



Welcome

College Parental Booklet

2024/2025



HOWELL'S CO-ED COLLEGE
Llandaff

Contents

05	Welcome
06	Head Students
08	College Tutors, Key Personnel
09	Term Dates, Timings of the College Day
11	Values, Co-Ed College Principles, HeadsUp@Howell's
12	First 50
14	Attendance
15	Conduct
16	A Level Subjects
18	Expectations Regarding Work
19	Dress Code
20	Maximising Study Skills to Promote Academic Success
22	Homework Advice
24	Bring Your Own Device
26	Honours and Laureate Programmes
28	Careers Guidance and Higher Education Support
32	Undivided



HOWELL'S CO-ED COLLEGE
Llandaff

GDST
GIRLS' DAY SCHOOL TRUST

Howell's School, Llandaff, Cardiff Road, Cardiff CF5 2YD

Tel: 029 2056 2019

www.howells-cardiff.gdst.net

[X@HowellsSchool](https://twitter.com/HowellsSchool)



Welcome

It is always an exciting time when your son or daughter moves into the Sixth Form, and here at Howell's Co-ed College we like to work closely with families to ensure that all students achieve their best in their academic and personal ambitions. Our door is always open. Please feel free to contact us with any queries and don't forget to let us know when your son or daughter succeeds in an activity, sport, or academic endeavour outside College so that we can celebrate with them.

Key Timings

Year 12 Parents' Welcome Evening:	Autumn Term 2024
Parents' Evening:	February 2025
Higher Education & Oxbridge events for families:	From January 2025
Higher Education, Careers and Personal Statement events for students:	Summer Term and Autumn Term 2025

Contact Details

Howell's Co-Ed College, Llandaff
Cardiff Road, Cardiff CF5 2YD

Tel: 029 2056 2019

General email: mail@how.gdst.net

Email for absences: absences@how.gdst.net
or telephone Reception: **029 2056 2019**

Email addresses for key College staff:

Director of College, Ms Hollie Jeans: h.jeans@how.gdst.net

Deputy Director of College, Mrs Sharon Richards: sharon.richards@how.gdst.net

Deputy Director of College, Mrs Meinir Cheadle: howcheam1@how.gdst.net



Head Girl: Freya

Hi, my name is Freya and I am one of the Head Girls. I have been in the GDST family since I was 6 years old. I joined Howell's in Year 2, and then went to Royal High School Bath for Senior School. Having been a student in the Prep School and then diving straight into College, I can surely say that Howell's is an inspiring and nurturing place. On my first day in College, I was nervous as I was entering a place of familiarity which felt so unfamiliar to me. Nonetheless, I am so grateful and can reassure students that the College is a fun and welcoming place. Nerves are normal but I can confirm that they will disappear very quickly! Everyone here is encouraging, here to help and here to cheer students on as they take the next step towards their future. I enjoy music and sport and I'm very lucky to explore these hobbies through the vast amount of clubs the College has to offer. No matter what students' interests are the staff, the Young Leaders' Team and subject prefects are all here to support and help

students to have the best experience. College encourages students to explore their interests outside A levels, take on new opportunities and prepare for life after Howell's. Along the way, I'm sure students will make friends that will last a lifetime. I know I have! I can't wait to meet everyone in September!



Head Girl: Jess

Hello everyone!
My name is Jess, and I'm one of the Head Girls at Howell's. I've been a part of this wonderful school since I was just three years old, and I can honestly say I've loved every moment. Starting College in September might seem daunting, but trust me, our teachers, staff and students are incredibly welcoming from day one. Howell's offers an abundance of opportunities that I urge students to seize. These experiences will help create unforgettable memories and enrich students' time here. Our dedicated

teachers provide fantastic support, making the transition to A levels smoother and allowing students to explore their passions. In addition to the teachers, the Head Student Team and Young Leaders' Team are always here to assist. Students should never hesitate to reach out if they need help or just want to make new friends. I can't wait to welcome everyone to Howell's College and share an amazing year together!



Deputy Head Girl: Malak

Hello! My name is Malak, and I have the privilege of being a Deputy Head Girl here at Howell's. Although I've been here for a shorter time than many of my peers, it feels as though I've been a part of this community for years. When I joined the College last September, I was initially nervous and anxious about fitting in and finding the support I needed. However, my experience has been nothing short of wonderful. From day one, both students and staff welcomed me warmly. At Howell's, I feel

reassured knowing that my best interests are always a priority. The supportive environment here allows me to strive confidently to be the best version of myself academically, emotionally, and socially. No matter what students' future aspirations may be, I am certain that they will flourish here at Howell's.



