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Ace Level 3 Evening



WELCOME

Destination at Leaving	Aug 2024	Aug 2025	Aug 2026	Aug 2027 Aug 2028
University	68%	67%	71%	You?
Apprenticeship	8%	5%	5%	You?
Employment or Gap Year	24%	28%	24%	You?



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Ace Level 3 Evening

Personal Development

Session 2

Presented by
Pat Mackie (Head of Sixth Form)

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OUR SCHOOL VALUES

Honesty *'There is just some magic in truth and honesty and openness.'*

Excellence *'Excellence is the gradual results of always striving to do better.'*

Ambition *'Big results require big ambitions'*

Respect *'People will forget what you said, people will forget what you did, but people will never forget how you made them feel.'*

Teamwork *'Alone we can do so little, together we can do so much.'*



KEY CHANGES

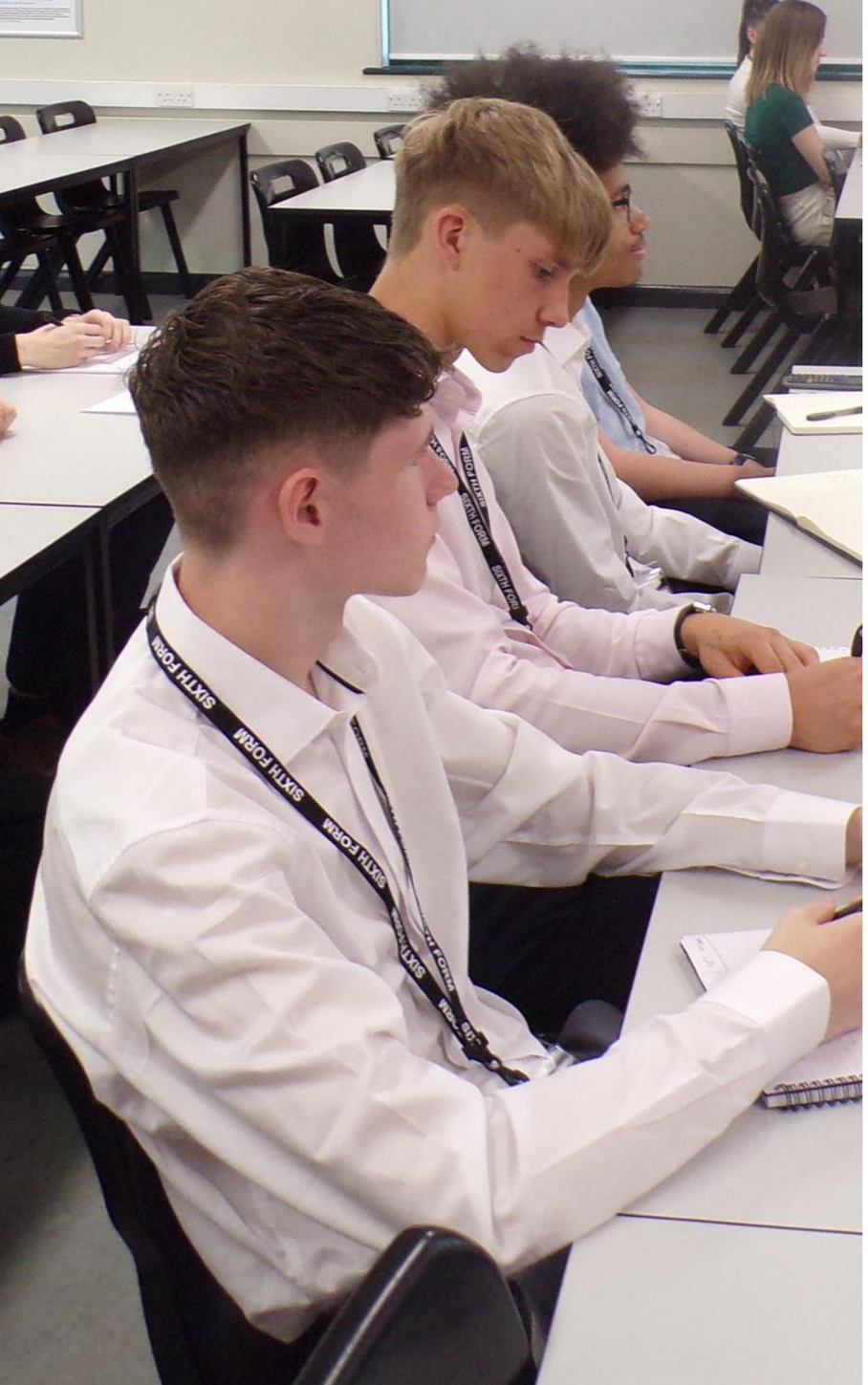
- COMPLEXITY OF CONTENT
- RATIO OF TEACHING VS INDEPENDENT STUDY
- TIME MANAGEMENT
- MAKING CHOICES



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Expectations

- Attendance
- Contributions & Mentoring
- Dress Code
- Driving Lessons
- Part-time work



ATTENDANCE

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- 96-100%
- Signing in & Out
- Appointments

sixthformabsence@latimer.org.uk



CONTRIBUTION

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- 1 session per week
- School Community
- Future destination applications



DRESS CODE

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- Outlined in Student Guide
- Lanyards



DRIVING LESSONS

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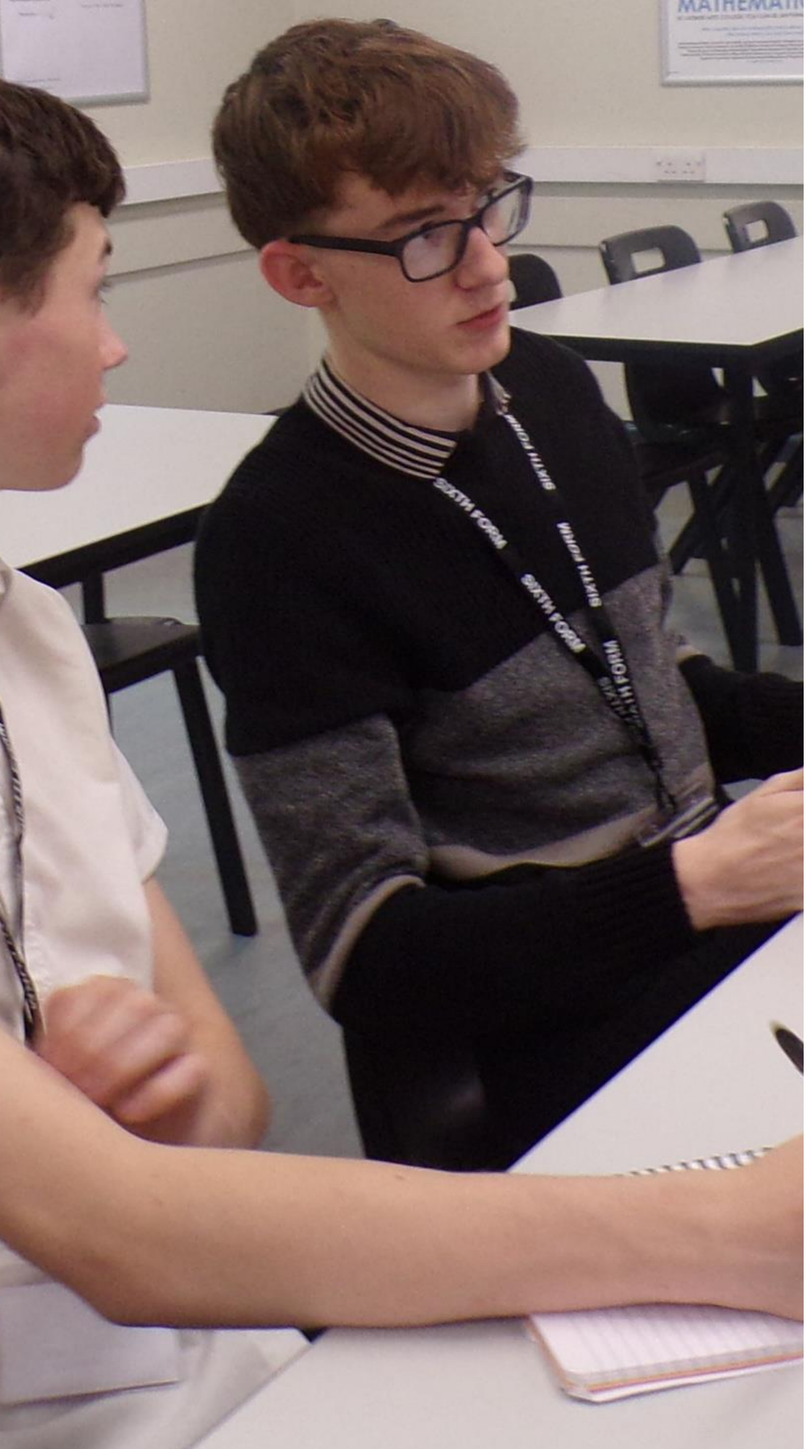
- Independent Study time only - 1 hour per week
- Vehicle Permit
- Limited parking spaces



PART TIME WORK

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- Maximum 12 hours
- Evenings & weekends only



PERSONAL DEVELOPMENT TIME

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- Supporting Lower School
- Study skills
- Careers and future planning
- Debating and quizzes
- PSHE
- Booster Sessions



