



ROYDS HALL

A SHARE Academy

PROSPECTUS



Ofsted
Good
Provider

Valuing People, Supporting Personal Best



Luck Lane, Huddersfield, HD3 4HA | 01484 463366

www.roydshall.org



Emily Devane
Associate Headteacher



Jenny Carr
Executive Headteacher

WELCOME TO ROYDS HALL

Royds Hall is an inclusive, open-minded school, passionate about our students and positive about the future. We are dedicated to ensuring all students leave Royds Hall fully equipped with the life skills, experiences and educational outcomes to have a happy and successful future. Our students are guided by committed and inspiring professionals, in a supportive environment. They are given the room to express and challenge themselves because we believe every young person can succeed.

May I take this opportunity to thank you for your interest in the school. Should you decide to choose Royds Hall for the next step in your child's educational journey, we are committed to ensuring they have a positive experience and achieve their personal best in everything they do and enjoy coming to school.

We encourage high expectations from every student in their work, behaviour and personal development, allowing us to provide the best educational experience for all.

Our school is a safe, positive environment where everyone is encouraged to achieve their potential

and helped to overcome any obstacle along their way. This was acknowledged in the 2023 Ofsted report, Inspectors reported the school has 'warmth, ambitious and palpable feeling of community'. This, along with strong GCSE achievements makes Royds Hall an excellent choice of secondary school

We believe that helping people feel valued increases the chances of them achieving their personal best; the highest standard we can expect anyone to achieve. This requires us to set ambitious goals for every student and to do all we can to help them achieve these goals.

Jenny Carr
Headteacher



VALUING PEOPLE, SUPPORTING PERSONAL BEST

We are delighted to have:

- Happy, confident and aspirational children who express a real pride in their school and an enthusiasm for learning
- Expert staff in all areas with a passion for learning and achievement at every level
- Stimulating and purposeful learning environments
- Excellent partnerships between students, staff, parents, governors and the community
- A forward-thinking and innovative approach to teaching and learning throughout the school

“ Students are encouraged to strive for ever better results... hard work is acknowledged and rewarded.

Parent comment

“ Education is the passport to the future, for tomorrow belongs to those who prepare for it today

Malcolm X

DEVELOPING LEADERS OF THE FUTURE

Developing young adults is central to everything we do at Royds Hall and the participation in extra-curricular activities is an essential part of this development. We offer students a wide range of extra-curricular activities, which includes clubs, leadership and mentoring opportunities and more. Our comprehensive extra-curricular programme caters for all ages and interests. As well as many sporting activities students, can take part in a wide and varied choice of other activities on offer.

Students gain a great deal from participating in a range of experiences beyond the academic curriculum. First and foremost, students will make new friends, which contributes to a strong sense of community within our school. They will build confidence through gaining knowledge, new skills and talents. Whilst enjoyment is one of the primary goals, it is also important to note that the development of skills and qualities including teamwork, communication, problem solving, resilience, responsibility, leadership and a positive mental attitude, are all key aspects of our programme. These skills are valuable preparation for life beyond Royds Hall in addition to being drivers of improvement in academic studies.

The leadership structure offers a range of opportunities to all year groups with our Senior Student team being the pinnacle of all the leadership roles in the school. Other opportunities include Reading Mentors, Wellbeing Ambassadors and becoming a member of our highly effective Academy Parliament, which comprises of representatives from all year groups. The student council are key stakeholders in decision-making within school.

Clubs that are offered include football, netball, eco-club, diversity, table tennis, badminton, dance, chess club and the book club to name a small selection.

We are committed to ensuring that students leave Royds Hall as confident, mature and responsible citizens, with real leadership skills enabling them to make positive differences to the community and the world around them.



WELLBEING

We recognise the importance of the mental health and wellbeing of our students and the key role this plays in their academic journey.

