full Bursary'

If the answer to any of these questions is 'YES' you are **'automatically eligible'** to receive a £1200 16-19 Bursary.

- Young people in care or care leavers (EFA class 'care leavers' as young people aged 18-21 who have been looked after for more than 13 weeks or since the age of 14; or young people who cease to be looked after or accommodated).
- Students claiming Income Support or Universal Credit (in their own name).
- Disabled students receiving both Employment Support and Disability Living Allowance or PIP.

'Eligible to Apply Bursary'

If the answer to any of these questions is 'YES' you are **'eligible to apply'** for a 'Discretionary Bursary'.

- A household income of below £25,000
- A student currently entitled to Free School Meals
- A student whose parents are currently claiming other means-tested benefits including Income Support, Working Tax Credit/ Child Tax Credit, Income Based Employment and Support Allowance (ESA), who is not entitled to free school meals.
- At the decision of the Principal, any student who does not fall under the categories listed above, but considers themselves to be in financial hardship.

- You must be **under 19 on the 31st August** in the academic year you start your course to be eligible for a Bursary.
- If you **turn 19 during your programme of study** and are 'automatically eligible' for a Full Bursary or are successful in applying for an 'Eligible to Apply Bursary' you will be supported until the end of the academic year or until your course ends whichever is the sooner.

Please see Mrs Perry Post 16 Learning Manager for more information.

POST 16 BUSINESS DRESS

Outwood Academy Hemsworth Post 16 Centre Business Dress

We believe the time students spend at Outwood Academy Hemsworth Post 16 Centre should prepare them for the world of work. As part of this, **all students wear 'Business Dress'** whenever they are in the Academy.

We ask that students wear Business Dress with pride and act as a role model for younger students within the Academy.

ID Badges must be worn at all times whilst on site.

The expectations are outlined below and any student who fails to meet these standards is at risk of disciplinary action.

FEMALE

- Smart jacket with trousers, skirt or dress
- Appropriate blouse or top (not low cut)
- Tights must be worn with skirts or dresses
- Shoes – smart shoes with heels up to 1½ inches
- Smart boots are allowed not UGG type boots
- No shorts
- No sandals or shoes/boots with open toes, for health and safety reasons
- No trainers or canvas shoes
- No hoodies

MALE

- Smart suit (jacket and trousers of the same colour)
- Shirt and tie of choice
- Tie must be worn with shirt collar fastened and tie length to reach the top of trousers/belt
- Smart shoes
- No shorts
- No sandals or shoes/boots with open toes, for health and safety reasons
- No trainers or canvas shoes
- No hoodies



It is the responsibility of the student to maintain the boundaries of acceptable business dress and presentation. In all cases the judgement of the Principal/Director of Post 16 will be final on matters of acceptable dress and presentation. Students should consult with the Principal before having a facial piercing or wearing an item of clothing about which they are unclear as to its suitability.

If any student is unsure about any item of clothing, they are to keep the receipt and bring the item(s) into the Centre to have it checked by the Principal/Director of Post 16 as to its suitability.



ATTENDANCE AND ABSENCE

Outwood Academy Hemsworth Post 16 Centre is committed to maximising educational opportunities and achievement for all students. For students to gain the best from their time at Outwood Academy Hemsworth Post 16 Centre, it is vital that they achieve excellent attendance and punctuality. We strive for 100% attendance for all students and recognise that promoting good attendance and punctuality prepares students for the disciplines of working life.

Post 16 Absence Procedure

- Student to telephone the Post 16 Learning Manager; telephone number 01977 624220 ext. 236 on the morning of absence, before 8.20am. There is an answer machine service available.
- If a reason for absence is not confirmed by 8.20am, the Post 16 Learning Manager will contact students and/or parents/carers to clarify the situation.
- Students will need to collect missed work from subject staff on the day they return to the Centre and attend catch up to ensure their learning does not suffer.

Student taken ill whilst at the Centre

- Student goes to the Post 16 Learning Manager who will contact home if they judge the student to be too ill to go home unaccompanied.
- No student should leave the Centre without first informing a member of staff.

Authorised Absence

- Any medical appointments – evidence where possible is required (try not to book medical appointments during lesson time).
- Illness – up to 3 absences authorised before medical evidence is needed.
- Driving tests – an appointment card/letter is required.
- University open days.
- Interviews at universities and/or for employment – evidence required.
- Religious festivals – at the discretion of the Head of Centre (maximum of 4 days).
- Moving house – evidence required (maximum of 1 day).
- Taken ill whilst at the Centre – go to see your Learning Manager.
- Family bereavement.

Unauthorised Absence

- Holidays in term time.
- Christmas shopping.
- Driving lessons.
- Absence caused by fatigue due to holidays.
- Absence as a result of food / alcohol indulgence.
- Missing the bus or getting up late.

