

**BEAL SIXTH FORM**  
ONE SIXTH FORM - TWO SITES - THREE PATHWAYS

The Forest Academy Campus  
Harbourer Road, Hainault,  
Ilford, Essex, IG6 3TN

Tel: 020 8501 6672

Email:  
sft@theforestacademy.co.uk

# The Forest Academy Campus **Student Handbook**

**\*\*\* 2024 – 2025 Edition \*\*\***

## *What We Expect From Our Students*



***The Forest Academy Campus of Beal Sixth Form is a caring, supportive and ambitious learning community where every student is prepared for a lifetime of success.***

We pride ourselves on our pastoral system and the individual care and support we offer all of our students. As a successfully developing sixth form we have the highest expectations of our students in all aspects of sixth form life.

**All new and existing students should familiarise themselves with the guidelines and codes of conduct set out in this handbook.**

# Beal Sixth Form's Compelling vision for success

To Succeed at Beal Sixth Form, ALL Students MUST:

1. **Actively participate in all aspects of sixth form life.**
2. **Behave with HONESTY, INTEGRITY and MATURITY.**
3. **Strive for the best results academically, working their hardest to reach their full potential.**
4. **Serve the whole school community as a positive role model.**
5. **Achieve *at least* 95% attendance and punctuality.**



## MY DETAILS

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_ Form Room \_\_\_\_\_

Form Tutor \_\_\_\_\_

### The Forest Academy Campus Sixth Form Team & Contacts 2024-2025

**Mrs V Matharu – Director of Sixth Form, Assistant Principal**

VMatharu@theforestacademy.co.uk

**Mr F Nortey – Head of Year 12 & Year 13 (Level 3)**

fnortey@theforestacademy.co.uk

**Mr A Lamont – Head of Year 12 (Level 2) & Progression  
Coordinator**

ALamont@theforestacademy.co.uk

**Miss Jenni Cook – Sixth Form Student Services Manager**

j.cook@theforestacademy.co.uk

**Miss A Baldock – Admin Assistant** (2 days – TFA, 3 Days – BHS)

abaldock@bealhighschool.co.uk

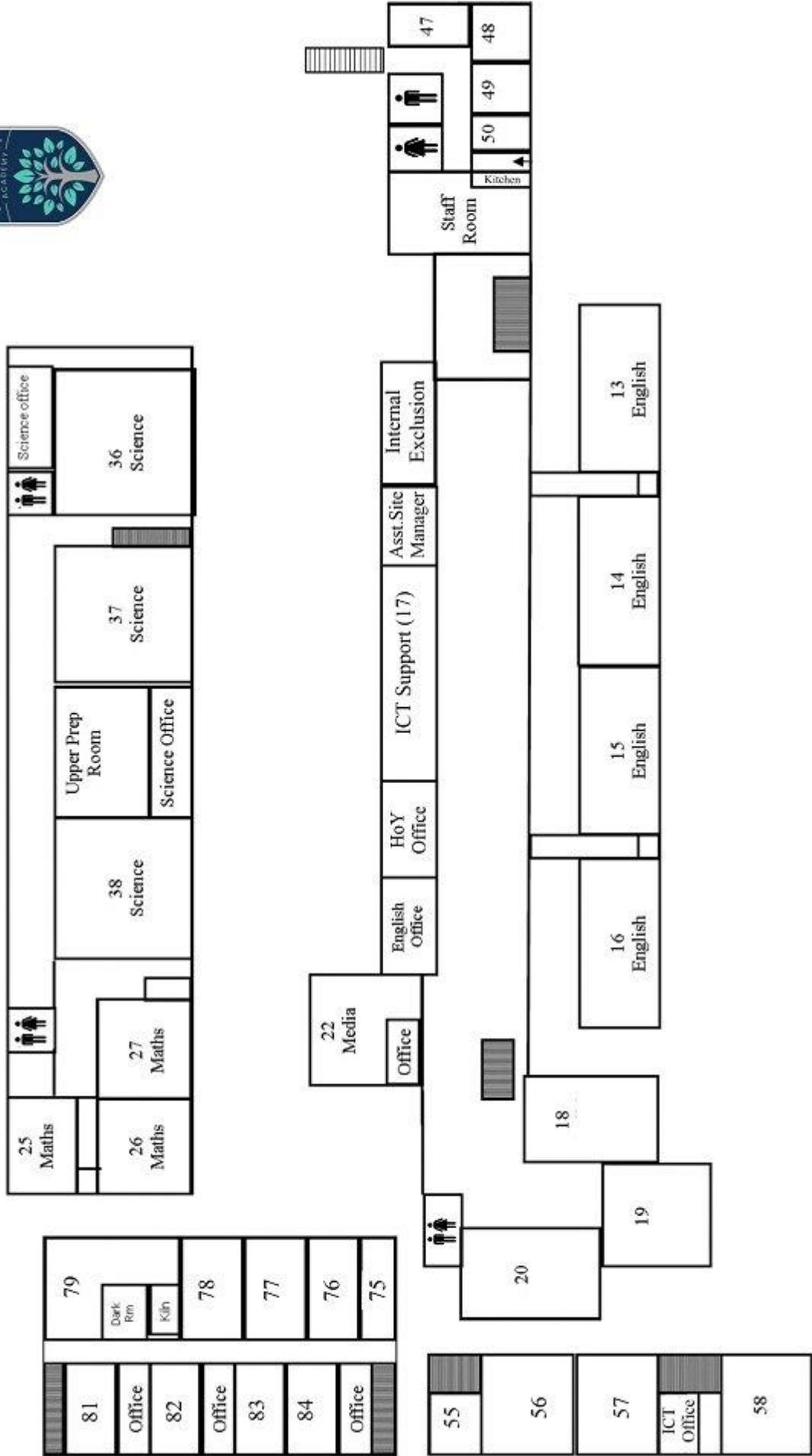
**Sixth Form Direct Line: 020 8501 6672**

**Email: sft@theforestacademy.co.uk**



# The Forest Academy

## First Floor Plan



# TFA Campus Sixth Form Team (SFT)



**Mrs V Matharu**

Director of Sixth Form,  
Assistant Principal



**Mr F Nortey**

Head of Year:  
Year 12 & Year 13  
Level 3



**Mr A Lamont**

Head of Year:  
Year 12, Level 2,  
& Progression Coordinator



**Miss Jenni Cook**

Sixth Form Student  
Services Manager

## Sixth Form Tutors & Form Rooms

### Year 12 – Level 3 Form Groups



**Ms D Harris**

**12F (52)**  
& Head of BCS



**Mr J Thompson**

**12O (2)**



**Ms T Sultana**

**12R (77)**

### Year 12 – Level 2 (Three Year Pathway – ‘3YP’)



**Miss N Sirbu**

**12S (13)**



**Mr D Gonzales (Mon)**

**& TBC (Tues – Fri)**

**12T (16)**



## Year 13 Form Groups



**Mrs M Mukherjee**  
13F (57)



**Mrs S Charles** (*Mon-Thu*)  
**Mr D Gonzales** (*Fri*)  
13O (56)



**Miss N Khanum**  
13R (22)



**Mr J Mwanang'umbi**  
13E (58)

## BSF @TFA Support Staff



**Miss A Baldock**  
**BSF Administrator**  
*Tues & Weds – TFA*  
*Mon, Thurs, Fri – Beal*



**Mrs M Sakaliene**  
**Sixth Form SEND Link Worker,**  
**12B Tutor**

**Contact Information** - To report an absence, general enquiries and first point of contact:

**Sixth Form Direct Line: 020 8501 6672**

**Email: [SFT@theforestacademy.co.uk](mailto:SFT@theforestacademy.co.uk)**

# Safeguarding & Child Protection

## Safeguarding at TFA 2024-25

	Mr Mackintosh Executive Principal		Mr Macleod Co-Headteacher Designated Safeguarding Lead (DSL)		Mr Ansell Co-Headteacher
	Year 7, 8, 9 Ms McDermott Assistant Principal and Deputy DSL		Year 10, 11 Ms English Assistant Principal and Deputy DSL		6th Form Mrs. Matharu Assistant Principal and Deputy DSL
	Ms Mehmet Head of Year 7		Ms Hornig Head of Year 10		Mr Lamont Head of L2 and Progression Lead (6th Form)
	Ms Hewitt Head of Year 8		Mr Onienze Head of Year 11 Associate Assistant Principal		Mr Nortey Head of L3 (6th Form)
	Ms Hussain Head of Year 9		Ms Dixon Pastoral Support Mentor (KS4)		Ms Miah Head of Inclusion Faculty
	Ms Warren Pastoral Support Mentor (KS3)		Ms Frederick Careers and Progression Coordinator Year 11 Link		Ms Fernandez Pastoral Support Mentor (LAC specialist)

Safeguarding is the responsibility of everyone who works at the school. You can speak to your form tutor, any class teacher, any member of support staff or our senior leaders.

We have a specific safeguarding team who had additional training and can help you. If you need help, or are worried about something, please speak to us.

Redbridge LADO—Local Authority Designated Officer handles concerns about people who work with children in Redbridge—[lado@redbridge.gov.uk](mailto:lado@redbridge.gov.uk)

0208 708 5350

Whistleblowing Policy is available at [beaconacademytrust.co.uk/whistleblowing](http://beaconacademytrust.co.uk/whistleblowing)

## The School Day

All sixth form students are expected to be on site between 08:25 and 15:00 every day.

