

**Students First**

**It's About Learning**

**No Barriers**

# **Year 12 Information Evening**

**Mrs Jakubecz**

***Director of Post 16***

# Our Post 16 Ethos

- **Be aspirational.**
- **Learn, improve and strive.**
- **Accept no barriers.**



# We are here to support our students

- Year 12 tutors
  - Mrs Nahal 12DN, Mr Muscroft 12MM
- Mrs Dye – Pastoral Manager and Careers Advisor
- Mr Gaiser – Head of Year 12 & 13
- Mrs Jakubecz – Director of Post 16



# Who is the Stoke Park Post 16 Scholar?

- The scholar is the culmination of five years of outstanding learning.
- They are **curious and passionate** about their chosen subjects and their desired pathways, using this time as a stepping-stone to prepare themselves for the best possible future.
- They explore and collaborate with others and are true leaders both within and out with the school community.
- Scholars seek out additional learning opportunities to develop and hone themselves as individuals.
- They have the highest aspirations for themselves and have the grit and determination to succeed, ready to make their marks in the world.



# Stoke Park Leadership means:

- You take PRIDE in yourself and being a Stoke Park student.
- You stand up for Stoke Park and all we represent – Outstanding learning experiences; Independence; Confidence; Kindness; not accepting ANY barriers to education or life.
- Making good choices.
- **Accepting responsibility** for the good and bad.
- You always want to work on **being your best**
- You **get involved** and encourage others to do so
- You **think beyond yourself** and help others
- You can talk about how you have progressed, improved and grown and **always know your next steps**

# Alumni

“My time in Post 16 was filled with new experiences that allowed me to grow both academically and personally. The supportive environment of Post 16 encouraged me to aim higher and gave me the confidence to pursue my ambitions. The guidance from staff and the opportunities available have not only prepared me for my next steps but also shaped me into a more independent and resilient learner.”

**History, University of Leicester**

“Post 16 was such a great experience for me — the teachers were so supportive, and there were loads of opportunities to try new things and grow. Being Head Boy really boosted my confidence and taught me leadership skills I use in everyday work. The Pathways to Banking and Finance opportunity was essential in bridging the gap to university and helping me see what was possible. I left feeling ready for whatever came next, and those experiences have shaped where I am now on my chartered ACA accountancy journey. I’ve learned that grit and hard work will always beat talent when talent doesn’t work hard enough.”

**Economics and Accounting, University of Leicester. Deloitte LLP  
Audit Analyst**

"Continuing with Stoke Park School provided me not only with the comfort of a familiar environment but also the excitement to grow and move forward in my education. As someone who was uncertain about which path to take, I truly appreciated the way I was supported, not by being told what to do, but by being guided through my options. If you're feeling unsure about your career direction, I would highly recommend Post 16 at Stoke Park School. It's a place where you're supported and empowered to make the right choices for yourself!"

**Medicine and Surgery, University of Leeds**



# The Post 16 intent

## **Culture:**

Be aspirational – Learn, improve and strive – Accept no barriers.

## **Character:**

Students will be aspirational, reflective and resilient. Post 16 students will be role models to lower school students.

## **Care:**

Students giving back to the lower school community and the wider community.

## **Competition:**

Making students ready for Post 18 pathways with top universities and industries/employers in the country. Students will have high aspirations and will strive to reach their goals.



## **Academic excellence**

Fully committing to your chosen subjects, completing all homework and attending all interventions to ensure the highest outcomes.

## **Student Leadership**

One hour of leadership per week of leadership in lessons, in the council, or other areas around the school.

## **Super-curricular engagement**

Subject specific, beyond the curriculum.

## **Work experience**

A high-quality work experience placement and reflection on the skills you developed during the placement.

# Why is this so important?

- In Year 12, there are lots of study periods and so more time to engage with activities beyond lessons.
- It is important that time is dedicated to each of these activities before reaching Year 13, so that there is more time to dedicate to studies closer to the exams.

## Academic excellence

Students have 5 hours of lessons per subject.

Students have 10 hours of study periods in school per week.

They will be set 5 hours of homework per subject, per week.