We are proud to have a dedicated Wellbeing Team who can provide a range of support which is readily accessible for students. This includes one to one targeted support and advice/guidance sessions around topics such as:

- Self-esteem
- Friendships
- Transition
- Feelings & Emotions
- Behaviour
- Peer Pressure
- Body Image
- Making positive choices
- Revision techniques
- Positive relationships
- Staying safe
- Check ins, Drop ins

The Wellbeing Team



Sherena Saparamadu
Personalised Learning & Behaviour Coordinator



Hollie Carter
Deputy DSL



Georgia Cheeseman
Learning Mentor



Jane Vaughan
SEMH Lead Mentor



Deborah Smith
Wellbeing & SEMH Mentor

We are also privileged to work with Kirklees Keeping in Mind team (KKIM) who are an early intervention team that supports the emotional and mental health of young people. They are able to provide targeted support, as well as group work and can also offer support to parents around their child's mental health.

We are also lucky to have a fantastic Parent and Carer Support worker (PCSW) from Northorpe Hall Child and Family Trust. (NPCSW) Their role is to raise awareness about emotional and mental health and how the emotional and mental health of parents/carers affect the children and the young people that they care for. They can support by offering information sessions, booking drop in sessions and group activities signposting and offering self care strategies that can help them.

THE LEARNING EXPERIENCE AT ROYDS HALL

Our Curriculum Vision

It is our vision to develop students who will make a valuable and lifelong contribution to society. We strive for all our students to follow a stimulating, relevant, broad and challenging curriculum, to ensure they have high aspirations to achieve their personal best and progress to strong destinations. The curriculum is designed to facilitate all our students to develop the knowledge, skills and life experiences needed to take advantage of the opportunities available to them in later life. Students leaving Royds Hall will be recognised as respectful, caring and responsible citizens with a strong ambition to succeed.

Our curriculum is delivered by specialist teachers and carefully planned to meet the needs of all students. In order to facilitate long-term learning, the skills and content required for each subject is detailed throughout our curriculum. Additionally, classroom teaching is built around the principles of high expectations, developing deep subject knowledge and the use of retrieval practice, so that we can ensure students know more and remember more over time.

In order to achieve the aims of our curriculum, students should:

- Attend daily, arrive on time and be ready and equipped for learning.
- Work hard and be ready to learn in all lessons.
- Treat all members of the school community with respect.
- Use their planner as a means of communication between school and home and to record homework.



Key Stage 3 (Years 7, 8 and 9)

Royds Hall Academy operates a three year Key Stage 3. In Years 7, 8 and 9 all students study English, Maths, a Modern Foreign Language, Science, History, Geography, Physical Education (PE), Art, Design and Technology, Computing, Drama and Music. We believe that this broad and balanced curriculum allows students to fully develop their literacy and numeracy skills as well as developing their inquiring and creative minds. Students' Religious education, Personal, Social and Citizenship skills are developed through Personal Development lessons which are delivered by their form tutor and during a designated lesson each week.

THE FOLLOWING SUBJECTS ARE STUDIED AT KEY STAGE 3

- **English**
- **Mathematics**
- **Science**
- **Art**
- **Computing**
- **Drama**
- **Geography**
- **History**
- **PD**
Personal Development
- **French**
- **Music**
- **PE**
- **Technology**

Art

Our Key Stage 3 Art curriculum allows students to develop their practical skills, exploring the core formal elements of Art including; line, shape, texture, form, space, colour, value, mark making and materiality. Alongside this, students will have opportunities to discover the rich cultural and social values of both contemporary and historical artists and their works. Our mission is to build confidence and skill in the basic principles of Art and Design, through a range of projects. The lessons are taught in engaging classrooms with staff that are experts in this area.

Computing

At Key Stage 3 we've developed the curriculum to ensure it is broad, ambitious and creates the best computer scientists of the future. The structure will allow students to develop an excellent foundation in both practical and theoretical aspects of computer science, including the safe use of IT, basic programming, games development, website creation, spreadsheets and graphics. In order to support students, the practical skills will be developed across the three years, building in complexity and challenge. Students can also engage in our computer science club and various competitions across the year! We believe this combination of theory alongside the development of practical skills provides a rich and engaging curriculum for our students.

