



Welcome to the Year 10
Information & Support Evening
21st January 2026



Introductions

Mr Ratcliffe: Head of Year 10

Mrs Moore: Assistant Head of Year 10

Mr Samjawon: Assistant Headteacher

Mrs Chase: Assistant Headteacher



Purpose of Evening

Find out more about:

- Key dates
- Work Experience
- Key exams for Year 10 students
- How you can support your child in Year 10 and beyond
- Post-16 Opportunities for your child

Upcoming Key Dates: Year 10



Nov/
Dec

- **Wednesday 26th November 2025**
Y10 X Pop Parents' Consultation Evening (online)
- **Wednesday 10th December 2025**
Y10 Y Pop Parents' Consultation Evening (online)

March

Monday 9th March – Friday 13th March 2026

10X Work Experience

Monday 16th March – Friday 20th March 2026

10Y Work Experience

Key Dates: Year 10



May

- 20th May (PM) Religious Studies Short Course GCSE Examination



Key Dates: Year 10

June

- **Monday 22nd June – Friday 3rd July 2026**
Internal Year 10 Mock Examinations (*exact dates for specific exams to be confirmed*)

July

- Awards' Evening
- End of Year Reports



Mr Samjawon

Work Experience



Work Experience

- Two routes to securing WEX placement; Own Placement or BEP Placement
- WEX assembly Monday 19th January
- BEP Webview System – Student Pins distributed. WEX Letter 3 including Student/Parent Guide sent to all Parents/Carers.
- Students will be able to log in to BEP Trident System.
- Own Placements will be visible on the BEP Trident System.
- BEP Placements are live and available for students to select.
- Once students select their choices, BEP will run an allocation. Placement allocated.
- **10X – Selections by Thursday 22nd January. Allocation Friday 23rd January**
- **10Y – Selections by Thursday 5th February. Allocation Friday 6th February**
- Choices made again should placement not be allocated.
- All students will receive final paperwork once all students have their placements secured.
- Work Experience Agreement to be signed by Parent/Carer via MS Forms.
- Deadlines stated in RSA letter sent to all Parents/Carers on Monday 19th January.
- Students are to ensure they make contact with their placement in advance.



Work Experience

- Please phone the school immediately if there is an issue.
- Please report absence to the employer and school in the normal method via Absence reporting.
- Encourage students to complete their logbooks each night after work as this will support their personal statement.
- The Gilberd School will make contact to capture feedback on your child's placement. Where possible, a phone call or visit will be completed.

- WEX is not optional.
- When your child is not on WEX, they are expected to be in school. Some classes may be collapsed.



School Website – WEX Information

YOU ARE HERE: HOME - PERSONAL DEVELOPMENT - CEIAG - WORK EXPERIENCE

Work Experience

As part of our CEIAG provision, Year 10 students will have the opportunity to undergo Work Experience. Placements serve multiple purposes, including experience of the world of work, employability skill development and help guide future career decision-making. The Gilberd work with BEP Group in order to provide this service so that every child benefits from our suite of opportunities. Further information for the current Year 10 can be found below:

Academic Year 2025/26

WEX PROVIDERS - OWN PLACEMENTS



BEP OWN PLACEMENT FORM



WEX LETTER 1



WEX LETTER 2



GILBERD SCHOOL WEX INFORMATION EVENING PRESENTATION BEP TRIDENT 2025-26





Mrs Chase

Revision Support



I'm going to give you 30 seconds to memorize a set of numbers.

But first, I'm going to give you a different method of remembering them.

Group 1



Break the numbers into pairs

Group 2



Break the numbers in triads

Group 3



Break the numbers into groups of 4



Your 30 seconds starts..... now

16062020181519452001

Supporting your child with effective GCSE Revision

*This will be sent to both you and
your child this week - everything
is included in it for revision. Please
save it to use over the next few
months*

The Gilberd School

Subject Guide
and Advice Booklet
for
Year 10 Students and
Parents/Carers



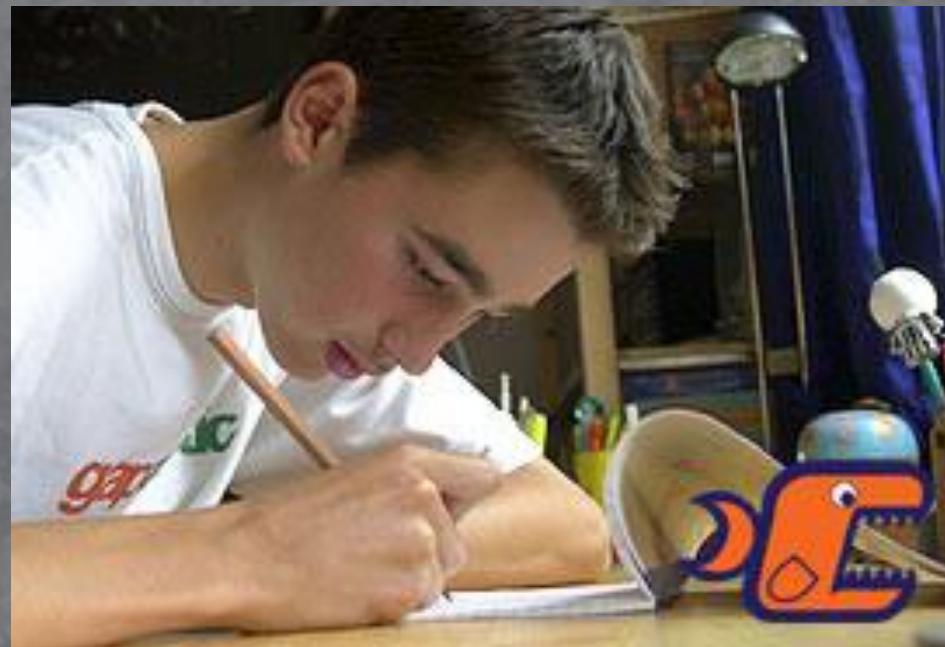
January 2026





Revision: What it should be...

- Structured
- Regular
- Active
- Varied
- Bitesize
- Mixed Up
- Interleaved
- Focused on ALL subjects
- USEFUL



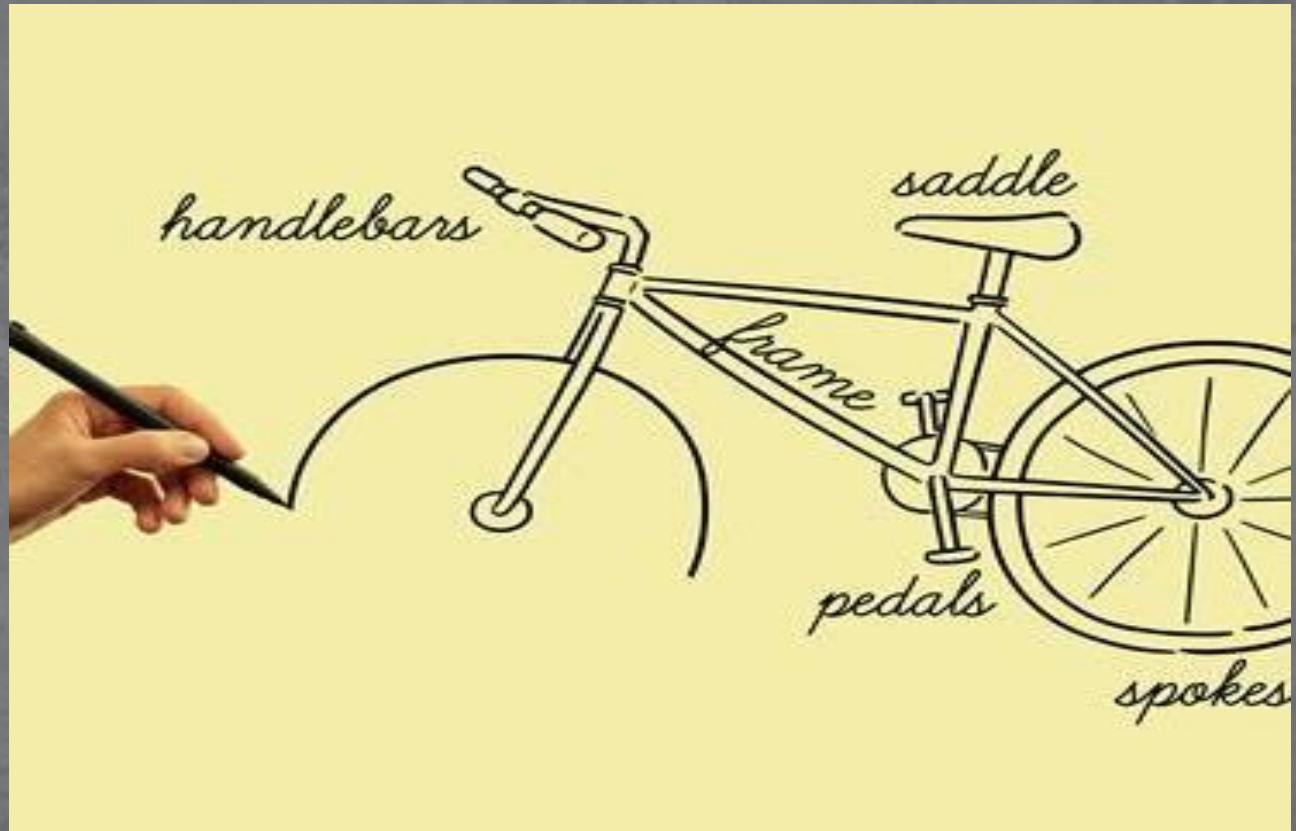
Re-vision: Seeing again!

