



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Prospectus

maltbyacademy.com

SCHOOL DAY

Entry Time is 8.00-8.20am
(late mark issued after 8.20am).

The Academy day starts at 8.30am
and finishes at 2.50pm.

Optional enrichment activities are
available after school.

ACADEMY DAY TIMINGS

Entry Time - 8.00am - 8.20am

Tutor Period - 8.30am - 9.00am

Period 1 - 9.00am - 10.40am

Break - 10.40am - 11.00am

Period 2 - 11.00am - 12.40pm

Lunch - 12.40pm - 1.10pm

Period 3 - 1.10pm - 2.50pm

ENRICHMENT ACTIVITIES

Period 4 - 2.50pm - 3.40pm (Y11 only)

SCHOOL HOUSES



Barts



Bede



Rolleston



York



“Maltby Academy is a
welcoming and inclusive school”

Ofsted

April 2022

Welcome to Maltby Academy

It is with great pleasure that I welcome you to Maltby Academy. I am extremely proud to lead this thriving school at the heart of the community. I am constantly impressed by the energy and enthusiasm of the students here and the warm relationships they have with the teaching staff. I hope this prospectus gives you a flavour of what the Academy is all about but if you would like to know more, or want to visit, please get in touch and we would be delighted to help you further.

We are very proud of our Academy. Our vision is to deliver exceptional experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Maltby Academy has highly skilled, dedicated and talented teaching and support staff. Teachers are passionate about their subject and are keen to develop that love of learning in young people. Our team of committed support staff go that extra mile to support, challenge and encourage students and families every step of the way. The level of dedication, aspiration and challenge, underpinned by our insistence on traditional values of good manners and common courtesy continues to drive excellent examination results and secure first rate progression routes for everyone. Our Academy is an inspirational place to learn. The school has undergone a huge transformation, having secured Academy status in January 2010 to now being a

sponsoring Academy at the heart of the Maltby Learning Community. The state-of-the-art buildings create an exceptional learning environment that is befitting for the hardworking and committed staff and students that it serves.

We are committed to ensuring that every lesson is delivered with passion and is underpinned by high quality subject knowledge, so that we give our young people an exceptional learning experience every day. We only recruit and develop the very best staff and are keen to develop new and emerging leaders within our own school. At Maltby Academy we have a vibrant enrichment programme and are committed to providing a wealth of opportunities outside the classroom.

Our aim is to help each and every one of our students develop into mature and confident young people who are fully prepared for life beyond the Academy. We are extremely aspirational for our

students both academically and in relation to personal development – each student is treated as an individual and we don't place limits on what we think they can achieve. Our five Key Drivers of Resilience, Confidence, Aspiration, Community and Responsibility underpin everything we do and ensure that students build the skills, qualities, and characteristics to lead successful and fulfilling lives.

However, it is our young people that make the Academy such a special place to learn - they are honest, welcoming, supportive of each other and willing to take themselves out of their comfort zone and take part in new experiences. We aim to build strong relationships with parents/carers and the wider community so that we can support our young people to strive to be the very best they can be.

Mr R Wood
Principal

Our Vision

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Our Key Drivers



RESILIENCE

Learn from failures, work through problems and never give up. Be better today than you were yesterday.



ASPIRATION

Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?



COMMUNITY

Accept support and offer it. Give something back to the Academy and the community.



RESPONSIBILITY

Be responsible for your actions, celebrate successes and learn from your failures. Do not make excuses.



CONFIDENCE

Don't be afraid to get things wrong. Believe in yourself and your abilities and step outside your comfort zone.

Our Curriculum Intent

Our Curriculum Intention is to:

Inspire imagination and develop interests/specialisms/key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.

Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.



“Teachers teach an ambitious curriculum which helps pupils to understand their local area, life in modern Britain and the wider world”

Ofsted

April 2022



Our Curriculum

The Maltby Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core.

The curriculum is aspirational and deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment. It is a curriculum that promotes and delivers our 'Key Drivers' of Resilience, Aspiration, Confidence, Responsibility and Community with precision and purpose.

The Maltby Academy curriculum extends beyond the academic, technical and vocational. It supports students to develop in many diverse aspects of life. Our curriculum prepares students for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.