THE SCHOOL DAY	Time
Students on site	08:25
Registration & Form Time / Assembly	08:30 – 09:00
Period 1	09:00 – 10:00
Period 2	10:00 – 11:00
Break	11:00 – 11:20
Period 3	11:20 – 12:20
Period 4	12:20 – 13:20
Lunch	13:20 – 14:00
Period 5	14:00 – 15:00

## Student Arrival & Finish Times

- ALL Year 12 and Year 13 students are expected to be on site by 08:25 every day, even if they do not have a lesson period 1
- Students must remain on site until 15:00 every day, unless signing out with Jenni Cook (JCO) for a pre-planned, authorised, absence

## Lunchtime Procedures

- Students *may* leave site for their lunch break – this is a privilege and will be revoked if students return late for period 5
- Students who go off site for lunch **MUST** sign out and back in again with JCO (*on the blue sheets in the Study Zone*)
- **Should parent(s) not wish their children to be allowed off-site at lunchtime they must contact JCO**
- Students are NOT allowed off-site during morning break

## Sixth Form Dress Code:

### *‘Presenting A Positive & Professional Image’*

To purchase the **compulsory Beal Sixth Form Blazer**, and other optional items, please order from our **online** supplier **Price & Buckland** [www.price-buckland.co.uk](http://www.price-buckland.co.uk)

*Financial assistance to purchase the compulsory blazer is available as vouchers for eligible students. Parents should contact Mrs Matharu ASAP via email: [SFT@theforestacademy.co.uk](mailto:SFT@theforestacademy.co.uk) outlining details of their request.*



\* **Compulsory male / female BSF Blazer with badge**



*Optional items with BSF logo available*

**Students who refuse to follow the dress code will face disciplinary action, such as confiscation of items, being sent home to change or internal / external suspension if necessary. The school reserves the right to ask students to modify / change their attire if they do not meet the spirit of the dress code as outlined.**

# Sixth Form Dress Code

'A Positive and Professional Image'



## Students MUST Wear

### Compulsory Items:

**Sixth Form ID & Lanyard**

*(worn around neck and visible at all times)*

**BSF Blazer with BSF badge \***

**Button-through collared Shirt or blouse**

*(or navy polo shirt – summer term only)*

**Plain, dark-coloured formal trousers, or skirt** *(knee length or longer)*

**Black, low / flat-heeled shoes, or solid black trainers**

### Optional Items:

*BSF tie, navy abaya, navy hijab, plain black or navy jumper or cardigan*

## Students MUST NOT Wear

**Face coverings, or items, that obscures the face**

**Hats, caps, hoodies, Denim**

**Jeans, leggings,**

**jeggings or cargo pants**

**High heels, sandals, flip flops, sliders**

*Or any other shoes that could be a trip hazard*

**T-Shirts or shorts**

**Above the knee skirts**

**Vest tops, spaghetti tops or crop tops**

**Sportswear or gym wear**

**Clothing with large logos**

**False nails, false eyelashes**

- Shoulders, midriiffs, low neck lines and backs **should not** be exposed
- Chewing gum **is not** permitted on site
- Students **should not** have headphones, EarPods or headphone wires showing when moving around the school site
- Students are **not allowed** to use their mobile phones, devices or headphones, outside of the designated sixth form areas, or have them visible when moving around the school site



*'Show your lanyard, show you belong'*

# RULES, PROCEDURES & GENERAL INFORMATION

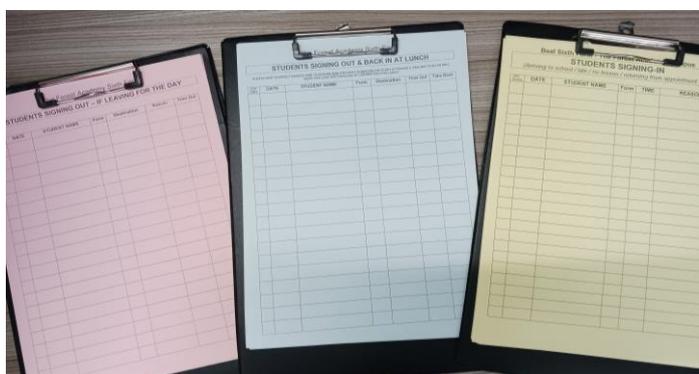
In other situations, SFT discretion and The Forest Academy campus rules apply.

## Daily Expectations

- Students must attend form time, assemblies, 'Wednesday 5' / Personal Development sessions and check the notice boards and cover board in the Study Zone every day for information and important dates (See Cover Lesson Procedures, below)
- Students should also check their school email every day
- Students to engage with the Sixth Form Bulletin PowerPoint every week, which will be emailed, so they may read in detail at their leisure. The bulletin includes important messages and a huge variety of extra and super curricular opportunities that students should engage with.

## Sixth Form Punctuality

- Sixth Form attendance and punctuality are very carefully monitored
- A minimum standard of 95% attendance and punctuality are required. If at any point in the year a student's attendance or punctuality falls below this rate we will arrange to meet with families to discuss next steps as this could result in the student not being able to progress to the next stage of sixth form
- Any student arriving late **MUST** follow the procedure explained below



*Signing-in and signing-out sheets*

## Late Arrivals

- Sixth Form students should only enter and exit site via the Harbourer Road gates
- **Any student arriving late MUST report immediately to the Study Zone and sign-in on the yellow 'Late' sheet with Jenni Cook (JCO)**
- Students should **NEVER** go straight to registration or lesson, without signing in with JCO first. This is to ensure students' safety in the event of an evacuation situation

## Sixth Form Attendance & Absence Procedures

- If a student is ill and unable to attend school, a parent / carer **MUST** call in, or email JCO, before 09:30
- A message may be left on the **Sixth Form Direct Line (020 8501 6672)** or email ([j.ccok@theforestacademy.co.uk](mailto:j.ccok@theforestacademy.co.uk))
- **Please clearly state the student's name, nature of illness / reason for absence and leave a contact telephone number for us to call back if necessary**
- **Each day of absence will require the same procedure**
- Parents / carers will be sent a text message if their child is not in school and follow-up calls will be made to seek an explanation and update registers
- Failure to provide follow-up evidence of absence and / or appointments (within two weeks) will result in default unauthorised absence mark(s.) This will detrimentally affect overall % attendance and may jeopardise the student's place within sixth form
- **Students must not book driving lessons during the school day**
- **Students must not agree to part-time employment during the school day**



## Medical / Dental / Official Appointments

- Please try not book appointments (e.g. medical, dental) during the school day unless it is an absolute emergency. *Usually, orthodontists and dentists will prioritise after school appointments for SF students upon request*
- For scheduled appointments, the student must provide evidence (e.g. hospital letter, appointment card) to JCO in advance, so the absence can be noted
- For emergency appointments or those booked for the same day, a parent or student should call to explain and the student should bring a parental note or evidence from the appointment when returning to school. All documentation should be given to JCO

## Religious Observations (e.g., Eid)

- Students wishing to take a leave of absence for religious reasons **MUST** request, in writing, in advance
- We appreciate that with some events (such as Eid) advance warning can be difficult. In these instances, we ask that parents, or students, email / telephone on the morning of the day off
- Students are allowed a one-day authorised absence only for each religious occurrence
- Any additional days taken (whether confirmed by a parent or not) will not be authorised and will detrimentally affect the student's % attendance

The image shows three overlapping forms. The top form is a pink 'Sixth Form Student EXIT Pass' with fields for 'Leaving & Returning', 'Leaving for the day', 'Other Note', 'Student Name(s)', 'Day & Date', 'Time', 'Authorised by Jenni Cook:', and 'Official SF Stamp'. The middle form is a yellow 'Sixth Form Student Library Pass' with fields for 'Student Name', 'Room 49 / 50 (Y13s only)', 'Library', 'Day & Date', 'Time', 'Authorised by Jenni Cook:', and 'Official SF Stamp'. The bottom form is a white 'Sixth Form Student SPORTS PASS' with fields for 'Student Name', 'Day & Date & Time', 'Valid for Period:', 'Authorised by Jenni Cook:', 'Courts', 'TT', 'Field', 'Equipment', and 'Official SF Stamp'.

*Exit Pass, Library Pass, Sports Pass*

## Leave of Absence – Exceptional Circumstances

- Any student wishing to take a leave of absence due to exceptional circumstances **MUST** provide a written request by a parent, in advance. If overseas travel is required a copy of tickets / booking confirmation of outbound and return travel must also be provided.

## Attendance and Punctuality Policy (Updated January 2020)

***'Beal Sixth Form aims to encourage excellent levels of attendance and punctuality, with the intention of enabling all students to take full advantage of the educational opportunities available.'***

The aim of Sixth Form attendance and punctuality is to improve the overall percentage attendance of students at school to above 95%. This will include lesson and tutor time sessions. Students who fall below 95% attendance will then be placed on the attendance disciplinary ladder. We expect students to arrive punctually to school. Persistent lateness will be dealt with by form tutors and the Sixth Form Team (SFT)

1. **Informal Warning – details kept on file (pre-stage 1).** This is issued by the tutor and / or SFT following emerging patterns of lateness to school / missing tutor time. This will be logged on SIMS.
2. **Formal Warning and Report card (stage 1) –** This is issued by the tutor and / or SFT once pre-stage 1 has not led to sustained improvement in attendance and punctuality. A formal Warning letter will be sent home to parents/carers and students will have to complete a one-week report with 95% attendance.
3. **Formal Warning and Report card (stage 2) – 'Persistent Absences'** This is issued by the Head of Year following lack of impact of stage 1 in terms of their attendance and punctuality. Formal Warning letter will be sent home to parents/carers and students will have to complete a further two-week report with 95% attendance.
4. **Attendance Concern Meeting (stage 3) -** this is organised by the HoY if students at stage 2 do not improve their attendance and punctuality. Parents/carers are invited to attend an '**Attendance Concern Meeting**' with the SFT.
5. **Educational Welfare Officer (EWO – Stage 4) -** Once stage 3 has not had the desired impact on their attendance and punctuality, the SFT liaises with the Director of Sixth Form, who will refer to the EWO. They will arrange a home visit to address attendance concerns and/or write a letter home with possible removal from roll.

