



**MALTBYLEARNINGTRUST**

Exceptional Experiences. Successful Lives.



POST 16@  
**MLT**

# Enrichment

at MLT Post 16

There's more to sixth form  
than just lessons



# Contents

Skills for the Future	4	Internships/Work Experience	14
Community & Charity Support	8	Performing Arts Scholarship	16
Trips & Visits	10	Extra Qualifications	18
Performing Arts	12		



**Miss Curtis**  
Director of Post 16  
Maltby Academy



**Mr Dobson**  
Director of Post 16  
Sir Thomas Wharton Academy

# Welcome Message from the Post 16 Team

At MLT Post 16 we know that there's more to life than just subjects.

Our aim is to produce well balanced and responsible young adults, fully prepared to take their place in higher education and the professions. We have a proud history and proven track record of developing well rounded students who have the qualifications, skills and character to go on and lead successful and fulfilling lives.

While subject choices are crucial for future successes, they will only ever help with obtaining an interview – securing the job depends upon character, at MLT Post 16 we aim to develop this through our wider enrichment programme.

#### We provide:

- Activities to develop confidence, character and resilience.
- Group work to develop team working, communication skills, leadership and problem solving – skills that employers often say are lacking in school and college leavers.
- Tutorials and seminars through our tutor programme and careers provision.
- Life skills, such as: the ability to travel independently, how to cook and eat healthily, stay safe, personal finance, or preparation for adult or university life.
- Activities to support students to build experience for their CV and/or personal statement.



# Skills for the Future

## Tutor Time

Students have access to a tutor that they can see every day, this relationship is a vital part of their Post 16 experience. Tutor groups are often structured with students who share particular interests or intended career pathways. We have a tutor programme that covers and develops students skills for life. Tutors provide “coaching” sessions that are delivered in a tutorial style, either working with small groups or individuals, as well as a daily session that focuses on a range of activities that relate to Post 16 life.

## Tutor Plus

Additionally, “Tutor Plus” is a session delivered every week where students are given the opportunity to focus on a programme that covers a range of relevant issues including; British Values, personal finance, relationships, work skills, current affairs, political parties, government, UCAS preparation, personal finance, and opportunities for students to understand their own mental health. As part of our programme, we invite guest speakers to give talks about their particular areas of expertise or experiences. These wider enrichment events help to create impactful development opportunities for our students.

“Tutor groups are often structured with students who share particular interests or intended career pathways.”



## VESPA

VESPA is part of the tutor programme at MLT Post 16. The aim of VESPA is to assist students in the challenging transition from GCSE to A-Level study, where there is an increased need for a proactive, resilient and independent approach to study. The individual letters of the acronym represent an area that students will develop during their time in Post 16:

- Vision is about having a clear goal. A wealth of research highlights that both long-term and short-term goal setting enhances achievement. In simple terms, it is about learners knowing the outcomes they wish to achieve.
- Effort (sometimes called academic perseverance) refers to how much hard work a student is willing to invest; performance on most tasks depends on effort that is proactive and independent.
- Systems is about two things: 1. a system to organise learning so students can make sense of it all; 2. a system to organise their time so students can complete key tasks to meet deadlines.
- Practice should be considered as distinct from effort – it refers to what learners do with the time they put into their studies. Practice is not the “how much?” but rather the “how?”.
- Attitude has four elements: 1. confidence (in particular, confidence in abilities); 2. emotional control; 3. academic buoyancy; 4. growth mindset. Research suggests that all students need an element of these five aspects in order to achieve their full potential, meaning they are crucial for success. Through tutor support, assemblies and coaching, students are provided with activities, tools and guidance to support their journey through VESPA.



## Votes for Schools

Votes for Schools is a debate and online voting system designed to give all young people a better knowledge of current affairs. During tutor period each week, students participate in a lively debate about a topical issue, which is then followed by a class vote. Recent topics have included: "Are communities strengthened in a crisis?", "Will increased awareness help end modern slavery?" and "Should male and female mental health be approached differently?".