Dual Coding

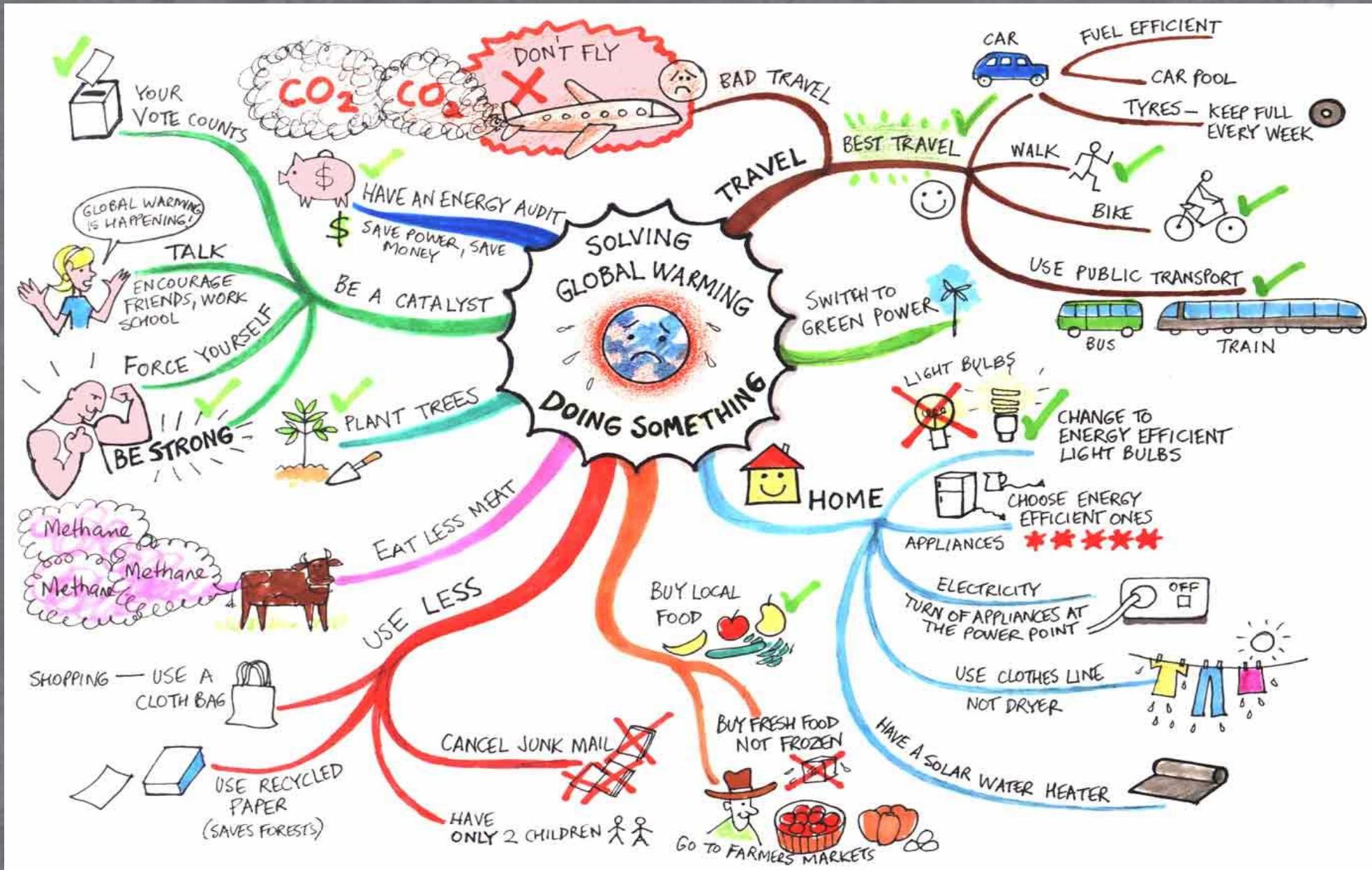


Committing information to long term memory

- Pictures + words = double technique.
- Strengthens the memory.



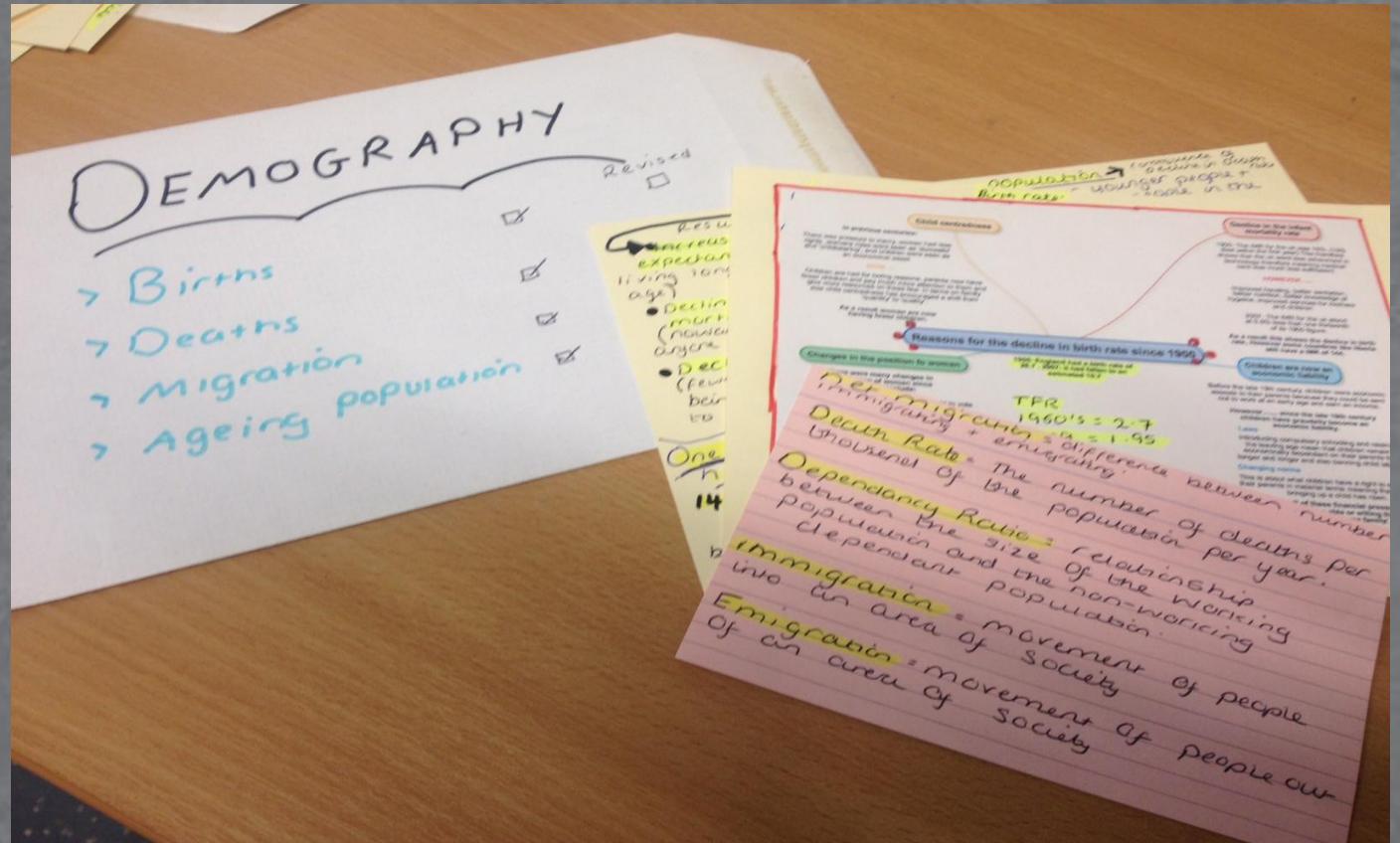
Mind Maps



Index/Flash Cards



- Write key headings, sub-headings, key facts & concepts that you can then talk through.
- Use colour, underlining, highlighting, capitals & bold so key words stand out.



