



# **RANGE SIXTH FORM**



# **STUDENT HANDBOOK**

# **WELCOME TO RANGE**

## **SIXTH FORM**

Dear Sixth Form student

Welcome to Range Sixth Form. This handbook aims to provide you with all of the necessary information to make your Sixth Form experience as productive and enjoyable as possible. We acknowledge that this is an anxious yet exciting time for you and that important life choices will be made during your time with us. We welcome the involvement of your parents and carers and consider a mutually supportive relationship crucial to your academic performance and personal development. We have very high expectations of each and every one of our students and it is a privilege to accompany you on this journey as you flourish as individuals, realise your potential and fulfil your ambitions.

We expect that you will accept responsibility for your own learning and academic progress. Nevertheless, the Sixth Form Team, tutors and teaching staff are keen to have a successful partnership with you to encourage you to achieve your potential.

We hope you find this booklet useful and informative. If there are any questions that remain unanswered, please do not hesitate to contact the Sixth Form Team using the contact details in this booklet.

Dr C Ainsworth

**Assistant Headteacher**

Mr D Cregeen

**Assistant Headteacher**

Mrs C Donovan

**6<sup>th</sup> Form Administrator**

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# USEFUL CONTACT INFORMATION

RANGE HIGH SIXTH FORM CONTACTS	
School Website Address	<a href="http://www.range.sefton.sch.uk">www.range.sefton.sch.uk</a>
6 <sup>th</sup> Form email Address	<a href="mailto:cd2@range.sefton.sch.uk">cd2@range.sefton.sch.uk</a>
School Telephone Number	01704 879315
<b>Mr McGarry</b> Headteacher	<a href="mailto:mem@range.sefton.sch.uk">mem@range.sefton.sch.uk</a> (Head's PA)
<b>Dr Ainsworth</b> Assistant Headteacher	<a href="mailto:ca@range.sefton.sch.uk">ca@range.sefton.sch.uk</a>
<b>Mr Cregeen</b> Assistant Headteacher	<a href="mailto:dc@range.sefton.sch.uk">dc@range.sefton.sch.uk</a>
<b>Mr Pritchard</b> Resources Director	<a href="mailto:ap@range.sefton.sch.uk">ap@range.sefton.sch.uk</a> 16-19 bursary information
<b>Mrs Donbavand</b> Office Manager	<a href="mailto:sld@range.sefton.sch.uk">sld@range.sefton.sch.uk</a>
<b>Mrs Cottam</b> Examination Officer	<a href="mailto:ac@range.sefton.sch.uk">ac@range.sefton.sch.uk</a>
<b>Mrs Donovan</b> 6 <sup>th</sup> Form Administrator	<a href="mailto:cd2@range.sefton.sch.uk">cd2@range.sefton.sch.uk</a>

# **TERM DATES 2021/2022**

Autumn Term (1)	<p>Wednesday, 1 September 2021 – <b>INSET Day 1</b></p> <p>School closed for students</p> <p>Thursday, 2 September 2021 – Term commences</p> <p><b><u>Years 7 &amp; 12 only</u></b></p> <p>Friday, 3 September 2021 – <b><u>Years 8, 9, 10, 11 &amp; 13 only</u></b></p> <p>Monday 6 September - Normal timetable for all year groups.</p> <p>Wednesday, 22 September 2021 - <b>INSET Day 2</b></p> <p>School closed for students</p> <p>Thursday, 21 October 2021 – Term ends.</p> <p>Friday, 22 October 2021 – <b>INSET Day 3</b></p>
<b>Autumn Half Term</b>	<b>Saturday, 23 October 2021 to Sunday, 31 October 2021</b>
Autumn Term (2)	<p>Monday, 1 November 2021 – Term commences</p> <p>Wednesday, 22 December 2021 – Term ends</p>
<b>Christmas Holidays</b>	<b>Thursday, 23 December 2021 to Tuesday, 4 January 2022</b>
<b>Holiday in place of Queen's Jubilee</b>	<b>Wednesday, 5 January 2022</b>
Spring Term (1)	<p>Thursday, 6 January 2022 - Term commences</p> <p>Friday, 11 February 2022 – Term ends</p>
<b>Spring Half Term</b>	<b>Saturday, 12 February 2022 to Sunday, 20 February 2022</b>
Spring Term (2)	<p>Monday, 21 February 2022 – <b>INSET Day 4</b></p> <p>Tuesday 22 February 2022- Term commences</p> <p>Friday, 1 April 2022 – Term ends</p>
<b>Easter Holidays</b>	<b>Saturday, 2 April 2022 to Sunday, 17 April 2022</b>
Summer Term (1)	<p>Monday, 18 April 2022 – Bank Holiday</p> <p>Tuesday, 19 April 2022 - Term commences</p> <p>Monday, 2 May 2022 – Bank Holiday</p> <p>Friday, 27 May 2022 – Term ends</p>
<b>Summer Half Term</b>	<b>Saturday, 28 May 2022 to Sunday, 5 June 2022</b>
Summer Term (2)	<p>Monday, 6 June 2022 – Term commences</p> <p>Tuesday, 19 July 2022 – Term ends</p> <p>Wednesday, 20 July 2022 – <b>INSET Day 5</b></p>
<b>Summer Holidays Commence</b>	<b>Thursday, 21 July 2022</b>

# SIXTH FORM CONTRACT

You will have received a copy of the following contract on GCSE results day. It is vital that you read through the document carefully and return it signed, before lessons commence.