## Independent Study

Students at MLT Post 16 benefit from dedicated Post 16 study areas to use during their study periods, before and after school. They are equipped with access to computers, as well as refreshment facilities, to allow students to use their private study time productively. In addition, many Post 16 students take advantage of other independent study areas around the school, such as the library. Students are supported with developing their independent study skills through the "Tutor Plus" programme where they are taught independence and time management skills.

## Peer Mentoring

Mentors can provide advice that can reduce stress and provide confidence to younger students. Student Mentors have themselves successfully completed compulsory education and they have an understanding of what younger students are experiencing.

## Outreach

Primary outreach is fun, challenging, and extremely rewarding, allowing students to work with primary school children. Students will be assigned a subject, usually in pairs, based on their own strengths. They will then assist and support the teacher and staff from the primary school.

## Subject Support

MLT Post 16 students can opt into in-class support, an enrichment opportunity that provides opportunities to work alongside teachers for one or two lessons per week, supporting students in younger years in a subject of their choice. This is particularly useful for those wishing to pursue a career in teaching or wishing to work with children or young people.

### Working in SEND

- Hosting family coffee afternoons and training sessions' for families - invitations and refreshments for these could be seen as a leadership opportunity.
- Student Librarians at lunch and break time.
- Student Mentors to work 1:1 with younger students to support learning and mental health.

### Maths

- Supporting in lessons as Maths Teaching Assistants.
- Wider support in lessons or working with individuals in tutor time to support and boost their confidence in Maths.

### English - Peer reading

Peer reading offered by sixth form students is one of a number of opportunities for successful students to help others in the lower school with reading and learning needs. The support is coordinated by members of the Year 13 Leadership Team, volunteers help develop literacy skills with students in Year 7 and 8, providing them the confidence and encouragement needed for them to thrive and progress.

- Support with reading lessons.
- Running extra curriculum clubs; reading, writing, poetry, etc.
- Mentorship for HA students - weekly mentor meetings to promote further study and academic achievement.
- Mentorship for boys.
- Running of a prep club.
- Maths Mentors.

### LGBTQI+

Post 16 ambassadors for LGBTQ help promote the group and meeting dates.





# Community & Charity Support

Making a positive contribution to the wider community is a key aspect of life at Post 16.

We encourage all students to become involved in charitable events, giving them the opportunity to help through devising, organising and implementing fundraising ideas. This in turn increases each student's understanding of the wider social issues that impact the community.

Our most successful charitable event involved collecting for the local food bank. The idea came from one sixth form student, after receiving a phenomenal level of support, our student gained recognition with a Community Hero award from Morrisons and receiving a letter from Parliament for her efforts. The foodbank said that it was the biggest donation they had ever had – it was a tremendous privilege and will become a legacy which the Post 16 council will carry on for years to come.





**MA**  
MALTBYPACADEMY

STUDENT PLANNER



Barcelona

# Trips & Visits

Trips and visits are a vital part of enrichment opportunities and enable students to enhance their experiences. We plan a range of trips and visits that are specifically for Post 16 students.

## Our Trips and Visits have Included:

Hepworth Gallery Art and Design trip, London trip with Social Sciences, Alton Towers, visits to university and HE+ which includes visits to the University of Cambridge and the University of Oxford. Trips also include Health and Social Care visits to the Sheffield Hospitals (The Hallamshire and Northern General) and Media Studies photoshoots to Kelham Island.



Thackray Museum



Hard Rock Cafe



UCAS Convention



Alton Towers



## HE+

HE+ extension classes are intended to enable students from the state maintained sector to make strong, competitive and confident applications to Cambridge and the other Russell Group universities. The specifications of the extension classes address eight core A-Level subjects: Economics, English, Modern Foreign Languages, History, Biology, Chemistry, Physics and Mathematics. These classes are not a "Cambridge curriculum" but a guide to the breadth and depth of extension work, including key skills and attributes needed to make competitive applications.

Students should become competent and confident in using what they already know to engage with new and unfamiliar contexts (being confident includes having the self-assurance to take time to think about answering questions and solving problems). This is particularly important for those students called for interview.

