



THE  
PROFESSIONAL  
**FUTURES**  
PROGRAMME

Northampton School for Girls

**COURSE**  
**GUIDE**



THE  
SIXTH  
FORM

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Our NSG Graduates **INSPIRE**  
themselves, each other, and the  
world they step into.

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# What is the Professional Futures Programme?

As part of our INSPIRE ethos, the Professional Futures programme is designed to enhance your studies and increase your prospects. Universities and employers are increasingly looking for students to prove that they have academic interests and experiences that are additional to their specific qualifications. This now forms part of your university application form and is often an aspect of job interviews.

You can choose to focus on your academic development, taking on an additional area of study or preparing for applications to prestigious universities. Alternatively, you may wish to strengthen your leadership and influence by joining a course that is more practical and career-based. There is also the opportunity to make an impact on the school community by helping students or teachers in the main school.

We want to put you in the best position for your future when you leave the Sixth Form. This programme will set you apart from others and help you to achieve success.

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## THE ACADEMIC DEVELOPMENT ROUTE

*Academic & Intellectual Development*

Core Maths | EPQ | Further Maths |  
Legal Futures | OU Courses |  
Oxbridge & Medical Futures



## THE LEADERSHIP AND INFLUENCE ROUTE

*Leadership, Communication & Human Interaction*

Music Technology | Sports Leaders |  
TEFL | Young Enterprise



## THE COMMUNITY IMPACT ROUTE

*Mentoring, Support & Community*

Academic Mentoring | Assistant Science  
Technicians | Maths Mentoring | Reading  
Champions | SEND Partners

# How do I apply?

When you select your three A-levels options on results day, you will also select a Professional Futures option. This booklet details the different options and their future benefits to help you decide.

Taught courses and online courses will begin as soon as you join the Sixth Form in September. If you are applying for roles that require interviews, payment, or matching with students in lower years, the process will start when you join and everything should be on your timetable by the second week of term.

## Are there any taster sessions?

When you make your subject choices for Offer Holder Day, you should also make an enrichment choice. A selection of the options from this booklet will be available.

You don't necessarily have to make the same choice for September: the taster sessions are to help you decide what sort of Professional Future you would like to embark upon.

# Core Maths



## Why choose this?

This is a fully taught, one-year Level 3 qualification that is examined at the end of Year 12. Core Maths helps you apply mathematics to real-life situations: interpreting information, making decisions, and solving practical problems. It strengthens your confidence with numbers and supports subjects that involve statistics and calculations. These skills show universities and employers that you can gather, handle, and analyse data with accuracy. You will also gain up to 20 UCAS points.

## Skills you will develop

- **Intelligent reasoning**  
You can analyse data, spot patterns, and evaluate risk.
- **Independent learning**  
You can manage applied tasks on your own.
- **Resilience**  
You can tackle unfamiliar problems without giving up.
- **Empowered decision-making**  
You can use mathematics confidently to justify choices.
- **Clear communication**  
You can explain your reasoning in a way others understand.

## Future pathways this supports

- Psychology • Geography • Business • Health Sciences • Health Sciences • Design • Apprenticeships involving data • Any career requiring decision-making or analysis

**Suitable for students on all Pathways that achieved a Grade 4 or above in GCSE Mathematics.**

## FAQs

**Are there any conditions to my application?**

*You need to have achieved Grade 4 or above in GCSE Mathematics.*

**What is the workload?**

*You will have four 50 minute lessons each week, plus homework and revision.*

**What is expected of me?**

*You will need to attend all lessons with necessary equipment, approach lessons in a positive manner, and meet all deadlines.*

**How will I be monitored?**

*Lessons will be registered and you will have termly assessments; you will take the actual exam in May 2027.*

**Does this carry UCAS points?**

*Yes, up to 20 points. Many universities make offers based on your three A-level results rather than points, though, so it is better to focus on the skills that this course will develop. Some universities will lower their grade offer if you achieve an A grade in Core Mathematics which you would have to research when you begin your applications.*

**Who should I speak to for further information?**

*Mrs Wragg*

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# Extended Project Qualification (EPQ)



## Why choose this?

The EPQ allows you to explore a topic that you care about, completing independent research, writing a 5,000 word dissertation, and delivering a presentation. You will lead your own project but will also receive weekly taught sessions that cover research methods, planning, academic writing, and referencing. The EPQ develops curiosity, originality, study skills, and the ability to manage a long-term project. These are attributes that universities and employers consistently praise. Completing the EPQ will also give you lots to write about in the second section of your UCAS personal statement.

