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# St Paul's Academy Welcome Evening

**Friday 19th September 2025**



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**Welcome.**  
**Will you help us by completing this survey?**





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# Content

<b>Principal's Welcome</b>	Miss Ryan
<b>The year ahead: including rewards &amp; a timeline / key dates</b>	Head of Year
<b>Our expectations for behaviour</b>	Miss Hepburn
<b>Edulink</b>	Mr Barrett
<b>Literacy: how we are supporting &amp; challenging students</b>	Ms O'Neill
<b>Maths fluency: how we are supporting &amp; challenging students</b>	Mr Osbourn
<b>Curriculum support: curriculum, home learning, website links &amp; resources to support your child at home</b>	Heads of Department English: Ms Eba Maths: Mr Abayomi Science: Ms Afolayan
<b>Assessment: how students are assessed to support progress and address underachievement</b>	Ms O'Neill Mrs Stannard Mr Joseph
<b>SEND: how we are supporting students with SEND</b>	Mr Bargery
<b>Enrichment, Careers, Trips &amp; Clubs: how we are developing students culturally</b>	Mr Davis



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# Principal's Welcome

## Service

*Emphasizing a community that serves others with compassion and dedication.*

## Ambition

*Encouraging the pursuit of excellence and personal growth.*

## Inclusion

*Fostering a welcoming and inclusive community for everyone.*

## Nurture

*Caring for each other's growth and well-being.*

## Truth

*Seeking and upholding truth in all things.*

## Peace

*Promoting justice and harmony, reflecting the common good.*

## Achievement

*Striving for excellence in all endeavors.*

## Unity

*Building a strong, supportive community.*

## Love

*Embodying love and compassion in all actions.*

## Stewardship

*Caring for the common good and the world around us.*

S I N C E 1 9 6 8



ST PAUL'S ACADEMY

***"You are God's  
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## Service

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# Head of Year

The year ahead



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# HOY: Miss Oduntan

## Year 7: Arise and Shine

Arise  
and  
Shine  
for  
your  
Light  
has  
come.

*Isaiah 60:1*

Fresh start, New opportunities

Every student has potential to shine





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# The Team

Assistant Principal: Gabreena Bains

Head of Year: Miss Oduntan

Deputy Head of Year: Miss Scott

Learning Mentor: Monique Tulloch

<b>7A</b>	Mrs L Andrews
<b>7B</b>	Ms F Cherry
<b>7C</b>	Mrs T Ogunyemi
<b>7D</b>	Mr P Kangabuka
<b>7E</b>	Mr L Jonjo
<b>7F</b>	Mr Z Xing
<b>7G</b>	Ms M Sanyu
<b>7H</b>	Ms A Abdulla & Mr C Wyvern



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# Year 7: Weekly AM Tutor Time Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	<p><b>NEWSROUND/CURRENT AFFAIRS</b></p> <p><b>FORM DISCUSSIONS/CATCH UP</b></p> 	<p><b>READING</b></p> 	<p><b>READING</b></p> 	<p><b>PSHE / CAREERS</b></p> 	<p><b>ASSEMBLY DAY</b></p> 



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# Year 7: Key Dates

<b>Camp in School</b>	Friday November 14th
<b>Christmas Enrichment Activity</b>	Autumn Term 2
<b>Parents' Evening</b>	Wednesday 22nd April 2026
<b>Summer Enrichment Activity</b>	Wednesday 31st July 2026





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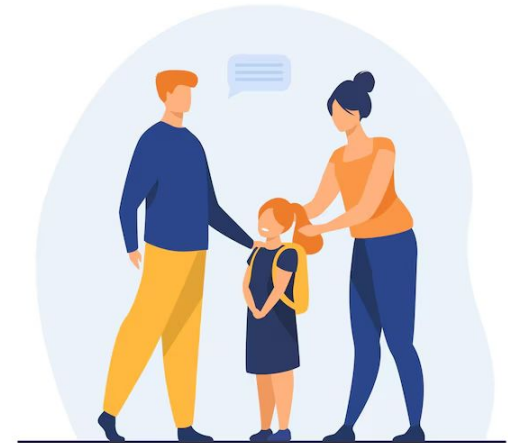
# Year 7: Celebrating Success

- **Half term Awards:** Assistant Principal, Head Of Year, Deputy Head Of Year and Learning Mentor
- **Uniform Rewards:** Best dressed form group
- **Attendance and Punctuality:** Form Trophy
- **Most improved:** Amazon voucher



# How you can help

- Creating good routines (study space, sleep, device management)
- Supporting organisation (homework, equipment, deadlines etc)
- Encouragement & motivation
- Open communication with school



