

SEVENOAKS SCHOOL

THE INSTITUTE OF SERVICE & PARTNERSHIPS

STUDENT HANDBOOK

2022-2023



INSTITUTE OF
SERVICE AND PARTNERSHIPS

WWW.SEVENOAKSSCHOOL.ORG/SSI/     



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The Institute of Service and Partnerships

Through the Institute of Service and Partnerships (ISP), we aim to create positive, inclusive and sustainable social change through educational innovation and collaboration.

As a school, we work with teachers, students, parents and the wider community to advance educational opportunity across Kent and beyond, also enriching our own education through working in partnership. In this, we hope to be true to the aims of our Founder, William Sevenoke, in creating a school which is connected to the community.

The ethos of service is central to the Sevenoaks education as we strive to nurture socially engaged young citizens. Students are encouraged to appreciate the value of critical and empathetic reflection upon all of their actions, whilst also recognising an exciting opportunity to use their educational advantage for the creation of a fairer global society.

Key staff roles

Miss Cat Davison (CLD)

– ISP Director

Mr Paul Lilley (PCL)

– Assistant ISP Director
(Environmental Sustainability Education)

Mr Gaston Oberti-Oddi (GOO)

– Assistant ISP Director
(Equity, Diversity & Inclusion)

Mrs Isla Phillips-Ewan (IMP)

– KAN Director

Mrs Jutta Poxleitner (JYP)

– ISP Administrator

Mrs Clare Strange (CJS)

– Assistant ISP Director
(Educational Partnerships)

Mrs Sally Walmsley (SAW)

– Deputy Head Co-Curriculum

Key Aims

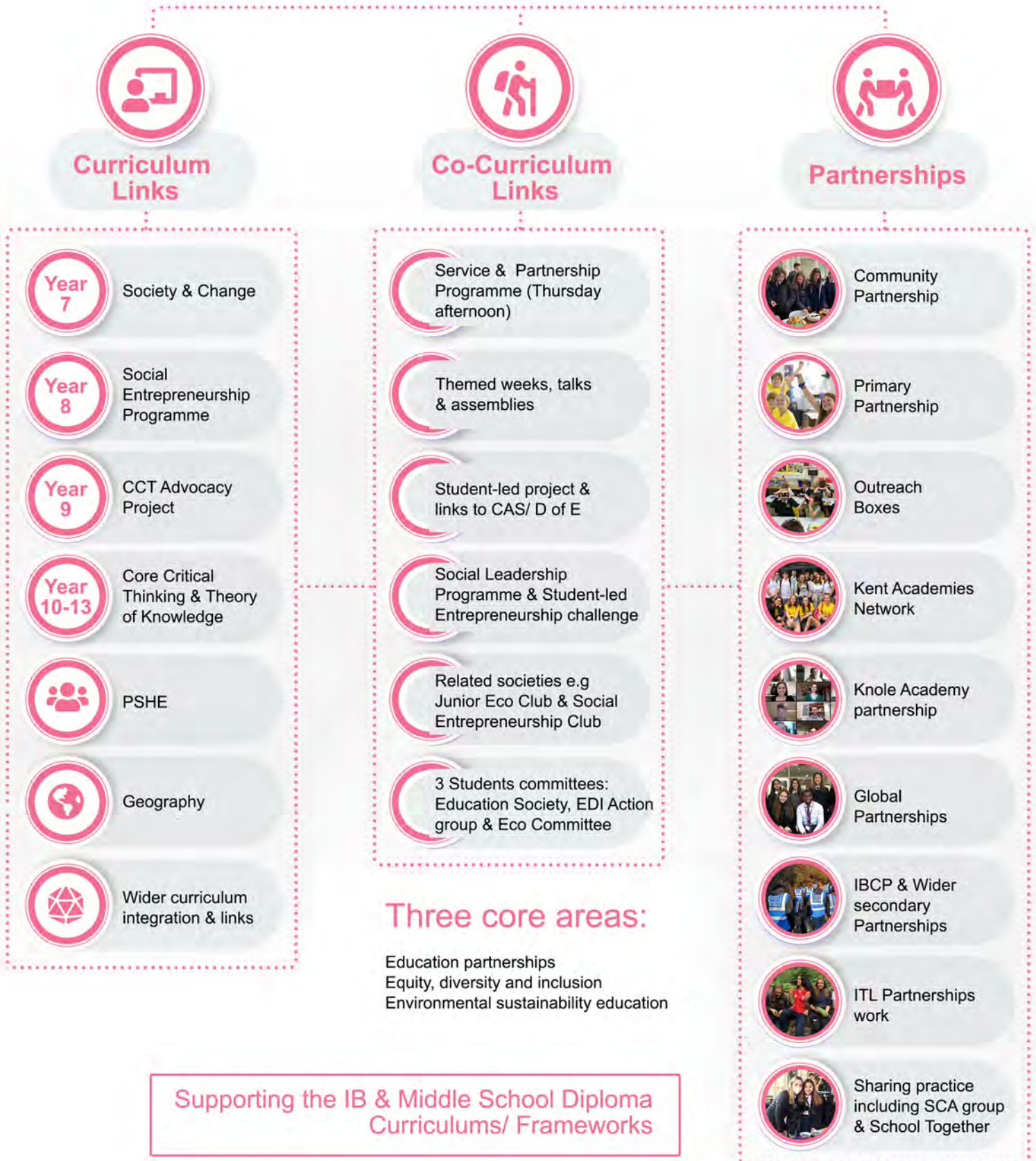


Email

partnerships@sevenoaksschool.org
with any service and partnerships related questions and we will get the email to the right person!

Scope of Institute

This image aims to map out the areas of intersection and impact across the school's curriculum, co-curriculum, and partnerships work
Institute of Service & Partnerships: A point of Collaboration



Working Principles

At Sevenoaks School, we strive for our service and partnerships work to be...



Informed

01

- We take time to research the underlying causes and systems producing a challenge and to understand the wider context of a project, also analysing strengths and assets.
- We look for ways to work with people and learn from those who are affected by our work.
- We build theories of change and are open to being challenged on our assumptions.
- We are driven by a desire for sustainable impact and reflect on the short-term, medium term and long-term outcomes.



Collaborative

02

- We approach service with a partnership-based mindset of working together with other stakeholders towards achieving shared aims.
- We work with partners to plan, deliver and evaluate projects.
- We believe in universal human potential.
- We recognise the valuable skills & understanding we gain in this process.
- We approach service and partnerships with a mindset of social justice.

