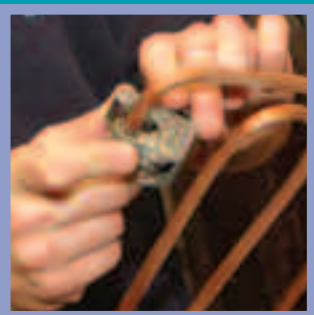


# 14–16 School Co-ordinator Information Handbook



**2009–10**



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## Contents:

|  |          |
|--|----------|
| The 14–19 team                             | Page 1   |
| Overview of Schools Outsourced Provision   | Page 2   |
| Selection process                          | Page 2   |
| Progression                                | Page 2   |
| <b>ncn</b> 's policies                     | Page 3   |
| Every Learner Matters                      | Page 4   |
| Bullying, harassment and victimisation     | Page 5   |
| Policy statement                           | Page 5   |
| SOP procedures                             | Page 6–7 |
| Enrolments                                 |          |
| Registers                                  |          |
| Attendance policy                          |          |
| Communication                              |          |
| Good News                                  |          |
| Cause for Concern                          |          |
| Warning                                    |          |
| Graduation                                 |          |
| Tutor responsibilities                     | Page 8   |
| Schemes of work                            |          |
| Progress reports                           |          |
| Registering with awarding bodies           |          |
| Induction                                  | Page 9   |
| The legal perspective – health and safety  |          |
| Personal protective clothing and equipment |          |
| Unacceptable and inappropriate behaviour   |          |
| Student and parent information handbooks   |          |
| Learner file                               | Page 10  |
| Results                                    | Page 10  |
| Billings                                   | Page 10  |
| College year planner                       | Page 11  |
| Appendices                                 | Page 11  |

This handbook has been put together to provide information to 14–19 School Co-ordinators about how their students are supported at **ncn**.

## The 14–19 team

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The team supports all students enrolled on **ncn**'s 14–16 provision and their tutors.

The 14–19 School Co-ordinators visit the groups each week to give tutors a chance to talk through any issues regarding attendance, progress or behaviour management. Any concerns are quickly relayed to schools, where possible on the day they are raised.

We have cause for concern, warning, and good news forms, which notify schools about student issues.

# Overview of schools outsourced 14–16 provision

This is now the seventh year that **ncn** has offered accredited courses to City and County schools for their Year 10 and 11 students. Previously known as Increased Flexibility Programme (IFP), with a change in funding arrangements, it is now referred to as Schools Outsourced Provision.

The courses offer young people an opportunity to gain skills, knowledge and a qualification that will be useful for their chosen career path. It can make learning feel more relevant, and the provision as a whole has been designed to improve achievement levels at 16 as well as progression post-16.

It is very rewarding to offer Year 10 students the opportunity to work towards a career, meet new people, familiarise themselves with the Further Education (FE) environment and gain an extra qualification by the time they leave school.

## Selection process

Students are chosen in collaboration with schools for their aptitude, interest and motivation and curriculum teams are involved in the interviewing and selection process.

The 14–19 team receive an application form from each student together with supportive information from schools. Students are then invited into College for an interview. Schools are honest about any behavioural issues that a student may have experienced in the past and this is always tackled at interview. If a student can prove a genuine interest and enthusiasm for a course and can talk openly about how they will tackle difficult situations at College, a student with a history of school-related behavioural issues could be offered a place. The 14–19 team have seen many students taking advantage of a college placement in order to take positive steps to improve behavioural issues. Class groups for the Schools Outsourced Provision courses are made up of students from a number of different schools.

## Progression

The 14–19 team are keen to encourage all students on Schools Outsourced Provision to progress onto **ncn**'s full-time, post-16 provision. Tutors are reminded to take every opportunity to discuss progression routes and identify them in their schemes of work. **ncn**'s Advice and Guidance team are invited to all groups at different points throughout the year to offer post-16 guidance interviews and 14–19 School Co-ordinators talk to students about their post-16 options in review meetings.

# ncn's policies

## Diversity and equal opportunity policy

**ncn** is strongly committed to developing a culture of respect and an understanding of diversity and difference, which encourages and promotes the potential of every individual. Our commitment to diversity and equal opportunities is based on the belief that every individual is entitled to high quality education and support at a time, a place and a pace that suits them and enables them to reach their own potential.

The 14–19 team is committed to supporting the College's equality and diversity policies in all of the work that it does.

