



SIXTH FORM STUDENT HANDBOOK

2026 - 2027

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Welcome to the Sixth Form at Read School

Thank you for choosing Read Sixth Form for the next step on your academic journey. You won't be disappointed. We are very much looking forward to working with you over the next two years and helping you to achieve your goals.

We have put together this handbook to answer some of the questions you might have concerning life in the Sixth Form and to clarify our expectations and routines. However, we are always available to answer any other questions you may have.

The Sixth Form at Read is a friendly and 'adult' environment in which we encourage you to develop a sense of independence and to take responsibility for your studies as these two years will be very important in shaping your future career and education. Our experienced Sixth Form team is here to guide you as you consider the next steps you want to take after leaving the Sixth Form. We support, guide and advise you on your journey to achieve your chosen goal, whether this be university, a specialised college place, an apprenticeship or securing full-time employment.

We hope that your A-Level and or BTEC studies will be both enjoyable and challenging. The Sixth Form gives you the opportunity to develop the study skills, personal qualities and time management that you will need in later life. During your time in Sixth Form, we encourage you to make the most of the opportunities on offer to widen your extra-curricular and sporting interests and to develop your leadership skills. We also want you to be a considerate and responsible member of our happy and thriving community as well as a role model for younger students.

Your time in the Sixth Form will pass very quickly, and it is important that you adjust to the demands of advanced level learning as soon as possible. Learning is not a passive activity; success cannot be achieved without determination, independent study and hard work.

We encourage all Sixth Form students to seek assistance whenever they need it, and your subject teachers and Form Tutor will always be happy to provide advice and guidance. Above all you must remember that a key element in a successful Sixth Form career is openness and honesty; if you are experiencing pastoral or academic difficulties, or are behind with work deadlines, do not suffer in silence - come and talk to us! Effective communication is key to your success.

Work with us, aim high, get involved and grab every opportunity to improve yourself, our school and our Sixth Form community. We are with you all the way.

The Sixth Form Team



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The Sixth Form team is here to help you to get the most out of your time in the Sixth Form, both from an academic and a pastoral perspective. You will be allocated a personal tutor who you will register with every morning and they will have regular meetings with you to discuss your progress and future plans. Of course, you can see anyone of us at any time.

The following pages give you all the information and advice you need as you embark on this new chapter in your life.

Aims

The aim of this handbook is to give you, the student, a comprehensive view of what to expect in the Read School Sixth Form. It lets you know about academic matters, responsibilities, trips, extra-curricular activities and much more.

It is here to act as a guideline to our expectations from you and what you can come to expect from the school; but also to be used as a ready reference text which allows you to have important information at your fingertips.

Great Expectations

The Sixth Form is, without a doubt, the most exciting stage of school life. Students are studying subjects that they have chosen to study and Read School's small class sizes help to promote effective learning in a structured, supportive environment.

When you choose to join us in the Sixth Form at Read, you are choosing to become part of a culture that is here to stimulate you mentally, culturally and physically, allowing you to enter into your next life stage given the most advantageous start that can be offered. This will mean that if you are going to university, you will have an application that sells your talent and effort to your maximum potential. If, on the other hand, you are embarking on an apprenticeship, traineeship or entering the job market you will be likewise prepared.

Registration and Signing In / Out

Morning registration is at **8.45am** every morning in your form room and at **1.55pm** every afternoon in the Sixth Form Centre.

It is important that students are punctual to these registration sessions, as in addition to the registers being a legal requirement and a record of each student's attendance, they are also the times where we disseminate important information and the Sixth Form body makes decisions about events that affect them directly.

There is a whole school assembly each Friday morning starting at 8.50am and attendance is compulsory. It is therefore very important that students register promptly at 8.45am.

There are times when Sixth Formers may leave the site during the school day if signed parental consent has been given at the start of the year. This must be provided via email to Mrs Warren. On these occasions, students **MUST** sign out at reception and sign in again on their return to school. At the start of the academic year this is an Upper Sixth privilege. Lower Sixth students will be required to earn the privilege from after half term once they have demonstrated a mature and successful approach to their studies.

We are happy to work with students and have a level of flexibility. However, their studies are of paramount importance and if we feel that by not being on site their academic performance is suffering, we would ask that students come into school where we can help and monitor their progress.

