



Dame Alice Owen's School, NoR: 1447, Sixth form: 425

Ofsted: "An outstanding school", "Students achieve outstandingly well",
"Behaviour ... is excellent"

DEPUTY HEADTEACHER – HEAD OF PASTORAL
Required for April or September 2022
Salary Range L19-23

Closing date: 10am on Thursday 25 November 2021

Interviews to take place during week commencing 6 December 2021

Dame Alice Owen's School is a truly 'outstanding' (Ofsted) 11-18 co-educational school with an enviable reputation for adding value to its mixed, part selective intake. In 2019 the school achieved 83% A level entries graded A*- B and 95% GCSEs graded 9- 4. On average, 20 students a year are accepted to Oxbridge.

After 21 years of dedicated service, Dr Mitchell, our Deputy Headteacher – Pastoral, is retiring and we are seeking his replacement.

We are looking for a committed educator with student-centred values who has a proven track record in pastoral care and safeguarding young people, together with a genuine love of teaching and learning to assume this challenging and rewarding role. Experience of being a Designated Safeguarding Lead, or Deputy, would be an advantage. Dr Mitchell will be stepping down at the end of this academic year meaning that this role can start in April or September 2022 depending on the successful candidate's preference and circumstances.

Based in its own generous grounds in the Hertfordshire countryside, Dame Alice Owen's School is close to Potters Bar station and is served by numerous buses. With thanks in no small part to the support we receive from the Worshipful Company of Brewers, we have state-of-the-art music, drama, science, teaching and art blocks together with extensive playing fields, all of which help us maintain a highly motivated staff and student cohort. The shared sense of purpose and ethos inspires both students and staff to be the very best they can be.

You may already hold a position of responsibility within pastoral care or you may be seeking a role offering greater scope for personal development. This position will allow you to implement your innovative ideas to inspire and lead our colleagues and students to even greater success. We will reward the successful candidate with a competitive salary and benefits, an opportunity to improve on our already excellent record, and to develop their leadership potential in this exceptional school community.

As well as the opportunity for an informal chat, potential candidates are welcome to tour the school and meet with key staff on 18 and 25 November 2021. In order to arrange this please speak to Lona Hennigan, Executive Assistant to the Headteacher by telephone on 01707 622 841 or by email, ea@damealiceowens.herts.sch.uk.



DAME ALICE OWEN'S SCHOOL

THE DAME ALICE OWEN FOUNDATION – 1613

Deputy Headteacher, Head of Pastoral Care Commencing April or September 2022 Application and Information pack

Thank you for your interest in the post of Deputy Headteacher – Head of Pastoral Care. Though much of the information we have about our school is available on our website, we have put some key information together here to help you through the application process.

The school is committed to safeguarding children, young people and vulnerable adults. Please take time to read our [Safer Recruitment](#) and [Safeguarding and Child Protection](#) policies.

This pack consists of the following information:

1. Copy of the advertisement
2. General information on the School and the sort of person we think would suit this post
3. Summer 2019 Exam results

If you have any general enquiries about the recruitment process, or to arrange a tour or informal discussion about this position, please do not hesitate to contact Lona Hennigan, Executive Assistant to the Headteacher, on 01707 622841 or by email, ea@damealiceowens.herts.sch.uk.

How to apply and where to send your completed form

- a) Please return your completed **application and person specification form** by email to recruitment@damealiceowens.herts.sch.uk by **10am on Thursday 25 November 2021**.
- b) Please also enclose a **letter of application** of no more than 2 sides of A4, outlining why you are uniquely placed for this post and your key priorities for pastoral care at Dame Alice Owen's School.
- c) Please also enclose the names and full contact details, including email addresses, of **two referees**. They are likely to be contacted after shortlisting, but before the interview stage.

We look forward to reading your application, and thank you for your interest in our School.