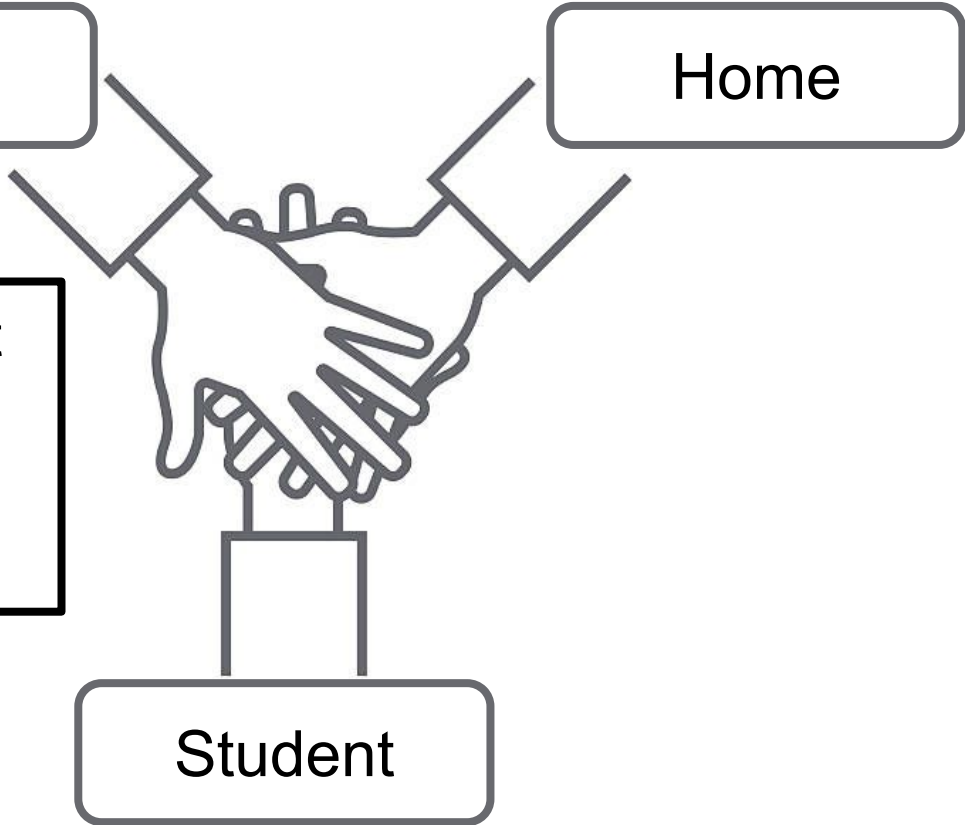
# Thank you

School

Home

Success isn't built  
alone - it's built  
when we all work  
together.

Student





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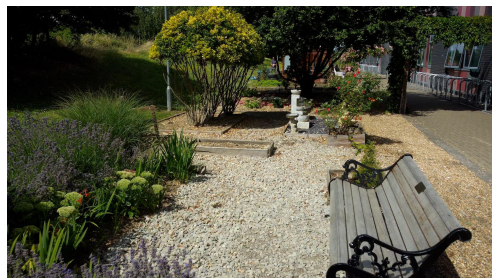
# Catholic Life of the School



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# Catholic life of the School

Our very own chapel & Peace Garden



## The Catholic Life of the School

Where every child is known, heard, seen and loved.



Events with the Church





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# Events throughout the year

## Our Charities

Weybourne  
Care Home



**The Catholic  
Life of the School**

Where every child is known,  
heard, seen and loved.





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# House System - linked to our values



St Carlos Akutis

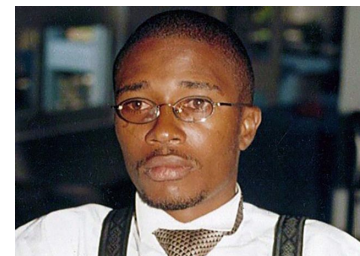


Blessed Chiara Badano



Blessed Josephine Bakhita

Blessed Oscar Romero



Blessed Floribert Kositi



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# Our expectations for behaviour



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# Behaviour Expectations



**RAISING**  
**EXPECTATIONS**

**...and keeping them raised!**



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# Behaviour Expectations

**Our students  
have the right  
to learn, in an  
environment  
which is  
disruption  
free.**





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# Firm but fair

**BE** Safe  
**BE** Respectful  
**BE** Ready for Learning

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# We are a community

## Looking after your precious cargo

- Earlier lunch
- Games - but we need more suggestions please!
- Buddy system

## Our students wear their uniform with pride

- School uniform is fundamental to ensuring equality amongst students
- Our uniform must be worn correctly so that students look smart and are proud to represent our school