A-level Content and Structure

Read School Lower Sixth students generally study three or four subjects during the year. Following recent A-level reforms, you can take a separate AS-level qualification at the end of Year 12 before dropping the subject or going on to take the full A-level in Year 13; but unlike before, your AS results won't count towards your A-level grade.

For A-level students end of year internal assessments generally replace the external AS examinations at the end of Year 12. These end of year exams, together with internal assessment grades, half-termly reports, and the ongoing assessment of a student's attitude, commitment and classroom performance, are all factors that allow teachers to determine predicted grades for UCAS applications. Parents will be updated on their child's progress at two parents' evenings throughout the year.

Progression from Year 12 to Year 13 is dependent on a satisfactory performance at the internal examinations taken at the end of Year 12.

If you are taking 4 A Levels, the number of subjects taken through to A2 level in Year 13 can move to three or remain at 4 if you are coping with the workload. We assess everyone's performance in end of Year 12 exams to offer you advice on the most appropriate number of subjects to carry forward into Year 13.

The EPQ is offered to all Year 12 students. This is a highly respected qualification, which is equivalent to an AS Level and requires you to do your own independent research.

The following academic subjects are currently offered:

A-level Subjects	BTEC (Level 3)	Level 3 Courses
Art & Design Biology* Business Studies Chemistry* Chinese Classical Civilisation Design Technology English Literature* French* German* Geography* History* Latin* Mathematics* Further Maths* Music Photography (Art & Design) Physics* Psychology Spanish* Extended Project Qualification	Business Studies Sport	Food Science and Nutrition WJEC Level 3 Institute of Leadership & Management (ILM) Level 3

(EPQ)		
For all A-level subjects the Advanced Subsidiary (AS) course can be used as a final qualification that allows the student to broaden their study range. This can be taken at the end of Year 12 or Year 13.		
<i>*facilitating subjects - subjects most commonly required or preferred for entry to degree courses and choosing them will keep more options open for you at university if you are unsure of your career pathway.</i>		

As we are a small school, we do have a certain amount of flexibility which allows us to provide the combination of subjects you desire to study.

Even so, we have to carefully band subjects in order to accommodate everyone's choices. It is therefore essential that we know your options as soon as possible in order to accurately and fairly dedicate timetables personalised to your needs. If we receive a later notification of what subject combination you want to study (e.g. after you receive August results) we may not be able to offer you your first choice of subjects, as it has knock-on effects upon other students' timetables.

Commitment

Past experience shows that in order to manage Sixth Form courses, it is essential to have a decent GCSE profile and good study habits.

As well as a steadfast work ethic, we expect (and receive) very high levels of attendance. If you have study periods, you should still be in school.

This goes for the whole of the year for the Lower Sixth but allows for summer study leave for the Upper Sixth. There is, however, some considerable scope for flexibility for sports' fixtures, driving lessons etc. We like to treat all Sixth Formers as young adults as far as possible, but it is vital that you sign in or out at Reception as you come on to, or exit the site, for health and safety reasons.

Read School expects Sixth Formers to have a minimum of four grade 5s at GCSE (or the international equivalent), and these normally include the subjects to be taken at A level.

We will sometimes take students into the Sixth Form with weaker qualifications, but only if it is believed that we can provide a sensible programme for them and that they will benefit from the experience. Programmes are often tailor-made in situations like these and will likely include some form of extra tuition to bolster students' knowledge, out of normal timetable time.

Acclimatising to A Level from GCSE: a New Work Ethic

The Sixth Form is a huge jump for most students, and many of you will take this to mean that the work becomes more challenging. This is true; but the most difficult thing about adjusting to A Level study, is not usually just the complexity of the subject and the jump in difficulty of the exam papers, but is really about the way in which you manage your independent study.

We need to stress the word **independent**, as it is the single most important factor in separating out the happy and successful student from the less successful, less well-motivated student. What is meant by this is that during A Level study, your timetable will often give you the impression that you have more free time than when you were taking GCSEs. It is true, there are more free slots; but these "free periods" absolutely must be used to work on your subjects. You should therefore be

studying in all of these free periods, plus about two hours' homework per night in order to reach your potential. If you do not do this amount, you are doing less than the rest of the country, with whom you are competing for A Level grades and university places. The kind of work you can be doing comes into two broad categories:

Study Periods

In the Sixth Form, you will be encouraged to monitor your own progress, to develop a wide range of work-related skills and to take increasing responsibility for your own academic achievement. Your Sixth Form tutor will monitor your progress and be aware of how you spend your study period time.