Hannah Nemko
Headteacher

Information about the School and the Post

Introduction

Dame Alice Owen's School is a mixed, partially selective secondary school with over 1,440 registered students and a vibrant and highly successful sixth form. Our school was founded over 400 years ago by Dame Alice Owen, a remarkable philanthropist with an unusually modern vision for education. She established the first school in Islington and, as demand outstripped space, it moved to its current setting in the Hertfordshire countryside. Because of its roots and its close and important relationship with the Worshipful Company of Brewers, there are at least 20 places each year for 11 year old students from Islington. It also offers 65 places to the highest scoring applicants who sit the entrance exam each year and a further 10 places for the most talented or able musicians who apply for a place in Year 7. The remainder of the places in an annual cohort of 200 go to siblings and local students on the basis of proximity to the school and to those with priority needs.



It is this combination of student and its truly outstanding record of achievement and added value that makes our school such a special place. It is oversubscribed by 5 applicants per place every year. Our dedicated staff, parents' association, governing body and school (staff and student) leaders, constantly appraise and re-appraise the various aspects of school life, learning and achievement so we are never complacent. Our school faces the usual challenges of all educational establishments in the public sector, and ensuring that their impact is felt least by the students is a key objective.

Securing a place at Owen's has been described as "winning the lottery" in the Good School Guide and "the golden ticket" in Tatler and our school benefits from some of the most able students in the country. Our Foundress left a number of fields in the, then, village of Islington to the care of the Worshipful Company of Brewers which now generate over one million pounds of additional income for the school annually. This creates a very special ethos and fosters the very positive staff working environment. The students and staff benefit from a number of traditions including Beer Money, staff awards and Visitation.

As you will learn through the information provided in the pack, we have much to be pleased



about: in 2013 we received the Teaching School award and are now a lead partner in the Alban Teaching School Hub helping to lead a Who's Who of outstanding schools in the region. In 2019, we were, once again, awarded the title of State school of the Year by The Sunday Times and in 2020 we were crowned Regional State School of the Decade by the same.

The vast majority of our school leavers from Year 13 receive offers from top universities to choose from, including on average 20 places at Oxbridge each year.

Further Information about the School and the Post

The key to the school's continued improvement is the constant striving to enhance the learning experience of the students in our classrooms. We pursue this through reference to, and involvement in research, borrowing the best ideas from the most effective schools in the country, together with an extensive programme of professional development.

The governors are committed to appointing colleagues who are outstanding teachers and excellent communicators.

Below are some of the key qualities and attributes we believe have contributed to our excellent reputation:

- Committed and dedicated staff who are responsive to change;
- The value we place on collaboration, both within our school and with other schools;
- Teamworking;
- Superb pastoral care;
- Energetic, curious and enthusiastic students;
- A very wide range of extra-curricular activities;
- Excellent resources and facilities;
- Forward-looking and proactive leadership;
- Attention to detail;
- A foundation stone of tradition and heritage; and
- Exceptional recognition by Ofsted.

The school has developed a very close partnership with a very supportive parent body to ensure the effective education of their children. We are hugely oversubscribed with over 1,000 applications each year for the 200 places available in Year 7, and 10 applicants for every external place available in the Sixth Form.

Our primary aim is to work in partnership with students and parents to ensure that students achieve their full potential by:

- ✓ Striving for **academic excellence**;
- ✓ Providing a **happy, safe, purposeful and caring** environment and encouraging a sense of pride in the individual and our School;
- ✓ Embracing **innovation** whilst maintaining our strong links with tradition;
- ✓ Providing interesting and challenging opportunities so that students **enjoy** their learning and maintain a desire to continue learning throughout their lives;
- ✓ Recruiting and developing **outstanding staff**;
- ✓ Offering high quality extra-curricular activities which involve all students; and
- ✓ Promoting respect for and understanding of religious and moral values.

Deputy Headteacher - Pastoral Role Description and Role Competencies

Reports to: Headteacher

Job Purpose, common to all SLT roles

To be part of the team which provides strategic leadership for the school and ensures a clear sense of direction as well as playing a crucial role in ensuring the smooth, purposeful, day to day running of all we do. Your impact is seen through resulting high levels of student progress and excellence in teaching and learning as well as through your ability to motivate students and staff. You will help lead innovation to ensure the school is a leading force nationally.