Drama

At Key Stage 3 we encourage pupils' artistic creativity which involves the understanding of form, genre and style as well as the creation of imagined characters and situations within a designated space. Pupils work collaboratively, trusting others by sharing thoughts and being open – and in return being respectful through constructive criticism.

In order to support practical skills, pupils partake in fortnightly practical lessons in Years 7 and 8, progressing to weekly practical

lessons in Year 9. These lessons develop pupils' research, development, performance and evaluation skills. Pupils also explore technical elements and get a taste of what it's like to be a professional actor. We believe a combination of theory alongside practical activities provides a rich engaging curriculum for all pupils.

English

The English Key Stage 3 curriculum is designed to challenge and engage all learners. It is broad, ambitious and allows pupils to build on prior knowledge from key stage two. Pupils will focus on developing a range of reading, writing and spoken language skills, becoming analytical and inquisitive learners with the confidence to explore all aspects of the subject.

As pupils progress through Key Stage 3, they will develop their understanding of how and why writers create meaning within texts, building independent critical thinking skills and the ability to engage with the English language. Pupils will study a variety of fiction texts, plays written by Shakespeare and a selection of modern plays, a range of poetry and will also complete a range of fiction and non-fiction writing units.

Across all three years, we place great emphasis on reading and developing an appreciation of literature. Year 7 and 8 pupils have scheduled library lessons and participate in the Accelerated Reader programme. We begin each year with a study of a full novel and encourage students to engage with Accelerated Reader by reading independently at home.

Alongside enhancing their knowledge of the subject, pupils will have the opportunity to expand their cultural capital and understanding of the wider world around them through the texts studied and extra-curricular opportunities offered by the English department.

PD (Personal Development)

The Personal Development curriculum at Royds Hall Academy is designed to allow students to develop the knowledge and skills, to enable them to lead happy and successful lives and make a positive contribution to society. Through the Personal Development curriculum, students are given the knowledge and opportunities to become responsible, respectful and active citizens and become actively involved in public life as adults. Students further develop their views through participating in regular debates during form time that focus on current affairs and issues linked to the RSE statutory guidance and Citizenship National curriculum. The Curriculum is supported by visits and inputs from a range of external agencies to bring the curriculum to life. The Personal Development curriculum also enables students to recognise risks to their wellbeing, whilst developing their understanding of how to keep themselves and other, physically and mentally healthy.

Through exploring different religions, cultures and political viewpoints, students will be equipped to understand that difference is a positive and enable them to contribute to an inclusive society. The Religious Studies (RS) element of the Personal Development curriculum is designed to encourage students to develop a broad understanding of a range of both religious and non-religious belief systems, applying these to a variety of contemporary moral, ethical and philosophical issues. Through the Citizenship elements of the Personal Development curriculum, students will deepen their understanding of the fundamental British Values and also explore the responsibilities that citizens of the UK have and how we exercise our democratic and legal rights. The Personal Development curriculum is also designed to support students with effectively preparing for their next phase of education, training or employment through developing their knowledge of careers and financial aspects.

Cooking and Nutrition

Our Key Stage 3 Cooking and Nutrition curriculum allows students to explore nutrition, food sources, food science, and international cuisine; all whilst supporting practical cookery skills, providing a broad understanding of where ingredients come from and how to prepare them safely and hygienically. In Year 7 the focus is on building practical skills, understanding hygiene and bacteria, and exploring why people choose to eat different foods based on moral and ethical issues. In Year 8, students learn about the nutrients contained in different food groups and the sources and production of some of our main ingredients such as flour, dairy and rice. Year 9 learning concentrates on diet, health and careers that are available within the catering industry. All year groups prepare and cook a variety of predominantly savoury recipes that they could practise at home, helping students to also develop cooking as a life skill.