Consolidating existing knowledge

This means going over the work you have done in class, making sure that your notes are filed away in an A4 folder or electronically. You need a system which allows you to easily access a particular topic quickly.

Also important is that you understand the key words in the title of your latest essay, or that you understand the interpretation of the data from an experiment. Almost no student will understand this information for the first time. This means you must return to what you have covered in class, preferably whilst you are still at school that day, or later when you are at home.

Revision and preparation

A-levels in some ways are the hardest exams you will sit, as generations of us who went before you will testify and not being prepared, or thinking you can revise with minimal effort is a big mistake!

It is imperative that complex thought processes of the type studied at A-level are allowed to "sink in" or move from short term partial understanding into the long term memory, where they become embedded and allow you to feel confident upon entering an exam room.

How do you ensure this happens effectively? Revise properly.

Revision at GCSE for some of you may have meant, reading through your notes and remembering, but this is nowhere near enough for A-level - you have to be able to synthesise information. This means you have to become good at transferring your knowledge from one problem to another, or think laterally.

A common complaint from less prepared A-level students when coming out of an exam is to say, "I couldn't understand that question because we had never seen that table/diagram/passage before". It is a purposeful decision by examiners that many A-level questions are designed to disorientate students, or at least put them out of their comfort zone, giving them unfamiliar material. Therefore, it is essential to revise NOT by merely reading, but by writing in response to exam style questions as often as possible.

Target Setting: ALIS (A-level Information System)

We are all used to seeing targets set by teachers for students within various subjects at school and it is useful to get a feel for what we are capable of in the future and fulfilling our potential. This year,

we will be continuing with the very useful diagnostic scheme called ALIS, which is an adaptive baseline assessment programme.

The test will be taken by all Lower Sixth students very close to the start of term, almost as part of the enrolment procedure. The results allow both student and tutor to identify strengths and weaknesses and see how you are likely to perform at A-level. Parents are also sent a copy of these.

This baseline test is very much like an IQ or VRQ test, of the kind you will have undertaken in the past, but of a greater complexity. The test is adaptive, so will adjust according to how successful the student is at handling problems of increasing complexity; actually during the test. This means the time taken to complete it ranges from around 30 minutes to 45 minutes.

There are linguistic vocabulary puzzles, mathematical logic puzzles and spatial puzzles of the type you can find in online IQ tests. These tests help to generate a MAG (Minimum Attainable Grade) score. This, along with your GCSE grades, helps to predict where we think you should be, as well as where you could be, with extra effort at the end of the Lower and Upper Sixth.

Personal Development: for self and others

Being a senior student at Read School brings a number of opportunities, responsibilities and challenges. The involvement of Sixth Formers in school life does much to provide good leadership and to lead by example. You have an important influence on those younger than you. You are seen as being closer to the staff in terms of responsibilities and expectations, rather than as a pupil. This occurs through the encouragement of Sixth Form involvement in the pastoral and academic care of the younger students as well as through a number of strategies across the school. You will see that this has big benefits for you as well as for those you help.

Positions of Responsibility in Sixth Form

Read School Sixth Formers have the opportunity to take on a role of responsibility, assisting in the wider community of the school. Roles are allocated following an application process not dissimilar to real job applications and, for more senior roles, interviews. Roles generally include two Heads of School, Deputy Heads of School, Senior Prefects, Classroom Support Assistants, Reading Buddies and Subject Mentors.

All of these roles carry significant responsibility and in order to be effective in them you need to have the following attributes:

- Be 100% reliable i.e. always turn up at the right time and in the right place to fulfil your duties.
- Be visibly committed to the Read School community and ethos, your conduct and appearance should reflect a positive role model for others.
- Display effective leadership and organisational skills so that you can get things done through working with others.
- Have excellent team working and interpersonal skills so that you can support and encourage others.
- Be an excellent ambassador for our school.

Read School Ambassadors

These are student-led positions and as such require a degree of independence, although the Sixth Form team is always available to assist with these initiatives. We welcome suggestions

from students and we will support all sensible ideas. Possible ambassador roles include:

- Charities
- LGBTQ+
- Sixth Form Welfare
- Sixth Form Social Secretary
- Diversity and Inclusion
- Other suggestions from students.