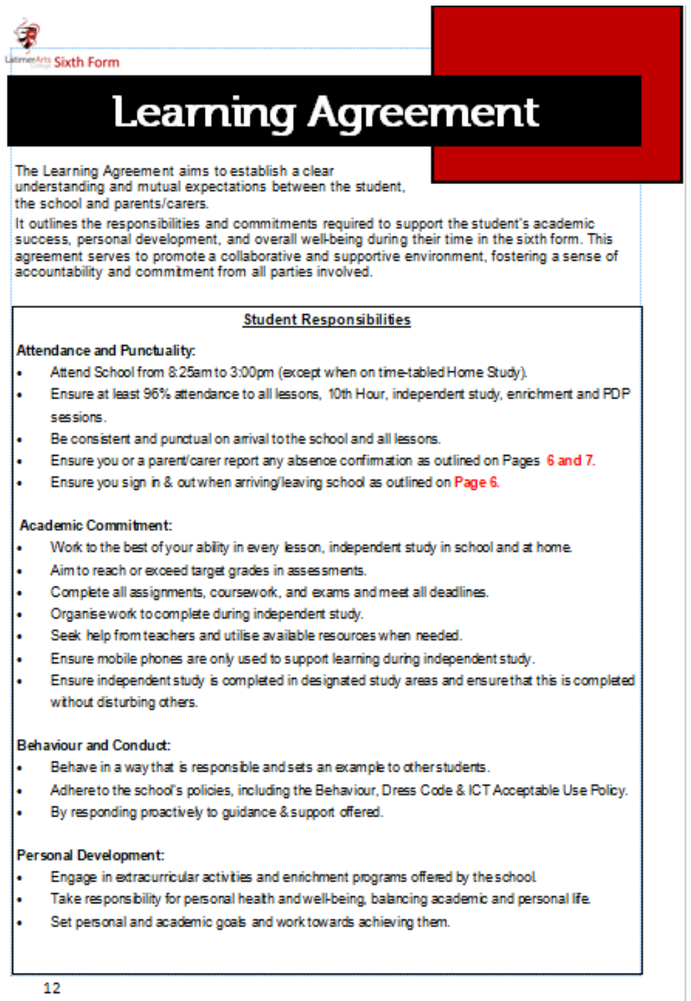
ENRICHMENT

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- Wednesday afternoons and/or throughout independent study
- Work Experience
- Rewards

THE LEARNING AGREEMENT

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LatimerArts Sixth Form

Learning Agreement

The Learning Agreement aims to establish a clear understanding and mutual expectations between the student, the school and parents/carers.

It outlines the responsibilities and commitments required to support the student's academic success, personal development, and overall well-being during their time in the sixth form. This agreement serves to promote a collaborative and supportive environment, fostering a sense of accountability and commitment from all parties involved.

Student Responsibilities

Attendance and Punctuality:

- Attend School from 8:25am to 3:00pm (except when on time-tabled Home Study).
- Ensure at least 96% attendance to all lessons, 10th Hour, independent study, enrichment and PDP sessions.
- Be consistent and punctual on arrival to the school and all lessons.
- Ensure you or a parent/carer report any absence confirmation as outlined on Pages 6 and 7.
- Ensure you sign in & out when arriving/leaving school as outlined on Page 6.

Academic Commitment:

- Work to the best of your ability in every lesson, independent study in school and at home.
- Aim to reach or exceed target grades in assessments.
- Complete all assignments, coursework, and exams and meet all deadlines.
- Organise work to complete during independent study.
- Seek help from teachers and utilise available resources when needed.
- Ensure mobile phones are only used to support learning during independent study.
- Ensure independent study is completed in designated study areas and ensure that this is completed without disturbing others.

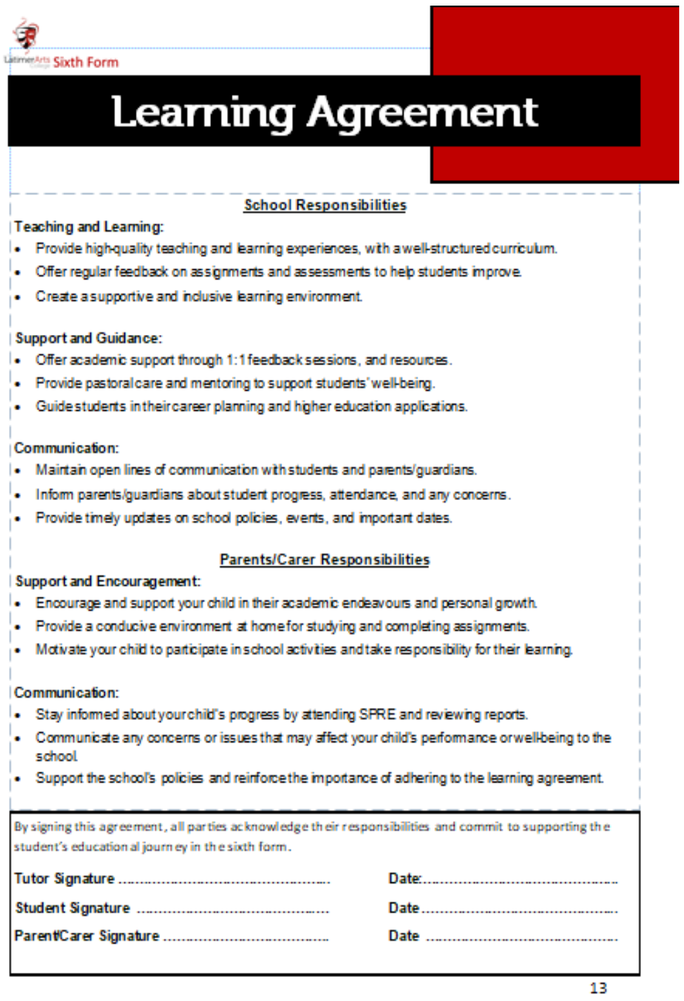
Behaviour and Conduct:

- Behave in a way that is responsible and sets an example to other students.
- Adhere to the school's policies, including the Behaviour, Dress Code & ICT Acceptable Use Policy.
- By responding proactively to guidance & support offered.

Personal Development:

- Engage in extracurricular activities and enrichment programs offered by the school.
- Take responsibility for personal health and well-being, balancing academic and personal life.
- Set personal and academic goals and work towards achieving them.

12



LatimerArts Sixth Form

Learning Agreement

School Responsibilities

Teaching and Learning:

- Provide high-quality teaching and learning experiences, with a well-structured curriculum.
- Offer regular feedback on assignments and assessments to help students improve.
- Create a supportive and inclusive learning environment.

Support and Guidance:

- Offer academic support through 1:1 feedback sessions, and resources.
- Provide pastoral care and mentoring to support students' well-being.
- Guide students in their career planning and higher education applications.

Communication:

- Maintain open lines of communication with students and parents/guardians.
- Inform parents/guardians about student progress, attendance, and any concerns.
- Provide timely updates on school policies, events, and important dates.

Parents/Carer Responsibilities

Support and Encouragement:

- Encourage and support your child in their academic endeavours and personal growth.
- Provide a conducive environment at home for studying and completing assignments.
- Motivate your child to participate in school activities and take responsibility for their learning.

Communication:

- Stay informed about your child's progress by attending SPRE and reviewing reports.
- Communicate any concerns or issues that may affect your child's performance or well-being to the school.
- Support the school's policies and reinforce the importance of adhering to the learning agreement.

By signing this agreement, all parties acknowledge their responsibilities and commit to supporting the student's educational journey in the sixth form.

Tutor Signature ..... **Date:**.....

Student Signature ..... **Date**.....

Parent/Carer Signature ..... **Date** .....

13

Presented by
Kerry Gallon (Assistant Principal)

