

CBT/CD

September 2022

Dear Parents/Carers and Students,

We would like to welcome you, or welcome you back, to the Energy Coast UTC, an outstanding school.

We set very high standards for everything we do at the UTC and we know that by working together your child will secure the best possible outcomes from their time with us.

We have put together a pack of information for you, some of which you will receive electronically and some of which you will receive on paper. The pack contains a large amount of information relating to your child's study at the UTC and we ask that you read it carefully.

It also contains a number of forms (which are mostly on coloured paper) which we ask that you complete and return to us today via Reception, to help support your child in the best way possible.

We look forward to working with you. If you have any questions at any point please do not hesitate to get in touch.

Yours faithfully



Cherry Tingle
Principal

TERM DATES 2022/2023

Autumn Term 2022

Wednesday 7 September

(Parent/Tutor Appointments only)

Thursday 8 September

(All years)

Half Term

Monday 24 October -

Friday 28 October

Last Day of Term

Tuesday 20 December

Number of school days in term – 70 days

Spring Term 2023

First Day of Term

Wednesday 4 January

Half Term

Monday 20 February -

Friday 24 February

Last Day of Term

Friday 31 March

Number of school days in term – 58 days

Summer Term 2023

First Day of Term

Monday 17 April

Half Term

Monday 29 May -

Friday 2 June

Last Day of Term

Wednesday 19 July

Good Friday 7 April

Easter Monday 9 April

Early May Bank Holiday

Spring Bank Holiday

1 May

29 May

Number of school days in term – 62 days

Number of School days in year: 190

Staff Inset Days

Tuesday 6 September and Tuesday 3 January
Plus three others disaggregated to CPD twilight

Important Calendar Dates

Autumn Term 2022

| | |
|--|--|
| Wednesday 7 th September | Parent/Tutor Day (individual appointments to be issued) |
| Thursday 8 th September | First full day of lessons |
| w/c Monday 12 th September | Year 10 Cognitive Ability Baseline Tests (CAT) |
| Monday 12 th September | Year 10 and 12 School Photographs |
| Tuesday 20 th September | Year 12 and 13: Employer Project Carousel Showcase |
| Wednesday 21 st September | Year 10: An Introduction to KS4 (starting at 6:00pm) |
| Thursday 29 th September | Awards Evening- current Year 11 and 13 (starting at 6:00pm) |
| Tuesday 11 th October | Open Evening (starting at 6:00pm for Year 10 and 12 September 2023 intake) |
| w/c Monday 17 th October | Recognition and Rewards Activity |
| Friday 21 st October | Last day of half term |
| Monday 31 st October | Return from half term break |
| Tuesday 1 st November | GCSE and A Level Certificate Presentation Evening (starting at 6:00pm) |
| To be confirmed | Year 11 and 13 Mock Interview Day |
| w/c Monday 21 st November – Monday 28 th November | Year 11 and 13 Mock Exams |
| Wednesday 30 th November | Open Evening (starting at 6:00pm for Year 10 and 12 September 2023 intake) |
| w/c Monday 12 th December | Recognition and Rewards Activity |
| Tuesday 20 th December | Last day of Autumn Term (finish at 1:15pm) |

Spring Term 2023

| | |
|---|--|
| Wednesday 4 th January | First day of Spring Term |
| Wednesday 25 th January and Thursday 26 th January | Year 11 and 13 Parents' Evening- subject teachers only (4:15pm – 7:00pm) |
| Wednesday 8 th February | Year 10 Mock Interview Day |
| Thursday 9 th February | Year 12 Parents' Evening- subject teachers only (4:15pm – 7:00pm) |
| w/c Monday 13 th February | Recognition and Rewards Activity |
| Tuesday 14 th February | Year 10 Band A Parents' Evening- subject teachers only (4:15pm – 7:30pm) |
| Wednesday 15 th February | Year 10 Band B Parents' Evening- subject teachers only (4:15pm – 7:30pm) |
| Friday 17 th February | Last day of half term |
| Monday 27 th February | Return from half term break |
| Tuesday 7 th March | Open Evening (starting at 6:00pm for Year 10 and 12 September 2023 intake) |
| w/c Monday 13 th March | Year 11 and 13 Mock Exams |
| w/c Monday 20 th March | Recognition and Rewards Activity |
| w/c Monday 27 th March | Year 10 Work Experience Week |
| Wednesday 29 th March and Thursday 30 th March | Year 11 and 13 Parents' Evening- subject teachers only (4:15pm – 7:00pm) |
| Friday 31 st March | Last day of Spring Term |

Summer Term 2023

| | |
|--|---|
| Monday 17 th April | First day of Summer Term |
| w/c Monday 17 th April | Year 12 Work Experience Week |
| Monday 1 st May | Early May Bank Holiday |
| Monday 15 th May | Open Evening (starting at 6:00pm for Year 10 and 12 September 2023 intake) |
| Monday 15 th May – Friday 30 th June | Year 11 and 13 Final GCSE/A Level Examinations (these dates are set by the exam board and students MUST be present for accreditation) |
| w/c Monday 22 nd May | Recognition and Rewards Activity |
| Friday 26 th May | Last day of half term |
| Monday 5 th June | Return from half term break |
| w/c Monday 26 th June and Monday 3 rd July | Year 10 and 12 Mock Exams |
| Friday 30 th June | Year 11 Prom Evening |
| Wednesday 5 th July | Transition to Sixth Form: Taster Day for new Year 12 cohort |
| w/c Monday 10 th July | Recognition and Rewards Activity |
| Monday 17 th July | Activities Day- all year groups |
| Wednesday 19 th July | Last day of term (finish at 1:15pm) |

College Day Times

Monday – Thursday

| Time | |
|-------|--|
| 08:25 | Arrival on Site (place coat etc. in locker and go to classroom ready for first lesson) |
| 08:35 | Morning registration with Form Tutor |
| 08:40 | Period 1 |
| 09:30 | Period 2 |
| 10:20 | Break |
| 10:35 | Period 3 |
| 11:25 | Period 4 |
| 12:15 | Lunch (Year 10 and Year 13) Registration and Tutor Period (Year 11 and Year 12) |
| 12:45 | Lunch (Year 11 and Year 12) Registration and Tutor Period (Year 10 and Year 13) |
| 13:15 | Period 5 |
| 14:05 | Period 6 |
| 14:55 | Break |
| 15:10 | Period 7 |
| 16:00 | End of school day |

Friday

| Time | |
|-------|--|
| 08:25 | Arrival on site (place coat etc. in locker and go to classroom ready for first lesson) |
| 08:35 | Morning registration with Form Tutor |
| 08:40 | Period 1 |
| 09:30 | Period 2 |
| 10:20 | Break |
| 10:35 | Period 3 |
| 11:25 | Period 4 |
| 12:15 | Lunch (Year 10 and Year 13) Registration and Tutor Period (Year 11 and Year 12) |
| 12:45 | Lunch (Year 11 and Year 12) Registration and Tutor Period (Year 10 and Year 13) |
| 13:15 | End of School Day |

Staff List 2022/2023

| Senior Leadership Team | | |
|------------------------|--|--|
| Cherry Tingle | Principal | Cherry.Tingle@energycoastutc.co.uk |
| Kerryann Wilson | Vice Principal (Responsible for teaching, learning, assessment, curriculum, CPD and ECF) | Kerryann.Wilson@energycoastutc.co.uk |
| Kathryn Lee | Assistant Principal (Business Director) (Responsible for administration, facilities, health and safety, GDPR (also the D.P.O.)) | Kathryn.Lee@energycoastutc.co.uk |
| Ian Lindner | Assistant Principal (Responsible for professional standards for staff and students, iPads and RTC) | Ian.Lindner@energycoastutc.co.uk |
| Rob Phizacklea | Assistant Principal and DSL (Responsible for student welfare, safeguarding and inclusion) | Rob.Phizacklea@energycoastutc.co.uk |
| Simon Richardson | Assistant Principal (Responsible for employer engagement, careers and apprenticeships) | Simon.Richardson@energycoastutc.co.uk |
| Dave Wilson | Assistant Principal (Responsible for raising standards for student progress and outcomes, exams and timetabling) | David.Wilson@energycoastutc.co.uk |

| Pastoral Department | | |
|-----------------------|--|--|
| David McGeehin | Head of KS4 (Year 10 and 11) | David.McGeehin@energycoastutc.co.uk |
| Andrew Davidson | Head of Sixth Form (Year 12 and 13) | Andrew.Davidson@energycoastutc.co.uk |
| Georgia Douglas-Brown | Head of Year 10 | Georgia.Douglas-Brown@energycoastutc.co.uk |
| Cherry Akred | Head of Year 11 | Cherry.Akred@energycoastutc.co.uk |
| Rebecca Worthington | Attendance and Welfare Officer (Year 10 and 12) | Rebecca.Worthington@energycoastutc.co.uk |
| Carley Fletcher | Attendance and Welfare Officer (Year 11 and 13) | Carley.Fletcher@energycoastutc.co.uk |