## The fundamentals

- No jewellery, no piercings
- Natural hair colours only, no extreme hairstyles



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# Homework

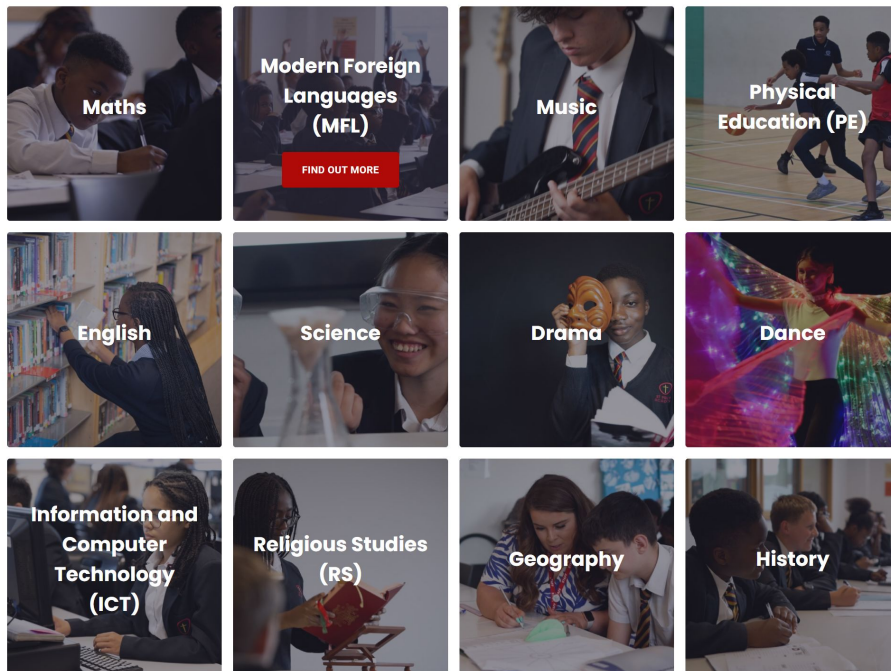
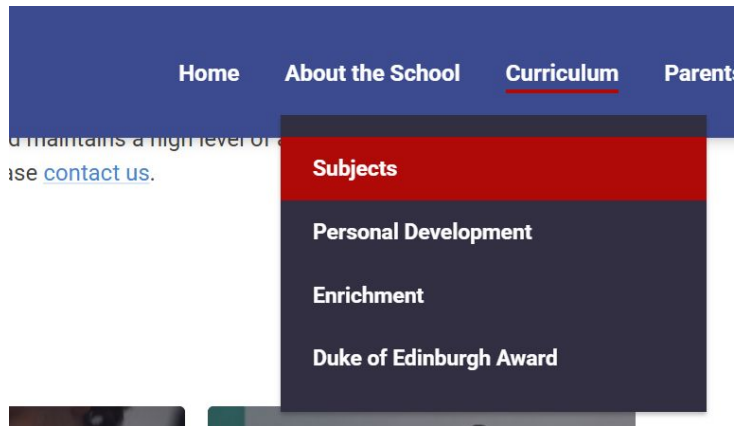
**Knowledge**

**Independence**

**Long-term memory**



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Google Classroom



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# EduLink

Want to know  
how your  
child is  
doing?



**edulink**one

...stay connected.



Want to know  
how your child  
is doing?



**edulink**one ...stay connected.



Download on the  
**App Store**



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# Literacy

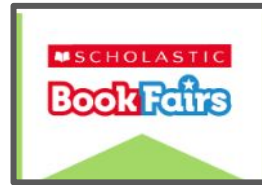
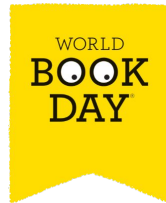
How we are supporting and challenging  
students



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AT ST PAUL'S ACADEMY





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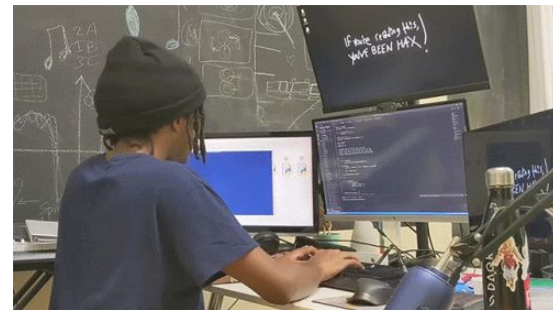
# Key Features of our new Library



Silent Reading  
Zone



Quiet Study  
Zone



Research  
Zone

**Find your space! Whether it's reading quietly, working on a project, or using digital tools, there's a place for you here.**



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# Curriculum support

Curriculum, home learning, website links  
& resources to support your child at  
home





# How can I support my child in English?

- Get **reading**
- Get **curious**
- Get **writing**
- **Recommended reading list** will be shared with you via GC - do engage with this.
- Students who read **20 mins a day** are exposed to **1.8 million words** per year
- Encourage students to attend English clubs
- Work through **revision guides - small chunks**
- Weekly homework on **GC every week**
- Invest in recommended sites which will be shared with you (**free/ paid**)
- Familiarise yourselves with the knowledge organisers per unit, checklists and expectations
- Language booklet resources which we will share with your child.



# Recommended Resources

- **BBC Bitesize KS3 English** (clear revision notes and quizzes).
- **National Literacy Trust** (tips for parents, reading campaigns).
- **Oak National Academy English lessons** (video-based lessons aligned with curriculum).
- **Project Gutenberg** (free classics)
- **Local library ebook/audio services**

