

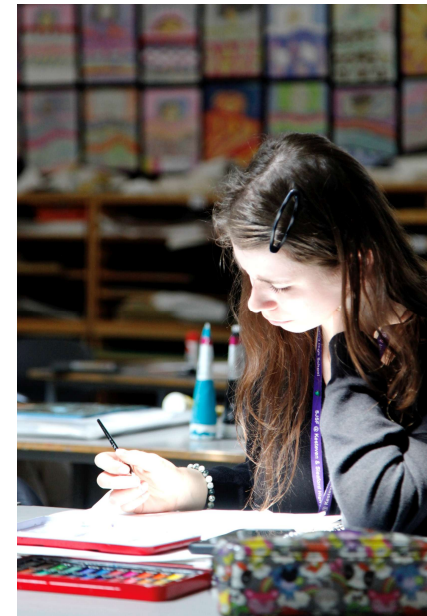
# The Sixth Form Team

|                    |                                   |                       |
|--------------------|-----------------------------------|-----------------------|
| Miss Sarah Chant   | Head of Sixth Form/Careers Leader | KS5 Office            |
| Mrs Emily Cook     | Sixth Form Administrator          | KS5 Office            |
| Mrs Amy Ellison    | Sixth Form Tutor                  | 12A                   |
| Mr James Cassidy   | Sixth Form Tutor                  | 12F                   |
| Miss Astrid Natley | Sixth Form Tutor                  | 12L                   |
| Mrs Sarah Ross     | Examinations Officer              | School Office         |
| Mrs Amy Kopsidas   | Designated Safeguarding Lead      | Assistant Head Office |
| Mrs Kaylie Brown   | SENCO                             | Assistant Head Office |
| Mrs Michelle Watts | Pastoral Manager                  | The Hub               |
| Mr Brendan Rooney  | Enrichment Lead                   | PE Office – Carre's   |

# Year 12 Parent Information Evening



September 2026



# The Sixth Form Team

|                                            |                                   |
|--------------------------------------------|-----------------------------------|
| Miss Sarah Chant                           | Head of Sixth Form/Careers Leader |
| Mrs Emily Cook                             | Sixth Form Administrator          |
| Mr Rob Stone                               | Sixth Form Tutor 12A              |
| Mrs Kerry Fairhead                         | Sixth Form Tutor 12F              |
| Mrs Emma Taylor &<br>Miss Emily Cartwright | Sixth Form Tutors 12L             |
| Mrs Sarah Ross                             | Examinations Officer              |
| Mrs Amy Kopsidas                           | Designated Safeguarding Lead      |
| Mrs Kaylie Brown                           | SENCO                             |
| Mrs Michelle Watts                         | Pastoral Manager                  |
| Mr Brendan Rooney                          | Enrichment Lead                   |



# Our Aim

To help each student to achieve their full potential:

- Qualifications which open doors
- A place at their preferred post-18 institution or employer
- Skills for life enabling them to become an active citizen

# We will...

- Track your child's academic progress
- Discuss causes for concern from subject teachers and praise successes
- Discuss strategies for support, if required
- Monitor attendance at all lessons and tutorials
- Provide pastoral support and care, when needed
- Communicate with you about your child's progress and if there are any problems
- Provide guidance about post-18 options
- Provide opportunities for extra-curricular activities