Key Accountabilities

You will be working closely with the rest of the senior team which consists of the following people:

- Mrs Hannah Nemko, Headteacher
- Mr Stephen Fry, Deputy Headteacher, Pupil Progress
- Mr Matt Ewins, Assistant Headteacher, Standards
- Ms Jeni McClean, Assistant Headteacher, Head of Sixth Form
- Ms Lauren Common, Assistant Headteacher Teaching and Learning, Safeguarding
- Dr Matthew James, Assistant Headteacher, Curriculum
- Mrs Jackie Campbell, School Business Manager

The following outlines our key shared accountabilities:

Shaping the school

- Support the Head in defining, meeting and promoting the vision, aims, ethos and policies of the school, promoting high levels of behaviour, wellbeing and achievement.
- To work collaboratively, sharing professional values, knowledge and understanding; supporting colleagues and accepting the team responsibility for outcomes.
- Creating a successful learning culture which enables students to become effective, enthusiastic, independent learners, committed to life-long learning.
- Supporting the recruitment and retention of staff, providing support and guidance, empowering them to achieve their targets and helping them to manage their workload to achieve the vision and goals of the school.

Managing the organisation

- Producing and implementing clear, evidence-based improvement plans, evaluations and policies for the development of the school and its facilities.
- To line manage middle leaders, holding them to account for their professional conduct and practice and ensuring effective performance development.
- Maintaining leadership and careful oversight of specific areas of the School Improvement Plan as directed by the Head together with contributing towards the School Self-Evaluation cycle.
- Ensuring that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.

Teaching and learning

- To plan and teach engaging and challenging lessons which demonstrate high standards of teaching and learning, exemplifying excellent practice in delivering inclusion, diversity and equality of access.

Personal development

- Evaluate your own teaching critically and use this to inform your professional development.
- Demonstrate a commitment to continuous professional development by participating in opportunities to build your capabilities as a teacher and leader.
- Maintain an up-to-date expert knowledge of your subject area, and up to date research and thinking linked to your responsibilities as a member of the SLT; leading change through clarity of thought, creativity and innovation in the constant attempt to raise achievement of students across all abilities and backgrounds.

Operational

- To ensure the smooth running of the school on a day to day basis, ensuring a calm and ordered environment.
- To help at major school events.
- Play a key role in the discipline and behaviour management of the whole school by being a visible presence who holds students and staff to account for their behaviour where necessary.

Safeguarding

- Working with relevant agencies to promote the safety and welfare of students and ensuring they are kept safe from individuals or organisations who may wish them or wish to lead them into harm.
- Creating and promoting positive strategies for challenging racial, gender or any other prejudice and dealing with any form of harassment.

Building community

- Creating and maintaining an effective partnership with parents and carers to support and improve students' achievement and personal development.
- Dealing sensitively with staff and students.

Accountability

- Attend Governors' meetings as appropriate; prepare and present reports to governors as required to enable them to meet their requirements.
- Ensure you understand your professional responsibilities in relation to school policies and practices.

To be successful in this role you will need to be able to demonstrate your ability to:

- Think strategically, build and communicate a coherent vision in a range of compelling ways to a variety of audiences;
- Inspire, challenge, motivate and empower others to carry the vision forward;
- Access, analyse and interpret information;

- Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement;
- Give and receive effective feedback and act to improve personal performance;
- Accept support from others including colleagues and governors;
- Manage your own workload and that of others to allow an appropriate work/life balance;
- Delegate management tasks and monitor their implementation;
- Prioritise, plan and organise yourself and others;
- Make professional, managerial and organisational decisions based on informed judgements;
- Think creatively to anticipate and solve problems;
- Engage the school community in the systematic and rigorous self-evaluation of the work of the school;
- Recognise and take account of the richness and diversity of the school's communities;
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
- Listen to, reflect and act on community feedback.

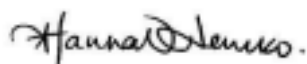
What we can offer you

The school provides an excellent range of staff development opportunities. This is currently led by Mrs Lauren Common, Assistant Headteacher, and our team of ASTs/SLEs with responsibility for teaching and learning. All staff members are encouraged to continue their personal development and undertake further qualifications if they wish.

We fully appreciate the time and consideration which go into applying for a senior position such as this. If there is anything we can do to help you through this process, please do not hesitate to ask.