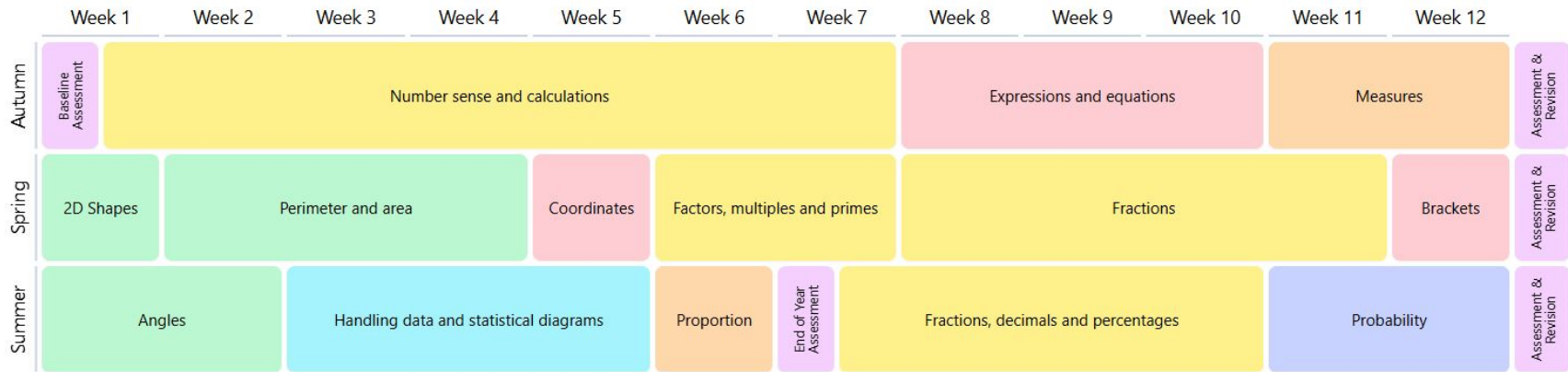


<https://linktr.ee/SPAEnglish>





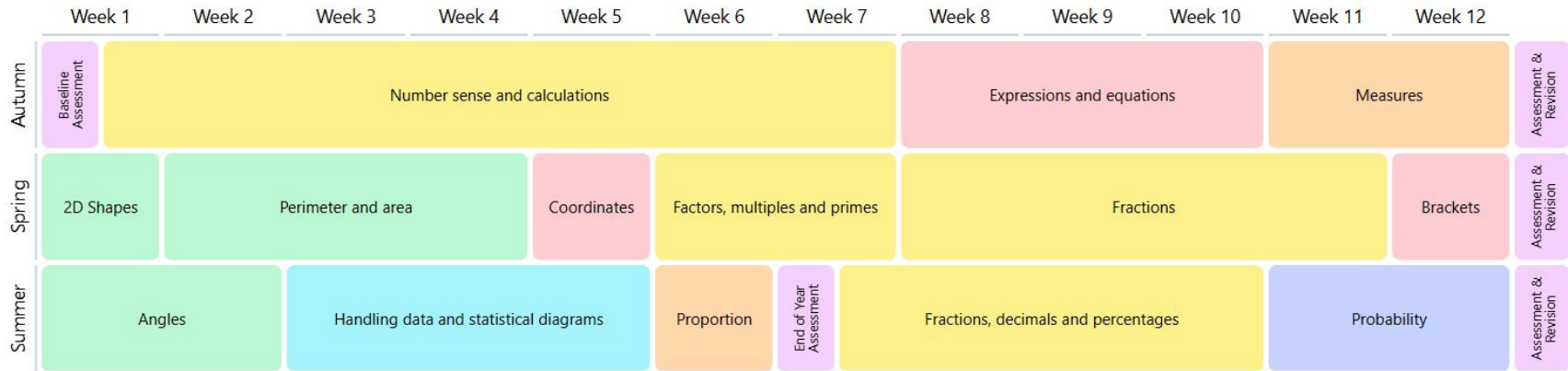
## Year 7 →



Students are currently working through the **Number sense and calculations** part of our curriculum. Where they will strengthen their foundational knowledge from primary school, develop the ability to **orally communicate** their understanding using key mathematical terms and strengthen **recall** skills.

**Students will also begin to develop their mathematical fluency skills**

## Year 7 →



**Students will also begin to develop their mathematical fluency skills i**

“A student can recall key mathematical facts accurately accurately and effectively, use this knowledge flexibly to choose the best strategy for a problem, and apply these skills across various contexts”

**Recall** ⇒ **Procedural fluency** ⇒ **Flexibility & Adaptability** ⇒ **Reduced cognitive load**

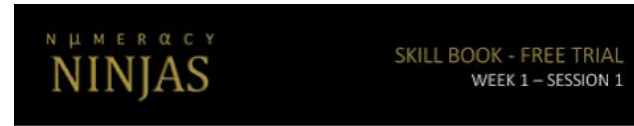
# Support Outside the classroom

## Sparx Maths

A personalised home learning platform that adapts to the level of each individual student and develops mathematically thinking, problem solving and numeracy skills in the form 1 hour weekly home learning tasks

## Form time

Numeracy Ninja ( **New KS3** ) -  
Develops students fluency in key mathematical skills that are prerequisites for success at Maths at 11-16



### NINJA SKILL CHECK

MENTAL STRATEGIES  
Do these in your head

Q	Question	Answer
1	$5 = 1 + \square$	
2	$100 = \square + 24$	
3	Half of 6	
4	$68 - 10 = \square$	
5	$\square + 18 = 20$	
6	$19 = 4 + \square$	
7	$99 - 97 = \square$	
8	$7 \times 5 = 35$ , so $35 + 5 = \square$	
9	Write 01:20 in 12-hour clock format	
10	$(-5) + 7 = \square$	
Score out of 10		

TIMESTABLES  
Do these in your head

Q	Question	Answer
1	$11 \times 5 = \square$	
2	$12 \times 11 = \square$	
3	$88 \div \square = 11$	
4	$3 \times \square = 12$	
5	$22 \div \square = 11$	
6	$11 \times 10 = \square$	
7	$56 \div 7 = \square$	
8	$120 \div \square = 10$	
9	$\square \times 9 = 9$	
10	$15 \div 3 = \square$	
Score out of 10		

