



THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren



The Coopers' Company and Coborn School

Year 13: Information Evening



Welcome...

- An academic and caring Sixth Form
- Strong academic results
- A brilliant 'Beyond 18' programme
- High expectations – we will challenge them every day
- Benefits of being a CCCS student

The team...



Ms S Hay
Headteacher



Mr R Bell
Deputy Head



Mr M Duncan
Deputy Head



Mr J Edwards
Deputy Head



Mr J Dudley Hart
Assistant Head



Mr L Bonnett
Assistant Head



Mrs R Carron
Assistant Head



THE COOPERS' COMPANY
AND COBORN SCHOOL
Love as Brethren

6th Form...



**Mr J
Teece**

**Head of
Year 12**



**Mrs J
Marshall**

**Head of
Year 13**



**Mrs K
Palmer**

**Head of
Careers**



**Mrs H
Jacobs**

**Pastoral Manager &
16-19 Bursary
Coordinator**



**Mrs P
Morse**

**Independent
Learning
Supervisor**



**THE COOPERS' COMPANY
AND COBORN SCHOOL**

Love as Brethren

6th Form...



**Mrs A
Wilkes**

**Pastoral
Development
Coordinator**



**Mrs C
Morrell**

EPQ Lead



**Mrs S
King**

**School Leaver
&
Apprenticeship
Consultant**



**Mrs M
Donnellan**

**Sixth Form
Administrator**



**Miss C
Smith**

**Oxbridge
Coordinator**



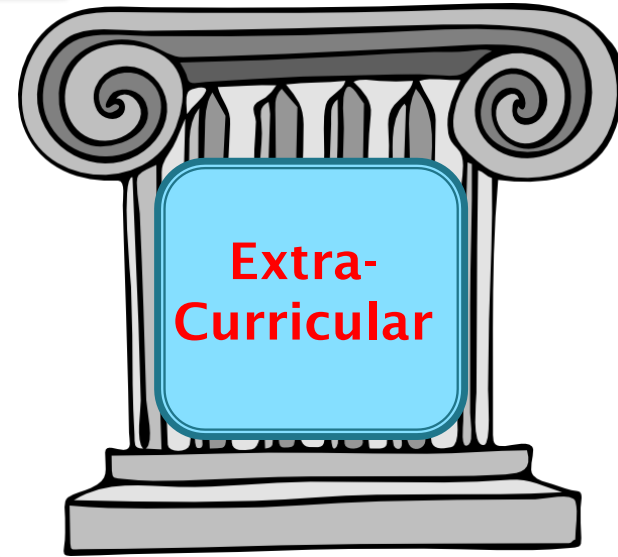
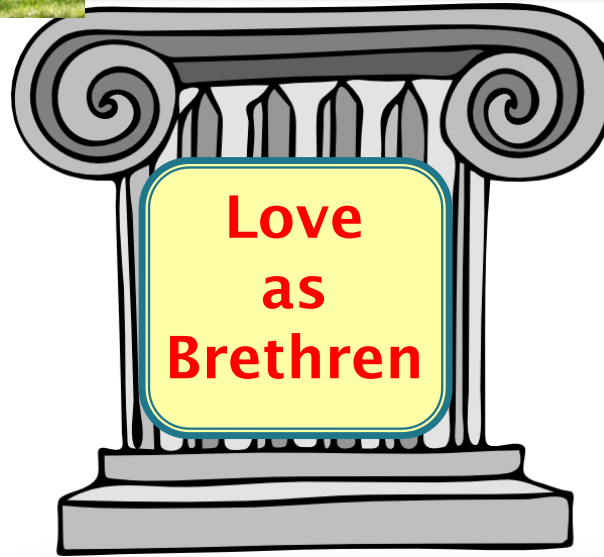
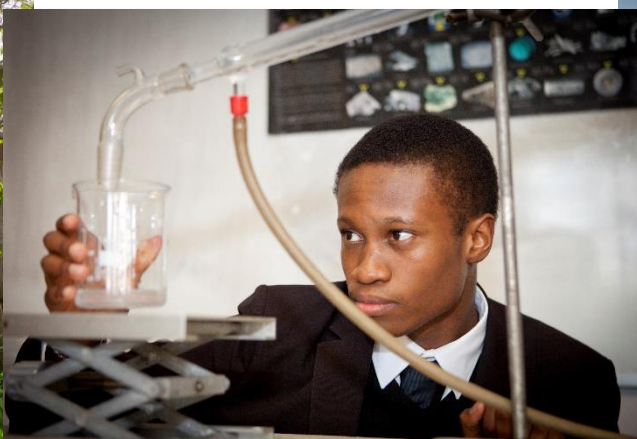
**THE COOPERS' COMPANY
AND COBORN SCHOOL**

Love as Brethren

Outstanding A-Level



28% of grades at A*-A
60% of grades A*-B





The tutors...

	Mrs Marshall: Head of Year
13.0	Mrs Read and Mrs Edwards
13.1	Mr Kemp and Mrs Wilkes
13.2	Mr Murphy
13.3	Mr Crouch
13.4	Miss H Smith
13.5	Mrs Morrell and Mrs George
13.6	Mr Claude
13.7	Ms Grewal
13.8	Mr Bain
13.9	Mr Ferreira



The role of the Form Tutor...

- Your first port of call with all problems
- The person your son/daughter will see every day this year
- Will write their reference for university/job
- Will mentor and support them throughout



Initial points of contact...