As well as the opportunity for an informal chat, potential candidates are welcome to tour the school and meet with key staff on 18 and 25 November 2021. In order to arrange this please speak to Lona Hennigan, Executive Assistant to the Headteacher by telephone on 01707 622 841 or by email, ea@damealiceowens.herts.sch.uk.

We very much look forward to receiving your application.



Mrs Hannah Nemko
Headteacher

Deputy Headteacher – Head of Pastoral Care

Specific job requirements

Job Purpose:

To be the figurehead and lead in all matters relating to pastoral care, upholding the ethos of the school and promoting a culture of learning and personal wellbeing.

Responsible for:

- Pastoral care
- Behaviour
- Delivery of PSHRSE/assemblies
- Staff and student Wellbeing
- Attendance
- First Aid

Generic Responsibilities:

- Responsibility for ensuring all students adhere to the school and uniform rules as well as the student code of conduct and ensure that all staff implement these in line with the school's discipline policy.
- Carry out the duties as laid out for a member of the Senior Leadership Team adopting a high profile, ensuring good levels of behaviour and student safety on the site at all times, including outside of lesson time.
- Assisting with the school's break and lunchtime supervision arrangements and lesson changeover.
- Attend all meetings of the Senior Leadership Team and implement any decisions resulting from these meetings which are relevant to this job description.
- Attend Governing Body meetings and Subject Leader Forum (HoDs) meetings as required.
- Chairing any working groups and making presentations of policy or of the school's work to the Trustee and Governors as required.
- Contribute towards the review and management of the school self-evaluation document.
- Lead and implement the School Improvement Plan in relation to the areas associated with this job description.
- Contribute towards the development and embedding of a shared understanding of what constitutes outstanding learning and teaching.
- Teach as directed by the Headteacher.
- Deputise for the Headteacher when required.
- Work flexible, and sometimes long hours, including the need to work during school holiday periods where necessary.
- Any other issues or responsibilities may arise or are identified by the school or Headteacher.

Key responsibilities

- In consultation with the Headteacher, lead, manage and have strategic oversight of the pastoral vision for the school.
- To assist and support the Headteacher in raising the standards of achievement and attainment of all groups of students across the school, with a key focus on monitoring and maximising student progress amongst the most vulnerable groups by ensuring optimal student wellbeing and behaviour.
- Implement the pastoral systems through the leadership and management of the Pastoral Directors, Pastoral Managers and Pastoral Secondment (as appropriate).
- Responsibility for the line management and performance management of allocated HoDs, Pastoral Leaders, the Attendance officer, Mental health team, Head of PSHSRE and First Aid staff as designated.
- Oversight of the Peer Mentoring Programme.
- Ensure that all staff uphold the school's ethos and values through their interaction with students as well as the management of communication with students and parents acting appropriately, in conjunction with the Headteacher, should this not be the case.
- Lead more highly focussed intervention to support students where they have been identified as having a higher level of emotional or behavioural need.
- To liaise with external agencies, as required, to ensure the best outcomes for all students.
- Together with the head of Houses, develop, and keep under review, systems that promote positive behaviour for learning for all students and ensure staff maintain, and are supported in the maintenance of, the highest of expectations of student behaviour.
- Ensure that communication of the school's pastoral ethos and values are clearly disseminated through all school literature and the website.
- Ensure school policies related to the pastoral systems are relevant and up to date and clearly understood by students, staff and parents.
- Ensure school policies related to the pastoral system are followed by all staff and that all staff are held accountable for their implementation and success.
- Communicate with parents as required to guarantee effective home-school relations to support our students.
- Meet parents with concerns and complaints about the pastoral support or general progress of their child.
- To have strategic oversight and leadership of PSHRSE and form time activities.
- To organise a meaningful assembly rota which compliments and supports the pastoral and PSHRSE curricula.
- To support the AHT Safeguarding in their work.
- Maintain oversight of attendance and punctuality for individual students and groups of students, using SIMS, and intervene when there are issues with punctuality and attendance including working with external agencies.
- Responsible for the initial preparation and suggested exclusion of students, including the preparation of any suspension or permanent exclusion documents.
- Ensure the smooth transition of students across key stages.
- Ensure the smooth transition of students into the school from primary school as well as from other placements in the case of an in-year transfer or alike.
- Act as a link between the Owen's School Association (OSA), the Parent Association, and the school.
- Organise appropriate students to participate in the recruitment of new staff.