KEY SKILLS  
Use written calculations if useful

Q	Question	Answer
1	$96 \times 197 = \square$	
2	$2479 - 1146 = \square$	
3	$60 \times 26.29 = \square$	
4	Convert 27% to a simplified fraction	
5	$73.78 + 213.947 = \square$	
6	$(-20) \div (-10) = \square$	
7	$x = 5$ . Find the value of $30/x$	
8	$(-2) - (-8) = \square$	
9	Is 1 a factor of 37	
10	$\sqrt{64} = \square$	
Score out of 10		



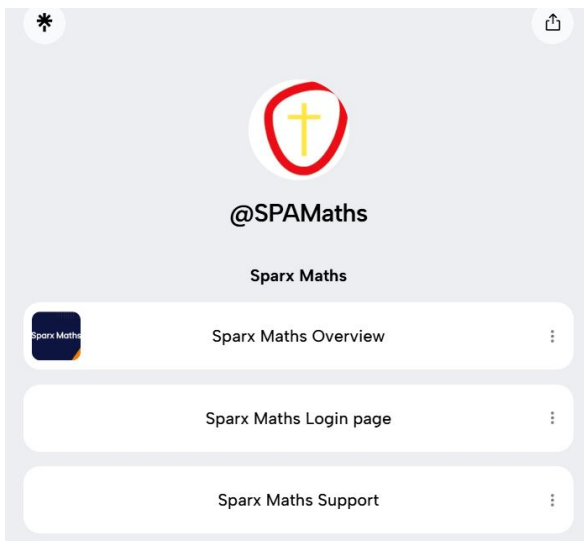
MENTAL STRATEGIES   
TIMESTABLES   
KEY SKILLS  +

NINJA BELT:

NINJA SCORE:

# Supportive Resources

<https://linktr.ee/SPAMaths>





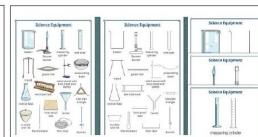
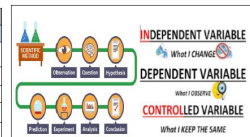
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# KS3 Science

Curriculum Scope  
Students will gain a deep and real understanding of science, learning how it helps us explain the world around us through expert knowledge. They will build strong knowledge in biology, chemistry, and physics, and explore how these subjects connect. Along the way, students will learn to think carefully, ask thoughtful questions, and make well-informed decisions through hands-on investigations and problem-solving.

## KS3 – Year 7 – Enquiry Process

Key Vocabulary	
<b>Tier 1</b>	
Question	A testable scientific enquiry that can be investigated through observation or experimentation.
Idea	A scientific concept or explanation that can be explored or tested.
Guess	An untested suggestion about what might happen, made without supporting evidence.
Test	A procedure carried out to investigate a question or phenomenon.
Change	To alter a factor (variable) in an investigation in order to observe its effect.
<b>Tier 2</b>	
Prediction	A statement suggesting what will happen in an investigation based on prior knowledge.
Hypothesis	A testable scientific explanation or idea that can be supported or refuted by evidence.
Evidence	Data and observations that are used to support or challenge a conclusion.
Pattern	A trend or relationship observed in data.
Outcome	The result or effect observed in response to changing variables in an investigation.
<b>Tier 3</b>	
Variables	Factors in an investigation that can change, measured or be controlled.
Tier test	An investigation in which only the independent variable is changed.
Accuracy	The closeness of a measurement to the true expected value.
Reliability	The extent to which results are consistent and can be repeated or reproduced.
Precision	The level of detail in a measurement, usually determined by the instrument used.
<b>Classroom Links</b>	
Engineer, Pharmaceutical scientist, Forensic scientist, Climate scientist, Motor researcher, Quality control engineer, Medical researcher, Science journalist, Epidemiologist, Surveyor, Lab technician, Meteorologist, Pilot, Safety inspector.	
<b>Resources</b>	
Insert sparks codes for the unit.	



## E1 - Enquiry Processes 1

Lesson	Know	Apply	Extend
Asking scientific questions	I can state some questions that can be investigated <input type="checkbox"/>	I can describe how scientists develop an idea into a question that can be investigated <input type="checkbox"/>	I can explain how and why some questions can be investigated and why some cannot <input type="checkbox"/>
Planning investigations	I can state what is meant by a risk assessment <input type="checkbox"/>	I can describe a risk assessment <input type="checkbox"/>	I can identify risks in an experiment and write an appropriate risk assessment for an investigation and explain why the experiment can, or cannot, be conducted in a science laboratory <input type="checkbox"/>
Recording data	I can state an example of how data can be recorded <input type="checkbox"/>	I can describe how to make and record observations and measurements <input type="checkbox"/>	I can explain how to collect and record accurate and precise data <input type="checkbox"/>
Analysing patterns	I can state what is meant by a line of best fit <input type="checkbox"/>	I can interpret data to draw conclusions using scientific explanations <input type="checkbox"/>	I can analyse data from an investigation to draw up a detailed conclusion, describe relationships, and suggest alternative explanations where appropriate <input type="checkbox"/>
Evaluating data	I can state how to evaluate data <input type="checkbox"/>	I can describe the stages in evaluating the data <input type="checkbox"/>	I can compare and contrast data, suggesting reasons why the data may be different <input type="checkbox"/>



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# KS3 Science

## Revision Tips

**Use Active Recall**

**Use Past Papers and Practice Questions**

**Create Visual Aids**

**Teach Someone Else**

**Use Revision Videos**

**Create a Study Schedule**

**Focus on Keywords**

**Use Mnemonics and Memory Trick**



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# KS3 Science

How are they assessed at KS3

At the end of each topic, students will complete a short test to check their understanding and highlight any areas that need more practice. At the end of each term, they will take a larger assessment that covers everything they've learned so far, helping us track their progress over time.