	Mrs Marshall: Head of Year
13.0	Mrs Read and Mrs Edwards
13.1	Mr Kemp and Mrs Wilkes
13.2	Mr Murphy
13.3	Mr Crouch
13.4	Miss H Smith
13.5	Mrs Morrell and Mrs George
13.6	Mr Claude
13.7	Ms Grewal
13.8	Mr Bain
13.9	Mr Ferreira

Make contact – via the Pastoral Contact section of the school website ('Contact Us')



Subject Related Queries

- ❑ Contact your son/daughter's teacher in the first instance
- ❑ Other useful contacts are Heads of Department
- ❑ Teachers can be contacted via the 'Contact Us' section of the School Website ('Contact a Specific Teacher of Department')



The Pastoral Team

Mrs Marshall
Head of Year
01708 251825

Mr Bell
Deputy Head/Head of 6th Form
01708 251812

Mrs K Palmer
Head of Careers
01708 251817

Mrs M Donnellan
6th Form Administrator
01708 251824

Mrs H Jacobs
01708 251855
Pastoral Manager

Mrs P Morse
Independent Learning
Supervisor



A very able year group...

- 250 in the year group
- AIM: 70% of A Level grades at A or B
- Approximately 85% will apply to university



How will I know how they are doing?

- Ongoing assessment on Go4Schools
- Other smaller assessments

Mock Exams: 25th November - 6th December

Parent/Carer Consultation Evening: 16th January

Additional Re-mocks: 16th March



Go4Schools

- Online programme used by teachers
- Attendance, assessment and behaviour recording system



Google Classroom

<p>Class 2020-13DHi1</p> <p>0 students</p> <p>📈 📁</p>	<p>Class 2020-12AHi1</p> <p>1 student</p> <p>📈 📁</p>	<p>Class 2020-8F2Hi</p> <p>26 students</p> <p>📈 📁</p>	<p>EPQ 2020/21</p> <p>84 students</p> <p>📈 📁</p>
<p>Oxbridge Explorer</p> <p>Year Group - Y12</p> <p>67 students</p> <p>Due Monday Personal Statement - Submit draft for feedba...</p> <p>📈 📁</p>	<p>The World of Work A...</p> <p>Year Group - Y12</p> <p>160 students</p> <p>📈 📁</p>	<p>The University Applic...</p> <p>Year Group - Y12</p> <p>247 students</p> <p>📈 📁</p>	<p>CCCS Staff Support</p> <p>22 students</p> <p>📈 📁</p>



Student financial support...

‘The 16-19 Bursary Scheme’ is open to:

- A student in care or a student who has been in care, if the student is in receipt of income support or a disabled young person in receipt of certain government allowances
- A student who is entitled to receive free school meals.
- A student/family experiencing sudden and immediate financial hardship

Continued receipt of the Bursary will be dependent on regular attendance and compliance with the School’s Code of Good Conduct.

Any queries, please contact: Mrs Jacobs– hja@cooperscoborn.co.uk



Key issues...

- UCAS application / jobs market challenges
- Independent working 'I don't have any work to do...!'
- Balancing social/work/sport/study
- Mental health/staying positive - pressure
- 'Big fish' in a 'small pond'



More minor issues...

- Importance of online absence request-attendance %
- (future UCAS and job references) – **please note direct to Headteacher**
- Use of 'free' time when not on site
- Leaving the school site
- Paid work / socialising / driving / drinking

The Coopers' Coborn Charter

As a student at The Coopers' Company & Coborn School Sixth Form, I will...

- Adhere to the Coopers' Coborn Charter to ensure the school can be a positive and safe environment, where effective learning takes place.
- Bring resources to lessons as necessary.
- Provide a positive role model for younger students.
- Keep paid work to a maximum of 8 hours a week and never during school time.
- Manage my social life and other commitments so that they don't impede my studies.
- Abide by the Sixth Form uniform policy; in particular I understand the hair/appearance code.
- Agree to adhere to the mobile phone and headphone policy, ie. The school is a mobile free/headphone free site.
- Follow the ICT User Agreement at the school.
- Not act in such a way so that I might bring the reputation of the school into disrepute.
- Not park my car/moped on the school site, unless I have an authorised parking permit.
- Strive to achieve the highest academic standards of which I am capable.
- Recognise that study in the Sixth Form is a full-time occupation.
- Attend all lessons, Learning Zone slots, assemblies and registration periods.
- Regularly attend school registration, on time at 8:35am each morning, with an attendance rate to registration of at least 90%.
- Actively attend all Enrichment pm sessions.
- Complete a minimum of 3 A Levels for two years.
- Support our pledge on diversity and inclusion (LASB principles)
- Respect the school site, especially the Common Room and agree to respect the silence of the Learning Zone.
- I will not invite members of the public onto the school site.
- Ensure work set for cancelled lessons is completed.
- Follow agreed procedures to report any absence.
- Meet homework and coursework deadlines.
- Return all school issued equipment at the end of the course.
- Use study periods productively, take responsibility for my own learning.



Key expectations...

- High rates of attendance
- Strong punctuality – 8:35am EVERY day
- On the school site until 12:15pm
- Can sign out/go home only after 12:15pm
- Correct uniform
- Respect for the Sixth Form Centre
- High standards of academic achievement
- Homework completed well and on time
- Excellent personal organisation
- Extra-curricular involvement

Living out the ethos of 'Love as Brethren'

Loss of privileges

If they are late / fail to attend assemblies 5 times in a calendar month - then they will lose all signing out privileges for the following month and will also remain in school all day, until we finish (3:15pm, or 4:15pm)

Mobile Phones/Headphones

STUDENTS are not allowed to use mobile phones **ANYWHERE** on the school site. Except...

- In the Common Room
- In R16/R17 or the Learning Zone – to support learning

If seen in lessons, at lunch, at break, before school or after school – in any other area, by any member of staff they will be **confiscated** and handed over to Mrs Jacobs.

- Ipads/Laptops may be used – if permission is asked by you to the respective teacher



School Uniform

When they wear CCCS school uniform they are representing the school so it is vital they are smartly dressed.