Look at the **ncn** Celebrating Diversity and Code of Conduct policies on the internet at [www.ncn.ac.uk](http://www.ncn.ac.uk) under Charters, Policies and Guides or ask at Student Services or reception.

It is everyone's responsibility to:

- celebrate the diversity of our internal and external community
- not tolerate any form of behaviour that discriminates against individuals on the basis of age, disability, sexual orientation, ethnic or national origin, religion, race, gender, marital status, learning difficulty or colour
- eradicate all forms of discrimination in all areas of College life including educational programmes, scholarships, financial assistance, enrichment programmes, promotion, employment policies and practice and training and recruitment practices
- provide an environment for both staff and students that is free from any form of discrimination, harassment and bullying in which all individuals are welcomed, valued and respected
- actively encourage and support each individual to reach their full potential
- take positive action to ensure that our staff and student body is representative of the wider community
- comply with all equal opportunity legislation
- regularly monitor our practice to ensure that we meet our commitment to equality of opportunity and the celebration of diversity

This policy applies to:

- staff employed either permanently or on a temporary basis
- members of the board and its standing committees
- on-campus, off-campus and online learners
- college nurseries
- college refectories
- off-site collaborative partners
- contractors and visitors to the College

In addition, the College will actively work with other partners and suppliers to ensure that they share our commitment to this policy statement.

# Every Learner Matters

All learners deserve the opportunity to achieve their full potential. There are five outcomes that are key to a learner's wellbeing:

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

**ncn** has contextualised Every Learner Matters (ELM) to the needs of the organisation and consequently the College's approach reflects the premise that all learners matter.

The College has undertaken an extensive ELM awareness-raising campaign including making bite-sized information cards available to all staff and students. Further awareness raising on **ncn** campuses has also taken place with the introduction of notice boards displaying ELM activities. Recently, ELM notices have been displayed in classrooms across all **ncn** campuses.

Everyone at **ncn** shares an objective to help keep learners safe by:

- providing a safe environment
- identifying learners who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at college

We aim to achieve this by:

- preventing unsuitable people working with learners
- promoting safe practice and challenging poor and unsafe practice
- identifying instances in which there are grounds for concern about a learner's welfare, and taking appropriate action to keep them safe
- contributing to effective partnership working between all those involved with providing services for learners
- inviting learner consultation and contribution to policies and procedures

**ncn** aims to safeguard and promote the welfare of learners and expects all staff and volunteers to share this commitment.

# Bullying, harassment and victimisation

We are committed to providing a learning environment that is open and available to all in a safe and supportive way. We recognise that bullying of any kind is harmful and can lead to distress, accidents, illness and poor performance. We work to ensure that students and their ability to achieve do not suffer any discrimination because of bullying, harassment or victimisation. There are policies and procedures to ensure that there are effective arrangements in place to deal with any complaints as quickly as possible to prevent harm to any of our students.

## Policy statement

We recognise that all students have the right to be treated with dignity and respect and require students and staff to treat each other according to our equality and diversity policy.

No form of bullying will be tolerated and all reported incidents will be thoroughly investigated and appropriate action taken quickly and effectively.

Students found to be bullying, harassing or victimising other students or staff will be subject to College procedures including disciplinary procedures, if appropriate.

The policy applies to all incidents of bullying, harassment or victimisation which take place in College, on College transport, on work placements, during College-organised activities, and any 'cyber bullying' which includes email and texting. In some situations, victims may wish to report the matter to the police.

Students on SOP programmes who are accused of bullying or fighting will be suspended from their course while their situation is investigated. If they are found to be responsible for serious acts of bullying they will be withdrawn immediately. For less serious acts, like one-off incidents, name calling, going along with (but not instigating) bullying, they will be issued with a final warning which will lead to withdrawal if they are involved in any further incidents.

■ Full copies of all **ncn** policies are available on request.

# Schools outsourced provision procedures

## Enrolment

The 14–19 team takes full responsibility for enrolling students. Enrolment forms are sent to schools ready to be completed by students at the beginning of term and brought to College on the first day of the course.

## Registers

A member of the 14–19 team goes to every lesson on a weekly basis. A separate register is taken by a member of the team to monitor attendance for the students' schools on the day of the course. Unauthorised absences are chased up immediately by a phone call to the school on the day of the course. In addition all completed school registers are emailed to the School Co-ordinator at the end of each week.

## Attendance policy for the 14–16 provision

Success depends on regular attendance and good timekeeping. There will be times when students may be absent due to illness, in which case the 14–19 team ask to be informed.