## Skills you will develop

- **Research skills**  
You can find, evaluate and use information effectively.
- **Self-reflection**  
You can understand your strengths and areas for growth.
- **Project management**  
You can plan, organise, and complete extended work.
- **Resilience**  
You can sustain effort over time.
- **Academic communication**  
You can present ideas clearly and persuasively.

## Future pathways this supports

- Any university course
- Research-based careers
- Writing and analysis roles
- Project management
- Apprenticeships

**Suitable for students on all Pathways but, due to the demands of the written element, we would suggest a grade of 7+ in your English Language or Literature GCSE.**

## FAQs

### **Are there any conditions to my application?**

*You will need to complete an application form to show you have a suitable idea to explore. We would suggest having a Grade 7+ in GCSE English Language or Literature.*

### **What is the workload?**

*You will attend a 50 minute lesson each week and half-termly meetings with your dissertation supervisor; you will have to undertake your own research and planning; your dissertation is 5000 words and needs to be followed by a formal presentation.*

### **What is expected of me?**

*You will need to attend all lessons and meetings, and meet all deadlines.*

### **How will I be monitored?**

*Lessons will be registered and your supervisor will check you are up to date with the drafts of your dissertation.*

### **Does this carry UCAS points?**

*Yes, up to 28 points. However, many universities make offers based on your three A-level results rather than points so it is better to focus on the skills that the EPQ will develop and how these will aid your application.*

### **Who should I speak to for further information?**

*Mrs McGonigle*

# Further Maths



## Why choose this?

This is a fully taught and examined A-level that isn't offered by all schools. Success in Further Maths indicates that you are amongst the country's best young mathematicians. It deepens your mathematical thinking and shows that you can handle challenge. You learn to work with abstract ideas, think flexibly, and solve complex problems. These qualities are highly valued in technical and analytical fields.

## Skills you will develop

- **Advanced problem-solving**  
You can break down complex ideas and work logically.
- **Resilience**  
You can persevere through demanding concepts.
- **Independent study**  
You can manage challenging content confidently.
- **Subject passion**  
You can explore mathematics beyond the classroom.

## Future pathways this supports

- Maths • Physics • Engineering • Computer Science • Economics • Data Science • Finance

**Suitable for students on Pathway 1 who achieved Grade 8 or above in GCSE Mathematics and are taking A-level Mathematics.**

**As it is a full A-level, Further Maths is in a subject option block. This allows you to take an additional Professional Futures option but there is no requirement.**

## FAQs

**Are there any conditions to my application?**

*You need to have achieved Grade 8 or above in GCSE Mathematics and be studying A-level Mathematics; there is no need to have a GCSE in Further Mathematics.*

**What is the workload?**

*You will have six 50 minutes lessons each week, plus homework and revision.*

**What is expected of me?**

*You will need to attend all lessons, engage fully with the challenges of the course, and bring necessary equipment.*

**How will I be monitored?**

*Lessons will be registered and you will have termly assessments; you will take the AS exam in May 2027; you can opt to continue the subject in Year 13 and take the full A-level in May 2028.*

**Does this carry UCAS points?**

*Yes, up to 20 points at AS Level and up to 56 at A-Level.*

**Who should I speak to for further information?**

*Mrs McFadian*

# Legal Futures



## Why choose this?

This is an opportunity to gain an insight into the competitive career of Law. You will have termly sessions with a trained lawyer, introducing the different aspects of a law career and developing the key skills like critical thinking that you will need on your degree. You will also complete an Open University course, covering law-making, judicial decisions, and human rights.

## Skills you will develop

- **Critical thinking**  
You can analyse ideas and articulate well-reasoned arguments.
- **Next Steps planning**  
You can understand the different routes that a Law degree might lead to.
- **Self-reflection**  
You can evaluate your academic strengths and weaknesses.
- **Super-curricular engagement**  
You can explore aspects of law independently.
- **Independent reading**  
You can engage with challenging material.