- Black leather 'formal' smart shoes
- Blazer worn
- Shirts/Blouses tucked in at all times - ties on
- Trousers and skirts must be appropriate in length and worn in a manner appropriate for school.
- Trouser should be full length, appropriately tailored, regular fit, formal, black trousers in a traditional school style.
- Two discrete earrings per ear
- Nail varnish – 'light and discrete'

Please ask if unsure. We will be completing uniform checks so you are aware



Work outside Coopers...

- Maximum of 8 hours a week
- Positive benefits of paid employment
- Negative correlation between employment and academic attainment
- Paid employment at examination times



Communication

- 'ParentMail' – email to parents for letters
- ParentPay
- Google Classroom – GoogleGuardian summaries
- Assessment reporting (online – Go For Schools)
- 6th Form Website
- Tutor – first contact point
- Report to school reception for any meetings (which need to be pre-arranged)

(please allow staff 48-72 hours to respond to emails)



Beyond 18

Applying to
University
&
the
'World of Work'



The Beyond 18 programme

Please remember:

In February - we launched Beyond 18, with a day in school and parent/carer evening session

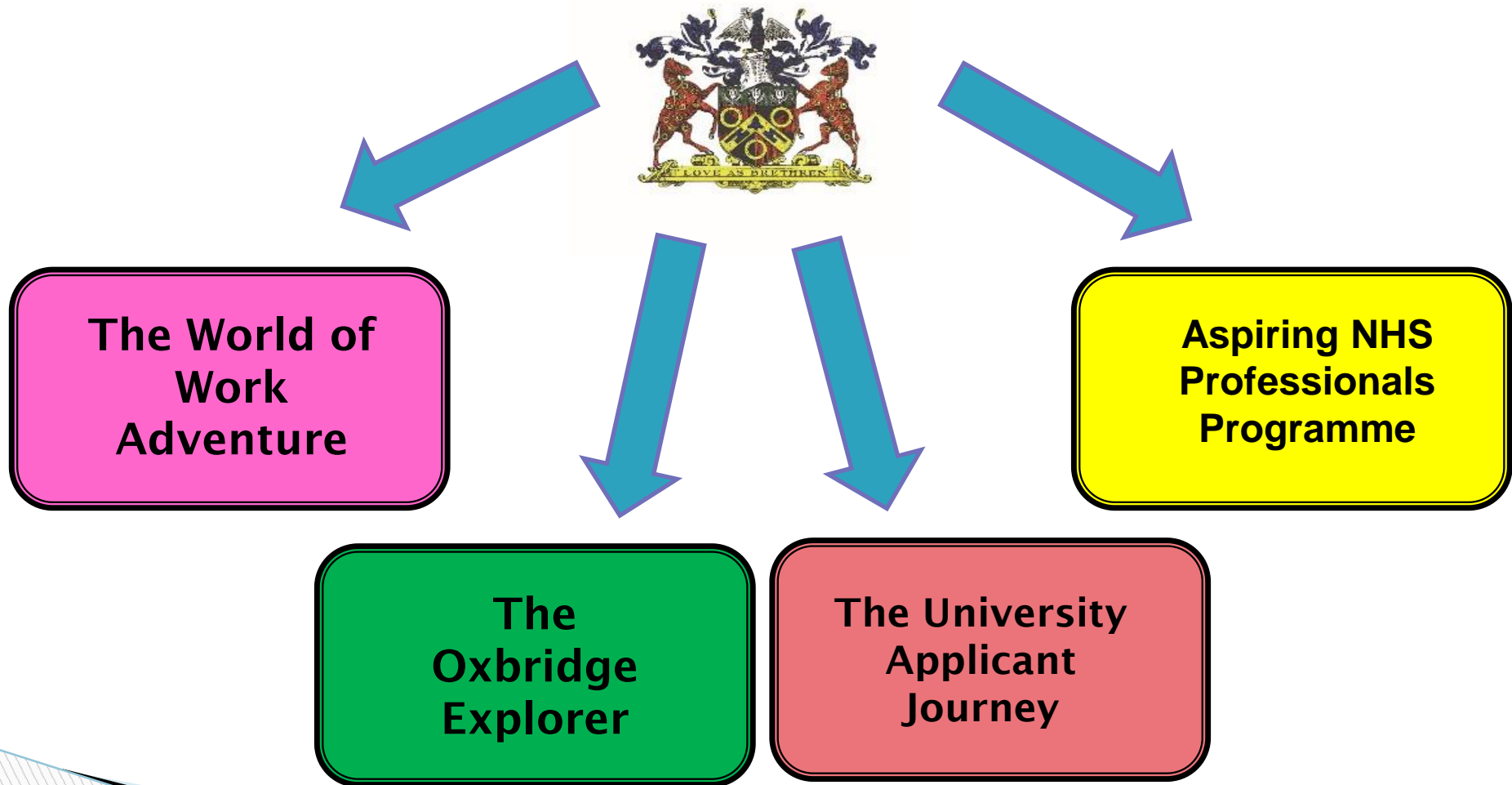
In June – we had ‘Beyond 18 Day 2’ in School

All students have been given an ‘Apply Brochure’

All students went to Skills London (November) and the UCAS Exhibition (June)

At the start of term we had an important assembly

Our Beyond 18 programmes...