Person Specification

	Desirable/ Essential
Education	
Holds a degree (or higher) level qualification	E
Holds QTS	E
Up-to-date in-service training in subject and whole school issues	E
Additional qualifications relevant to the post	D
Experience	
Senior leadership team experience in a secondary setting as either an Assistant Headteacher or Associate Assistant Headteacher/equivalent	E
Experience as a Designated or Deputy Designated Safeguarding Lead	D
Involvement in the professional development of staff	E
Experience line managing departments to ensure outstanding teaching, learning and results	E
Experience of working in more than one school	D
Experience of working with Governors	D
Experience of successfully leading and managing change	E
Experience of behaviour management and the management of a large pastoral team	E
Experience dealing with complicated and emotive issues	E
Experience dealing with a range of outside agencies	E
Outstanding communication skills with all stakeholders	E
Specialist skills and knowledge	
A clear understanding of the issues young people often face and ways of helping them through these difficult years	E
Understanding of specific issues surrounding more vulnerable students and how to lead these young people to successful outcomes	E
Clear commitment to the safeguarding of students	E
Knowledge of equal opportunity issues for students and staff	E
Excellent administration, organisation and management skills	E
Ability to motivate and coach staff to perform to the best of their ability	E
Knowledge and understanding of school improvement	E
Knowledge and understanding of school data and its use in monitoring and raising performance	E
An innovative and exciting approach to teaching and learning with an understanding and proven practice of excellence for all	E
Clear understanding and up to date knowledge of developments in pedagogy	E
Excellent information and communication technology skills	D
Other	
An outstanding classroom practitioner	E
An energetic committed individual with a clear vision and unwavering commitment to excellence for all and a strong sense of moral purpose	E

An excellent role model: reliable, honest and trustworthy, demonstrating the highest professional standards	E
A willingness to commit to the school's vision and to 'go the extra mile' in order to achieve it.	E
A problem solver with a 'can do' attitude	E
Ability to multi task, prioritise, stay relaxed under pressure and deal with numerous challenges simultaneously	E
Willingness and clear commitment to be involved in and support extra-curricular activities	E
Excellent Emotional Intelligence and interpersonal, communication skills	E
The ability to lead and enthuse, challenge, influence and motivate others	E
High expectations of all students and staff coupled with the belief and skills to ensure that all students will succeed.	E
An unwavering focus on securing the success of the students and ensuring the best interests of the student are at the heart of all decisions	E
Ambition to progress to Headteacher	D
A good sense of humour!	E

DAME ALICE OWEN'S SCHOOL



TRUSTEE: THE WORSHIPFUL COMPANY OF BREWERS

Welcome to Prospective Parents (for entry to our school in September 2020)

To ensure all information is as up-to-date as possible and to reduce the environmental impact of using too much paper, the school website, www.damealiceowens.herts.sch.uk, has comprehensive information about the school and also provides weekly news items, Parents' FAQs, more details of our school history, the school day, catering arrangements and links to the OSA (Owen's School Association) website.

Mrs Hannah Nemko, Headteacher

Public Examinations results 2019

Our examination results were, once again, outstanding with 61% A*A at A level and 52% grades 9 and 8 at GCSE with 94% of candidates achieving 5 or more GCSEs graded 9–4 grades (A*-C) including English and Mathematics. Further information about the results can be found below.

76% of Year 11 students are pursuing courses in our Sixth Form. 92% of the Sixth Form went on to university or technical training and 8% of the students are taking a gap year intending to apply to university for 2019 entry.

Student Attendance Records *

Total number of students on roll of compulsory school age	1032
Percentage of student sessions missed through authorised absence	3.9%
Percentage of student sessions missed through unauthorised absence	0.24%
Length of taught week (lesson time):	25.0 hours

{* Information from the summer 2019 school census}

The Dame Alice Owen Foundation

As a result of the generosity of our foundress, Dame Alice Owen, the School benefits from substantial additional annual income from the Dame Alice Owen Foundation. This income is utilised to enhance the learning experience of students through the appointment of additional teaching staff, support for a variety of curriculum areas and building projects as well as the provision of additional music, drama and sporting opportunities.