## Future pathways this supports

- Competitive university courses in Law • Solicitor • Barrister • Conveyancing and Property Law • Family Law • Litigation

**Suitable for students on Pathway 1. However, due to the rigor of university admissions criteria, we would suggest at least five GCSEs at Grade 7+.**

## FAQs

### **Are there any conditions to my application?**

*You need to be on Pathway 1 and we would suggest you have at least 5 GCSEs at Grade 7+. Law degrees at top universities are oversubscribed and have high admissions criteria; applicants typically have all their GCSEs at Grade 7+, with a range at Grade 9.*

### **What is the workload?**

*Each week, you will have two single lessons assigned to your timetable for completing the online course. You will also have termly sessions with a trained lawyer.*

### **What is expected of me?**

*You will need to attend all sessions; you will also need to download your e-certificates and keep them in your Unifrog locker for later reference.*

### **How will I be monitored?**

*Online sessions will be registered in the silent study room. Your in-person sessions will also be registered and your e-certificates checked in Unifrog.*

### **Who should I speak to for further information?**

*Mr Kirby*

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# Open University (OU) Courses



## Why choose this?

Open University courses let you explore subjects beyond the curriculum; this is especially useful if you're interested in a degree or job that doesn't link to a traditional A-level. The courses are about learning rather than being examined, allowing you to develop your intellectual curiosity. They help you build independence, confidence, intellectual breadth, and a clearer sense of direction for your future.

## Skills you will develop

- **Independent learning**  
You can manage weekly study without supervision.
- **Next Steps clarity**  
You can explore subjects linked to future plans.
- **Subject engagement**  
You can deepen your interest in a chosen field.
- **Resilience**  
You can sustain long-term study.
- **Self-direction**  
You can take ownership of your learning choices.

## Future pathways this supports

- Medicine • STEM • Social Work and Child Development • Creative Industries • Business, Economics, and Finance • Any degree requiring super-curricular engagement

## Suitable for students on all Pathways

### FAQs

#### Are there any conditions to my application?

*No.*

#### What is the workload?

*Each week, you will have two single lessons assigned to your timetable for completing your online course. These sessions will be registered in the silent study area.*

#### What is expected of me?

*You will need to attend all sessions; you will also need to download your e-certificates and keep them in your Unifrog locker for later reference.*

#### How will I be monitored?

*Sessions will be registered and your e-certificates will be checked in Unifrog each term.*

#### What courses are available?

*Art History, Astronomy, Classics, Creative Writing, Economics and Finance, Engineering, Entrepreneurship, Environmental Studies, French, German, Spanish, Medicine, Primary Teaching and Child Development, Social Work, Working in the Fitness Industry.*

#### Who should I speak to for further information?

*Mr Kirby*

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# Oxbridge & Medical Futures



## Why choose this?

These sessions prepare you for the most competitive post-18 routes. You begin as one group, developing shared academic skills, then divide into Oxbridge Futures or Medical Futures. This allows you to build core intellectual strengths before focusing on the specific demands of your chosen route. A central element is debate and academic discussion, strengthening your ability to think critically, articulate ideas under pressure, and respond with intellectual agility. For Oxbridge, this mirrors the demands of the interview and future tutorials; for Medicine, it develops your capacity to analyse ethical scenarios and make clear, well-justified decisions in real time.

## Skills you will develop

- **Critical thinking**  
You can analyse ideas and articulate well-reasoned arguments.
- **Self-reflection**  
You can evaluate your academic strengths and weaknesses.
- **Super-curricular engagement**  
You can explore your subject beyond the classroom.
- **Independent reading**  
You can engage with challenging material.
- **Resilience**  
You can prepare for rigorous interviews and assessments.

## Future pathways this supports

- Oxbridge • Medicine • Dentistry • Veterinary Science • Competitive Russell Group courses

**Suitable for students on Pathway 1. However, due to the rigor of university admissions criteria, we would suggest at least five GCSEs at Grade 7+.**

## FAQs

### **Are there any conditions to my application?**

*You need to be on Pathway 1 and we would suggest you have at least 5 GCSEs at Grade 7+. Oxbridge and Medicine university courses have very high admissions criteria and applicants typically have all of their GCSEs at Grade 7+, with a range at Grade 9.*

### **What is the workload?**

*You will have a weekly taught session, plus wider reading.*

### **What is expected of me?**

*For the taught sessions, you will need to complete all pre-reading and engage fully in debate and discussion. All Oxbridge candidates will also be expected to take part in Debate Club.*

### **How will I be monitored?**

*Sessions will be registered and parents will receive a termly report about your level of engagement.*

### **Who should I speak to for further information?**

*Mrs Ashton (Medicine) or Mr Norwood (Oxbridge)*

# Music Technology



## Why choose this?

This is a fully taught course that builds up your music technology and production skills. You will gain hands-on experience in digital audio work and creative production, learning how to shape sound, solve problems, and manage a project from first idea to final mix. The course is studied to Grade 5 and there is the option to continue it further in Year 13. It's ideal for students who enjoy practical, creative work and want to build technical confidence that transfers far beyond music.