**Attending lessons and completing the homework is not enough to achieve the best possible grades at A level.**

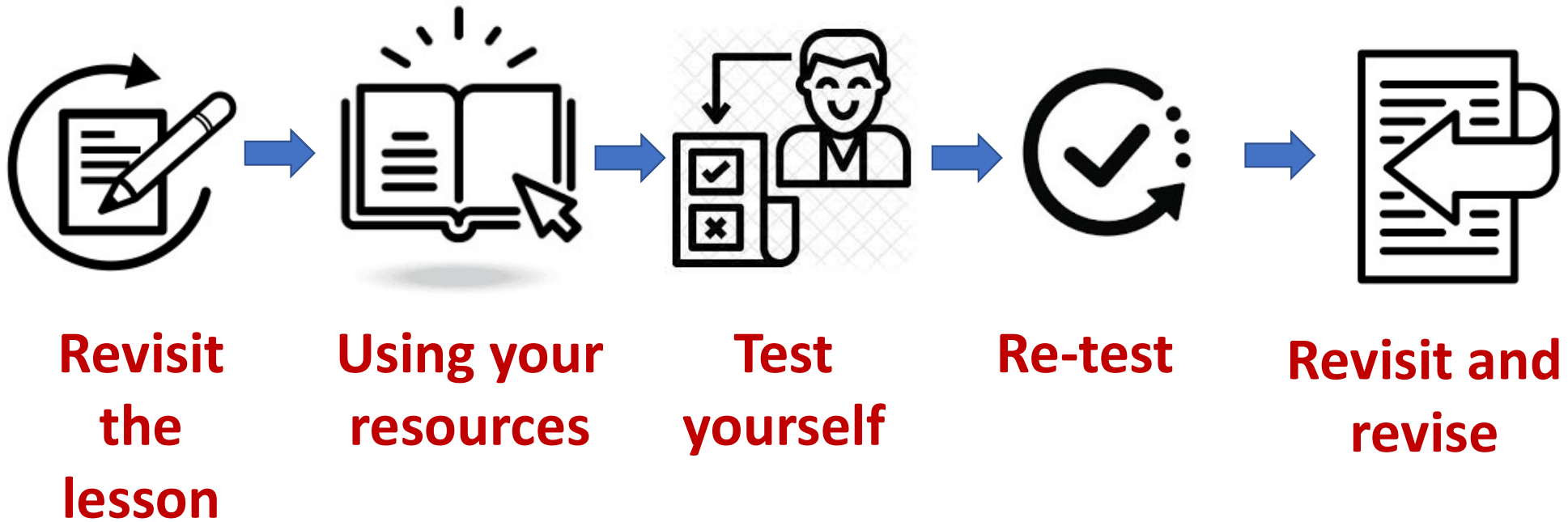
THE  
Scholar



# Study skills

- This half term, tutors are working with students to develop their study skills
- Independence, self-regulation, retrieval, academic literacy.
- Students will be supported to create their own study timetable.

We are never 'finished all our work'



# Student Leadership

THE  
Scholar



# Student leadership

All Post 16 Scholars are involved in student leadership at Stoke Park School.



# Post 16 students as leaders

Subject ambassadors -  
supporting in Y7-Y11  
lessons



Guided reading with  
year 7 & 8 students

Head Students and  
Student Council

Sports coaching



Academic journal

Library

Peer-mentoring

Events Team



Charity Committee

Lunch-time and  
afterschool clubs



# Student leadership

The purpose of the Stoke Park Student Council is to:

- Represent the views of all students across every year group
- Participate in real decision making
- Give opportunities to develop communication, collaboration and leadership skills and build confidence
- Actively contribute to Stoke Park's Journey to Outstanding
- Engage whole year groups in taking part in various leadership opportunities

# Last year's council subgroups

- Charity
- Widening participation
- Performing arts
- STEM and sustainability
- Diversity
- Teaching & learning

# Why is this important?

- Universities/employers are looking for evidence of leadership
- Building confidence
- Practicing the application process
- Skills to give you the 'edge' over the competition

# Skills to give you the 'edge' over the competition

- Curiosity
- Leadership
- Communication skills
- Empathy
- Confidence
- Decision making
- Problem solving
- Dependability
- Motivation
- Digital literacy
- Time management
- Creativity
- Listening skills
- Delegation

employment



UCAS

# Work Experience



- All year 12 students must complete 40 hours of work experience
- This should be a high-quality placement, preferably linked to a student's destination goals
- Students are responsible for securing their own work experience placements; Post 16 staff can support with this
- More information regarding timings will follow

# Why is this important?

- Work experience provides students with the chance to learn about what type of job they might enjoy, different roles and careers that exist, improve their communication skills and develop their confidence
- This enables students to gain a competitive advantage over other Year 12 students in an ever-increasing competitive academic and professional environment

## Super-curricular engagement



Super-curricular is different to extra-curricular.