Deputy Head Boy: Will

Hi, my name is Will and I am one of the Deputy Head students at Howell's. Having only joined the College last year, I can personally vouch for the support and guidance that Howell's offers for a smooth transition. The community in Howell's is unlike any other school. Students will complete a range of activities including team building and bonding in the Bay to help to integrate everyone into the College. If I were to offer one piece of advice to students when joining Howell's, I would say to get to know as many people as possible, as it will make the transition even smoother. I hope that everyone all enjoys this year!

College Personal Tutors

This year's team of Year 12 Personal Tutors includes:

Mr E Ashford
 Mr T Biebrach
 Mrs T Bown
 Mr C Fussell
 Mrs R Jones
 Mrs R Jowett
 Dr A Langford

Key Personnel

Principal:	Mrs S Davis
Deputy Principal Academic:	Mrs C Darnton
Deputy Principal Pastoral:	Ms Z Harvey
Director of College:	Ms H Jeans
Deputy Directors of College:	Mrs S Richards & Mrs M Cheadle
Senior Tutor	Mr L Morgan
Head of Library and College Careers Adviser:	Mrs J Wilks
Oxbridge Coordinator:	Mrs H Harrison-Hughes
Medics Coordinator:	Dr E Lewis
Assistant Principal:	Mr T Walters
School Nurses:	Miss Kelly O'Shea & Ms Leasa Green
School Counsellors:	Mr Graeme Layzell & Ms Kiron Collett



Term Dates 2024/2025

Autumn Term

Monday 2nd September - Inset Day
 Tuesday 3rd September - Inset Day
 Wednesday 4th September - Inset Day
 Thursday 5th September - Term begins
 Monday 21st October to Friday
 1st November inclusive - Half Term
 Wednesday 18th December - Term ends

Spring Term

Tuesday 7th January - Inset Day
 Wednesday 8th January - Term begins
 Monday 24th February to Friday
 28th February inclusive - Half Term
 Friday 11th April - Term ends

Summer Term

Monday 28th April - Term begins
 Monday 5th May - May Bank Holiday
 Monday 26th May to Friday 30th May
 inclusive - Half Term
 Monday 2nd June - Inset Day
 Friday 11th July - Term ends

Times of the College Day

8.25 - 8.55	Pastoral Commitment
8.55 - 9.00	Movement Time
9.00 - 10.00	Period 1
10.00 - 10.05	Movement Time
10.05 - 11.05	Period 2
11.05 - 11.25	Break
11.25 - 12.25	Period 3
12.25 - 12.30	Movement Time
12.30 - 1.30	Period 4
1.30 - 2.30	Lunch
2.30 - 3.30	Period 5



Values

At Howell's Co-Ed College, your child's future is in safe hands. We pride ourselves on being more than just a school; we are a lifelong community. Inspirational specialist teaching, exceptional pastoral care and impressive spaces and facilities allow us to offer a personalised learning experience that is full of fun, challenge and academic excellence.

As part of the wider GDST family, we benefit from innovative thinking and educational expertise at its very best, providing all our learners with an academic education with transferable skills that encourages them to find confidence, purpose and direction to flourish and succeed.

College Principles

What does Howell's stand for?

We firmly believe that we **nurture excellence** here – in ourselves and in each other.

Our Core Principles are that as students and teachers we are **learning to become more confident, creative and compassionate**.

One of a kind. Part of the Family.

The GDST strongly believes that learners should be able to flourish in supportive surroundings and be happy in their learning.

We always put students first: they are the focus of everything we do.

We are fearless: we act and speak with conviction and commitment, and we are not afraid of thinking differently.

We are forward thinking: we stay ahead through purposeful innovation.

We are a family of schools: we support each other and share our learning across our unique network.

How are these values put into action?

Attend, engage and be punctual to all lessons

Having a positive attitude to students' studies, teachers and tutors is key to success at A level. Engage in their work and extend their knowledge beyond lessons and homework as often as possible. Aim to have a 'growth mindset' which seeks to absorb, test and challenge information.

Being properly prepared for lessons and additional commitments

This includes bringing the right equipment and resources as well as completing any prior reading or homework so that students meet deadlines and manage their time effectively.

Treating others with respect

We embrace the diversity of the world around us and want our College to be a place where students and staff can feel safe; we want to foster an inclusive

environment where people feel that they belong regardless of gender, race or sexuality. This also extends to carrying out responsibilities in a reliable manner and being a positive role model for younger students. We, staff and students, should be generous with our time in supporting others in lessons, activities, in social spaces, in the wider school, and in our local communities.