Geography

Geography is a focus within the curriculum for understanding and resolving global issues. It is an important link between the natural and social sciences. Through geography we learn to appreciate the diversity of landscapes, people and cultures. Topics studied are current, relevant and affect us all. Geography requires a range of skills including the ability to write extended answers, interpret sources, recall case studies, complete investigations and show numerical and statistical skills. For this reason, the course is both challenging and accessible for all, providing a broad range of skills to develop and showcase. Students will gain a broader understanding of the world around them, to think about world issues enabling them to find solutions to a variety of challenging problems.

As geographers, we believe that knowledge can be questioned and challenged. For this reason, geographical enquiry is at the centre of the curriculum. This deepens conceptual understanding through reasoning, data

interpretation, discussion and fieldwork. This approach promotes independence for students and encourages engagement and curiosity which aims to develop students' critical thinking about the world that will enable them to become confident, resilient, global citizens

History

In Key Stage 3 History at Royds Hall Academy, students will learn about the rich history of Britain, studying the chronological story of developments and our connections with others across the world. Students will also study significant aspects of the history of the wider world such as the nature of ancient civilisations and the expansion and dissolution of empires. History is more than just a knowledge of the past and students at Royds Hall will study historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts between different eras and societies in the past. Students also learn to how to engage in historical enquiry, including how evidence is used rigorously, how interpretations of the past have been arrived at and constructing supported judgements.

Mathematics

The Key Stage 3 maths curriculum has three core aims; to secure knowledge from key stage two and close gaps, to introduce algebra as a tool for generalisation and modelling, and to gradually develop problem solving across a range of mathematical domains. The three-year course covers a broad range of mathematical content, whilst granting the time to study new concepts in depth as students are newly introduced to them.

Extra-Curricular activities linked to Maths:

- Maths Challenge Club
- TT Rockstars Northern Challenge

MFL

Our Key Stage 3 French curricula are centred around developing confident linguists who are able to manipulate the language they are taught in multiple contexts. The curriculum is designed around a knowledge of grammar, phonics and vocabulary and the key language skills of (listening, reading, writing, speaking, translating) at its core, which students explore and apply through varied contexts. We believe that designing our curriculum around developing these fundamental and transferrable skills creates strong and confident language learners who have the tools they need to be successful linguists. Learners who enjoy learning languages and demonstrate commitment will also have the opportunity to pick up Spanish as a fast track GCSE course.

Music

In Key Stage 3 Music lessons, we focus on performing, composing and listening. These foundation stones support our students in developing their musical potential by investigating a wide range of musical styles from classical and traditional music to popular and world music. Our departmental ethos, 'learn through doing' gives our students a wide range of opportunities to experience these musical genres in a variety of practical activities using instruments and music technology. Students already learning to play a musical instrument may continue at Royds Hall Academy and there are lots of opportunities to play in concerts and music clubs.

Product Design

In Year 7 the focus is on designing to a brief and working safely in a workshop to make concepts and ideas a reality. Working with woods, metals and polymers, students develop their understanding of materials and their properties whilst learning to use appropriate tools and equipment. In Year 8, students continue to explore these areas whilst developing a greater understanding of manufacturing and sustainability. Students develop a wider repertoire of practical skills and expand their appreciation how products are made commercially, particularly with the application of automation and computer-aided manufacture and an opportunity to develop their 3D CAD modelling skills. In Year 9, students will continue to build on previous learning whilst expanding their understanding. They will focus on a passive amplifier project, the application of smart materials and an introduction to electronics, including systems and control.

PE

We have a high-quality physical education curriculum inspiring all students to experience competitive sport and other physically-demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Students will have opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect. We believe the combination of theory alongside the development of practical skills provides a rich and engaging curriculum for our students and allows greater understanding of the values of a healthy lifestyle physically and mentally.