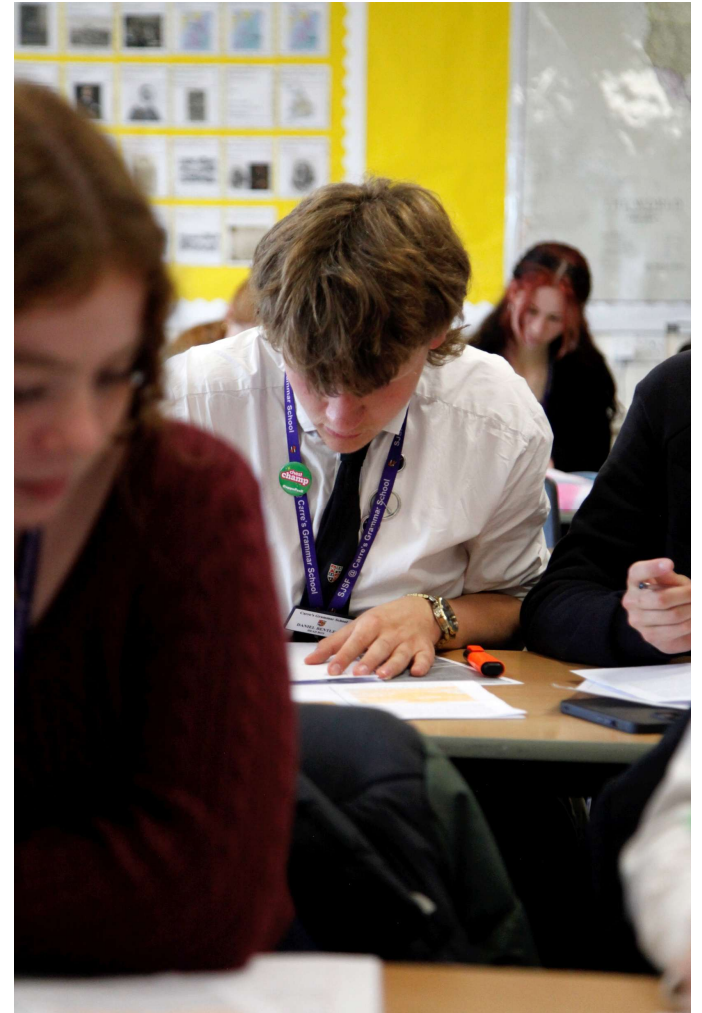
# We expect our students to...

- Work hard – to the best of their ability
- Have good attendance and punctuality
- Follow the Sleaford Joint Sixth Form Code of Conduct
- Not to undertake more than 8 hours a week of paid employment
- Talk to us – Tutors, Sixth Form Team, Subject Teachers
- Participate in enrichment activities and the wider life of the school



# We would like you to...

- Encourage your child to achieve their best
- Attend parents' evenings
- Communicate with us – Tutors, Sixth Form Team, Subject Teachers
- Let us know about absences in advance or on the day (MCAS, phone or e-mail)
- Let us know any issues at home/out of school that may affect your child in school
- Let us know about any concerns you have about their progress earlier rather than later





## Sixth Form Attendance

- Morning registration with tutors starts at 8.45am for all students
- 95% attendance is a government expectation
- Below 90% parents/carers will be informed by letter and we may want to discuss this with you.
- Attendance is expected at:
  - Tutor time
  - All lessons
  - Official timetabled supervised study sessions
  - Core/assembly
  - Extended Project Qualification lessons (if selected)
  - Wednesday afternoon Enrichment sessions



## Planned Absences

If a student takes time out of school for a medical/dental appointment, university open day, interview, work experience or sport activity which has not been arranged through the school, the student must collect, complete and return an '**Planned Absence**' **form** from the Sixth Form Office or Reception.

Requirement for students to get a **signature from their teachers (for missing lessons) and a parent/carer.**

Driving lessons – in FREE lessons only.

Strongly advise against term-time holidays – but the **Leave of Absence Request form** should be used (school website) – Headteacher authorises or not.

# Unexpected Absences Procedure

- If there is a genuine reason for absence, a parent/carer must message via MCAS or inform KSHS Reception (answerphone) before 8.45am.
- The office will pass this information to Mrs Cook, Sixth Form Administrator. If we have not been given a reason for absence, then Mrs Cook will contact the parent/carer to find the reason for absence.
- Most references for employers/Higher Education require data about attendance and punctuality. It is, therefore, essential for students to maintain an excellent attendance record.
- An attendance and punctuality check will be made weekly and if this gives us cause for concern, a parent/carer will be informed and it is possible that the Sixth Form Discipline Code will be used.

## Formal Disciplinary Procedure



**Detentions.** For minor breaches of school rules. 20 minutes at Break.

For more serious/persistent breaches:

**Stage 1.** An official **verbal warning** will be issued by a member of the Sixth Form Team. A letter will be sent home to explain that a verbal warning has been issued.

**Stage 2.** A **written warning** will be issued by the Head of Sixth Form. A copy of the written warning will be sent home.