**6. Removal from Beal Sixth Form (stage 5) – Failure to respond to the previous interventions will result in the student's place being withdrawn.**

- It is the responsibility of the student and parents/carers to ensure that if absences do occur that the correct procedure is followed
- Absences of five consecutive days or more, or where patterns of absence emerge, must be supported by medical evidence
- Leave of absence during term time will not be granted unless there are exceptional circumstances to consider, parent / carer has submitted a written request, and then only when authorised by the Director of Sixth Form or Principal
- Progression to Year 13 is dependent upon a minimum attendance of 90%

## Sixth Form ID & Lanyard

- As part of site safeguarding all Sixth Form students are required to have a photo ID card, with BSF lanyard, which **must be worn around the neck at all times with the photo on display**
- IDs will also allow students to gain entry to specific SF areas
- All **new** students will have their photographs taken and IDs and lanyards issued within the first four weeks of term
- IDs provide evidence of full-time education and may allow access to student discounts etc
- Replacement ID cards and lanyards (lost / damaged etc) may be subject to a replacement fee of £5.00
- Students who fail to display their ID will be sent home at the discretion of the Sixth Form Team (SFT)

## Independent Study Periods

- When students are not in timetabled lessons they are expected to stay on site and use the time effectively to complete private, independent study in the Sixth Form Study Zone or Main School Library
- Timetabled private study periods will be allocated to student timetables and during these periods students will need to register with JCO and study in the designated sixth form study areas
- At no point should any student leave site during lesson times or study periods

## Cover Lesson Procedure (Teacher Absence)

- Any sixth form cover lessons will be displayed on the daily cover board in the Study Zone.
- Students will register with JCO and be given cover work and / or instructions for how to progress in the absence of their subject teacher
- It is the responsibility of every sixth form student to check the cover board throughout the day, follow instructions and obtain their attendance mark

## Mental Health & Well-Being

- We pride ourselves on being able to offer excellent support and pastoral care at TFA campus.
- JCO is trained in young people's mental health, CBT, academic resilience and mental health first aid and we can also refer students to school counselling services
- We discuss mental health, physical health, sexual health and general well-being in order to avoid stigmas and stereotypes and forge open, respectful and factual discussions
- Health and well-being forms part of our Tutor Time, Personal Development and 'Wednesday 5' programmes and is also given over to curriculum 'drop down' days, visits and guest speakers



## Sixth Form Student Leadership Team

- Sixth form students have the opportunity to apply to become Lead Students (i.e. senior prefects) and join our Sixth Form Student Leadership Team, run by Head Students in Y13.
- Lead Students carry out a range of duties including lower school form group support, break duties, sport support, Student Voice representatives, school ambassadors, mentoring, organising charity events etc. Lead Students can initiate and manage projects within school and the local community
- All Lead Students are required to be exemplary role models and attend regular meetings and briefings
- Lead Student status is a positive addition to UCAS applications and for inclusion in a CV

We encourage all sixth form students to apply for a Lead Student position. In addition to being a positive role model for younger students you can become involved in wide variety of initiatives and activities, which will enrich your sixth form experience, contribute to your own personal development and add a desirable element to your future UCAS, apprenticeship or employment applications.



## 'Superstar' Certificates and SIMS Points

- 'SIMS' or *School Information Management System* is the education database we use at TFA.
- All staff can award positive points to students on SIMS for academic, pastoral, community, attendance, punctuality and behaviour efforts
- These points accumulate throughout the year the student with the highest points at the end of year 12 and Year 13 are each awarded a prize
- Negative points can also be given for poor behaviour and /or failure to meet our expectations of a sixth form student (*as outlined in the handbook, along with school policy and within lessons*)
- Negative points are offset by positive points so students can get 'back on track'
- The Sixth Form Team and tutors monitor these points closely and intervene where necessary
- We recognise the weekly achievements and contributions of our students by celebrating success in our assemblies and Personal Development sessions and issuing 'Sixth Form Superstar' certificates.



# Sixth Form Senior Prefect Leadership Team 2024 - 2025



**Head Girl**



**Head Boy**



**Head Girl**



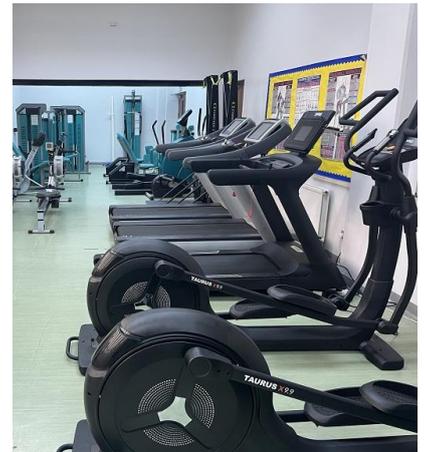
**Deputy Heads**



**Assistant Heads**

## Sixth Form Only Areas

- Dedicated Study Zone with PC access, colour printer, scanner & photocopier, laptop trolley, private study booths and an adjacent silent study / revision area
- Two study rooms, with PC access, specifically reserved for year 13 student private study.
- Specially designed and dedicated Sixth Form Common Room
- Outdoor picnic area, sports court and field area for SF student use only
- SF students may request a Library pass to work in the area during the day (*subject to behaviour and availability*)
- Sixth Form student areas should be treated with respect, kept tidy and no furniture should be moved
- If the Common Room is misused, littered, not maintained by students or not treated with respect it will be locked and its use withdrawn
- Lower school students may not use these rooms – please do not encourage them and report any misuse to staff immediately
- The Study Zone (SZ) is a quiet study area; students are not permitted to use PCs for gaming and social media
- The Study Zone is NOT to be used as a leisure space / break room during break or lunch
- The Study Zone is staffed for the majority of the day and students are supervised and supported
- Students may utilise the Study Zone between 08:00 and 16:30
- Food and drink may only be consumed, during breaks, in the Canteen, Common Room or outdoor areas
- NO CHEWING GUM is allowed on site so should not be consumed in ANY area of the school, including SF only areas
- Inappropriate use of computers is flagged up to Mrs Matharu and Mr Mackintosh, (e.g. Google searches) In such cases parents will be contacted with full details of the search, or site that the student has attempted to access. (*See 'Network Use' policy below*)



## Enrichment Opportunities & Personal Development

We pride ourselves on the extra and super curricular initiatives we offer our sixth form students.

These underpin students' academic studies with enrichment opportunities so that our young people leave us as well-rounded individuals, ready to begin higher education, apprenticeship or employment.

As Covid restrictions have eased, we have been able to resume our wide range of enrichment opportunities.

### 'Wednesday 5' & Personal Development

- All Year 12 students will engage in 'Wednesday 5', our weekly enrichment programme, which takes place every week during period 5
- 'Wednesday 5' will cover a range of issues, careers and subjects, delivered by guest speakers and specialists as well as the SFT
- All Year 13 students will have a fortnightly period of Personal Development which will be delivered via the Sixth Form Team. An example of areas covered are: mental health, sexual health, substance misuse, budgeting and planning for university, preparing for the world of work, interview techniques, CV writing

### Visits, Events & Work Experience

- In addition to in-school events (Progression Week, Careers Events, Lead Student Duties) we encourage all Year 12 students to engage in a one-week work placement in the summer term. Students may source their own placement or seek assistance from our dedicated Careers Coordinator or SFT
- Below are just a small number of the trips, events and opportunities which students have previously enjoyed:  
**Work shadowing placements** at KPMG, Allen & Overy, Citigroup, Deutsche Bank, Kings College, Imperial College, The National Orthopaedic Hospital, Pret A Manger, and Financial Conduct Authority.  
**Collaborations** with Upskill, Ofcom, Aspen Construction, Metropolitan Police, Teach First, Future Leaders. Trips to London Careers Fair, Oxford and Cambridge Colligates, Queen Mary University and summer school placements at UEL, SOAS and Oxford University.  
**Subject-specific trips:** Construction Skills Academy, National Theatre, Bloomsbury Philosophy Conference, The Photographer's Gallery, Starbucks Head Office, The Bank of England Museum, The National Gallery, The V&A Museum, UEL's Sports Centre of Excellence, UEL 'Courtroom in a Classroom'.

### Guest Speakers & 'Give Back'

- **Examples of previous visiting external speakers:** Wings of Hope, The Alzheimer's Society, Making the Leap, The Teenage Cancer Trust, Make-a-Wish Foundation, Malcolm Sweeting - Senior Partner, Clifford Chance Law, Wes Streeting MP, Barclays Life Skills, Imperial College, Speakers for Schools, The Breck Foundation, Mental Resilience with Andrea Corbett, Metropolitan Police
- **'Give Back'** – Every SF student will be required to give up an hour each week to give back to the school and / or wider community. This could be mentoring lower-school students, supporting a form class or subject lesson, participating in fund-raising projects, devising community projects etc. School-based opportunities will be shared with students, who will also be supported to source and initiate their own opportunities



## SF Student Bulletin

Every Tuesday JCO emails the SF Student Bulletin to the Beal email addresses of all year 12 and year 13 students. Students MUST check this vital source of communication of notices and information and also opportunities such as work experience placements and enrichment opportunities.

## Microsoft Teams

- In addition to checking their school emails every day, students will use 'Teams' to access work and submit work online. Individual teachers will advise on working practices.



## Student Network Login & Email

- Every student is given their own, unique, login and password to access all PCs in the school and their email account
- Every student receives a Beal email address which allows access to Office 365 and MS Teams.
- Students should check their Beal email address and MS Teams accounts every day

**STUDENTS MUST CHECK THEIR EMAILS ON A DAILY BASIS ('I didn't know' is not a reason!)**

**My Network Login** \_\_\_\_\_ **My Password** \_\_\_\_\_

**My 'Beal' email address** \_\_\_\_\_

## Network and Internet Use Policy

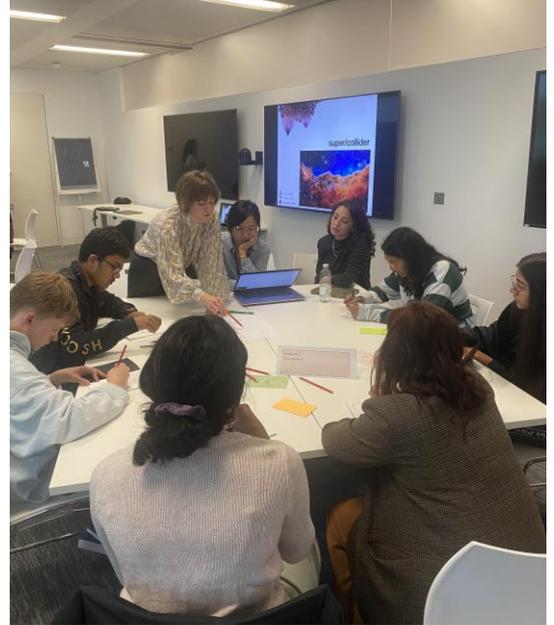
All Internet sites, favourite links, home folders and ANY other contents / files / folders / executables are scanned and filtered on The Forest Academy ICT Network. The Network Administrator has full access, control and permissions over the above. You are personally responsible for ALL contents within your user area - if you believe someone knows your username and password you must inform a Network Administrator immediately.