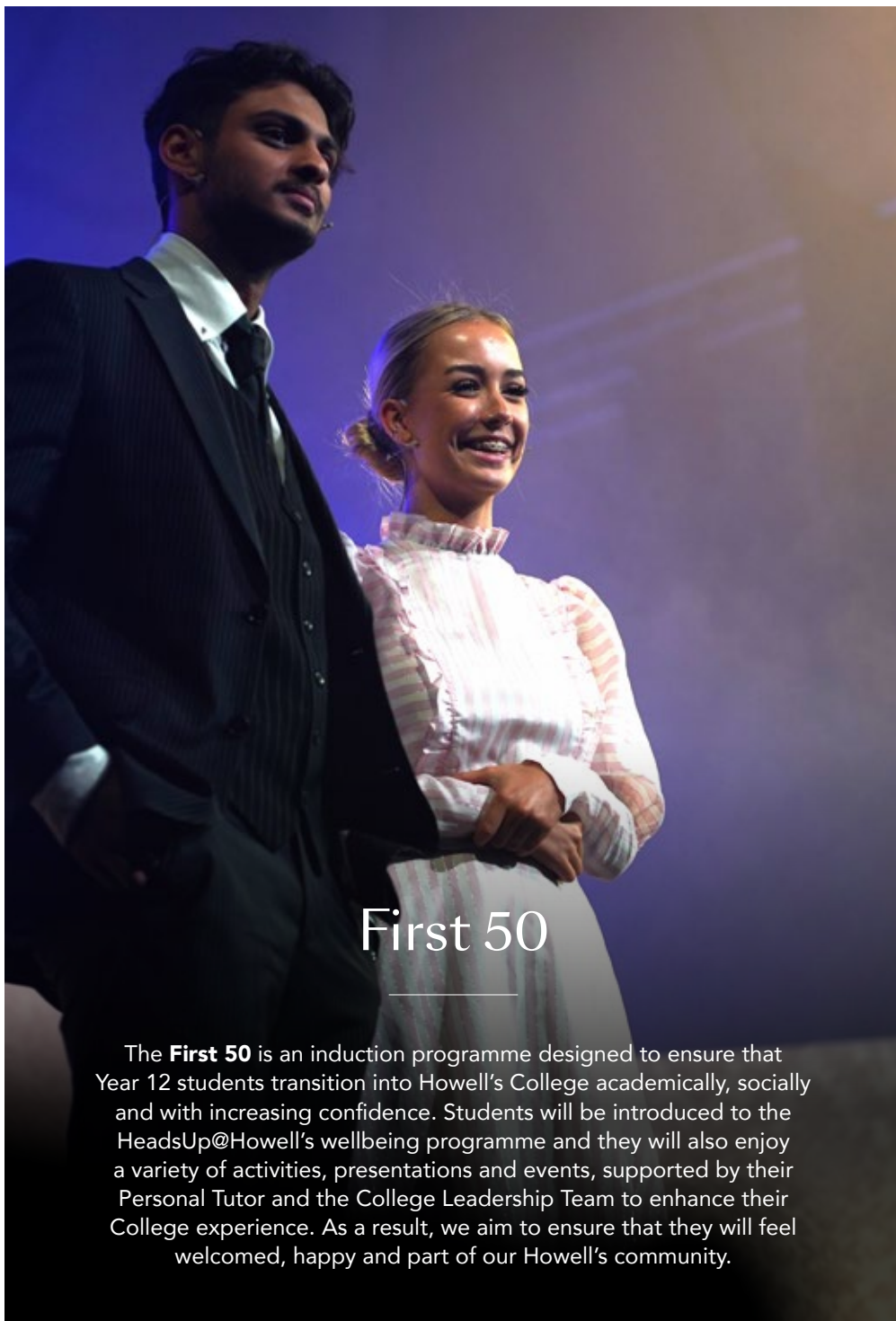


HeadsUp@Howell's

Howell's is committed to excellence in the promotion of wellbeing, including mental health information and resilience strategies.

Our whole school initiative, HeadsUp@Howell's, aims to ensure that we create a school culture where everyone:

- has access to information, education and support for good mental health
- knows and uses strategies to improve their mental wellbeing or to manage difficult times
- connects with others positively to benefit all



First 50

The **First 50** is an induction programme designed to ensure that Year 12 students transition into Howell's College academically, socially and with increasing confidence. Students will be introduced to the HeadsUp@Howell's wellbeing programme and they will also enjoy a variety of activities, presentations and events, supported by their Personal Tutor and the College Leadership Team to enhance their College experience. As a result, we aim to ensure that they will feel welcomed, happy and part of our Howell's community.