Recommended Resource for KS3



**Homework will be set each week and shared with students on Google Classroom.**



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# Assessment

How students are assessed to support progress and address underachievement



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## Assessment in KS3



Students' performance is compared to the standard they are personally expected to achieve **compared to their Y6 attainment**



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## When will we receive reports?

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	<b>Reports sent home</b>	8 <sup>th</sup> December	10 <sup>th</sup> March	6 <sup>th</sup> July



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# SEND

How we are supporting students with  
SEND



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# SEND at St Paul's - How do we support your child?

- Three qualified SENCOs who all teach within the school.
- Dedicated suite of rooms at the heart of the school - 'The Evergreen Hub'
- In class support, where appropriate.
- High quality interventions covering a range of subject areas: Literacy, Maths, Emotional Regulation, Support with homework.
- Work in partnership with pastoral team across the school.
- Very strong links with outside agencies - regular visits from Speech and Language Therapists, Educational Psychologists, ASC Outreach Service, Mentors and Counselling.
- The Lily Pad group.
- Regular Coffee Morning drop ins for Parents and Carers.





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# Enrichment, Careers, Trips & Clubs

How we are developing students  
culturally



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# Events throughout the year

## Debate Mate



## Speak Out Challenge





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# Events throughout the year

## Duke of Edinburgh Bronze Award



*"The Duke of Edinburgh Award has given me the opportunity to learn new skills and develop them. Also, the expedition/camping experience was fun and helpful towards my chosen future career." Hayden (Year 10)*



## Duke of Edinburgh Silver Award





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# Events throughout the year

## World Book Day Q&A Event



An online session with author Bolu Babalola - \*Love in Colour\* and \*Honey & Spice\*



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# Events throughout the year

## Feast of St Paul & Culture Day





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# Trips throughout the year

## Geography Physical Fieldwork



## Employer Encounters- Ford





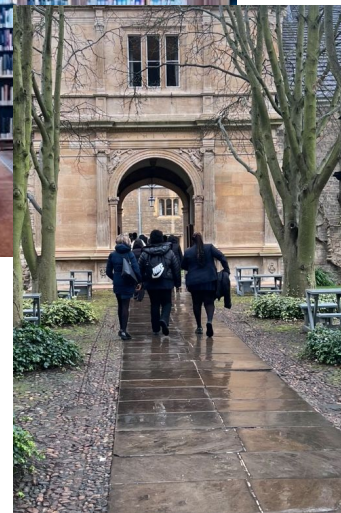
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# Trips throughout the year

## Visit to St Catherine's College, Oxford University



## Visit to Gonville and Caius College, Cambridge University





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# Enrichment Clubs



**St Paul's Acader** @STPGreenwich **Promote**

The Year 7 Gardening Club have been busy planing pansies this week 🌸 to sell next week with all money raised going to @CAFOD @CAFODSchools Plants will be available Monday lunch time in the garden or after school in the Chapel.

8:23 PM · Mar 20, 2023 · 1,378 Views

View post engagements

1 1 9

Post your reply **Reply**

**CAFOD** @CA · Mar 21, 2023 This is wonderful, the pansies are looking great! Thank you to your year 7 pupils 🌱

1 679



**Artsmark Silver Award**  
Awarded by Arts Council England



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# Careers and the Gatsby Benchmarks

## GATSBY BENCHMARKS

- 1** A stable career programme
- 2** Learning from labour market information
- 3** Addressing the needs of every pupil
- 4** Linking curriculum learning to careers
- 5** Encounters with employers and employees
- 6** Experience of workplaces
- 7** Encounters with FE and HE
- 8** Personal Guidance

## Our Careers Promise at St Paul's Academy

- 1. Clear Plan** – A stable careers programme for every student.
- 2. Real-World Links** – Encounters with employers and professionals.
- 3. Hands-On Experience** – Workplace visits and work experience.
- 4. Personal Guidance** – Tailored advice for every pathway.
- 5. Learning with Purpose** – Connecting subjects to future careers.



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# Careers and the Gatsby Benchmarks



National Careers Week



## Benchmark 1: A Stable Careers Programme

At St Paul's Academy, we provide:

- **Structured Careers Programme** – lessons, workshops & events from Year 7–11.
- **Real Experiences** – careers fairs, workplace visits & alumni webinars.
- **Employer & Education Links** – talks from industry leaders, colleges & universities.
- **Personal Guidance** – 1:1 interviews & tailored support, including SEND.
- **Unifrog Platform** – integrated careers tool for decision-making & skills building.