## RANGE SIXTH FORM

### POST-16 HOME/SCHOOL CONTRACT 2021 - 2023

Name of student: \_\_\_\_\_ Tutor: \_\_\_\_\_

#### **A: STUDENT**

I agree to:

- ❖ arrive to all lessons on time;
- ❖ attend 1-1 and/or group tutorials as arranged;
- ❖ attend all lessons and agreed study sessions;
- ❖ please note all students will be expected to be on site periods 2 and 3 Monday to Thursday
- ❖ attend assemblies, careers and PSHE sessions, as directed ;
- ❖ maintain at least 90% attendance at lessons (please note that students will not normally be allowed to take holidays during term time.);
- ❖ provide an explanation for any absence from lessons emailed by my **parents/carers**;
- ❖ inform my teachers, if I know in advance, that I cannot attend a lesson;
- ❖ sign out of school if I leave school during the school day for health and safety reasons;
- ❖ swipe in, in the downstairs main study area at the start of period 2 if I do not have a lesson;
- ❖ wear the sixth form lanyard at all times for health and safety reasons;
- ❖ catch up on any work missed, if I am unable to attend a lesson;
- ❖ provide a folder and dividers for use in each subject area and organise work as agreed by my class teachers;
- ❖ bring the correct equipment for each lesson;
- ❖ conduct myself in a manner appropriate for a student in the sixth form;
- ❖ check my school e-mail on a daily basis;
- ❖ undertake **no more than** 12 hours paid work per week, as this recommendation from the Sixth Form Team takes account of time needed for independent study;
- ❖ undertake independent study in each of my chosen subjects in addition to homework and class work set;
- ❖ engage and record involvement, in activities to support skill development for future employment and University purposes.
- ❖ attend on my 'non-taught lesson day' if requested to do so by a member of the Sixth Form Team or my subject teachers;



### **In the case of Year 12**

- ❖ **I understand that guaranteed progression into Year 13 is dependent on me achieving grade D or above in my end of year A Level mock and/or a pass in my BTEC external assessment as well as at least 90% attendance at lessons in all subject areas.**

### **B: SCHOOL**

The school agrees to:

- ❖ provide a healthy and safe environment in which to work;
- ❖ give pastoral support and guidance;
- ❖ provide suitably qualified staff and access to facilities needed to complete each course;
- ❖ mark, assess and return, work handed in;
- ❖ monitor progress regularly and give guidance for progression;
- ❖ implement the 5-staged academic management system (copy attached) to support students' learning;
- ❖ make suitable provision when a member of staff is absent.

### **C: PARENT/CARER**

I agree to:

- ❖ respond promptly to any communication from school;
- ❖ inform the school about my son/daughter's absence;
- ❖ promote full attendance, including at lessons, tutorials, assemblies, careers and PSHE sessions;
- ❖ support the school in its recommendation that my son/daughter undertakes no more than 12 hours paid work per week;
- ❖ support the school's implementation of the 5-staged academic management system (copy attached).

I understand that:

- ❖ the school will not be responsible for my son/daughter when he/she has signed out of school if he/she does not have afternoon lessons or on the 'non-taught lesson day', unless he/she is required to be in school in which case I will have been informed.
- ❖ unless my son/daughter has a pre-arranged tutorial, he/she will not need to attend morning tutor or period 1 if he/she does not have a taught lesson.
- ❖ please note the supervised private study facility will be available period 1 – students just need to swipe in in the Main Study Area downstairs.
- ❖ I understand that my son/daughter is required to remain on site during periods 2 and 3 Monday to Thursday

My son/daughter has the following medical issues of which you should be aware:

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Signed:

Student \_\_\_\_\_ Date \_\_\_\_\_  
Parent/Carer \_\_\_\_\_ Date \_\_\_\_\_  
Assistant Headteacher \_\_\_\_\_ Date \_\_\_\_\_

# ACADEMIC MANAGEMENT SYSTEM

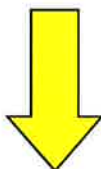
To support students whose attitude, attendance, work rate or standard of work produced, are giving cause for concern, we operate an Academic Management System. At Stage 1 a conversation is held between the student and the member of staff concerned. Families are not contacted at this stage. Further concerns may result in students be moved to Stage 2 and above. This leads to communication with families.

## ACADEMIC MANAGEMENT SYSTEM

### STAGE 1



- Lack of homework
- Failure to meet coursework deadlines
- Attitude and approach to lessons / supervised study/ tutorials/ careers & PSHE sessions
- Lateness – 5 minutes or more for lessons
- Unauthorised absence

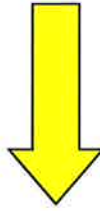


- One-to-one conversation with class teacher / tutor / member of the Sixth Form team
- NO LETTER HOME AT THIS STAGE**





## **STAGE 2**



- **Lack of homework**
- **Failure to meet coursework deadlines**
- **Attitude and approach to lessons / supervised study/ tutorials/ careers & PSHE sessions**
- **Lateness – 5 minutes or more for lessons**
- **Unauthorised absence**