Summary of results at A level and GCSE, summer 2019

Our students again secured outstanding A level results this year. 83.5% of all grades were awarded A*- B, with 27% of all entries being awarded an A* and 33% an A grade. 99.7% of all entries secured a pass grade.

RESULTS ACHIEVED AT 'A' LEVEL BY YEAR GROUP 13 - SUMMER 2019									
Subject	Number of students	A*	A	B	C	D	E	0	U
Art & Design	20	5	2	10	2	0	1	0	0
Art and Design Textiles	7	2	3	2	0	0	0	0	0
Biology	50	16	17	7	9	0	0	0	1
Business Studies	20	1	5	6	4	3	1	0	0
Chemistry	73	21	26	16	6	4	0	0	0
D&T Product Design	5	1	1	2	1	0	0	0	0
Drama	6	0	2	4	0	0	0	0	0
Economics	35	6	14	7	4	3	0	0	1
English Literature	37	14	13	8	2	0	0	0	0
French	10	2	4	3	1	0	0	0	0
Geography	21	1	10	6	4	0	0	0	0
German	7	3	1	1	1	1	0	0	0
History	64	14	33	13	4	0	0	0	0
Mathematics	126	49	32	23	10	9	3	0	0
Mathematics Further	35	8	13	11	3	0	0	0	0
Music	7	3	2	2	0	0	0	0	0
Music Technology	7	0	0	1	4	2	0	0	0
Physics	59	14	20	15	4	5	1	0	0
Politics	26	6	6	10	4	0	0	0	0
Psychology	21	9	3	4	4	1	0	0	0
Religious Studies	14	3	8	0	2	0	0	0	1
Sociology	9	1	1	2	2	3	0	0	0
Spanish	10	2	4	3	1	0	0	0	0

Our GCSE results were equally impressive with 27% of all grades awarded at a grade 9 with a further 25% of all grades secured at a grade 8. 70% of all grades achieved were 9-7 which is roughly equivalent to the old A*A grades or higher.

94% of our students achieved 5 or more GCSEs at standard pass or above including English and Maths.

RESULTS ACHIEVED AT GCSE BY YEAR GROUP 11 - SUMMER 2019											
Subject	Number of students	9	8	7	6	5	4	3	2	1	U
Art and Design	56	14	19	10	6	4	1	2	0	0	0
Art and Design Textiles	11	2	2	1	1	3	0	1	1	0	0
Biology	159	68	50	25	13	3	0	0	0	0	0
Business Studies	60	3	10	10	12	13	6	4	2	0	0
Chemistry	159	73	44	27	10	2	3	0	0	0	0
Combined Science*	60	1	17	25	25	17	19	13	3	0	0
Computer Science	22	9	6	2	3	1	1	0	0	0	0
Design and Technology	39	7	7	5	6	9	2	3	0	0	0
Drama	23	5	7	6	3	1	1	0	0	0	0
Economics	62	13	9	16	12	6	3	1	2	0	0
English Language	219	35	47	50	33	25	20	8	1	0	0
English Literature	215	43	40	43	38	28	19	3	0	1	0
Food Technology	30	2	2	6	2	3	8	5	2	0	0
French	156	34	33	36	18	14	10	11	0	0	0
Geography	88	34	22	17	7	5	2	0	1	0	0
German	60	6	12	10	13	10	5	3	1	0	0
History	163	32	47	31	21	14	10	5	3	0	0
Mathematics	219	57	66	29	32	11	12	9	2	0	1
Music	51	26	12	9	3	1	0	0	0	0	0
Physical Education	26	8	4	7	5	2	0	0	0	0	0
Physics	158	80	50	19	6	3	0	0	0	0	0
Religious Studies	77	24	21	9	13	7	1	2	0	0	0
Spanish	75	18	15	20	7	10	4	1	0	0	0