Classroom Support Assistant Programme

The CSA (Classroom Support Assistant) programme is a system of allowing you into the classroom for a subject you are proficient in to assist the learning of younger pupils. This is useful for three reasons. First of all, you develop greater self-confidence and confidence in your mastery of your subject and can add this feature to your university personal statement or CV. Secondly, it allows the pupils receiving the extra tuition to learn more, particularly as you may often have covered the lesson content within the last two years, making you the ideal conduit through which to pass on your knowledge and skills. Thirdly, the teacher benefits too, as he/she can concentrate on more areas of general lesson delivery, when particular individuals' needs are being met. Previously, some Sixth Formers have used their work as a Classroom Support Assistant as a contribution to their Duke of Edinburgh Award.

Sport in the Sixth Form

Sixth Form life wouldn't be complete without the opportunity to participate in both competitive and recreational sport. Sixth Form students have a games afternoon on Wednesdays. Wednesday afternoons provide the opportunity for the School's first teams to practise and play fixtures against other schools. Rugby and Hockey are played during the Autumn term, Football and Netball during the Spring term and Cricket and Rounders' played in the first half of the Summer term. We are proud of the enthusiastic involvement many of our Sixth Form students provide in the sporting arena, where a very useful working relationship has been formed between the teachers, students and parents in the training of teams during the rugby, football, hockey and netball seasons. We are very pleased with the level of commitment and organisation our students demonstrate in helping the boys and girls enjoy their sport.

First Team

You are encouraged to be part of one of the first team squads and to participate in sport at a competitive level. In doing so you will help cultivate important life skills such as communication, team work, commitment and organisational skills and also help nurture the necessary skills to develop strategies and appropriate work ethics that will provide success in the future.

The first teams and their members are also setting the standard and providing the role models for aspiring sports stars lower down the school, thus its importance can be seen by all. We want the incumbent Lower Sixth to continue the success you helped to generate in Year 11. Now you will find your responsibilities and authority will grow much greater, as you will be the students who inspire the younger team members to greater efforts. *You* become the role models!

Recreational Sport

The Wednesday games afternoon also provides those students who may not possess the necessary skills to represent the school at first team level with an opportunity to participate in sport on a more recreational level. Here, students have the chance to participate in badminton, basketball, table tennis, volleyball, weight and fitness training, running, football and softball. They

are offered instruction and coaching and may want to organise small tournaments and matches amongst themselves, but more often it gives them the chance to play some sport and participate in some physical activity. This helps them realise the importance of physical activity and to develop the habits required for maintaining a healthy active lifestyle.

Coaching Experience and Qualifications

Sport in the Sixth Form is also about passing on skills to the younger pupils of the school. Sixth Formers with an aptitude for sport are encouraged to be Assistant Coaches with the junior teams in the school. They will be assigned to a junior team and will take warm up sessions, provide skill demonstrations and help coach skills to individuals; they may also help on match days, refereeing, umpiring or coaching. Not only do Sixth Form students provide the coaches with valuable assistance they are also developing a whole new skill set for themselves. The organisational and communication skills required to set-up and lead training sessions are transferable to most future life and work situations, and thus the role of assistant coach is a very valuable one.

Sixth Form students involved in recreational sport or team events are expected to wear School PE and Games Kit. Whilst the atmosphere in Sixth Form sports sessions may be more relaxed, kit standards and expectations are still to be maintained. Sport at Read is an important part of school life and it certainly continues and thrives in the Sixth Form.

Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) has been introduced at Read School as an additional subject option for Sixth Form students. The EPQ allows you to embark on a largely self-directed and self-motivated project.

The Extended Project Qualification (EPQ) is independently researched, produced and presented by students and is highly valued by universities. It is a standalone qualification separately recorded on the UCAS form. Students undertake the EPQ as part of the core Sixth Form curriculum. It is awarded grades from A* to U in the same fashion as A Levels and carries UCAS tariff points to the equivalent of half an A level. You will be allocated a supervisor to guide your studies. Students at Read School start the EPQ in Lower Sixth and complete it around Christmas time of Upper Sixth.

The EPQ indicates not only achievement in a subject but also the development of valuable skills, aptitudes and personal qualities. A project topic may be directly related to your main study programme but should look beyond the specifications. The EPQ can help students develop and demonstrate a range of valuable skills through investigating a topic in more depth. Universities look positively at an EPQ and value its rigorous academic content and promotion of independent study and higher order thinking skills.