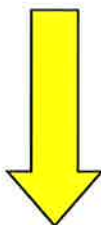


- **Meeting with Form Tutor**
- **Pro forma completed – action points set**
- **Additional study time agreed where appropriate**
- **Review with Form Tutor two weeks later**

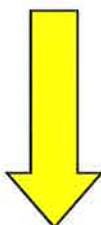
**CONTACT MADE WITH HOME**



### **STAGE 3**



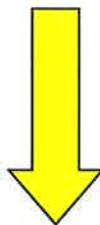
- **Lack of homework**
- **Failure to meet coursework deadline**
- **Attitude and approach to lessons / supervised study/tutorials/ careers & PSHE sessions**
- **Lateness – 5 minutes or more for lessons**
- **Unauthorised absence**



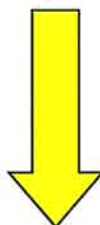
- **Meeting with Assistant Head**
- **Pro forma completed – action points set**
- **Report for two weeks**
- **Review with Assistant Head two weeks later. Failure to demonstrate improvement will result in the following:**
  - **one day internal reflection**
  - **meeting with Assistant Head & parents/carers**
  - **2 further weeks on report followed by phone call home by Assistant Head**



## **STAGE 4**



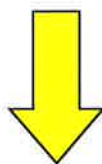
- **Lack of homework**
- **Failure to meet coursework deadline**
- **Attitude and approach to lessons / supervised study/ tutorials/ careers & PSHE sessions**
- **Lateness – 5 minutes or more for lessons**
- **Unauthorised absence**



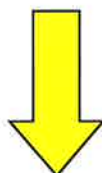
- **Meeting with Assistant Head, student and his/her family.**
- **Time out of school where appropriate – allowing the student to reconsider his/her options**
- **Revised contract agreed to and signed by, the student, his/her family and Assistant Head – student to remain on revised contract until the end of the year.**
- **Ongoing monitoring**
- **Phone call home and/or further appointment arranged as appropriate**



## **STAGE 5**



- Lack of homework
- Failure to meet coursework deadline
- Attitude and approach to lessons / supervised study/ tutorials/ careers and PSHE sessions
- Lateness – 5 minutes or more for lessons
- Unauthorised absence



**Meeting with Headteacher, Assistant Head, student and his/her family – the likely outcome is that the student's place at Range Sixth Form will be withdrawn**

**If you have any questions regarding the Academic Management System please contact Dr Ainsworth in the first instance.**

# **ESSENTIAL INFORMATION & GUIDANCE**

## **ATTENDANCE**

You are expected to achieve at least 90% lesson attendance during the Academic Year. This is required for automatic progression into Year 13. You are also expected to attend pre-arranged tutorials, careers and PSHE sessions, assemblies and supervised study, as directed to do so. Punctual attendance at all the above is essential.

If you are unwell during the school day you should see the school nurse who will assess you and send you home if appropriate.

Parents/carers should notify school if you are going to be absent from school/lessons, at the start of the day.

It is essential that you sign out of the Sixth Form building and back in, if you leave during the school day. This is a Health & Safety requirement.

You are expected to be in school periods 2 and 3 Monday – Thursday. If you do not have a taught lesson period 2, you must swipe in, in the main downstairs room in the Sixth Form Building.

Medical appointments, driving lessons and tests should not be booked during lesson time. Where this is not possible in the case of medical appointments, only parents/carers should inform the school prior to the appointment. No authorisation will be given during lesson times for driving lessons or driving tests.

Holidays during term time will not be authorised unless there are extenuating circumstances. Any requests should be made in writing to Mr McGarry – Headteacher.

Paid work we understand helps you gain valuable skills and experience. However, it should be restricted to 12 hours per week, maximum; otherwise, it will have a detrimental effect on your academic achievements. Paid work will not be accepted as an excuse for not attending school on a non-taught lesson day if you are required to do so.

**PUNCTUALITY AND ATTENDANCE ARE VERY CLOSELY MONITORED**

## EXPECTATIONS OF STUDENTS

### **We expect that you will:**

- read, sign and abide by the 6th form contract.
- dress appropriately for a school environment.
- attend tutorials/meetings arranged by Tutors or a member of the 6<sup>th</sup> Form Team
- check school emails, Classcharts and Google Classroom as appropriate, daily.
- be polite and courteous to all staff and students and a good role model for younger pupils.
- be positive, interested, willing to learn and prepared to contribute in lessons.
- be on time to all lessons and complete all work set by the given deadline.
- contact subject teachers following any absence to collect missed work.
- wear your lanyard at all times whilst on the school premises, this is to safeguard younger pupils. If your lanyard is lost it must be reported to Mrs Donovan or Mr Pritchard immediately and a replacement will be ordered at a cost of £5.00.
- complete 3 hours of independent study a night in addition to any work you may do during non-taught periods at school. As a rough guideline, you should match an hour's lesson with an hour's independent study.



## **EXPECTATIONS OF TEACHERS**

### **We will:**

- support you throughout your time in 6<sup>th</sup> Form
- prepare stimulating and engaging lessons
- set realistic deadlines with regard to your workload
- mark your work and provide feedback within a reasonable timescale
- ensure that all relevant areas of the course are taught to the expected standard
- set work if we are unable to deliver your lesson

## **TARGET SETTING**

During the course of the first half term you are provided with minimum expected grades. These grades are based on your GCSE results. Different subjects may be weighted differently. You are expected to be working at a level in line with your minimum expected grade.