| Heads of Department | | |
|---------------------|-------------------|--|
| Helenlaura Bew | Engineering | Helenlaura.Bew@energycoastutc.co.uk |
| Lloyd Pittams | Civil Engineering | Lloyd.Pittams@energycoastutc.co.uk |
| Richard Horton | Science | Richard.Horton@energycoastutc.co.uk |
| Hope Redmond | English | Hope.Redmond@energycoastutc.co.uk |
| Chris Slater | Mathematics | Chris.Slater@energycoastutc.co.uk |

| Teachers of Business Studies | | |
|------------------------------|--|--|
| Louise Jenkin | | Louise.Jenkin@energycoastutc.co.uk |
| David McGeehin | | David.McGeehin@energycoastutc.co.uk |

| Teacher of Computer Science and ICT | | |
|-------------------------------------|--|--|
| David McGeehin | | David.McGeehin@energycoastutc.co.uk |

| Teacher of Cyber Security | | |
|---------------------------|--|--|
| Barry Wright | | Barry.Wright@energycoastutc.co.uk |

| Teachers of Engineering and Civil Engineering | | |
|--|--|--|
| Jason Alexander | | Jason.Alexander@energycoastutc.co.uk |
| Sky Banks | | Sky.Banks@energycoastutc.co.uk |
| Helenlaura Bew | | Helenlaura.Bew@energycoastutc.co.uk |
| Stephen Blackwell | | Stephen.Blackwell@energycoastutc.co.uk |
| Craig Coulson | | Craig.Coulson@energycoastutc.co.uk |
| Lloyd Pittams | | Lloyd.Pittams@energycoastutc.co.uk |
| Adam Tyson | | Adam.Tyson@energycoastutc.co.uk |
| Stephen Wilson | | Stephen.Wilson@energycoastutc.co.uk |
| Teachers of English | | |
| Sarah Birkett | | Sarah.Birkett@energycoastutc.co.uk |
| Fran Dumont | | Fran.Dumont@energycoastutc.co.uk |
| David Habberjam | | David.Habberjam@energycoastutc.co.uk |
| Simone Johnson | | Simone.Johnson@energycoastutc.co.uk |
| Hope Redmond | | Hope.Redmond@energycoastutc.co.uk |
| Kerryann Wilson | | Kerryann.Wilson@energycoastutc.co.uk |
| Teachers of Mathematics | | |
| Mike Fox | | Mike.Fox@energycoastutc.co.uk |
| Joe Richardson | | Joe.Richardson@energycoastutc.co.uk |
| Chris Slater | | Chris.Slater@energycoastutc.co.uk |
| Sam Trevelyan | | Sam.trevelyan@energycoastutc.co.uk |
| Dave Wilson | | David.Wilson@energycoastutc.co.uk |
| Teachers of PE | | |
| Stacey Morton | | Stacey.Morton@energycoastutc.co.uk |
| Rob Phizacklea | | Rob.Phizacklea@energycoastutc.co.uk |
| Simon Richardson | | Simon.Richardson@energycoastutc.co.uk |
| Teachers of Product Design | | |
| Helenlaura Bew | | Helenlaura.Bew@energycoastutc.co.uk |
| Lucy Hayward | | Lucy.Hayward@energycoastutc.co.uk |
| Teachers of Science | | |
| Andrew Davidson | | Andrew.Davidson@energycoastutc.co.uk |
| Katie Dennis | | Katie.Dennis@energycoastutc.co.uk |
| Richard Horton | | Richard.Horton@energycoastutc.co.uk |
| Ian Lindner | | Ian.Lindner@energycoastutc.co.uk |
| Joe Richardson | | Joe.Richardson@energycoastutc.co.uk |
| Simon Wright-Rosie | | Simon.Wright-Rosie@energycoastutc.co.uk |

| SEND Department | | |
|------------------------|---|--|
| Emma Jackson | Special Educational Needs and Disabilities Coordinator (SENDCo) | Emma.Jackson@energycoastutc.co.uk |
| Dana Bennett | Teaching Assistant | Dana.Bennett@energycoastutc.co.uk |
| Jemma Williamson | Teaching Assistant | Jemma.Williamson@energycoastutc.co.uk |
| Stephanie Armstrong | Teaching Assistant Apprentice | Stephanie.Armstrong@energycoastutc.co.uk |
| Stacey Neil | Teaching Assistant Apprentice | Stacey.Neil@energycoastutc.co.uk |

| Support Staff | | |
|----------------------|--|--|
| Jade Adams | Admin Assistant (Exams/Data) | Jade.Adams@energycoastutc.co.uk |
| Laura Devlin | Clerk to Governors | clerk@energycoastutc.co.uk |
| Tom Dunlop | IT Network Manager | Tom.dunlop@energycoastutc.co.uk |
| Pauline Farrell | Employer Engagement Officer | Pauline.Farrell@energycoastutc.co.uk |
| Emma Fisher | Admin Assistant (Admissions/Work Exp.) | Emma.Fisher@energycoastutc.co.uk |
| Jennifer Moss | Science Technician | Jennifer.Moss@energycoastutc.co.uk |
| Caroline Probyn | Catering Manager | Caroline.Probyn@energycoastutc.co.uk |
| Neil Reay-Bennett | Engineering Technician | Neil.Reay-Bennett@energycoastutc.co.uk |
| Sharon Smith | Midday Supervisor | |
| Cam Walker | Admin Assistant (Finance) | Cameron.Walker@energycoastutc.co.uk |

| Safeguarding Team | | |
|--------------------------|-------------------------------------|--|
| Cherry Tingle | Principal | Cherry.Tingle@energycoastutc.co.uk |
| Rob Phizacklea | Designated Safeguarding Lead (DSL) | Rob.Phizacklea@energycoastutc.co.uk |
| Cherry Akred | Deputy Designated Safeguarding Lead | Cherry.Akred@energycoastutc.co.uk |
| Georgia Douglas-Brown | Deputy Designated Safeguarding Lead | Georgia.Douglas-Brown@energycoastutc.co.uk |

Log In Details

School Email

To be able to access all the computer infrastructure within the UTC you will need login details, these are assigned to you for the duration of your stay at the UTC. Your profile comes with network storage so all computers have the ability for you to access your work and files.

Your login details are in the following format:

Username: forename.surname

Password: Unique to each student

You will be prompted to change this at first login.

At the UTC all students have an email account for correspondence within the UTC, this can be used to contact teachers, submit work and join various groups to help with collaborating with other students.

Your email address: forename.surname@energycoastutc.co.uk

Please note that the any misuse of the computer systems within the UTC will result in user privileges being revoked.

If any issues should arise, please don't hesitate to report them to IT Support who will investigate as soon as possible.

Accelerated Reader

Accelerated Reader is an online learning platform which aims to encourage reading through the use of quizzes, feedback tools, independent learning, and much more to help develop students' reading ability by building vocabulary and literacy skills. Your login details will be provided in September.

Sparx Maths

Sparx is an online learning platform which uses videos, online assessments, feedback tools, independent learning, printable worksheets and much more to help develop students' mathematical skills. Your login details will be provided in September.

Unifrog

In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next step after school, we will now be using Unifrog, an award-winning, online careers platform. All students will have access to this excellent website.

Unifrog brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOCs and every college at Oxford and Cambridge. This make it easy for students to compare and choose the best university courses, apprenticeships or further education courses for them.

Additionally the platform helps students write their personal statement, applications and CVs by guiding them through the process and allowing teachers to give live feedback.

Students access the tool for the first time using a sign-up code which is unique to their form group. They then login using their email address and chosen password and they can do so from any computer, tablet or smartphone. We would encourage you to use the platform with your child so you can support them through the process of deciding their next steps. The sign up code will be provided to new students during the first week of term. Existing students should login using the username and password they created last academic year – forgotten passwords can be reset at the login screen.

Please see your Form Tutor with any issues.

Student Attendance Information

Here at the Energy Coast UTC we recognise the role that attendance plays in securing high academic outcomes for our students. The link between attendance and attainment is firmly established; those students who attend more achieve greater qualifications and are more able to access higher education, employment or training. Employers also place importance on punctuality and attendance when they offer employment to candidates.

The Role of Students and Parents/Carers

Good, regular attendance and punctuality is expected of every student. Energy Coast UTC encourages 100% attendance for all our students.

Students should be in school by 8.25am each morning ready for morning registration at 8.35am. Afternoon registration begins promptly at 12.15pm for Year 11 and 12, 12.45pm for Year 10 and 13. Students who arrive after the start of registration will receive a late mark, which will be monitored on a regular basis.