Science

We aim to provide a high quality, coherent, knowledge-led Science curriculum, which is underpinned by the “big ideas of Science” within the National Curriculum. These concepts, which interweave throughout the whole of

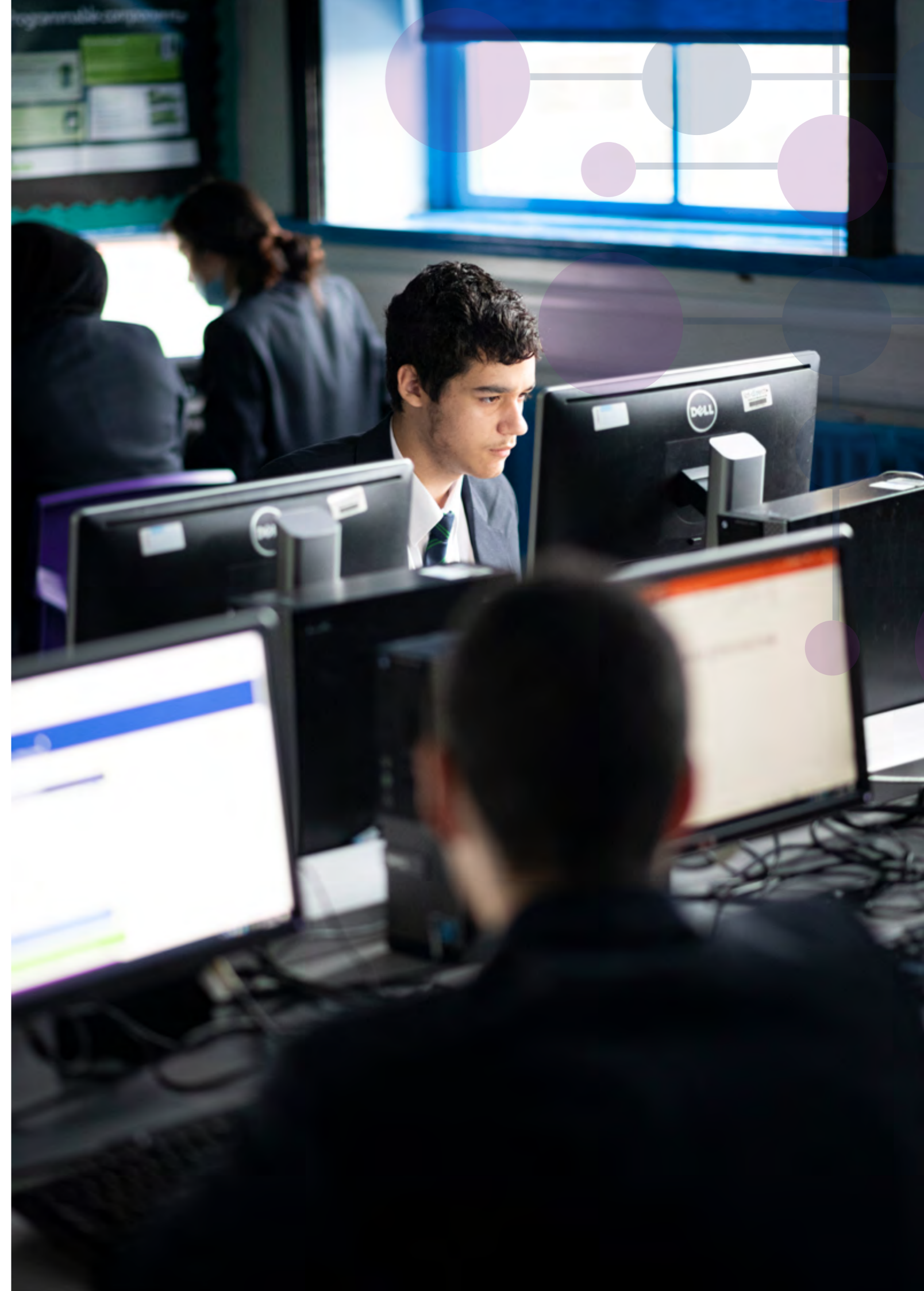
our curriculum will enable our students to understand the scientific aspects of the world around them and make informed decisions about the applications of Science. Our students will learn about a range of exciting topics which will enhance their understanding of the world around us, from the intricate workings of the human body, to the vast concept of how atoms react to produce new substances. Students will study all three scientific disciplines (Biology, Chemistry and Physics) and will develop their problem solving, analytical and reasoning skills through scientific inquiry.