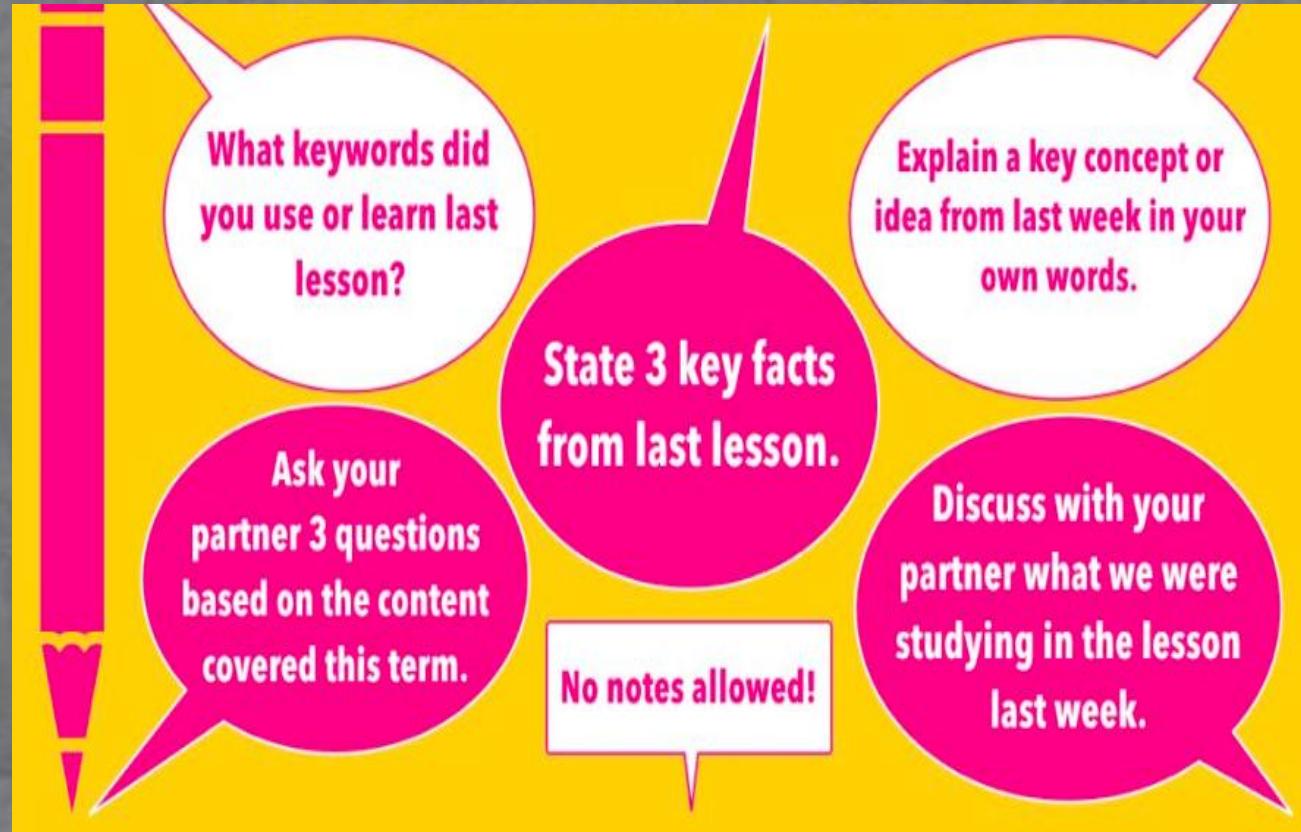
AVOID LENGTHY rewriting of notes

Make Foldables

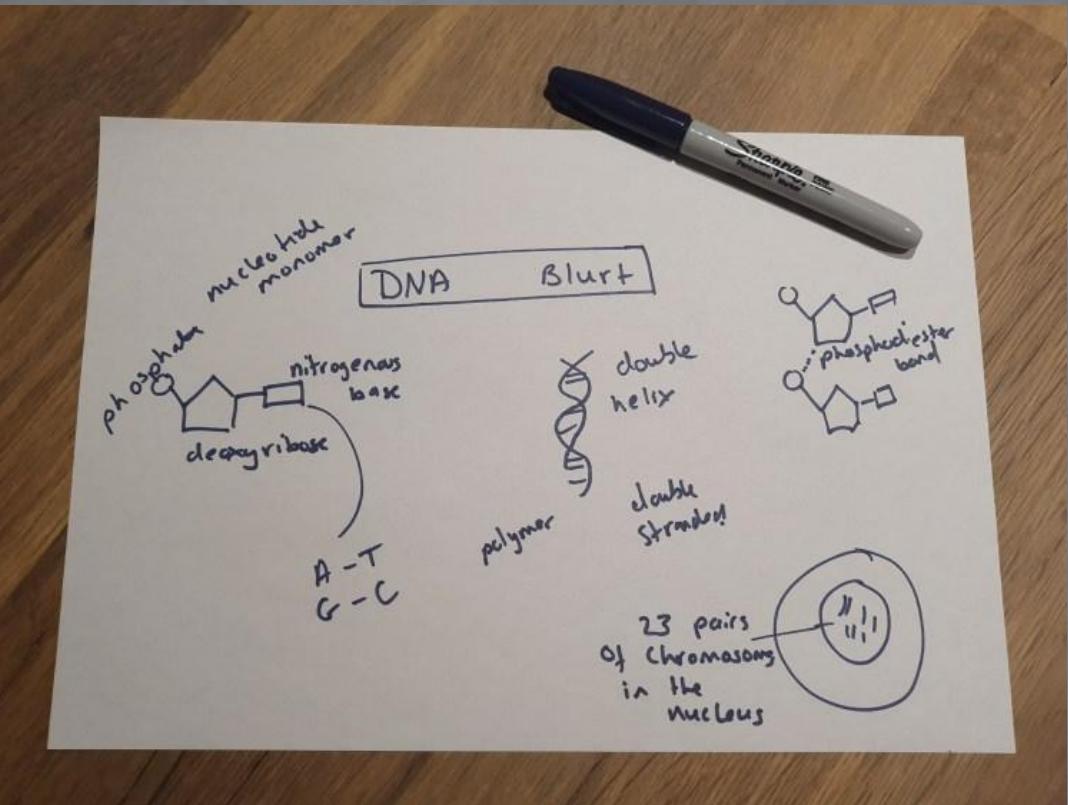
- Same concept as flash cards.



Now use
the cards
for
retrieval
practice



Retrieval Technique – “Mind Map Blurt”

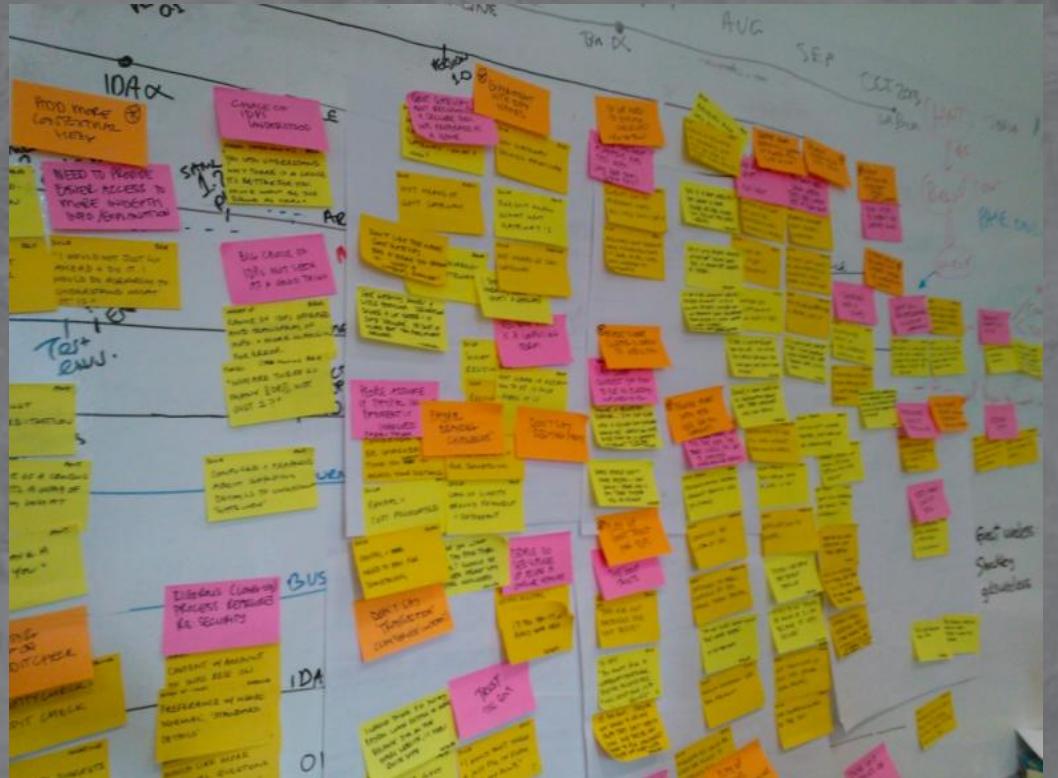


- *Blurt* all the information out quickly, then make links. Any gaps need to be covered by looking at notes.

Post-it Notes



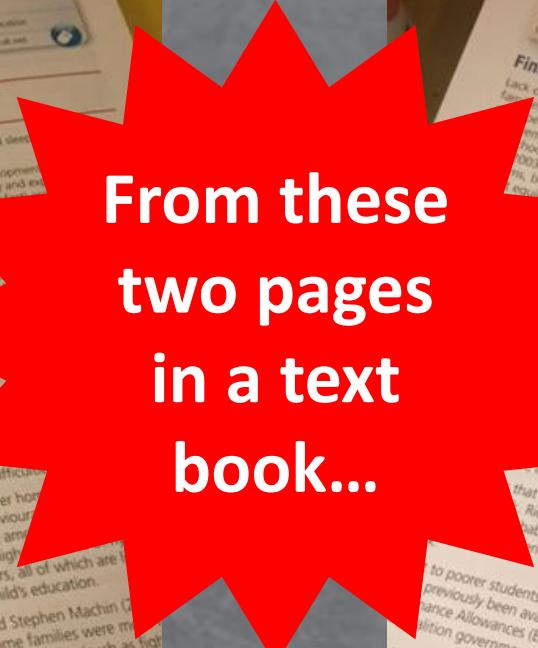
- Moveable revision!
- Place key facts in places where they can't be missed.



Paragraph Summaries



From these two pages in a text book...



Material deprivation

Unlike cultural deprivation theorists, who blame educational failure on the inadequacy of working-class subculture, many other sociologists see material deprivation as the main cause of underachievement. The term 'material deprivation' refers to poverty and a lack of material necessities such as adequate housing and income. Poverty is closely linked to educational underachievement. For example:

- According to the Department for Education (2012), barely a third of pupils eligible for free school meals (FSM) – a widely used measure of child poverty – achieve five or more GCSEs at A*-C including English and maths, as against nearly two thirds of other pupils.
- According to Ian Flaherty (2004), money problems in the family are a significant factor in younger children's non-attendance at school.
- Exclusion and truancy are more likely for children from poorer families. Children excluded from school are unlikely to return to mainstream education, while a third of all persistent truants leave school with no qualifications.
- Nearly 90% of 'failing' schools are located in deprived areas.

There is a close link between poverty and social class. Working-class families are much more likely to have low incomes or inadequate housing. Factors such as these can affect their children's education in several ways.

Housing

Poor housing can affect pupils' achievement both directly and indirectly. For example, overcrowding can have a direct effect by making it harder for the child to study. Overcrowding means less room for educational activities, nowhere to do homework, disturbed sleep, beds or bedrooms, and so on.