## Skills you will develop

- **Creative problem-solving**  
You can experiment and refine ideas, finding solutions when things don't work first time.
- **Technical confidence**  
You can use audio software and digital tools independently.
- **Project management**  
You can plan, create, and complete extended pieces of work.
- **Collaboration**  
You can work with others to produce, record, or mix audio.
- **Communication**  
You can share ideas clearly and give constructive feedback.

## Future pathways this supports

- Music Production • Sound Engineering • Film & TV Audio • Game Audio • Media Production • Creative Industries • Digital Content Creation • Events & Live Sound

**Suitable for students on all Pathways but a GCSE in Music or Grade 4+ in an instrument would be beneficial.**

## FAQs

**Are there any conditions to my application?**

*No but Music GCSE or Grade 4+ in an instrument would be beneficial.*

**What is the workload?**

*You will have four taught 50 minute lessons each week. As with any taught subject, you will need to complete homework and wider reading. You will also undertake a piece of coursework based on digital audio work.*

**What is expected of me?**

*You will need to attend all lessons and engage thoroughly with both the practical and theoretical aspects of the course. You will need to meet all your coursework deadlines.*

**How will I be monitored?**

*Taught sessions will be registered. Your teacher will also check your coursework progress.*

**Who should I speak to for further information?**

*Mr Reid*

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# Sports Leaders



## Why choose this?

Sports Leaders is a Level 3 qualification that develops the interpersonal and organisational skills that matter in every career: planning, leading groups, motivating others, and managing real-world situations. You will lead small practical sessions with NSG and primary students, as well as running events and competitions. This will build confidence and help you to understand how to bring out the best in people.

## Skills you will develop

- **Leadership**  
You can guide and motivate others.
- **Communication**  
You can give clear instructions and feedback.
- **Resilience**  
You can stay calm when things don't go to plan.
- **Decision-making**  
You can make quick, confident choices.
- **Self-awareness**  
You can recognise your strengths as a leader.

## Future pathways this supports

- Teaching • Coaching • Sports Science • Event Management • Youth Work

**Suitable for students on all Pathways.**

## FAQs

**Are there any conditions to my application?**

*No.*

**What is the workload?**

*You will have two weekly taught sessions and will be required to take part in the organisation of school sports events.*

**What is expected of me?**

*You will be working with young people so, as well as attending all taught sessions, you will need to be a positive role model of the school's expectations.*

**How will I be monitored?**

*Taught sessions will be registered.*

**Does this carry UCAS points?**

*Yes, up to 16 points. However, as many universities make offers based on your three A-level results rather than points, it is better to focus on the many transferable skills that the qualification will develop and how these will aid your application.*

**Who should I speak to for further information?**

*Mrs Sharp*

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# TEFL

(Teaching English As A Foreign Language)



## Why choose this?

A TEFL certificate is an internationally-recognised qualification. By learning how to teach non-English speakers, you will develop your communication skills, global awareness, and cultural understanding. It's ideal for students who are considering travel, teaching, or international work, and it develops confidence in working with people from different backgrounds. Students who are planning a working gap year often take this course.

\*Please note there is a £90 charge to complete this course; this also gives you access to the online TEFL job centre.

## Skills you will develop

- **Communication**  
You can explain ideas clearly to non-native speakers.
- **Empathy**  
You can understand and support learners' needs.
- **Self-awareness**  
You can recognise your communication style.
- **Independence**  
You can manage your own learning and time.
- **Next Steps planning**  
You can explore global opportunities.

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## Future pathways this supports

- Teaching • Linguistics • International Relations • Travel Industry
- Global Careers

**Suitable for students on all Pathways. You do not need a foreign language GCSE but you do need a good grasp of the English language.**

## FAQs

### **Are there any conditions to my application?**

*No but you will need a good grasp of the English language so we would advise having at least Grade 6 at GCSE. The online course will cost £90.*

### **What is the workload?**

*The course takes around 120 hours and there is a strict sixth month timeframe for completion. This means you will need to commit about five hours each week to your TEFL certificate. As part of this time, you will be allocated two 50 minutes sessions each week in the silent study room.*

### **What is expected of me?**

*You will need to keep up with your hours of study so you complete the course within the six month limit.*

### **How will I be monitored?**

*Two study sessions will be registered each week. TEFL will report back to the school on a monthly basis about whether you are up to date with the course.*

### **Who should I speak to for further information?**

*Mr Kirby*

# Young Enterprise



## Why choose this?

Young Enterprise gives you the chance to run a real company. Combining creativity and accounting, you will develop skills of teamwork, leadership, delegation, and responsibility. These are attributes that employers consistently value because they show you can work with different people and solve problems collaboratively. There is also the opportunity to take part in local, national, and - in some cases – international trade fairs, providing you with a great experience of how business works.