Academic

- Introduction to A level subject courses
- GCSE and A level learning transition
- Study Skills Programme
- Academic self-evaluation
- Goal setting
- Introduction to the EPQ

Parental Engagement

- Welcome Parents' Evening
- Parents' Booklet for guidance, expectations and support
- Introduction to the SIMS Learning Gateway and Firefly
- College Comms – weekly newsletter
- Regular information emails
- First Academic Report
- Social event for parents

Extra-curricular and Super-curricular opportunities

- Intro to Clubs and Societies
- Duke of Edinburgh's Award (Gold)
- Rotary Interact and Amnesty International
- Music, Drama and Debating Sport for all
- Enrichment Programme
- Olympiads and competitions
- Laureate Programme
- College Lecture Programme
- EESW and GDST Lead launch
- Astronomy GCSE launch

Personal and Social

- Personal reflection time
- Promotion of community spirit
- Bonding with Bob
- Bonding in the Bay
- Charity Sports Match
- College Charity Coffee Morning
- House Sport Events
- Meet the Catering Team
- Charity College Mixer
- Board Games and Pizza
- Rotary Quiz

Belonging and Wellbeing

- HeadsUp@Howell's
- Academic and pastoral mentoring (1 to 1s) with Personal Tutor
- Meet the House Captains and Young Leaders' Team
- e-Guide to Howell's College from the Young Leaders' Team
- Tour of Howell's for new students
- Student Voice Committee launch
- Peer Mentoring younger students
- Many opportunities for volunteering

Learning Tools

- College Careers Programme
- Introduction to the Library
- Tech induction: wifi, email, Firefly and Teams
- Laptop and Digital Learning protocol
- College Planner
- Organisational skills sessions
- Introduction to LinkedIn

Attendance



- If students are absent, parents/ carers are asked to inform the College. This can be done by phone on 029 2056 2019 or by email: absences@how.gdst.net
- If students know in advance that they will miss lessons, it is their responsibility to ensure that they meet with the teacher/s concerned and request work in advance. Missed work must be completed as soon as possible so that they do not fall behind in their studies. If students are finding it difficult to catch up, they should speak with their personal tutors who will help them to prioritise their work.
- Under no circumstances should students absent themselves without permission from lessons. If they are ill, they must report to the Wellbeing Office. On the rare occasion that it is unmanned, students are requested to go to the School Office where staff will contact a member of the Wellbeing Team by mobile.
- Students may leave the premises if they have no other commitments, but must sign out and sign in again in the School Office for health and safety reasons.
- The best way to learn is to be in lessons! This includes Tutor Sessions, Enrichment, College Careers Sessions and College Meetings.
- Students should attend all curricular and extra-curricular commitments that they are required to attend.
- Personal appointments, such as medical, dental, or driving lessons, must be booked in non-contact time unless there is an emergency. Known absences should be requested in advance.
- Students are allowed three days for open day visits. If students are finding it difficult to catch up, they should speak with their personal tutors who will help them to prioritise their work.
- Notes requesting leave of absence should be made by email three days in advance.

Conduct



- Students are expected to demonstrate high standards of behaviour, cooperation, and courtesy towards the whole Howell's community.
- Students must remember that we are a school as well as a College and they are role models for the younger students. Students must treat them with respect and courtesy.
- No smoking or vaping is permitted at any time anywhere on the school grounds.
- Students are expected to be considerate in their use of all facilities. Be aware of health and safety issues. Dispose of all litter in the waste bins provided.
- Students should note that chewing gum is not allowed.
- College students are allowed to use mobile phones, but phones must be switched off when in a lesson.
- Students must look after their communal spaces.

Students must remember that they are ambassadors for Howell's. Their behaviour, and how they treat each other, matters.

Bringing a car on site is a privilege. Students may use the main school car park only, parking in the spaces closest to the swimming pool; they must display a valid parking permit which may be

collected from Reception. The speed limit on site is 5mph. The College withholds the right to stop anyone parking on site at any time should there be inappropriate driving behaviour or disregard to safety.

A Level Subjects

College students start with four A levels as it's wise for them to have some flexibility as they make their A level choices. Students will naturally find the jump from GCSE to A level more challenging in some subjects than others, depending on their individual skills and abilities, and therefore need time to work out where their strengths lie. Equally, some will choose to study subjects that they haven't studied at GCSE and need time to test whether it's a subject they enjoy or are able to perform well in. We therefore advise students to continue with four A levels until at least after the November assessments; this allows the students the opportunity to give their subjects a go for an appropriate amount of time. If it isn't clear at this stage whether it would be prudent for them to drop a subject, or which of the subjects it would be best to drop, they will be able to review this again with their mock exam results in January, and again after their AS level results. They can make this decision between these assessment points, but those moments tend to provide good moments to reflect. As certain university courses also require specific A level subject combinations, it's a good idea that the student knows what they're likely to want to do beyond A levels before they drop a subject and commit to their final three. When a student is ready to make a decision, they need