## Rules for Responsible Computer Use

- I will only access the network with my assigned login and password, which I will keep secret
- I will only use the computers at TFA for school and homework
- I will not bring data from outside school on portable media, unless I have been given permission
- I will not attempt to gain unauthorised access to the TFA / BSF network or any other computer system within school
- I will not try to access, corrupt or destroy other people's files
- I will use TFA's resources responsibly at all times
- I understand that the school will check my computer files and monitor any computers that I work on for inappropriate use
- I understand that any inappropriate use may result in disciplinary action
- I will not violate the privacy or disrupt the work of other users
- I will not load unauthorised software/applications on the network or computers.
- I will not print out any documents that are NOT work related
- I will take care not to cause damage to computer equipment, networks or furniture and will report immediately any accidental damage
- I will not violate laws relating to copyright, data protection or computer misuse

## Rules for Responsible Internet Use

- I will be responsible in my use of electronic communications (examples: e-mails, Instant Messaging, Blogging, Message Board Submissions and Newsgroup Conversations). I will not send any material that is inappropriate
- I will not use offensive or threatening language in my electronic communications. All communications I send will be polite and responsible
- I will not give out personal information about myself particularly my home address in any electronic communications
- I will report any unpleasant material or messages sent to me, in confidence if necessary, so as to help protect other students and myself
- I will not visit websites that contain unsuitable material. If I am unsure that a site is suitable, I will ask a member of staff
- I will not participate in any Internet chat rooms
- I will not download unauthorised files into my user area (examples: software, games, music, screensavers, zipped/winrar files, executables, etc.)
- During lessons and club times I will ONLY use the Internet for school work. Using the Internet for other purposes is allowed at the discretion of a member of staff. If I want to use the Internet for any other purpose, I will ask permission first
- I will not take information from the Internet and pass it off as my own work I will report any misuse of the Internet immediately to a member of staff



## 16 - 19 Bursary Fund

Students in one of the following categories may apply for the 16 - 19 Bursary which offers financial support to Learners. The young person must be aged under 19 years on 31<sup>st</sup> August 2024 to apply.

**Students need to apply online via the Bursary portal of the online account they used for sixth form application via Applicaa**

### **1. Learners in Vulnerable Groups**

- Young people in care
- Care leavers
- Young people in receipt of income support (or Universal Credit) **in their own name**
- Disabled young people in receipt of Employment Support Allowance, who are also in receipt of Disability Living Allowance, (or Personal Independence Payments)
- Young people with LDD but who are not in receipt of ESA or DLA or PIP
- Young Carers
- Teenage Parents who are not in receipt of income support
- Young Offenders

**2. Learners in receipt of free school meals and/or whose families receive income-related benefits and/ or whose family income is below £16,190 per year.**

**3. Learners whose family income is below £21,000 per year.**

*A sliding scale of weekly-equivalent payment is attributed to each group. The Learner will receive one lump sum payment, at the end of each term or half term as directed, for each week they have met eligibility criteria.*

### **Eligibility Criteria**

Students **MUST** meet all the following conditions **each week** to be receive their level of award:

- **Attendance** – 90% minimum
- **Punctuality** – no more than one late mark per week
- **Behaviour** – not in breach The Forest Academy's code of conduct, behaviour policy, Sixth Form student expectations (no negative SIMS points)



## Assessment, Tracking and Reporting

Beal Sixth Form has a rigorous and established tracking system. The nature of this system supports the dialogue teachers maintain with students and parents/carers about progression.

Interim Reports (IRs) are completed each term by all subject teachers who enter end of course predicted grades as well as comments and targets into the tracking system. The Sixth Form Team and Heads of Department analyse this data and intervene where necessary to ensure personalised learning is effectively impacting on results.

Mentoring meetings are held by form tutors once a term with each individual student in order to track their progression and ensure underachievement is challenged. The Director of Sixth Form and Heads of Year meet with individuals who are underachieving in two subjects or more. Parents are also contacted to discuss concerns.

Targeted interventions are provided for individual students and small groups. These can be directly related to subjects and / or general study skills, literacy and revision techniques etc.

We greatly appreciate parental support and positively encourage two-way communication. We are happy to make appointments for parents / carers to meet with Heads of Year, Directors of Sixth Form and Student Services Manager outside of the formal events shown above throughout the year.



## ALPS ('The 'A' Level Performance System')

We use ALPS minimum target grades – calculated using average GCSE point scores and normalised against 200,000 students across the UK to set targets, monitor regularly and evaluate progress, of individuals and departments.

Students are motivated to be aspirational and exceed their minimum target grade at every opportunity.

## MY ALPS TARGET REVIEW

Subject	ALPS Target Minimum	Aspirational Target Grade	IR1	IR2	IR3
			Date:	Date:	Date:

***For every hour of timetabled lessons, each student should also undertake the equivalent hours of independent study at home and private study in school.***

***E.g: 27hrs of lessons across a fortnight, plus 27hrs at home and 27hrs of in-school independent study.***



# TERMS DATES, INSET DAYS & HOLIDAYS

## • Autumn Term 2024

**1<sup>st</sup> Half Term: Wednesday 4<sup>th</sup> September – Thursday 24<sup>th</sup> October**

*Half Term: Friday 25<sup>th</sup> October – Sunday 3<sup>rd</sup> November*

**2<sup>nd</sup> Half Term: Monday 4<sup>th</sup> November – Friday 20<sup>th</sup> December**

## • Spring Term 2025

**1<sup>st</sup> Half Term: Monday 6<sup>th</sup> January – Friday 14<sup>th</sup> February**

*Half Term: Monday 17<sup>th</sup> February – Sunday 23<sup>rd</sup> February*

**2<sup>nd</sup> Half Term: Monday 24<sup>th</sup> February – Friday 4<sup>th</sup> April**

## • Summer Term 2025

**1<sup>st</sup> Half Term: Tuesday 22<sup>nd</sup> April – Friday 23<sup>rd</sup> May**

*Half Term: Monday 26<sup>th</sup> May – Sunday 1<sup>st</sup> June*

**2<sup>nd</sup> Half Term: Monday 2<sup>nd</sup> June – Tuesday 22<sup>nd</sup> July**

## Staff INSET Days / Additional Holidays *(School closed to students)*

- Monday 4<sup>th</sup> September 2024
- Tuesday 5<sup>th</sup> September 2024
- Friday 1<sup>st</sup> November 2024
- Friday 29<sup>th</sup> November 2024
- Monday 2<sup>nd</sup> December 2024
- Friday 24<sup>th</sup> January 2025

## Important Sixth Form Dates

- |  |   |
|--|---|
| • TBC  | Y12 Parents' Evening  |
| • 24 <sup>th</sup> September 2024                | TFA Open Evening (16:00 – 19:00)                            |
| • 27 <sup>th</sup> September 2024                | Y12 Course Change Window Deadline                           |
| • 30 <sup>th</sup> September 2024                | Y13 Progression Exam Week                                   |
| • 7 <sup>th</sup> & 8 <sup>th</sup> October 2024 | Y13 Art & Photography Progression Exams                     |
| • 4 <sup>th</sup> November 2024                  | Y13 Data Capture 1  |
| • 18 <sup>th</sup> November 2024                 | Y12 Soft Data Capture                                       |
| • 19 <sup>th</sup> November 2024                 | Y13 Parents' Evening (15:30 – 18:30)                        |
| • 18 <sup>th</sup> November 2024                 | Y13 IAGs (2 weeks)  |
| • 10 <sup>th</sup> December 2024                 | Sixth Form Taster Day (Y11), Y12 Aspirations Day (Off site) |
| • 12 <sup>th</sup> December 2024                 | Music Concert   |
| • 13 <sup>th</sup> January 2025                  | External BTEC Exams Begin                                   |
| • 3 <sup>rd</sup> February 2024                  | Y12 Data Capture 1, Y13 Data Capture 2                      |
| • 3 <sup>rd</sup> March 2025                     | Y13 Mock Exams  |
| • 10 <sup>th</sup> March 2025                    | National Careers Week                                       |
| • 24 <sup>th</sup> & 25 <sup>th</sup> March 2025 | Y12 Art & Photography Progression Exams                     |
| • 22 <sup>nd</sup> – 25 <sup>th</sup> April 2025 | Y12 Progression Exams                                       |
| • 9 <sup>th</sup> May 2025                       | Y13 Leavers' Farewell, 14:00 – 15:45                        |
| • 12 <sup>th</sup> May 2025                      | GCSEs / 'A' Level Exams Begin                               |
| • 19 <sup>th</sup> May 2025                      | Y13 Data Capture 3, Y12 Data Capture 2                      |
| • 16 <sup>th</sup> June 2025                     | Y12 IAGs (2 weeks)  |
| • 30 <sup>th</sup> June 2025                     | Y12 Progression Week  |
| • 10 <sup>th</sup> July 2025                     | TFA Sports Day (lower school)                               |
| • 15 <sup>th</sup> July 2025                     | TFA Awards Evening  |

# 2024 – 2025 Calendar

September 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2024						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2024						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2025						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2025						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2025						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2025						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

 School Holidays

 School closed to students

 Bank Holidays

## USEFUL CONTACTS

### **Redbridge Awards Team: (Free School Meals)**

020 8708 3129

### **Redbridge Careers Service:**

020 8708 2718

### **Student Finance England**

[www.studentfinanceengland.co.uk](http://www.studentfinanceengland.co.uk)