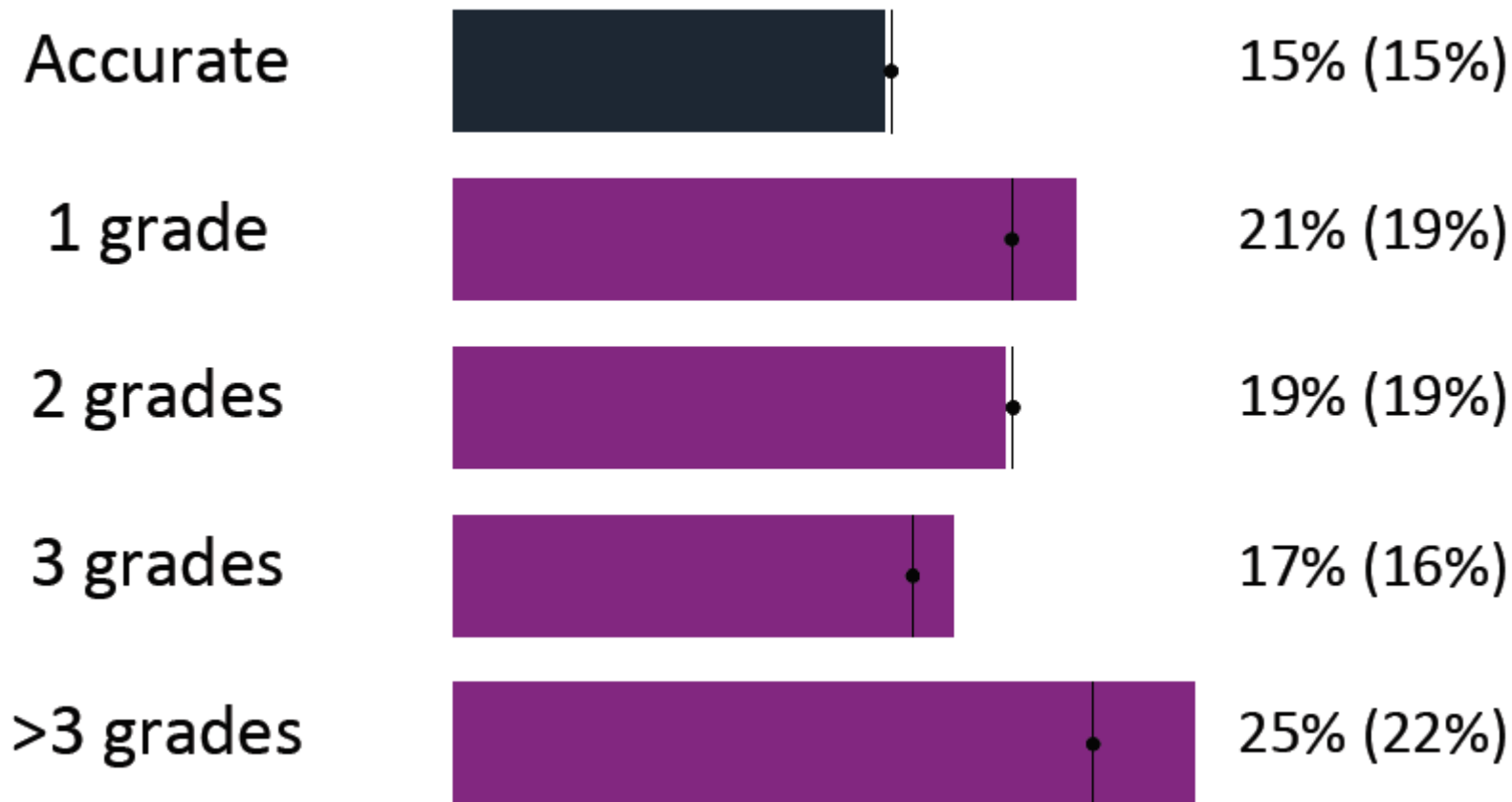


The following slides are what was shared with your son/daughter two weeks ago...

Please note: There is an inevitable focus right now on UCAS applications due to the upcoming deadlines. Mrs King is working closely with job seekers and they are as important to us as university applicants.



Predicted Grades...





Predicted Grades...

- These are not necessarily what we think you WILL get
- They tend to be optimistic
- The 'range' of choices is therefore critical
- Vast majority of you will be happy with your predicted grades – as they are already optimistic and high



What to do if you want them reviewed

Be honest with yourself

- Year 13 is harder
- Are you setting yourself up to fail?
- Are you putting too much pressure on yourself?
- What is your PLAN B?



What to do if you want them reviewed

- Use the form
- Complete it honestly and fully – you need to sign it
- Discuss with people at home – they need to sign it
- Discuss with Form Tutor – they need to sign it
- Pass to Mr Bell (or Mrs Donnellan) if not there



What to do if you want them reviewed

- You will get an answer within 3-5 days
- Please do not contact Mr Bell via email
- Outcome
 - Approved – via email
 - Rejected – I will speak to you in person
 - Compromise – I will speak to you in person



University applicants...

You need to identify the five choices that you wish to put on your UCAS form are. This is where a sensible range is critical and you need to think carefully about a) the school's current predicted grades b) what you hope that they could be.

You need to select a sensible range of universities.

Please note:

- In order for your request to be considered, you must:
 - Have selected AT LEAST 2 (Or 3) university choices ON or BELOW your current school predicted grades – it is likely that one of these universities would become known as your 'insurance choice' or back up
 - Only 1, 2 (or 3) of your choices, should be higher than the school's current predicted grades – it is likely that one of these universities would become known as your 'firm' or 1st choice.

For example, if your original predicted grades are BBB, two or three of your university choices, must be at BBB or lower.



PREDICTED GRADE DISCUSSION PRO-FORMA

Student Name: _____

Form: _____

Please put below what your internal examination results were in July 2022 – e.g. History – A, Art - C

Subject	Exam Result

Please put below what your current predicted grades are:

Subject	Predicted Grade

This school is exceptionally proud of its rigorous 'Beyond 18' process. Every year we work closely with students to provide them with the very best advice and support with their future aspirations. It is a difficult balancing act between being supportive and optimistic, whilst at the same time being honest, open and realistic. Your teachers have provided you with predicted grades based on their professional knowledge of working with you for a year. They will have thought long and hard before providing the prediction. They were specifically asked to be 'positive' and 'aspirational'. These grades are for a specific and very purpose – to go on job and university applications; they are not what your teachers believe you will necessarily get at the end of Year 13 (which may be lower). There is still a huge amount of teaching and often more difficult A Level content to be covered – they are purely there to support you with the Beyond 18 process.

