Head of Sixth Form’s Welcome

We are beginning to feel festive here at INA!

On Tuesday we welcomed guests to our annual Community Party. It was a real pleasure to see our Sixth Form Student Leadership Team organising the students in KS3 and supporting Ms McEvoy in leading the event.

On Thursday we held our annual Christmas Jumper Day. Funds from all the phases will go to support Save the Children. We also had our fabulous Christmas lunch down in the Dining Hall. It was great to see the Sixth Form students interacting with the KS3 students and being such great role models for them.

A reminder that the deadline for applications for the ARK bursaries is Monday. Details are included in last week’s edition. We had a number of students benefit from the opportunity last year and I look forward to reviewing your applications with Ms McEvoy next week.

With best wishes, Ms Alibhai, Vice Principal and Head of Sixth Form
The general election comes to INA

On Wednesday 4th December, all six prospective parliamentary candidates for the Ilford South constituency participated in a lively hustings at INA.

The candidates were Ali Azeem for the Conservative Party, Mike Gapes for The Independent Group for Change, Ashburn Holder for the Liberal Democrats, Munish Sharma for the Brexit Party, Sam Tarry for the Labour Party and Rosemary Warrington for the Green Party.

The audience consisted of Isaac Newton Academy sixth form students, who had submitted the questions that would be put to the candidates. Amongst the topics discussed, our students questioned the candidates on knife crime in the area, the rise of homelessness in Ilford and education. All candidates were committed to more spending on our police and criminal justice sector, along with much greater investment in young people.

The feedback from our year 13 students was overwhelmingly positive; a small sample of student reflections can be read below:

“It was a very enjoyable experience, it was good to see how passionate the candidates were about helping the community. I was interested in how they all proposed different solutions to the same problems.” Madhi

“Highly informative and entertaining, it was great to hear how each candidate would improve Ilford.” Anushri

“It was nice that they would take into consideration the concerns of people of our age. It felt good to be listened by those hoping to represent us in Parliament.” Aniqa

Sugra Alibhai, Vice Principal and Head of Sixth Form at Isaac Newton Academy, said “One element of our vision is that students leave us ready to be successful in life beyond INA. Developing a positive relationship with voting and having a sense of agency around deciding who to vote for is a key part of becoming a great citizen. The students are excited about the opportunity exercise their right to vote for the first time in a general election.”

On behalf of all students and staff at Isaac Newton Academy, we would like to thank the candidates for taking the time out of their busy election schedules to attend our hustings. It was clear after the event that a future generation of voters had been created and our students are much more willing to engage with this country’s political process.
You solve problems. So do we.

See yourself here.

At Goldman Sachs, we believe who you are makes you better at what you do. We seek out people with all types of skills, interests and experiences. So whether you’ve been trading penny stocks since the eighth grade or have never imagined a career in finance, there’s a place for you here.

For us, it’s all about bringing together people who are curious, collaborative and have the drive to make things possible for our clients and communities.

Start paving your way to university and career success with the Goldman Sachs A-Level Girls Inspire Programme. This one-day event will introduce final year female A-Level/International Baccalaureate students to a unique combination of experiential learning, mentorship and university readiness. It will give you an opportunity to develop your strengths, build confidence and gain exposure to the many career opportunities within the financial services industry.

A-Level Girls Inspire Programme: Investing Women of the Future

21 February 2020
Goldman Sachs London Office

To apply, please visit our events portal at www.gs.com/careers/events

• Under Event Audience search for “pre-university”
• Upload a CV to your application
• You will need to upload a document with a 100 word statement on why you would like to attend the event
• Please complete 100% of your candidate profile for consideration
• Please note travel expenses to London will be reimbursed for those travelling from outside of the M25

Make things possible.

Application Deadline: 26 January 2020

GoldmanSachs.com/Careers

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Chirality and the future of electronics

Write-up of a lecture hosted by The Friends of Imperial College at Imperial College on 19th November.

The concept of Chirality is that a molecule that is mirrored (about its central carbon atom) has different properties. It is either right-handed or left-handed.

For printed electronics silicon is used as a semiconductor. Silicon is also used for LED’s and Solar panels. The process of doping silicon involves adding phosphorus and melting the silicon, which is a difficult and expensive process. We are now trying to use carbon-based semiconductors. Carbon based electronics are generally biocompatible (that is, they can be used in humans). Graphene and benzene are examples of allotropes of carbon where they have delocalised electrons. The arrangement of single and double bonds is important in making them semi-conductive.