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Unlocking Potential

Session 3



→ Discover the Best of Sixth Form at Latimer

Sixth Form Centre | September 2025

Study Skills

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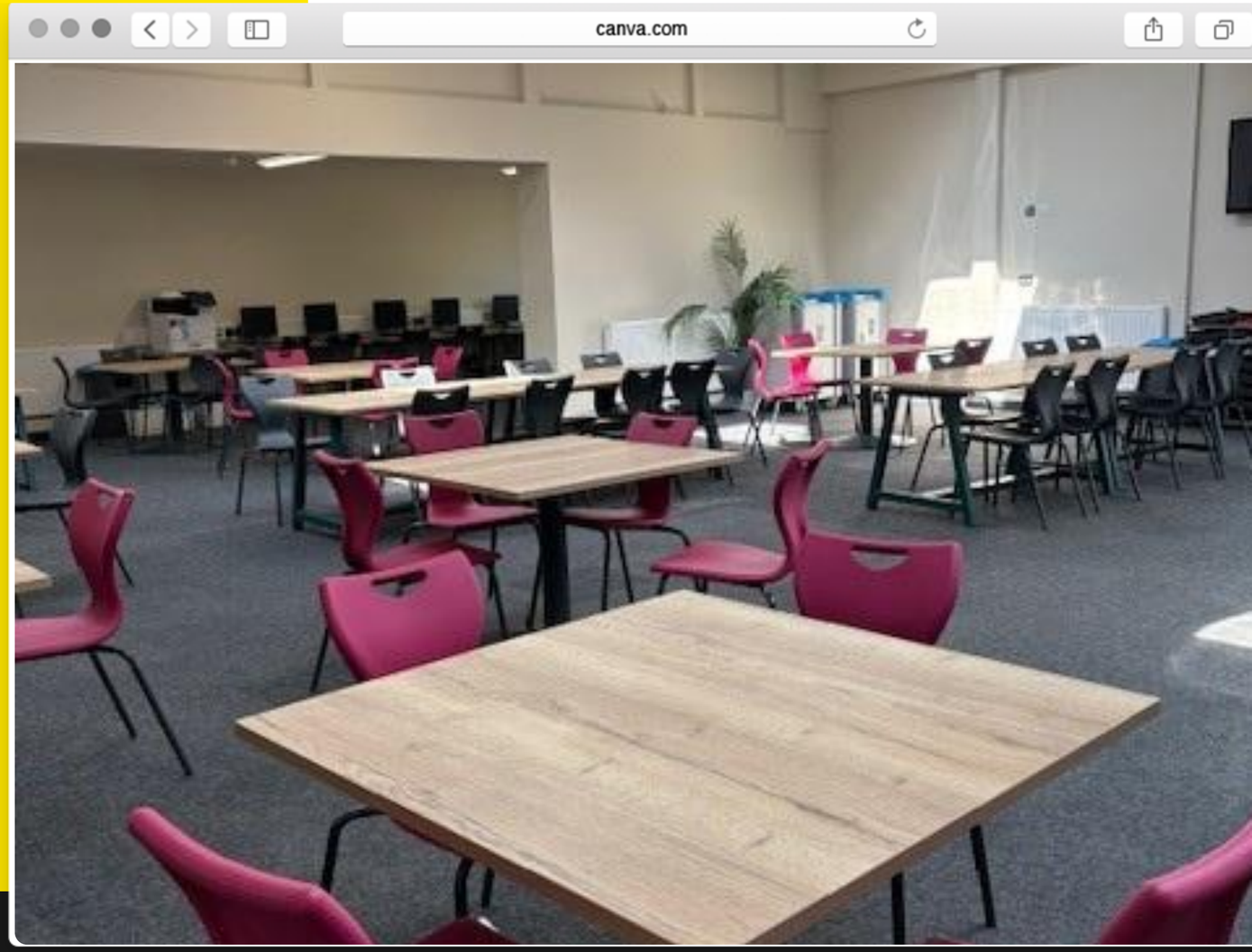
Key takeaways:

- Best chance of success
- Combination of Independent study
- Feeling confident

SIXTH FORM CENTRE | SILENT STUDY ZONE

Independent Study

- Greater Challenge
- Accelerated pace of learning
- Develop study skills
- Create good habits
- Establish routine



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Studying on Site

50 school periods a fortnight.

If studying 3 A levels/BTECs:

Up to 27 x timetabled lessons
3 x 10th hour sessions
4 x Enrichment hours
5 x PDP sessions

20 hours of independent study a fortnight



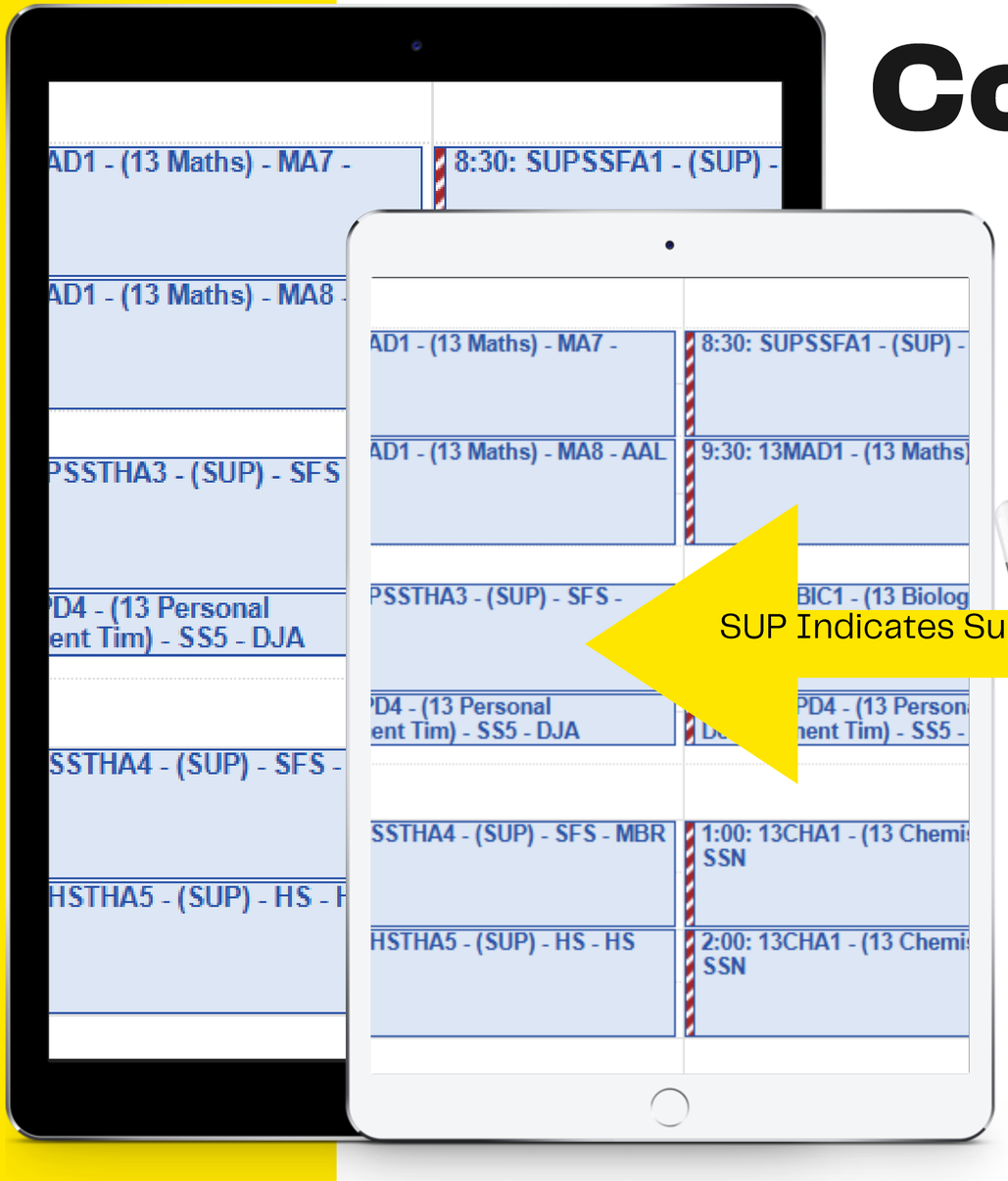
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Studying at home

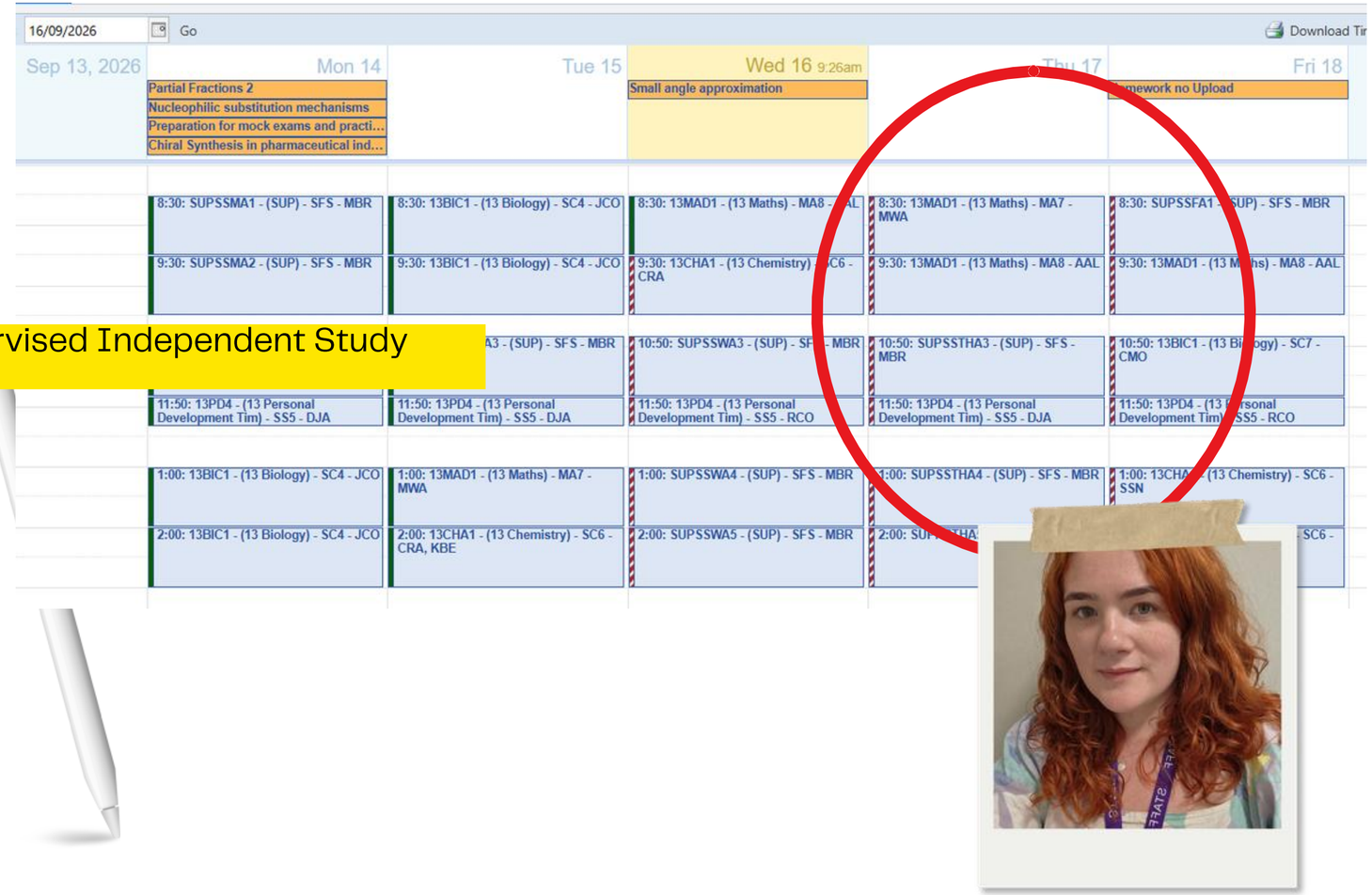
- **Time management**
- **Organisation**
- **Motivation**
- **Resilience**
- **Perseverance**

Students should be aiming towards 6 hours of study per subject out of lesson per week.