Extra-curricular activities are those outside of your chosen topic, and unrelated to your studies.

Super-curricular activities take the subjects you study further, beyond what you have learnt at school.

# How can the super curriculum be accessed?

Watch, read, listen, do

- Reading books, specialist magazines and journals
- Visiting museums and galleries
- Listening to podcasts
- Attending online seminars and lectures
- Entering academic competitions

While students are discovering, they should consider the arguments being made, and form thoughts/opinions around them. Students might find it helpful to discuss what they are learning with a friend, relative or teacher which could be great practice for an academic interview.

# Why is it important?

## **Super-curricular participation can:**

- Enhance applications
- Give greater confidence in a course/career choice
- Demonstrate that a student is serious about the area of study
- Help to set students apart when applying to courses and careers
- Give a wealth of ideas to draw upon in discussions if reaching the interview stage

**'I close my eyes and at once the air is filled with screams and when I open them I think that this is the dream, for the building isn't there, and there are no longer any chimneys for the smoke to pour out of.'**

*Kitty Hart-Moxon on the challenges of returning to Auschwitz and Holocaust education.*

**Dr Wollaston is an Associate Professor in Jewish and Holocaust Studies University of Birmingham. She is currently a member of the Academic Advisory Board for the UK Holocaust Memorial Foundation, advising the government on the planned new National Holocaust Memorial and Learning Centre in London.**

Kitty Hart-Moxon (born 1926) was in Auschwitz from early April 1943 to mid-November 1944, and describes it as her 'finishing school' or 'university'. She was liberated in Germany on 14 April 1945. After working with the British and American occupation authorities and Quaker Relief teams in Displaced Persons Camps,

Kitty and her mother came to Britain in April 1946, settling in Birmingham. Kitty published two memoirs: *I am Alive!*, and *Return to Auschwitz*.

She has also made four 'documentaries of return', charting different aspects of her 'Holocaust

journey'. Kitty was awarded an OBE in 2003 for her work in Holocaust education. She is a Trustee of the Holocaust Educational Trust.

In this workshop we will explore Kitty's reflections on her experiences in Auschwitz, and the significance of survivor testimony, and visiting the sites where events happened in Holocaust education, by comparing and contrasting her first and last films: *Kitty: Return to Auschwitz* (Yorkshire TV, 1979) and *One Day in Auschwitz: Kitty Hart-Moxon's Story of Survival* (USC Shoah Foundation / Discovery Channel, 2015).



**Dr Isabel Wollaston**

## **A Bond that Evil Couldn't Break**

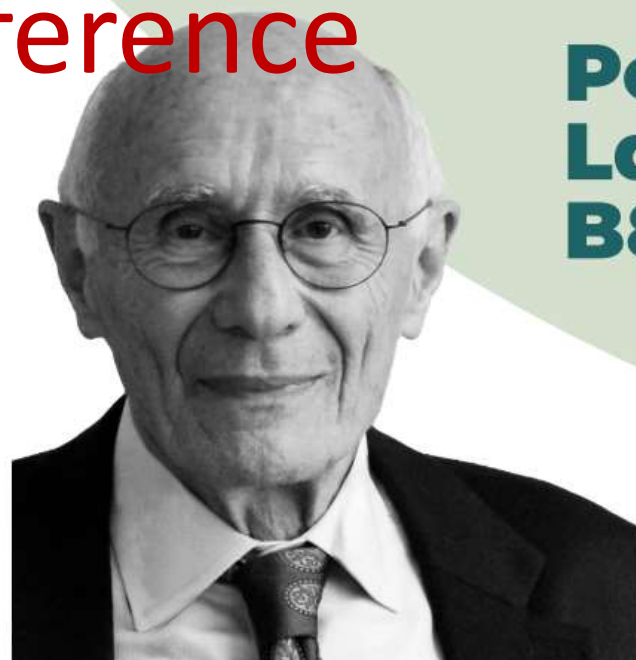
**By the age of 30, Peter Lantos had survived Bergen-Belsen concentration camp, was beaten by the Communist police in Hungary, qualified in medicine, defected to England, sentenced to imprisonment for this "crime" in his absence and had established a career in academic medicine in London. And this was only the beginning...**

Peter Lantos was born in 1939 in Makó, a small provincial town in the south-eastern corner of Hungary. In the summer of 1944 he was deported with his parents to the concentration camp of Bergen-Belsen in Germany where his father died of starvation.