03

Inclusive



- We aim to identify and challenge inequalities, including in relation to access, representation, and decision-making.
- We avoid the reproduction of stereotypes and build from strengths in our communities and individuals.
- We research community needs and challenge our own biases and assumptions.
- We encourage others to join our work and offer support to others, with a strong focus on student leadership.

04

Sustainable



- We strive to ensure that our work is environmentally sustainable, built upon an understanding of environmental harms.
- We look to structure project finance such that our work is economically able to be continued over time.
- We aim to ensure that our work can be sustained in a social sense: that social systems and strong partnerships are created to ensure impact is long-lasting, built upon reflections on equity and the promotion of diversity.

05

Reflective



- We are open to different perspectives, welcoming feedback on our work.
- We reflect on our own biases and assumptions.
- We care about the impact of our actions and reflect on our motivations.
- We reflect on ourselves and how we have grown in this process, both in our own skills, knowledge and mindset, and how we interact with others in our community.
- We share this reflection with the wider community to enable us all to grow.



Student Committees

We have one student committee, for each area of the ISP: equity, diversity & inclusion (EDI), educational partnerships, and environmental sustainability education. We hope that students across all year groups will take up these leadership opportunities.

Eco-Committee

Years: 10 and above

Time: Extended lunchtime meeting once a month

Staff: Mr Paul Lilley (PCL)

Join representatives from the school's environmental sustainability

Thursday service groups to discuss their work, approve students' environmental projects, discuss matters arising from the school's Sustainability Committee, and contribute to the running of Green Week, as well as supporting other green initiatives.

EDI Action Committee

Years: 7-13

Staff: Mr Oberti-Oddi (GOO) and Miss Davison (CLD)

Timing: Wednesdays 1.40-2.20

Room: ML1

This is a group for students interested in EDI-related areas and looking to make changes within our local community and the world more widely. The role of the committee will be to mentor student-led projects linking to EDI (with a partnerships/ community focus), lead on communication about various areas of our EDI partnerships, lead an annual diversity-related week, also supporting some projects from the EDI working groups as advised by CEI. Some of the areas this group may explore based on previous student interest are refugee understanding, gender-based discrimination, building understanding of sexuality, gender, disabilities, race, faith, and other protected characteristics.

Education Society

Years: 7-13

Time: Tuesdays 1.40-2.20, GSC2/3

Staff: Mr Mark Beverley (MPB) and Miss Cat Davison (CLD)

This is a society for all students interested in advancing educational opportunities and outcomes for all through collaboration and innovation. The first project will be leading a school-wide 'Education for Change' week, and we also hope to create a podcast, magazine, learning resources, and oversee all student-led projects related to educational partnerships. Some key areas of scope are education and social mobility, the science of learning, inclusion and education, education and peacebuilding, and citizenship education.

Wider Co-Curricular Opportunities

Junior Eco Club

Years: 7-9

Time & location: Thursday lunchtimes at 1.40pm

Staff: Mr Paul Lilley (PCL)

Room: L3

An opportunity for students in Years 7, 8, and 9 to get involved in the school's environmental projects, this group will be meeting on Thursday lunchtimes to help with a variety of green initiatives around the school. Each week will see the Eco Club lending a helping hand in some way, to the Thursday service groups. We are looking for some students in years 10 and above to lead this club.



Social Leadership Programme

Years: 10-13

Staff: Miss Davison (CLD)

Timing: Tuesday 5-6pm, on Zoom
(with students across local schools)

This is the chance to have weekly online workshops with guest speakers who are active practitioners in different social impact fields, engaging with students from across 10 local schools in the process. Topics will include concepts of leadership, communication and branding, systems change, environmental sustainability, and impact measurement! We will also have an in-person conference on the 11th of October, bringing students from all the schools involved together.



Service & Partnerships Student Drop-In

Location: Talbot House, downstairs office

Timing: Tuesday 10.45-11.15

Staff: Miss Davison (CLD)

Students are welcome to drop in to ask for advice on their ideas or active projects.



Social Entrepreneurship Society

Years: 7-13

Staff: Miss Davison (CLD)

Timing & location: Wednesday 4.15-5.00pm, L3 & L4

This society is for any student interested in developing their own business or project in support of a social or environmental cause. We run an annual student-led Social Entrepreneurship Challenge where students mentor other students in developing their businesses, leading to a final with judges in the summer term. For the most interested students, you can enter Peter Jones Foundation's 'Tycoons in Schools' Programme and receive seed funding. Year 8 students will all engage in a social entrepreneurship programme throughout the year and can use this society to grow their idea. We may also invite guest speakers on some weeks to support the growth of skills and understanding in areas such as marketing, finance, systems change and monitoring and evaluation.