Molecules in their left-handed (LH) and right-handed (RH) forms have different properties, despite them looking like mirror images of each other. Examples of this are spearmint oil and caraway seeds. Amino acids are LH molecules and sugars are RH molecules. One way to separate LH and RH molecules is to add a sugar; either the LH or RH molecule will stick to the sugar.

Adding heat to unpolarised light can make it become linearly polarised. Adding a specific molecule can make unpolarised light become circularly polarised.

Chiral materials are finding use in OLED panels to make devices brighter and have longer battery life, which is especially important with 5G network.

One use of Chirality in electronics would be to use polymers with chiral side-chains. However, currently these are far too thick as the required thickness is 100-300nm. Another concept is a chiral chromophore but this is not yet bright enough for panels. Chiral additives seem to be a very good compromise.

Ferromagnetic layers could be very useful, however they are not commercial, being difficult to make small; requiring liquid helium and also being expensive.

Electrons have an up-spin (anti-clockwise) and a down-spin (clockwise). In practice this does not make a difference to electrons. The different spinning electrons cause resistance in electronics; chiral materials can be used to filter out the spin of electrons which would therefore decrease resistance. This leads to smaller and faster devices.

The most interesting thing I learnt from this lecture was how scientists are going to be able to improve efficiency in OLED panels and how spins of electrons can be filtered out to reduce resistance in electronics in the future.

By Yaaseen
KCL: MedView and DentView Application 2020

https://kings.onlinesurveys.ac.uk/medview-dentview-application-2020

MedView and DentView programmes at King’s College London.

During MedView and DentView participants will take part in various interactive workshops, mock lectures and hands on clinical skills sessions which are designed to provide information that will enhance applications to medical or dental school. Participants will also meet current medical and dental students and take part in sessions to prepare for the UCAT exam and university interviews. The highlight of the programmes are clinical work experience!

MedView and DentView will run simultaneously but you will only participate in one of the programmes. MedView is for students interested in studying medicine and DentView is for students interested in studying Dentistry.

MedView and DentView will take place from the 14th-17th April 2020*.
*You must be available to attend all four days of the programme.

MedView and DentView are highly competitive programmes, therefore we will be hosting an interview and advice day to help us select students. This will take place on Saturday 25th January 2020.

This will consist of a mock Multiple Mini Interview (MMI) and a Q&A session with current medical and dental students, where you will receive advice and guidance about applying to medical and dental school. Travel costs for both the interview date and programme will be reimbursed.

Before starting your application, please ensure that you are eligible for the programme.

Students must:

- be in Year 12/ Access to Medicine course, as of September 2019
- attend a non-selective state school/college within London or Greater London
- be currently studying A-Level Biology and Chemistry, or are completing an Access to Medicine programme
- have at least a grade 6 in GCSE English Language and Maths
- have a minimum of 5 grades 7-9’s (A-A*) at GCSE
- are not currently taking part in our K+ programme
What does data tell us about climate change?

This year’s student technology competition is all about data and climate change. We’re concerned about climate change. A threat to the environment is also a threat to the economy. We want students, aged 16 to 18, to show us how they would use data to measure the impact of climate change on the economy.

The challenge

Using the data sets given (on the webpage), on your own or in a team of up to 6 people, create a meaningful data visualisation that explores how climate change affects the economy. Tell us a story with data, and explain to us why that story is an important one.

Climate change is a complex issue. We want fresh perspectives, so share your ideas and show us why you should be one of our 2020 summer interns.

How to enter

You have until 5pm on 20 December to complete the task and enter the competition. Please send your submission to tech.early.careers@bankofengland.co.uk. You can also email us if you have any questions.

WIN A PAID INTERNSHIP WITH THE BANK OF ENGLAND IN SUMMER 2020

Biomedical Engineering Taster Day

16 April 2020, 10:00–14:00

If you are in Year 12 or Year 13 and are considering studying Biomedical Engineering at King’s College London, join our upcoming Taster Day.

You’ll learn about our Biomedical Engineering degrees, listen to a sample lecture, take part in a demonstration with our expert academics, explore our facilities and have the chance to speak with current King’s students.

Numbers for this event are limited, so places will be allocated on a first come first served basis.
2019 student technology competition

What does data tell us about climate change?
This year’s student technology competition is all about data and climate change.
We’re concerned about climate change. A threat to the environment is also a threat to the economy.
We want students, aged 16 to 18, to show us how they would use data to measure the impact of climate change on the economy.