Should your child be absent on a school day it is essential that you contact the UTC (on 01900 606446 ext. 1) before 8.30am on the first day of absence, and each day of absence thereafter. If your child is absent for more than three consecutive days medical evidence will be required.

It is at the discretion of the school whether a student is sent home unwell during the school day. To safeguard students, they **must not** contact parents/carers directly – if they are feeling unwell, they must go to Student Support after permission has been sought from their teacher/Head of Key Stage.

We ask that parents/carers do not make medical appointments during school time – if this is absolutely unavoidable students should attend as much as the school day as possible before/after the appointment. Appointment cards or letters will be required. Year 10 and 11 students are required to be signed out at Reception by their parent/carer following notification of a medical appointment. Year 12 and 13 students can sign themselves out provided evidence of the appointment has been provided.

We also ask that parents/carers do not take holidays during term time – as of September 2013, the law states that the Principal cannot grant an absence from school except in exceptional circumstances.

The Role of the Form Tutor

All Form Tutors have a key role to play in ensuring that students meet the high standard of attendance expected here at the Energy Coast UTC.

Each week, Form Tutors will receive an attendance report for the students in their form, showing attendance to date and the number of late marks for each student. Form Tutors will monitor attendance and, as well as the Attendance Officer, may contact home if they notice that your child's attendance is starting to fall and may ask if there are any problems that may be affecting your child's attendance at school. This is in keeping with our Attendance Policy (available on our website) and is put in place to ensure that every effort is extended to keep attendance as high as possible.

The Role of the Attendance Officers

The Energy Coast UTC's Attendance Officers are Carley Fletcher (Year 11 and 13) and Rebecca Worthington (Year 10 and 12). They are the first point of reference for parents/carers to report a student absence. The Attendance Officers will also make appointments to meet with parents/carers should a decline be noted in your child's attendance. They will also refer persistently absent students to Cumbria County Council for potential legal action.

The following table highlights the actions that parents/carers can expect to be put in place should a student fall below the high standards of attendance expected here at the Energy Coast UTC.

Parents/carers are required to attend any attendance meetings.


| If % Attendance to Date is... | Rewards and Sanctions |
|-------------------------------|---|
| 100% | Praise Students – rewards (Head of Year and Attendance Officers, vouchers etc.) |
| 97 - 99.99% | Form Tutors to monitor closely/contact home if student absent |
| 94 - 96.99% | Attendance Officers to monitor closely/contact parents, inform Form Tutor and Head of Year |
| 91 – 93.99% | Attendance Officers puts student on attendance plan, Attendance Officers to monitor closely/contact parents, meetings with Head of Year, Head of Key Stage, Assistant Principal |
| Less than 91% | Parent meetings with Vice Principal and Principal, attendance panels with Governors, refer to Local Authority, legal action, etc. |

ONLINE UNIFORM ORDERING

| | Username: | Password: |
|--------------|----------------------------|------------------|
| Year 10 & 11 | info1@energycoastutc.co.uk | ENE004L1berty |
| Year 12 & 13 | info2@energycoastutc.co.uk | ENE005L1berty |

1. Go online to www.libertyworkwear.co.uk
2. On the top menu bar click LOGIN
3. Enter your username and password as above and click sign in
4. Your online order form will appear with the items available to purchase
5. Hover over the item you require and you will see some boxes appear. Choose the quantity and size you require and select the decoration listed, then click on the '+' symbol in the purple area to add the selected items to your cart
6. Do the same as above for all items you require
7. When finished click the cart button on the top tool bar, this will bring up a list of everything you have ordered. At this point you can remove anything you may have ordered in error by clicking the red cross to the right of each item.
8. When happy with your list click checkout
9. The college's details will automatically appear in the delivery section. Click the 'same as billing details' box on the top right to populate the delivery address. Please note all deliveries will go direct to the college.
10. On the right hand side of the form add the following
 - order reference - the student name attending the college
 - ordered by – leave as is
 - man pack name – enter the person's name who is placing the order
 - Click 'Place order' button at the bottom of the screen
11. You will now be taken to the PayPal website for payment
12. Follow the payment instructions to pay for your order

Your order will be delivered direct to the Energy Coast UTC, minimum 10 day delivery time. The Energy Coast UTC will contact you as soon as your order is ready for collection.

| | |
|---|--|
|  <p>Liberty WORKWEAR <i>what you wear is our business</i></p> | <p>33 Peterfield Road Kingstown, Carlisle Cumbria CA3 0EY</p> <p>T 01228 536751 E enquiries@lwlw.co.uk</p> |
| <p>www.libertyworkandleisure.co.uk</p> | |

Year

11

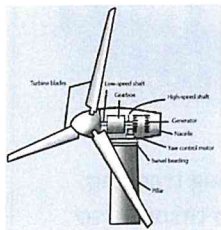
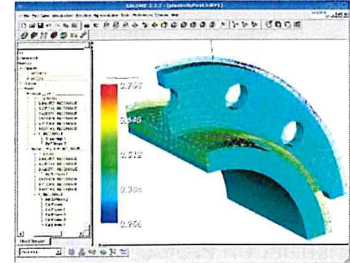
What will I be studying in Year 11?

During the course of your second year with us at the Energy Coast UTC, you will study various subjects, details of which can be found below. If you have any questions about any aspect of your courses, please speak to your subject teacher or your Form Tutor.



Engineering

In Engineering this year, you will be preparing to sit the online exam for Unit 1: "The Engineered World." This unit will include such elements as identifying the different engineering sectors and developing your understanding of different elements of production and manufacture. You will then go on to look at CAD/CAM and modern production practices and the environmental impact of engineering including green energy, developing your understanding of 3D printing, laser cutting and using CAD programs such as Cura and Fusion 360.



During the Spring term of Year 11, you will continue to consolidate your knowledge of "The Engineered World." You will be independently developing a bearing housing and turbine to make a simple wind turbine using Fusion 360 and then realising your designs using the 3D printers. These designs will then be tested for efficiency and accuracy of manufacture. You will also be focusing on revising and developing your knowledge for the Unit 1 external assessed, online exam.

Finally, in the Summer term you will be completing Unit 2 "Investigating an Engineered Product". You will assemble and disassemble a typical engineering tool (DTI and magnetic stand) and suggest alternative means of manufacture, why certain materials are used and the fitness for purpose of the product.



Throughout the year, you will be assessed in Engineering in a variety of ways including accuracy to specification and assessment of key skills. At the end of the Spring term you will have sat and received a grade for Unit 1 which is externally moderated by BTEC. Any student who fails to complete any of the above units at Level 1 or above will not be able to achieve a grade at the end of the two-year course. It is therefore imperative that all unit deadlines are met and that your work is submitted on time.

Engineering – Workshop Sessions

During your practical Engineering sessions in our workshops you will cover a range of skills to complete a lamp project. This will cover a range of hand skills, fabrication, manufacturing, electrical and CAD/CAM design. You will also complete a range of units in tutor time to compliment these activities for a further qualification.



Digital Engineering

(DEC! – Design Engineer Construct)

In DEC! this year, you will start by studying “Defining a Sustainable Construction Project” which will include such elements as identifying the contextual needs of the client, recording project requirements and client expectations and establishing a budget in relation to the agreed clients’ needs. You will then go on to look at formulation of project briefs, developing your understanding of outlining the functional requirements of the project and establishing quality objectives.



During the Spring term of Year 11, you will investigate “An Understanding of the Constraints of the Project” and “Developing the Ability to Draft Feasible and Realistic Plans” during which you will deepen your awareness of testing ideas against planning protocol, carrying out a feasibility study and create a draft project plans, to name just a few.

Finally, in the Summer term, you will explore “How to Develop a Sustainable Construction Project” and “Producing Technical Support Collateral for the Project”. You will be given opportunities to learn about various aspects of DEC! such as communicating the concept design to the project team, using the 3D environment to test the design in virtual locations and explaining the environmental and climate change reduction strategies.



Throughout the year, you will be assessed in DEC! in a variety of ways including tracking progress during lessons, verbal feedback, specific written feedback for you to respond to and submission of work to external moderators for confirmation that assessment criteria have been met. The year will end with a formal written mock exam in June which will be your chance to prove how much you know, understand and can evaluate your DEC! subject knowledge gained during the course so far.

Combined Science

In science this year you will explore a range of topics related to Life Sciences and Physical Sciences.



Autumn term study: atoms, elements and compounds. This will enable you to develop fundamental skills when decoding the periodic table. Focusing on the biology aspect of the course you will learn how to classify and identify eukaryotic and prokaryotic cells to further our understanding of gene and cell manipulation.



In the Spring term you will focus heavily upon acids and bases, making salts and endothermic and exothermic reactions. You will also apply cross curricular links with engineering when resolving a parallelogram of forces and resultant forces.