0845 300 50 90

### **UCAS**

[www.ucas.com](http://www.ucas.com)

0870 1122211

### **Health, Wellbeing & Support Groups**

#### **Anorexia & Bulimia Care**

[www.anorexiabulimiacare.org.uk](http://www.anorexiabulimiacare.org.uk)

#### **Anxiety UK**

[www.anxiety.org.uk](http://www.anxiety.org.uk)

#### **Asthma Helpline**

[www.asthma.org.uk](http://www.asthma.org.uk)

#### **BEAT (eating disorders)**

[www.b-eat.co.uk](http://www.b-eat.co.uk)

#### **Black Women's Health Support**

[www.bwhafs.com](http://www.bwhafs.com)

#### **Boy Anorexia**

[www.boyanorexia.com](http://www.boyanorexia.com)

#### **CALM (male suicide prevention)**

[www.thecalmzone.net](http://www.thecalmzone.net)

#### **Carers Trust**

[www.carers.org](http://www.carers.org)

#### **Childline**

[www.childline.org.uk](http://www.childline.org.uk)

#### **Childnet International**

[www.childnet.com/young-people](http://www.childnet.com/young-people)

#### **Crime Stoppers**

[www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

#### **Drinkline**

[www.patient.info/support/Drinkline](http://www.patient.info/support/Drinkline)

#### **Drugwise**

[www.drugwise.org.uk](http://www.drugwise.org.uk)

#### **Frank (drugs helpline)**

[www.talktofrank.com](http://www.talktofrank.com)

#### **Hope Again**

[www.hopeagain.org.uk](http://www.hopeagain.org.uk)

#### **Kooth (online wellbeing community)**

[www.kooth.com](http://www.kooth.com)

#### **Macmillan Cancer Support**

[www.macmillan.org.uk](http://www.macmillan.org.uk)

#### **Men Get Eating Disorders Too**

[www.mengetedtoo.co.uk](http://www.mengetedtoo.co.uk)

#### **Mind**

[www.mind.org.uk](http://www.mind.org.uk)

#### **Missing People**

[www.missingpeople.org.uk](http://www.missingpeople.org.uk)

#### **Muslim Youth Helpline**

[www.myh.org.uk](http://www.myh.org.uk)

#### **National Drugs Helpline**

0800 776600 (anytime)

#### **NHS Choices**

[www.nhs.uk](http://www.nhs.uk)

#### **No Panic**

[www.nopanic.org.uk](http://www.nopanic.org.uk)

#### **OCD Action**

[www.ocdaction.org.uk](http://www.ocdaction.org.uk)

#### **Rape & Sexual Abuse**

[www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

#### **Relate**

[www.relate.org.uk](http://www.relate.org.uk)

#### **Samaritans**

[www.samaritans.org](http://www.samaritans.org)

#### **Self-Harm UK**

[www.selfharm.co.uk](http://www.selfharm.co.uk)

#### **Shelter**

[www.shelter.org.uk](http://www.shelter.org.uk)

#### **Stonewall (LGBT)**

[www.stonewall.org.uk](http://www.stonewall.org.uk)

#### **Students Against Depression**

[www.studentsagainstdepression.org](http://www.studentsagainstdepression.org)

#### **Switchboard (LGBT)**

<http://switchboard.lgbt>

**The Hideout**

[www.thehideout.org.uk](http://www.thehideout.org.uk)

**The Mix**

[www.themix.org.uk](http://www.themix.org.uk)

**TESS** (for girls)

[www.selfinjurysupport.org.uk](http://www.selfinjurysupport.org.uk)

**Victim Support**

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

**WGN** (for girls)

[www.wgn.org.uk](http://www.wgn.org.uk)

**Young Minds**

[www.youngminds.org.uk](http://www.youngminds.org.uk)

## [Youth Involvement / Participation / Volunteering](#)

**British Youth Council**

[www.byc.org.uk](http://www.byc.org.uk)

**Do It**

[www.do-it.org.uk](http://www.do-it.org.uk)

**National Citizen Service** (NCS)

[www.ncsthechallenge.org](http://www.ncsthechallenge.org)

**Student Action for Refugees**

[www.star-network.org.uk](http://www.star-network.org.uk)

**Volunteering Matters**

[www.volunteeringmatters.org.uk](http://www.volunteeringmatters.org.uk)

**Vinspired**

[www.vinspired.com](http://www.vinspired.com)

**Wings of Hope** (WOHAA)

[www.thewingsofhope.org](http://www.thewingsofhope.org)

## [Employment](#)

[www.allaboutcareers.com](http://www.allaboutcareers.com)

[www.gov.uk/topic/further-education-skills/apprenticeships](http://www.gov.uk/topic/further-education-skills/apprenticeships)

[www.prospects.ac.uk](http://www.prospects.ac.uk)

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

## [Financial Advice & Planning](#)

[www.moneyadvice.service.org.uk/en/corporate/young-people-and-money-toolkit-yphub](http://www.moneyadvice.service.org.uk/en/corporate/young-people-and-money-toolkit-yphub)

[www.moneysavingexpert.com/financialeducation](http://www.moneysavingexpert.com/financialeducation)

[www.mymoneysense.com](http://www.mymoneysense.com)

[www.turn2us.org.uk](http://www.turn2us.org.uk)



All of our students are supported through the UCAS (university application) process with dedicated mentors, referees, tutors, workshop sessions and guest speakers. Students who do not opt for the university pathway are then given 1:1 support with applications for apprenticeships and employment. All SF students have access to the school's dedicated careers coordinator and can book an appointment or attend a drop-in session.

## UNIFROG

All students will be given a log-in for this unique online platform which BSF subscribes to.

You will be able to filter-search courses and institutions; log all your activities, experiences and enrichment opportunities and complete short, online courses to enhance your applications. Your personal statement drafts can also be checked, online, by your UCAS mentor who can leave electronic feedback.

## 'MDV' & Competitive Course Applications

If you are committed to applying for medicine, dentistry, veterinary science and / or Oxbridge (Oxford and Cambridge colleges) we will be able to offer you additional support for these competitive courses; including tailored personal statement writing, UKCAT and BMAT preparation (and test-sitting) and mock interviews.

## UCAS Tariff System Explained

UCAS allocates tariff points to level 3 qualifications (such as 'A' Levels and BTEC courses) which most universities use as part of their entry requirements. Each university course has different entry requirements. Find out more on the UCAS website: [ucas.com/ucas/tariff-calculator](https://ucas.com/ucas/tariff-calculator).

BTECs				'A' Levels	
BTEC Level 3 National Extended Certificate (Single Award)		BTEC Level 3 National Diploma (Double Award)		'A' Level	
Grade	UCAS Points	Grades	UCAS Points	Grade	UCAS Points
D*	56	D*D*	112	A*	56
D	48	D*D	104	A	48
M	32	DD	96	B	40
P	16	DM	80	C	32
		MM	64	D	24
		MP	48	E	16
		PP	32		

## UCAS and VISA status:

If you are planning on applying for a UK university at the end of your 'A' Levels / BTEC Level 3 studies please check your application status before Progression week in June 2025. Please be aware that **without citizenship or settled status**, you may be expected to **pay international fees**, which are considerably higher. It is important to find out your status before applying. If you do have international status, please do speak with Mr Norrey to explore your options.

## The Costs of Higher Education

Prior to 18yrs, all educational courses are free of charge unless you are attending a private institution. After 18yrs the course you study may charge tuition fees with the amount depending on what and where you study. The following table is a only a **guide**. There are many variations (e.g. the Degree Apprenticeship where the tuition fees are paid by the sponsoring company and/or government) and the NHS pay the full tuition fees in years 5 & 6 for medicine and dentistry students.

Level	Course	Tuition Fee Cost p/a
1- 2	<ul style="list-style-type: none"><li>GCSE (Grades 9 – 1 / A* - G)</li><li>BTEC Level 2</li><li>Level 1 &amp; Level 2 Diploma (Foundation)</li></ul>	No Cost
3	<ul style="list-style-type: none"><li>'A' Levels</li><li>BTEC Level 3</li><li>Level 3 National Certificate &amp; National Diploma</li></ul>	
4 & 5	<ul style="list-style-type: none"><li>Foundation Degree (Levels 4 &amp; 5)</li><li>HNC and HND <i>Higher National Certificate, Higher National Diploma</i></li></ul>	£3,500 - £14,800
6	<ul style="list-style-type: none"><li>Degree Apprenticeship</li></ul>	No cost
	<ul style="list-style-type: none"><li>University Undergraduate Degree (BA, BSc, LLB,)</li></ul>	£7,500 - £9,250
7	<ul style="list-style-type: none"><li>Master's Degree (MA, MSc, MPhil)</li></ul>	£2,340 - £8,790
8	<ul style="list-style-type: none"><li>Doctorate (PhD)</li></ul>	Varies

## Student Finance (SFE)

Student Finance England is the government body to whom you can apply to borrow money to afford your tuition fees and (see below) maintenance costs. Once you have a confirmed university place you can apply online to SFE up to 9 months after your course starts. You can find out approximately what loan you are eligible for at: [www.gov.uk/student-finance-calculator](http://www.gov.uk/student-finance-calculator)



## Tuition Fee Loans

Tuition fee loans are paid directly from SFE to your university or college in 3 instalments (25% in the first term, 25% in the second term and 50% in the 3<sup>rd</sup> term.) You are expected to repay this loan, whether you complete your course or not. Loans also carry variable interest charges. For undergraduate courses, you only start to repay your loan when you are earning more than £21,000 per year and approximately 9% of the difference between this figure and what you actually earn. [www.gov.uk/education/funding-and-finance-for-students](http://www.gov.uk/education/funding-and-finance-for-students)

## Maintenance Loans

Aside from tuition fees, you will also have *maintenance* costs (rent, food, travel, entertainment, course materials etc.) The cost of living can vary greatly depending on where your university is located and whether you live on-campus or off-campus. The *average* living costs for an undergraduate is £12,000.