Not all universities will call students to interview but the skills they will learn from these classes will benefit all participating students as they transition from A-Level to degree level study. In addition to a launch event and visit to Cambridge, there are four classes on offer per subject, delivered across a range of institutions in Rotherham.





# Performing Arts

Performing Arts at MLT Post 16 allows students the opportunity to take part in academy productions, as well as Post 16 performances such as the Christmas Pantomime. Students can take part in a range of roles; including dancing, singing and acting or backstage roles including scenery painting.





# Internships/ Work Experience

We offer work experience and internships opportunities to highly committed Sixth Form students alongside their current studies.

Current examples include our IT internship where students combine work experience with specialist Post 16 study and further study in ICT at level 3. Further examples include dental nursing apprenticeships.



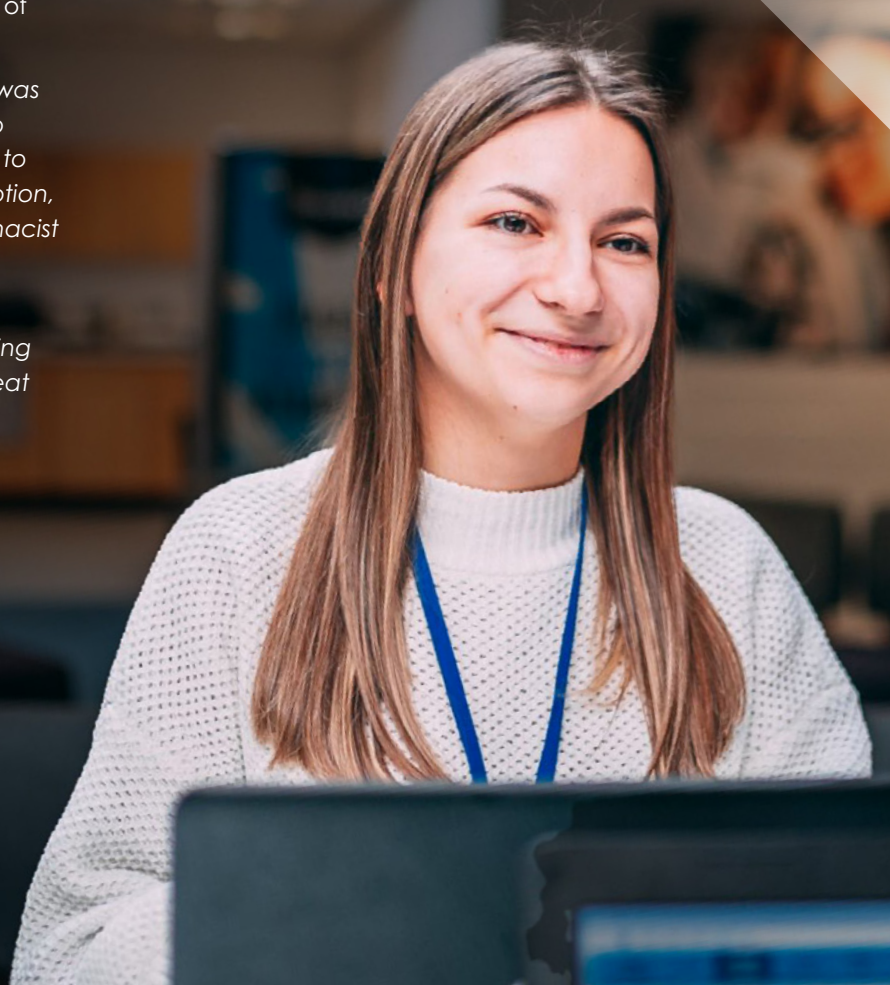
## Work Experience

As part of the Maltby Learning Trust we are in a unique position to offer internships to some of our students.

*"During my work experience at Weldricks I was able to experience what it's actually like to work in a pharmacy. I had the opportunity to observe each step of making up a prescription, from labelling and dispensing to the pharmacist giving it out to the patient.*

*I was also able to speak to different locum pharmacists about their journey to becoming a pharmacist and even received some great tips for my future. Overall, it was a unique experience and I'd do it all over again if I could."*

**Kinga**  
Year 13 Student





# Football Scholarship



The Football Scholarship Programme offered at Maltby Academy in conjunction with the world's first football club, Sheffield FC, is a unique opportunity for talented 16-18 year old boys and girls, to secure a realistic pathway into semi-professional/professional football, whilst studying at a highly successful Post 16 centre.