For young children especially, development through lack of space for safe play and living in temporary housing can be affected by constant changes of address.

Poor housing can also have a child's health and welfare. Homes run a greater risk of becoming infested with insects and other infections as a result of absences from school.

Diet and health

Marilyn Howard (2001) found that children in poorer homes have less access to healthy food and minerals. Poor nutrition can weaken the immune system, reduce energy levels, and increase the risk of illness, and difficulties due to illness, and difficulties with behaviour. Children from poorer homes are more likely to have emotional or behavioural problems (Wilkinson 1996), and are more likely to have conduct disorders, all of which are likely to have a negative effect on the child's education.

Jo Blanden and Stephen Machin (2009) found that children from low income families were more likely to have 'externalising' behaviour (such as fighting and tantrums), which are likely to disrupt the classroom.

Financial support and the costs of education

Lack of financial support means that children from poor families have to do without equipment and miss out on experiences that would enhance their educational development. David Bull (1980) refers to this as 'the costs of schooling'. A study in the Oxford area by Emily Tanner (2003) found that the cost of items such as transport, books, computers, calculators, and sports, music and other hobbies can be a heavy burden on poor families. Children may have to make do with hand-me-downs, old and unfashionable equipment, and in isolated, step-maternal or bullied by other children, suitable clothes are essential for fitting in.

Financial support for higher education may also help children from poor families to attend university for free school meals. Increases in tuition fees from 2012, to a maximum of £9,000 per year, may mean that the increased debt burden will deter even more working-class students from applying to university. For example, according to UCAS (2012), the number of UK applicants fell by 8.6% in 2012 compared with the previous year.

Furthermore, working-class students who do go to university are likely to receive less financial support from their families. A National Union of Students (2010) online survey of 3,863 university students found that 81% of those from the highest social class received help from home, as against only 43% of those from the lowest class. Fear of debt and more limited financial support help to explain why only 30% of university students come from working-class backgrounds, despite the fact that this group accounts for about 50% of the population (see also Table 2A).

Financial factors also restrict working-class students' choice of university and chances of success. Diane Reay (2005) found that working-class students were more likely to apply to university from the most disadvantaged areas of England.

From the most advantaged areas	1994/5	2009/10
From the most disadvantaged areas	50	57
Source: HEFCE (2010)	13	19



Material deprivation

Material deprivation theorists, who blame education on the inadequacy of working-class subculture, many sociologists see material deprivation as the main factor in underachievement. The term 'material deprivation' refers to poverty and a lack of material necessities such as food, clothing and income.

- Material deprivation describes **POVERTY** and a lack of material goods

- ~Barely $\frac{1}{3}$ of schools meet pass GSEs
- ~90% of failing schools are in poor areas
- ~Poverty + Class are Closely linked

there is a close link between poverty and social class families are much more likely to experience housing problems in several ways.

Working-class parents with low incomes or inadequate resources may affect their children's education in several ways.

Housing

Housing Poor housing can affect pupils' achievement both directly and indirectly. For example, overcrowding can have a negative effect on the child to study, do homework and take part in extra-curricular activities.

Housing

- Housing:
 - Overcrowding makes it hard to study
 - Lack of space, temperature, rented accommodation
 - Poor and dirty conditions cause health problems

Students with learning difficulties and emotional problems may also suffer more psychological distress. Such health problems mean more absences from school.

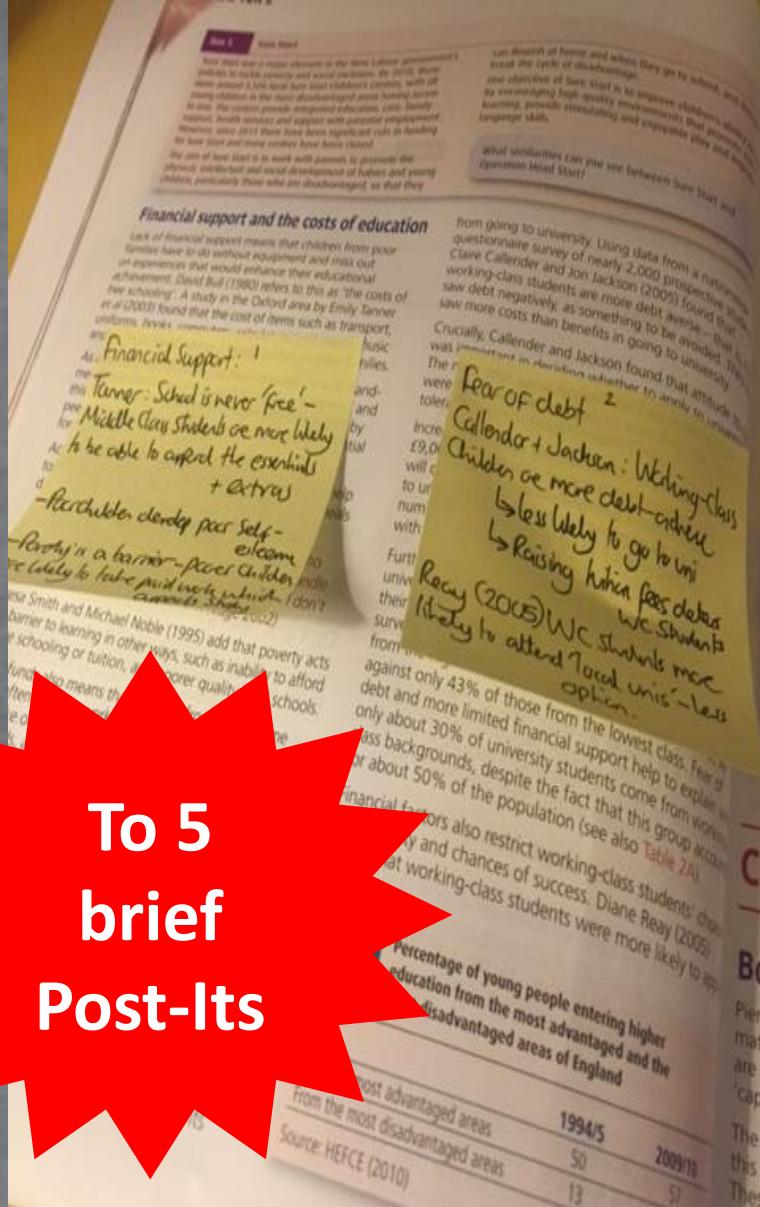
Diet and health

Marilyn Howard (2001) notes that young people from poorer homes have lower intakes of energy, vitamins and minerals. Poor diet can lead to energy levels, **Diet + health =** Howard (2001) - Poor Ch. 11 - for Lee

Children from a
emotional or
Wilkinson (1996)
social class, the
conduct disorder
effect on the ch
children and
more likely to have behavior
problems

Jo Blunden and
from low income
'externalising' be-
haviour, which
is more likely to have
negative effects on the
child's behaviour.

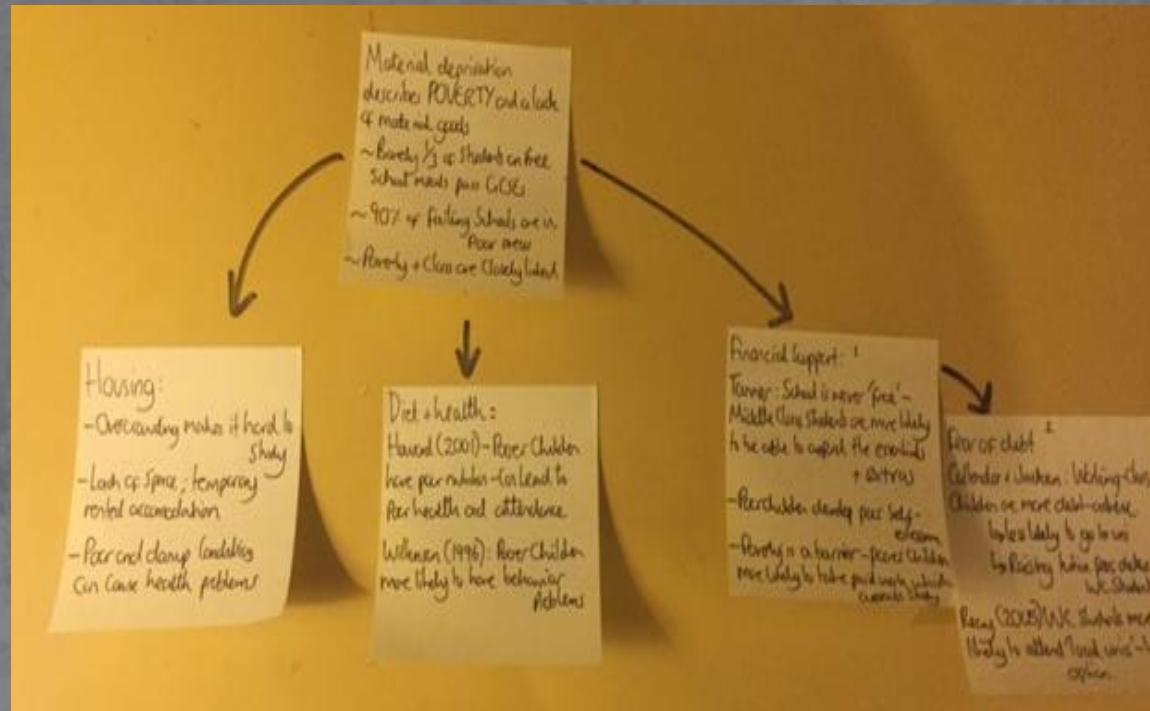
To 5 brief Post-Its





Take the post-its away.
You now have a series of notes that can be arranged.