You can apply for a maintenance loan at the same time as applying for your tuition fee loan. Maintenance loans are 'means tested', so the amount you can receive depends upon your personal and / or family's taxable income. To check your eligibility: [www.gov.uk/student-finance-calculator](http://www.gov.uk/student-finance-calculator)

Your maintenance loan for the year is paid directly into your bank account and split into two or three instalments, depending on how many semesters you have in the year.

## Grants, Bursaries & Scholarships

Depending on your circumstances, you may be eligible to apply for grants, bursaries or scholarships (e.g. sports, drama, academic, disability.) Check with individual institutions and also see: [www.oodlesof.info](http://www.oodlesof.info)

## [The Russell Group](#)

The Russell Group is a catch-all term for a group of universities with a shared focus on research and a reputation for academic achievement: <http://russellgroup.ac.uk/about/our-universities/>

## [Oxbridge](#)

'Oxbridge' is the collective term for the universities of Oxford and Cambridge which are each made up of colleges (more than 40 at [Oxford](#), more than 30 at [Cambridge](#)) and prospective students choose one particular college to apply to at one university. [www.ox.ac.uk](http://www.ox.ac.uk) [www.cam.ac.uk](http://www.cam.ac.uk)

## [Deferred Entry](#)

Deferring means applying for a course and then taking a year out before starting university – for example, you could apply in September 2018 to start university in September 2020. Usually, you can only defer your entry by one year. **Some universities and colleges do not allow deferred entry for some subjects, such as medicine. Ensure** you check with each university or college that they are happy to consider an application for deferred entry – they may not be offering the course the following year, they could be changing it, or may prefer students not to have a gap in studying before they start their degree.

**You will still need to meet the conditions of any offers in the year that you apply** (unless the university, college, or conservatoire tells you otherwise). **It's very important** that you check the subjects, courses, and universities/colleges you're applying to are open to applications for deferred entry, otherwise you could end up wasting one of your choices. Check the university or college website, read the course information carefully, and/or contact their admissions team to find out if your chosen subject/course will not accept deferrals.

## [Clearing](#)

The ideas with 'Clearing' is to identify courses with vacancies that interest you and contact the course provider directly to see if they will offer you a place.

You can use the UCAS Clearing system if:

- You did not receive any offers (or none you wanted and declined them)
- You didn't meet the conditions of your offer (e.g. grade requirements)
- You applied *after* 30<sup>th</sup> June

Clearing is available between July and September every year, with the busiest period around 'A' Level results day. Advice will be available from staff if Clearing is necessary and you can also visit:

<https://www.ucas.com/undergraduate/results-confirmation-and-clearing/no-offers-learn-how-clearing-works>



## [Degree Apprenticeships](#)

Launched in 2015, degree Apprenticeships offer an alternative route through higher education. A university course is offered in partnership with an employer so the course is split between university and the workplace – like an apprenticeship but you graduate with a Bachelor's or Master's degree and a job, more-or-less, guaranteed at the end of the course.

Two thirds of the tuition fees are paid by the government and the remaining third by the employer, so you do not pay ANY tuition fees at all! You are still responsible for your maintenance costs but you will be earning an average salary of £15,000 p/a, increasing as your course progresses.

There are currently 26 universities where you can study a Degree Apprenticeship, in all different areas of the UK, and this number is set to increase in future years. Some of the courses available include: Aerospace, engineering, aerospace software development, automotive engineering, construction, defence, digital industries, electronic systems engineering, financial services, life and industrial sciences, nuclear, power engineering, public relations and surveying. On average, you will spend 30 hours a week for 30 weeks a year in the workplace. [www.gov.uk/government/publications/higher-and-degree-apprenticeships](http://www.gov.uk/government/publications/higher-and-degree-apprenticeships)

# UK UNIVERSITIES



# SUCCESSFUL CV WRITING



Recruiters will spend an average of only **8 seconds** reviewing a CV



Make yours count using the following tips and example layout shown here

1. **Make it concise** - No more than 2 sides of A4 at this stage (1 if you can)
2. **Ensure the layout is 'clean' and easy to read**
  - Use spacing and bullet points effectively, **follow the example format**, print on 'good' paper
3. **Dates are important**
  - Always **start with most recent** and work backwards (Education, Employment History etc.)
  - Make 'to' and 'from' dates instantly noticeable
4. **Do not leave any date gaps** (this makes recruiters suspicious)
  - If you do have gaps, explain them and try to put a positive 'spin' on the situation
5. **Ensure there are NO mistakes**
  - Always proof read and check for spelling and grammatical errors
  - Do not abbreviate (e.g. don't = **do not**, can't = **cannot**)
  - Ask someone else to check it too
6. **NEVER LIE**
  - Under no circumstances should you lie in your CV
  - Never say anything you cannot prove or give an example of
7. **Always include a 'Personal Profile'** (not too long though)
  - Make yourself stand out by your Personal Profile and your CV will reach the top of the pile!
  - A good Personal Profile will instantly engage a recruiter and lead them to read on
  - Give concise details of your experience, skills and qualities which are relevant to the role with brief examples to back up what you are claiming
  - Avoid clichés, quotations and using 'I' too much
8. **Tailor each CV for each application**
  - Recruiters do not like generic CVs (also known as 'Blanket CVs.') - Take time to adapt your CV for every application you make.
  - Match your Personal Profile and key skills and qualities to the job specification or what you think the employer is looking for in an ideal candidate

**Keep your CV up-to-date even if you are not actively job-hunting. This way you will not forget events, dates etc.**

# Curriculum Vitae

Larger font & Bold for Personal Details

**Miss Leigh Wood**

101 Manford Way, Chigwell, Essex, IG7 000

Mobile: 07000 000 000

Home: 020 8000 0000

Email: lw95@hotmail.co.uk

Contact details easily accessible ✓

Matching skills, qualities & experience to application and giving examples to prove statements ✓

Personalised intention for specific application

## Personal Profile

I am an enthusiastic, conscientious and very personable candidate who is driven to secure a position as a member of airline Cabin Crew. My work experience has enhanced my communication skills and allowed my natural flare for customer services to shine. My enjoyment of working within a team, and with a wide variety of people, can also be demonstrated by my voluntary work and the personal accomplishments I have achieved in Dance; all of which have been undertaken alongside my full-time education.

Not too much use of 'I' in Personal Profile ✓

## Education & Qualifications

2005 - 2012 The Forest Academy, Hainault, Essex IG6 3TN

2012 - 'A' Levels:

French (B)  
English Literature (B)

List English, Maths & Science first

2010 - GCSEs:

English (C), Maths (C), Science (C), French (A), Catering (B),  
Business & Communication Studies (B)

Note the correct way to write: GCSEs 'A' Levels BTEC

2010 - BTEC Level 2:

ICT First Diploma (Pass), (Pass)

Feb 2011

Hainault Youth Centre, Hainault

CIEH Level 2 Food Hygiene Certificate (Pass)

May 2011

The Downshall Centre, Goodmayes

Youth Leadership Course (Pass)

Show dates from most recent, working backwards ✓

## Employment History & Work Experience

Feb 2011 - Present

Valentines Restaurant, Ilford

Front of House Assistant

- Waitressing, customer service, cashiering, general duties & assistance.

Sept 2011 - Present

Fat Face, Canary Wharf

Crew Member

- One-to-one customer service / personal shopping. Stock control and replenishment, point of sale.

Name of Business, Location, Job Title

It is good to show a clear distinction from Work Experience and (paid) part-time employment

March 2009

Thomas Cook, Romford

Front Desk Assistant (school work experience placement)

- Meeting and greeting, telephone and face-to-face customer service and enquiries, filing, general administration.

## Voluntary Work

Oct 2010 - Sept 2011

Hainault Youth Centre, Hainault

Disability Group Assistant

- Assisted members with physical and mental disabilities (aged 10yrs - 25yrs) to engage in life skills and social skills through activities and events such as arts and crafts, discussions, cookery and residential activity trips.

Differentiate voluntary work and detail the experience and skills it has given you (relate to application if relevant) ✓

## Additional Skills & Information

- Clean driving license and own vehicle
- Good level of French
- ISTD Gold Star Level Disco Dance
- Ballroom & Latin Social Dance Test - National Competitor

E.g.: Senior Prefect, Sports Leader, Duke of Edinburgh Award, Additional Languages, Specialist IT knowledge, First Aid / Lifesaving qualifications, extended travel etc

## Hobbies & Interests

- Competing in National Dance Events
- Member of the 'All Stars' Youth Theatre, Stratford, since 2007
- Baking - attended a workshop with Mich Turner, MBE ( of the Little Venice Cake Company) in September 2012
- Reading contemporary fiction (I am guided by the Booker Prize short list each year)

Do not use clichés (e.g. "Socialising with friends or "I like to read" etc.) If you actually do like to read explain what and why

## References

Mr E Macleod

Director of Sixth Form, Assistant Headteacher  
The Forest Academy  
Harbourer Road  
Hainault  
Ilford  
Essex, IG5 3TN

Miss A Manager

Supervisor  
Fat Face Retail Ltd  
1 Canada Square  
London  
E11 1EE

1 'academic' referee (school, college etc) AND  
1 current (or most recent) employer OR  
1 'character' referee, if no previous employer (unrelated to you)