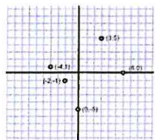
Finally, in the Summer term you will explore magnetic fields and magnetic field manipulation, and electromagnetism. You will also have the opportunity to use our new free fall experiment kit as well learning about the nuclear industry through alpha, beta and gamma radiation. You will engage in a minimum of 18 required practical, spanning all three major science disciplines: biology, chemistry and physics.



Throughout the year, you will be assessed in science in a variety of ways including exam style questions and practical experiments. The year will end with formal written mock exams in June which will be your chance to prove how much you know, understand and can evaluate your science course so far.

Maths (Foundation Tier)

In Maths this year, you will start by studying probability, ratio, percentages and proportion which will include elements such as finding value for money and calculating compound interest. You will then go on to looking at area and volume of shapes enabling you to see how measure is used in real life scenarios.



During the Spring term of Year 11, you will investigate simultaneous equations, indices, straight line graphs and factors which will deepen your awareness of graphical manipulation, calculator skills, geometrical understanding and problem solving.

Finally, in the Summer term, you will be revisiting topics in order to make sure that you're confident with all areas prior to your GCSE exams.

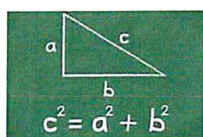
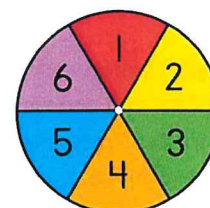
$$\sqrt{x}$$



Throughout the year, you will be assessed in Foundation Maths in a variety of ways including completing multiple past papers. The year will end with formal written GCSE exams in June which will be your last chance to prove how much you know, understand and can evaluate your Foundation Maths course.

Maths (Higher Tier)

In Maths this year, you will start by studying ratio and proportion, solving quadratics, trigonometry and probability which will include elements such as geometrical interpretation, problem solving and algebraic manipulation. You will then go on to look at circle theorems and transformations.



During the Spring term of year 11, you will investigate surds, indices, simultaneous equations, vectors and surds, deepening your awareness of geometrical understanding, graphical manipulation and problem solving.

Finally, in the Summer term, you will be revisiting topics in order to make sure that you're confident with all areas prior to your GCSE exam.

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Throughout the year, you will be assessed in Higher Maths in a variety of ways including completing multiple past papers. The year will end with formal written GCSE exams in June which will be your last chance to prove how much you know, understand and can evaluate your Higher Maths course.

English Language

In English Language this year, you will start by studying writing skills, using and adapting language to suit text-type, audience and purpose in preparation for your fictional and transactional writing GCSE exam. You will then go on to look at '19th Century fiction extracts' by identifying, interpreting and synthesising evidence.



During the Spring term of Year 11, you will begin to analyse and compare a range of 20th/21st century non-fiction texts where you will be required to compare different texts by focusing on the writer's ideas and perspectives. You will then go on to look at fictional writing skills where you will deepen your understanding of how to communicate clearly and effectively by adapting tone/register for the audience and purpose.

Finally, in the Summer term, you will be revising for your English Language Paper 1 and English Language Paper 2 exams. You will then take a mock exam prior to your GCSE exams in order to practise your exam technique.



Throughout the year, you will be assessed in English Language in a variety of ways including mock exams and exam style questions. The year will end with formal written GCSE exams in June which will be your last chance to prove how much you know, understand and can evaluate your English Language course.

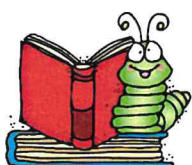
English Literature

In English Literature this year, you will start by studying "Macbeth", where you will explain and analyse how writers use language and structure to achieve effects or to influence the reader. You will then go on to study Shakespeare's "An Inspector Calls".



During the Spring term of Year 11, you will investigate "An Inspector Calls", "Macbeth", "A Christmas Carol", "Conflict Poetry" and "Unseen Poetry Comparison", developing your ability to compare texts with reference to language, form, structure and context.

Finally, in the Summer term, you will be revising for your English Literature Paper 1 and English Literature Paper 2 exams. You will then take a mock exam prior to your GCSE exams in order to practise your exam technique.



Throughout the year, you will be assessed in English Literature in a variety of ways including mock exams and exam style questions. The year will end with formal written GCSE exams in June which will be your last chance to prove how much you know, understand and can evaluate your English Literature course.

BTEC Sport

In BTEC Sport this year, you will start by studying “Fitness for Sport and Exercise” which will include elements such as components of fitness, the principles of training and skill related fitness. In the second half of the Autumn term, you will then continue to look at “Fitness for Sport and Exercise” where you’ll develop your understanding of how to investigate fitness testing to determine fitness levels and fitness test methods.



During the Spring term of Year 11, you will investigate practical sports performance, during which you will deepen your awareness of understanding the rules, regulations and scoring systems for selected sports, the roles of officials and how to demonstrate skills, techniques and tactics in selected sports.

Finally, in the Summer term, you will continue to explore ‘practical sports performance. You will be given opportunities to learn about various aspects of sport such as reviewing sports performance, learning about the tactical demands of sports and self-analysis.



Throughout the year, you will be assessed in a variety of ways including multiple choice tests, presentations and practical demonstrations. The year will end with a formal written mock exam in June which will be your chance to prove how much you know, understand and can evaluate your BTEC Sports course so far.

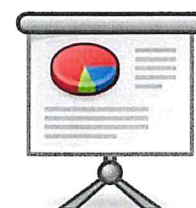
Geography

In Geography this year, you will start by exploring “People of the Planet”. You will be given opportunities to learn about various aspects of the population of our planet such as global development, uneven development and rapid urbanisation. You will then investigate “Environmental Threats to Our Planet”, exploring the causes and consequences of climate change and extreme weather patterns such as tropical storms and droughts.



During the Spring term of Year 11, you will review your learning and successes from Year 10 and then move on to completing both pieces of fieldwork. Successful completion of these two key pieces of work will be guided by your teachers but involves a lot of private study and investigation which you will need to present neatly, thoroughly and with a clear analytical conclusion at the end. Finally, in the Summer term, you will spend your time revising and sitting regular mock exams so that you are fully prepared for your Geography GCSE exams.

Throughout the year, you will be assessed in Geography in a variety of ways including fieldwork (COVID restrictions allowing), coursework, homework, written tests, creative individual presentations, group work, mini-assessments and quizzes. The year will end with three GCSE written exams which will be your last chance to prove how much you know, understand and can evaluate your Geography GCSE course.



History

In History this year, you will start by completing your investigations into Elizabethan England during which you will deepen your awareness of the challenges to Elizabeth's throne from home and abroad, the war with Spain and changing attitudes towards education and poverty, to name just a few.



During the Autumn and Spring terms, you will look in depth at Hitler's rise to power and the effects that the Weimar republic had on Germany and its designs to conquer Europe whilst trying to destroy entire races of people and certain religious beliefs.

Finally, in the Spring/Summer term, you will explore the development of medicine in Britain with a specific in-depth focus on the treatment of injuries in the trenches of the First World War. You will be given opportunities to learn about various aspects of the development of medicine over time such as supernatural versus scientific explanations of the causes of disease, how hospital care changed and the evolving approach to preventative medicine, i.e. vaccinations.



Throughout the year, you will be assessed in History in a variety of ways including homework, written tests, creative individual presentations, group work, mini-assessments and quizzes. The year will end with 3 separate exams which will be your chance to prove how much you know, understand and can evaluate your entire History course so far.

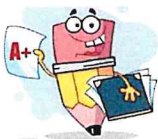
Computer Science

In Computer Science this year, you will start by studying 'Problem Solving, Models, Hardware and Software', which will include elements such as learning how to use pseudocode and using decomposition to design a solution. You will then go on to look at programming which will develop your understanding of flowcharts and Boolean operators.



During the Spring term, you will investigate networks and logic, where you will deepen your awareness of LANs and WANs, the environmental impact of technology and data representation.

Finally, in the Summer term, you will explore network security and graphics. You will be given opportunities to learn about various aspects of Computer Science such as data representation, subprograms and network topologies.



Throughout the year, you will be assessed in Computer Science in a variety of ways including presentations, multiple choice tests and practicals. The year will end with a formal written mock exam in June which will be your chance to prove how much you know, understand and can evaluate your Computer Science course so far.

Business Studies

PE (Core)



A cartoon illustration of an orange basketball with black lines, positioned as if it is about to enter or has just entered a basketball hoop. The hoop is red, and the net is black. Three curved lines to the right of the ball suggest motion or a breeze.