- For self-testing.
- To sequence key points into a flowchart or diagram.



Spaced Revision

- We forget 67% of what we have learnt by the end of the day.
- 6 days later we will have forgotten 75%.
- Solution?
- Leave a gap.
- Return to what we have learnt again.

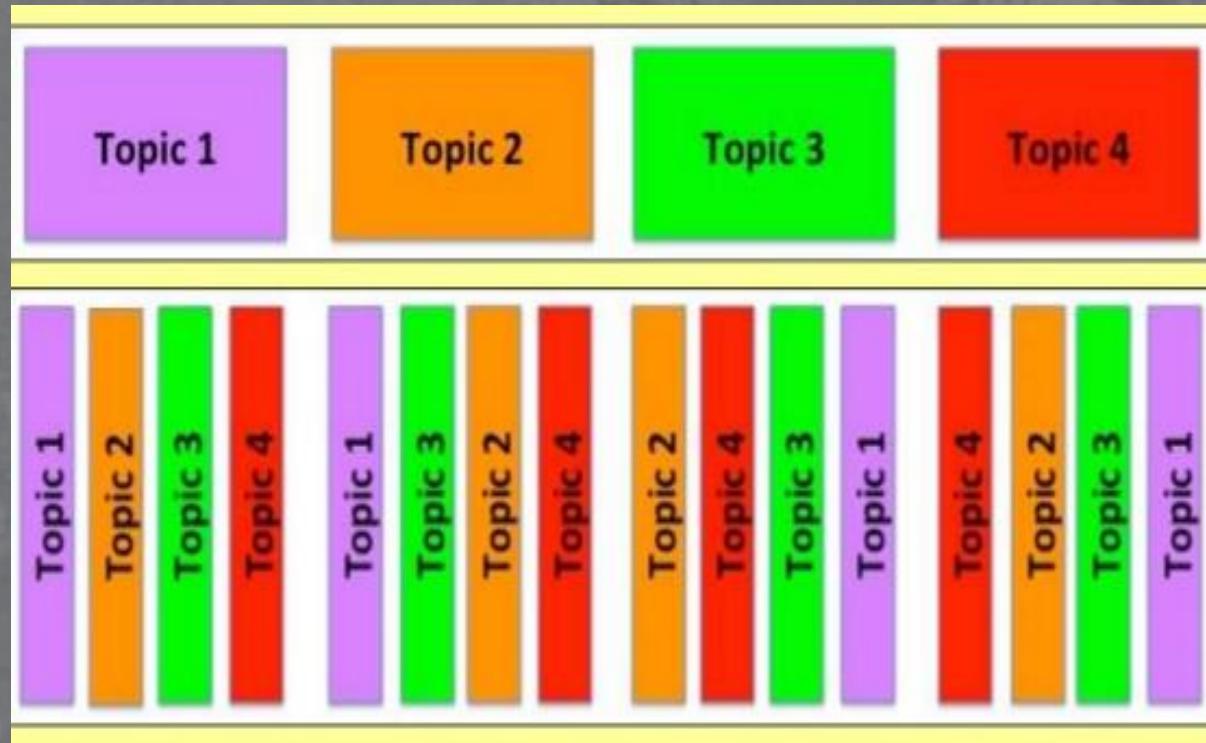


Interleaving

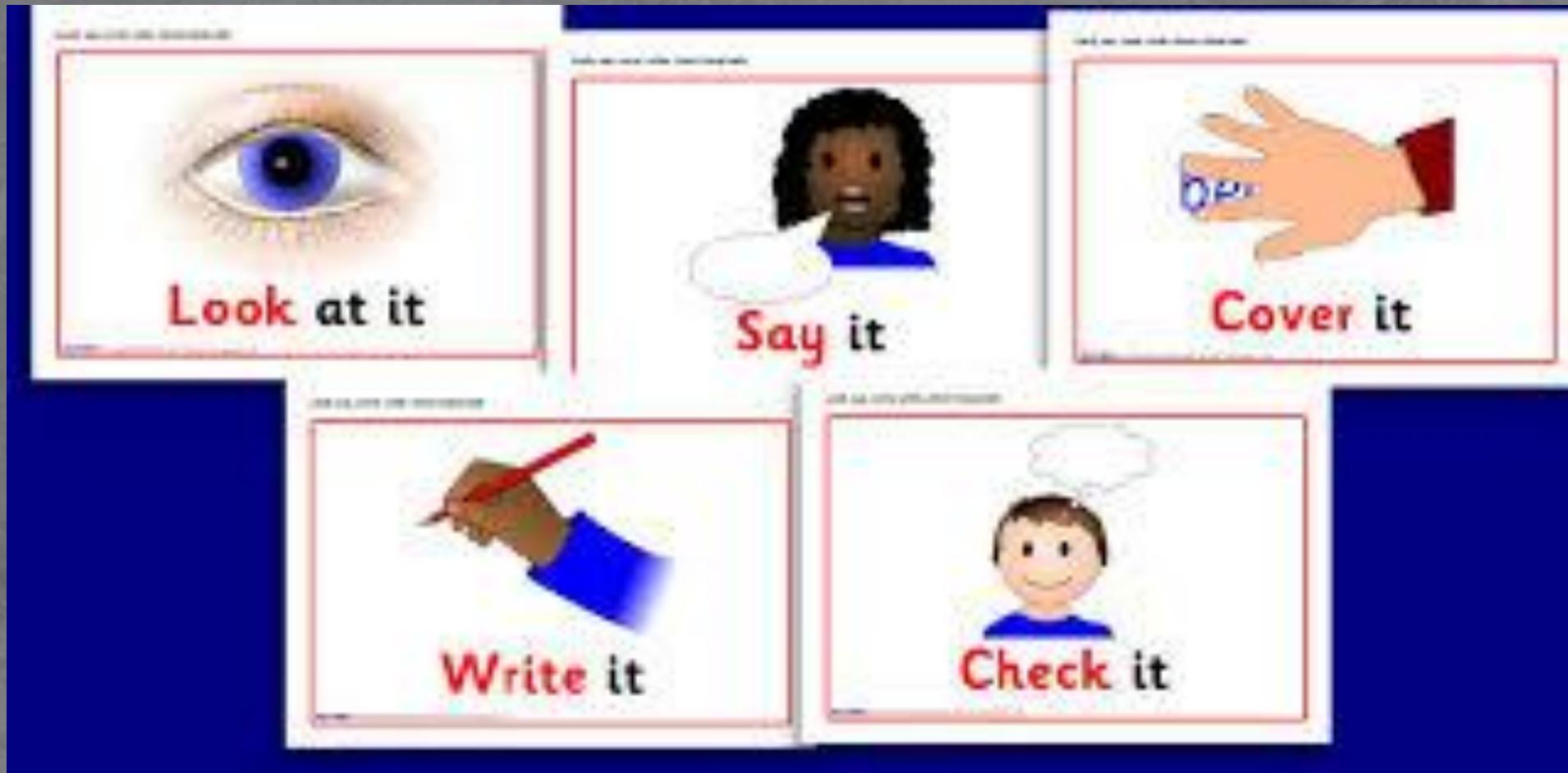


Space out retrieval and look over the content 5X times before an exam for successful long-term memory retrieval.

- *Rotate*
- your
- revision



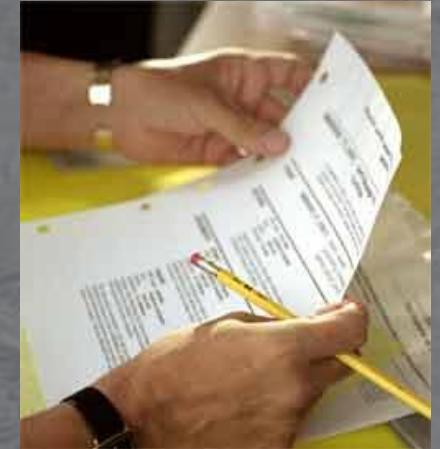
Look, Cover, Write, Check



Practise Past Exam Questions



- It is not just about the facts/knowledge.
- Know how to answer the questions.
- Understand the wording of questions – command and key words.
- Long and short questions.
- Know what the mark scheme demands.
- Read exemplar answers.
- Be able to write under timed conditions.



Highly effective
technique

Revision via mobile technology?



Quizlet

Tassomai

SENECA

BBC BITESIZE

Memorise (MFL)

YouTube (exam technique)

VLE – log on via the school website

Co-Pilot/ChatGTP – summarizing key points to learn



Phase 4 RAG Knowledge

- **Red** – no knowledge – learn again – maybe try a different technique.
- **Amber** – good factual knowledge but can't apply to an exam question.
- **Green** – can answer exam questions on this topic confidently.

Phase 1: Read

- Revision workbook
- Own notes
- Text book refresher
- Relevant websites e.g. quizlet

Now focus on your **red topics** – be effective and target revision.

Active Revision Cycle

Phase 2: Make revision notes – learn content

- Post it notes
- Flash cards
- Mind maps
- Look, cover, write, check
- Revision books
- Teach someone else
- Paragraph summaries

Phase 3: Test yourself

- Practise – short/long answer exam questions.
- Quiz/test yourself (flash cards & online quizzes).
- Timed exam practice.
- Essay plans for longer questions.



Revision Technique – Simple Test

Revision Technique	Used - Yes or No?
Reading notes	
Reading textbook	
Highlighting notes in exercise book	
Making new notes	
Making and using flash cards	
Mind maps	
Using Cornell notes	
Paragraph summaries	
Answering exam questions	
Reviewing mark schemes and model answers	

For best exam results
use more than 5
techniques before every
test.

Short Course Religious Studies (AQA A)

First Public GCSE Examination



- Wednesday 20th May (pm)
- 1 hour 45 minutes
- Christian beliefs, Muslim beliefs, Relationships & Families and Peace & Conflict.
- Relationships & Families and Peace & Conflict are from both Christian and Muslim points of view.