As such, we feel that the process is fair and rigorous. However, we also understand that there needs to be a fair process open to you if these predicted grades are a barrier for you applying for certain course/employment opportunities.

If you wish to have your predicted grades reviewed, this will only be done if you are putting in place a realistic, sensible and reasoned 'Beyond 18' plan. This form, is used for that purpose.

What happens now?

1. Please complete the form fully
2. Discuss your plans with parents/carers at home – they are required to sign and comment
3. Your form tutor then must sign the form
4. You then pass the form to Mr Bell who will then either:
 - a. Meet with you personally to discuss
 - b. Email you with the outcome

I wish for my Predicted Grades to be moved to:

Subject	Predicted Grade

For university applicants:

You need to identify the five choices that you wish to put on your UCAS form are. This is where a sensible range is critical and you need to think carefully about a) the school's current predicted grades b) what you hope that they could be.

You need to select a sensible range of universities.

Please note:

- In order for your request to be considered, you must:
 - Have selected AT LEAST 2 (Or 3) university choices ON or BELOW your current school predicted grades – it is likely that one of these universities would become known as your 'insurance choice' or back up
 - Only 1, 2 (or 3) of your choices, should be higher than the school's current predicted grades – it is likely that one of these universities would become known as your 'firm' or 1st choice.

For example, if your original predicted grades are BBB, two or three of your university choices, must be at BBB or lower.

University Name	Course	Grades Required

For job seekers:

Please explain clearly in the box below, why you wish the predicted grades to be moved up. Crucially, please include details of the employers you intend to apply to/any grade requirements

I have discussed my son/daughter's plans with them. I understand that if a positive decision is taken to revise my son/daughter's predicted grades, then this is being undertaken to provide aspirational direction and motivation to them whilst also ensuring they are being realistic and also considering insurance options. The school will not be accountable for the higher prediction which has been made purely at the request of my son/daughter and is above the grade provided by my son/daughter's teachers.

Parent / Carer Signature: _____

Date: _____

Form Tutor Signature: _____

Date: _____

For office use only:

Decision:

- ☐ Fully Approved
☐ Rejected

Action:

- ☐ Spreadsheet updated
☐ Student emailed outcome
☐ Student to meet with RBE

How to use UniFrog

- UK University Search Tool
- Personal Statement Tool

Share your personal statement with teachers through UniFrog

The UniFrog logo is displayed within a green square. The word "unifrog" is written in a white, lowercase, sans-serif font. The 'u' and 'n' are connected, as are the 'r' and 'o', and the 'g' has a long, curved tail. The logo is centered within the green square.

unifrog



The process...

- Personal statement should be well underway
- Alert your tutor that you need a reference asap
- Register for any Admissions tests – e.g. UCAT!
- Oxbridge work with Miss Smith– early deadline
- Medics/Dentistry etc. with the Miss Popperwell and Mr Bell
- AIM: Send UCAS form off before mocks (22nd Nov)



The process...

Where an entrance test is required – students should have registered and completed this test.

Student finishes completing the majority of the application form.

Student finalises personal statement and works with tutors and subject teachers on personal statement. (We recommend no more than 2 people to check MAX!) Oxbridge students should be liaising with Miss C Smith at this stage and Medics/Dentistry/Vets should be working with Miss Popperwell and Science Teachers

Any students who wish for their initial Beyond 18 (predicted grades) to be moved up should complete the Application Form and work with Mr Bell



The process...

Tutor uses tutor time to check the provisional UCAS reference. Form Tutor will then need to sit with the student and share the provisional reference with student. Form Tutor and student will then need to add 2-4 subject specific skills to the reference

Student then adds personal statement from Word into personal statement section of the Apply system. Tutor needs to confirm with student that this has been done.

Form Tutor checks the ENTIRE student UCAS form online, using the checklist provided by the 6th Form Pastoral Team. The Form Tutor informs the student that they can go home and pay for the application.



The process...

MISS C. SMITH

All Oxbridge applicants

MR BELL

All Medicine, Dentistry,
Veterinary Applicants

MRS JACOBS

All 16-19 Bursary Applicants
+ 13.1

MRS MARSHALL

13.0, 13.8

MR TEECE

13.3

MRS PALMER

13.5

MRS DONNELLAN

13.7, 13.2, 13.9

MRS MORSE

13.4, 13.6

MRS WILKES

Year 14

They will check the entire application with you, go through your reference, add the Beyond 18 (predicted grades) and send the application to UCAS with you.

Remember – there is everything you need on the ‘University’ classroom -

- Personal statement help
 - Webinars
 - How to guides
 - Videos
 - Resources
- (exam board and module codes!!)

**FOLLOW THE APPLICATION
PROCESS AT ALL TIMES – you have a
document!**

**FOLLOW THE INSTRUCTIONS ON ENTERING
QUALIFICATIONS- MODULE TITLES**

MAKE SURE YOU USE THE BUZZWORD

**ENSURE YOU KNOW WHERE YOU LIVE –
E.G. GRAYS, IS THURROCK, NOT ESSEX**

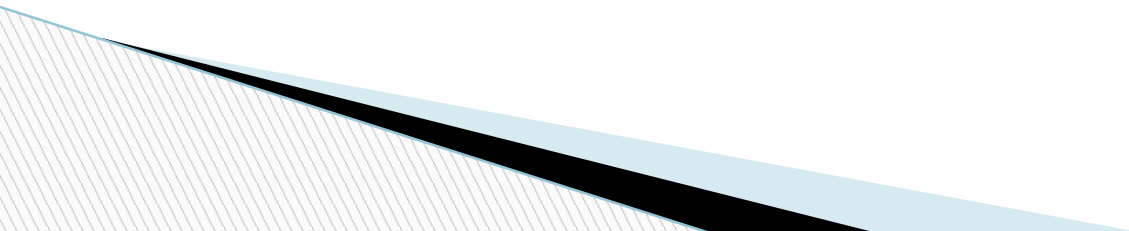
**ENSURE YOU KNOW YOUR RESIDENCY / NATIONALITY
STATUS - don't ask us!**

CHECK FEE CODE!