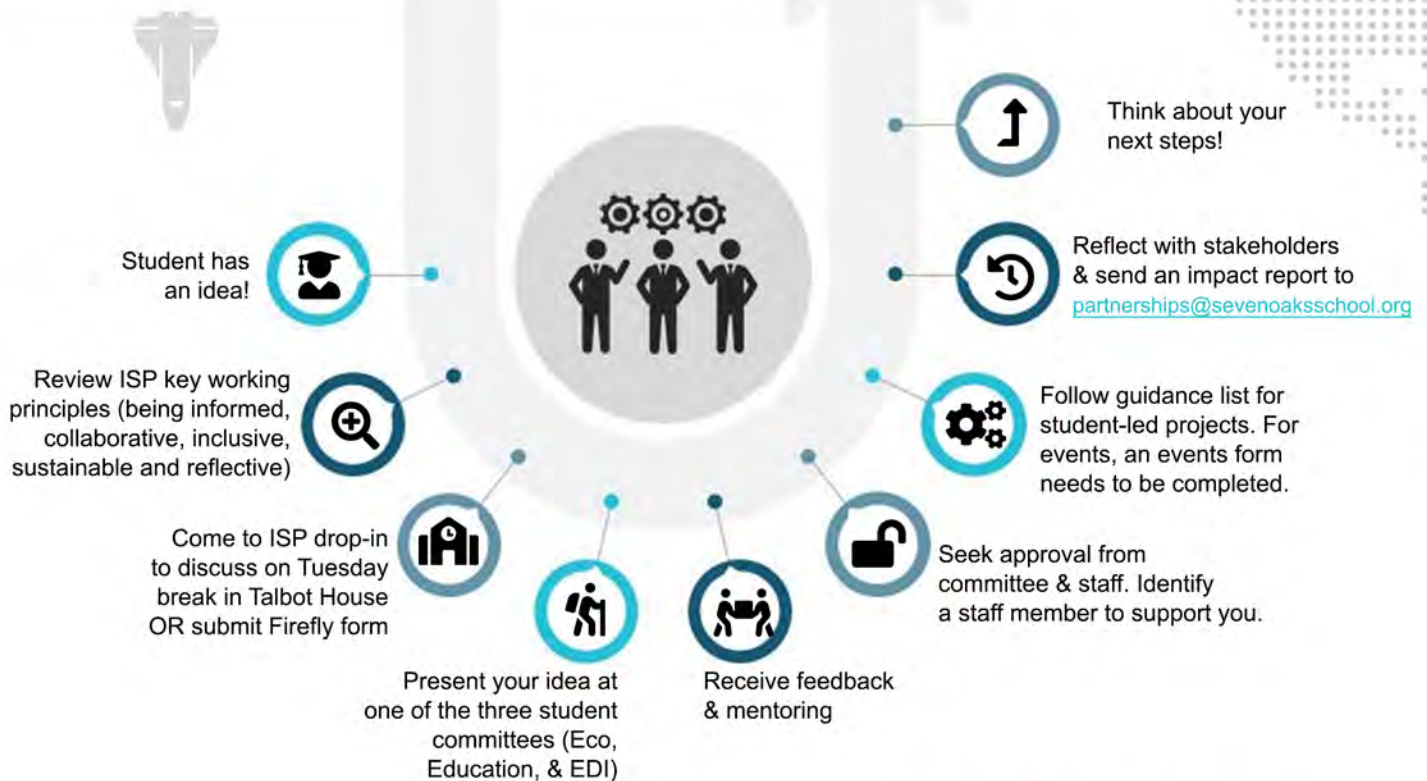


Student-Led Service & Partnerships Projects

If you are leading an initiative, we expect you to:

- Be an informed ambassador for the cause you are working for: ensure you really do understand the issues associated with the cause you are supporting.
- Be creative! Think through different possibilities of having an impact. Please note that home clothes days are now organised by the three student committees during themed weeks with nomination opportunities placed on the bulletin, so please think of a more creative fundraising idea if you are looking to raise funds.
- Communicate effectively: answer emails, come to meetings arranged, and think carefully about how you communicate your project to the school and wider community.
- Be committed: ensure that everything is organised to make your project a success and take responsibility for the project.

Note that for concerts, you will have a chance to apply to lead these which will be placed on the bulletin. Do also speak to Mr Palmer (SXP) for more information.



Key Information for Leading Student-Led Projects

01

Before your initiative

Find a specific staff member to support you throughout the process and be present at any events or activities.

Contact the partner organisation you are working with for their input from the outset, cc'ing your member of staff into correspondence.

Complete the Firefly form and present your project to a student committee for feedback and approval. Come to a drop-in on Tuesday breaks for advice.

If you are leading a significant event (e.g., concert, speaker event), you will need to complete the events planning document which comes with further advice. You may also need to complete a risk assessment.

Create a poster or video that clearly explains what you are doing and why, with key details. Feel free to use the school's account on Canva.org.
Username: cld@sevenoaksschool.org
Password: Sevenoaksimpact

If you are fundraising, consider creating a justgiving page to enable online donations. Search the charity on just giving, then click 'fundraise for us'. If you are part of a team, you can set up different 'teams' pages, feeding into a central page.

Send all this information to Miss Davison who can support with placing on the @sevenoaksimpact feeds, the bulletin and on Firefly, if appropriate.

If you would like to write a website article or use the main school's social media, send text/photos to Miss Davison who will check and send onto the marketing team.

02

During your initiative

Ensure you always have enough staff supervision and student helpers.

If raising funds for a charity, please always state the name of the charity and give a brief explanation of its work. It would be great to include something like '£1000 would enable 20 teachers to be trained in mental well-being' or similar, so people see how funds are used. Avoid saying that the event is 'for charity'.

Think about how you describe other people's challenges - avoid phrases like 'poor people', 'impoverished' and photos which represent people's suffering in a way that might not be dignified for them. Rather use language and photos that shows how people can be empowered or lives changed by your project.

Where possible, include the community or partner charity you support in your communication strategy and ask their advice on messaging.

Ensure you return any items borrowed and leave spaces used tidy.

03

After the initiative

Reflect on the impact - how could you have led your initiative more successfully? What are your criteria for success? What might someone else say?

Ensure any funds have been handed in to Miss Davison or Ms Poxleitner or to the accounts department directly. The money should be counted carefully and clearly labelled with the charity it should go to.

Write a paragraph or article explaining the impact of your project and send it to partnerships@sevenoaksschool.org. If funds were raised, you should contact the organisation to ask how the money will be spent, and for an indication of impact.

These paragraphs/articles will be fed back to all pupils via a regular newsletter for Service and Partnerships & placed in an impact report.

Thank everyone that helped you in the process!

For more advanced longer-term projects, you can use the planning form found on firefly, and at the end of this handbook. Consider entering the social entrepreneurship challenge for further guidance and feedback, and years 10-13 can join the Social Leadership Programme.

The Service and Partnership Programme

(on Thursday afternoons)

An Introduction

The aim of the service and partnerships programme is for you to understand your capacity to make meaningful contributions to your immediate community, and wider society.

Through service, we hope that you will apply academic understanding and soft skills in real life contexts, involving research, decision-making, teamwork, initiative, and taking responsibility for your actions.

Students often find service one of the most transformational activities at school; however, the impact upon you and others is largely determined by the your own level of interest, commitment and initiative.

Signing Up

- All students in years 10-12 engage in either service or CCF during periods 5-6 on Thursday afternoons.
- If you have selected service, read the descriptions carefully and pick four activities which you think you will really enjoy, as there are limited spaces for each activity.
- If there is a particular activity that you are very keen to participate in, please explain in the comments box.
- Note that some activities start earlier than period 5 and may require you to have an early (or packed) lunch and be ready to leave school by 13.30. Most activities take place from period 5-6, ending at 4.10pm.
- Unless it states otherwise, all activities will be a mix of year groups, and we will work very hard to ensure you are placed in one of the four activities you have chosen.
- Everyone is expected to commit themselves to their chosen activity for a whole year, during this time I hope you find the experience enjoyable and rewarding.