The prize
Winners and runners up will secure a paid internship with us in summer 2020.

The challenge
Using the data sets below, create a meaningful data visualisation that explores how climate change affects the economy. Tell us a story with data, and explain to us why that story is an important one.
Climate change is a complex issue. We want fresh perspectives, so share your ideas and show us why you should be one of our 2020 summer interns.

How to enter
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Experience Engineering

What is Experience Engineering?

15 - 17 April 2020

Experience Engineering is a residential course for Year 12 students interested in studying engineering at university. The residential will introduce students to the areas of Ship Science, Mechanical Engineering and Acoustical Engineering.

- Have achieved at least five A/ A*’s at GCSE
- Are taking relevant subjects in relation to engineering (e.g. Maths, Physics and other Science subjects)

and meet at least two of the following Widening Participation criteria:

- In the first generation of your immediate family to apply to Higher Education
- Current home postcode shows that you live in an area with low levels of progression to Higher Education. (Postcodes within the lowest two (1 & 2)POLAR4 young participation quintile). Postcodes can be checked for eligibility on the ONS Postcode Checker.
- or current home postcode falls within the lowest 20 per cent of the Index of Multiple Deprivation (Check postcode), or a member of a travelling family.
- Attended a school/college whose performance places it into the lowest two quintiles for average QCA points per A level student (or equivalent) (in England, Wales or Northern Ireland) as identified by the Department for Education dataset and provided to the University via UCAS. A list of schools/ colleges meeting this criteria can be found under useful downloads in the document ‘Eligible schools for applications made in 2018/19’.
- In receipt of a 16-19 bursary or similar grant OR received Free School Meals at any point during your school education
- Living or grew up in Local Authority care
- Are a Young Carer
Supporting your child with their level 3 studies

1. A quiet space to study without distractions
   It’s important that your child has a quiet space to study in. Remember the sixth form study centre is open every day until 6pm. Local libraries provide another location. Encourage your child to keep their mobile phone in another room during a study session so they are not distracted by calls, messages and notifications.

2. The importance of regular sleep, food, fresh air and exercise
   Regular routines for eating and sleeping train our brain and bodies to be most effective for the times of day we have lessons and exams, supporting healthy bodies and excellent attendance. Sleep is crucial to the effective functioning of our brain; staying up late builds up a sleep debt, impacting on retention and energy levels.

3. Attendance and punctuality
   Encourage your child to make it to school on time each day to maximise their exposure to expert teaching and guidance. The first step out the door in the morning can be the hardest, but making that step leads to the next and to success. This includes attendance at intervention for targeted development of skills for the exam and more opportunities for your child to ask questions.

4. A realistic and specific revision timetable
   Ensure your child has a revision timetable that breaks down not only which subject, but which topic. Make the timetable realistic, breaking revision into manageable chunks with regular breaks between sessions. It’s far more effective to do 30 minutes of successful revision than plough on for hours and not get anywhere. Display prominently at home to support your child to stick with it and to celebrate the sessions they have completed. Make sure your child’s timetable covers all areas of the specification.

5. Resources
   Please ensure your child has access to all the resources they need for their courses, e.g. recommended textbooks. Encourage your son/daughter to explore the revision materials that are available. The sixth form study centre is open every day until 6pm; students have access to a quiet space for learning, computers and the internet, as well as the opportunity to touch base with teachers. Ensure your child has the specifications and talk to your child about them, supporting your child to identify their target areas and refine their revision plan.

6. A range of active revision techniques
   Help your child to find effective methods of learning and retaining information. Reading notes and textbooks feels comfortable, but it isn’t effective. Active revision that includes retrieval practice feels uncomfortable, but it is effective.
   a. Mind mapping the various stages of each topic before trying practice questions
   b. Drawing flow charts and diagrams before trying practice questions
   c. Creating flash cards with bite size facts and figures and then using them for self-testing
   d. Making notes and talking through them, then using them for self-testing

7. Exam questions
   Many departments have uploaded these to Edmodo. Use these in timed conditions the closer your child gets to the exams, without checking against the answers all the time. You could support your child in checking their marking using mark schemes.