The Academy week extends over 15 periods of three, 100 minute lessons per day in Year 7 – Year 13. In September 2020, the Academy migrated to a three-year Key Stage 3 to extend the breadth, provide greater variety through delivery of the entire National Curriculum and facilitate greater exposure to the Humanities and MFL during Key Stage 3.

CURRICULUM IMPLEMENTATION

Our curriculum is organised into key themes and topics which are delivered, unless in exceptional circumstances by highly qualified subject specific specialists. Assessment takes many forms from low stakes recall and retrieval practice delivered through 'sharp starts', exit ticket plenaries through our 'Reviews', formative deep SPA assessments to formal summative trial examinations. Testing is followed by a period of Close the Gap activity through whole class or individual verbal and written feedback. Each department has

externally trained examination markers and the development of expert teacher knowledge is central to our professional learning and development culture. The delivery of our subject curriculum is based on external research; tried and tested techniques which promote a love of learning, develop long term memory and reduce cognitive load.

In order to master the specific elements of Principles of Instruction, learning experiences are shaped and delivered consistently across the Academy through the 'Lesson Cycle'.

The Maltby Academy Lesson Cycle is underpinned by Barak Rosenshine's 'Principles of Instruction' and it is the medium to deliver our curriculum.

Subjects

CURRICULUM IMPACT

The Maltby Academy curriculum is designed to hook students' interests to produce amongst others, young linguists, geographers, historians and scientists. To achieve this, we place great emphasis on the balance between the professional development and opportunities for collaboration between curriculum leaders and teachers and clear evaluation and accountability. The curriculum is quality assured through quantitative and qualitative measures such as:

- Student participation in enrichment activities.
- Take up and retention at GCSE and Post 16.
- Destination data including Post 18 progression.
- Student Voice.
- Quality and quantity of work in books.
- Academy examination performance - attainment and progress.

For further information on the curriculum, please visit: www.maltbyacademy.com

Y7, 8, 9

Y10 & 11

Y12 & 13

Y7, 8, 9	Y10 & 11	Y12 & 13
		A Level
English Language	GCSE English Language	English Language
English Literature	GCSE English Literature	English Literature
Mathematics	GCSE Mathematics	Mathematics
Science	GCSE Trilogy Science	Further Mathematics
Geography	GCSE Triple Science	Biology
History	GCSE Geography	Chemistry
MFL	GCSE History	Physics
Physical Education	GCSE Spanish/French	Geography
Design Technology	OCR Sports Science	History
Art	NCFE Engineering	Media Studies
Music	GCSE Art	Spanish
Performing Arts	BTEC Performing Arts	Art
Computing/IT	BTEC Music	Photography
Life Skills	OCR Computing/IT	Economics
Character Education	BTEC Business & Enterprise	Business Studies
Religious Studies	Life Skills and Religious Studies	Psychology
	BTEC Health & Social Care	Sociology
	GCSE Media Studies	Criminology
	Character Education	
		Technical Awards
		BTEC Science
		BTEC Sport
		BTEC ICT
		BTEC Business
		BTEC Performing Arts
		BTEC Health & Social Care
		Life Skills

The Lesson Cycle



SHARP START

You must arrive at every lesson **promptly** and **immediately** access the Sharp Start.

The **purpose** of the Sharp Start is to help you to **recall previous learning** that will in turn help you to develop your understanding of the new content in the lesson.

You might be asked to share your **homework** or complete a short **retrieval practice** task. Alternatively, you might be asked to think imaginatively about the new learning in the lesson.



INPUT

Your teacher will deliver new material in small steps to help you to grapple with it.

Ensure that you are **engaging** with the **technical terminology** introduced in the lesson.

Ask questions about anything that you are not sure about.



GUIDE

In this part of the lesson, your teacher will show you how to **apply** your new learning.

Pay careful attention to the way that your teacher **approaches** the task and **breaks it down**.

Consider how you will **replicate** this approach yourself.



iZONE

The iZone gives you a chance to **independently** apply your **skills, knowledge** and **understanding**.

You will be given a specific amount of time and you will be expected to write, at length, on your own. This will **develop** your writing **stamina** that you will need in your final exams.



REVIEW

This is a chance to **reflect** on what you have **learnt**.

Your teacher may require you to **self or peer assess**.