Technology

Our Key Stage 3 Technology curriculum challenges our students’ ability to solve problems, be inventive, seek alternatives and take risks. As students learn new skills and techniques, we encourage them to remain solution focused whilst they develop, test and trial ideas. Students will experience a variety of materials areas within the subject with specialist teachers, focusing on Product Design, Textiles and Cooking and Nutrition.

Textiles

Students in Year 7 are introduced to a variety of colour into cloth techniques and taught the safe and accurate use of sewing machines. Renowned textile designers and graphic artists are used to help inspire their own pieces of textile art and increase student’s awareness of the work of others. Year 8 moves the focus to increasing technical knowledge linked to material and fibre types. A food-inspired soft sculpture unit allows students to be imaginative, creative and build upon their skills from Year 7. Year 9 student learning concentrates on sustainability and product life cycle, encouraging students be aware of the carbon footprint created by the fashion and textiles industry. An upcycled product created as part of a festival unit allows students to see the potential in clothing that they might have once thrown away.



Key Stage 4 (Years 10 and 11)

At Key Stage 4, students will continue their study in English, Maths, Science, Core PE and Personal Development. Students also select four options from a wide range of subjects, including technology, the arts, a choice of computing qualifications and the social sciences, thus ensuring a balanced variety of subjects to suit all learners is maintained.



An informative and supportive process is put in place in Year 9 to ensure that students select appropriate option subjects, meaning they will both enjoy and succeed on their chosen pathways.

The academy will provide opportunities to:

- Learn independently of the teacher.
- Enhance learning by working collaboratively.
- Practise skills learnt in the classroom.
- Complete learning started in the classroom.
- Experience meeting of deadlines in preparation for Post 16 study and lifelong skills.
- Re-visit past learning to consolidate knowledge in preparing for examinations.
- Work experience.

The EBacc

We offer a broad range of GCSE subjects to our students, with EBacc options featuring strongly: including separate Sciences, Computer Science, Geography, History, French and Spanish, as well as the opportunity to sit GCSEs in heritage languages.

The EBacc is not be a compulsory element of our curriculum, however, more able students studying languages as core, are strongly advised to study these facilitating subjects with a view to future study at top universities.

Other option subjects include: Art and Design, Childcare and Development, Film Studies, Health and Social Care, PE, Business, Food and Nutrition, Design and Technology, Drama, Sociology, Photography, Religious Studies, Music and Creative iMedia.

(Options subjects are reviewed yearly and whilst every attempt will be made to offer all subjects, it will be tailored to suit the needs of the cohort and timetabling constraints).

SHARE MULTI-ACADEMY TRUST

Our trust aims to provide the very best education we can for all the children and young people we serve, regardless of background or ability. We want your son or daughter to enjoy coming to school, to feel safe and experience an exciting curriculum that stimulates their interests, develops their skills and prepares them for the next stage of their education.

Being a member of a multi-academy trust brings many benefits. Our staff work together, to share expertise and resources, supporting each other to be the very best we can be, never forgetting that we are here to help pupils get the very best start in life.

I do hope I get the chance to meet you shortly and you can see for yourself the fantastic work Royds Hall does for our students every day.