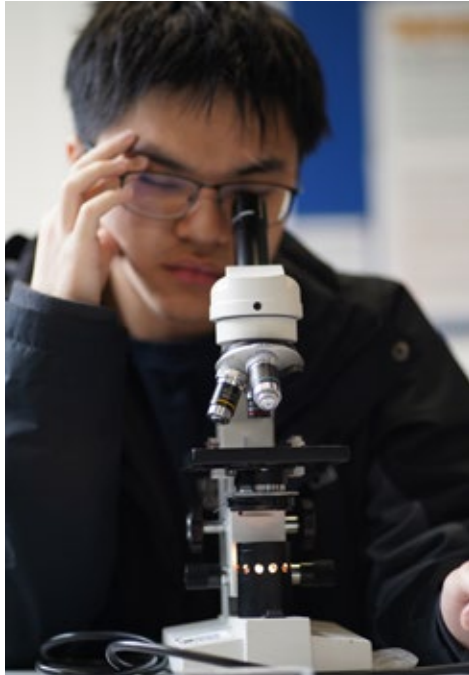


to speak to a member of the College Leadership Team who will check with their Heads of Department and the College Careers Advisor first before getting it signed off with the Director of College and parents.

A small number of students will decide to continue and complete all four A levels but it is most common to do three. UK universities make offers on the basis of three A levels but if a student is considering studying in the US or at Oxford or Cambridge, there can be benefits to continuing with four; this can be discussed with the Director of College so that pros and cons can be explored.



Expectations Regarding Work



- Late work must still be submitted to ensure students are covering the demands of their course.
- Students must not avoid a lesson because they have not completed a task. This is counter-productive, as they will miss more learning time. They must be honest with the teacher. All teachers would rather students were in their lesson.
- If students are going to be absent on the day some work is due, they must submit it in advance or negotiate with the teacher.
- Students must organise their time efficiently so that they are able to feel in control of their workload. If students are struggling to do this, they must tell their personal tutor.

- Students are expected to arrive promptly and to be properly prepared for lessons and bring right textbooks and equipment with them.
- Teachers will set work and give students deadlines, which they must meet. They can expect at least three – four hours work per subject, per week. This is on top of study time in College.
- If students submit work late and have not been ill or negotiated an extension, their work may not be marked.

Remember that we write references about students to support their university, college and work-related ambitions. How students manage their studies is a key area we comment on. It reveals a great deal about how students approach and manage demands placed upon them.

Dress Code

All College students are required to wear College endorsed tops. Students are not allowed to mix College tops with their own.

We are pleased to confirm that our uniform and PE kit are now both supplied by School Blazer www.schoolblazer.com

- Navy or white t-shirts (long or short sleeved)
- Navy sweatshirts/hoodies
- College trip sweatshirts/hoodies
- Approved shirts with College logo (we can have these embroidered for you)
- Grey and black t-shirts and hoodies are acceptable for the time being, but please note that these are being phased out and will no longer be available to purchase.
- Shoes or trainers should be clean. Flip flops and high-heels are not allowed
- Jewellery may be worn but no excessive facial piercings
- Absolutely no visible underwear
- Hair colour must be appropriate – no extremes of colour
- If in doubt, ask

In addition, students must be thoughtful about their own clothing choices. They should be appropriately dressed 'for the workplace' and appear respectable to younger students and visitors.

The following list should help you get it right:

- Trousers and jeans must have no holes, rips, tears or frays
- Year 11 leavers' hoodies may not be worn
- Senior School trip hoodies may not be worn
- All skirts and shorts must be a reasonable length

If students are dressed inappropriately, they will be told and if necessary, they will be provided with items we have in our spare supply to wear.

Maximising Study Skills to Promote Academic Success

One-to-One Mentoring

All students have regular one-to-one mentoring sessions with their Personal Tutors, focusing on their academic and personal progress and ambitions. These are arranged with Personal Tutors, at agreed times. A mentoring sheet is updated by personal tutors on Teams recording these meetings.

Study Skills

During Tutor Time, there are sessions where students are upskilled of key study skills. The aim of these sessions is to ensure that students are working effectively throughout the year. A strong foundation is essential in order to achieve potential at both AS and A level.

Study Support

Some students in the College who need more personalised support are allocated time on their timetable with a mentor to help them cope with the demands of their A levels and improve their study skills. A summary of these meetings is recorded by the mentor in Teams. This is co-ordinated by Mr Tom Walters.

Super-curricular Activities and Wider Reading

Students should read beyond their A level subjects and engage in academic study that demonstrates commitment to areas of personal interest. We offer many opportunities to do this including: EPQ, competitions, the Laureate, Honours and Lecture Programmes and promoting stretch and challenge activities to students via Enrichment sessions. All students are encouraged to move beyond set text lists and explore, stretch, and challenge their own knowledge by reading books, quality newspapers and documentaries and films about the subjects that interest them and may form the basis of post A level studies/pathways. They should consider entering essay competitions and completing online courses (MOOCS) to boost their super-curricular profile.