The Sheffield Football Club scholarship is an elite football development programme that ensures all students access a first-class football experience, creating positive life-long memories and furthering their educational qualifications. Maltby Academy and Sheffield FC collaborated in 2013, developing a programme unique to the South Yorkshire region. All players on the scholarship programme will undertake A-Levels or BTEC Level 3 in sport during the course, with possible opportunities to acquire work-based qualifications such as the Level 1 Coaching and FA Referee's Course.

The students will access a high-quality football provision working with coaches who have previously and currently coached/played within the professional game.

The programme involves training on a daily basis with the scholarship management team. We have developed players that are now playing regular Evo-Stick Football, gained full time employment within the industry or studying at University. Many students who have progressed through our programme have gained a Football Scholarship in the US through our partners. This provides the players with a fantastic opportunity to further develop their football education, development and knowledge of the game. Additionally all scholarship players have the opportunity to participate in an overseas football tour to various international locations. The tours provide our students with the opportunity to learn the game and understand the requirements of playing football in a foreign country. We have recently visited Murcia, Barcelona and Dusseldorf.

# Performing Arts Scholarship

If you are interested in a career within the performing arts industry, then the new MLT collaborative Sixth Form Performing Arts Scholarship is for you. This programme is designed to give students a practical and theoretical understanding of performing arts, education and industry. Although it is a very practical course, there are elements of theory in all units. The Performing Arts Scholarship is for students who actively want to be a part of the performing arts industry and have an interest in performing arts as a potential career pathway. Performing Arts scholars study BTEC Level 3 Performing Arts as an Extended Diploma (equivalent to three A-Levels) or Foundation Diploma (equivalent to one-and-a-half A-Levels), alongside other A-Level and/or applied subjects.

The units and assignments in the Performing Arts Scholarship are tailor-made to help students gain experience of the requirements needed to be a professional dancer and experience within the performing arts industry. The scholarship is an excellent opportunity to prepare students for Higher Education or a professional setting. Performing Arts Scholarship students must have had some form of wider performing arts experience, whether that be in school or through a private dance school. Students need to be open minded and resilient, with a positive attitude towards learning new styles and concepts. Students need a clear understanding of technique and performance, and must be prepared to attend evening rehearsals and performances.



“If you are interested in a career within the performing arts industry, then the new MLT Collaborative Sixth Form Dance Scholarship is for you.”



# Extra Qualifications

## Extended Project Qualification

Our students can choose to study for an Extended Project Qualification alongside their other A-Level or BTEC choices. The course is designed to prepare them for academic life at university, with emphasis on independent learning. Students design their own research project, shaped from their personal interests and organise their time to research, plan, write, present and evaluate their final project. The outcome could be a research paper, a scientific report, artistic or creative project.

The course lasts for a year and is the equivalent of half an A-Level. Unlike many one-year courses, an A\* is also available to students, which means highly successful projects can gain extra UCAS points. Universities look favourably on students who study an Extended Project, which means they often lower their entry requirements for successful completion of the course.

### What are the benefits of completing the EPQ?

- Students choose their own project topic giving them the chance to learn more about a topic that they are passionate about.
- It helps to prepare students for study at University.
- It is worth up to 70 UCAS points.
- Some universities give students alternative offers based on the completion of the EPQ.
- This qualification is internally assessed meaning there will be no exams.

### Examples of EPQ projects:

“Are biological factors the primary cause of schizophrenia?”

“What is the legacy of the American Civil Rights movement in America today?”

“What is the social and ethical impact of football hooliganism?”

## Criminology Enrichment

The purpose of the WJEC Level 3 Certificate in Criminology is to provide students with an introduction to the criminal justice system and explanations of criminal behaviour. Together with other relevant qualifications such as Psychology and Sociology A-Level, it develops the understanding to support entry to higher education courses.