John McNally - CEO of SHARE MAT

Guiding Principles



Our Goals and Objectives



Our Vision and Mission, and the Strategy to Realise Them

Valuing People, Supporting Personal Best

Sharing Our Mission

We believe education is all about people. Our success is measured in how we help our children and young people achieve. We can only attain this success by employing talented, committed staff, and working in partnership with parents and other stakeholders. In doing so, we will benefit our communities. Our distinctive strapline of Valuing People, Supporting Personal Best helps to showcase this resolute belief.

Our mission means we endeavour to ensure every one of our pupils and members of staff enjoy coming to our schools, and that all of us try our very best in everything we do. We help everybody, regardless of background or starting point, to gain the knowledge, skills and habits that lead to happy and successful lives, both now and in the future. We believe that helping people feel valued increases the chances of everyone achieving their personal best, which is the highest standard we can expect.

Sharing Our Vision

We want to transform education for the better, raising aspirations in diverse communities, increasing knowledge, and developing the skills that children and young people need to make their lives rewarding and successful.

Our vision is for our academies to be the first choice for parents because we provide a safe, nurturing environment; excellent academic standards; a rich curriculum; first class support, and a wealth of opportunities to learn and grow. Teachers and staff will choose our schools and our Trust as a working environment where, through our excellent training and progression pathways, they can achieve their career aspirations.

Schools beyond our Trust continue to choose to join our family network, benefiting from high-quality support services, collaboration, and best practice sharing.

Sharing Our Trust Strategy

We have a clear strategy for our Trust, and all our schools, to ensure that collectively we can fulfil our overarching vision and mission.

Our strategy is built upon our guiding principles, with distinct goals and objectives. These aims are supported by clear accountability and performance measures to enable us to reach what we have set out to achieve.



EXTRA CURRICULAR ACTIVITIES

Discover your hidden talents outside the classroom

Royds is dedicated to offering students an array of extra-curricular opportunities that allow students to hone their skills in areas of interest, make new friends and try new experiences. These opportunities support students to grow as individuals and achieve their personal best. Currently available are sporting clubs both at lunch and after school. Popular amongst students are sporting clubs is Football, Basketball and Netball. Students are offered the opportunities to engage in competitions in these sports to develop their sportsmanship, teamwork and leadership skills. As well as team sports, students can improve their fitness through fitness sessions in the gym suite during lunch times or enjoy table tennis with their friends.

For students with an artistic nature, Drama club runs weekly and are currently working on a production of Charlie and the Chocolate Factory as well as running a showcase of our students' immense talent in the summer. KS3 Art club is also popular amongst students as well as various Music clubs, such as KS3 Band and Music Tech. These clubs support students to develop their creativity and self-expression.

We have also worked hard to incorporate clubs that students have expressed an interest in, such as Warhammer, Retro Gaming, Python Programming and Chess. We are keen to continue expanding our extra-curricular offer based on the interests of our students.

All details are available on the school website www.roydshall.org



WHERE ARE THEY NOW?

BOBBI NEEN *Class of 2017*

Bobbi has recently achieved her Distinction in her Level 3 Teaching Assistant Apprenticeship and is currently supporting our students on their learning journey



MADDIE LEECH *Class of 2019*

Selected to compete in the 2022 Commonwealth games where she took part in four cycling events, winning Bronze in the 400m women's team pursuit.



WAQAS KHAN *Class of 2009*

Attended Sheffield University to study Dentistry and is now practicing in Barnsley.



ADDITIONAL NEEDS

Students at Royds Hall have a range of additional needs including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory or Physical difficulties

Within the additional needs team, staff have a range of specialisms and expertise. This includes specifically trained educational teaching assistants, specialist dyslexia teachers and trained wellbeing staff. The team are also supported by a range of external agencies including speech and language therapists, educational psychologists, occupational therapists and specialist provision outreach teams. The school is also the base for the specialist provision for complex communication and interaction needs within the local authority. These places are determined by the local authority.

The school liaises closely with advisory agencies to ensure that children with additional needs have the maximum support and the necessary aids to facilitate their learning. All staff are aware of the children's additional needs and can address their needs through the graduated approach, starting with ensuring high quality teaching in the classroom. Teaching assistants may provide in-class support to ensure that all children have equal opportunities to access the curriculum.