## **MONITORING YOUR PROGRESS**

It is essential that you understand how you are progressing within each subject area. Data cards provide you with the following information:

- progress against minimum expected grades
- feedback on attitude, organisation and homework

You will receive at least 2 data cards per year. You will also receive one full report per year in the Summer Term for Year 12 and Spring Term for Year 13.

## DEVELOPING YOUR INDEPENDENCE

The key to success at Key Stage 5 is recognising from the start of Year 12 the need to work independently. Staff will work with you during the course of the year to support your move towards independence. It is important that you recognise that completion of homework, as well as understanding and revising content, are the bare minimum. This may lead to a pass grade. However, you should be aiming for top grades. To secure a good grade, in addition to homework, you need to be reading subject related articles in identified journals, as well as focusing on the skills and demands needed to answer examination questions. Where your subject teachers subscribe to journals, there will be a list of articles available with your subject teachers. Access the relevant journals from the school library and use them as part of your independent study, identifying key points and reflecting on them. You are also provided with a wider reading and study list. This is available on the Sixth Form section on the website. This too should form part of your independent study.

## SUPERVISED PRIVATE STUDY (SPS)



### **Make the most of Supervised Private Study!**

Study periods enable you to focus in on the demands of the courses that you have chosen to study. It is tempting not to use this time productively, particularly as these are a novelty at the start of your study in the Sixth Form. Get into a good routine of considering how you will spend your study periods in advance. Check ClassCharts for homework and work out how long a task will take to complete, which resources you will need and ensure that you have relevant notes and textbooks in order to complete the task. There is student WIFI and a number of computers downstairs in the Sixth Form. Students are invited to bring laptops / tablets into school which can be safely stored and charged in lockers in the Sixth Form Building. A £5.00 refundable deposit will be required for the use of these lockers. Please see Mrs Donovan.

## **Distractions and disruptions**

Try to minimise distractions and disruptions as far as possible. During supervised private study, there will be a senior member of staff on duty to ensure that there is an environment appropriate for study. You may decide to move away from friends during this time and use headphones to cut out any external noise. Whilst many students are good at multitasking, digital distractions can be a real issue, resulting in a task taking twice the amount of time it should. Checking your phone or posting on social media affects your ability to stay focused and increases the chance of procrastination. Quiet study only is acceptable. If you do not work quietly you will be asked to leave.

## **Good study habits – Get in the right mindset!**

Set yourself realistic targets and tackle one task at a time. Avoid flitting from one task to another in order to press on and finish. Decide how long you are going to study for and what you want to have achieved by the end of the session. Avoid marathon sessions and plan breaks into this time and ensure that you do something that creates a space between tasks and helps you to relax.

## **Your working environment**

Your environment is crucial to your ability to succeed. Ensure that you have a structured working environment that is well lit, comfortable and organised. Have a clear filing system and use folders with dividers for each subject.

## **Make full use of your teachers**

Ensure that you speak to your teachers regularly outside of lesson times. Being a 6<sup>th</sup> Form student means working in partnership with your teachers to achieve your potential. You should be clear about any written comments they have made, reflect on them and follow up on any questions you may have in relation to a taught lesson. Action planning as a consequence of this can really support your progress! Use the course specification, past papers, specimen papers, mark schemes, examiners' reports and other key information to discuss topic areas.

## **RESPONSE TO STUDENT FEEDBACK**

### **Collaborative Study Area**

In response to student feedback a collaborative study area is now available. Please book in using the signing in sheet on the door of S1 – one group only, maximum 8 students at one time. This is solely for the purpose of working together on a key task in relation to one of your subject areas. Please note that you are responsible for leaving the room clean and tidy at the end of the session.

### **Relaxation Area**

In response to student feedback, the main room upstairs in the Sixth Form has been set aside as a relaxation and study area. We have fought hard to equip this room and ask that you respect this and keep it clean and tidy for all students.

## **CANCELLED LESSONS**

- If your teacher is absent or does not arrive for a lesson, check your emails to see if you have been sent any work. Completion of emailed work constitutes registration for the lesson.
- If there is no work, please email Mrs Donovan and she will give you an attendance mark.
- We endeavour to cover teacher absence from lessons. It is possible that a colleague from the same subject area may teach your lesson as part of an arrangement within the Department. Therefore, unless you hear otherwise via email you should go to the room your lesson is in as normal.

## ATTENDANCE ON A FRIDAY

Where key assessment points show that you are falling below your minimum expected grade or where a subject teacher makes a referral, you may be required to attend on a Friday. Staff have also used Fridays to provide additional coursework sessions for the whole class, for extra lessons to support groups of students and for 1-to-1 work. Register by swiping in with your lanyard in the usual way. This constitutes your attendance for the session. You should not commit to anything on Fridays that you cannot get out of, as you may be required to be in school at short notice.



# **STUDENT SUPPORT**

## **COMMUNICATION**

Communication is crucial; please feel free to contact the 6<sup>th</sup> Form Team at any time with queries or requests for support. You are expected to check your emails daily and check notice boards and the television screen in the downstairs study room for important updates.