Compass Schedule



SUP Indicates Supervised Independent Study





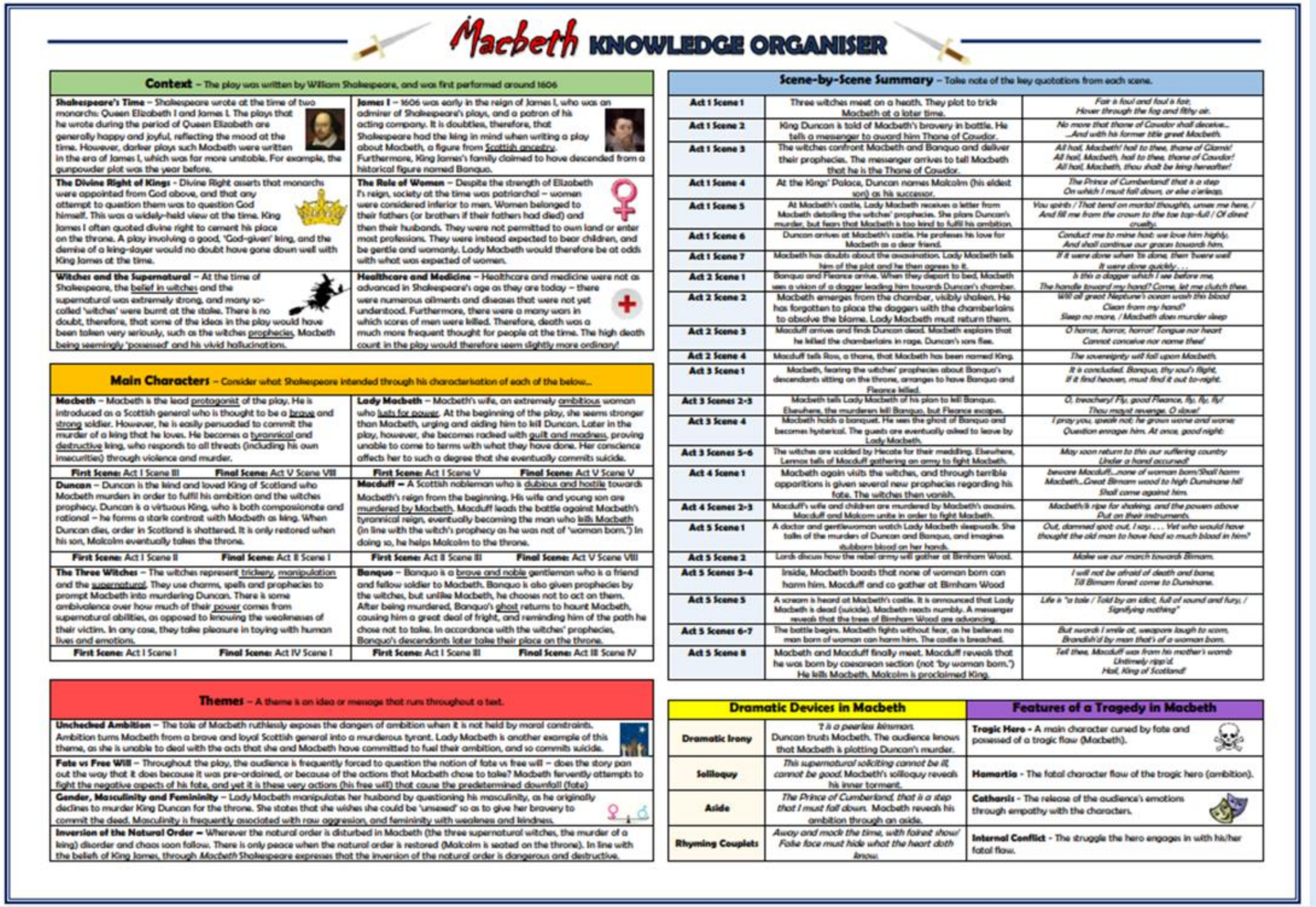
What does effective revision look like?

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1. Knowledge Organisers and Revision Guides
2. Quizzing
3. Flashcards
4. Dual Coding: Blurting and Mapping
5. Teach It
6. Past Papers

1. Knowledge Organisers and Revision Guides

A knowledge organiser or revision guide gives you all the **key information** about a specific topic, all in **one place**.



Macbeth KNOWLEDGE ORGANISER

Context – The play was written by William Shakespeare, and was first performed around 1606

Shakespeare's Time – Shakespeare wrote at the time of two monarchs: Queen Elizabeth I and James I. The plays that he wrote during the period of Queen Elizabeth are generally happy and joyful, reflecting the mood at the time. However, darker plays such Macbeth were written in the era of James I, which was far more unstable. For example, the gunpowder plot was the year before.

James I – 1606 was early in the reign of James I, who was an admirer of Shakespeare's plays, and a patron of his acting company. It is doubtless, therefore, that Shakespeare had the king in mind when writing a play about Macbeth, a figure from Scottish ancestry. Furthermore, King James's family claimed to have descended from a historical figure named Banquo.

The Divine Right of Kings - Divine Right asserts that monarchs were appointed from God above, and that any attempt to question them was to question God himself. This was a widely-held view at the time. King James I often quoted divine right to cement his place on the throne. A play involving a good, 'God-given' king, and the demise of a king-slayer would no doubt have gone down well with King James at the time.

The Role of Women – Despite the strength of Elizabeth I's reign, society at the time was patriarchal – women were considered inferior to men. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands. They were not permitted to own land or enter most professions. They were instead expected to bear children, and be gentle and womanly. Lady Macbeth would therefore be at odds with what was expected of women.

Witches and the Supernatural – At the time of Shakespeare, the belief in witches and the supernatural was extremely strong, and many so-called 'witches' were burnt at the stake. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the witches prophecies. Macbeth being seemingly 'possessed' and his vivid hallucinations.

Healthcare and Medicine – Healthcare and medicine were not as advanced in Shakespeare's age as they are today – there were numerous ailments and diseases that were not yet understood. Furthermore, there were a many wars in which scores of men were killed. Therefore, death was a much more frequent thought for people at the time. The high death count in the play would therefore seem slightly more ordinary!

Main Characters – Consider what Shakespeare intended through his characterisation of each of the below...

Macbeth – Macbeth is the lead protagonist of the play. He is introduced as a Scottish general who is thought to be a brave and strong soldier. However, he is easily persuaded to commit the murder of a king that he loves. He becomes a tyrannical and destructive king, who responds to all threats (including his own insecurities) through violence and murder.

First Scene: Act I Scene III **Final Scene:** Act V Scene VIII

Lady Macbeth – Macbeth's wife, an extremely ambitious woman who lusts for power. At the beginning of the play, she seems stronger than Macbeth, urging and aiding him to kill Duncan. Later in the play, however, she becomes racked with guilt and madness, proving unable to come to terms with what they have done. Her conscience affects her to such a degree that she eventually commits suicide.

First Scene: Act I Scene V **Final Scene:** Act V Scene V

Duncan – Duncan is the kind and loved King of Scotland who Macbeth murders in order to fulfil his ambition and the witches prophecy. Duncan is a virtuous king, who is both compassionate and rational – he forms a stark contrast with Macbeth as king. When Duncan dies, order in Scotland is shattered. It is only restored when his son, Malcolm eventually takes the throne.

First Scene: Act I Scene II **Final Scene:** Act II Scene I

Macduff – A Scottish nobleman who is dubious and hostile towards Macbeth's reign from the beginning. His wife and young son are murdered by Macbeth. Macduff leads the battle against Macbeth's tyrannical reign, eventually becoming the man who kills Macbeth (in line with the witch's prophecy as he was not of "woman born.") In doing so, he helps Malcolm to the throne.

First Scene: Act II Scene III **Final Scene:** Act V Scene VIII

The Three Witches – The witches represent trickery, manipulation and the supernatural. They use charms, spells and prophecies to prompt Macbeth into murdering Duncan. There is some ambivalence over how much of their power comes from supernatural abilities, as opposed to knowing the weaknesses of their victim. In any case, they take pleasure in toying with human lives and emotions.

First Scene: Act I Scene I **Final Scene:** Act IV Scene I

Banquo – Banquo is a brave and noble gentleman who is a friend and fellow soldier to Macbeth. Banquo is also given prophecies by the witches, but unlike Macbeth, he chooses not to act on them. After being murdered, Banquo's ghost returns to haunt Macbeth, causing him a great deal of fright, and reminding him of the path he chose not to take. In accordance with the witches' prophecies, Banquo's descendants later take their place on the throne.