## Skills you will develop

- **Leadership**  
*You can take responsibility for a team.*
- **Teamwork**  
*You can collaborate and share ideas.*
- **Communication**  
*You can present and persuade effectively.*
- **Resilience**  
*You can adapt when things go wrong.*
- **Initiative**  
*You can take thoughtful action without being prompted.*

## Future pathways this supports

- Business • Marketing • Finance • Entrepreneurship • Management apprenticeships

**Suitable for students on all Pathways.**

## FAQs

**Are there any conditions to my application?**

*No.*

**What is the workload?**

*As well as a weekly taught session, you will need to have meetings with the rest of your business team. You will also need to find time to run your business; this could be during break times, after school, or even weekends.*

**What is expected of me?**

*You will be working as part of a team so you'll need to be reliable and hardworking. You'll also need to be able to get along with other people within your team.*

**How will I be monitored?**

*Taught sessions will be registered. Your lead teacher will also check your team are meeting the different business deadlines.*

**Who should I speak to for further information?**

*Mr Radford*

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# Academic Mentoring



## Why choose this?

Academic Mentoring gives you the opportunity to work within a subject area for which you have a particular strength or passion. As well as gaining real classroom experience, working with young people of different abilities and backgrounds will help you to develop the interpersonal and organisational skills that define effective educators and leaders.

## Skills you will develop

- **Communication**  
You can support students clearly and confidently.
- **Leadership**  
You can guide groups or individuals.
- **Self-awareness**  
You can recognise your strengths in a classroom setting.
- **Problem-solving**  
You can identify students' difficulties and help them overcome barriers.

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## Future pathways this supports

- Teaching • Social Care • Youth Work • Any role involving teamwork or communication

**Suitable for students on all Pathways.**

## FAQs

### **Are there any conditions to my application?**

*You will need to speak to teachers in the first week of term to arrange your support slots. (Please don't be offended if a teacher does not want support as there may be many different reasons why they would prefer to keep their lessons as they are.) You will need to feel confident in the subject and in your ability to work with younger students.*

### **What is the workload?**

*Two 50 minutes sessions each week (they don't have to be with same subject or teacher).*

### **What is expected of me?**

*You will need to attend sessions regularly and punctually so students have consistent support. As you'll be working with younger students, you will need to role model the school's expectations.*

### **How will I be monitored?**

*The sessions that you take on will be registered by the lead teacher.*

### **Who should I speak to for further information?**

*Mr Kirby*

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# Assistant Science Technicians



## Why choose this?

This programme gives you hands-on laboratory experience, working within a team to ensure apparatus is functioning properly and the correct materials are available. You will learn how to handle equipment and follow the health and safety procedures that are needed for practical science. These skills are highly valued in STEM fields.

## Skills you will develop

- **Communication**  
You can support students clearly and confidently.
- **Leadership**  
You can guide groups or individuals.
- **Self-awareness**  
You can recognise your strengths in a classroom setting.
- **Problem-solving**  
You can identify students' difficulties and help them overcome barriers.

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## Future pathways this supports

- STEM degrees • Laboratory work • Research • Healthcare • Technical apprenticeships

**Suitable for students that are taking a science A-level.**

## FAQs

### **Are there any conditions to my application?**

*You need to be taking a science A-level. There are limited places available for this role; if it is oversubscribed we will use sortition to allot places.*

### **What is the workload?**

*You will be allocated two 50 minute sessions to assist in the labs. You will also need to attend health and safety training before joining the programme.*

### **What is expected of me?**

*You will need to be punctual and attend all sessions as teachers and the other technicians will rely on you to complete different tasks.*

### **How will I be monitored?**

*Sessions will be registered by the senior lab technician.*

### **Will this support my application for the paid role as an after-school science technician?**

*Yes, if you have been trained for this assistant role, it will benefit your application greatly.*

### **Who should I speak to for further information?**

*Mr Kirby*

# Maths Mentoring



## Why choose this?

Mentoring GCSE Maths students will build your confidence, communication, and ability to explain ideas clearly. You will learn how to motivate others, be patient, adapt your explanations, and support students who need encouragement. All of these skills are important in the workplace, particularly when leading a team or working with the public.