Admissions Tests

Do I need to sit one?





Personal Statements

- Should now be written in draft format
- Specific 3-4 part structure to follow
- Show them to 2 people ONLY
- Mr Bell and Mrs Marshall cannot look at them
 - unless they teach you.



Personal Statements

- Use Jane Marshall's advice
- <https://www.optimisingfutures.co.uk/videos-to-rent>
- Click 'login' – already a member

[**rre@cooperscoborn.co.uk**](mailto:rre@cooperscoborn.co.uk)

Password: Success4u



References

- There is a 3 part structure
- Your Form Tutor will show you and need your help
- For some of you we will need to take some bits out
- All students will need some subject specific comments added – relevant to the course – you will help with this



Student Name: Rob Bell

Possible Course/Employment: History

Part 1: Context Statement

- The Coopers' Company & Coborn School is a large, co-educational, 11-18 comprehensive, state-funded, non-selective school to the East of London.
- With over 500 students in the 6th Form, we are a large institution with A Level class sizes substantially larger than average (typically 18-26 students).
- Around half of our 6th Form students completed their secondary education and GCSEs at a different school.
- Due to the fact that our school is fully comprehensive, we serve a wide variety of student needs. Our catchment area is wide and some students join us from deprived areas of East London. Approximately 10% of our students are recognised as requiring SEND support and approximately 8% qualify as either Pupil Premium/FSM
- The school only offers A level provision (in 22 subjects) and the overwhelming majority of students complete three A levels in a linear fashion; only a small number of students complete four A levels (excluding Further Maths). Approximately 1/3rd of our cohort chose to complete the Level 3 Extended Project Qualification (EPQ). All students are encouraged to take part in an enrichment programme involving five aspects; mentoring, volunteering, online learning, sport and specialist areas such as bespoke careers programmes.
- Predicted grades are based on a holistic judgement of actual student academic performance since the start of Year 12, with a significant weighting to performance in the end of year 12 internal examination

Part 2: Extenuating Circumstances:

- This student's Year 12 education has been negatively impacted by serious ongoing issues with our school site, which emerged in February 2022. Working with the Department for Education, significant areas of our school site, including the 6th Form Centre, and Year 12 study facilities, have been rendered unsafe and closed. As a result, students have been asked to privately study at home for part of each day in a flexible arrangement and have also not have access to certain specialist teaching areas.
- Please note that this student has a full EHCP and a formal diagnosis of ASD
- Rob will be the first from his family to attend university
- This student is in receipt of FSM
- Rob's potential for this course is shown by that the fact that his success at GCSE was impressive; the average attainment at his school is historically well below what he achieved
- Please note this student's home address is in the bottom 10% of socio-economic status, based on IDACI
- This student is in receipt of the 16-19 Bursary Fund
- This student was in receipt of access arrangements for their GCSE examinations and received 25% extra time and a separate location
- Rob has been negatively affected in his studies this year, as sadly he lost his father in November 2022 following a long battle with cancer
- The school has been unable to fully staff its A Level English course this year and Rob has faced significant disruption with some cover teaching taking place



Part 3: Suitability for course: (preference for around 2000 characters - Oxbridge)

- This student's profound academic potential is illustrated by the fact he is in the top 5% of our cohort, based on GCSE results
- In the recent Year 12 examinations, Rob performed superbly, attaining in the top 10% of the cohort for History and was the highest in the entire cohort in A Level Politics
- Rob's passion for this subject is illustrated by his desire to complete his EPQ focusing on 'The role of Al Capone in 1930's prohibition in the USA'
- History Tutors comment that Rob's knowledge acquisition is very impressive. His grasp of historical context is superb and this is supported by a wide range of historical knowledge spanning the early-modern and modern periods, of both British and European History.
- Similarly, Rob has completed a particularly impressive piece of work this year in A Level History. The work focused on 'The reforms of Alexander II' and highlights Rob's suitability for this undergraduate course.
- In A Level Politics, tutors have commented how impressive Rob's understanding of political ideology; in particular his passion and interest for Conservatism and Marxism.
- Rob has completed a MOOC through FutureLearn entitled 'Why didn't Hitler abandon the Holocaust?' demonstrating his commitment to this course
- Having been selected to take part in UCL's 'Sutton Trust Summer School', Rob has been able to further explore his passion for History
- Rob has been awarded the highly prestigious position of School Captain, demonstrating how highly our school values his integrity and leadership skills
- Rob's academic success has been recognised through the award of Subject Colours in Politics and History
- By completing work shadowing at a barrister's chambers in the summer of 2023, Rob has developed his ability to weigh up differing arguments and understands the importance of historical evidence
- This student has been able to manage the workload of A Level study, alongside paid part-time employment working at Waitrose where he has developed his team work and communication skills
- Rob is also a national standard badminton player and has competed for the school in the National Finals; this sporting prowess supports Rob's academic achievements



When should it be sent off?

- CUKAS (Conservatoires) – deadline 2nd October
- Oxbridge work with Miss Smith – early deadline (16th)
- Medics/Dentistry/Vets etc. with the Science Department and Miss Popperwell (early deadline 16th)
- AIM: Send UCAS form off by mid November (before mocks)
- But, national deadline is January 31st



Student Finance

Thursday 10th October

- Student Talk – Period 5
- Parent Talk – 8pm
- Representative from UEA
- At the Careers Convention
- Please do not be scared!