First Scene: Act I Scene III **Final Scene:** Act III Scene IV

Themes – A theme is an idea or message that runs throughout a text.

Unchecked Ambition – The tale of Macbeth ruthlessly exposes the dangers of ambition when it is not held by moral constraints. Ambition turns Macbeth from a brave and loyal Scottish general into a murderous tyrant. Lady Macbeth is another example of this theme, as she is unable to deal with the acts that she and Macbeth have committed to fuel their ambition, and so commits suicide.

Fate vs Free Will – Throughout the play, the audience is frequently forced to question the notion of fate vs free will – does the story pan out the way that it does because it was pre-ordained, or because of the actions that Macbeth chose to take? Macbeth fervently attempts to fight the negative aspects of his fate, and yet it is these very actions (his free will) that cause the predetermined downfall (fate)

Gender, Masculinity and Femininity – Lady Macbeth manipulates her husband by questioning his masculinity, as he originally declines to murder King Duncan for the throne. She states that she wishes she could be 'unsexed' so as to give her bravery to commit the dead. Masculinity is frequently associated with raw aggression, and femininity with weakness and kindness.

Inversion of the Natural Order – Wherever the natural order is disturbed in Macbeth (the three supernatural witches, the murder of a king) disorder and chaos soon follow. There is only peace when the natural order is restored (Malcolm is seated on the throne). In line with the beliefs of King James, through *Macbeth* Shakespeare expresses that the inversion of the natural order is dangerous and destructive.

Scene-by-Scene Summary – Take note of the key quotations from each scene.

Act 1 Scene 1	Three witches meet on a heath. They plot to trick Macbeth at a later time.	*Fair is foul and foul is fair; Hover through the fog and filthy air.*
Act 1 Scene 2	King Duncan is told of Macbeth's bravery in battle. He tells a messenger to award him Thane of Cawdor.	*No more that thane of Cawdor shall deceive... ...And with his former title greet Macbeth.*
Act 1 Scene 3	The witches confront Macbeth and Banquo and deliver their prophecies. The messenger arrives to tell Macbeth that he is the Thane of Cawdor.	*All hail, Macbeth! hail to thee, thane of Glamis! All hail, Macbeth, hail to thee, thane of Cawdor! All hail, Macbeth, thou shalt be king hereafter!*
Act 1 Scene 4	At the Kings' Palace, Duncan names Malcolm (his eldest son) as his successor.	*The Prince of Cumberland! that is a step On which I must fall down, or else o'erleap.*
Act 1 Scene 5	At Macbeth's castle, Lady Macbeth receives a letter from Macbeth detailing the witches' prophecies. She plans Duncan's murder, but fears that Macbeth is too kind to fulfil his ambition.	*You spirits / That tend on mortal thoughts, unsex me here, / And fill me from the crown to the toe top-full / Of direst cruelty;*
Act 1 Scene 6	Duncan arrives at Macbeth's castle. He professes his love for Macbeth as a dear friend.	*Conduct me to mine host: we love him highly, And shall continue our graces towards him.*
Act 1 Scene 7	Macbeth has doubts about the assassination. Lady Macbeth tells him of the plot and he then agrees to it.	*If it were done when 'tis done, then 'twere well It were done quickly . . .*
Act 2 Scene 1	Banquo and Fleance arrive. When they depart to bed, Macbeth sees a vision of a dagger leading him towards Duncan's chamber.	*Is this a dagger which I see before me, The handle toward my hand? Come, let me clutch thee.*
Act 2 Scene 2	Macbeth emerges from the chamber, visibly shaken. He has forgotten to place the daggers with the chamberlains to absolve the blame. Lady Macbeth must return them.	*Will all great Neptune's ocean wash this blood Clean from my hand? Sleep no more, / Macbeth does murder sleep*
Act 2 Scene 3	Macduff arrives and finds Duncan dead. Macbeth explains that he killed the chamberlains in rage. Duncan's sons flee.	*O horror, horror, horror! Tongue nor heart Cannot conceive nor name thee!*
Act 2 Scene 4	Macduff tells Ross, a thane, that Macbeth has been named King.	*The sovereignty will fall upon Macbeth.*
Act 3 Scene 1	Macbeth, fearing the witches' prophecies about Banquo's descendants sitting on the throne, arranges to have Banquo and Fleance killed.	*It is concluded. Banquo, thy soul's flight, If it find heaven, must find it out to-night.*
Act 3 Scenes 2-3	Macbeth tells Lady Macbeth of his plan to kill Banquo. Elsewhere, the murderers kill Banquo, but Fleance escapes.	*O, treachery! Fly, good Fleance, fly, fly, fly! Thou mayst revenge. O slave!*
Act 3 Scene 4	Macbeth holds a banquet. He sees the ghost of Banquo and becomes hysterical. The guests are eventually asked to leave by Lady Macbeth.	*I pray you, speak not; he grows worse and worse: Question enrages him. At once, good night:*
Act 3 Scenes 5-6	The witches are scolded by Hecate for their meddling. Elsewhere, Lennox tells of Macduff gathering an army to fight Macbeth.	*May soon return to this our suffering country Under a hand accursed!*
Act 4 Scene 1	Macbeth again visits the witches, and through terrible apparitions is given several new prophecies regarding his fate. The witches then vanish.	*beware Macduff;...none of woman born Shall harm Macbeth...Great Birnam wood to high Dunsinane hill Shall come against him.*
Act 4 Scenes 2-3	Macduff's wife and children are murdered by Macbeth's assassins. Macduff and Malcom unite in order to fight Macbeth.	*Macbeth is ripe for shaking, and the powers above Put on their instruments.*
Act 5 Scene 1	A doctor and gentlewoman watch Lady Macbeth sleepwalk. She talks of the murders of Duncan and Banquo, and imagines stubborn blood on her hands.	*Out, damned spot: out, I say. . . . Yet who would have thought the old man to have had so much blood in him?*
Act 5 Scene 2	Lords discuss how the rebel army will gather at Birnham Wood.	*Make we our march towards Birnam.*
Act 5 Scenes 3-4	Inside, Macbeth boasts that none of woman born can harm him. Macduff and co gather at Birnham Wood	*I will not be afraid of death and bane, Till Birnam forest come to Dunsinane.*
Act 5 Scene 5	A scream is heard at Macbeth's castle. It is announced that Lady Macbeth is dead (suicide). Macbeth reacts numbly. A messenger reveals that the trees of Birnham Wood are advancing.	*Life is "a tale / Told by an idiot, full of sound and fury, / Signifying nothing"*
Act 5 Scenes 6-7	The battle begins. Macbeth fights without fear, as he believes no man born of woman can harm him. The castle is breached.	*But swords I smile at, weapons laugh to scorn, Brandish'd by man that's of a woman born.*
Act 5 Scene 8	Macbeth and Macduff finally meet. Macduff reveals that he was born by caesarean section (not "by woman born.") He kills Macbeth. Malcolm is proclaimed King.	*Tell thee, Macduff was from his mother's womb Untimely ripp'd. Hail, King of Scotland!*

Dramatic Devices in Macbeth		Features of a Tragedy in Macbeth
Dramatic Irony	*'T is a peerless kinsman.* Duncan trusts Macbeth. The audience knows that Macbeth is plotting Duncan's murder.	**Tragic Hero** - A main character cursed by fate and possessed of a tragic flaw (Macbeth).
Soliloquy	*This supernatural soliciting cannot be ill, cannot be good.* Macbeth's soliloquy reveals his inner torment.	**Hamartia** - The fatal character flaw of the tragic hero (ambition).
Aside	*The Prince of Cumberland; that is a step that I must fall down.* Macbeth reveals his ambition through an aside.	**Catharsis** - The release of the audience's emotions through empathy with the characters.
Rhyming Couplets	*Away and mock the time, with fairest show! Fake face must hide what the heart doth know.*	**Internal Conflict** - The struggle the hero engages in with his/her fatal flaw.



2. Quizzing/ROK

How to use them **effectively:**

- Test yourself **regularly** and **repeatedly.**
- Use **websites** such as Seneca, Quizlet, Knowt, Gizmo, Anki and **RECORD your areas of weakness.**
- Use **flashcards or knowledge organisers** to create quizzes for you/your friends.



READING YOUR NOTES IS NOT REVISION!

SENECA
Free interactive content to keep students engaged

Quizlet

Gizmo

AnkiApp



3. Flashcards

Flashcards are a fantastic tool for remembering key definitions, dates, formulas, quotes or short pieces of information.



CREATE TWO-SIDED FLASH CARDS

Eg Write a **question on one side of the card** and the **answer on the other**. **Do not overload** – Answers should be no more than a couple of sentences.