If a student's attendance is below 85% by Easter then we reserve the right to withdraw them from their examinations

OVERVIEW

Pathways

There are three pathways available in Key Stage 5: academic, vocational or academic/vocational blend.

- Academic = A levels or Applied A levels. These are mainly exams and coursework.
- Vocational = BTEC qualifications. These are practical courses all assessed through assignments.
- Blend = Combination of academic and vocational qualifications.

Levels and Qualifications

The courses on offer at Post 16 will allow you to gain Level 3 qualifications.

- Level 3 courses: AS Levels, A levels, Applied A levels or BTEC National Award, Certificate or Diplomas.
- GCSE English and GCSE Maths. If you have not gained a C grade in GCSE English or Maths you must continue to study to gain either of these qualifications throughout your time in Post 16.

| Typical Year 12 Schedule | Typical Year 13 Schedule |
|---|--|
| <ul style="list-style-type: none">• 3 courses – academic, vocational, blend• EPQ –2 hours• Course contact time – 5 hours per subject = 20 hours• Course non-contact time – 5 hours per subject = 20 hours of learning outside of lessons (minimum)• Daily Post 16 mentor time – 15 mins• Weekly Guidance session – 1 hour• Private study – 4 hours• Enrichment• Work Placement• Volunteering | <ul style="list-style-type: none">• 3 courses – academic, vocational, blend• Course contact time – 5 hours per subject = 15 hours• Course non-contact time – 5 hours per subject = 15 hours of learning outside of lessons (minimum)• Daily Post 16 mentor time – 15 mins• Weekly Guidance session – 1 hour• Private study – 9 hours• Enrichment• Work Placement• Volunteering |

BRITISH VALUES

Outwood Grange Academies Trust promotes 'British Values' through our spiritual, moral, social and cultural education which permeates through each academy's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all staff and provide a model of behaviour for our students.

'British Values' have been identified as:

Democracy

The principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within each school community, for instance, elections being held for Student Voice president and vice-presidents. The principles of democracy are explored in History and Religious Studies as well as in Vertical Mentoring Groups (VMG) and assemblies. Student Voice ensures that our students exercise their democratic rights and feel part of big decisions within our academies. All Vertical Mentor Groups have representatives as a key link to Student Voice ambassadors.

Rule of Law

The importance of laws, whether they be those that govern classrooms, schools, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Students learn the values and reasons behind the laws that govern and protect us. They learn about the responsibilities that this involves and the consequences when laws are broken.

Our students learn to manage their behaviour and take responsibility for their actions. Our staff are committed to providing a consistent and predictable environment within each academy and beyond. An environment of this type enables students to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty

We encourage students to become good and valued citizens. Our academies do this by supporting each student to become as independent as possible. Each academy has a strong culture of giving time and energy to voluntary work and charity fundraising.

OGAT academies invest a great deal of time in creating a positive culture, so that children are in a safe environment where choices and freedoms are encouraged. Our academies offer a range of enrichment activities which students have the freedom to choose from, based on their interests.

Mutual Respect

Mutual respect is at the core of academy life. Students learn to treat each other and staff with great respect. This is evident when walking around any of our academies and within their classrooms.

We value the importance of facilitating opportunities for every academy to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs

Our academies serve multi-faith communities where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

We offer a broad and balanced curriculum in which all major religions are studied and respected. Our assemblies help all students to find out about themselves and others; linking their lives to the communities in which they belong. We place great emphasis on providing opportunities to participate in events and celebrations to broaden all students' experiences and awareness of others.

In our academies we believe that tolerance of different faiths and beliefs are best gained through knowledge and understanding. Through our curriculum as well as the routines of daily life at every academy, we strive to not only learn about but also to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

Radicalisation and Extremism

We believe and actively support the view that all students should be protected from radicalisation and extremism. Our approach to this is in line with the Government's CONTEST (the counter terrorist strategy) and PREVENT (stopping people becoming terrorists or supporting terrorism) strategies.

Radicalisation is defined as "a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and /or undermine contemporary ideas and expressions of freedom of choice."

Extremism is defined as "Vocal, or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

Our 100% commitment to safeguarding student welfare means we are vigilant to monitoring vulnerability to radicalisation including:

- Family tensions
- Sense of isolation
- Migration
- Distance from cultural heritage
- Experience of racism or discrimination
- Feeling of failure

We are committed to educating students with regard to their engagement and acceptance with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We aim to support our students in developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Educate Against Hate

Messages of hate can take many forms. Extremist groups use them to recruit young people. Parents can find information to aid understanding the issues and protect their children via the website: educateagainsthate.com