7

Homework:

A Guide for Parents/Carers

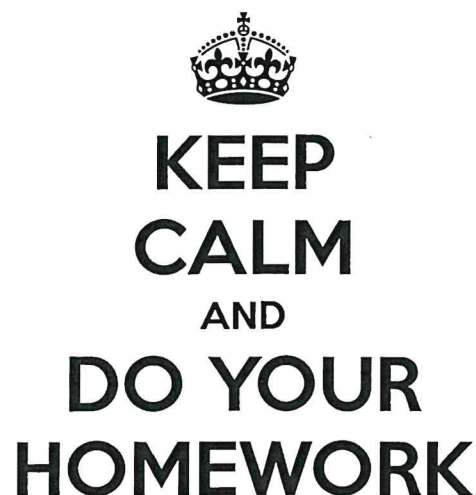
Homework is widely accepted as an essential and valuable element of learning. Homework offers repeated opportunities for your child to develop key skills for independent learning, such as information retrieval, planning, analysis and time management.

Homework: What is it for?

Homework can have many purposes, including encouraging independent learning; completing coursework assignments; consolidating work from lessons in school; helping students to practice learning by doing; enhancing student/parent/teacher partnership; encouraging self-discipline; promoting research skills; challenging students' thinking; and enabling work to be carried out that is not suited to the classroom situation. Essentially, the homework set must matter to each student's ongoing learning in that subject.

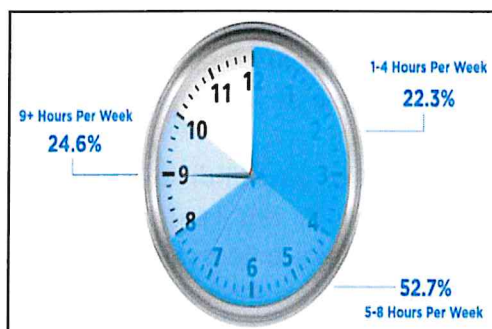
Homework forms a coherent part of the work being done in the UTC and a list of possible tasks could include;

| | | | |
|----------------|----------------------|--------------------|----------------|
| Investigations | Interviews | Simple experiments | Essay Writing |
| Research | Public Library visit | Drafting | Report writing |
| Reading | Designing | Revision | Making a model |
| Drawing | Word processing | Desktop publishing | Projects |



Online learning forms an integral part of our homework strategy, with many online platforms assessing as well as stretching and challenging students of all abilities. These will be used by teachers regularly throughout the academic year as part of your child's homework diet. Various websites will be referred to as part of our online provision and sometimes careful research of the World Wide Web will be set. This may be to support previous learning or, in some cases, to introduce students to future learning. The latter is often referred to as 'Flipped Learning' and is a strategy that will be used at appropriate times throughout the year.

The amount of homework appropriate for students of different ages.



Good practice suggests that the amount of time which should be spent by students at The Energy Coast UTC, **on average**, on homework or GCSE coursework, should fall within the following ranges:

Years 10 & 11 - 6-8 hours a week, shared among a variety of subjects

Years 12 & 13 - 8-10 hours a week, shared among a variety of subjects

We would remind all parents/carers and students that the **quantity** of work produced is only one measure of success and that the **quality** of the work submitted will be of equal, if not greater importance.

Our policy in action

The Energy Coast UTC will ensure that homework is clearly and consistently set. The sections below set out the responsibilities of the three main parties involved in the successful completion of quality homework – teachers, students and parents/carers.

Teachers' responsibilities

Setting & explaining homework:

Your child will be told (often and preferably at the beginning of a lesson) whether homework is to be set. Larger, more time-consuming homeworks may be flagged up to your child a lesson or more in advance. Occasionally, homework may be expected in the next day but generally this will be the exception to the rule.

Teachers will make sure that your child has fully understood the task set for homework before the end of the lesson in which it is set.



Teachers and tutors will also make sure that your child knows what their user ID and password details are for online homework (your child should create a note of these details on their iPads or in the back of subject exercise books).



Teachers will ensure that your child has recorded the homework set into an appropriate folder on their iPads (for example, on platforms such as Showbie) or in their subject exercise books. They should record the day it is set and include the deadline for submission of this piece of work. Teachers will try to stick to the agreed homework timetable whenever possible but there may be occasions when it would be better for your child's learning to set the work on a different night. Teachers will also ensure that your child has completed and handed in their homework on the day of the original deadline. Where homework is incomplete, or late, consequences will be recorded on SIMs in line with our whole school policy.

Regularity: Teachers will be aware that your child may be set multiple homework tasks on one night which can lead to additional stress for your child and, therefore, quite possibly poor quality work. Wherever possible, homework will be set with a deadline beyond the next day, although occasionally this will be unavoidable.

All subjects will aim to set one homework every week. Where more than one teacher is delivering a course, the teachers will coordinate which of them will be setting the homework for that week. Again, occasionally both teachers will set homework in the same week if this will be of benefit to the flow of your child's learning.

Differentiation: Homework will be differentiated to take into account the needs of each individual student. This is especially true of those students who have particular needs as outlined by our Learning Support Department, as well as our More Able/High Prior Attaining students, who need to be intellectually challenged more than most. At least one homework per subject per half term will ideally allow for an element of creativity.

Labelling homework: All homework should be clearly labelled by your child in your child's exercise books and folders using the capital letters 'HW' in a circle next to the title and date. If an internet-based homework is set, this should also be noted in your child's exercise books and folders, with the same annotation used.



Support: A supervised homework club are provided in the 6th Form study centre during the week between 4.00pm and 5:15pm to allow your child access to research materials, the internet and face-to-face adult support. This service can be used proactively by your child prior to a submission deadline. Unfortunately, transport home is not provided by the UTC for anyone accessing this provision.

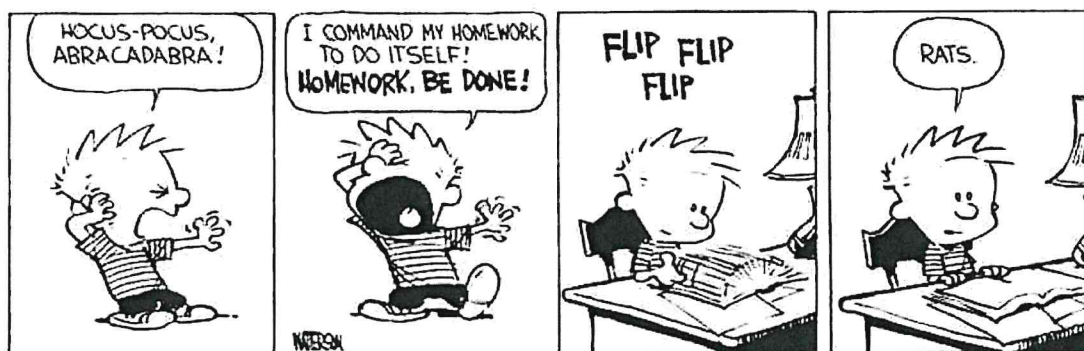


Marking homework: All homework will be marked, either by students themselves or by their teachers. If the homework set is also a Key Piece, then it will be marked using our agreed Assessment for Learning criteria, thus giving your child more regular targets for ongoing improvement (see our Marking and Assessment Policy on our website for further details).

Some homework will be linked to GCSE/A-level grades (or BTEC/Tech Award equivalent). Achievement points may also be given to your child if they complete homework to a higher standard than expected of them.

Missed homework: All late homework will generate a negative behaviour point on our electronic register system (SIMS), which informs your child's Head of Key Stage. Class teachers will also issue appropriate sanctions, especially if your child persistently forgets to bring in their homework on time or meet the required minimum standards. Please do all you can to support your child's completion of homework to the required standard and in time to meet their deadlines.

Students' responsibilities



Your child must:

- have their iPad with them in every lesson in order to record homework
- record the homework set into an appropriate folder on their iPads (for example, on platforms such as Showbie) or in their subject exercise books on the day it is set and include the deadline for submission of this piece of work. All students without an iPad will be noted on SIMS as not having the correct equipment, which will inform tutors and HOY's.
- make sure that they ask for clarification about any homework task set well before the submission deadline.
- complete the homework set to the very best of their ability and hand it in on time to their teacher.
- respond rapidly to any improvement advice given by their teacher. Time should be allocated in lessons to improve marked work.

**A GENIUS IS A
TALENTED PERSON WHO
DOES HIS HOMEWORK**

THOMAS EDISON

Parents'/carers' responsibilities

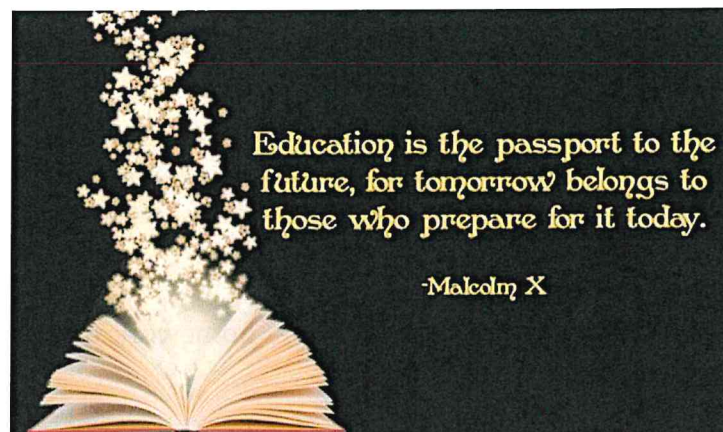
To be effective, homework needs to be part of a wider partnership between parents/carers and the school. We need to be able to count on your support to ensure that homework is effective and successfully completed. Homework is already an important part of home school agreements between you and The Energy Coast UTC which helps create and maintain both students' and your commitment to homework. Therefore, it would be very helpful if you could:

- provide a reasonably peaceful, suitable place in which children can do their homework or help children attend other places where homework can be done (such as homework club).
- make it clear to their children that they value homework, and support the school in explaining how it can help them make progress at school.
- encourage their children and praise them when they have completed homework.
- expect deadlines to be met and check that they are.
- contact the school should there be any issues with this aspect of their child's education.