Career Events in Year 9:

- Green Careers Week
- Caius Year 9 and 10 Online Programme
- **Year 9: London South East Colleges (LSE) – T-Levels (Bakers Clause)**
- National Apprenticeship Week
- National Careers Week
- Alumni presentations 'How St Paul's Made Me' Series
- Industry Encounters visits (subject-based)
- **Keynote speaker series Year 9-11 Post-16 Providers and Industry (Wednesday Career Hub)**
- Bank of England keynote speaker Year 9-11
- **Year 9 Peabody Virtual Assembly Apprenticeships**
- **Year 9 Curriculum Fair – Options for GCSE with Industry, STEM and Alumni attending**
- My Money Matters Week



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# Careers and the Gatsby Benchmarks

## Benchmark 2: Learning from Career & Labour Market Information

At St Paul's Academy, we provide:

- **High-quality guidance** – Unifrog, careers interviews & group sessions.
- **Clear pathways** – From apprenticeships to top universities.
- **Alumni inspiration** – e.g., Lola Olaore, founder of Bloss.M & Harvard student.
- **Parent support** – Website, coffee mornings & parents' evenings.
- **Real experiences** – Work placements, employer encounters & visits to Oxford & Cambridge.





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# Careers and the Gatsby Benchmarks

**Benchmark 3: Addressing the need of each pupil:**

**At St Paul's Academy, we provide:**

- Personalised career guidance
- Specialist SEND support
- Parent & family engagement
- Work placements & experiences
- Targeted trips & programmes



I thoroughly enjoyed the Peabody apprenticeship assembly because it allowed us to understand the different routes available for us instead of the normal route of graduating from university and made me more aware of what we could do.

- Year 9 student



## CAREERS SPA SPOTLIGHT SESSIONS

*Illuminating perspectives, sparking change.*

**EVERY TUESDAY**

**🕒 3:15 PM - 4:15 PM**

**ST PAUL'S ACADEMY**

Join us for weekly keynote speaker sessions featuring inspiring voices from industry and higher education.



Professionals



College Speakers



Fresh Ideas

**Be there. Be inspired. Be the change.**



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# Careers and the Gatsby Benchmarks

## GATSBY BENCHMARKS

- 1** A stable career programme
- 2** Learning from labour market information
- 3** Addressing the needs of every pupil
- 4** Linking curriculum learning to careers
- 5** Encounters with employers and employees
- 6** Experience of workplaces
- 7** Encounters with FE and HE
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National Careers Week



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- Industry Encounters visits (subject-based)
- **Keynote speaker series Year 9-11 Post-16 Providers and Industry (Wednesday Career Hub)**
- Bank of England keynote speaker Year 9-11
- **Year 9 Peabody Virtual Assembly Apprenticeships**
- **Year 9 Curriculum Fair – Options for GCSE with Industry, STEM and Alumni attending**
- My Money Matters Week



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# Careers and the Gatsby Benchmarks

## Benchmark 2: Learning from Career & Labour Market Information

At St Paul's Academy, we provide:

- **High-quality guidance** – Unifrog, careers interviews & group sessions.
- **Clear pathways** – From apprenticeships to top universities.
- **Alumni inspiration** – e.g., Lola Olaore, founder of Bloss.M & Harvard student.
- **Parent support** – Website, coffee mornings & parents' evenings.
- **Real experiences** – Work placements, employer encounters & visits to Oxford & Cambridge.





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# Careers and the Gatsby Benchmarks

**Benchmark 3: Addressing the need of each pupil:**

**At St Paul's Academy, we provide:**

- Personalised career guidance
- Specialist SEND support
- Parent & family engagement
- Work placements & experiences
- Targeted trips & programmes



I thoroughly enjoyed the Peabody apprenticeship assembly because it allowed us to understand the different routes available for us instead of the normal route of graduating from university and made me more aware of what we could do.

- Year 9 student



## CAREERS SPA SPOTLIGHT SESSIONS

Illuminating perspectives, sparking change.

**EVERY TUESDAY**

🕒 3:15 PM - 4:15 PM

**ST PAUL'S ACADEMY**

Join us for weekly keynote speaker sessions featuring inspiring voices from industry and higher education.



Professionals



College Speakers



Fresh Ideas

**Be there. Be inspired. Be the change.**



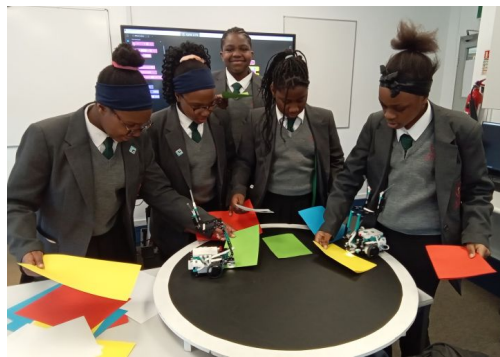
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# Careers and the Gatsby Benchmarks

## Benchmark 4: Linking Curriculum Learning to Careers

At St Paul's Academy, we provide:

- **Classroom to careers** – Subjects linked directly to future opportunities
- **Hands-on learning** – Year 7 Lego coding at Colfe's Independent School
- **Career-focused weeks** – NAW, NCW & GCW resources across all subjects
- **Alumni connections** – Year 9 Options Fair with subject-linked role models
- **Ongoing reinforcement** – Posters, tutor sessions & Enterprise Curriculum (Y7–9)