## **PASTORAL SUPPORT**

Where you have concerns you should speak to your Tutors. Please note that in addition, Dr Ainsworth will be in her office each morning from 8.45 for drop sessions, to discuss any concerns you may have.

## **MENTORING TEAM**

You can discuss in confidence any issues that may affect your wellbeing or happiness with our Well-being Practitioner Lynn Gaskell. Due to confidentiality, parents and teachers are not routinely informed of these meetings. However, if you consent and if Lynn considers it necessary, information may be shared with parents and pastoral staff. She may pass on to the relevant authorities and parents any disclosures relating to violations of the law, child protection or the safety of others. Lynn is based over in Sixth Form. Her office is S4.



## **STRESS MANAGEMENT**

Stress is the body's reaction to something that seems threatening thus creating a physical, mental or emotional response. Stress causes a surge of adrenaline hormones in your body, which are released to boost your ability to deal with pressures or threats. Whether you sense danger – whether it's real or imaginary – the body's defences kick into high gear in a rapid, automatic process known as "fight or flight" reaction, or the stress response.

- Think and be positive. Congratulate yourself on your successes and view setbacks as an opportunity to learn.
- Have a varied lifestyle. Ensure that you vary work with some opportunities for relaxation.
- Remember that if things don't work, there is usually an alternative option, so keep calm. Sometimes you cannot always take the direct route to where you want to be.
- Talk to others about your feelings if you are feeling worried or anxious.
- Get plenty of sleep and don't work right up until bedtime. Allow your mind to wind down before going off to sleep.
- Break down tasks and make things more manageable
- Keep on top of your organisation and complete work in a calm environment, as far as possible.

## **MOBILE PHONES & HEADPHONES**

We understand that a mobile phone is part of everyday life and a convenient means of communication but you need to abide by school rules for usage. Mobile phones should not have a disruptive effect and should be used respectfully during the school day.

You may keep your phone with you but you must ensure that it is on silent during lesson time and you must not use it when walking around the main school, when lower school pupils may be around. You are, however, free to use your phone in the Sixth Form block but should avoid making/taking calls during private study. It is unlawful to use mobile phones to photograph, film or record others without their permission. The school can take no responsibility for mobile phones that are lost, stolen or damaged on the premises. You are also reminded that headphones should not be worn whilst in the Main School.

## **SIXTH FORM BURSARY**

Sixth Form students have the opportunity to apply for financial support from the Sixth Form Bursary Fund. The application is means tested on parental income. Applications will be assessed, and payments made directly to your bank account. This ensures complete confidentiality. Please contact Mr Pritchard for details of the bursary. Application forms can be collected from Mrs Donovan in the 6th Form office or from the School Website.

## **DROP IN SESSIONS**

We aim to provide where possible, drop-in sessions including with Lynn Gaskell, a nurse from Formby Clinic and with Fiona Unwin (independent Careers Adviser). These sessions will be advertised on the noticeboard opposite the "Snack Shack".

# **WELL-BEING**

We aim to complement your academic studies with a focus on your personal and social well-being

We will provide you with:

- opportunities to enhance your personal understanding
- opportunities to explore, respect, clarify and if necessary challenge, your own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies you need in order to live healthy, safe, fulfilling, responsible and balanced lives

We will assist you in making sure that:

- you know how to protect yourself in a variety of situations relevant to students of your age;
- you know how to keep yourself fit and healthy, emotionally and physically;
- you feel and are safe;
- you understand your rights and responsibilities as a learner and, where relevant, as an employee, a citizen and a consumer in the community;
- you can work cooperatively with others;
- learning programmes, both curricular and extra-curricular, allow you to explore personal, social and ethical issues and take part in life in wider society;
- you manage your own feelings and behaviour during learning sessions and at work.

## **SUPPORT AVAILABLE OUTSIDE 6<sup>TH</sup> FORM**

- Samaritans – [www.samaritans.org](http://www.samaritans.org)
- Feeling low – [www.depressionin teenagers.com](http://www.depressionin teenagers.com)
- Bullying – [www.bullying.co.uk](http://www.bullying.co.uk) or [www.antibullying.net](http://www.antibullying.net)
- Self Harm - [www.selfharnuk.or](http://www.selfharnuk.or) or [www.nshn.co.uk](http://www.nshn.co.uk)
- Bereavement – [www.winstonswhish.org.uk](http://www.winstonswhish.org.uk) or [www.rd4u.org.uk](http://www.rd4u.org.uk)
- Childline – [www.childline.org.uk](http://www.childline.org.uk)
- Questions about drugs - [www.talktofrank.com](http://www.talktofrank.com)
- Anxiety – <http://www.youngminds.org.uk/> or <http://youth.anxietybc.com/>
- Eating issues - [www.b.eat.co.uk](http://www.b.eat.co.uk)
- Safe counselling – [www.kooth.com](http://www.kooth.com)
- Mental health – [www.mymind.org.uk](http://www.mymind.org.uk) or [www.camhs-resources.co.uk](http://www.camhs-resources.co.uk)
- Students against depression – [www.studentsagainstd Depression.org](http://www.studentsagainstd Depression.org)
- Stonewall (LGBT) – [www.youngstonewall.org.uk](http://www.youngstonewall.org.uk) or [www.lgbt.foundation](http://www.lgbt.foundation)
- Young persons' advisory service – [www.ypas.org.uk](http://www.ypas.org.uk)
- Wellbeing Apps (motivating, Informative, Inspirational)[www.ted.com](http://www.ted.com)
- Kooth – [www.kooth.com](http://www.kooth.com)

## **ASSEMBLY/PSHE SESSIONS**

### **Assembly**

There are 8 Careers' sessions during period 1, throughout the year.