## Skills you will develop

- **Communication**  
You can break down ideas so others understand.
- **Leadership**  
You can guide and support younger students.
- **Resilience**  
You can stay calm when students struggle.
- **Self-awareness**  
You can understand your strengths as a mentor.
- **Problem-solving**  
You can identify students' difficulties and help them to overcome barriers.

## Future pathways this supports

- Teaching • Human Resources • Youth Work • Psychology • Management and Coaching roles

**Suitable for students on all Pathways who have a good grasp of mathematics.**

## FAQs

**Are there any conditions to my application?**

*No, you just need a good grasp of mathematics to be able to help younger students.*

**What is the workload?**

*You will be allocated the equivalent of two 50 minute sessions. This could include a tutor time or a lunchtime club.*

**What is expected of me?**

*You will need to be flexible about which activities you are allocated to. Sessions will need to be attended regularly and punctually so students have consistent support. As you'll be working with younger students, you will need to role model the school's expectations.*

**How will I be monitored?**

*The sessions that you are allocated will be registered by the lead teacher.*

**Who should I speak to for further information?**

*Mrs McFadian*

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# Reading Champions



## Why choose this?

Reading Champions gives you the opportunity to work in the 'Boost' room with younger students who find reading challenging. Listening to students and helping with their reading can be a very rewarding experience. As well as gaining some teaching practice, you will develop the interpersonal skills that define effective educators.

## Skills you will develop

- **Communication**  
You can explain ideas or meanings clearly and adapt your approach.
- **Empathy**  
You can understand others' needs and respond sensitively.
- **Leadership**  
You can guide, encourage, and support others.
- **Professionalism**  
You can model positive behaviour, resilience, and maturity.
- **Problem-solving**  
You can identify students' difficulties and help them overcome barriers.

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## Future pathways this supports

- Teaching • Social Care • Youth Work • Speech & Language Therapy • Any role involving teamwork or communication

**Suitable for students on all Pathways but you need to be confident in your own reading.**

## FAQs

### **Are there any conditions to my application?**

*No, you just need to be confident in your own reading and able to work with young people who finding reading challenging. This is sometimes a very popular option; if oversubscribed, we will use sortition to allocate places.*

### **What is the workload?**

*Two 50 minutes sessions each week.*

### **What is expected of me?**

*You will need to attend sessions regularly and punctually so students have consistent support. As you'll be working with younger students, you will need to role model the school's expectations.*

### **How will I be monitored?**

*The sessions that you take on will be registered by the lead teacher.*

### **Who should I speak to for further information?**

*Mrs Souter*

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# SEND Partners

(Special Educational Needs and Disabilities)



## Why choose this?

Becoming a SEND Partner allows you to make a real difference to the learning of others. You will support students with special educational needs or disabilities who would benefit from an extra boost in lessons. This might be helping in a subject that is one of your strengths, using your own experience of a learning need to guide others, or supporting a student who shares your home language. It is a great opportunity to develop your skills of communication, empathy, and patience. You will also build your confidence and the professional attributes needed in any role that involves support, teamwork, or leadership.

## Skills you will develop

- **Empathy**  
You can understand others' needs and respond sensitively.
- **Communication**  
You can explain ideas clearly and adapt your approach.
- **Leadership**  
You can guide, encourage and support others.
- **Professionalism**  
You can model positive behaviour, reliability, and maturity.
- **Problem-solving**  
You can help students to overcome barriers and find strategies that work for them.

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## Future pathways this supports

- Teaching • Educational Support • Psychology • Social Work • Youth Work • SEND Roles • Speech & Language Therapy • Nursing & Healthcare • Apprenticeships in Education or Care • Any career involving communication, teamwork and supporting others

**Suitable for students on all Pathways but a formal interview will be necessary.**

## FAQs

### **Are there any conditions to my application?**

*This an important, challenging role within the school and there are limited places available. You will need to attend a formal interview to ensure your suitability.*

### **What is the workload?**

*You will be allocated two 50 minute lessons. You will also need to complete in person and online training sessions, as well as SEND reading before the programme begins.*

### **What is expected of me?**

*You will need to be punctual and attend all lessons as your allocated students will benefit from consistency.*

### **How will I be monitored?**

*Attendance will be registered by the classroom teacher.*

### **Who should I speak to for further information?**

*Mrs Nixon*

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at Northampton School for Girls