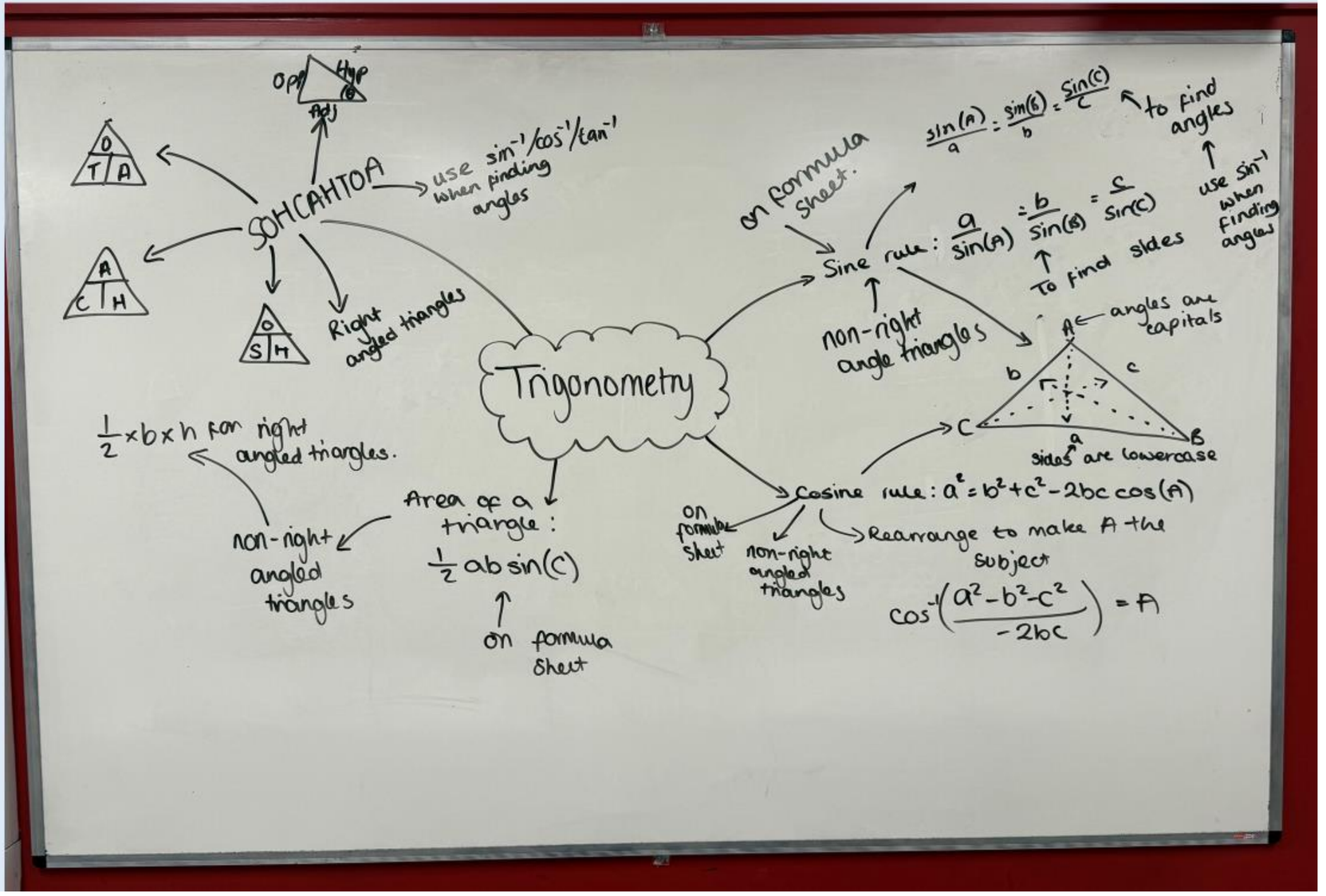
Make it **memorable** – include **colour/ image/ diagrams** to help.



4. Dual coding: Blurting

Blurting is similar to a mind map, but it is much **broader**.

It is more like a **brain dump** of everything you can think of about a specific topic.





5. Teach It

How to use **effectively**:

- Ask a family member or friend to partner up with you to learn about a **specific topic**.
- What **key things** do they need to know? Why?

READING YOUR NOTES IS NOT REVISION!



6. Past Papers

Past papers are a great way to **practise** recalling information and making links.

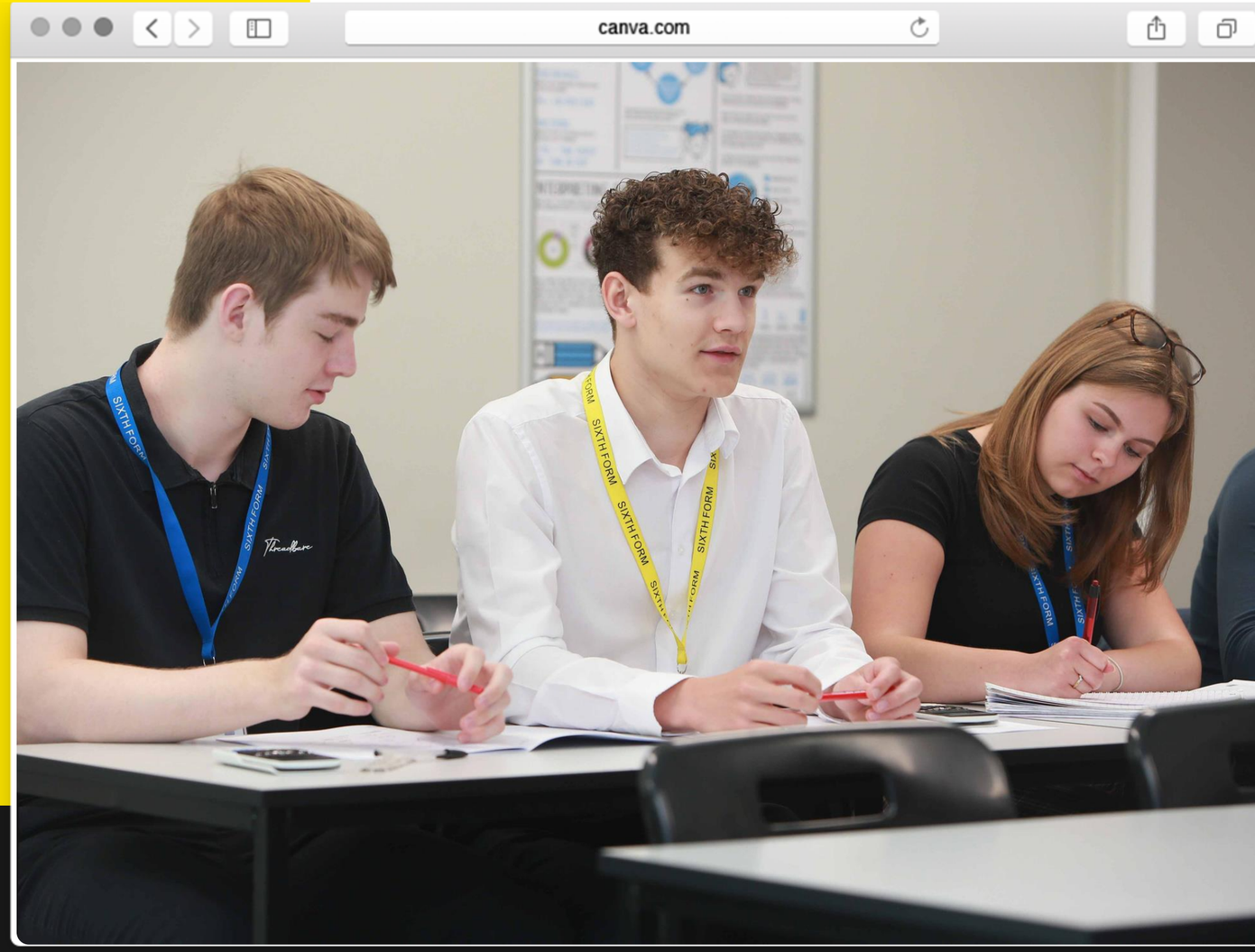
In the W drive, there are a **selection of past papers and mark schemes** for your subjects. (You could also ask your teacher if they have time to look over your paper.)

Past papers help you get used to the **layout** of the paper and the **language** used in the questions.

The mark schemes help you to understand **what the examiner is looking for** and how to maximise your marks.

Students Perspective

Organisation
Good Note taking
Independent Study
Revision & Exam Practice



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Advice for Parents



How can you Support? →

- Take an interest
- Carefully judged ‘nudges’
- Allow independence
- Help create a quiet space
- Use journeys or alternative time to allow students to share

- Encourage good habits – Little but often – with frequent breaks
- Ask students to share folders and support and praise organisation
- Being trusted to study

- Support management of distractions
- State evidence rather than judgement
- Open dialogue

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MATHS LESSON | SIXTH FORM

Key Dates

Year 12 Sixth Form Progress Review schedule

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17th September 2026

Year 12 Ace Level 3 Evening

W/C 21st September 2026

Attitudinal Data Review

3rd February 2026

Year 12 Student Progress Review Evening (Online)

W/C 22nd February 2027

Year 12 1:1 Feedback Fortnight (Student & Subject Staff)

Key Dates (Continued)

Year 12 Sixth Form Progress Review schedule

W/C 19th April 2027

Year 12 Mock Examinations

W/C 4th May 2027

Year 12 1:1 Feedback Fortnight (Student & Subject Staff)

W/C 28th June 2027

Year 12 Work Experience

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Alumni | SixthForm@Latimer



Alfie Castley
Music Student & Artist
signed to SNAFU Records

- Began releasing music professionally as soon as he left
- University: LMA London – Music Performance and Industry

Computer Sci. B
Music C
Maths D



Bryony Davies
Laboratory Technician

- HNC/HND Level 4 & 5 in Biology
- Level 3 apprenticeship
- Full-time work Precision for Medicine in Royston

Biology C
Chemistry D
Psychology B



Liam Colabuono-McDonagh
Geography Graduate
Field: Satellite techonology

- University: Geography: Nottingham
- Currently completing Master's in Science by research