Students who have a clear idea of what subjects they will be applying for at university could try scanning recommended reading lists from university department websites so that they are ahead of the game with their wider reading. Mrs Wilks and Mrs Norman in the library, will be happy to advise students on a suggested reading list. It is useful to keep a reading/topic journal to log and reflect on what they have read/seen/attended to help them



see how their own critical faculties develop. When it comes to university interviews, this is an excellent aide memoire for all the effort they have already put into exploring their academic and vocational interests.

Journals such as 'New Scientist' and 'The Economist' as well as A level 'subject review' journals make excellent gift subscriptions to nurture a wider reading habit. Library staff and teachers will be happy to advise on titles.

Library Facilities

Year 12 students receive a library induction with Mrs Wilks, Head of Library and Careers Adviser. The library is an excellent place to research and work.

e-learning

Students are encouraged to bring their preferred device to College. They can also access emails on their phones by following guidance from ICT Support.

Useful Resources

It is important that students develop good study skills and routines whilst they are in College, and this includes getting organised and developing independent learning skills. The following resources are available in the library:

How to Write Better Essays
by Bryan Greetham

The Student's Guide to Better Writing
by John Peck & Martin Coyle

The Study Skills Handbook
by Stella Cottrell

The Exam Skills Handbook
by Stella Cottrell

Key Contacts

Mrs Jane Wilks – Head of Library and College Careers Adviser:
j.wilks@how.gdst.net

Mrs Willow Norman – Deputy Head of Library:
willownorman@how.gdst.net



Homework Advice

Students will receive approximately 3-4 hours per week, per subject. We are often asked by parents "How can I help at home?" Here are a few pieces of advice we have:

- Remind your son/daughter to read through their notes for each lesson at the end of the day. Revisiting the learning will improve their ability to understand it, retain it and apply it. Encourage this consideration at the end of topics before tests and each half term.
- Encourage your son/daughter to do homework as soon as it is set. Deadlines are the last point work can be submitted, not the first.
- Ask your son/daughter to tell you about what they are currently studying. Checking if they can explain a topic is a good way of seeing how well they understand it themselves.
- Check that their files are organised and make sure they have a sensible place to study.
- Discourage Twitter, Instagram, texting etc. when they are working. Phones should be put to silent and kept out of reach.
- Encourage wider reading and super curricular learning. They can always be investigating what's current or relevant in their subject areas to keep up to date and widen their range of reference.
- If they repeatedly say they have no work, or they've done it – contact us and check!
- If they seem to be over-working and stressed, please let us know.
- Recent research has proved a direct link between additional study time and examination success. At A level there are no cramming shortcuts.

Independent Learning

Independent learning means more than 'doing extra work' beyond the set programme of class and homework. Independent learning describes the process by which students demonstrate control over their own learning.

Independent learners will:

- Seek advice and be willing to ask and answer questions in class.
- Locate and use resources effectively such as reading more demanding books that extend them, doing research on relevant websites and attending lectures.
- Learn by their mistakes and strive to progress even after disappointment. Learn from others by listening, discussing, and considering advice.
- Develop effective organisational skills so that they meet deadlines and arrive at lessons prepared with pens, paper, notes, books, files etc.
- Be self-motivated, wanting to learn rather than being forced to or spoon-fed.
- Strive to understand their work by attempting to learn rather than simply writing answers on a page which might lack understanding.
- Know and accept that they are responsible for their progress and will do their best to succeed.

An independent learner is a person who is willing to take responsibility for what, how and when they undertake their work.

Bring Your Own Device

Howell's successfully integrates digital devices into all learning in the College and students will be asked to bring a web enabled device into College to use in lessons. This will not be a phone. The device must have network connectivity, a battery life of >8 hours and students must install Microsoft Office using the student licensing agreement provided via College. It is important that students have discreet headphones, so that they can listen to audio without disturbing others. For those with a touch screen, a stylus is also helpful. Access to most College platforms will be via the student Office365 log in (College email and password) and all internet access using the College WIFI is safely filtered.

Students might find the following links useful which are available via Firefly also:

Firefly: all links can be accessed through the home page:
<https://howells.fireflycloud.net>

Teams for all shared resources:
<https://teams.microsoft.com>

Email: <https://email.gdst.net>

OneDrive for all personal files:
<https://onedrive.gdst.net>

IT support from a student College email account using the email:
servicedesk@uk.gdst.net

If a student College email account cannot be accessed, use the email:
mail@how.gdst.net

Responsible User Agreement – in College

- Students will only use technology for College purposes as directed by their teacher
- Students will be responsible for their own behaviour and actions when using technology. This includes the resources accessed and the language used
- Students should make sure that all their communication with students, teachers or others using technology is responsible and sensible
- Students must not deliberately browse, download, upload or forward material that could be considered offensive or illegal and should report any such material if they accidentally come across it, this includes access to AI platforms.
- Students should not record or take photos of their classmates or teachers during a face-to-face session
- Students should understand that, when using Microsoft Teams and other applications provided by the College, their use can be monitored and logged and can be made available to their teachers
- Students should understand that these rules are designed to help keep them safe and that if they are not followed, College sanctions will be applied, and parents may be contacted.