**The course is taught over one year, students complete the following units:**

### Unit: 1 Changing Awareness of Crime

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim?. Students use and assess a variety of methods used by agencies to raise awareness of crime so that it can be tackled effectively. Students will gain the skills to plan a campaign for change in relation to crime; for example to raise awareness, change attitudes or change reporting behaviour.

### Assessment: Internal Controlled Assessment - Year 1

#### Unit: 2 Criminological Theories

How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime. At the end of this unit students will have gained the skills to evaluate some criminological theories and know there are debates within the different theories. Students will understand how changes in criminological theory have influenced policy and will be able to apply the theories to a specific crime or criminal in order to understand both the behaviour and the theory. The qualification is graded A\*-E, it is equivalent to an AS level and is awarded UCAS points, so is the perfect enrichment alongside the other Social Science qualifications. External assessment - exam.





## Photography

The photography course is designed to give students the opportunity to study Photography at an advanced level. The course focuses upon the use of digital photography.

This course is assessed through a range of coursework, personal investigation and a controlled assignment.

Students can progress to full and part-time programmes in Art & Design areas or use the qualification towards entry to an HNC or degree level programme at university or Art schools.

This course, combined with an A-Level in art, could lead to university, a career or apprenticeship in photography or photo-journalism. If students choose to study this course it will also provide them with transferable skills such as project management, problem solving, creativity, confidence, co-operation, communication and critical analysis.

“Studying an enrichment subject alongside A-Levels and/or applied subjects enables students to extend their experiences for their next stage.”

## Sports Leaders Level 3 Certificate in Higher Sports Leadership

The Level 3 Certificate in Higher Sports Leadership is a nationally recognised qualification that enables successful learners to lead unsupervised groups of people in sport and recreational activities.

It is a fun and practical qualification teaching generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport.

Students are provided with the opportunity to lead lessons in curriculum time, officiate and coach in Sports Partnership Events and lead sessions in primary schools.

The course provides students with an opportunity to show important employability skills and qualities such as leadership, communication, self-confidence and community spirit.





## Core Maths

The Core Maths qualification is designed for students who have achieved grade 5 or higher in GCSE Mathematics (and have studied some higher material), but who do not intend to take AS/A-Level Mathematics. It enables learners to strengthen and develop the mathematical knowledge and skills they have learnt at GCSE so that they can be applied to problems that they may encounter in their other Level 3 courses.

### It supports student progression by:

- Preparing students for the mathematics requirements of a number of Higher Education courses.
- Developing understanding and ability to apply mathematics.

The qualification equips students to apply for employment or higher apprenticeships in a wide range of industry sectors, professional training or university.

This qualification will also be particularly useful for students studying subjects such as Geography, Economics, Business Studies, Product Design, Chemistry, Biology, Physics and Computer Science, giving learners the mathematical skills to tackle problems in a variety of authentic situations.

## Certificate in Financial Studies (CeFS)

This Certificate in Financial Studies has been designed to provide students with a challenging qualification covering the core disciplines of financial capability.

Students are encouraged to become responsible borrowers, sensible savers and have an appreciation of the need for financial planning throughout their life.

CeFS is a comprehensive introduction to personal finance. It develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Through developing core skills of critical analysis and evaluation, synthesis and written communication, the CeFS provides a foundation for further study in business and financial related disciplines, as well as a wide range of other fields.



## e-Sports Scholarship Programme

The e-Sports scholarship is an opportunity for students with a passion and interest in the gaming industry and the business opportunities it creates. Students will study for an e-Sports qualification and combine this with further Level 3 qualifications in Business and ICT, supporting their progression into the huge emerging market. e-Sports scholars will also have opportunities to study business finance whilst developing key leadership, entrepreneurial, organisational skills and planning and delivering e-Sports events.

“e-Sports scholars will also have the opportunity study business finance.”



POST 16@  
MLT



**MALBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.

[www.mltpost16.com](http://www.mltpost16.com)

Facebook: @MLTPost16   Twitter: @Post16MLT   Instagram: @post16.mlt