Tel: 020 8500 4266

Email: e.macleod@theforestacademy.co.uk

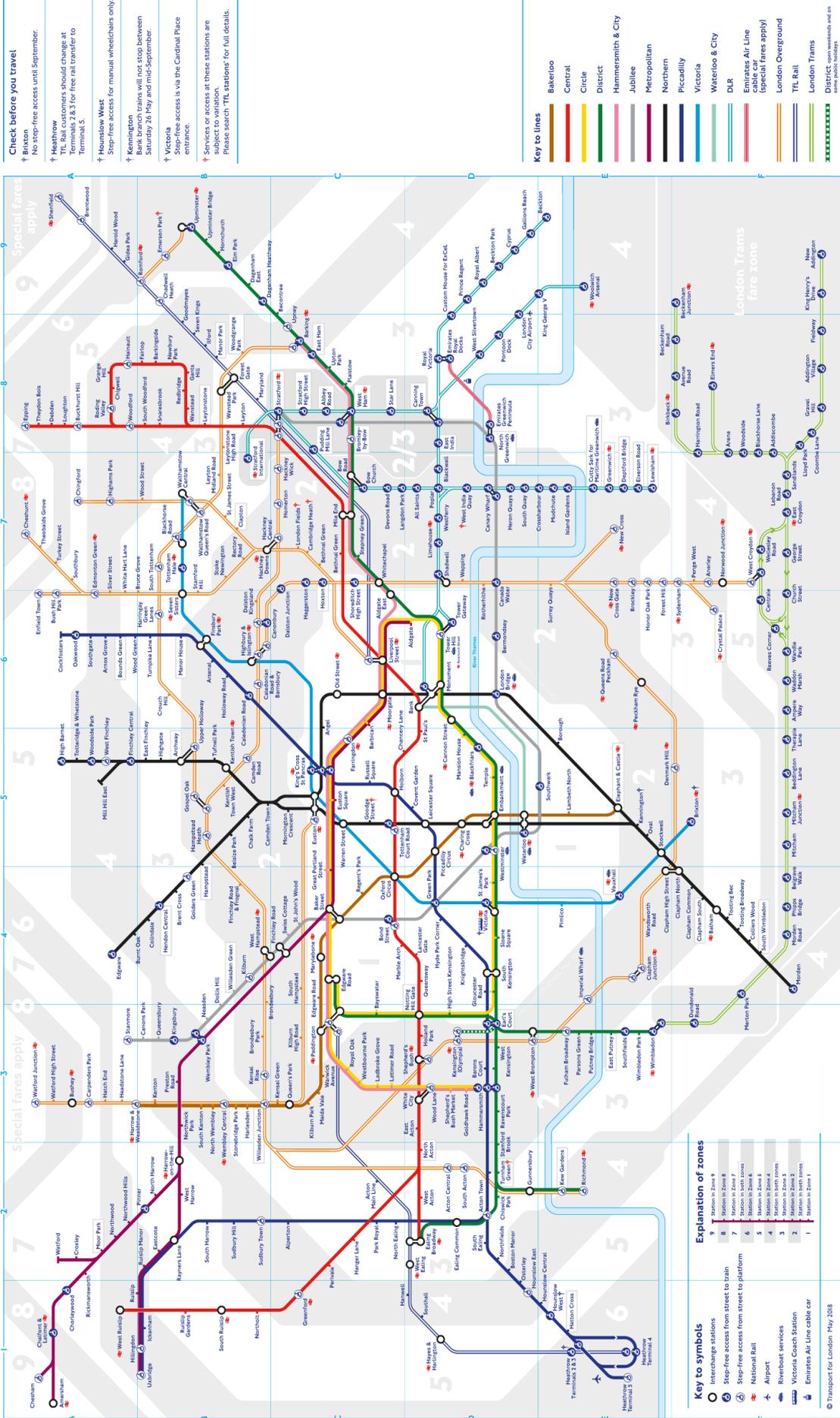
Tel: 020 7000 0000

Email: amanager@ffretail.net

Give brief details of what your duties involve/d & what skills you gained (relate to your application)

If you do not wish to disclose your referees at the application stage state:  
"References available upon request"

# REFERENCE MATERIALS



**TRANSPORT FOR LONDON**  
EVERY JOURNEY MATTERS



Sign up for email updates  
[tfl.gov.uk/emailupdates](mailto:tfl.gov.uk/emailupdates)

24 hour travel information  
0343 222 1234\*

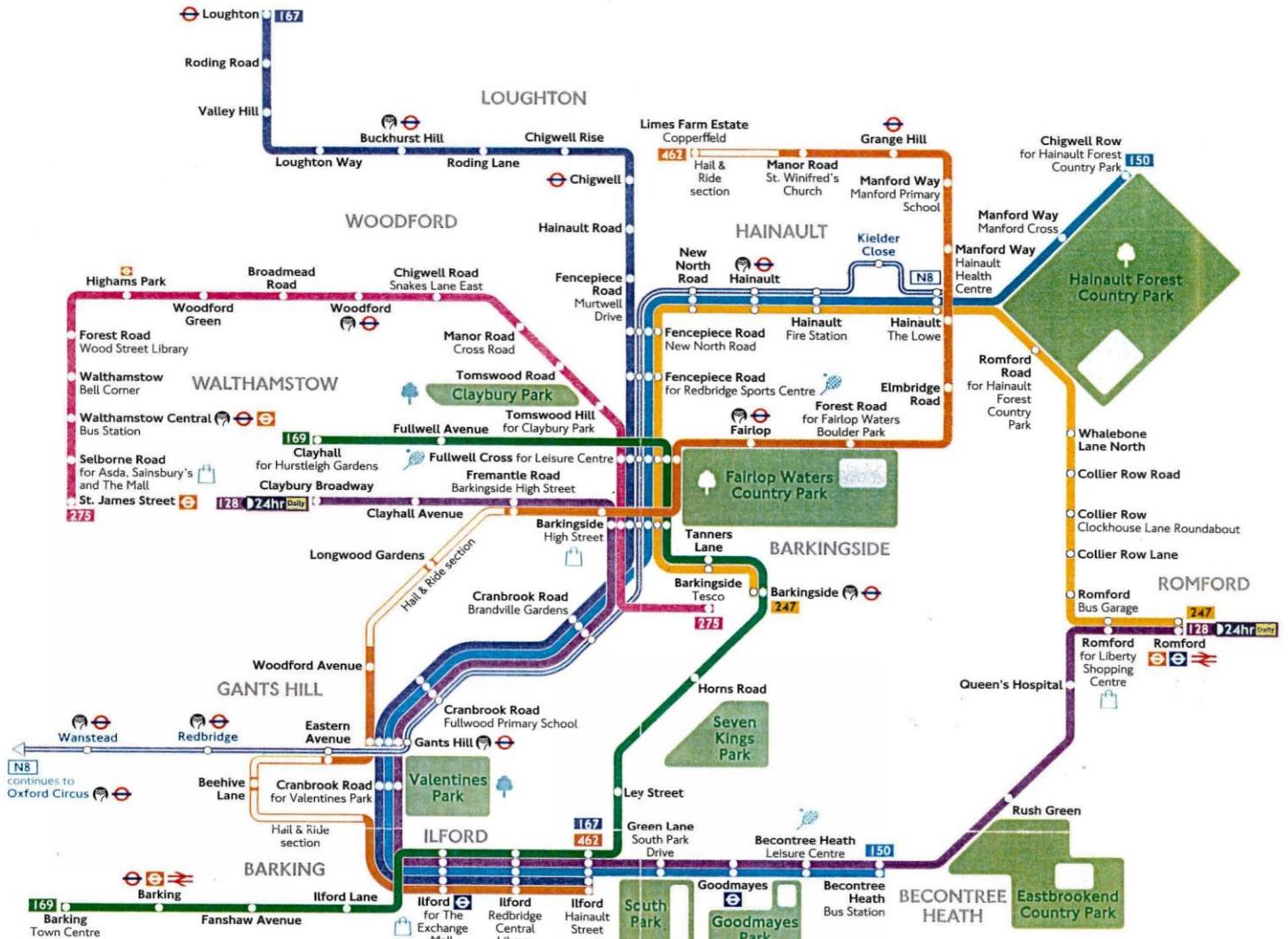
[tfl.gov.uk](http://tfl.gov.uk)

**MAYOR OF LONDON**

Online maps are strictly for personal use only. To license the Tube map for commercial use please visit [tfl.gov.uk/mapping](http://tfl.gov.uk/mapping)

# Your local bus map

Take a look at all the local routes that run through your local area on the map below. For other routes, simply search 'Journey Planner' online.



**Key**

- Connection with London Underground
- Connection with London Overground
- Connection with TFL Rail
- Connection with National Rail
- Tube station with 24-hour service Friday and Saturday nights

**Route finder**

Route	Towards
167, 247, 275	Claybury Broadway
150	Romford
150	Beacontree Heath
150	Chigwell Row
167	Ilford
167	Loughton
169	Barking
169	Clayhall

Route	Towards
247	Barkingside
247	Romford
275	Barkingside
275	St. James Street
462	Ilford
462	Limes Farm Estate

**Hail & Ride section**  
On sections of the 462 route you can 'hail and ride.' Just signal the driver that you wish to board rather than waiting at a designated stop. Bus drivers will only stop where it is safe to do so.

**Night bus service**  
The night bus takes you where you need to be from late at night through to early morning. Look for the areas that the N8 runs through.

## Key destinations on our routes

Here are some places we think you might like to visit in your local area.