*Lego coding for Computer Science at our wider partnership Colfe's Independent School*



*Bank of England SPA Spotlight Session*



Bank of England



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# Careers and the Gatsby Benchmarks

## Benchmark 5: Encounters with Employers and Employees

At St Paul's Academy, we provide:

- **Alumni inspiration** – “*St Paul's Made Me*” assemblies
- **Career Hub speakers** – Weekly industry keynotes (Y9–11)
- **Careers fairs** – Woolwich Works & SPA Post-16 Fair
- **Workplace visits** – Sky Studios, Deutsche Bank *Girls into Finance*
- **Employer encounters** – Peabody Careers Carousel & Year 9 Options Fair



*YouthBuild  
Employer  
Encounter*

## Green Careers Virtual webinars for Green Careers Week in 2025

DAY of the Week	Virtual Events
Monday	Simeon - Sustainability Manager 12-12.30pm (Hall)
Tuesday	11-12 midday - Get Ready for Green Careers (period 3) Live webinar with STEM Leading ambassadors (Hall) Belinder Bird - Farm Manager 12-12.30pm (Hall)
Wednesday	Tom, Natasha and Freddie- Forestry Managers 12-12.30pm (Hall)
Thursday	8.40am to 9.10am- Green Energy Saving the World. Join STEM Ambassador Rallou, a Chemical Engineer (MEng, MSc) specialising in Materials Science and Technology, for an engaging live talk - perfectly aligned with Green Careers Week! (Large Meeting Room) 11-12 midday Exploring Green Careers in Engineering and Technology - British Airways. (Hall) Dave Cliff and Rob Driver 12-12.30pm Volunteering Community (Hall)
Friday	Kevin Rose- Design Manager Green Recovery 12-12.30pm (Hall)





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# Careers and the Gatsby Benchmarks

Please see the list of our 2024-2025 Work Experience Partners for Year 10 below.

## Benchmark 6: Experience of work places At St Paul's Academy, we provide:

- **Real placements** – Lovell's Construction, British Race Course & Peabody Horse residential (Y10)
- **Face-to-face return** – First workplace placements since 2011 (Y10)
- **Virtual experience** – Springpod programme access (Y10)
- **Opportunities shared** – Google Classroom postings for students & parents (All Years)
- **In-house programme** – Trips to Shooters Hill & YouthBuild for unsuccessful applicants



“All the girls have been superb, supporting children in Plumstead and Slade Green extremely well. They got involved across the different sectors of the business, were punctual, and attended every day. We loved having them with us and would, of course, be delighted to host St. Paul's Academy students again.” (Homestart Greenwich)



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# Careers and the Gatsby Benchmarks

## Benchmark 7: Encounters with FE and HE ( At St Paul's Academy, we provide:

- **Early exposure** – Year 7 maths & computer science visit to Colfe's
- **University programmes** – St Catherine's Catalyst & University Oxford residentials (Y8 & Y10)
- **T-Level & vocational insight** – Assemblies and experience days with CTK, Leigh Academy & North Kent College (Y9–10)
- **A-level tasters & college visits** – Colfe's Science, CTK St Mary's & Shooters Hill (Y10)
- **Post-16 guidance** – SPA Post-16 & Careers Fair (Y10–11)



*T-Level taster day at Shooters Hill*

*“The campus was amazing, and hearing from actual Oxford students made it feel more real. I'm definitely feeling more motivated after this trip.”*

<b>Assemblies</b>	North Kent College	London South East Colleges	CTK (all sites)	University of Greenwich	Shooters Hill
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# Careers and the Gatsby Benchmarks

## Benchmark 8: Personal Guidance

- **Expert guidance** – Level 6/7 qualified adviser with 35 years' experience
- **One-to-one support** – Careers interviews Y7–11 with action plans
- **Full coverage** – 100% of students offered IAG interviews by age 16
- **SEND provision** – Specialist adviser for EHCP students (Y9 & Y11)
- **Ongoing support** – Follow-ups, group sessions, presentations, parents' evenings & GCSE Results Day



*Mrs. Banbrook: Our Career Advisor with 35 years of experience*



*Year 10 Unversify Summer Residential at Oxford*



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# Careers and the Gatsby Benchmarks

## What can you do?

1. **Unifrog support** – Help your child set up login details
2. **Parent & Student Zone** – Careers advice on school website
3. **Engage with events** – Attend careers fairs, talks & workshops
4. **Research together** – Explore Post-16 & career pathways as a team
5. **Support decisions** – Encourage informed, confident next steps

The screenshot shows the St Paul's Academy website. The header includes the school logo and name, along with navigation links: Home, About the School, Curriculum, Parents and Carers, Students, Join Us, Contact, and Venue Hire. A search bar and utility icons are also present. The main content area features a breadcrumb trail: HOME > STUDENTS > CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE. The primary heading is 'Careers Education, Information, Advice and Guidance'. To the right, a red sidebar titled 'In This Section' lists 'Parent and Student Zone', 'Staff Zone', and 'Employer Zone'. At the bottom, there is a section titled 'Purpose of Study' with a corresponding image of students in a classroom.



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# Thank you for joining us this evening