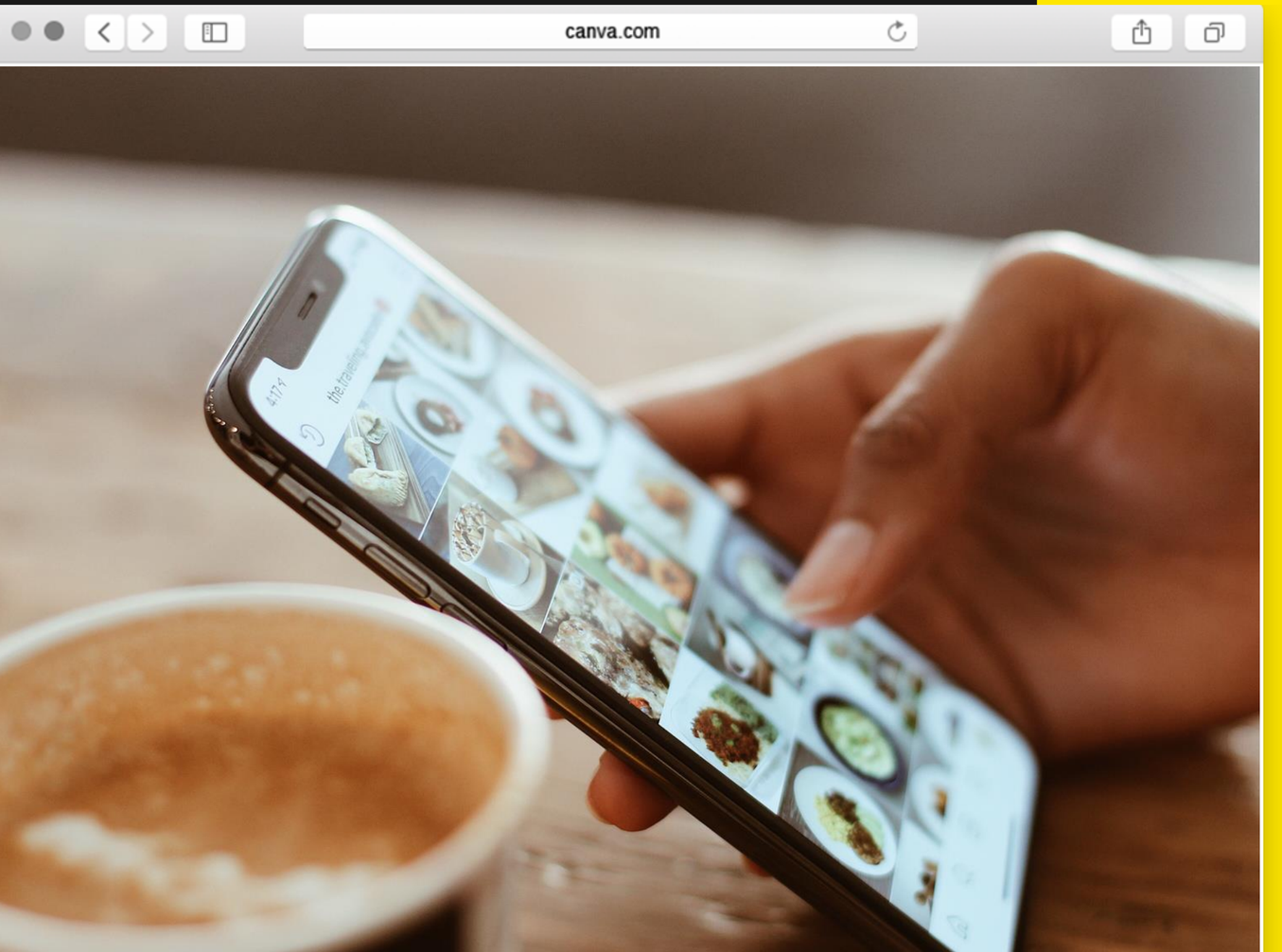
Drama A
Geography A
English Literature B

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The Latimer Arts College

Latimerartsofficial



Contact Us

We'd love to talk about all things sixthform@latimer.

→ **Miss Magee**
Sixth Form Centre Manger
smagee@latimer.org.uk

→ **Mr Mackie**
Head of Sixth Form
pmackie@latimer.org.uk

→ **Miss Gallon**
Assistant Principal: Sixth Form & Wider Curriculum
kgallon@latimer.org.uk

→ **Mrs Bradbury**
Sixth Form Atendance & Wellbeing
mbradbury@latimer.org.uk

Ace Level 3 Evening

Supporting Your Child's Future

Guidance for Post-16 Decisions

Session 4



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Getting in Touch



Nicola Stanbridge: Independent Careers Adviser

Email

nstanbridge@latimer.org.uk

Vicky Stanyon: Careers Co-Ordinator

Email

careers@latimer.org.uk



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Supporting Your Child's Future



- Understand various **post-18 options** available for students.
- Importance of **guidance** in decision-making.
- Encourage **work experience** to gain valuable skills.

Post-18 Options

- University Pathways
- Employment
- Apprenticeship Opportunities
- College Courses
- Gap Year



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Universit y

- Higher education - Level 4 and above
- Subject-based courses
- Vocational courses
- single/joint/combined
- Types of course:
  - Degree (BA, BSC)
  - HND/HNC
  - Foundation degree
  - Degree with foundation year
- Entry Grades Vary






Universities: Where to study?

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University/College

Stay Local?

Move/Live away? Finances involved.

City/Town?

Campus?

Consider your priorities

Look beyond the prospectus

Apprenticeships

- Train for a job in the workplace
- Industry recognised qualification
- Levels 2 to 6:
  - Intermediate
  - Advanced
  - Higher
  - Degree (Level 6)

- National database of apprenticeships

Find an apprenticeship - GOV.UK (www.gov.uk)






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Apprenticeships: The benefits

- Start earning money
- No student debt
- Gain ‘real life’ work experience
- Start progressing your career
- New experience – new friends, activities etc.

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Apprenticeships: Things to consider

- Do you have a career goal?
- Are there jobs locally that would suit you?
- Can you afford to move away?
- Jobs limited in some sectors
- Degree apprenticeships competitive (may need to start lower)
- Research the labour market!

Further Education (College)

- Courses free to under 19s
- Courses to prepare you for university
- Train you for job/career sector. Some examples:
  - veterinary nursing
  - engineering
  - Personal Trainer
  - AAT
- Points/grades for University from Level 3






Gap Year

- Earn money
- Gain relevant experience
- Test out career ideas
- New experience - travel, gap year projects
- Study
- Warning: make sure you have a plan!






Employment

- Local job market – Advanced manufacturing, logistics, engineering, health and social care, hospitality, business, finance, IT, retail /customer service.
- Finding jobs:
  - Job boards
  - Job centre
  - Employer websites
  - Agencies
  - Direct contact

https://nationalcareers.service.gov.uk/ (Getting a Job)






“Seek lots of advice from other people but don’t always run with them. It’s important to run your own race”

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How we support

- Future Me careers programme
- Unifrog
- Oxbridge programme
- 1:1 Personal Statement support
- 1:1 Career meetings
- Leadership & Volunteering opportunities
- Work Experience


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Sixth Form Information Sheet

General Careers Information

National Careers Service Look out for the link to the Job Profiles for information on a wide range of careers	iCould Videos covering careers and opportunities, case studies and Buzz Test
Prospects What job would suit me? What can I do with my degree?	Careerpilot Research different job sectors, job sector quiz

Higher Education

UCAS Course Search UCAS course search - explore course options	The Complete University Guide What, where to study, league tables, open days
What do Graduates do? Graduate destinations from different university courses/subjects	Prospects Applying to university, post-graduate study, graduate jobs, what can I do with my degree?
Open Days University open days calendar	What Uni? Find cours[illegible] reviews, student views
Informed [illegible] A Level subj[illegible] courses and [illegible]	[illegible] G[illegible] [illegible]ts/ subject areas
Student Fina[illegible] Takes you step[illegible]	[illegible] [illegible] courses using points/A Level grades

Apprenticeships / Training

Find an Apprenticeship National database of apprenticeships at all levels	NGTU -Not Going to Uni Search by sector and region, including national schemes.
UCAS - Understanding Apprenticeships UCAS Apprenticeship Finder Includes higher/ degree level apprenticeships	Career Map Many higher-level opportunities, including graduate roles
Step Into The NHS: Apprenticeships Full range of apprenticeships in the NHS (not included on other sites)	Local apprenticeships The Bedford College Group Northampton College Starting Off Moulton College
Amazing Apprenticeships Information about apprenticeships and other options, including trainee case studies	Apprenticeships – some general information about apprenticeships for employers, parents/carers and young people

Prospects Services – [illegible]shire www.prospects.co.uk

prospects

Gap Year / Volunteering

[illegible]ce - Gap Year Advice [illegible]ful websites	Community Action Northants - Volunteering Local opportunities in Northamptonshire
[illegible]ac.uk [illegible] graduate gap years	Volunteering Matters National programmes – home and abroad
[illegible] [illegible]tors to consider	Groundwork Northamptonshire Get involved in local community projects

[illegible]8 Further Education (College)

[illegible] [illegible]ord College Group	Northampton College Northampton College
	Stamford College Stamford College

[illegible]Employment/Job Search

[illegible]ce [illegible]/job sites, applications,	Find a job - Jobcentre+ Register for the job-matching service, search for jobs
[illegible]nployment rights,	

Work Experience

[illegible]erience [illegible]ence programmes	Student Ladder Work Experience Companies offer[illegible] experience of sect[illegible]
[illegible]ce and how to find it…	Future[illegible] Links ind[illegible]ployers to schools/ students
Tips for developing relevant skills.	Virtual Work Exp[illegible]ce	LifeSkills (barclayslifeskills.com) Virtual and onli[illegible]
Ways to develop skills | National[illegible] Service	
Ideas for work experience and[illegible]	

Prospe[illegible]ces – Northampto[illegible]



Key Milestones for Post-16 Choices

This timeline outlines crucial steps parents can support their children with.