There will be a compulsory assembly prior to each of these sessions.

### **PSHE**

We held a focus group of Y12 students in July 2021 to gauge which areas they felt would be beneficial to cover for students of sixth form age; In addition to politics and voting which will be covered in an assembly, topics fell into 3 main categories.

### **Well Being**

- Positive mental well-being
- Love and relationships
- Addiction
- Healthy lifestyle
- Stress Management
- Sleep
- Mindfulness
- Growth mind set

### **Finance**

- Budgeting
- Understanding tax, national insurance, pensions, life insurance, credit rating, mortgages
- Student finance
- Cooking on a budget

### **Safety**

- Driving safely
- Safety on a night out
- Online safety including social media profile

Sessions will be delivered via 2 compulsory 2 hour sessions per year and through a series of optional sessions outside the school day.

# **DEVELOPING LIFE SKILLS**

Throughout your time in Sixth Form we strongly encourage you to challenge yourself, to try new things and to enhance your skills' profile outside the classroom. This will develop your confidence, resilience, independence and personal satisfaction, all of which support your academic achievement and preparation for life beyond Range!

You can do this in many ways. For example:

- voluntary work
- community-based programmes
- leisure and sporting opportunities
- information through lectures and guest speakers to support your development
- Sixth form based clubs and societies

When opportunities come your way, consider getting involved! You may surprise yourself!

“

The 2:1 degree is losing its shine as the gold standard for getting a job as employers increasingly value leadership and communication skills over academic achievement.

”

We expect all Sixth Form Students to support the school community. There are many ways in which you can do this, see 'roles and responsibilities'



**Top ten skills recognised as essential for employment and university**

<b>1. Verbal Communication</b>	To express your ideas confidently and clearly through speech
<b>2. Team Work</b>	To be able to work confidently within a group
<b>3. Commercial Awareness</b>	Understanding the commercial realities affecting an organisation
<b>4. Analysing &amp; Investigating</b>	Being able to gather information systematically to establish facts and principles. Problem Solving.
<b>5. Initiative</b>	Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions
<b>6. Drive</b>	Determination to 'get things done'. Make things happen and constantly look for a better way to do things
<b>7. Written Communication</b>	To be able to express yourself clearly in writing
<b>8. Planning &amp; Organisation</b>	The ability to plan activities and carry them through effectively
<b>9. Flexibility</b>	To be able to adapt to changing situations and environments
<b>10. Time Management</b>	The ability to manage time effectively, prioritising tasks & meeting deadlines.

# THE EXTENDED PROJECT QUALIFICATION (EPQ)

You will have the opportunity to take this additional qualification.

EPQ allows you to embark on a largely self-directed and self-motivated project with the support of a supervisor. You must **choose a topic, plan, research and develop your idea** and decide on the finished product. We encourage creativity and curiosity. A project may or may not be directly related to your main study programme.

A **finished product** may take the form of a:

- Research based written report
- Production\* (charity event, fashion show or sporting event etc.)
- An artefact\* (piece of art, a computer game or realised design)

\*A written report must accompany these options.

You must also record your project process in your Production Log. This is as important as the finished product. Both the Production Log and Product will be assessed.

For further information contact Ms Gooding on [rg@range.sefton.sch.uk](mailto:rg@range.sefton.sch.uk)



# **ROLES & OPPORTUNITIES**

## **YEAR 12/13 SUBJECT AMBASSADORS**

The role of the Subject Ambassador is as follows:

- ❖ To promote and advertise the subject area you represent; including at Sixth Form Information Evening and Year 9 Option Evening;
- ❖ To act as an academic link and support for other Year 12 and 13 students working in your subject area;
- ❖ To liaise with subject staff. This may include setting up a subject-based society, club or study group consisting of interested Year 12 and 13 students;
- ❖ To work with subject staff to support lower school classes and departmental events;
- ❖ To help deliver subject-based assemblies to lower school pupils;

***Please speak to your subject teachers to ask about the possibility of becoming a subject ambassador. They will be looking for enthusiasm for the subject, ability in the subject area and commitment.***

## **CREATIVE COUNCIL & CREATIVE CAPTAINS**

### **What is a Creative Councillor?**

We are looking for enthusiastic, outgoing, and friendly students, who have an interest in the arts, which they want to share. A Creative Councillor is someone who acts as a communication bridge between students and the arts' subjects. Students should love the arts and have the ability to help the arts' subjects including Art, Music, Dance, Drama and Photography by becoming a school community networker. The objective of the Creative Council is to spread the word about arts and cultural events and represent the views and aspirations of the Student community. Two students, a boy and girl, from each year will be selected for this role.