*Each candidate receives two grades



University Destinations 2019

BATH	Architecture (with placement)
BATH	Business Administration (with professional placements)
BATH	International Development with Economics
BATH	International Development with Economics
BATH	Management
BATH	Mechanical Engineering
BATH	Physics
BATH	Psychology (with placement)
BIRMINGHAM	Ancient History
BIRMINGHAM	Business Management with Marketing and Year in Industry
BIRMINGHAM	Chemical Engineering (Industrial Experience) (5 years)
BIRMINGHAM	Drama and English
BIRMINGHAM	Geology and Physical Geography
BIRMINGHAM	History
BIRMINGHAM	Law
BIRMINGHAM	Medicine (5 years)
BIRMINGHAM	Physics (4 years)
BIRMINGHAM	Sport, Physical Education and Coaching Science
BRIGHTON	Geology
BRIGHTON	Primary Education 5-11 with QTS
BRISTOL	Applied Anatomy
BRISTOL	Civil Engineering
BRISTOL	Economics
BRISTOL	English
BRISTOL	English
BRISTOL	English and History
BRISTOL	Film and Television
BRISTOL	Film and Television
BRISTOL	History
BRISTOL	History and Spanish
BRISTOL	Mathematics and Physics
BRISTOL	Social Policy and Politics

BRISTOL	Theatre and Film
CAMBRIDGE	Engineering
CAMBRIDGE	History
CAMBRIDGE	Human, Social, and Political Sciences
CAMBRIDGE	Land Economy
CAMBRIDGE	Law
CAMBRIDGE	Mathematics
CAMBRIDGE	Medicine
CAMBRIDGE	Modern and Medieval Languages
CAMBRIDGE	Music
CAMBRIDGE	Natural Sciences
CAMBRIDGE	Natural Sciences
CAMBRIDGE	Natural Sciences
CAMBRIDGE	Natural Sciences
CAMBRIDGE	Psychological and Behavioural Sciences
CAMBRIDGE	Psychological and Behavioural Sciences
CAMBRIDGE	Veterinary Medicine
CAMBRIDGE	Veterinary Medicine
CARDIFF	International Relations and Politics
CENTRAL SCHOOL OF SPEECH & DRAMA	Costume Construction
DURHAM	Biological Sciences
DURHAM	Geography
DURHAM	Law
DURHAM	Physics
EAST ANGLIA	Business Management
EAST ANGLIA	Economics
EAST ANGLIA	Medicine
EDINBURGH	Biomedical Sciences
EDINBURGH	French and Linguistics
EDINBURGH	Psychology
EXETER	Biological Sciences
EXETER	Geography
GLASGOW	Medicine
HERTFORDSHIRE	Dietetics
HERTFORDSHIRE	Film and Television (Production)
IMPERIAL	Computing
IMPERIAL	Computing
IMPERIAL	Computing (Artificial Intelligence and Machine Learning)

IMPERIAL	Electrical and Electronic Engineering
IMPERIAL	Mathematics
IMPERIAL	Medicine
KENT	Psychology
KING'S COLLEGE LONDON	Mathematics with Statistics
LANCASTER	Geography
LANCASTER	History
LANCASTER	Linguistics
LEEDS	Biology
LEEDS	Business Management
LEEDS	Chemistry
LEEDS	Geography and History
LEEDS	History
LEEDS	History
LEEDS	History
LEEDS	Mathematics
LEEDS	Medicine
LEEDS	Medicine
LEEDS	Medicine
LEEDS	Neuroscience
LEICESTER	Chemistry (with a year abroad)
LEICESTER	Chemistry with Forensic Science (with a year in Industry)
LEICESTER	Geology
LIVERPOOL	Philosophy and Politics
LONDON SCHOOL OF ECONOMICS	Politics
LOUGHBOROUGH	Aeronautical Engineering
LOUGHBOROUGH	Economics
LOUGHBOROUGH	History
MANCHESTER	Biochemistry
MANCHESTER	Biochemistry
MANCHESTER	Engineering with an Integrated Foundation Year
MANCHESTER	History
MANCHESTER	Politics and French
MANCHESTER	Politics, Philosophy and Economics
MANCHESTER	Psychology
MANCHESTER	Religions and Theology
MANCHESTER METROPOLITAN	Multimedia Journalism
NEWCASTLE	Film Practices
NEWCASTLE	Film Practices