Final Year Decisions
Encourage discussions about future aspirations and options.

University Applications
Support in researching universities and course choices.

Apprenticeship Opportunities
Explore local apprenticeships tailored to student interests.

Gap Year Planning
Discuss potential benefits and plans for a gap year.

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Insights on Student Pathway Preferences

Understanding choices when guiding sixth form students' futures

60%

Students preferring apprenticeships

A significant **60% of students** have shown a preference for apprenticeships over traditional university routes, indicating a shift in career preparation ideals. (Source: National Student Survey 2023)

75%

Parents feeling unprepared

Alarmingly, **75% of parents** expressed feeling unprepared to assist their children in making informed post-16 decisions, highlighting the need for resources and support. (Source: Parent Insights Report 2023)

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Medical Work Experience

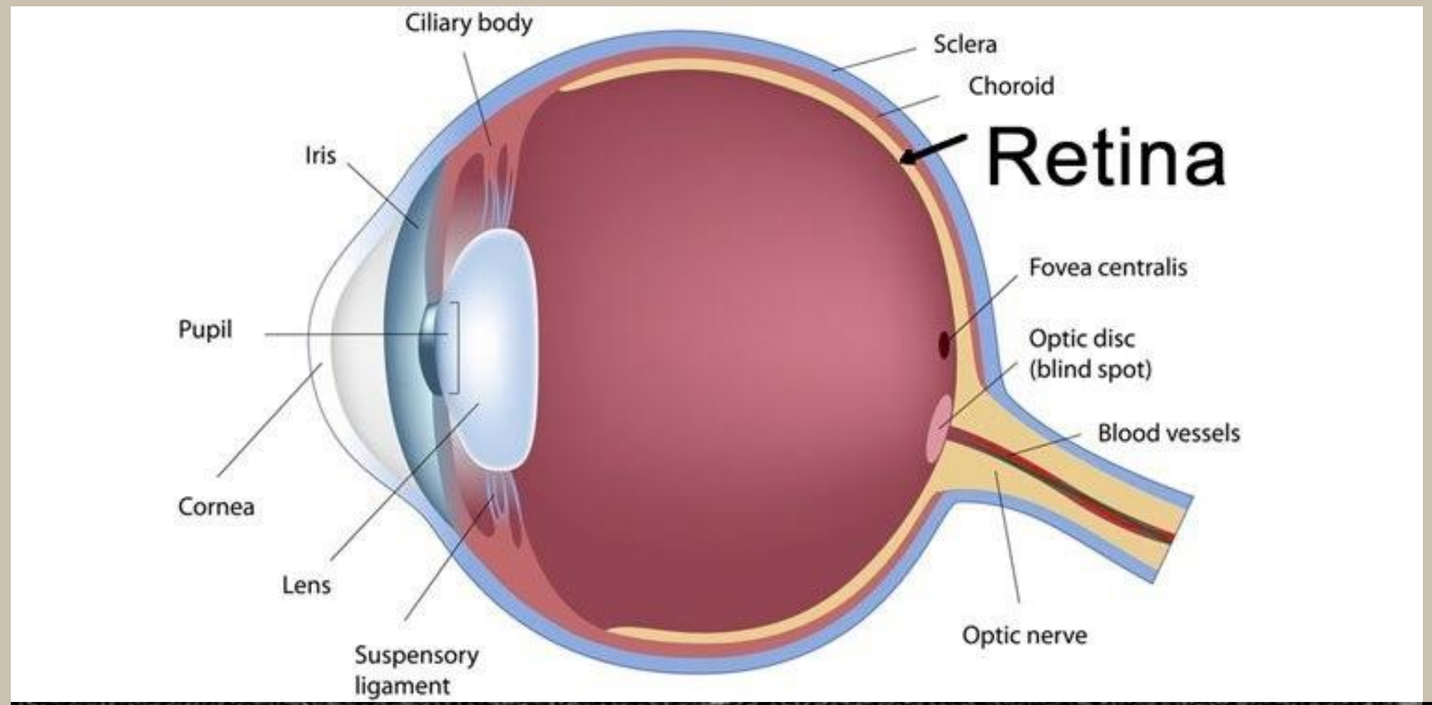
Peterborough City Hospital

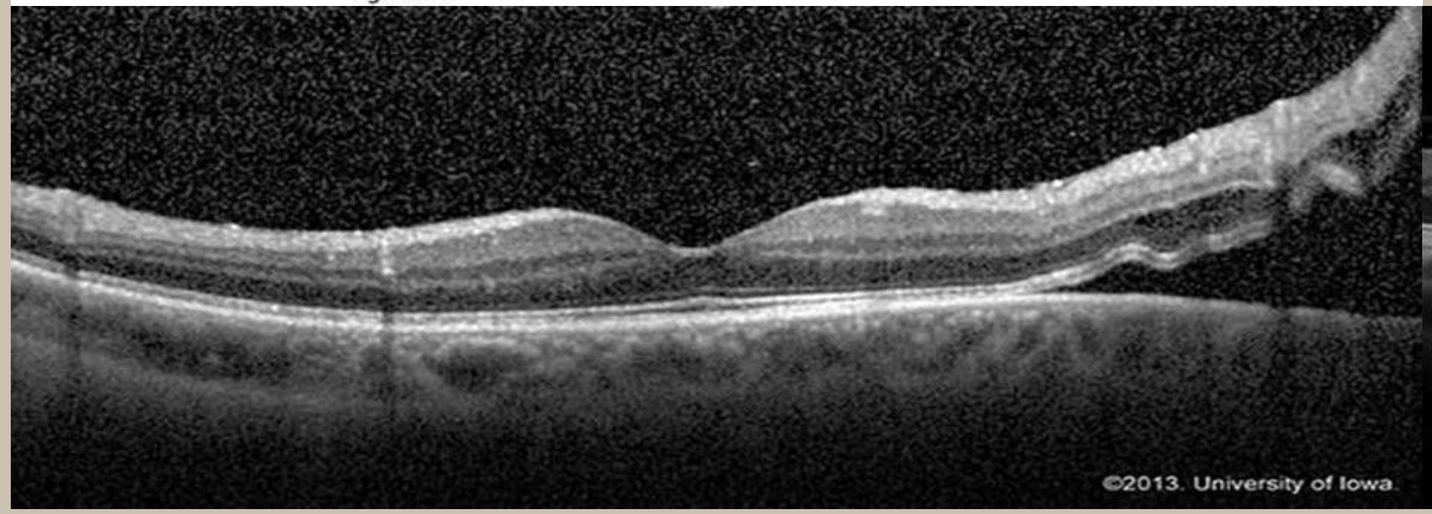
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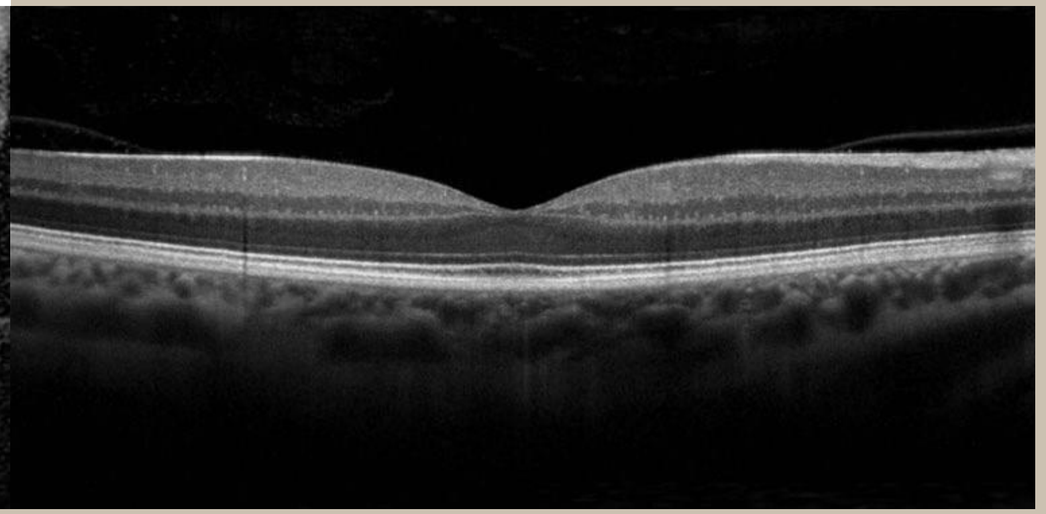
- How did I get my work experience?

Presented by
Carys Toms (Year 13)

EYE CLINIC


Ciliary body
Sclera
Choroid
Retina
Iris
Fovea centralis
Pupil
Optic disc
(blind spot)
Blood vessels
Cornea
Lens
Suspensory
ligament
Optic nerve


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SURGERY

Medical Work Experience

Peterborough City Hospital

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- How important is work experience?

Presented by
Carys Toms (Year 13)

Destination at Leaving	Aug 2024	Aug 2025	Aug 2026	Aug 2027 Aug 2028
University	68%	67%	71%	You?
Apprenticeship	8%	5%	5%	You?
Employment or Gap Year	24%	28%	24%	You?