Reporting

You will receive a grade report at the end of the Autumn and Spring term and Lower Sixth also receive a full report at the end of the Summer term. There are two parents evenings in the Sixth Form where your teachers will discuss your progress.

Enhancement (Extra Curricular Activities and Trips)

There are a number of activities designed to promote the all-round experience of being a Sixth Former and these include;

Team Building Experience - At the beginning of the year, we like to ensure that the Lower Sixth have the chance to bond with the Upper Sixth, and that all new students get the chance to integrate and feel part of the team. A team building experience has been arranged for the first week of the term.

Guest Lectures - In addition to the examination subjects offered, there are a number of guest lectures scheduled over the year. These are designed to promote a greater awareness in our students of the world at large. They are from a diverse range of topics, the ethos being that they should be useful and fun! They take place in various venues around the school and utilise expertise from speakers both external and internal to engage the students. Previous topics have included:

- Budgeting at University
- Drugs and Alcohol – their effect on the body
- Making an Oxbridge application
- Life as a modern journalist
- Marketing the Mini Clubman
- 'The Scent of Death' – investigating murder in the 21st century.

Other Responsibilities

Our Sixth Formers involve themselves in school life by: acting as sports captains, providing sports coaching to younger students, working as assistants in classes with younger students, as officers in the CCF (Combined Cadet Force), taking part in musical performances or drama productions and also as senior prefects. They are also important guides to visitors to the school on Open Days and at other public events.

Duke of Edinburgh Award

Involvement in the Duke of Edinburgh Award is one of the most desirable extra-curricular activities a university wants to see on an application. Skills can be developed and supported whilst at school and service and residential opportunities can be investigated. Preparation for Silver and Gold expeditions will be provided and an opportunity to complete the final expeditions at these levels will be offered.

CCF

Read School has a flourishing CCF contingent, which students join in Year 8. By the time cadets reach the Sixth Form, they have often been promoted to more senior ranks. This gives them leadership opportunities in practical and academic areas. Many of our Sixth Form have found their CCF experience has been massively important when writing Personal Statements and other applications. Many of the skills they have learned have proved most useful in interview situations.





University and Careers Guidance

The Sixth Form team aims to provide tutorial support as would be expected lower down in the school, but also to assist in maximising the potential for that all-important university application, with a great deal of time spent on developing your personal statement (Upper Sixth students). It is in this part of your university application or CV that you can demonstrate your interest in, enthusiasm for and knowledge of your chosen subject, as well as celebrating all of the achievements and responsibilities gained from enhancement. In addition to monitoring the work and progress of individual students, tutors will also discuss with students their career and university plans and help them to find the appropriate information at the right time.

Any student wishing to study medicine, law, veterinary science or to make an Oxbridge application, will meet individually with Mrs Oliver to guide them through the process.

The UCAS Tariff

This is a simplified version of the system used by UCAS and all UK universities. Students are presented with an offer from the universities they have applied to on the basis of their predicted grades, as supplied by their classroom teachers and the quality of their application and personal statement.

A-level grade	A2 points	AS points
A*	56	
A	48	20
B	40	16
C	32	12
D	24	10
E	16	6

Work Experience

We have a hugely successful programme to help you to secure work experience placements. We have established strong relationships with many businesses, in many different sectors and so we have an outstanding track record of helping you to secure exceptional placements.

Sixth Form Dress Code

As a member of the Sixth Form, you will no longer be required to wear the Read School uniform. The dress code for Sixth Form is described as business style attire, a suit with jacket, or tailored blazer with either trousers, skirt or dress. The skirts or dresses must be of a modest length.

NB Stretchy lycra skirts are NOT permitted.

Not having a set uniform creates a separation between Year 11 and going off to work where you are expected to dress appropriately at all times.

It is important to always look tidy and well-groomed as there are many visitors around school and the younger years look up to you as an example. The school trusts you to respect the freedom you are given and to dress accordingly.

Sixth Formers should look respectable and smart at all times. Hairstyles should be in keeping with a work environment and hair colour must be natural. Brightly coloured hair and extravagant hairstyles are not acceptable.

Make-up, jewellery and nail polish must be discreet. Visible tattoos or piercings are not acceptable although studded earrings are acceptable in line with the dress code for the rest of the school.

Footwear must be smart with no trainers or casual footwear. Shoes with a heel are permitted as long as it isn't too extreme, although most Sixth Formers prefer to wear flat shoes.