There may also be occasions when the school has authorised absence, for example work experience organised by the school or being retained at school for a valid reason. In these cases the 14–19 team request that they are informed and that written consent is provided where absence is unavoidable eg. hospital appointments.

In all cases of student absence the College will inform the school before the end of the school day.

In order to ensure success on the programmes we expect at least 80% attendance. Attendance will be discussed with the school contact. Absence will result in missing valuable input and the development of skills. This could have a detrimental effect on achievement.

## Absence procedure

| Steps   | Action  |
|---|---|
| 1 Student has unauthorised absence for two consecutive sessions | Cause for concern form sent to school   |
| 2 Unauthorised absence continues to week 3                      | Contact made with school to discuss   |
| 3 Unauthorised absence continues to week 4                      | Warning slip sent out – if attendance does not improve in the next fortnight, student will be withdrawn from the course |
| 4 No improvement by week 6                                      | Withdrawal from course  |

If any student's attendance falls below 80% for a complete term and there is no improvement after discussion with the school, the student will be withdrawn.

## **Communication**

All communication from schools, tutors and students is co-ordinated through the 14–19 team. Any issues and documentation relating to students must be communicated to a member of the team who will forward it to the relevant parties.

## **Good news**

Tutors and 14–19 Co-ordinators complete good news pro formas to inform schools and parents of positive aspects relating to the student's attainment. These encourage positive behaviour and provide motivation.

## **Cause for concern**

A member of the 14–19 team visits courses on a weekly basis giving tutors the opportunity to discuss any cause for concern regarding their students. A cause for concern form is completed for student records and to make certain that schools are aware of any incidents relating to student behaviour.

## **Warning**

Warning forms are issued when a more serious occurrence of misconduct takes place. If a student is given three warnings, they will automatically be withdrawn from the course. A warning form is completed by a member of the 14–19 team after the incident has been investigated.

## **Graduation**

At the end of the two year course, students, their families, School Co-ordinators and College staff are invited to celebrate students' success and achievements at a graduation award ceremony. Each student is presented with a certificate recognising their commitment to their course by a specially invited VIP. In previous years this has been Graham Allen MP. Student of the Year awards are also presented to an outstanding student from each course.

# Tutor responsibilities

## Schemes of work

Schemes of work for the course are given to the 14–19 team at the beginning of the year. These are available to schools for their own records, for OFSTED purposes and to allow them to match their own teaching in schools with the subjects that students are studying at College.

## Progress reports

Tutors complete various report forms for students at different points throughout the year (see the year planner at the back of this handbook). The forms monitor students' progress and achievement. The 14–19 Co-ordinators liaise with tutors to ensure they are completed and distributed to schools on time. If your school requires a report at any other time of year, please contact a Co-ordinator who will arrange for this to be done.

## Registering with awarding bodies

Tutors are responsible for registering students with the relevant awarding bodies. The 14–19 team keep a copy of the registration forms for their records. Registration takes place no later than the September of the second year.

## Absence or illness of tutors

**ncn** gives a commitment to its partner schools not to cancel any lessons. Tutors arrange cover with their Head of School to avoid cancelling lessons. The only time classes are cancelled and not covered are on staff development days and strike days and a member of the 14–19 team will notify schools if either of these events affect their students' College timetables.

# Induction

## The legal perspective – supervision and health and safety

It is the tutor's responsibility to ensure that students remain in class for their lesson unless they are given permission to leave. Students are not allowed to leave the lesson early unless prior agreement has been made with the school and a member of the 14–19 team. **ncn** understands its contractual obligation to keep students for the duration of the lesson

Tutors do not leave any pre-16 students in class unsupervised unless there is an emergency and even then not for more than five minutes.

It is at the discretion of the tutor whether to allow students a ten minute break during lessons. If students do go on a break care is taken that they are supported in respect of **ncn**'s Every Learner Matters policy.

In summary, each tutor knows:

- that **ncn** acts in loco parentis for the duration of lessons and does not allow students to leave the campus early
- that students are not left unattended during lessons
- that students are inducted into health and safety regulations for the area in which they will be working
- that students know what to do in the event of a fire
- where their students are at all times

## Protective clothing and equipment

**ncn** provides protective clothing and/or equipment for certain courses and it is the tutors' responsibility for ensuring that students wear the clothing and bring the kit to all lessons. Students take responsibility for looking after these items and for bringing them to each lesson. If a student fails to bring in their kit they will not be allowed to take part in the lesson. A member of the 14–19 team will contact their school and they will be sent back to school. Failure to wear the clothing and/or bring the kit, breaches health and safety regulations and can lead to a disciplinary.