8. Perspective
   Help your child to keep everything in perspective. Remind them that the better they prepare and the more confident they feel in their subject knowledge, the less stressed they will feel when the exams start. Have a chat with them, give them a snack. By the end of June, the exams will be over and it will be the start of the long summer holidays.
The Year in Industry has vacancies with companies working in technology, science, engineering, business and finance across the UK – from leading FTSE 100 companies to small innovative start-ups. Around a quarter of all our students are sponsored through university each year and many of our 300 partner companies see The Year in Industry as an important part of their graduate recruitment programme.

We help place students aged 17+ in Year 13 or S5/S6 (Scottish equivalent) or undergraduate students in top UK companies and organisations every year, including Rolls-Royce, EDF, Network Rail, Scottish Power and P&G. Typically, the programme lasts between 10-12 months and is a paid placement.

We would also like to take this opportunity, to remind you that we have paid placements available, for your Year 13 students to consider now (for a September 2020 start).

Ideally suited to students interested in Science (particularly physics), Engineering (all areas), Technology/Electronics, Maths, Business, Finance, IT, HR or Marketing.

We are currently working with companies such as, Collins Aerospace, Leonardo and Mclaren

We will start to send out suitable CVs to companies after Christmas and would be extremely grateful if you could encourage your students to register with YINI, to be considered for the placements we have available.

For further info on the YINI Scheme & to hear from recent students please visit our website https://www.etrust.org.uk/the-year-in-industry

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Genome Editing with CRISPR-Cas systems: Challenges and Opportunities in a New Era of Biology

17 December 2019, 6:00pm–7:00pm

The UCL Clinical Prize Lecture 2019 will given by Professor Jennifer Doudna, Professor of Chemistry and Molecular and Cell Biology at U.C. Berkeley.

CRISPR gene editing is transforming biology. Fundamental research to understand how bacteria fight viral infections uncovered how the CRISPR system uses Cas proteins with RNA as a programmable guide to detect and cut specific DNA sequences. Cas/RNA complexes constitute a powerful toolkit for genome editing in animals, plants and bacteria. I will discuss research into this amazing family of proteins: where they came from, how they work and how CRISPR technologies are revolutionizing research, biomedicine and agriculture. I will also discuss the ethical challenges of some of these applications with a focus on what our decisions now might mean for future generations.

Professor Jennifer Doudna
Professor of Chemistry and Molecular and Cell Biology at U.C. Berkeley

As an internationally renowned professor of Chemistry and Molecular and Cell Biology at U.C. Berkeley, Doudna and her colleagues rocked the research world in 2012 by describing a simple way of editing the DNA of any organism using an RNA-guided protein found in bacteria. This technology, called CRISPR-Cas9, has opened the floodgates of possibility for human and non-human applications of gene editing, including assisting researchers in the fight against HIV, sickle cell disease and muscular dystrophy.

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For further info on the YINI Scheme & to hear from recent students please visit our website https://www.etrust.org.uk/the-year-in-industry
Taster Sessions and Open Days

Following on from the LSE talk, we would strongly recommend that both Year 12 and 13 students begin/continue to take the research into university options very seriously.

It is well-worth your time and effort to try to attend a taster or, if there is no taster, then at least an Open Day, at the universities you are considering. For Year 13, it is very important to do this before you finalise your Firm and Insurance choices. Often, there will be Offer Holder Days, and these allow you to fit in a visit between being made an offer and having to decide whether you wish to accept or decline it.

Many London universities offer taster courses at: https://london.ac.uk/ways-study/study-campus-london/university-taster-courses

Below, are some of the courses available through the London Universities website, but I have also included a few taster courses outside London, or other courses in London not shown on the London University taster courses site. For the latter, I have included the shortened URLs.