Staffing

If you are unsure of who to email, please always email partnerships@sevenoaksschool.org. There are three sections of the programme, with a staff member responsible for each:

- Educational partnerships (Mrs Clare Strange - CJS)
- Environmental sustainability education (Mr Paul Lilley – PCL)
- Equity diversity and inclusion (Mr Gaston Oberti-Otto – GOO)

Each service programme placement will be led by a specific member of staff, who you will register with each week and will provide guidance during the session.



Educational Partnerships

Key contact for all educational partnership placements: Mrs Clare Strange, ISP Assistant Director
(Educational Partnerships) CJS@sevenoaksschool.org

Primary schools

Do you love working with younger students, helping them to enjoy new subjects and develop their skills? We have a huge range of service placements with local primary schools, and you will be given the chance to choose between different subjects, once you are selected for this option. A positive interest in sharing your skills and a desire to work with young pupils is essential.

The different subject areas for 2022-2023 include: coding and chess, languages, art, history, technology, philosophy, classroom and reading support, forest schools, dance, sports, and drama.

You will also have the chance to work with students at Valence School who have physical disabilities and complex medical needs.

On the sign-up form select primary schools and explain any areas of interest in the comments box.

Costume and props

You will help organise, fix and create all the costumes and props used by the drama department. In the future, we hope that these will be available to be shared with local schools through a new system for prop sharing.



EduLit

This project supports the literacy programme led by the EduSpots' Ghanaian team and will give students a direct insight into development practice, Ghanaian culture and literacy development in underserved rural communities. EduSpots is a Ghanaian and UK registered charity that aims to connect, equip and train a network of 250 local volunteers to drive community-led change through a network of 50 physical library-education spaces in rural Ghana named Spots which support 15,000 users each year. See www.eduspots.org.



A core part of this service placement will involve working via Zoom with the Ghanaian Literacy Coordinator on the design work and ideas for monthly literacy challenges which are engaged in by students (aged 11-14) in EduLit clubs across 15 communities. The group collate their entries in different media, which in the past has led to creative writing anthologies, radio plays, drama stills and public speaking talks. Communities are also awarded personalised monthly certificates of participation and excellence. Other projects will involve creating literacy resources and EduSpots 'Kwame's Adventures' storybooks which better reflect the local context, involving communities in this process and advocating for more awareness of the importance of representation in literature.

This group will also help to fundraise to create EduLit boxes (consisting of books by African authors, Ghanaian relevant phonics equipment and other literacy resources) to be created in Ghana and delivered to communities. One fundraising event will be the annual 'EduSpots World Book Day Bake-Off' in March which is book-themed, and we hope to spread cross partner schools, engaging local students in literacy activities in the process. The key skills needed for this project (or looking to be developed) are design skills (we use Canva), illustration, video editing and an interest in writing and wider creative thinking. Students who enjoy fundraising for a cause where they will see the impact very directly for all funds raised and will find this a rewarding experience.

EduSpots Student Ambassadors

Students who are interested in working more independently to support the work of EduSpots in diverse ways can sign up as student Ambassadors for the organisation. You can sign-up to do this as part of the service programme, or as a co-curricular activity. The Ambassador role could involve gaining experience in various elements relating to working for a charity, depending on your interest and experience. This includes:

- Helping to establish an EduSpots Ambassadors Network with schools and universities across the world.
- Leading fundraising initiatives and creating a fundraising handbook for all EduSpots' supporters.
- Taking EduSpots' online courses in global development, postcolonial perspectives and social entrepreneurship, and helping to promote these in schools and universities across the world. Helping to monitor the discussion board for these courses.
- Supporting with design work across the organisation such as handbooks, posters, and certificates (Canva is usually used). Supporting with video editing.
- Helping with the monitoring and evaluation work of the NGO, analysing quantitative and qualitative data obtained from users across the 50 education 'Spots'.
- Supporting with other administrative tasks across the work of the organisation.



FIRST Robotics Competition

Under strict rules, limited time and limited resources, teams of secondary school students are challenged to build industrial-size robots to play a difficult field game while also fundraising to meet their goals, designing a team "brand," and advancing appreciation for STEM within their local community, working with students from local schools.

The technical aspect of FRC involves the usage of Computer-Aided Design (CAD) to make 3D Models of a robot that will be produced using power tools and coded in Java.

The non-technical aspect involves pitching the team to large corporations such as banks, airlines etc. It also involves organising outreach events to make STEM and robotics more accessible to all groups in our community and in society more widely. Social media management, photography and documentation also play a key role in this part of the project.

This placement would be suitable students with an interest in a variety of areas including but not limited to STEM, economics/business, design, photography and media.



Gamelan

If you are musically minded and enjoy working with primary school children and children with Special Needs, then perhaps you have the patience to teach them how to play the Gamelan in our school, giving them a wonderful experience of a different culture. No prior musical knowledge is necessary, although it would be very useful, you will be taught everything you need to know.

As we are not going to be in a position to invite children into the school for the first part of the year our aim is to create a new recording of the music needed for our Indonesian dance workshop, our original recording is now 20 years old and needs redoing! We hope to welcome primary school visitors in for the later part of the year.

You must also be prepared to give up either one or two evenings to assist with the stage management of the music department's large ensemble concerts. In return, you may receive time off in lieu during the Thursday afternoon that immediately precedes these concerts to practise the stage management.

Fuse Schools

At Fuse Schools we believe that education should be engaging, fun and most of all available to everyone. We're creating animated, bitesize Maths and Science videos available for free so everyone in the world can have access to a great education.

If you would have a passion for Maths or Science and would like to write video scripts for the videos please sign up. You can also be involved in the video making process and potentially even star in your own video if you wish to!



Junior Science

Perhaps you have a flair for science and would like to help primary school children with Science? You will be helping them learn various aspects from all three sciences and although you don't have to be a science genius, a positive interest in science plus a desire to work with young pupils would be useful.

Minimus

You will be teaching Latin to a small group of the most able children in year 6 (occasionally year 5) of a local state primary school, using the highly accessible and enjoyable course 'Minimus', written by Barbara Bell. It is not necessary that you should be continuing with Latin yourself beyond year 9; the course is such that people without prior knowledge of Latin are able to follow, understand and pick up Latin as they go along. If you found Latin challenging you are more likely to understand the difficulties that the pupils will encounter; if however Latin is one of your stronger subjects, then you will be able to answer in depth some of the more searching questions that the most able children ask you.