## Unacceptable and inappropriate behaviour

During induction all students sign a student agreement showing their commitment to good behaviour whilst at College. It's important to tackle all incidents of poor behaviour, however minor, in an appropriate manner. The students need to know that they can get into serious trouble if they display poor behaviour and that ultimately they will be withdrawn from the course if they persist. The 14–19 team are notified of all incidents and follow these up with a cause for concern or warning form.

## Student and parent handbooks

All students are issued with student and parent handbooks which provide an overview of the support given to students by the 14–19 team, an introduction to the College and other useful information.

# Learner file

Every student on a SOP course has a file which is treated as private and confidential and is stored in line with data protection procedures. The files contain application and interview information and any additional information provided by schools. They also hold copies of progress reports, student review forms and any good news, cause for concerns and warnings. School staff and students can request a copy of learner files at any time.

# Results

The 14–19 team will provide a breakdown of the school's results on the day of GCSE results if not before. An email is sent to the School Co-ordinator as well as the school's Exam Officer. In addition, a hard copy of the results together with awarding body confirmation is sent to the above members of staff.

Qualification certificates are sent to the individual students' homes.

# Billings

The school will receive three billing letters during the two years of the course according to the following breakdown:

- 2/6 of the total (for the 2 years) in Nov 2009
- 3/6 in May 2010 (plus certification and registration fees)
- 1/6 in May 2011

Any costs for additional equipment or kits will not be included in the above but invoiced separately in the first term of the course.

# College year planner

## – 14–16 provision 2009-2010

| Week no. | Date w/c   | Procedures   |
|----------|------------|--|
| 1        | 7 Sept 09  | START OF COLLEGE COURSE – TERM 1                                 |
| 2        | 14 Sept 09 |  |
| 3        | 21 Sept 09 |  |
| 4        | 28 Sept 09 |  |
| 5        | 5 Oct 09   |  |
| 6        | 12 Oct 09  | Tutorial sessions with tutors to set targets for the year        |
| 7        | 19 Oct 09  |  |
|          | 26 Oct 09  | HALF TERM WEEK   |
| 8        | 2 Nov 09   |  |
| 9        | 9 Nov 09   |  |
| 10       | 16 Nov 09  | End of term report forms completed by tutors and sent to schools |
| 11       | 23 Nov 09  |  |
| 12       | 30 Nov 09  |  |
| 13       | 7 Dec 09   | END OF TERM FOR COLLEGE STUDENTS                                 |
|          | 14 Dec 09  | CHRISTMAS BREAK  |
|          | 21 Dec 09  | CHRISTMAS BREAK  |
|          | 28 Dec 09  | CHRISTMAS BREAK  |
| 14       | 4 Jan 10   | START OF TERM 2 AT COLLEGE                                       |
| 15       | 11 Jan 10  |  |
| 16       | 18 Jan 10  |  |
| 17       | 25 Jan 10  |  |
| 18       | 1 Feb 10   |  |
| 19       | 8 Feb 10   |  |
|          | 15 Feb 10  | HALF TERM WEEK   |
| 20       | 22 Feb 10  |  |
| 21       | 1 Mar 10   |  |
| 22       | 8 Mar 10   | End of term report forms completed by tutors and sent to schools |
| 23       | 15 Mar 10  |  |
| 24       | 22 Mar 10  | END OF TERM FOR COLLEGE STUDENTS                                 |
|          | 29 Mar 10  | EASTER BREAK   |
|          | 6 Apr 10   | EASTER BREAK   |
| 25       | 12 Apr     | START OF TERM 3 AT COLLEGE                                       |
| 26       | 19 Apr 10  |  |
| 27       | 26 Apr 10  |  |
| 28       | 3 May 10   |  |
| 29       | 10 May 10  |  |
| 30       | 17 May 10  |  |
| 31       | 24 May 10  |  |
|          | 31 May 10  | HALF TERM WEEK   |
| 32       | 8 Jun 10   |  |
| 33       | 14 Jun 10  |  |
| 34       | 21 Jun 10  | End of term report forms completed by tutors and sent to schools |
| 35       | 28 Jun 10  |  |
| 36       | 5 Jul 10   | LAST WEEK OF COLLEGE COURSES                                     |