Accepting Offers





Be Before choosing a firm and insurance choice

- Have they visited both institutions?
- Are the grade requirements different? **Insurance choice “should” be lower**
- Wait AS LATE AS POSSIBLE before choosing – use mock information to inform your decision (most students will have until May to decided!)
- But, don’t delay too long – be aware of accommodation deadlines.



The accommodation issue

Please note:

As soon as your son/daughter has 'firmed' or 'insured' a university, they may be asked to apply for accommodation at **BOTH** universities!

Students **MUST** keep a close eye on their emails (JUNK email too!)



Other options...

- Apply to university in 12 months time
- Apprenticeships
- School leaver programs
- Work experience
- Getting a job / recruitment agencies
- Gap Year or Travel
- Other degree options:
 - part time (up to 6 years)
 - 2 year options
 - Open University



Applying for the world of work...

- Working with Mrs King (and Mrs Palmer)
- Being proactive early and researching options
- Importance of good GCSE and A Level grades
- Preparing for interviews, presentations and aptitude/competency tests
- Keep options open – UCAS application too?

Apprenticeship levels

Levels of apprenticeship

Apprenticeships have equivalent educational levels.

	Level	Equivalent educational level
Intermediate	2	GCSE
Advanced	3	A level
Higher	4,5,6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or master's degree

Source: [Become an apprentice: How apprenticeships work](https://www.gov.uk/become-an-apprentice/how-apprenticeships-work) - GOV.UK (www.gov.uk)



equivalent
level

Level 6 Financial Services Professional

Higher Apprenticeship Level 6

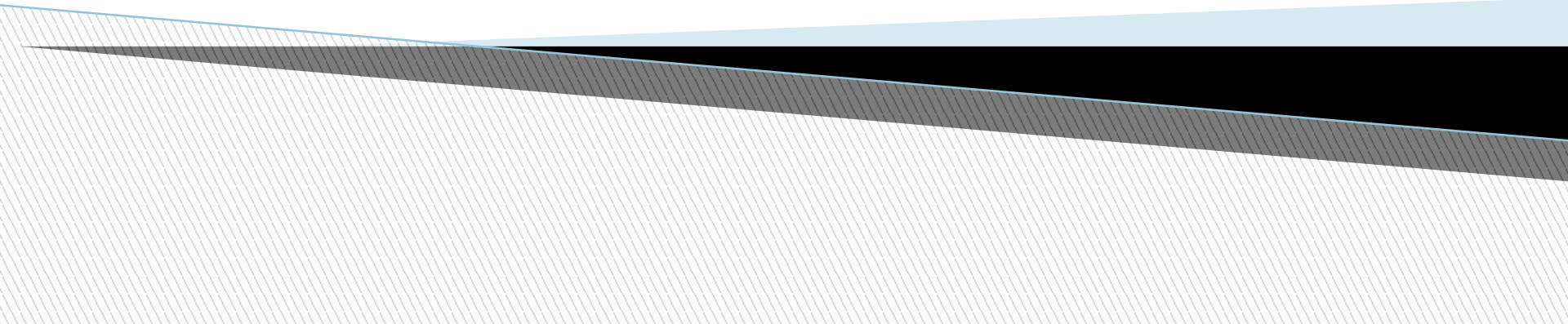
Typically

- 36 - 42 months
- Includes one of:
 - CFA Institute – CFA Level I
 - CISI Cert in Private Client Investment Advice & Management
 - CISI Diploma in Investment Operations

With a degree embedded

- Some universities will include a degree as part of the apprenticeship offer
- Will include professional quals (as opposite and as appropriate)
- Often 4 years of study
- Sometimes block study on campus
- Sometimes split into sections, where L4 Investment Ops apprenticeship is completed, and then option to progress to L6 FSP and degree