Music - primary schools

We are looking for up to 6 students who are prepared to work with young children between the ages of 5 and 11. The first few weeks are spent devising two programmes, which you will teach to the children. These programmes will involve singing and movement. We will discuss appropriate musical activities, examine online resources but above all, we will need you to be creative and invested in the construction of the programmes. We will discuss the challenges of working with children who, for example, might not know their left hand from their right hand! As well as leading the instruction of these programmes to the children, you should be prepared to join with them in whole group singing activities. There is the chance later in the year to adapt the programme and it is hoped that you will bring to the table successful experiences you remember from your early days.

Sailing

Sailing service offers pupils the chance to learn the necessary skills to become a qualified sailing instructor. They will teach the year 9 sailors along with the CCF Navy sailors when they are present at sessions. In the summer term sailors will help with outreach with local schools. Sailors will also help maintain the school boats throughout the year.



Environmental Sustainability Education

Key contact for all educational partnership placements:
Mr Paul Lilley, ISP Assistant Director (Environmental Sustainability Education) PCL@sevenoaksschool.org

The Green Team

The aims of the Green Team are:

- To develop an area of land which allows us to reconnect with nature in the school grounds.
- To promote this outlook of reconnecting with nature in other schools.
- To promote sustainability within our school and the local community.
- To grow vegetables and fruit to distribute in the local community.

Our main project is to continue to work on the school's allotment; fertile space where vegetables, fruit and flowers can be grown for aesthetic and consumable purposes. You will be involved in constructing beds for growing plants and laying paths, before sowing the seeds and then growing and tending to the young plants. You will harvest the crops at different times of the year depending on what you choose to grow. You will also be able to distribute the food you grow to local foodbanks. More widely, you will have opportunities to promote sustainability within our school through careful planning, campaigning, and leading initiatives such as last year's Green Week and the lamb & beef free lunches.

No experience of gardening necessary, just bring a great deal of enthusiasm about working outdoors, learning new skills, promoting sustainability, and making a difference to your local community!

Action for Biodiversity

According to an article in the New Scientist in May 2019, "Biodiversity loss is as big a crisis as climate change"; and yet, we get very little opportunity in the current curriculum to explore this. There is talk of introducing a "Natural History" qualification, however it is not available yet. 'Action for Biodiversity' aims to address this by monitoring and managing the biodiversity on the Sevenoaks Site – starting with the Biology Pond at the back of the SSC and its surrounding area. This includes a bog area, meadow grass, and scrub – our very own nature reserve. We have identified one hundred and fifty-seven species to date!

We are looking for a group of sixth-form volunteers with an interest in Ecology/Biology that can help monitor and manage the site and help promote it to the rest of the school (and beyond). This will involve regular surveying work which will include pond-dipping, quadrat sampling of the surrounding area, and reviewing camera traps. Results will be analysed and appropriately displayed to promote the project to the school.

As part of the 'education' remit of the group, we are writing a book entitled "A Natural History of Sevenoaks School". We are therefore looking for a variety of additional skills including authors, type setters, and an editor. We are also involved in several spin-off projects, one of which is working closely with the DT department making various resources to promote identification - it is difficult to get people interested in conserving species if they do not know what they are!





The Blue Team

The aims of the blue team and our partner charity Ocean Generation are:

- To educate in schools to reduce pollution and waste created by future generations.
- To spread awareness through creative campaigns and organise events (exhibitions, annual dance show and guest speakers)
- To promote alternate products and sustainable businesses in our local community to fight plastic pollution

You will have opportunities to go into primary schools as an ambassador for Ocean Generation and educate around the issues threatening our world's oceans, volunteer in our local zero waste shop, and be part of the organising team for our fundraising events. Read below to find more about our partner.

Ocean Generation is an inclusive global movement that exists to restore a healthy relationship between humanity and the ocean. We envision a world where the ocean is freed from human threats within a generation. Through science and storytelling, we aim to inspire and empower young people to become active agents of change and use their voice, skills, and talents to help protect our ocean. "

Environmental Action Team

An exciting new opportunity to work with the Sevenoaks Climate Action Network (SCAN) in their vision of empowering citizens of Sevenoaks District to reach Net Zero by 2030. Students will be looking to get involved with CAN's education group as they look at ways to support families, individuals, and students of all ages to reduce their carbon footprint.

This group will also be responsible for the management of, and content creation for, the FootprintFacts website, which offers personalised facts about climate change which people can use to compare the carbon footprint of specific actions (such as eating 100g of beef compared with a 100km car journey).

Students with ideas for further partnership projects, are also encouraged to join this group.

Equity, diversity and inclusion

Key contact for or all projects relating to equity, diversity and inclusion: Mr Oberti Oddi, ISP Assistant Director (Equity, Diversity & Inclusion) GOO@sevenoaksschool.org

Breaking Good

Breaking Good is an opportunity for students to be on the front line of drug research along with helping make essential medicine affordable for people across the world. The program is run in collaboration with both high schools and universities across the world where research is shared; the program has already developed an anti-material drug with a school in Australia.

Students will be able to see what is like to be involved in university level research as well as being hands on in the lab synthesising potential drug molecules that have the potential to make a real difference.

Bridging Ages

This project will involve building a friendship with a local elderly resident. Across a period of time, you will learn about their personal journeys and help record their life story, using the structure and topic areas provided by the Bridging Ages project. After eight weeks, you will create a book for the elderly resident and their families that will be printed and stay with them forever. In this process, you will learn so much about their life experiences, building valuable skills in listening, communications and empathy.

After completion of this initial project, students will take the lead in defining other ways to 'bridge' the gap in ages through creating different projects that will bring young people together with the elderly in the Sevenoaks community. This could be through asking elderly people to share their skills to a wider audience or considering organisation one-off events with elderly residents. We will also continue to develop partnerships with local organisations such as Age UK Sevenoaks and Tonbridge.

Conflict and Rebuilding

The conflict and rebuilding project aims to explore how conflict arises, and the rebuilding processes that follow, looking to enable the school and wider community to explore how we can reduce the repercussions from conflicts both in times of conflict and in rebuilding. The group will examine different current and historical conflicts, with Vietnam explored as an initial case study, strengthening the group's appreciation of the causes and consequences of conflict, as well as looking informing themselves the wider community about strategies for rebuilding societies.