Coats should be dark in colour and have a formal look to them; there should be no bomber or sports jackets or anything that looks out of place. Outdoor coats are not to be worn indoors and should be left in the study area when not being worn. Plain coloured jumpers are allowed in the winter over a shirt but not instead of a jacket. All jumpers and cardigans should be smart and hood free.

When wearing a suit, you are expected to wear a shirt and a tie; top buttons are expected to be done up at all times and cufflinks are allowed if the shirt you wear requires them. Shirts must be of a formal style and there shouldn't be any t-shirts in replacement of a shirt. The wearing of denim or corduroy is not allowed at any time.

Smart tailored skirts, trousers or dresses are all acceptable and must be worn with blazers. Skirts and dresses should be smart, reasonably loose fitting and of a reasonable length.

Trousers should be tailored, smart and reasonably loose fitting. All blouses, tops and shirts should be smart and be fastened properly.

During sporting events or Games lessons you are required to wear the appropriate sports attire or first team sports kit.



On formal school occasions such as Commemoration Day, Remembrance Day service and the Carol service, you are expected to wear your business attire as usual. If you are attending the PFA Summer Ball, the correct dress code is black tie and evening wear such as a cocktail dress or ball gown.

What not to wear ...

Short or tight fitting (e.g. Lycra) skirts or dresses
Jeans of any colour, leggings or shorts
Strappy tops, t-shirts, low cut or tight fitting blouses
Hoodies
Denim or leather jackets

Vehicles

Sixth Form students who have passed their driving test are permitted to bring their vehicle to school and park it in the main car park. Please write to Mrs Warren via email, warren@readschool.co.uk if you wish to request permission with details of your vehicle to allow you to be contacted or identified if necessary. The permission to drive to school and use of the school car park will be rescinded if there are reports of dangerous or inconsiderate driving and use of parking facilities.

Having a vehicle on site does not automatically give students the right to freely leave the premises during the school day. The usual expectation that they will be on site from 8.45am - 4.50pm still applies. Parents should notify the school of any expected deviation from this, and the student should sign in or out at reception. Sixth Form drivers should not be taking other students in their vehicles unless the parents of both driver and passenger have agreed to particular shared journeys. If so, the parents should make the school aware of this permission by email to Mrs Warren. This is to reduce the likelihood of young drivers being pressurised into making additional or extended journeys.

Responsibilities and Duties

One of the ways in which you can help the school to run effectively is through your assistance with duties. These are a very important part of your weekly routine, without becoming too time consuming. This means you have to become vigilant in checking the notice board to find out when you appear on any one of the rotas we use. If you ever miss a duty, it is noticed, which lets others in the team down, as we are all collectively responsible.

These duties include:

- **Prep Duty.** Assisting staff in the Prep school to look after the wellbeing of the students during lunchtime. The Head boy and girl draw up tables of responsibilities fairly, so that all students, Upper and Lower Sixth take their turn
- **Day Duty.** Alongside teachers on day duty, this will usually include assisting staff with the dinner queue, break times and lunchtimes outside.
- **Tour Duty.** Ad hoc duty drawn up by a senior prefect who liaises with the Headmistress and her PA to take new students and parents on tours of the school.
- **Activities Duty.** Alongside the teacher on activities duty, sixth form will support the academic study of those pupils in the study rooms between 4pm and 4.50pm.

- **Signing Out Duty.** To assist the receptionist with signing pupils out of school at 3.50pm.

Mentoring

Sixth Form students will be responsible for one or possibly two Year 7 pupils as they move into secondary education. Mentors will meet with their mentees once a week to discuss their move from primary to secondary; the purpose of this is to develop confidence and alleviate worries the Year 7 students may have moving forward.

Behaviour and Sanctions

Whilst members of the Sixth Form enjoy a range of privileges and freedoms not available to younger students, they are still subject to behavioural expectations. Sixth Formers are expected to set a positive example to younger members of the school. These expectations include, but are not limited to:

- High levels of punctuality and lesson attendance
- Meeting deadlines and preparing fully for lessons
- Constructive use of study periods
- Respect for other members of the school and their property
- Adherence to Sixth Form dress code

Failure to meet these expectations will result in sanctions. For initial or minor infractions, the Sixth Form Tutor will speak to the student to outline how they have failed to meet expectations and what they should do to improve. If a Sixth Form student continues to demonstrate poor self-discipline, then they will be referred to more senior staff such as the Head of Sixth Form or Deputy Head.