**Stage 3.** A **written warning** will be issued by the Head of School. A copy of the warning will be sent home.

**Stage 4. Headteacher's review.** A review of the students' place within the Sixth Form will be conducted. Parents/carers and the student will attend a review meeting.

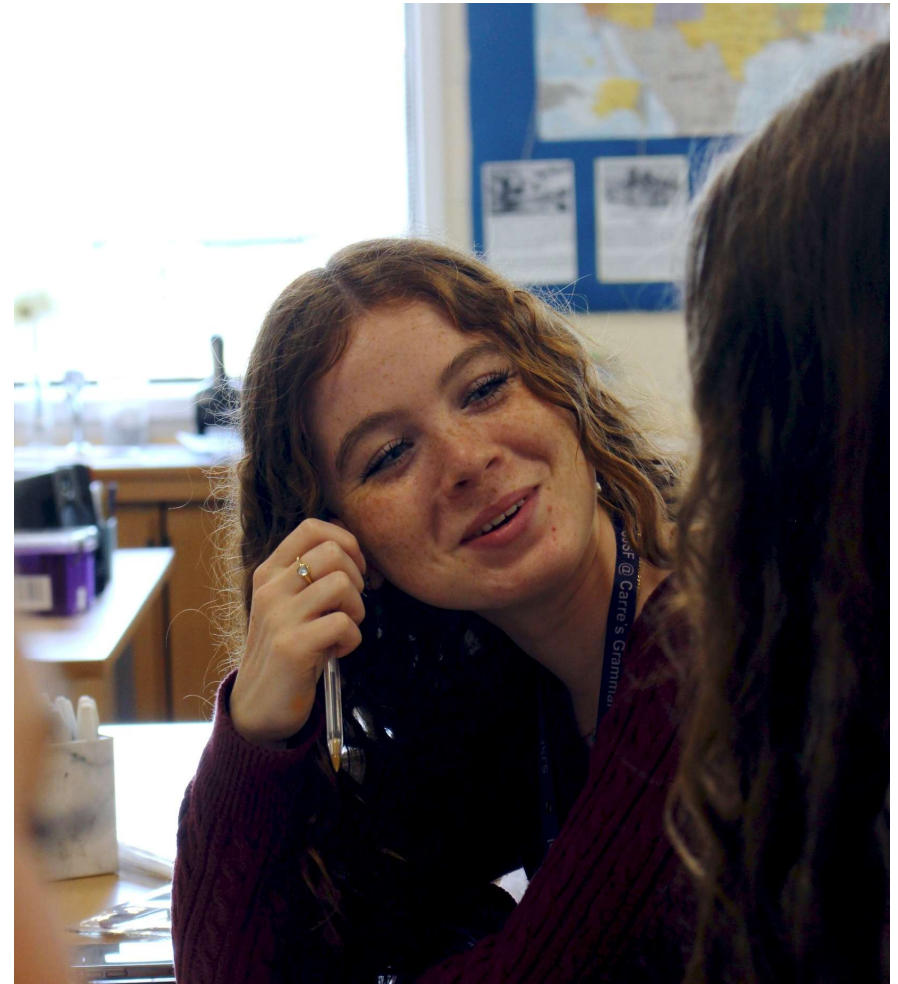
# Mobile Phone Use in sixth form



- Gate-to-gate policy – not seen, not heard. Includes headphones.
- Sixth Form privileges: sixth form common room, form room, library/supervised study – for work purposes or music.
- If seen outside these spaces/times, it will be confiscated at the base school, or a warning given at another school.
- Names recorded, sanctions if over 5 offences.

# Rewards

- Intrinsic rewards in sixth form
- Recognition for good attendance and progress – letters home; prize draw.
- Subject awards
- Roles of Responsibility awarded
- Senior Prizegiving event
- Cinema trip



# SJSF Dress Code



A choice of:

- Smart, formal suit with shirt and tie
- Smart, formal jacket, skirt/trousers and blouse/top
- Smart, formal jacket and dress

In addition:

- Smart, formal footwear
- In colder weather, a smart jumper or cardigan may be worn *under* the jacket, but not instead of.
- If a coat is worn, it is as well as, not instead of, the jacket.
- The SJSF purple lanyard, provided by the base school, must be worn at all times.