He and his mother survived and were liberated by the US Army outside Magdeburg which soon

afterwards became the Soviet zone of occupation. After several months of uncertainty, they escaped from the Russians, and travelling across war-torn Europe returned to Hungary. Many members of his large family had perished in the Holocaust.

This childhood experience formed the basis of his first book, *'Parallel Lines'*.



**Peter Lantos BEM**

# **Ethics Conference**

# Ethics Conference

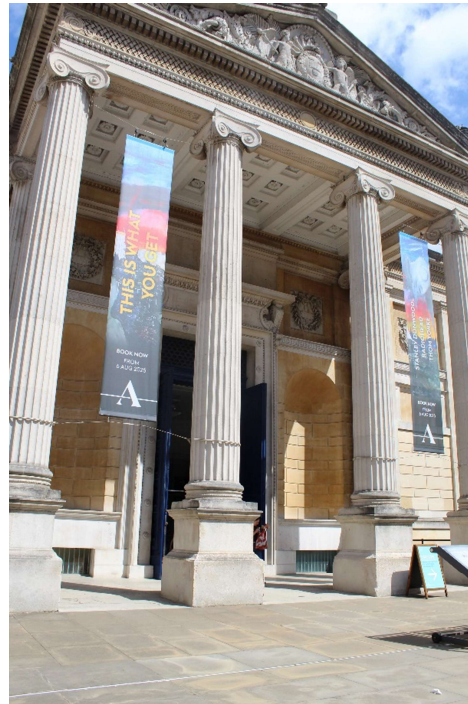
**Every year, all Year 12 students attend the annual Post 16 Select Ethics Conference**

There are a range of professional speakers. All students listen to two keynote speeches and attend a series of workshops/seminars.