You may be given a homework task to **prepare** you for your learning in a future lesson, or to **consolidate** your learning from the lesson.



“Teachers explain new ideas to pupils clearly. They know their pupils well and identify areas of the curriculum which might be difficult for pupils. They break down complex learning into manageable steps”

Ofsted

April 2022



High Expectations for All Students

At Maltby Academy we are committed to developing a love of learning amongst all students and push them to achieve their potential.

ABILITY GROUPING

We expect all young people to try their very best to achieve their potential and encourage them to do so by allocating them to specific teaching groups. Our unique Year 6/Year 7 transitions programme means that we get to know your child well before they start in September.

The Transitions Team will talk to your child's Year 6 class teacher, consider performance and confidence in Maths and English and ascertain whether your child has any learning needs or specific requirements. Using this information, your child will be allocated to teaching groups according to their prior attainment.

Your child will be taught with other students of similar ability – Above, At or Below Age Related Expectations and, through ongoing assessments via class work and homework, they will have every opportunity to move up the groups as they progress.

You will receive regular updates on your child's progress via Learning Cycle Reports and Parents' Evenings throughout the academic year. We will ensure that your child's learning needs are met and that all students can progress.

CHALLENGE AND SUPPORT WITH LITERACY

Young people learn at different rates, grasp concepts at different times and may need more time and encouragement to develop language and literacy skills. Being competent in the use of language and grammar will unlock a young person's potential and enable them to be successful in the wider curriculum.

The Step-Up Programme is a powerful learning experience in which students with lower levels of literacy spend dedicated time developing such skills. Step Up is a discrete, project-based curriculum, run by the English department which is delivered by dedicated staff who work with the group.

The skills and content from the mainstream lessons are shadowed within Step Up so young people can graduate out of the programme into mainstream lessons when and if they are ready and secure in their learning.

Support with Positive Engagement

At the Academy, we believe it is never acceptable for a student, or students, to stop a teacher from teaching and other students from learning, which is why we have the Academy Code of Conduct, Behaviour Policy and Investment in Learning profiles.

The Academy site is supervised at all times by teaching and non-teaching staff and any disruption is dealt with swiftly and consequences adopted. However, we do know that some young people need support to manage their social and emotional wellbeing and so provide a number of solutions to facilitate their learning. The REACH programme from Year 6-7 to Year 11 provides small groups and one to one counselling sessions, a bespoke curriculum and a dedicated centre of teaching.

If your child requires intervention from the REACH programme you will be informed and invited to the Academy with your child before they start in September.





“Staff encourage positive relationships and maintain high expectations for how pupils relate to each other and to staff”

Ofsted

April 2022

Character Education

Our Key Drivers:



RESILIENCE



ASPIRATION



COMMUNITY



RESPONSIBILITY



CONFIDENCE

The building blocks of character and the delivery of our Key Drivers should always be accomplished through the consistent praise and acknowledgement of the following framework of virtues:

Virtue 1	Intellectual/Thinking (ASPIRATION, RESILIENCE, CONFIDENCE)	Character Traits <ul style="list-style-type: none"> ■ Ritualisation and Actualisation ■ Integrity & Self Awareness ■ Discernment & Decision Making ■ Civility & Etiquette ■ Teamwork & Reciprocity ■ Curiosity and Creativity
Virtue 2	Performance (ASPIRATION, RESILIENCE, CONFIDENCE)	
Virtue 3	Civic (COMMUNITY, RESPONSIBILITY, CONFIDENCE)	
Virtue 4	Moral (COMMUNITY, RESPONSIBILITY, CONFIDENCE)	

Refinement of our Key Drivers, the character virtues and these character traits lead to flourishing individuals and societies.

Votes for Schools (VFS)

Votes for Schools is a debating programme that helps to develop students' cultural capital, tolerance, empathy, oracy and confidence.

As part of our Tutor Programme, students will engage in the weekly Votes for Schools topic – this is linked to a current affairs question or dilemma. Students are given information, through a variety of modes, and are set tasks centred around group discussions, and are then asked to vote. Votes are submitted to the Votes for Schools website so we can see how our views compared with other schools nationally, at a later point. Once students have secured their own view on the topic for discussion, they are asked to write a 2-minute speech, presenting their ideas in front of their peers. Students practise the art of public speaking by sharing their speeches, allowing them to grow in confidence over time.