# Support and Guidance - The Role of the Tutor

- The tutor is the first point of contact for parents/carers and students for any concerns arising through school work or any other issues.
- All Year 12 and 13 students meet for registration in the morning with their tutor.
- The tutor is the academic and pastoral mentor and will monitor attendance and progress. They will be one of the people students can turn to if they needed advice, including Career and Higher Education advice.
- Tutors undertake regular academic reviews with their tutees to discuss their progress and offer praise and support as required.
- The tutor will be responsible for writing the reference when a student applies for university, employment or apprenticeships.



# KSHS – Where you can go for help and support

## Listening Service



**Tier 5**  
External agencies and professionals

Engagement with external services such as Healthy Minds, MHST and CAMHS. We can talk to you about how you can be referred for this support. CASY counselling is also used within the school to support some students, please talk to your Head of Year, or any member of the Listening service.

**Tier 4**  
Listening Service, ELSA and in school support groups

Speak to your Head of Year to access support from the Listening service or ELSA. Join or drop into the lunchtime support groups in the pastoral HUB.

**Tier 3**  
Head of Year

You can talk to your Head of Year; Heads of Year can be found in the HUB. Heads of year may be able to signpost you to access appropriate support.

**Tier 2**  
Wellbeing Ambassadors

Sixth form Wellbeing Ambassadors are available at certain lunchtimes in the Wellbeing HUB (C6). Ask your form tutor about this or pop in and have a chat with the Wellbeing Ambassadors about anything you are worried about.

**Tier 1**  
Universal Support  
Form Tutors, Tutor activities, Personal development and PHSE activities, newsletter articles and wellbeing services. The library and wellbeing Hub are spaces for you to use to promote wellbeing.

Many of the themes and activities in assemblies, Core and tutor time are designed to help you consider how to help support your own (and other peoples') wellbeing and mental health. Speak to your form tutor if you are worried.

**KSHS Peer mentor**



**KSHS Wellbeing Ambassadors**



# Personal Development Curriculum

## What?

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Study Skills: VESPA

V: Vision  
E: Effort  
S: Systems  
P: Practice  
A: Attitude

## When/how?

- Core Sessions
- Assemblies
- Tutor Time
- Careers Events
- Enrichment

Financial  
choices

Healthy  
relationships  
and consent

Healthy life  
styles

Mental  
health and  
wellbeing

Employment rights  
and responsibilities

Career  
planning

Media literacy  
and digital  
resilience

Managing risk and  
personal safety

# The Independent Learner

- Use supervised study periods wisely: a **minimum** of 15 hours independent work each week outside the taught lessons in class.
- Year 12 have 3 formally registered supervision periods per week
- Students can decide where to work on-site in other non-contact periods
- If students are behind, this will be increased as part of their support plan.

*"The simple answer is that studying, studying and studying some more is the key to success. You will find that without doing so you will be rather disappointed in your results. In my case it was only by being truly shell-shocked by my Year 12 results that I have got out of the mindset of coasting along".*

*"In the Sixth Form it is essential that you move away from the idea that 'homework', set by the teacher is the only work to be done out of lessons."*

# Tracking Grades, Reports, Parent Evenings

## **Tracking grade information will include:**

- Target Grade – based on overall GCSE results
- Effort Grades
- Concern Codes

## **Dates of issue of Tracking Grades and Reports:**

- Tracking 1: early November
- Tracking 2: end of Term 2
- **Parent Evening: Wednesday 14th January**
- Tracking 3: March
- Tracking 4 (and examination results): end of May
- Year 12 Report: June

## **Dates of Formal Assessments & Internal Exams:**

- w/c 20 April (Internal Exams)
- w/c 22 June (Internal Exams)

## Continuation of a Subject into Year 13



- Year 1 content internally examined at the end of Year 12; students must pass to progress to Year 13.
- Support plans if required after April exams.
- Students will, wherever possible, continue all subjects/courses through to Year 13.
- Vital that students have selected appropriate subjects for their ability, future career requirements and enjoyment.
- Hard work is essential; building a firm foundation for Year 13.
- Formal Assessments and examinations in Year 12 are part of the formal tracking system.
- BTEC and CTEC courses – students must complete all the required Year 12 units to be able to progress to Year 13 on these courses.