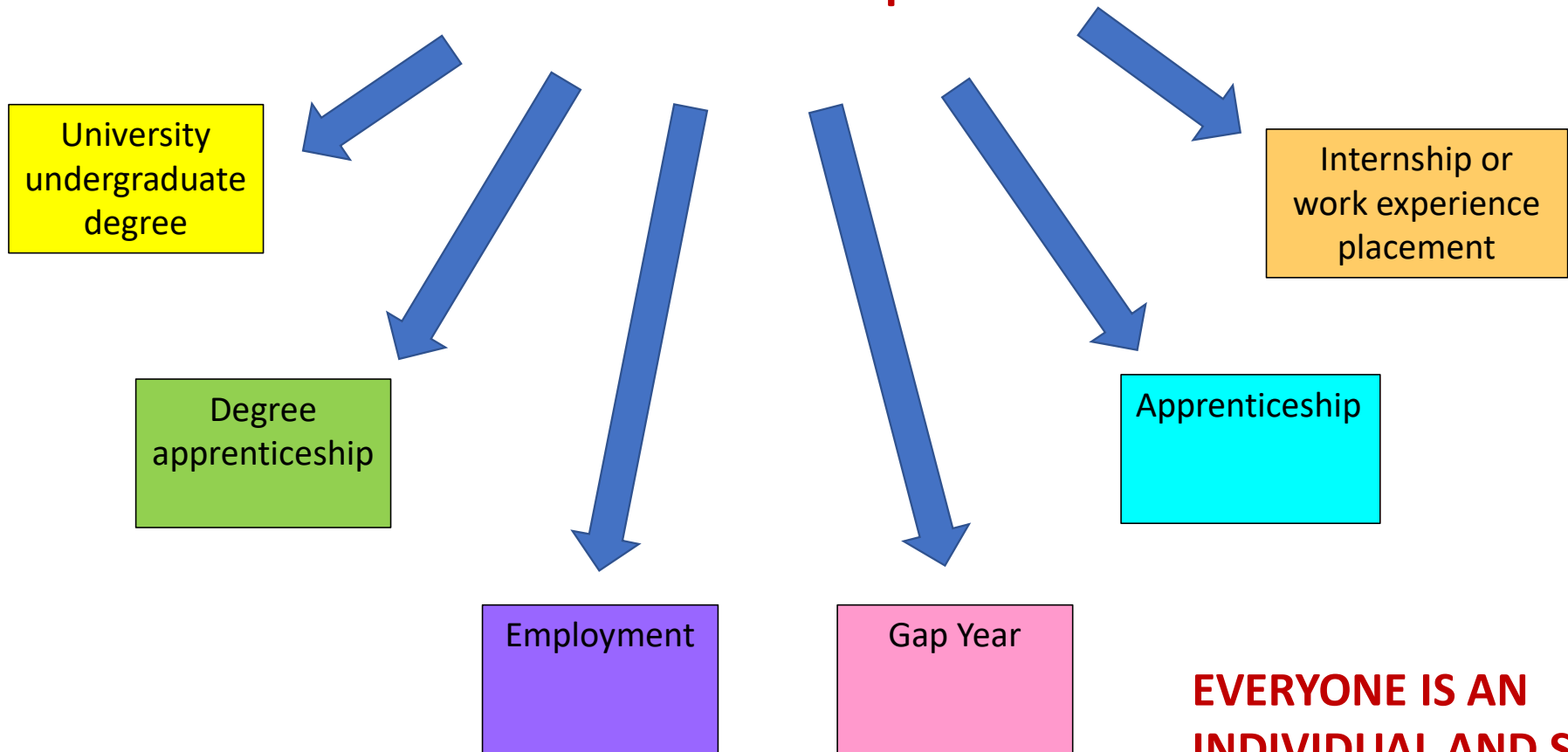
Previous speakers have worked in the following fields: medicine, law, social work, sustainability, policing, theologians, philosophers, politics, AI, violence prevention, charity, sport, finance and marketing.

# Year 12 trip to Oxford

- Ashmolean Museum
- University of Oxford
- Develop independence
- Route planning
- Team work
- Organisation



# Post 18 Options



**EVERYONE IS AN INDIVIDUAL AND SHOULD CHOOSE THE OPTION THAT IS RIGHT FOR THEM**

- Applications to university pathways: Realising opportunities, Warwick pathways, HE+
- **Super-curricular engagement**
- Effective study skills and organisation

# Thinking of University?

## Year 12

- Pathways at Warwick University
- Realising Opportunities
- Warwick Scholars (launches Spring 2026)
- HE+

# Contextual Offers – what are they?

- Contextual offers are intended to make Higher Education more accessible to students from disadvantaged backgrounds.
- Contextual offers are those made when universities consider your personal circumstances when considering your application.
- If you meet the contextual data criteria, you will be made a conditional offer with reduced academic conditions. The Contextual Offer could be up to 2–4 grades lower than the Standard Offer but depends on the university.



# PATHWAYS AT WARWICK

LAW | BANKING & FINANCE | ENGINEERING



## Pathways at Warwick

- Two-year programme for students in year 12
- Provides practical advice about studying a particular subject at university
- Allows students to explore what it's like to work in a particular profession
- Pathways on offer are for **Law, Banking & finance and Engineering.**

# Mandatory criteria

**You may apply to a Pathways programme if you:**

Attend, and have always attended, a state-funded, non-fee paying school/college

Are studying in Year 12 in England or Wales, Year 13 in Northern Ireland, or S5 in Scotland (or equivalent)

# Warwick are looking for students who:

- Have achieved in the region of 5 GCSE's at grades 9-6 (A\*-B) with a minimum of 2 A\* or A grades, including grades 9 – 6 in Mathematics and English
- Would be the first generation in their family to attend university
- Have been in receipt of Free School Meals whilst at secondary school
- Have attended schools with a lower than average progression to Higher Education, or a higher than average proportion of students who qualify for Free School Meals
- Live in a neighbourhood with a low rate of progression to higher education or a high level of socio-economic deprivation
- Have been looked after, in care or a young carer
- For Engineering only – Currently studying A level Maths and /or Physics.