The Read School Sixth Form staff team look forward to the new term, when we meet students new to the Sixth Form, as well as those of you who are returning to begin the Upper Sixth. We hope you return refreshed and recuperated, ready for action.

Saturday / Part-time Jobs

Whilst it is beneficial for students to gain work experience it is important that part-time employment does not affect study. Your A-level work requires a great deal of time and energy. Recent research has shown that the Advanced level results of Sixth Formers who work more than 6 or 7 hours per week may be adversely affected, sometimes by as much as two grades. It also needs to be said that this research found that working for a few hours per week increases young peoples' confidence, self-esteem and organisation skills. Employment is probably best limited to either one night per week or the weekend, but in practice this is often difficult. Once employers discover that Sixth Form students are reliable and competent they often put pressure on them to work longer, so it is important for you to work out where your priorities lie. If you are to be really successful in the Sixth Form, your priority has to be your studies.

Please remember that Commemoration Day always falls on a Saturday in July and is a **compulsory** school day. Therefore, if you have a Saturday job, please tell your employer in plenty of time that you will be unable to work on that day. The same applies to Open Mornings which happen in October and March.

Safeguarding

Safeguarding is everyone's responsibility. Read School Sixth Form is committed to ensuring that all students feel safe, supported and able to thrive academically and personally.

If you ever feel unsafe, worried, or need help, you should speak to one of the following:

- **Designated Safeguarding Lead (DSL):** Mrs Ashton
- **Deputy DSLs:** Mrs Warren, Mrs Hepworth, Mrs Burnell
- **Governor with responsibility for safeguarding:** Dr Ruth Medlock
- **Form Tutor:** Mrs Warren, Mrs Black, Dr Davey, Mr Dell, Mrs Richmond-Hughes

You should report concerns about:

- Your own safety or wellbeing
- The safety or wellbeing of another student
- Inappropriate behaviour from peers or adults
- Online behaviour that makes you uncomfortable.

You can report concerns in person, via email, or through your tutor. All concerns are taken seriously and handled sensitively.

Safeguarding expectations

Sixth Form students are role models. You are expected to:

- Maintain appropriate boundaries with younger pupils
- Use respectful language and behaviour
- Follow staff instructions promptly
- Avoid any behaviour that could be perceived as bullying, harassment or intimidation.

The School's full safeguarding policy is available on the school website www.readschool.co.uk

Digital, Device and AI Use

Digital devices are essential tools for Sixth Form study, but must be used responsibly.

Permitted Use

Laptops/tablets for academic work

Headphones only in study areas, not to be worn when walking around school

Phones on silent and out of sight during lessons.

Prohibited Use

Using devices during lessons without permission

Recording staff or students

Sharing inappropriate content

Cyber-bullying

Using AI tools to generate work without teacher approval.

AI Guidance

AI tools may support learning, but:

- You must not submit AI-generated work as your own
- You must follow teacher instructions on acceptable use
- You must acknowledge AI assistance where required.

Misuse of AI is treated as academic misconduct.

SEND Support and Exam Access Arrangements

Read School is committed to supporting all learners. If you have additional learning needs, you can access support through: The SENCo (Mrs Ashton), Head of Sixth Form (Mrs Warren), your Sixth Form Tutor, your Subject teachers.

If you have previously received exam access arrangements (e.g., extra time, reader, scribe, laptop), these must be reassessed for Sixth Form. Students should contact the SEND team early in Year 12 to ensure arrangements are in place.

Health, Safety and Wellbeing

Mental Health Support can be accessed through your Sixth Form tutor, the Head of Sixth Form, the School Counsellor (via referral), External Agencies.

Drugs, Alcohol and Vaping are strictly prohibited on school premises and during school activities. Breaches will result in serious sanctions.

Key Dates

- Friday 4th September - Sixth Form Team Building Day
- Wednesday 23rd September - Sixth Form Information Evening
- Saturday 3rd October - School Open Day
- Saturday 28th November - PFA Winter Ball
- Wednesday 9th December - Parents Evening
- Saturday 6th March - School Open Day
- Thursday 18th March - Year 13 Parents Evening

We think we have covered everything you need to know, but if there is something still bothering you, please just ask!

We look forward to working with you.

Sally Warren
Head of Sixth Form
September 2026