HOMework



If you have any questions or comments about any of the issues raised in this leaflet, please do not hesitate to contact either your child's class teacher (if the matter relates to just one subject), your child's Head of Key Stage (if the matter is linked to more than one subject)



Behaviour – Expectations and Consequences

All students at the UTC have a responsibility to act in accordance with our Behaviour Policy (available on our website) at all times, both on and off-site, and contribute to a positive and supportive culture and environment.

All students are expected to follow the Energy Coast UTC 'Expectations for Learning' that are prominently displayed in all classrooms:

- Arrive on time
- Bring the correct equipment/Personal Protective Equipment (PPE)
- Follow all staff instructions
- Don't speak if someone else is speaking
- Complete all work to the best of your ability
- No mobile 'phones during lesson time

Students have a right to expect sanctions to be applied for poor behaviour which make clear distinctions between serious and minor infringements of expected standards. Sanctions are applied fairly, consistently, proportionately and reasonably, taking account of SEND, disability and the needs of vulnerable students, and offering support as appropriate.

| Consequences for Learning | |
|---------------------------|---|
| W1 | Verbal warning and name on the board |
| W2 | 2nd Verbal warning, tick against name on board*, class teacher detention and text sent home by class teacher |
| W3 | 1st Written Warning (Letter sent home), removal from class by Head of Department or Pastoral Team, Head of Department detention and phone call by class teacher |
| W4 | Final Written warning (Letter sent home), spend a full day in the restorative room and a re-integration meeting with class teacher |
| W5 | Suspension |

Extreme behaviour will result in immediate removal from the class

More guidance on action that can be taken to improve the behaviour of students is contained in our Behaviour Policy.



Reward Points

A Guide for Parents/Carers and Students

How to get Reward Points

Practice being a good citizen and being employable

UTC Engineers are:

Resili **E** nt

I **N** dependent

G ood communicators

Amb **I** tious

Good with **N** umbers & Finance

T **E** am workers

R **E** flective

Leade **R** S

S ocially Responsible

If your class teacher catches you doing more than the minimum, being a good citizen or demonstrating that you are especially good at one of our 8 **Employability Skills** in lessons or out and about the UTC, you will be awarded **Reward Points** directly onto **EPraise**.

Students will be able to receive up to a maximum of five reward points per lesson:

R1- Student celebration (Name on the board)

R2- Text message sent home from class teacher

R3- Bronze praise postcard sent home from the class teacher

R4- Silver praise postcard sent home from the department

R5- Gold praise postcard/letter sent home from the Principal on behalf of the whole school

How to lose Reward Points

Do not be a good citizen or employable



If your class teacher catches you doing less than the minimum, not being a good citizen or demonstrating that you are not even trying to be good at one of our 8 **Employability Skills** in lessons or out and about the UTC, you will be awarded behaviour points directly onto **EPraise**.

What can I spend my Reward Points on?

As you collect your **Reward Points** you can spend them at any time, or save them to purchase larger rewards. An example of the types of rewards available are:

| | | |
|------------------------------|----------------------|-------------------------------|
| Amazon Voucher | Prom Ticket | Book the MUGA for a lunchtime |
| Love to shop voucher | Free homework pass | 1 week work placement |
| Workshop session | Non-uniform day | Sports pitch booking |
| Meal delivery | Sports Equipment | Hall of fame |
| iPad Charger | UTC Pen | Employer Mentoring Session |
| Reserved Parking | Free Lunch | Sports Fixture |
| End of year friendship photo | and many, many more. | |

Employability Skills: A Guide for Parents/Carers

Employability skills are those skills necessary for getting, keeping and being successful in a job.

For many young people today, a career for life is no longer an option. Your child will probably hold jobs with a variety of employers and move across different employment sectors throughout their working life. Because of this, they will need to be flexible in their working patterns and be prepared to change jobs and/or careers if they believe there are better opportunities elsewhere.

In order to be flexible, they need a set of '**transferable skills**' - skills that are not specific to one particular career path but are standard across all employment groups. These are commonly known as '**employability skills**' (or sometimes 'competencies'), skills that go beyond qualifications and experience.

While their education and experience may make them ready to apply for a job, to be successful in the role they will need to prove that they have a mix of skills: '**employability skills**'. This means that the specialist, technical skills associated with different roles may be less important than the '**soft skills**' that can be transferred between different jobs and different employment sectors.

For employers, getting the right people means identifying people with the right skills and qualities to fulfil the role and contribute to the organisation's success. Candidates may have the qualifications and 'hard skills' needed to be able to manage the job role but, without a well-honed set of '**soft skills**', employers are less inclined to hire.

These are the skills and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organisation.

UTC Engineers are

Resili **E** nt

I **N** dependent

G ood communicators

Amb **I** tious

Good with **N** umbers & finance

T **E** am workers

R **E** flective

Leade **R** s

Employability skills or '**soft skills**' are the foundation of their career, building blocks and they are frequently referenced in the media as lacking in school-leavers, graduates and those already in employment. Organisations spend a lot of time and money training staff, not in job-specific areas but in general and basic skills.

In times of high unemployment, employers have more choice of applicants and will favour those with well-rounded **employability skills**.

That is why we at the Energy Coast UTC will do our very best to help our students understand and develop their employability skills to make them a highly-skilled employee, whoever they work for in their career.

Your child's reference?

Read the example reference on the next 2 pages. This is a rough example of what can be written about your child by your child – as long as they have the evidence to prove they deserve this reference. And there's no need for them to write it out either – our UTC computers hold all of the sentences in one database which their Attitude to Learning (AtL) scores will automatically create 3 times a year as a reference.

To whomever it may concern,

_____ would like to apply for a position/apprenticeship in their company/university. Please finds below his/her **reference** from the Energy Coast UTC.

He/she is very good at working in a team. He/she know that this is true because he/she is happy to take on different roles in the team to achieve their goals, he/she works with other members of his/her team (even those who might be hard to work with), he/she knows how to speak differently to leaders and his/her peers, he/she always treats other members of the team with respect, no matter their opinion or skill level and he/she makes sure that, where necessary, a compromise is reached so that the team can be successful.

He/she is also very good at independently managing his/her own time, work and effort. He/she consistently uses his/her **initiative** to get things done and he/she makes sure that he/she always has the equipment he/she needs when he/she needs it. He/she is always on time and knows how to make the best use of the time given to him/her to complete any task. He/she tries to be confident but not arrogant when attempting tasks and can get on with these tasks without someone having to tell him/her to do so.

Furthermore, he/she has excellent communication skills. He/she is very good at getting his/her ideas across verbally as well as in writing and he/she is always polite. He/she is also highly skilled at changing what he/she says and how he/she says it to match his/her audience and he/she does his/her best to always use eye contact and positive body language to show that he/she is listening to others.

In addition, he/she prides him/herself on being an exceptionally **resilient**, adaptable and flexible person. He/she always has a positive attitude to whatever challenge faces him/her and he/she always tries to show that he/she is engaged and interested in the work set. He/she makes sure that he/she asks questions to help him/her and others understand what is required to be successful and he/she always tries to do more than the minimum required. He/she remains positive when things change during a task and willingly accepts new challenges, seeing every task through to completion and to a deadline no matter what.

Your child's reference? (cont.)

As the above shows, he/she is a reflective, **self-aware** person who is very good at **analysing** his/her own strengths and weaknesses. He/she is very good at problem solving and exploring different ways to find a solution to any given dilemma and he/she does his/her best to explain what the best course of action is and why. He/she likes to look back at what he/she has completed and discuss what went well and what could be improved the next time he/she comes across a similar problem. He/she also knows the best time to do things by him/herself and when to **collaborate** with others.

As far as being a leader is concerned, he/she has strong leadership qualities. He/she believes this because he/she works well under pressure & meets his/her deadlines. He/she always tries to make decisions only after seeking relevant advice but he/she takes full responsibility for the decisions and actions that he/she takes as a result of this advice. He/she is always honest, trustworthy and has strong, moral principles which guide him/her in every decision he/she makes. He/she is also willing to take an activity in a new direction if he/she believes that the direction it is going in will not, upon reflection, prove successful.