Responsible User Agreement – at home when online learning is provided

- Students should interact patiently and respectfully with their teachers and peers
- Students should provide feedback to teachers about their experiences and any relevant suggestions
- Students should NOT record other people's online interactions
- Students should make sure they end the session as soon as the teacher indicates to do so.
- Students should video conference from an environment that is quiet, safe and free from distractions
- Students should be on time for interactive sessions
- When joining a session, students should ensure the microphone and camera are muted until required to speak to the teacher/class
- Students should be dressed appropriately for learning and remain attentive during sessions



Honours Programme

Howell's recognises achievement and potential in academic, artistic, dramatic, musical, and sporting areas. Students who are awarded a scholarship will be placed on the Honours Programme. They will receive an Honours Programme welcome letter and be expected to participate in activities and events designed to promote their learning and development.

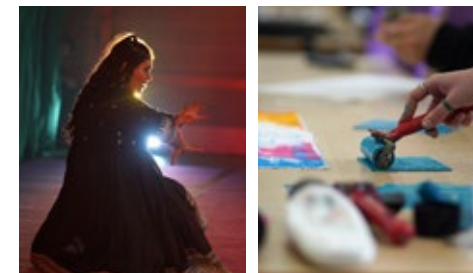


Laureate Programme

All students in Year 12 are invited to embark on a Laureate linked to an area in which they have talent or potential.

Each Laureate has a central core of leadership, personal enrichment and contribution to Howell's. It aims to reward students who commit to and develop in an area of their choice.

Students can choose from five Laureates: Sporting Excellence, Musical Excellence, Academic Excellence, Product Design and Artistic Excellence, and Dramatic Excellence.



Students who achieve a Laureate will have this referred to in their references and at prizegiving.

**Leadership ... Creativity ... Enrichment
... Contribution ... Excellence**

Careers Guidance and Higher Education Support



Careers Guidance and Higher Education Support

'Staff provide pupils with a broad range of guidance to help them to choose their future pathways... there are many opportunities to hear alumni speaking about their careers. The school gives pupils exceptional, bespoke guidance to assist them in making university applications or to choose other options available to them. Careers staff continue to provide this effective advice to pupils when they have left the school, should they continue to need information and support.' Estyn Inspection report on Howell's School, 2024.

The College aims to provide current, expert, and impartial personalised information, advice, guidance and support to help your daughter/son make informed choices about their post-18 pathway. Whether students aim to apply to higher or further education institutions, conservatoires, the workplace, school leaver programmes, apprenticeships, or take a focused gap year, they will be fully supported. College careers guidance is underpinned by the 'best practice' principles of the nationally recognised Gatsby Benchmarks for good careers guidance and the Career Development Institute's Framework that identifies the skills, knowledge, and attitudes that individuals need to have a positive career.

If your son/daughter is uncertain about their post-18 direction, they are encouraged to make an appointment with our qualified and experienced College Careers Adviser, Mrs Wilks, to start the process of reflecting on their skills, interests, and abilities so they can move toward making informed decision making.

One to one interviews are available throughout term-time for students to engage with the process of researching and exploring their options for career pathways and university options. During these appointments, students will be given action points to encourage them to make informed, aspirational, and realistic choices. Students are expected to be proactive in taking action and to engage with the start of a lifelong process of managing their own career planning.

Mock interviews and MMI workshops

Your son/daughter will have the opportunity to hone their personal presentation and interview skills through mock interviews with subject specialists and professional practitioners. Mrs Wilks offers 'confidence in careers interviews' coaching for students and facilitates healthcare MMI workshops. There is specialist support for students who are aiming to apply for Dentistry, Medicine,

and Veterinary, for students applying to Cambridge or Oxford, for students making international applications, and for students seeking to pursue a pathway in specialist art, drama and music routes. As a parent/guardian, if you are happy to support careers events in the College students yourself, we would be delighted if you could join our 'Friends, Family and Alumni College Careers Network' to share your insight, experience and expertise by sharing your details here: <https://tinyurl.com/kwt58r9n>

Work Experience (WEX) & Voluntary Work

Students are encouraged to undertake work experience pertinent to their career goals, personal development and their wider world of work awareness to help them make informed decisions. Work experience should be undertaken during college holiday periods. If students are unable to secure face to face placements, there are plenty of good quality virtual work experience programmes. Students are encouraged to use their own family and friends network to facilitate placements and to make use of formal programmes shared via the regular opportunities Mrs Wilks will promote during the academic year. If you are able to support work experience placements, please share your details here: <https://tinyurl.com/kwt58r9n>

Core Enrichment (PSHE)

Core Enrichment is scheduled fortnightly on Wednesdays lesson 4. Students benefit from lessons delivered by a

team of experienced teachers and from visiting speakers/organisations. These presentations are aimed at widening their knowledge, improving skills, and raising awareness of a range of social and health related topics such as first aid, sexual health, taxation & budgeting, mental health, and safety & self-defence. We value these sessions greatly as they ensure that our students have a holistic education that prepares them for life outside the school walls so that they can be happy and healthy individuals who are well-informed about the choices in life that they may make.