## Planning for the Future – Advice from Sixth Form Students

- *“Have a good idea early in Year 12 about what you want to do after Sixth Form. Plan and research. It helps to keep you motivated and you have something real to work towards.”*
- *“Use the Unifrog online careers destination platform throughout Year 12. It is the place where students can compare every university course, apprenticeship and FE course in the UK. It also has very helpful information about writing personal statements and CVs.”*
- *“Don’t turn down any opportunity to take part in extra-curricular events, because you will regret it when the time comes to write your personal statement.”*

# Year 12 Career Planning

Exploring post-18 possibilities is the main feature of Friday Core sessions and our tutor programme.

- Unifrog Online Careers Platform.
- UCAS website.
- Apprenticeships: <https://www.gov.uk/apply-apprenticeship>
- Careers meetings (external agency)
- Guest speakers
- Open Days (SJSF trip to university or apprenticeship event - Term 6)
- SJSF Careers and Apprenticeship Fairs
- Oxbridge Conference
- University, Apprenticeships & the Future Evening (June)

*“Know where you want to go; be flexible with how you get there”*



| Quizzes                                                          | Recording                                                                                       | Searching                                                             |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <div><b>Skills profile</b><br/>✓ Quiz last taken 31 Oct 24</div> | <div><b>Activities</b><br/>✗ Recorded at least 10</div>                                         | <div><b>UK universities</b><br/>2 shortlists</div>                    |
| <div><b>Quiz profile</b><br/>✓ 4 of 4 quizzes complete</div>     | <div><b>Skills</b><br/>✗ Completed all 12</div>                                                 | <div><b>European universities</b><br/>0 shortlists</div>              |
| Exploring                                                        | <div><b>Interactions</b><br/>✗ Missing 5 Interaction types</div>                                | <div><b>Oxbridge</b><br/>0 shortlists</div>                           |
| <div><b>Careers library</b><br/>✓ Careers favourited</div>       | <div><b>Academics</b><br/>✗ 1 Classes, 1 Predict missing</div>                                  | <div><b>Apprenticeships</b><br/>0 shortlists</div>                    |
| <div><b>Subjects library</b><br/>✗ Subjects favourited</div>     | <div><b>Placements</b><br/>✗ No placements added</div>                                          | <div><b>College / Sixth Form</b><br/>1 shortlist</div>                |
| <div><b>Know-how library</b><br/>✓ Guides favourited</div>       | Materials                                                                                       | <div><b>Irish universities</b><br/>0 shortlists</div>                 |
| <div><b>Courses</b><br/>✗ No courses added</div>                 | <div><b>UK personal statement</b><br/>✗ Subject added</div>                                     | Connecting                                                            |
| <div><b>MOOCs</b><br/>You have 1 shortlist</div>                 | <div><b>Subject References</b><br/>✗ Overall Ref not finished / 1 Sub Ref, 1 not finished</div> | <div><b>Unifrog events</b><br/>Interact directly with experts</div>   |
| <div><b>Read, Watch, Listen</b><br/>✗ Profiles favourited</div>  | <div><b>CV / Resumé</b><br/>✓ Tweak your CV for each role</div>                                 | <div><b>Talent pool</b><br/>✗ Not joined</div>                        |
| <div><b>Special opportunities</b><br/>0 shortlists</div>         | <div><b>Notes for Reference writers</b><br/>✗ 2 notes missing</div>                             | Applications                                                          |
|                                                                  |                                                                                                 | <div><b>Post 18 Intentions</b><br/>✗ Plan A and Plan B complete</div> |

## Post-18 Planning

During Year 12, all students are expected to:

- Explore potential post-18 routes (university, apprenticeships, degree-level apprenticeships, employment, gap years, studying abroad)
- Be curious – ask questions, research opportunities
- Participate in all morning registration activities and attend all Core sessions.

UCAS applications start June 2027; January 2028 deadline

Apprenticeships are often later (January to June 2028) but not always!