The school has an open admissions policy and readily accepts students who have a range of disabilities including visual and hearing impairment and epilepsy. However, the school building is listed and constructed on several different levels with narrow staircases and corridors. We advise parents of potential applicants who have a physical disability to contact the school to arrange a visit to view the school building.

SCHOOL UNIFORM

At Royds Hall, we expect all students to wear full school uniform every day.

We pride ourselves on making sure students are dressed appropriately for the working day.

General Uniform

*(items marked with * are optional)*

Navy blue blazer
with school logo

Navy blue school jumper*
with school logo

White shirt

School tie

Plain black tailored trousers
Jeans or leggings or not allowed

Tailored, knee length black skirt

Shalwar - Kameez *
in black

Formal style, plain, below the ankle, black shoes.

Trainers are not allowed.



PE Kit

Royds Hall polo/rugby shirt

Black shorts

Navy or black tracksuit bottoms

Trainers

Towel





OUR CAREERS VISION:

To inspire all students to have high aspirations and provide them with the knowledge, skills and encounters to know how to achieve them

Our main aim is to prepare students for a changing world, building lifelong skills through effective CEIAG provision. Ultimately, we want all of our students to have the highest possible aspirations, regardless of their background and, through our careers provisions, aim to ensure that our students 'achieve their personal best'.

At Royds Hall we regard the preparation for post 16 options as important as academic learning. Royds Hall has a dedicated team of career specialists whose core mission is to help every student make the most informed decision that they can about their future choices and career options.

Royds Hall School is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career progression. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

The aim is to ensure that students are fully prepared for and effectively informed about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

With the greater choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

At Royds Hall we believe that careers guidance is a progressive journey. Our careers programme is structured to support students throughout their time in school. We aim to ensure all pupils receive the relevant careers information, advice and guidance that is suitable for their age and ability through the implementation of the Eight Gatsby Career Benchmarks, written by Sir John Holman, a former Headteacher and founder of the National STEM Learning Centre.

These eight benchmarks are:

1. A stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

ROYDS HALL SCHOLARS' PROGRAMME

Royds Hall Scholars is unashamedly academic and is available exclusively to students that sit in the highest tier of academic attainment at GCSE level.

The programme is designed to give maximum exposure to a wide range of experiences, research and academia that facilitates students' equitable entry into the country's top universities.

Our initiative offers extensive extra-curricular opportunities that are designed to raise aspirations, embed key skills and secure places.

SCHOLAR GROUPS IN ROYDS HALL IN YEARS 8, 9, 10

Pupils from each year group are selected as generic/all-rounder (high ability potential - HAP). Students meet weekly and partake in semi-structured academic conversations; developing curiosity and socratic thinking. Students have the opportunity to think critically through 'uppervention'. The semi-structured sessions mirror the interview process at leading universities, enabling students to become familiar with the process at college and university.

ENRICHMENT COLLABORATION

Students have the opportunity to attend conferences on topics delivered by world class university lecturers. These are attended throughout the academic year and include a variety of topics. Students have the opportunity to attend Oxford University and witness what life is like at the country's top university.

THE BRILLIANT CLUB

On the Brilliant Club programme, students work with a university researcher to give them an experience of what it's like to study at university. The PhD tutor shares their subject knowledge and passion for learning with the small selected group of students. This stretches and challenges students as they develop their academic skills. Students also learn about life as a university student at Launch and Graduation Events and are given the opportunity ask questions of current university students. At the end of the programme students complete a final assignment of between 1000 and 1500 words. This is marked using the university grading system and allowed students to show the progress they've made on the programme. To conclude the programme, students visit a university for a tour and a graduation to celebrate their hard work.





Luck Lane,
Huddersfield,
HD3 4HA
01484 463366

www.roydshall.org