He/she is also excellent with numbers, having very sound IT skills to help with any **numerical** accuracy, even though he/she can easily perform basic maths in his/her head without having to use a calculator or computer. When it comes to finance, he/she always makes sure that his/her expenses never **exceed** his/her income. As mentioned previously, he/she is very good at problem solving and exploring different ways to find a solution to any given dilemma and can spot patterns in events, data, pictures, etc. which is a useful skill to have to speed activities along.

Finally, he/she is an extremely ambitious person. He/she has every confidence that he/she will be successful in the future, and frequently uses SMART targets to make sure that he/she is on target to achieve this success. He/she can clearly explain what this success looks like, is actively involved and engaged every day in making sure that he/she reaches his/her goals and is keen to succeed but not at the expense of others.

Please do not hesitate to contact us should they require further details concerning any of the issues raised in this **reference**.

Yours faithfully,

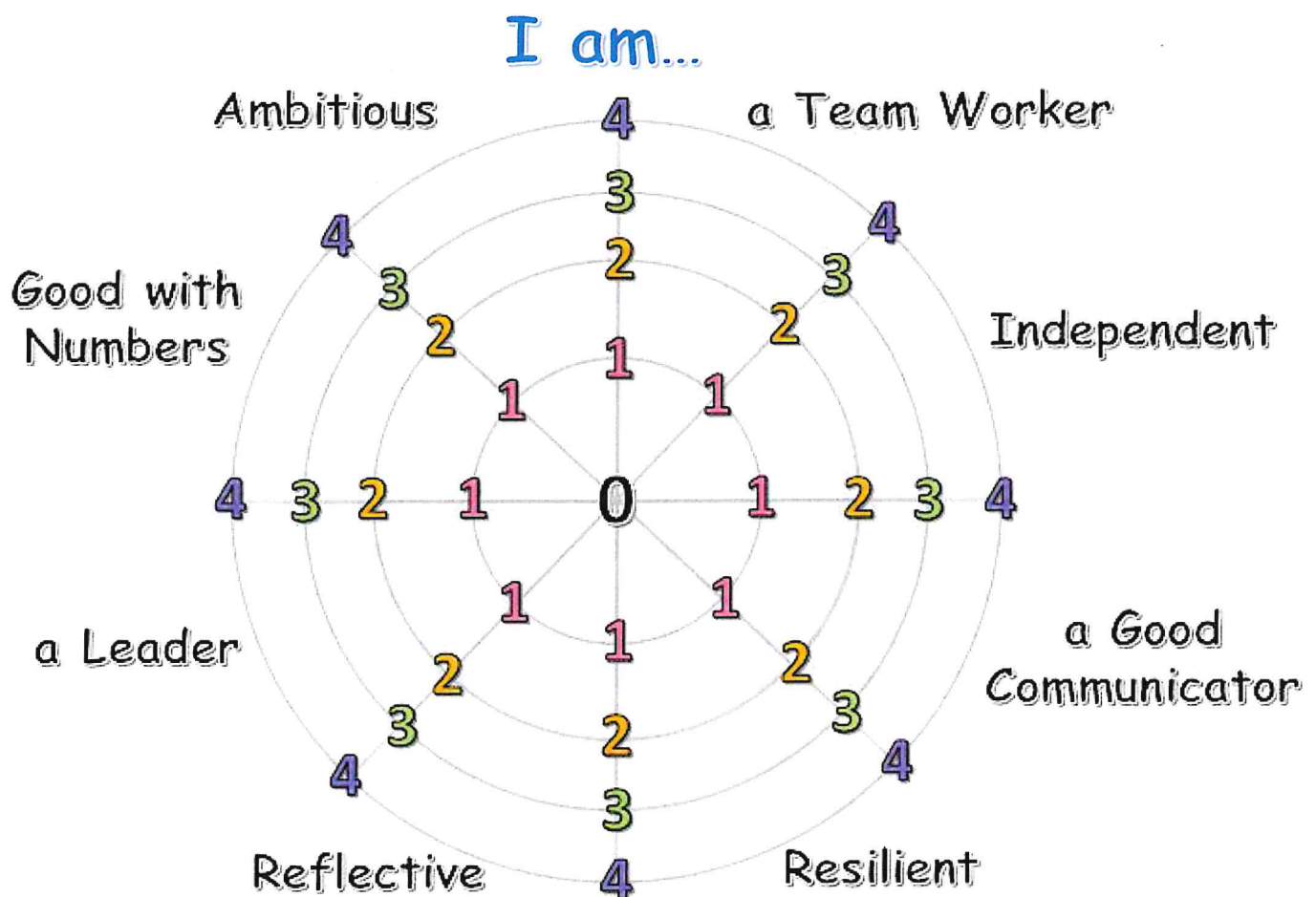
Starting their journey

Before they go any further, your child's first task will be to reflect upon their own abilities. Why not ask your child to attempt this task now?

There are 8 **Employability Skills** for they to rate on a scale of 4-1:

| | | | |
|---|---|--|---------------------------------------|
| 4 = I have an outstanding grasp of this skill | 3 = I have a good grasp of this skill & am still developing | 2 = I have a basic grasp of this skill & need to improve | 1 = I have a poor grasp of this skill |
|---|---|--|---------------------------------------|

1. Complete the chart below, accurately and honestly **evaluating** each of the 8 **Employability Skills**. Place an **A** in each of the 8 boxes that most closely reflects your skill level in that particular skill.



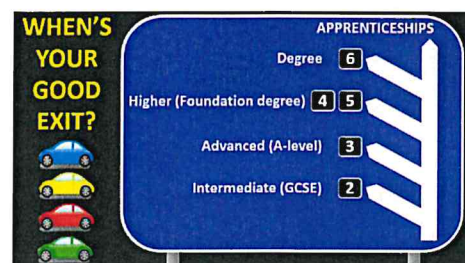
2. Which of the above will be your main target for improvement over the course of the next 8 weeks? It is likely to be the one which scored the lowest. Circle this skill and tell someone else what their target is. Agree to help each other improve in this area. Your Form Tutor will help you keep track of this area too.

Careers Education, Advice & Independent Guidance (CEAIG): A Guide for Parents/Carers



At the Energy Coast UTC, we pride ourselves on offering our students the best opportunities for their future career in Science, Technology, Engineering and Maths (STEM), whether this is by progressing onto an apprenticeship, university or straight into a career of their choice. We ensure that our students are given the best possible advice for their future as well as creating opportunities for them to talk to our employer partners and discuss their options with form tutors, Inspira careers advisors, industry mentors or our Careers Lead, Ian Russell (Vice Principal - Curriculum and Standards).

Student progression from the Energy Coast UTC is outstanding. In 2019, **87% of our Year 13 leavers secured an apprenticeship, compared to National average of 7% and a Cumbrian average of 6%.** Furthermore, 98% of 6th Form leavers moved onto a degree, apprentice or employment. We believe that this is not only due to our fantastic teaching, but also because we provide extra opportunities to experience work, specialist opportunities in STEM and a focused way of learning. We also have unique connections with West Cumbrian, national and international employers and whilst in 6th Form, we give our students a double lesson every week to spend time with an employer solving an engineering problem. All of our initiatives are designed to give our students the best possible start to their future career in STEM or whichever career path they choose to take.



Through a planned programme of activities, CEIAG and a systematic focus on employability skills (see the leaflet “**Employability Skills: A Guide for Parents/Carers**”), the Energy Coast UTC seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The UTC is also currently working towards being awarded the **Inspiring IAG Award** by:

- Providing a planned programme of impartial, unbiased activities to which all students from Years 10–13 are entitled which will help them to plan and manage their careers and is based on their needs
- Ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as the Gatsby Benchmarks for good career guidance (see below or <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance> for further details).



1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our careers programme is designed to meet the needs of all students at the Energy Coast UTC to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others’ strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at the UTC aims to provide students with the skills, knowledge and understanding to support the three core aims of the CDI framework for careers, employability and enterprise education:

1. Developing yourself through careers, employability and enterprise education
2. Learning about careers and the world of work.
3. Developing your career management and employability skills.



Our CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers.



Our careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, employability skills learning, including 1 week of work experience in Years 10 and 12. Other focused events, e.g. attendance at a higher education fair, are provided at Key Stage 5 and visits to universities at both Key Stages 4 and 5. Students, parent/carers, employers and staff are actively involved in the evaluation of activities including work experience through evaluative questionnaires and written feedback.

All students receive at least one careers interview with the Inspira Careers Advisor during Year 11 and one in Year 13. Additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. The Inspira Careers Advisor is central to providing guidance to students on routes beyond their time at the UTC and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.