Topics



Christian Beliefs: Creation, The Trinity, Creation, The Incarnation, The last days of Jesus' life, Salvation, Christian eschatology and Evil and suffering.

Muslim Beliefs: The Six Beliefs, The five roots of 'Usul 'ad-Din, The nature of Allah, Risalah, Muslim holy books, Malaikah, Al'-Qadr and Akhirah.

Relationships and families: Marriage, sexual relationships, families, support for the family in the local parish, contraception, divorce, equality of men and women in the family and gender prejudice and discrimination.

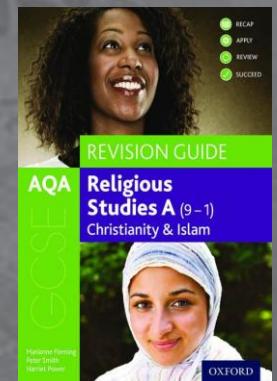
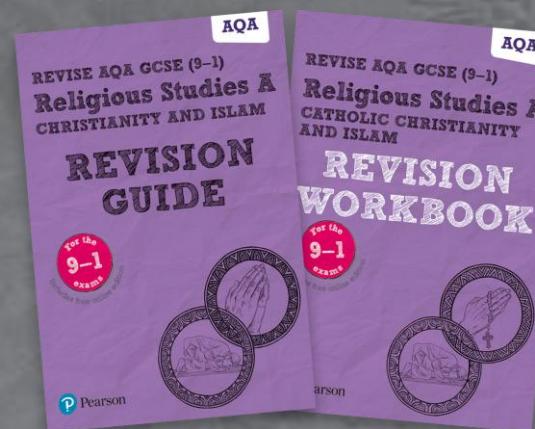
Peace and Conflict: Peace and peace-making, violent protests and terrorism, Reasons for war, Weapons of mass destruction, Just War, Holy war and religion as a cause of violence, pacifism, Religious responses to the victims of war.

Religious Studies Revision Support Materials



Revision: Revise everything that you have learnt in detail – remember quotes.

- **Go4Schools** – Quizzes/Seneca and BBC Bitesize links are being posted up.
- **4 Booklets** – Read & highlight key words, Christian and Muslim views, Bible/Qur'an quotes (or at least be able to reference them e.g. in the Bible it says that), key information – use a key and colour code this information. Then turn this into flash cards/mind-maps/thought showers etc.
- **Lesson PowerPoints** available on the VLE.
- **Revision booklets** found on the VLE.
- **BBC Bitesize**.
- **Revision Guides** can be purchased on Amazon.
- **Kahoot/Quizziz/Quizlet/Blooket**



Revision Tips

Recommended techniques from Mrs Buckley, Subject Leader for RE

- 1. Mind mapping or blurtting to connect ideas.**
- 2. Revision flash cards: Underline keywords on cards.**

For each topic, good revision sub-headings are:

- i) Christian Bible/Muslim Qur'an quotes and teachings**
- ii) Keywords**
- iii) Sub-topic areas**
- iv) Possible exam questions**
- iv) Arguments**

- 4. Look cover write check to test yourself.**
- 5. Practise exam questions.**

It is essential to know Key Quotes and Key Words.



Exam Regulations



1. You **must** be on time for all your examinations.
2. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
3. You **must not**:
 - sit an examination in the name of another candidate;
 - have in your possession any unauthorised material or equipment which might give you an unfair advantage.
4. **Possession of a mobile phone** or other unauthorised material **is breaking the rules**, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
6. You **must** follow the instructions of the invigilator.
7. If you are in any doubt speak to the invigilator.

Exam Regulations



**NO iPods, MOBILE PHONES
MP3/4 PLAYERS
SMARTWATCHES /WATCHES
NO POTENTIAL
TECHNOLOGICAL/WEB
ENABLED SOURCES OF
INFORMATION**

Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION
from your examination and your overall qualification.

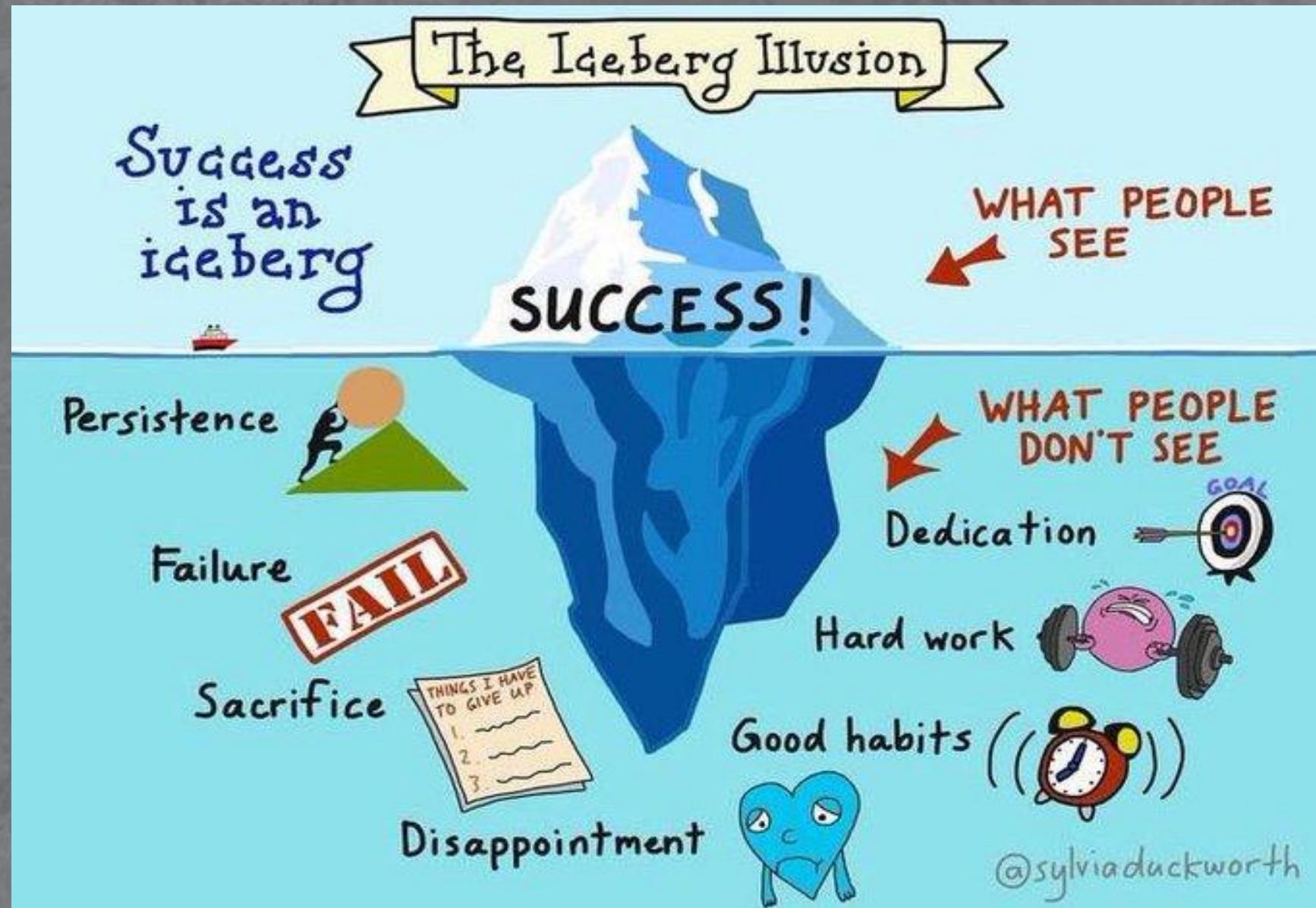
This poster must be displayed in a prominent place outside each examination room.
©2016





Mr Ratcliffe

Anxiety and Support



Exams



A chance to shine.....

However anxiety.....