The areas of action and exploration will be determined by the interest of the group, but could include advocacy activities tied to current conflicts, supporting those affected by conflict (working with the Refugee Partnerships team), and raise awareness of the impact of conflict upon individuals, societies and global politics. The group may also create a multi-media platform to deliver a series of short films which aim to document the multifaceted impact of conflict on human development.

In 2022, new partnerships will be explored, including working with the International Federation of the Red Cross and Red Crescent Society.



Dr Tejedra Pherali
**RETHINKING
EDUCATION
AFTER
CONFLICTS**

Thursday 3 March
Pamoja Hall 6.15pm FREE ADMISSION, but should be booked

THE SPACE
PERFORMING ARTS CENTRE

Box office 01732 467765
boxoffice@sevenoaksschool.org
thespace@sevenoaks.co.uk/whats on

The Space Box Office
Sevenoaks School
Sevenoaks, Kent TN13 1HU

Performances at The Space are open to everyone

Front of House

We are looking for up to 8 volunteers to be part of a new team that encompasses all the foyer and concert support within the SPACE. Much of this will involve ensuring that performances run smoothly but it will also involve helping the support staff of the school bring these performances to the wider local community.

You will provide ushering and general foyer support pre and during performances. In alternation, you will be required to assist backstage during music concerts, arranging chairs and stands as required as well as assisting the box office regarding receiving patrons. Some concerts are short, lasting about an hour; others considerably longer, requiring you to be available between 6.30pm and 10pm. There are some short performances after school as well. You will therefore need to be available on selected after school times and evenings throughout the year. These are agreed a term in advance and the smaller concerts are shared around so that this programme does not disrupt your study of an evening to any significant extent. People who have extensive commitments to evening activities elsewhere in the school or local community should think hard about whether opting for this activity would lead to a later conflict of interest.

You will also be involved with the school's marketing team and will look at ways in which you can help them by liaising with local community groups to bring relevant concerts to the attention of people who would be interested in attending.

Much of the time required for this will involve time outside Thursday afternoons. Whilst you will be required for a small number of Thursday afternoons throughout the year, you will usually be allowed to work in the library at this time in lieu of time spent with us at other times in the year.

You will need to enjoy working as a team, supporting events and representing the school to outside visitors. Key skills required will be initiative, confidence and a calm demeanour especially under instruction.

Music Performance Group

We are looking for up to 8 students who are prepared collaboratively to produce music which can be enjoyed and appreciated by the wider Sevenoaks community. We are looking for people to be prepared to perform both live and remotely. Sometimes it is not possible to visit a local care home; we would aim to prepare short videos of the group playing solo and/or together, giving a cheerful introduction to a performance of a piece or song, and distribute these to schools, care homes and other innovative areas of the local community. Otherwise, it is hoped that we would be able to go out and about in the community and perform live to very receptive audiences. Staff will help with all aspects. There is no preferred style or instrument; we are looking for people who love making music and are inventive about how this music making can be shared. Performers need not be limited to those people who are part of this group, although it is envisaged that group members will be leaders of most of the activities presented.

This service activity will be taken by keen musicians with a strong interest in performing, who are collaborative and enjoy working with and bouncing ideas off others and who are resourceful about bringing their own talents and those of others into the Thursday afternoon programme.





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INTO

Kent Academies Network (KAN) [sixth form only]

This is an opportunity for you to support the day-to-day administration of KAN (see description below) and gain insights into educational disadvantage and HE access. You will gain high quality work experience copywriting, impact reporting, project managing and social media planning. KAN is a four-year university access programme for the most disadvantaged, most able students (y9-y13) at five academies across the county. KAN aims to remove barriers to university by developing student confidence, knowledge, and agency so that they can set ambitious goals, and ultimately reach them. Find out more here: outreach.sevenoaksschool.org/kentacademiesnetwork/

MUN (Lower Sixth Only)

Model United Nations is a simulation of the real UN. Students act as delegates from countries around the world and put forward different views on a range of global issues including disarmament, peacekeeping, development and the environment. You will collaborate to write UN-style resolutions, and improve your public-speaking and debating skills, both in school and, if possible, at conferences outside school, depending on how many go ahead this academic year. There will be a fair level of commitment needed as students are required to write resolutions, undertake research and prepare speeches in their own time, but the MUN programme meets most, if not all, of the IB CAS outcomes. To find out more, please visit the MUN Firefly page at <https://sevenoaksschool.fireflycloud.net/clubs-and-societies-2/mun>.

Local action group

(Sixth Form only)

People across the Kent community have a range of challenges, with many local organisations working to support families and individuals on a range of issues. There has been an increase in requests for support from food and hygiene banks. Many students are not able to access online education due to a lack of technological equipment, and many people across the community have felt isolated and suffered with mental health challenges. This group will work with local groups (such as The Hygiene Bank, Friends for Families, Loaves and Fishes, and Care for our Community) to identify needs and explore ways to help, whether through raising awareness, leading collections, creating other projects or raising funds.

Homeless Partnership Team

The Homeless Partnership Team will look to deepen their understanding of the rising cost of living and the housing crisis, researching different factors that lead people to be without a permanent address and different strategies to support people who are homeless. They will look for opportunities to share this understanding with the school community, through assemblies, awareness campaigns and curriculum integration.

The group will look to build strong relationships with local and national partner organisations working with those who are homeless, such as One Big Family in Medway, Centre Point, Crisis and Porchlight, potentially engaging with some student consultancy projects relating to their work.

Following this, the team will organise various fundraising and awareness events, also supporting with collections of items and potentially organising a sleep-out event.



RDA

At Bradbourne Stables you will work with children who may have physical or mental disabilities. You will be there to help the children ride and build their confidence. You need to be confident around horses and have an enthusiastic manner!

Refugee Partnerships Group

The group is working together with the local charity Sevenoaks Welcomes Refugees and is currently focused upon three projects. You have the option to:

- help local refugees achieve a good level of English
Your role: to plan, assist and deliver conversational English lessons
- raise funds for the charity (for example this year we produced a cookbook and sold it)
Your role: to come up with your own projects to raise funds for Sevenoaks Welcomes Refugees, and other charities supporting refugees and to make them happen
- to raise awareness via social media and in particular the charity's website
Your role: further development and maintenance of the website and wider social media
- to help with resettling of refugees into the local community
Your role: liaise with local businesses for job finding, help with producing CVs and IT support and building wider understanding about the experiences of refugees.