**Skills,
characteristics
or grades?**





PUBLIC
SPEAKING



TIME
MANAGEMENT



TEAMWORK



COMMUNICATION



ACTIVE
LISTENING



RESPONSIBILITY



OPEN
MINDEDNESS



PERSONAL
DEVELOPMENT



SOFT
SKILLS



PROBLEM
SOLVING



CREATIVITY

LEADERSHIP



WILLINGNESS
TO LEARN



ADAPTABILITY



INITIATIVE



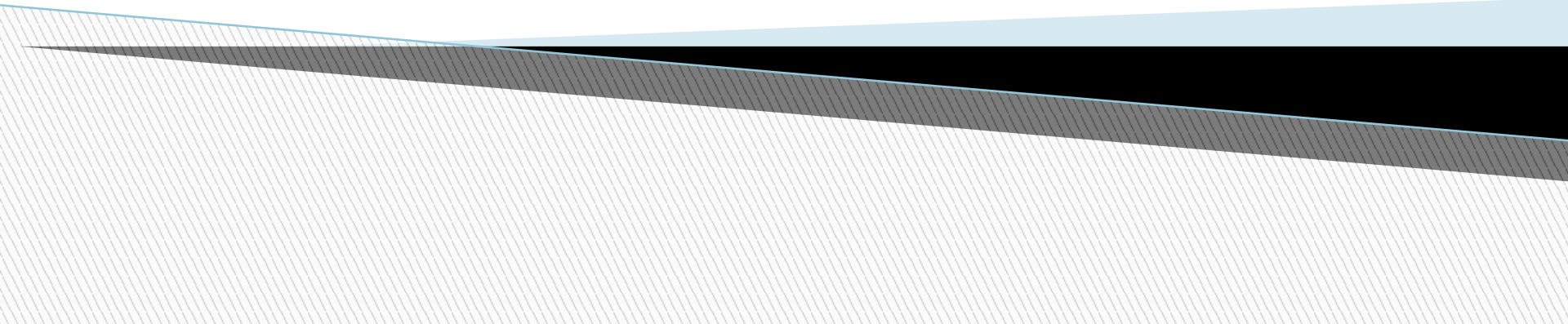
SELF-
MOTIVATION

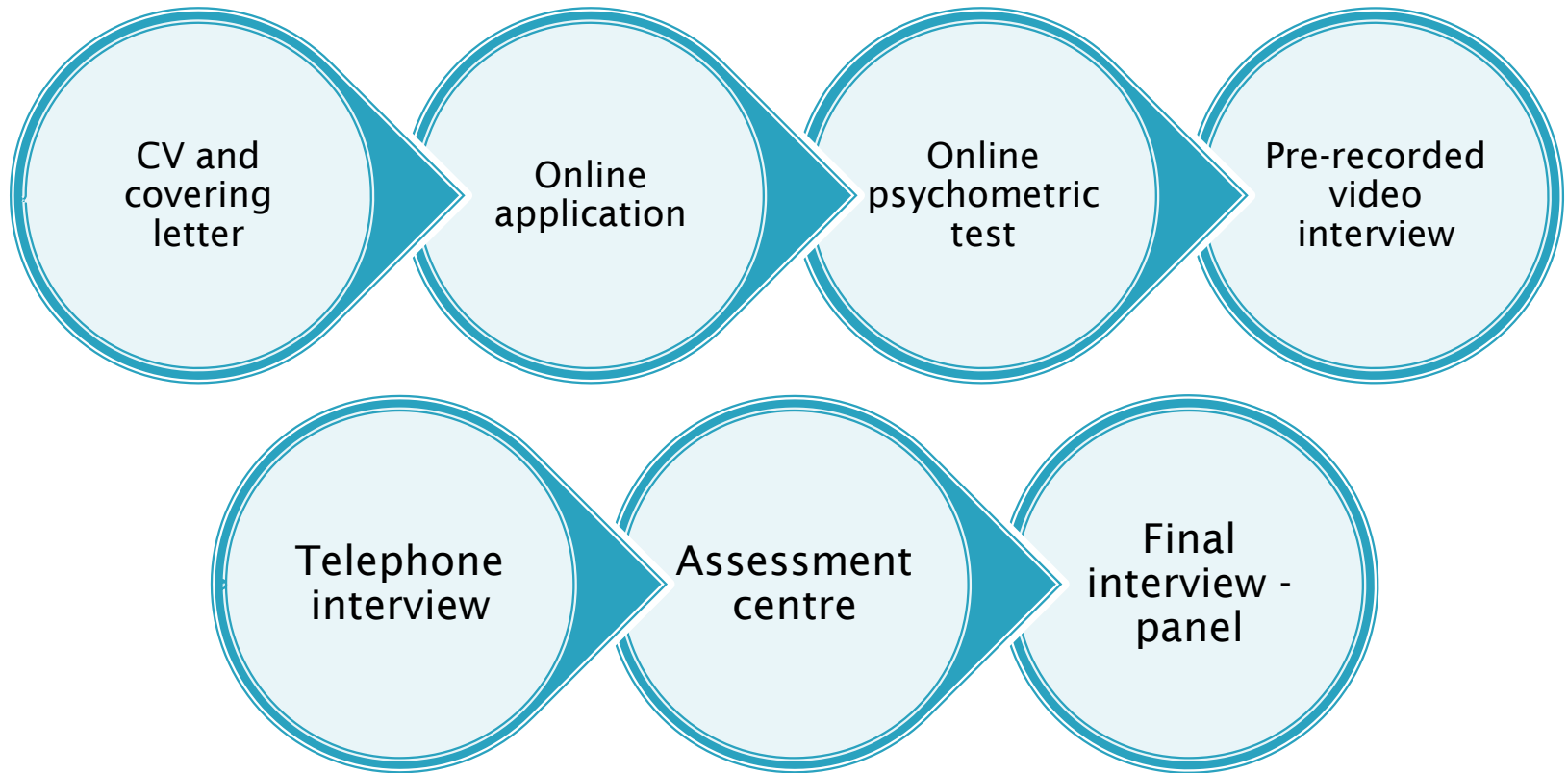


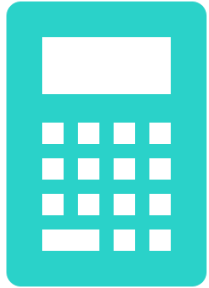
WORK
ETHICS



The recruitment process







**Numerical
reasoning**



Verbal reasoning



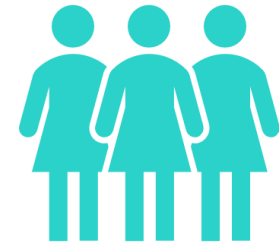
Logical reasoning



Accuracy



Work style preferences



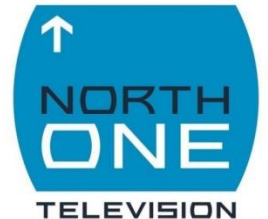
**Situational
Judgement Test**



Who we work with?



UNIVERSITY OF
CAMBRIDGE



THE YEAR AHEAD...

- October 10th - Careers Convention
- October 16th - 1st UCAS deadline
- Friday 22nd November - UCAS forms all sent
- Monday 25th November - Friday 6th December - MOCK EXAMS
- January 16th - Parent/Carer Consultation Evening
- March 1st - Student Finance Usually Open
- March 16th - Re-mock Assessment week
- May 8th - A Level examinations begin
(less than 3 weeks after we return from Easter!)

A Level Results Day: Thursday 14th August 2025





**Any questions, please
speak to us individually**