- **Emotions or feelings**

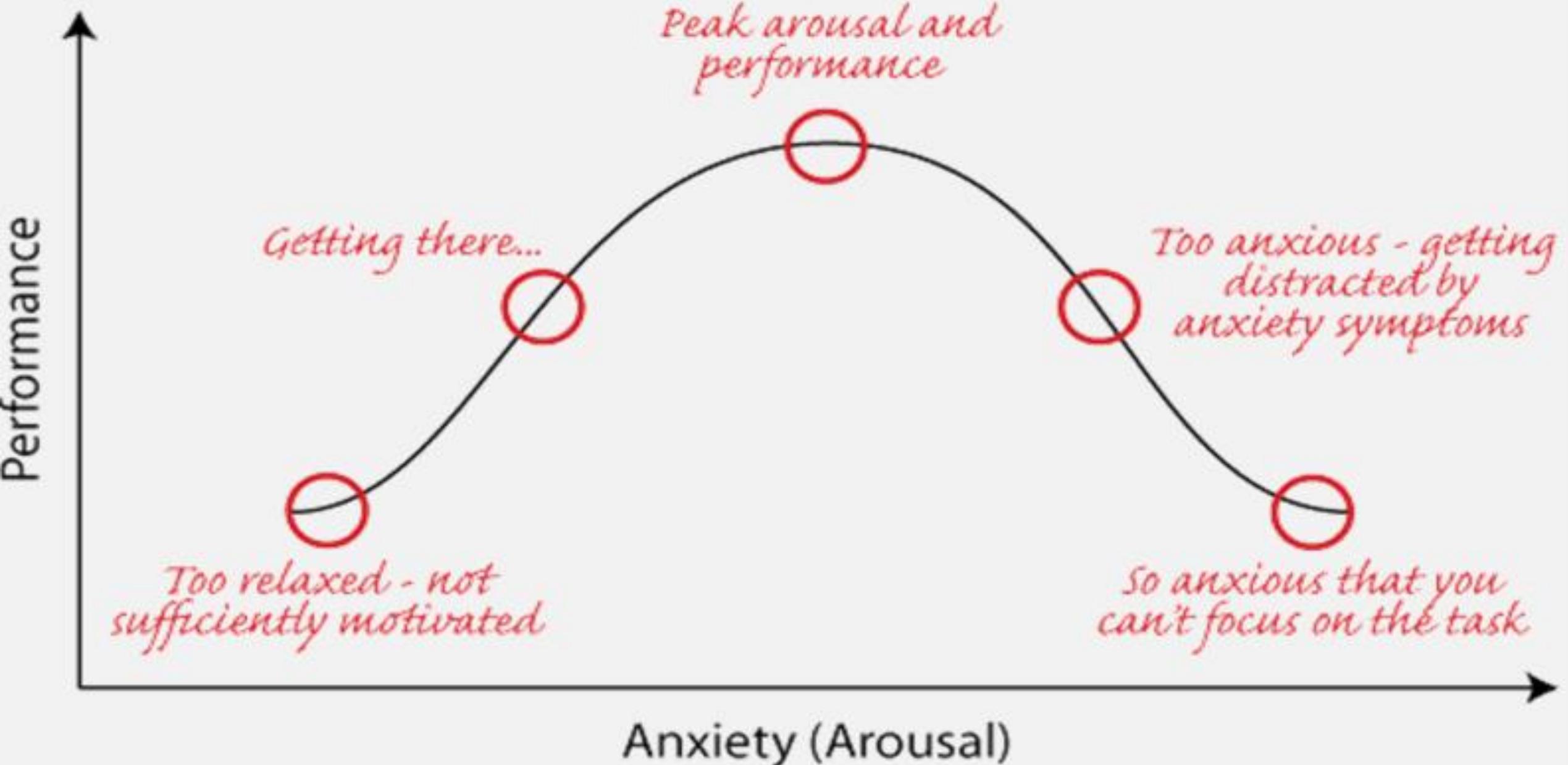
- Anxious, worried, overwhelmed
- Upset, teary
- Exhausted
- Defeated, bored, uninterested, fed up
- Frustrated, angry
- Embarrassed, silly, stupid
- Easily annoyed
- Disappointed
- Confused
- Physical feelings

- **Physical feelings**

- Shaking
- Feeling sick
- Headaches and dizziness
- Stomach pain
- Changes in eating habits
- Crying
- Struggling to concentrate
- Forgetful
- Restless
- Feeling tense
- Feeling tired
- Sweating
- Changes in breathing



Is anxiety ever good for you?





Exam Anxiety: What makes students anxious about exams?

Something will happen out of your control



The outcome

Fear of the unknown.

Pressure from:
-themselves
-teachers
-parents
-peers

palpitations

racing heart

nausea
feel like
passing out

brain zaps
headaches
cold chills

jumpy

falling sensation
sweating
shaking
knot in stomach
weak legs

difficulty breathing

crazy thoughts
yawning

chest pressure

tight band around the head

hearing loss

ringing in the ears

Anxiety Symptoms

anxietycentre.com



twitching

muscle tension

eye strain

numbness

tightness

trembling

facial tic

tingling

burning

swaying feeling

stuck thoughts

skin

stabbing pains

weak limbs

chronic fatigue

blurred vision

sudden weight loss
frequent urination

dizziness

body jolts

restless legs

giddiness

hot flash

night sweats

head pressure

body pain

bloating

memory loss

depersonalization

chest pain





Tips for coping with exam stress

- During an exam period:
- Make time for things they enjoy
- Talk to others about how they are feeling
- Try to find balance
- Take care of their physical health





Tips for coping with exam stress

- Whilst preparing for an exam:
- Find a study group
- Make a revision timetable
- Work in the best way for them
- Revise in the best place for them – dedicated space





Tips for coping with exam stress

- On the day of your exam:
- Prepare items the night before
- Start the day the best they can
- Try to ground themselves with a breathing exercise
- Take their time



Tips for coping with exam stress



- After the exam:
- Try not to compare answers to others
- Reward
- Focus on next steps
- Relax before the next exam





Contact details

- Mr Ratcliffe – Head of Year 10
tra@gilberd.com
- Mrs Moore – Assistant Head of Year 10
lmo@gilberd.com
- By phone call the school and ask for
Year 10 – 01206 842211



Mr Samjawon

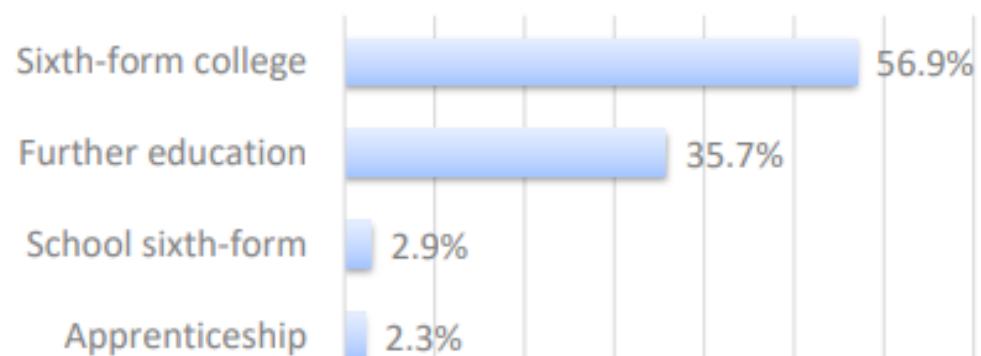
Post-16

Post-16 Pathways



Where do Gilberd School students go Post 16?

The Gilberd School Year 11 Leavers by Destination for
The Gilberd School



NEET (Not in Education, Employment or Training) 16-24 Years of age.

National Figure 13.6%



Raising of the Participation Age

Government requirement: Some form of education, employment or training until age 18

Further Education College
BTEC Diplomas

Entry Level and Levels 1,2 & 3

T-Levels
Level 3

Full/Part time
Employment or
Volunteering (with
accredited training)

Sixth Form
A Levels or BTEC
Level 3

Apprenticeships
Work Based Learning
Levels 2, 3 & 4+

Other Training
Providers
Traineeships
Entry & Level 1



Colchester Sixth Form College



Open Evenings:

October

Applications Open date:-

October and close on 31st January

 THE SIXTH FORM
COLLEGE COLCHESTER

Colchester Institute



Colchester Campus
Braintree Campus



Open Evenings:

Throughout the Year (check online)

Applications:

Open on 1st October until 31st January



The Grammars

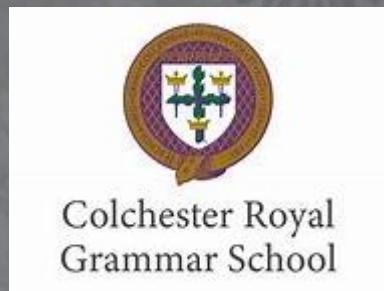


Offers of places are made subject to satisfactory performance at GCSE or equivalent examination. The minimum grade requirement for entry into the Sixth Form is 7 7 7 7 6; Grades 7+ may be required in the subjects to be studied at A-level.

ABI and RSA begin the Oxbridge Russell Group Coaching programme in September for possible applicants upon publication of Y10 RE results (a useful indicator of students' academic ability and commitment).

Open Evenings

- Late October
- No need to book. Just turn up and enjoy the evening.
- **Deadline December 2026.**



Other providers



Colchester
Institute

THE EAST ANGLIAN
COLLEGE GROUP

SIGMA SIXTH

ONE
SIXTH

Suffolk
New
College



TGS



Thomas Gainsborough 6th form



Post-16 Provider Key Dates 2025-26

Please ensure you check the providers website for all event and booking information.

Provider	Open event	Open event	Open event	Open event	Applications open	Application deadline
Colchester Institute	14/10/25 - 17.00-20.00	18/10/25 - 10.00-13.00	23/10/25 - 17.00-20.00			
Colchester Sixth Form College	22/10/25 - 18.15-21.00	23/10/25 - 18.15-21.00			24/10/25	31/01/2026
Sigma Sixth	09/10/25 - 16.15-19.00					31/12/25
Suffolk One (One Sixth Form)	04/10/25 - 09.30-12.30	05/11/25 - 17.00-19.30	26/11/25 - 17.00-19.30	04/02/26 - 17.00-19.30		
Suffolk New (Ipswich)	02/10/25 - 17.30-20.00	25/11/25 - 17.30-20.00	11/02/26 - 17.30-20.00			
Suffolk New (Rural)	11/10/25 - 10.00-12.00	06/12/25 - 10.00-12.00	07/02/26 - 10.00-12.00			
Writtle College (ARU)	11/10/25 - 10.00-15.00					
CRGS	21/10/25 - 18.30-21.00				21/10/25	1/12/2025
CCHSG	22/10/25 - 18.00-20.30				22/10/2025	
Thomas Gainsborough 6th form	13/11/25 - 17.00 onwards				13/11/25	
Braintree 6th Form	27/09/25 - 09.30-12.30					
St Joseph's College	01/10/25 (enquire direct for times)					
Ipswich School Sixth Form	23/09/25 - 17.30-20.00					
Ipswich High School Sixth Form	02/10/25 - 18.00-20.00					
Woodbridge School Sixth Form	07/10/25 - 18.15-21.00					



Year 11 Information Evening and CEIAG Encounters (October 2026)



A series of Post-16 Y11 assemblies
September – October 2026

What will the Post-16 provider know about your child?



- Application Form
- Personal Statement
- Tutor Reference
- Attendance Certificate
- Predicted Grades
- Inclusion

What does the Post 16 application process look like?