## What do Creative Councillors do?

Creative Councillors are involved in school and the wider context with a range of activities, for example:

- increasing attendance through word of mouth promotion of arts' events at school
- selling and distributing tickets;
- raising awareness, interest and support of the arts;
- helping attenders, such as primary pupils, to feel comfortable during visits to school;
- consulting with target communities such as other pupils, primary pupils and other members of the wider community on an informal basis;
- offering advice and input on which arts events happen at school such as performances, trips and primary workshops;
- following up a visit: gaining feedback from attendees;

## Selection Process

Applicants will be selected based on the information provided on the Creative Councillor's application. All applications must be submitted via the online form. The application is designed to better inform us about your personal background, experience, and interest in the Creative Council programme. If you have any questions about the application or selection process, please see Mrs Fox or email her on [ef@range.sefton.sch.uk](mailto:ef@range.sefton.sch.uk)



## NUMBER BUDDIES & READING LEADERS

To become either a number buddy or reading leader you must be confident to read with younger pupils and/or support pupils with numeracy. The programme encourages pupils in younger year groups. This is an excellent way to help develop your communication and leadership skills in preparation for university and employment.

## SPORTS LEADERS

Sports' Leaders help maximise the number of pupils taking part in and enjoying PE, enhancing leadership skills at the same time.

### **Skills:**

- Organisation
- Being a role model
- Teamwork
- Confidence
- Motivational Tools
- Communication (verbal and non-verbal)

You will be viewed as somebody with leadership experience of young people. Your willingness to volunteer your time for the benefit of others will also be noted. It is a chance to develop organisational, motivational and communication skills, whilst also focusing on being positive role models in sport, mentoring others, and using leadership skills in a variety of settings. It is a very useful qualification to hold if you plan to work with young people in the future, perhaps as a teacher, coach, social worker or health worker.



## HEAD STUDENT TEAM

### **JOB DESCRIPTION:**

#### **Purpose:**

To make sure that student voice is represented in key decision making and developments within the Sixth Form and the school.

To work with younger pupils, in a supportive, caring and academic capacity.

To represent the Sixth Form and student body at a variety of public functions during the year, including open evenings and presentation evenings.

To communicate confidently with adults and students individually and as part of group.

To demonstrate good organisational and communication skills and have a mature and thoughtful outlook.

#### **Reporting to:**

Headteacher – **Mr McGarry**

Assistant Headteachers – **Dr C Ainsworth and Mr D Cregeen**

Sixth Form Admin Officer – **Mrs Donovan**

#### **Main Duties:**

- To attend, organise and plan regular meetings and ensure that decisions are carried out;
- To represent and speak for all students in the Sixth Form and support and prepare activities which encourage and support the learning of others;
- To be internal and external ambassadors for the school and to act as role models for all pupils;
- To provide a presence in lower school and to have a positive impact on younger pupils' "Range" experience;
- To work with lower school council representatives;
- To give key presentations/speeches, for example to prospective parents and students at the Sixth Form Open Evening and at presentation evenings;
- To greet important visitors.
- To attend the annual carol service.
- To plan and present at least one assembly to all year groups.
- To report to the Trustees on a termly basis on how student voice has had an impact on planning.

#### **Additional Duties:**

- Assisting with the organisation of Year 13 Leavers' Prom as appropriate
- Charity and fund-raising events



### Personal Qualities:

- Leadership
- Team work
- Time-management and very good organisational skills
- Ability to talk confidently and appropriately to parents / Carers and staff
- Ability to talk confidently and appropriately to pupils
- Willingness to get to know the pupils in the lower years
- Politeness
- Maturity
- Clear judgement
- Responsibility
- Reliability



# **CAREERS**

## **The following will be covered during careers' sessions in Year 12:**

- Transition into Key Stage 5
- Options at 18
- University applications – introduction and registration
- Preparing for employment, apprenticeships and university
- Financial management

In addition, there will be a Higher Education Conference in June and a Higher Education Evening in June/July.

## **The following will be covered during careers' sessions in Year 13:**

- University applications and employment
- Study skills for university
- The labour market
- Taking a gap year
- Employment and apprenticeships
- Future planning

# YEAR 12 WORK EXPERIENCE

You will have the opportunity to participate in a week long Work Experience placement as part of your ongoing careers' education and in preparation for the world of work.

## **On Work Experience you will:**

- Gain skills from researching and organising your placement;
- Gain personal experience of the demands of being an employee;
- Improve your understanding of the employer's sector of industry;
- Improve awareness of routes into careers;
- Develop key employability skills;
- Improve confidence and independence;
- Be able to apply your learning to the wider community;

Work experience week will take place in July.



# **APPLYING TO HIGHER EDUCATION**

## **Why go?**

Graduates are 50% more likely to get a good job than non-graduates

Graduates earn approximately 45% more over their lifetimes.

As students, you have the benefit of academic personal independence and increased social opportunities.

## **Which course?**

Britain offers the largest choice of courses in Europe. More than 50,000 courses are available at over 330 institutions. Remember to consider the following:

**Course** – Type, duration, entry requirements, subject – single or combined subjects.

**City** – Distance from home, cost of living, environment, transport links, services and facilities.

**Campus** – Accommodation, provision for Year 1 students, services and value for money

**Career** – Employment opportunities upon completion of course

Applications for the majority of higher education courses are made through UCAS. The UCAS directory lists all participating institutions. Log onto [www.ucas.com](http://www.ucas.com)

Speak to your tutor or Ms Gooding about the correct method of application. They will provide you with the information you need to make your online application. You are allowed to choose up to five courses from the full range of institutions.