**The more criteria you meet, the more likely you are to be offered a place on the programme.**



# PATHWAYS AT WARWICK

LAW | BANKING & FINANCE | ENGINEERING



## Pathways at Warwick

<https://pathways.suttontrust.com/>

**Closing date:**

27<sup>th</sup> October 2025

# What is Realising Opportunities (RO)?

- RO is a partnership of leading research-intensive universities (RIUs) which have been working together for over 15 years to promote fair access and social mobility of students from groups underrepresented in higher education.
- The RO Partner universities work together to deliver a two-year programme to sixth form and college students to help you make informed choices about your future.

# What is Realising Opportunities (RO)?

If you don't know where you want to go to uni or even what you want to study, RO is a great option for you.

The RO programme connects students to leading universities giving them choices so they can keep their options open.

Taking part in RO you are more likely to:

- Go to a leading university
- Get a higher degree result
- Gain a graduate job after you finish university.

**University of Nottingham**

**Queen Mary University  
of London**

**University of Sheffield**

**University of Warwick**

**University of York**

The universities  
linked with  
Realising  
Opportunities.

If accepted onto  
the RO programme,  
you could get a  
grade reduction  
from these  
universities if you  
apply to them and  
you receive an  
offer.

**University of Birmingham**

**University of Exeter**

**University of Leeds**

**University of Leicester**

**Loughborough University**

**Newcastle University**



**Realising Opportunities**  
*Students should speak to Mr Gaiser for more information – applications are now open.*



UNIVERSITY OF  
CAMBRIDGE



## **ARE YOU IN YEAR 12 & THINKING ABOUT GOING TO UNIVERSITY?**

**The University of Cambridge partners with your school/college to give students the opportunity to explore their options after sixth form or college.**



UNIVERSITY OF  
CAMBRIDGE



- The programme is a sustained year-long initiative running from the autumn or spring term of Year 12 through to the autumn term of Year 13.
- Students get access to **super-curricular activities** designed to stretch and challenge them academically, and outreach practitioners deliver a comprehensive programme of information, advice and guidance sessions and study skills support to help ensure students make both a successful application and a successful transition to highly selective universities.
- A funded visit to Cambridge is offered for many participants each year allowing them to experience university life and meet current students.

# Warwick Scholars

- Warwick Scholars is a programme which starts in the latter stage of year 12 and runs throughout year 13.
- The programme is designed to work alongside post-16 studies. This will include
  - 1:1 tutoring for one of your A Level subjects
  - A current Warwick student mentor to guide you through the programme
  - A Level revision support
  - Visits to campus and the department you will be applying to.
  - A residential launch event in the August of Year 12 where you will stay in student accommodation and get your first insight into student life at Warwick.

# Warwick Scholars

- a **guaranteed offer of between 2-4 grades lower** than the standard entry requirements
- a **50% tuition fee discount** for each year of study.
- a **bursary of up to £2,000 per year** to support you with accommodation on-campus or with travel to and from campus during your studies.
- The tuition fee discount is exclusively provided to students who successfully complete the Warwick Scholars access programme during years 12 and 13 and meet the terms of their offer.

# Apprenticeships

- Earn whilst you learn.
- Increasingly popular.
- Demand for apprenticeships is higher than supply of placements on offer – they are competitive!
- Be prepared to travel and live away to secure the most competitive placements.



Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

Jun

Jul

Sign up for  
Warwick  
Pathways /  
Realising  
Opportunities /  
HE+

Start to  
research  
WEX  
placements

UK University  
&  
Apprenticeship  
Event  
17<sup>th</sup> October

Start to research  
universities &  
apprenticeships

Visit University  
open days

UCAS  
application  
for 2026  
entry opens

Year 12  
synoptic  
assessment  
1

Year 12  
synoptic  
assessment  
2

# Key dates/events this term

- 10<sup>th</sup> September – Information evening
- Early October – ATL reports
- 17<sup>th</sup> October – UK University & Apprenticeship Search Event - Birmingham
- 27<sup>th</sup> October – Deadline: Warwick Pathways
- Late November – Academic reports
- Week commencing 27<sup>th</sup> October – half term.
- Week commencing 5<sup>th</sup> January – Year 12 mock exams.

# ANY QUESTIONS?

**Contact details:**

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Mrs Jakubecz – Director of Post 16

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Mr Gaiser – Head of Year 12 & Year 13

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