Inspira also provide an important contribution to the planning, design and delivery of all aspects of our careers education, allowing for current labour market intelligence to inform these processes. The Inspira Careers Advisor runs a weekly lunchtime drop-in session where students from all year groups are able to access information and guidance.

The UTC will also review at least annually the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

Effective employer encounters

(Taken from the Careers & Enterprise Company's "What works in Careers and Enterprise?" report 2017)



The Careers & Enterprise Company are working to deepen the understanding of what works. The Gatsby Benchmarks provide a strong framework for action, but there are still lots of choices about what is the best thing to do. They are particularly interested in ways in which organisations can bring the worlds of education and employment closer together. To this end, the CEC commissioned Deloitte to examine the range of activities that schools could use to support these encounters with the world of work.

Many of the stakeholders interviewed as part of this research believed that all of these activities were valuable and that they should form part of school's careers and enterprise programmes. The research investigated the relative strength of evidence about each of these activities and then grouped them into three groups.

- 1) Those activities which had a strong evidence base. **(GOLD STANDARD INTERVENTIONS*)**
- 2) Those activities which had some evidence usually based on less robust studies. **(SILVER STANDARD INTERVENTIONS*)**
- 3) Those activities which had a limited or non-existent evidence base. It should be stressed that insufficient evidence does not mean these activities are not effective, but that in the available time no publicly available research was found to reach a clear conclusion. **(BRONZE STANDARD INTERVENTIONS*)**

(*Categories designated by ECUTC and not part of CEC report)

GOLD STANDARD INTERVENTIONS

STRONG EVIDENCE High quality evaluations showing positive impact

- employer mentoring
- enterprise competitions
- work related learning provided in cooperation with employers

SILVER STANDARD INTERVENTIONS

SOME EVIDENCE Lower-quality evaluations showing positive impact

- 1-2 week work experiences
- career learning co-delivered by teachers and employers
- careers talks • careers websites
- curriculum learning co-delivered by teachers and employers
- cv workshops • employer delivered employability skills workshops
- enterprise activities
- mock interviews
- work place visits

BRONZE STANDARD INTERVENTIONS

LIMITED EVIDENCE Insufficient evaluation evidence at present

- careers fairs
- e-mentoring
- job shadowing
- part time working
- teacher CPD delivered by employers
- volunteering

The ECUTC will use this evidence base to help guide our employer engagement activities. For further details of which activities in Years 10-13 match each of these standards, please see our **CEAIG Careers Policy** on our website.

Other information

To provide our students with the very best impartial careers advice, the Energy Cost UTC works with a wide variety of other careers advisory partners, including;

- West Cumbria Local Enterprise Partnership
- Hello Future
- The University of Cumbria
- A wide selection of local, national and international employers
- Tomorrow's Engineers
- Women in Engineering
- Amazing Apprenticeships

Evaluation of our CEAIG plan and activities

Students, employers, staff and parents are provided with questionnaires to evaluate all significant and long-term careers activities. Please look out for these appearing throughout the year and do let us know what you think of each event and input into your child's career education. If you have any questions or comments about any aspect of your child's careers advice, please do contact their Head of Year in the first instance.

Useful links

Please see the links below for more information about the benefits of engineering and related careers, HE education institutions and apprenticeships.

GENERAL

- U-Explore - information about careers, job applications, interviews, CVs and much more

<https://login.u-explore.com/Login.aspx>

- The National Careers Service website has a whole range of job profiles available plus lots of other useful information. There is also a helpline if you want to speak to a Careers Adviser – 0800 100 900.

<https://nationalcareersservice.direct.gov.uk/>

ENGINEERING AND RELATED CAREERS

- Future Morph – careers in Science and Maths - <https://www.stem.org.uk/resources/collection/3338/future-morph>
- Tomorrow's Engineers - <http://www.tomorrowsengineers.org.uk/>

APPRENTICESHIPS

- National Apprenticeship Service - <https://www.gov.uk/apply-apprenticeship>
- Amazing Apprenticeships - <https://amazingapprenticeships.com/>

HIGHER EDUCATION

- UCAS – for details of all Higher Education Institutions, courses available, the application process plus much more
<https://www.ucas.com/>
- Student Finance and how to apply
<https://www.ucas.com/ucas/undergraduate/finance-and-support/tuition-fees-and-student-loans>
<https://www.gov.uk/apply-for-student-finance>

INFORMATION FOR PARENTS/CARERS

- <http://www.parentalguidance.org.uk/>



Want to keep up to date with the latest news and events from the UTC?

Follow us on social media!



Energy Coast UTC



@energycoastutc



@EnergyCoastUTC



Energy Coast UTC



Cumbria SEND Information, Advice and Support Service

Offering impartial information, advice and support to children and young people (0-25 years) with special educational needs and/or disabilities (SEND) and their parents and carers.

Your local SEND IAS Service Co-ordinator will listen to your concerns and can offer:

- Appropriate support, impartial information and advice;
- To arrange a confidential meeting with you and support you at meetings;
- Detailed explanations of how the Special Educational Needs (SEN) process should work;
- Information about local and national voluntary organisations;
- Information about young peoples and parents support groups in your area;
- To support you through the Education, Health and Care Plan (EHCP) Process and annual reviews;
- The chance to meet other people with similar needs, or the chance to meet other parents who have children with similar needs;
- To help you learn more about the SEND Code of Practice.

For self-referral, please contact your local co-ordinator:

A child or young person may have learning difficulties caused by:

- A physical disability;
- A problem with sight, hearing or speech;
- Difficulties with reading, writing or mathematics;
- Emotional or behavioural problems;
- Communication and social interaction.

Allerdale Area

Susan Eastwood

Tel: 07824 408922

Email: susan.eastwood@cumbria.gov.uk

Copeland, Coniston and Ambleside

Sally Godfrey

Tel: 07795 110940

Email: sally.godfrey@cumbria.gov.uk

Penrith, Carlisle West, Wigton Area

Bev Marrs

T: 07788 360336

E: bev.marrs@cumbria.gov.uk

Carlisle North/South/East, Brampton/Longtown Area

Joanne Thomlinson

T: 07825 584865

E: joanne.thomlinson@cumbria.gov.uk

Kendal and East Cumbria

Emma Stephenson

T: 07769 935446

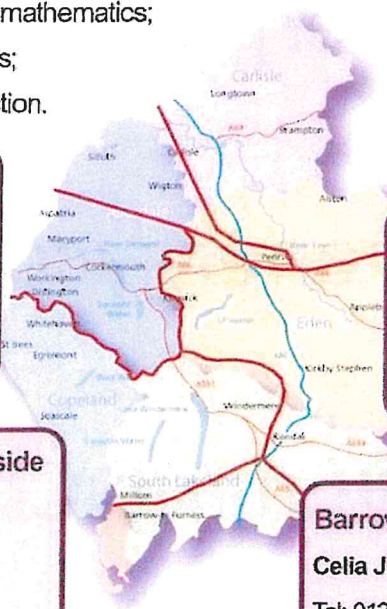
E: emma.stephenson@cumbria.gov.uk

Barrow, Ulverston and Grange Area

Celia Jones

Tel: 01229 407439

Email: celia.jones@cumbria.gov.uk



We can now be found on Facebook @CumbriaSEND (fb.me/CumbriaSEND), where you will also find a link to our Website <https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

Cumbria Local Offer: where you can find a range of information and guidance for children and young people with additional educational needs throughout Cumbria: localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page



Information,
Advice & Support
Services Network



The Role of the Form Tutor

All Form Tutors have a key role to play in ensuring that students meet the high standard of behaviour, attendance and learning expected here at the Energy Coast UTC.

Typical duties of a Form Tutor are summarised below:

- To be the first port of call for parents/carers and students if they have any queries or concerns.
- To check students have all equipment needed to access learning, as per the equipment list.
- To check students are dressed in the correct uniform, including shoes, lanyards, etc.
- To take the statutory morning and afternoon registers for their tutor group.
- To deliver any Spiritual, Moral, Social and Cultural (SMSC) inputs to their tutor group as required.
- To monitor attendance of students in their tutor group and contact home if attendance is between 97 – 99.99%.
- To complete all safeguarding duties as identified in the school's Safeguarding Policy and Keeping Children Safe in Education 2022.
- To refer students of whom they have concerns to the appropriate Head of Year or Key Stage.
- To issue detentions in line with the Energy Coast UTC Behaviour Policy.

Equipment List

- Black pen (more than one – we recommend three)
- Green pen
- Purple pen
- Pencil
- Ruler
- Rubber
- Highlighters
- Mathematical compass
- Mathematical protractor
- DAL scientific calculator
- Charged iPad
- Earphones/headphones
- Reading book
- ID card and lanyard
- Safety boots (can be worn or kept in UTC locker)
- Lab coat (should be kept in UTC locker)
- PE kit (Years 10 and 11 only)