College Careers Meetings

These take place at 8.30am on a Thursday (Year 12 week A; Year 13 week B). Students will engage in presentations and workshops led by Mrs Wilks, and they will benefit from the expertise of visiting speakers who will help prepare them for higher education and UCAS applications, apprenticeships, gap years, and the world of work.

Gap Year

Students who plan to take a gap year should arrange to speak to Mrs Wilks early in the academic year. They will be offered access to a full range of support during their gap year but they are expected to be proactive in keeping in touch.

Overseas Study

Students who plan to study in the EU or internationally should arrange to speak to the Director of College early in their Year 12 academic year.

Communications

Information about career opportunities will be shared with students on a regular basis via a dedicated College Careers Teams channel. It is vital that students check this channel for updates, and it is good practice to log on during holidays as events run throughout the year and often have tight deadlines/limited availability. Students and families are encouraged to follow the Howell's Twitter feed for updates #HSLCareers. Students will be guided on using the GDST and Howell's closed group LinkedIn effectively to develop their own professional network, seek guidance and insight from our alum, and forge professional links with employers and educational institutions.

UCAS

Personal Tutors will guide students through the process of making an effective UCAS application. We strive to encourage students to achieve their very best and rise to the challenge of applying for competitive courses at the best universities, but we will also ensure that they make effective 'insurance' choices. UCAS have a parents' section on their website, and you will find this helpful to explore. Your son/daughter will have excellent, sustained support throughout the application process and they will be expected to be proactive and meet internal deadlines. If you have any questions about your child's application, please contact the Director of College.

USEFUL RESOURCES

The UCAS website, www.ucas.com has a great range of resources to help you as you prepare to make your final University choices. The Course Search facility allows you to compare courses by study options, location, fees, and region.

The job profiles pages from the National Careers Service, <https://nationalcareersservice.direct.gov.uk> are useful to explore 'families' of careers – if you are interested in the legal profession or business and management you can find out about related careers and professions and start to identify which ones might appeal to your interests and discover different entry routes into these roles.

Careers Wales, www.careerswales.com offers information and guidance for post-18 options including higher and further education, employment, training, and apprenticeships.

Springpod www.springpod.com and Forage www.theforage.com offer a range of course tasters and virtual work experiences to help boost students insight, experience, and confidence.

Students are expected to be proactive in their career planning process: book appointments, follow up on action plans and actively seek WEX/volunteering. This helps to prepare them for independent study, work, and life after A levels!

If you have any questions about the College experience, A levels or careers, please contact us. We will be happy to help.



As part of the GDST, Howell’s School believes in the rights of all students and staff in our community to feel accepted, to feel they belong and to feel included. The GDST, under the umbrella of Undivided, has agreed a Charter for Action to guide and support our aims to promote equality, diversity and inclusion. Working with parents, governors and the community both local and global, we educate ourselves and undertake actions that allow us to celebrate the strengths and richness of a diverse community.

We work hard at Howell’s to promote a culture of inclusion where every person is valued and supported. This includes what and how we teach, the role models we elevate, the voices we amplify, and the cultures and faiths we celebrate.

Equality Prefects

Our form groups have Equality Prefects who represent their form groups at meetings with school leaders in order to work together to ensure we provide a safe and happy learning environment.

The GDST has an Equality Student Council where our representatives share their ideas with other schools and Inclusion and Equality are part of the standing agenda at school council meetings.



Pride

The school has a Pride group for students who identify as LGBT+ and the

Deputy Principal, Pastoral is the Inclusion Lead who supports the Pride group with their meetings and encourages others to be allies in the best ways possible.

Every year we celebrate key awareness events such as Black History Month and Diversity Week to join together as a community in support of others.

Equality Act 2010

The Equality Act gives clear guidance on how we should live our lives and treat others in a fair and respectful way. If you ever feel you need to discuss any matters regarding how you are treated, please tell your Form Tutor, Head of Year, the Wellbeing Team or any member of the Leadership Team.

We do not tolerate bullying or discrimination of any kind and will tackle these firmly if they occur.

“I want every child to know that they are an important part of our school family and we will celebrate with each other the differences that make us unique.”

Sally Davis, Principal

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HOWELL'S CO-ED COLLEGE
Llandaff

GDST
GIRLS' DAY SCHOOL TRUST

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Nurturing Excellence