- Multiple online applications
- Personal statement/CV
- Formal Interview
- Conditional offer
- Induction Events (Summer 2027)

T-Levels

New Level 3 qualifications that follow on from GCSEs.

2 Year course.

Equivalent to three A Levels and combine classroom theory, practical learning, and an industry placement.

The placement involves working with an employer for a minimum of *315 hours over 45 days to ensure you really get to know the subject.

Entry qualification for more than 150 UK universities and colleges, external.

Available T Levels:

Design and Development for Engineering Level 3 - T Level



Design, Surveying and Planning for Construction Level 3 - T Level



Digital Software Development Level 3 - T Level



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Early Years Educator Level 3 - T Level



[Find Out More ▶](#)

Health and Adult Nursing Level 3 - T Level



[Find Out More ▶](#)

Laboratory Sciences Level 3 - T Level



[Find Out More ▶](#)

Leadership and Management Level 3 - T Level



[Find Out More ▶](#)

Light and Electric Vehicles Level 3 - T Level



[Find Out More ▶](#)

Media, Broadcast and Production: Content Creation Level 3 - T Level



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Media, Broadcast and Production: Creative Technician Level 3 - T Level



[Find Out More ▶](#)





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Apprenticeships

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Are they right for you? How do they work? Get started Browse apprenticeships Useful resources

Visit our [new resource hub](#) to access useful guides and find out how employers can access incentive payments for hiring an apprentice. [Hide message](#)

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APPRENTICES

Browse apprenticeships before you apply

HM Government

Use this search to browse which apprenticeships are available based on your interest and location.

Select an interest

Engineering and manufacturing

Enter your postcode

CO4 9PU

SEARCH

18
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Browse apprenticeships before you apply

Results

HM Government

Engineering and manufacturing co4 9pu

Here are the **10** apprenticeships nearest to your postcode.

Engineering Apprentice

We are essentially looking for engineers to be trained on the HVAC / commissioning side and the water treatment and water hygiene side of the business. These roles might cross / depending where the right skill set can be applied to the best level.

Route: Engineering technician

Added: 21Sep 2022

Employer: COMFORT SERVICES GROUP LIMITED

Distance: 0.59 miles



Get free help and support

Call **0800 0150 400**

or email nationalhelpdesk@apprenticeships.gov.uk



<https://www.colchester.ac.uk/apprenticeships/apprenticeship-events/>

 [Online Payments](#) [Vacancies](#) [01206 712 000](#) [Contact](#) 

[About](#) [School Leavers](#) [University Centre](#) [Adult \(19+\)](#) [Apprenticeships](#) [Professionals](#) [Students](#)

We offer apprenticeship-specific information evenings as part of our annual open event schedule.

These events are perfect for those looking to find out more about apprenticeships. We start the event with a welcome and introduction presentation. You'll then have the opportunity to talk with employers, current apprentices and our expert trainers and assessors, who will show you what it's really like to be an apprentice!

These events take place at our Colchester campus, where parking is free for the event.


"The event exceeded my expectations. It's been wonderful to talk to the employers, thank you so much."

"I found an apprenticeship option that I didn't expect to find, which was amazing!"

"We got so much more than we expected, the event was so good. There was so much information."


Upcoming Apprenticeship Events

Events

**Apprenticeship Evening**
12 FEB
12 Feb 2026 at 17:00
Colchester Institute, Sheepen Road, Colchester, CO3 3LL

**January Open Event – Braintree Campus**
20 JAN
20 Jan 2026 at 17:00 – 19:00
Colchester Institute Braintree Campus, Braintree, CM7 5SN

**January Open Event – Colchester Campus**
22 JAN
22 Jan 2026 at 17:00 – 20:00
Colchester Institute, Sheepen Road, Colchester, CO3 3LL

Booking required

The Gilberd Careers Newsletter

Most up to date information for our school community



Padlet

alex2536 + 1 + 18h

The Gilberd Careers Newsletter

Careers activities going on at school, colleges, work experience, apprenticeship info and more

College and School Open Events

Colchester Sixth Form Open Events! 22nd and 23rd October

Invitation To Our College Open Evenings 22nd & 23rd OCTOBER 2025 6.15pm - 9pm

An opportunity for prospective students and their families to meet our staff and students, to view our facilities and learn about the courses that we offer.

Please note the following:

There is no requirement to arrive promptly.

There is no need to book.

Unfortunately, we are unable to provide parking onsite; further details regarding local parking facilities can be found on the [local council parking website](#).

You are welcome to visit us on either evening - 22ND or 23RD October 2025.

ONLINE APPLICATIONS FOR SEPTEMBER 2026 ENTRY OPEN 24th OCTOBER 2025 APPLICATIONS CLOSE 31st JANUARY 2026

Apprenticeships and Jobs

Lloyds Bank Apprenticeships!

Giving mane character energy

Apprentice opportunities now live

Join exciting talks with creative professionals this November.

The Power of the Press with Natalie Fahy, Regional editor in chief, London and East of England, Reach plc

Tuesday 4th November | 2:00pm - 3:00pm

Ages: 11-19

Step inside the fast-paced world of journalism and discover how creative careers can take shape in the media industry. Natalie Fahy, Regional editor in chief, London and East of England, together with colleagues at the start of their careers, will share their experiences of writing, reporting, and storytelling. Learn how journalism harnesses the power of the press to inform, inspire, and make change – and explore the exciting career paths open to those with a passion for words.

Career Events and Competitions

FUTURES FOR ALL

Join exciting talks with creative professionals this November.

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Work Experience and Courses

Invest in Careers in Creative Industries

CAREERS IN CREATIVE INDUSTRIES

Careers in Creative Industries

Many students love creative subjects but aren't always sure how to turn their passions into a career. Creative industries offer a huge range of exciting career paths, far beyond what many students (and parents) might expect!

Our weekend programmes enable students to:

- ✓ Meet experienced professionals from the world of culture, media and the arts
- ✓ Gain hands-on experience in a range of mediums
- ✓ Start building a stand-out portfolio to boost applications to competitive universities & colleges

Programmes are available this November in Media, Art & Design and TV & Filmmaking. Students can join us in-person in London or online.

Plus, we've just published a new blog post all about creative and SEND.

SEND options

TCHC Independent Training Provider in Ipswich

GAPS CENTRE

2024/25

Ipswich Prospectus 24/25

I would like to introduce you to TCHC Ipswich GAPS Centre, which offers study programmes designed for young people aged 16-18 and 16-24 who have an EHCIP (Education, Health, and Care Plan).

At TCHC Ipswich GAPS Centre, we provide support for Year 11's who are transitioning from mainstream education. Our centre is ideal for students seeking a smaller, more personalised educational environment. We offer 1-to-1 support to ensure that each student receives the attention and guidance they need to thrive. We are specialists in supporting learners with diverse needs and SEND.

Careers Indepth

Find out more about AI and Games careers

The High Performance Podcast

THE HIGH PERFORMANCE PODCAST WITH JAKE HUMPHREY & thehighperformancepodcast...

Panelists HaZ Dulull from HaZimation and Amy Elliot from Sume Digital discuss AI and how it has impacted their work and we had some brilliant questions from the students participating in the session including "how will AI help or hinder careers?"

[Access our Insight into AI and Games](#)

Find out how AI is affecting roles in the games industry in our on demand industry insight with HaZimation and Sume Digital.

Some great episodes to look out for recommended by David Morris at Deutsche Bank

Ben Fogel (its about mental health), Bear Grylls (building mental resilience), Johnny Sexton (how to reframe regret). And Toto Wolff (on childhood trauma)

Information for Parents

Parent / Guardian Info

Evening Thur 16th October, 6pm - 7:30pm on career choices

YOUNG PROFESSIONALS

Dear Parents / Guardians

We are excited to invite you to an exclusive online parent/guardian event designed to provide valuable insights into how you can support your child in making informed career choices when they leave school/university.

At High Performance, we believe in the power of storytelling and the impact of shared knowledge. That's why we're expanding our platform with brand-new podcasts with incredible hosts, designed to inspire, educate, and empower individuals worldwide.

This is a fantastic opportunity for you to learn how to help your son or daughter gain a foothold in the world of work with the many major brands (mentioned below) from various sectors who will be joining us for the event.

This event will touch upon applying to corporate roles and the application process, commercial awareness and how young people can develop these skills as well as highlighting degree apprenticeships, what they are and key deadlines to make applications.

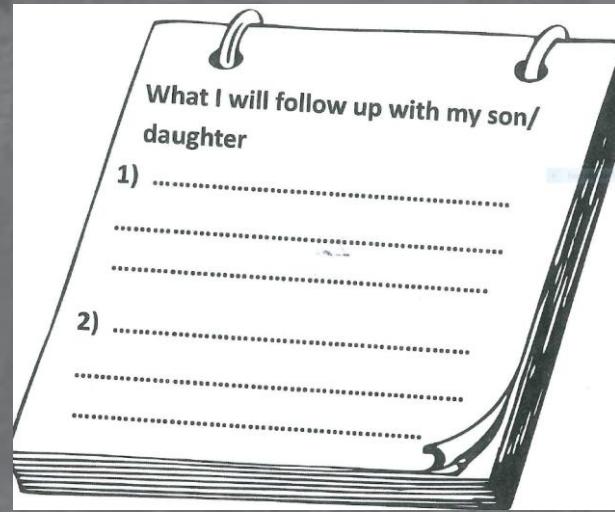
There will also be breakout room



So what's the 'message'?

- Work Experience
- Taking every opportunity to improve the CV
- Not underestimating achievements
- There are still stretching entry criteria
- Range of providers, including Universities, Colleges and private Training Providers

Evaluation



The presentations will be on the school website in the next few days. A link will be emailed to parents/carers, along with the Info/Support Booklet