<table>
<thead>
<tr>
<th>Course</th>
<th>University</th>
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<tbody>
<tr>
<td>History</td>
<td>Kings College London (KCL)</td>
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<tr>
<td>Electronic Engineering</td>
<td>KCL</td>
</tr>
<tr>
<td>Neuroscience &amp; Psychology</td>
<td>KCL</td>
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<tr>
<td>Culture, Media &amp; Creative Industries</td>
<td>KCL</td>
</tr>
<tr>
<td>Global Health</td>
<td>Queen Mary (QMUL)</td>
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<tr>
<td>Geography</td>
<td>KCL</td>
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<tr>
<td>Music</td>
<td>KCL</td>
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<tr>
<td>Physics</td>
<td>KCL</td>
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<tr>
<td>Midwifery</td>
<td>KCL</td>
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<tr>
<td>Child Nursing</td>
<td>KCL</td>
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<tr>
<td>General Engineering</td>
<td>KCL</td>
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<tr>
<td>Biomedical Engineering</td>
<td>KCL</td>
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<tr>
<td>International Women in Engineering</td>
<td>University College London (UCL)</td>
</tr>
<tr>
<td>Physics</td>
<td>Royal Holloway (RHUL)</td>
</tr>
<tr>
<td>Theoretical Physics</td>
<td>RHUL</td>
</tr>
<tr>
<td>Biochemical Engineering</td>
<td>UCL</td>
</tr>
<tr>
<td>Applied Science</td>
<td>London South Bank (LSBU)</td>
</tr>
<tr>
<td>Veterinary Nursing</td>
<td>Royal Veterinary College</td>
</tr>
<tr>
<td>Your Future in Marketing</td>
<td>Lancaster University</td>
</tr>
<tr>
<td>Architecture</td>
<td>Reading University</td>
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<tr>
<td>Health and Medical Sciences</td>
<td>Warwick University</td>
</tr>
<tr>
<td>Inspiring Minds, STEM</td>
<td>Loughborough</td>
</tr>
<tr>
<td>English: Fantasy and Literature</td>
<td>RHUL</td>
</tr>
<tr>
<td>Law and Criminology</td>
<td>RHUL</td>
</tr>
</tbody>
</table>
Links to information about open days and taster events at recommended universities:

- University of Bath
- Lancaster University
- University of Birmingham
- University of Leeds
- University of Bristol
- University of Manchester (Loughborough University)
- University of Exeter
- University of Nottingham
- University of St Andrews
- Imperial College London
- King’s College London
- University of East Anglia
- University of Warwick

(Open days are referred to as ‘Visiting Days’)

Ms Joy, Sixth Form Study Centre Supervisor & Information, Advice and Guidance Advisor
What is Engineering Experience?
1st and 2nd July 2020

Engineering Experience is an annual residential offering Year 12 students (lower sixth form) an opportunity to visit and stay overnight at one of the UK’s leading universities for engineering.

You’ll take part in our annual, two day event, which will give you an insight into what it would be like to study engineering at Loughborough University. It is your chance to experience first-hand the University campus and student accommodation. You’ll also have an opportunity to take part in a number of different ‘taster events’ within our engineering departments.

Staff and students are on-hand throughout the two days to talk about the courses we offer and answer other questions you may have. There is a small charge for this event of £60 which covers meals and accommodation. If you are successful in your application, we will contact you for payment and further details.

Application Process 2020 residential

Applications for the 2020 (1st and 2nd July 2020) residential are now open
INTERESTED IN EARNING A DEGREE IN THE US?

The A-List US Scholars Programme was founded in 2014 to provide comprehensive support to exceptional Ark students seeking to attend university in the United States. In the very first year one of our scholars accepted a fully funded place at Harvard University! Applications are opening soon for our 2020 programme. Successful applicants will receive expert support through the entire US application process from A-List Education, a specialist education consultancy focused on guiding international students into top US programmes.

Programme Includes:
- US exam preparation
- Full application support
- Financial aid and scholarship search

Who can apply?

A successful applicant must:
- be a Year 12 student enrolled at an Ark school
- demonstrate strong motivation to study in the US
- have seven A/7 or above and no B/5 or below at GCSE
- be recommended by his or her school
- demonstrate leadership qualities and participation in extracurricular activities
- come from a family with household income of £45,000 or less

Info Session
Learn more at our info session:
December 3, 2019
6:00 - 7:00 pm
Queen's Gate School
131-133 Queen's Gate SW7 5LE

To register, visit:

Questions?
Email: aoife.duff@arkonline.org

Ark
What is Fast Track?

Fast Track is an outreach project taking place at Loughborough University London based in the Olympic Park, Stratford. This project is designed to help prepare Black or Mixed African/Caribbean students in Year 12 for university life.

When?

Monday 17th February – Tuesday 18th February 2020
Tuesday 26th May – Wednesday 27th May 2020

What will you be doing?

• Take part in academic skills workshops
• Engage in academic masterclasses
• Learn more about career options after university
• Help and support in preparing for the UCAS process
• Find out what it is like to be a current student living away from home

Application process

If you would like to apply for a place on this programme, please click this link.