You need to apply between **early September** and **mid-January**.

UCAS circulates your application form to all of your chosen institutions

University/Admissions tutors assess each application.

UCAS will issue you with a personal ID number; this will enable you to log onto UCAS track to check the progress of your application.

Decisions and offers are made via **UCAS track**.

**Offer types:**

*Conditional* – To be accepted, you need to achieve a certain points score or grades

*Unconditional* – Your place is not determined by points / grades

*Changed Course Offer* – A different course is offered from the one applied for

*Unsuccessful* – The university is not able to offer you a place

**Choices**

After you receive offers you will be asked to make 2 choices:

**Firm Choice** – Your first choice - ensure you have a realistic chance of meeting the entry requirements

**Insurance Choice** – Your second choice - usually has lower entry requirements than the Firm. UCAS Extra will give you a further opportunity to make additional choices if you have been unsuccessful in your initial choice(s)



# UCAS TARIFF TABLE

BTEC Nationals (QCF)									
Extended Diploma		Diploma		90 Credit Diploma		Subsidiary Diploma		Certificate	
D*D*D*	168	D*D*	112	D*D*	84	D*	56	D*	28
D*D*D	160	D*D	104	D*D	78	D	48	D	24
D*DD	152	DD	96	DD	72	M	32	M	16
DDD	144	DM	80	DM	60	P	16	P	8
DDM	128	MM	64	MM	48				
DMM	112	MP	48	MP	36				
MMM	96	PP	32	PP	24				
MMP	80								
MPP	64								
PPP	48								

**New Tariffs: For courses starting September 2017**

The methodology for the new tariffs is completely different from the old system points are not comparable – not all tariffs/qualifications are shown – see UCAS.com to confirm tariff for your qualifications

A levels and AS – GCE & VCE									
GCE & AVCE Double Award		A level with additional AS		GCE A level and AVCE		GCE AS Double Award		GCE AS & AS VCE	
A*A*	112	A*A	76	A*	56	AA	40	A	20
A*A	104	AA	68	A	48	AB	36	B	16
AA	96	AB	64	B	40	BB	32	C	12
AB	88	BB	56	C	32	BC	28	D	10
BB	80	BC	52	D	24	CC	24	E	6
BC	72	CC	44	E	16	CD	22		
CC	64	CD	42			DD	20		
CD	56	DD	34			DE	16		
DD	48	DE	30			EE	12		
DE	40	EE	22						
EE	32								

# **IMPORTANT EVENTS TIMELINE**

	<b>MONTH</b>	<b>IMPORTANT EVENTS / DEADLINES</b>	<b>DONE</b>
Year 12	May & June	Begin UCAS process at HE Events and in school / college Research courses / universities and UCAS system. Obtain information on courses / universities. Receive careers guidance from professionals. Visit universities. Attend open day events.	
	July & August	Start to produce UCAS application and personal statement. If applying for medicine, dentistry, veterinary or Oxbridge it is particularly important that you complete this over the summer.	
Year 13	September	Hand in first draft of personal statements to tutors.	
	October	Deadline for completed applications to be received by UCAS for medicine, dentistry, veterinary and Oxbridge applications.	
	January	Deadline for all UK university applications (except some Art & Design courses). Some students will now begin to receive decisions. This is also the time to apply for your student finance on the website: <a href="http://www.studentfinance.direct.gov.uk">www.studentfinance.direct.gov.uk</a>	
	February	'UCAS Extra' can be used if all choices are used up and you have been unsuccessful. You can add another course/university choice up until clearing begins.	
	March	Deadline for some Art & Design courses.	
	August	Results Day Clearing system starts.	
	September	University start date.	

# **LOCAL RESEARCH FACILITIES**

Researching information for your A Level and BTEC courses as well as for extended project, provides the ideal opportunity to make use of the wealth of material that is available within our region. At University you will be expected to study independently. Therefore, undertaking the preparation required for your extended project for example, gives you a chance to explore our local University and City Libraries - providing an introduction to the services that are offered and the chance to experience a small element of University life.

Our local libraries in Southport and Formby make use of an Inter Library Loan scheme but the material does not always arrive quickly. The larger libraries hold more comprehensive stocks of specialist materials.

Liverpool Central Library allows you to borrow up to 14 books at a time. The University Libraries will not loan books but you may use their facilities, with restrictions, for reference purposes.

## [Liverpool Central Library](#)

**William Brown Street 0151 233 3069**

### **Opening times**

**Monday - Friday: 9.00 A.M - 3.00 P.M**

To join bring ID that includes your name & address, ie: driving licence or passport.



Liverpool Hope University

Sheppard-Worlock Library

Hope Park

You must apply for a Library Reference ID card in advance and remember to produce it for entry. Opening hours change on a termly basis. Check in advance. They operate a strict No Card/No Entry policy.

Manchester University

John Rylands Library  
Oxford Road  
Manchester

0161 275 3751

You must apply for a Library card in advance of your visit.

Call in advance.

Application forms available from the School Library

Facilities are available for reference use:  
Monday to Friday during University Semesters  
From 4pm until closing time  
Saturday: 10.00 am - 5.00 pm  
Sunday: 12.00 - 5.00pm