Service - Senior Drama Production & Tour to Germany

(continuing students only)

This year the tour show is The Winter's Tale, and the group will tour to Germany and also run workshops.

Following the end of the tour, we will run Theatre-in-Education sessions for local primary school children, or you will have the chance to join another service option.

Further details about this project email Mr Henry (GEH)



Primary School Video Production Plus

Are you interested in creating video content? This year marks a further change to our full year placement. We're looking for students who want to learn and develop skills in video production. Whether you're interested in project management, filming, directing, editing, getting alongside others to help visualize their projects - whether on internal projects from other service areas in this school, or out into the local Primary Schools – but feel you've not had the opportunity to explore this sign-up or talk to Mr Mitchell.

We're looking for a mixed team of genders and ages that can work together to form 'an effective team', ready to take on the work given and put in the time necessary to complete a project. You will receive training in the first term to help you to understand the basics for the work you want to create. The type of video content could involve a short drama, information video, a school guide, animation, podcast, social media spot, website banner. No skill level required, but enthusiasm for the above.

The Well-being Group

This service group will start by learning about different strategies to promote well-being, including exploring well-being research, considering advice for peer support and wider listening skills. We will research the existing work ongoing across the school, and in the community more widely, liaising with West Kent Mind and other local organisations in this process, also identifying the key needs arising. Following this, we will consider a range of options for strengthening understanding of well-being practices in this community, alongside other forms of action that can promote positive mental health and destigmatise challenges.

The direction will be informed by the interests of the students who join, and the needs of the community, but could include exploring mindfulness techniques and events, developing peer mentoring models that could be replicated in other schools, working with local schools, creating partnerships with local organisations, or fundraising to support their ongoing work.

Students in this group will have an interest in well-being and mental health and be ready to take practical steps to improve the lives of others, developing their own skills in empathy, project management and creativity in the process.



Student-led projects

For the Michaelmas term, we will only consider applications for students to lead their own projects if this is a pre-existing project that has already been approved to take place during Thursday afternoon service. For new ideas, we would like you to spend Michaelmas term developing the project in your own time and ask for a meeting during second half of the term to discuss your project if you would like to request to use Thursday service time to work on this either individually or in a group. Students leading on their own projects will have to show significant levels of commitment and demonstrate that they are able to make a strong impact during the time.

Curriculum Integration

An education in areas related to service such as human rights, equalities, sustainable development, and environmental understanding is embedded throughout our school curriculum, particularly in subjects such as Geography, English Literature, PSHE, and our Core Critical Thinking curriculums. Ultimately, we aim for the whole Sevenoaks education to provide students with the education they need to make a positive difference in the world. We have also developed some bespoke curriculums to develop students' understanding and skills in particular areas.

CAS and Middle School Diploma Society and Change (Year 7)

'If we want the world to change its ways then we can't wait around for someone else to do it, we need to do it ourselves.'

This was just one of the takeaway messages from pupils of the course for year 7 named 'Society and Change'. The purpose of this course is to enable pupils to engage in service education from the start of their school career, learning about environmental justice, charitable ethics and global development.

Students are given the space to ask plenty of questions in small groups, and also engage in a series of practical tasks such as critically evaluating their own plastics consumption and carbon footprint. They reflect on notions of individual and collective responsibility and considering different paths for change. Students engage in different notions of power, examining the concept of saviourism and considering the process for analysing social problems and building sustainable plans for change. The course culminates in a project which asks them to use metaphor as a tool for change through designing a children's storybook which aims to solve a problem that matters to them.

Social Entrepreneurship Programme (Year 8)

All students in Year 8 are engaged in a social entrepreneurship challenge where following a series of talks and workshops they are given the opportunity to work in groups to solve a social or environmental problem through the creation of a product or service. Known as the '£10 Challenge', students are given a small amount of seed funding to enable them to buy resources to make their idea a reality, building from something that they care about. Our students have created a range of micro-businesses ranging from seed-bombs, to recycled tote bags, to badges raising awareness of animal welfare needs.



Advocacy Project (Year 9)

In 2021, we introduced a new Advocacy Project as part of our Core Critical Thinking curriculum. This project looks at examples of creative advocacy campaigns linked to systems of belief ahead of students being offered structured support in creating their own campaigns using media such as video animation, drama and painting. The projects aimed to strengthen students' awareness of different paths for creating change and building political and ethical understanding, whilst developing critical thinking and creativity skills. Students created campaigns which addressed a diverse range of issues, ranging from racism in sport, to changing gender roles during Covid.

Wider Service & Partnerships Engagement Secondary Partnerships



Kent Academies Network

The Kent Academies Network aims to remove barriers to Higher Education for the most able, disadvantaged pupils. KAN does this by developing pupils' confidence, knowledge, and agency so that they can set ambitious goals, and ultimately reach them. Our Core university access programme has been running since 2013 and our new Aspire university access programme will begin in 2021. Core and Aspire are uniquely comprehensive four-year programmes of mentoring, meet-up days and Core residential weeks.

KAN also aims to develop future leaders in education and social impact through support offered to mentors who feel part of a wider community and have increased opportunities thanks to the experiences and skills they develop through their commitment to the role.

"94% of alumni from the Core university access programme have gone to university and I know first-hand, from being a mentor myself, how brilliant and transformative the four year programme can be. Being in a position to nurture and develop KAN is a privilege.
(Isla Phillips, KAN Director)

KAN taught me not to underestimate myself ... I have learnt to have high ambitions and not to limit myself.' (KAN Student, 2017 cohort)

If you are interested to know more, or want to be involved, please contact Isla Phillips, the KAN Director.


SEVENOAKS SCHOOL

Knole Academy Partnership

Sevenoaks School have a long-term educational partnership with Knole Academy, with our Headmaster and previous Acting Head both active members of the school's governing body. There are strong relationships existing between many departments, with current partnership work ongoing in CCF, mathematics, music, physics, English, drama, and service alongside other areas. Our staff completing PGCEs have the opportunity to complete placements at Knole Academy and we have enjoyed a shared CPD day in recent years, also sharing practice through regular teach meets working in partnership with our Institute of Teaching and Learning.