Applications will close on Monday 13th January 2020 and you will be notified about the outcome of your application by the end of January 2020.

This exciting and informative event will provide attendees with the opportunity to speak to a multitude of exhibiting universities and apprenticeship providers. These will include; the Russell Group, red brick, modern institutions, as well as many of the UK’s biggest apprenticeship providers and local colleges. Other features will include interactive STEM and creative zones, seminars throughout the day and free student brochures with detailed UCAS application guides.

9.30 am - 2.30 pm

Our Spring London Fair is the perfect way for students to choose which university or apprenticeship is right for them.

Seminar Timetable

10:00 – 10:30  Student Finance – Includes loan, scholarship & bursary info
10:35 – 11:00  Higher & Degree Apprenticeships
11:05 – 11:30  Oxford & Cambridge Explained
11:35 – 12:00  UCAS Personal Statement & Application Advice
12:05 – 12:30  Why take an Apprenticeship?
12:35 – 13:00  Russell Group University Seminar
13:05 – 13:30  Life at University – Inspirational talk about the benefits of university education
13:35 – 14:00  UCAS Personal Statement & Application Advice

Venue:  Arsenal Football Club, Emirates Stadium N7 7AJ

Nearest Station:  Holloway Road or Arsenal - Piccadilly Line or Drayton Park London Overground

100+ EXHIBITORS!
The Teach First Work Experience Programme for February 2019 is officially accepting applications!

We’re extremely excited to offer 27 placements in London over February half-term at a range of businesses including sector-leading giants Accenture and AKO Capital as well as social enterprise placements at MeeTwo, School Space and Teach First. There are a variety of placements available and I would ask that you share the attached brochure with students for them to read and decide which placement is best for them. The deadline for applications to be returned workexperience@teachfirst.org.uk is Tuesday 14 January, 11.59pm.

February Placements

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Sector</th>
<th>Placements Available</th>
<th>Age Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accenture</td>
<td>Business / Various</td>
<td>20</td>
<td>16+</td>
</tr>
<tr>
<td>AKO Capital</td>
<td>Market Research</td>
<td>2</td>
<td>16+</td>
</tr>
<tr>
<td>MeeTwo</td>
<td>Education</td>
<td>2</td>
<td>16+</td>
</tr>
<tr>
<td>Teach First</td>
<td>Education / Charity</td>
<td>1</td>
<td>15+</td>
</tr>
<tr>
<td>School Space</td>
<td>Sales</td>
<td>2</td>
<td>Year 12 or 13</td>
</tr>
</tbody>
</table>

There are 2 additional work experience opportunities over the summer for at Ashurst and PWC.

See Ms Joy for further information
workexperience@teachfirst.org.uk

Imperial College Spring Maker Challenge

London

If you’re 14-18 and enjoy designing, engineering or coding, you should apply to the Maker Challenge!

Over 12 weeks, young people aged 14-18 will prototype, design and make with access to cutting-edge equipment in our state-of-the-art workshop. We’ll teach a crash-course in 3D printing, laser-cutting, woodworking, electronics, programming and more. It’s the perfect opportunity to improve your STEM skills and the winners will receive an amazing prize. What will you make?

Dates: Every Tuesday or Thursday evening (4.30pm-7.30pm) from January 11th-April 4th. This includes 4 weekend sessions (11/01, 12/01 or 18/01, 15/02, 04/04); no sessions take place during half-term.

Cost: Free (dinner included)

Location: Makerspace, The Invention Rooms, White City

Application deadline: Sunday 15th December

Ready to apply? Click here. If you need help, book a place at our Application Support Session.
The welfare and safety of our students is our priority. We do everything possible to ensure our students’ safety, both within the school community and outside of school, including working with relevant agencies to address any issues related to child protection.

Students are informed of who they should go to should they have a concern about their own safety or the safety of others.

At INA, all staff have regular safeguarding training to ensure that they are able to meet their statutory responsibilities. We also have a number of staff who are designated to respond to any child protection concerns and to liaise with social services:

**Designated Safeguarding Lead (DSL)**
Leanne Abbott-Jones  
Vice Principal

**Deputy Designated Safeguarding Lead (DDSL)**
Sugra Alibhai  
Head of Sixth Form

**Designated Child Protection Officers**
Eva McEvoy  
Mariam Mayet  
Jag Singh

You can find the INA Safeguarding policy, Child Protection policy and other related policies and procedures on the Academy’s website.