**Green areas**

- Claybury Park **275**
- Fairlop Waters Country Park **462**
- Hainault Forest Country Park **150 247**
- Valentines Park **128 150 167**

**Sport and leisure**

- Beacontree Heath Leisure Centre **128 150**
- Fullwell Cross Leisure Centre **150 167 169 247 275 462**
- Redbridge Sports Centre **150 167 247**

**Shopping**

- Barkingside High Street **150 167 169 247 275 462**
- Liberty Shopping Centre **128**
- The Exchange Mall **128 150 167 462**
- The Mall Walthamstow **275**

**Top tips for bus travel**

- Have your contactless payment or Oyster card ready before boarding
- Remember you can't use cash to pay for your fare
- To get off the bus, simply press one of the 'STOP' buttons before your stop

# Periodic Table of the Elements

© www.elementsdatabase.com

1 H																	2 He
3 Li	4 Be											9 F	10 Ne				
11 Na	12 Mg											17 Cl	18 Ar				
19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr
37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe
55 Cs	56 Ba	57-71	72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn
87 Fr	88 Ra	89-103	104 Rf	105 Db	106 Sg	107 Bh	108 Hs	109 Mt	110 Ds	111 Rg	112 Cn	113 Uut	114 Fl	115 Uup	116 Lv	117 Uus	118 Uuo

- hydrogen
- alkali metals
- alkali earth metals
- transition metals
- post-transition metals
- nonmetals
- noble gases
- halogens
- metalloids

lanthanoids	57 La	58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu
actinoids	89 Ac	90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr

## Common Misspellings

absence  
abysmal  
accessible  
accidentally  
accommodation  
acknowledge  
acquaint  
acquire

basically  
beautiful  
because

calendar  
catarrh  
choose/chose  
ceiling  
cellar  
college

daily  
debt  
deceit  
defence  
definite  
description  
desirable

eighth  
efficient  
embarrassment  
equipment  
exaggerate  
exceed

familiar  
favourite  
February  
gauge  
glamorous  
government

harass  
hare-brained  
height  
idiosyncrasy  
immediately  
imminent  
jewellery  
knowledge

liaison  
leisure

maintain  
maintenance  
marvellous

across  
address  
advertisement  
allege  
already  
although  
amount

beginning  
believe

commitment  
committed  
committee  
comparative  
comparison  
conscience

desperately  
detached  
develop  
development  
different  
difference

excellent  
excessive  
excite, exciting  
excitement  
exercise

fortunately  
fortieth  
forty

grammar  
grateful  
grievous  
heir

honorary  
holiday

incidentally  
independence  
install

knack  
lieutenant

medicine  
miniature

niece  
ninth

annual  
apparatus  
appearance  
argument  
arrangement  
attach  
awkward

benefited  
business

conscientious  
conscious  
consensus  
consolidate  
control  
criticism

diminution  
disagreeable  
disappear  
disappointed  
discipline  
dissatisfied

exhilarating  
existence  
expense  
extraordinary  
exuberant

fulfil  
fulfilled

guarantee  
guard

humorous  
humour

instalment  
interested  
irrelevant

knuckle  
loose/lose

miscellaneous  
mischievous

noticeable  
nuisance

necessarily neighbour	occurred occurrence occurring	omission omit opportunity
occasion occasionally occur	precede preceding prefer(red) prejudice premises preparation privilege procedure	proceed profession prominent pseudonym publicly pursue pursuing
paid panicked parallel(ed) parliament particularly pastime playwright possess	queue	quiet/quite
quay receipt receive recommend	refer(red) recognize	relevant repetition
schedule scissors seize sentence separate	siege sieve skilful stationary stationery	strength succeed supersede suppress surprise
temporary tendency	tragedy truly	twelfth tie, tied, tying
undoubtedly unmistakable	unnecessary unparalleled	until
vicious waist waste	vigorous Wednesday weird	vinegar wilful woollen

## Top 20 Misspelt Words:

- |               |                   |                  |
|---------------|-------------------|------------------|
| 1. Separate   | 7. Unnecessary    | 14. Connoisseur  |
| 2. Definitely | 8. Acceptable     | 15. A lot        |
| 3. Manoeuvre  | 9. Broccoli       | 16. Entrepreneur |
| 4. Embarrass  | 10. Referred      | 17. Particular   |
| 5. Occurrence | 11. Bureaucracy   | 18. Liquify      |
| 6. Consensus  | 12. Supersede     | 19. Conscience   |
|               | 13. Questionnaire | 20. Parallel     |

**UK**

VS

**US SPELLING:** Separated by  
a Common Language

American and British spelling differences include simple changes that affect the meaning, pronunciation and use of words. Today, native and non-native English speakers are the largest group in the world, but the dialects they speak are shockingly different.

PAST PARTICLES & SIMPLE PAST VERBS ARE OFTEN SPELLED DIFFERENTLY.



smelled  
spelled  
dreamed  
leaned



smelt  
spelt  
dreamt  
leant

UK SPELLINGS FAVOR "-RE" ENDINGS WHILE AMERICAN VARIATIONS USE "-ER".



Is it the **theatre** in the town **centre**? Or the **theater** in the town **center**?

BRITISH EXTRAS

AN EXTRA "U"

"OU" COMBINATION FOUND IN THE MIDDLE OF WORDS

"-UE" ENDINGS IN "ANALOGUE", "CATALOGUE", "DIALOGUE"



glamour moustach catalogue

"LL" BEFORE THE ENDING WHEN FOLLOWING THE UK SPELLING.



-IZE  
analyze  
organize  
prioritize



-ISE  
analyse  
organise  
prioritise

FRENCH TENDENCIES IN BRITISH SPELLING (since 1066)

EXTRA 'E'S ARE FREQUENTLY ADDED OR RETAINED



AGEING RETAIN THE LAST -E

The most important point to remember is consistency.  
Many ESL speakers find they have a natural preference for one or the other.

## Figurative Language

**Personification:** Giving something (non-human or an object) human characteristics

**Hyperbole:** An exaggeration so dramatic that no one would believe it is true.

**Metaphor:** A statement that is a comparison of two things that are not alike

**Alliteration:** When a set of words uses the same sound or letters repeatedly (e.g. *pretty, pink, posies*)

**Simile:** Comparing two things that are not alike, using "like" or "as" (e.g. *the clouds were like marshmallows in the sky*)

**Onomatopoeia:** Sound words - the word means nothing more than the sound it makes (e.g. splash, plop, babble, gurgle, twang,

**Idiom:** A set of words that can have more than one meaning behind them (e.g. *'Best thing since sliced bread'* - A good invention or innovation. A good idea or plan OR *'Devil's Advocate'* - to present a counter argument.)

## Parts of Speech

part of speech	function or "job"	example words	example sentences
<u>Verb</u>	action or state	(to) be, have, do, like, work, sing, can, must	My dog <u>is</u> a collie. I <u>like</u> to play fetch with her.
<u>Noun</u>	thing or person	pen, dog, work, music, town, London, teacher, John	This is my <u>dog</u> . He lives in my <u>house</u> . We live in <u>London</u> .
<u>Adjective</u>	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is <u>big</u> . I like <u>big</u> dogs.
<u>Adverb</u>	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats <u>quickly</u> . When he is <u>very</u> hungry, he eats really <u>quickly</u> .
<u>Pronoun</u>	replaces a noun	I, you, he, she, some	Tara is Indian. <u>She</u> is beautiful.
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went <u>to</u> school <u>on</u> Monday.
<u>Conjunction</u>	joins clauses or sentences or words	and, but, or, nor	I like dogs <u>and</u> I like cats. I like cats <u>and</u> dogs. I like dogs <u>but</u> I don't like cats.
<u>Interjection</u>	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	<u>Ouch!</u> That hurts! <u>Hi!</u> How are you? <u>Well,</u> I don't know.

### There

there   
 ↑                    ↑  
 a place        is or are

My car is over there.

There is my book!



There is a picture of you here.

There are two more minutes.

### Their

their   
 ↑  
 person / object

Their children are tall.

Their dog is chewing a bone.

The grammar teachers have lost their minds.

### They're

they're 

they're = they are

They're playing chess tonight.

They're going to go camping this summer.

They're ready for dinner.

## Affect or Effect

# AFFECT

IS USUALLY A VERB.

This game will affect our standings in the league.



# EFFECT

IS USUALLY A NOUN.

The politician misrepresented the effect of his policies.

## 24 Hour Clock (Also known as Military Time)

6am - 06:00

10am - 10:00

2pm - 14:00

6pm - 18:00

10pm - 22:00

2am - 02:00

7am - 07:00

11am - 11:00

3pm - 15:00

7pm - 19:00

11pm - 23:00

3am - 03:00

8am - 08:00

12pm - 12:00 (Noon)

4pm - 16:00

8pm - 20:00

12am - 00:00 (midnight)

4am - 04:00

9am - 09:00

1pm - 13:00

5pm - 17:00

9pm - 21:00

1am - 01:00

5am - 05:00



# Useful Conversions

## Converting from one metric unit to another

Perhaps the most common metric conversions are between mm, cm, m and km.

- 1 cm = 10 mm
- 1 m = 100 cm = 1000 mm
- 1 km = 1000 m = 100 000 cm = 1 000 000 mm
- **kilo** means **1000**, so 1 km = 1000 m
- **centi** means  $\frac{1}{100}$ <sup>th</sup>, so 1 cm =  $\frac{1}{100}$ <sup>th</sup> m
- **milli** means  $\frac{1}{1000}$ <sup>th</sup>, so 1 mm =  $\frac{1}{1000}$ <sup>th</sup> m

## Converting units of mass and capacity

For example:

- 1 km = 1000 m, so 1 kg = 1000 g
- 1 m = 100 cm, so 1 l (litre) = 100 cl (centilitres)
- 1 m = 1000 mm, so 1 g = 1000 mg (milligrams)

## Converting imperial to metric measurements

<u>Imperial</u>	<u>Metric</u>
1 inch (1")	2.54 cm
1 foot (1') / 12"	30 cm
1 yard (1 yd)	almost 1m
1 mile	just over 1.5km
1 acre or 4, 840 sq yards	4046.9 m <sup>2</sup>
1 sq mile or 640 acres	2.590 km <sup>2</sup>

1 ounce (1oz)	approx. 30g
1 pound (1lb) or 16ozs	about half a kg
1 stone or 14lbs	about 6.5kg
1 tonne (t)	1000kg

1 pint or 20 fl ozs	just over half a litre
1 gallon or 8 pints	About 4.5 litres

32°F	0°C
------	-----

# Weekly, Evening Revision / Study Planner

**Homework / Revision Planner:** Photocopy and use to plan your evening study time around family, leisure and employment commitments

MONDAY		TUESDAY		WEDNESDAY		THURSDAY	
17:00		17:00		17:00		17:00	
17:30		17:30		17:30		17:30	
18:00		18:00		18:00		18:00	
18:30		18:30		18:30		18:30	
19:00		19:00		19:00		19:00	
19:30		19:30		19:30		19:30	
20:00		20:00		20:00		20:00	
20:30		20:30		20:30		20:30	
21:00		21:00		21:00		21:00	
FRIDAY		SATURDAY		SUNDAY			
17:00		17:00		17:00			
17:30		17:30		17:30			
18:00		18:00		18:00			
18:30		18:30		18:30			
19:00		19:00		19:00			
19:30		19:30		19:30			
20:00		20:00		20:00			
20:30		20:30		20:30			
21:00		21:00		21:00			

# NOTES