Predicted grades will be based on performance in Year 12 and the October tracking grades in Year 13.



# Core Programme

Students are expected to attend a bi-weekly Core session. Sessions include:

- How to get the most out of sixth form
- Careers and Work Experience
- Employability skills workshop
- Why think about Higher Education?
- Apprenticeships
- Support for Early applicants: Medics, Dentists, Vets, Oxbridge
- VESPA study skills & Revision
- Choosing the right HE course and studying abroad
- Blood, stem cell and organ donation
- Breast Cancer Awareness
- Driver Safety & Risky Behaviour
- Writing your personal statement
- Student Finance and Budgeting

# Enrichment

- Opportunities for students to broaden their Sixth Form experience beyond their subjects.
  - Helps with personal development (transferrable skills) and impresses universities and employers – makes students stand out!
- 
- Extended Project Qualification
  - MOOCs
  - Work Experience/Volunteering
  - Cooking & Living on a Budget
  - Book Club
- Sport – football, rugby, netball, indoor sport, fitness suite, fitness classes, racket sports
  - Duke of Edinburgh Award
  - Roles of Responsibility e.g. House Captain, Form Prefect, School Council



# Extended Project Qualification

- Students can choose to take Extended Project/EPQ.
- Lessons: 1-hour per fortnight of formal lessons.
- Out of lessons: expectation of an additional 2 hours of private study.

## Past questions:

- Dissertations:
  - What is the Inverse Care Law and how is it influenced?
  - To what extent does the football industry operate as a business?
  - The impact of Post-Polio Syndrome: is a generation being failed by a lack of research?
  - Were serial killers from the 1950s onwards predisposed to kill?
  - Is the NHS nursing shortage in England due to inadequate pay?
  - What are the causes, effects and current solutions to plastic pollution in the North Pacific ocean?
  - Does China need feminism?
- Artefacts: A play; a graphic design poster; novel; work of art; robot.

# 16-19 Bursary



- A discretionary fund to support eligible young people with the costs of transport, books, educational visits or other course materials or equipment essential to successfully completing their programme of study.
- Information and application form – on sixth form area of KSHS website or students can collect from the Sixth Form Office.
- Deadline: 21 September – but can apply at any time

# Types of Bursary



## **Vulnerable Student Bursary (Up to £1,200 per annum)**

Students are automatically eligible if they meet one or more of the following criteria and provide evidence:

- In care or a care leaver
- In receipt of Income Support in their own right
- In receipt of Universal Credit in their own right
- In receipt of Employment and Support Allowance (ESA) and Universal Credit in their own right

## **Discretionary Bursary**

- The discretionary bursary supports students who do not meet the vulnerable criteria but face genuine financial hardship.
- Awards are based on household income, personal circumstances, and costs directly linked to participation in education.

## 5. Income Thresholds for Discretionary Bursary Eligibility

Household income is assessed using **gross annual income** and verified through official documentation.

| Annual Household Income | Typical Level of Support                                     |
|-------------------------|--------------------------------------------------------------|
| Up to £25,000           | High priority – higher rate of support                       |
| £25,001 – £30,000       | Medium priority – partial support                            |
| £30,001 – £35,000       | Low priority – essential costs only                          |
| Above £35,000           | Normally not eligible unless exceptional circumstances apply |

**Exceptional circumstances** may include:

- Sudden loss of income
- Multiple dependants in education
- Significant medical or care-related costs
- Young carers or estranged students

The Trust reserves the right to exercise discretion where evidence demonstrates genuine need.

# Uses for bursary money

Bursary funding may only be used to support participation in education, including:

- Transport to and from school or college
- School meals or subsistence during the school day
- Course-related books, equipment, or materials
- Uniform or specialist clothing
- Educational visits or fieldwork
- Essential IT equipment or digital access



# Work Experience 19-21 July 2027

- At the end of the Summer Term, all Year 12 students in the SJSF are expected to complete work experience.
- Students should start planning this as early as possible.

## What should students be doing:

- Write to employers of interest to request a placement (following up with a call if necessary).
- Once confirmed, complete the 'Placements tool' on Unifrog.
- This generated e-mails to parents and the employer.





Thank you for listening.