Institute of Teaching and Learning

The Institute of Teaching and Learning also plays a key role in sharing practice in Teaching and Learning more widely, holding regular teach meets alongside inviting teachers from other schools to share their ideas through the Innovate magazine and through planned conferences. Do contact Mark Beverley (mpb@sevenoaksschool.org) if you are interested in teaching and learning partnerships.



Primary partnerships

Sevenoaks School works with primary schools in Sevenoaks in many different ways. Here are some examples:

HAPS

For several years, Sevenoaks School has been hosting summer schools for high achieving pupils (HAPS) from local primary schools. Previously known as our Gifted & Talented Summer School, our HAPS Summer School is designed for pupils in year 4 and 5 with an aptitude for maths or science. This year we have significantly expanded the summer school, introducing the arts to our HAPS Summer School, focussing on the visual arts, music and drama, with Knole Academy sponsoring the music course.

Outreach Boxes

A Sevenoaks outreach box is a collection of subject-specific classroom resources available on loan to schools. We have been incredibly fortunate over the last couple of years to work closely with many of our local schools, running events, workshops and teacher training, and hosting many of the partnership meetings. Through these interactions we are regularly asked if we can assist with resources for the classroom, and whilst we cannot provide resources for each school, we have been able to start loaning equipment for free, like a library of useful classroom resources.

STEM Week

Each year, under a new theme such as 'Expand and Grow' and 'STEMagination' students from 20 local schools come together to enjoy a series of workshops, shows and talks, designed to engage students in new practical STEM opportunities and inspire a love of science. Primary school students also come together at Sevenoaks School each year to engage in the 'Galactic Challenge'.



International Partnerships

Sevenoaks School has collaborated with schools and communities across the world for many years. Students learn about communities across the world, engaging in their way of life and culture through visits and remote partnerships work. They also fundraise for specific community-led projects, learning about the impact of giving and sustainable development.



EduSpots

Students work with and learn from the Eduspots project (see www.eduspots.org) which is a UK and Ghanaian registered education charity aiming to connect, train and equip over 250 local volunteers to drive community-led change through 50 education spaces named 'Spots'. Both the EduSpots Head of Resource Management and Head of Literacy Development have visited Sevenoaks School in recent years to work with students and improve their understanding of sustainable development and the Ghanaian context. Students visited Ghana in 2019, engaging in partnership projects with local students and learning about the country's rich history and culture. As part of the service and partnership programme, the EduLit group work with the Ghanaian staff team and volunteers to create phonics cards, storybooks and literacy challenges with concepts relevant to the Ghanaian context, raising the awareness of the importance of representation more widely. Students can also become Student Ambassadors for the charity by contacting Miss Davison.

South Africa Partnership Project

Ahead of the first pupil trip to South Africa in 2019 we were delighted to welcome Donovan Julius to the school, as our first South Africa artist in residence. He spoke at events linked to our first school-wide Global Education week and working alongside pupils and staff in the art department, also exhibiting his work for sale alongside staff works. On the first trip, pupils worked with Donovan in his home in Swellendan, supporting the creation of educational games on the walls and floor of a primary school and enjoyed collaborative cultural activities with the school community. They also benefited from understanding of South Africa's history, with visits to Robben Island, and time spent in Masbiekers Kloof, where the Mozambican slaves took refuge 200 years ago. The second week was spent in Pilanesburg National Park where the team were able to work with conservationists, the Rhinoceros Protection Unit, Park Rangers and experts in the field of wildlife, conservation and anti-poaching. They spent time tracking animals and helping carry and transport bricks for an aircraft landing platform to protect the aircraft engine from the dust as it prepares to search for poachers. They also spent a morning with a team of experts and vets while they carried out a process called rhino notching. Staff contact - Mr Bishop and Ms Delpech.

The Education for All charity

Few girls from rural communities in Morocco get the opportunity of continuing their education after primary school. To help tackle this, Education For All, a Moroccan NGO, is building and running girls' boarding houses near secondary schools, so girls from rural families can continue their education. Each year, pupils produce a beautiful calendar showcasing stunning photos taken by members of the school community, raising on average £1000 for Education for All.

The issue of gender inequalities is taught in the 'Core' theme of the IB geography syllabus and the importance of educating women is something which is brought home to our IB Geographers on the annual visit to the High Atlas Mountains in Morocco each Easter holiday. Among the Berber villages of the High Atlas Mountains students meet women their own age who craved the chance to be educated beyond primary school and also spend some time interacting with the girls at the boarding house in Asni who are supported by the Education for All charity. Staff contact - Mr Thompson



Service and Partnerships Planning Document

These are the key questions all students and staff are asked to consider during all service and partnership projects (a separate planning document is available on Firefly).

INFORMED

- What have you done to become more informed?
- What more could you do, or do you plan to do?
- What skills might you need to learn? (E.g. design skills, video editing, IT, communications etc)



COLLABORATIVE

- Who are you partnering with in this process? (E.g. partner organisations, staff/departments/students supporting etc) How have you engaged with them?
- What support will you need, and by whom? (e.g. advice, resource, permissions)



INCLUSIVITY

- Any thoughts tied to inclusion? (Who you include in your project, how do you adapt your delivery to meet differing needs, who is included in decision-making and project design? How are you representing people?)
- Have you considered child protection & safeguarding? (see checklist)

KEY QUESTIONS

all students and staff are asked to consider during all service and partnership projects

AIMS (Broad changes you want to see created by July 2022 – what will change, who will experience the change)

SUSTAINABILITY & IMPACT

- What are your methods for creating change?
- What other alternatives have you considered? Explain why you have chosen your method.
- Have you thought about sustainability? (Environmental, social & economic)



REFLECTIVE

- How might you evaluate your project and measure and feedback its impact? (Think about the indicators of success relating to the aims, and different methods for gaining feedback – e.g., interviews, surveys, focus groups, observation)
- NB: We will have reflection points at the end of each term, as individuals, groups, and a whole service programme.

OBJECTIVES

Objectives (SMART format – specific, measurable, attainable, relevant, time-based).

- Short-term objectives (What will you have delivered by December 2022)
- Medium-term objectives (What will you have delivered by April 2023)
- Long-term objectives (What will you have delivered by July 2023 or beyond - NB You might not know this yet and many new objectives might emerge!)





Contact

partnerships@sevenoaksschool.org
for further information.

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SEVENOAKS SCHOOL