NOTTINGHAM	Accountancy
NOTTINGHAM	Architecture and Environmental Design
NOTTINGHAM	Chemical Engineering
NOTTINGHAM	Chemical Engineering
NOTTINGHAM	Chemical Engineering with Environmental Engineering
NOTTINGHAM	Economics
NOTTINGHAM	Economics
NOTTINGHAM	History
NOTTINGHAM	History
NOTTINGHAM	History
NOTTINGHAM	Industrial Economics
NOTTINGHAM	Industrial Economics
NOTTINGHAM	International Media and Communications Studies
NOTTINGHAM	Law
NOTTINGHAM	Mathematical Physics
NOTTINGHAM	Mathematics
NOTTINGHAM	Mathematics
NOTTINGHAM	Mathematics
NOTTINGHAM	Medicine BMBS (Nottingham/Derby pathway)
NOTTINGHAM	Medicine BMBS (Nottingham/Derby pathway)
NOTTINGHAM	Philosophy
NOTTINGHAM	Physics (4 years)
NOTTINGHAM	Veterinary Medicine
NOTTINGHAM TRENT	Architecture
NOTTINGHAM TRENT	Spanish and International Relations (4 years)
NOTTINGHAM TRENT	Sport and Exercise Science
OXFORD	Biochemistry (Molecular and Cellular)
OXFORD	Biochemistry (Molecular and Cellular)
OXFORD	Economics and Management
OXFORD	French
OXFORD	History and Economics
OXFORD	Law with German Law
OXFORD	Philosophy, Politics and Economics
PEARSON	MLaw Professional Legal Practice (Integrated Masters)
PORTSMOUTH	Business and Management
PORTSMOUTH	Fashion and Textile Design
QMUL	Accounting and Management
QMUL	Dentistry
QMUL	Economics

QMUL	English with Creative Writing
QMUL	Pharmaceutical Chemistry
QUEEN'S BELFAST	Law
READING	International Relations and Economics with Placement Year
READING	Law
ROYAL HOLLOWAY	Theoretical Physics
SALFORD	Professional Sound and Video Technology
SCHOOL OF ORIENTAL & AFRICAN STUDIES	Social Sciences, Arts and Humanities with Foundation Year
SHEFFIELD	Computer Science Foundation Year
SHEFFIELD	History and Philosophy
SHEFFIELD	Law(with Spanish Law)
SHEFFIELD HALLAM	Electronic Engineering with Foundation Year
SOUTHAMPTON	Law
SOUTHAMPTON	Marine Biology with Oceanography
SOUTHAMPTON	Medicine
SOUTHAMPTON	Physics
SOUTHAMPTON	Physics with Astronomy (4 years)
SURREY	Computer Science
SURREY	Financial Mathematics.
SUSSEX	Psychology
SUSSEX	Psychology with Neuroscience
SUSSEX	Zoology
SWANSEA	Economics with a Year Abroad
UNIVERSITY COLLEGE LONDON	Architecture
UNIVERSITY COLLEGE LONDON	Engineering and Architectural Design
UNIVERSITY COLLEGE LONDON	History
UNIVERSITY COLLEGE LONDON	Law
UNIVERSITY COLLEGE LONDON	Medicine (6 years)
UNIVERSITY COLLEGE LONDON	Medicine (6 years)
UNIVERSITY COLLEGE LONDON	Medicine (6 years)
UNIVERSITY COLLEGE LONDON	Medicine (6 years)
UNIVERSITY COLLEGE LONDON	Physics
UNIVERSITY COLLEGE SUFFOLK	Diagnostic Radiography
WARWICK	Computer Science
WARWICK	Cyber Security
WARWICK	Economics
WARWICK	English Literature
WARWICK	History

WARWICK

History and Politics

WARWICK

Mathematics

WARWICK

Philosophy, Politics and Economics (PPE)

WESTMINSTER

Architecture

WESTMINSTER

Psychology

YORK

Economics

YORK

English

YORK

History

YORK

Physics