The implementation of Character Education at Maltby Academy will be:



Caught

The Academy community, inclusive of staff, students and parents / carers will model inspirational influence of the framework of virtues and key drivers and challenge or raise awareness where there are deficiencies. Short fallings in these virtues and key drivers leads to an organisation devoid of positive culture and climate. Only by modelling the expectations and behaviours, will good virtues and character building be, 'caught'.



Taught

The Academy provides educational experiences in and out of the classroom that equip students with the language, knowledge, understanding, skills, and attributes that enable character development. We commit to high quality Character Education, which is explicitly taught as part of the Academy tutor programme.



Sought

The Academy provides varied opportunities that generate the formation of personal habits and character commitments. These help students, over time, to seek, desire and freely pursue their character development. The voluntary and passionate engagement is for fun, learning and to give back to the Academy and wider community.

Enrichment - PE

Maltby is a school that prides itself on the level of sport and physical activity offered to students.

Facilities in the PE Department consist of a full sized well-maintained floodlit 4G astro turf pitch, a large sports hall, two netball courts, two multi-games courts, a well-equipped fitness studio, a dance studio and access to a large playing field that includes rugby grids, two grass football pitches, two rounders pitches, athletics track with throwing event areas. All PE staff have a wide variety of teaching and coaching experience supported by a range of Governing Body Qualifications.

The Academy has an impressive history of success at local, regional and national level. Students have progressed from school sport all the way through to gaining national recognition in a range of sports and activities. The football scholarship offered at Maltby Academy is delivered to the highest quality and acts as an example to younger students of the dedication it takes to progress to a higher level.

Maltby Academy has close links with all the local primary schools in Physical Education and the standards, routines and expectations clearly flow from nursery to Post 16.

The sports teams and clubs are offered in the following:

Athletics, badminton, basketball, cricket, dance, football, gymnastics, netball, rounders, rugby, trampolining. These clubs are open to all abilities; students are encouraged to attend as many enrichment clubs as they like. Staff and students are proud of the high levels of commitment shown during these enrichment clubs, as well as representing the Maltby community with great pride and honour.





“Pupils are excited by the opportunities the school provides. They take part in a range of extra-curricular activities”

Ofsted April 2022

Enrichment - Drama & Music

The Performing Arts department at Maltby Academy offers a rich and diverse range of opportunities to allow students to develop their performance skills whilst stretching their creativity and building confidence. With staff specialists in all three areas; Dance, Drama and Music, we offer enrichment opportunities in all three disciplines.

OPPORTUNITIES AVAILABLE:

Key Stage 3 Drama Club

Students will have the opportunity to work with a script as well as devising their own work.

Key Stage 3 Dance Club

Students will learn routines in a range of dance styles.

School Choir

Students will learn a variety of vocal warm ups to develop their voices.

Band Practice

All instrumentalists can come together to practise and develop their skills.

Peripatetic Music Lessons

1-1 tuition through Rotherham Music HUB.

Key Stage 4 and 5

Students have access to the dance and drama studio, to work alongside staff to support their exam study.

Full School Productions

Each year, students can showcase their skills in whole school performances.





MLT POST 16: Year 12-13

Post 16 @ MLT is a collaborative Sixth Form provision. Maltby Academy and Sir Thomas Wharton Academy work closely together to provide all of our students with a high quality, personalised Level 3 curriculum. We are very proud of our high standards of teaching, combined with quality pastoral care for every individual. Our students leave us prepared for leading Universities, Higher Level Apprenticeships and desirable employment opportunities.

Curriculum Pathways

We offer three Level 3 pathways for our students; Academic courses, applied courses and a mixed combination of both Academic and Applied courses. Our students also have access to a range of excellent enrichment qualifications and opportunities that can be accessed alongside any of our core pathways. Our curriculum offer provides a flexible approach to ensure all eligible Key Stage 4 students can access qualifications that will prepare them for their future career aspirations. Every student follows a suite of substantial qualifications that stretch and prepare them for education at the next level or for employment.

A-level Courses

The Academic pathway focuses on traditional A-Level qualifications and students on this pathway will be expected to select three subjects. These are assessed mainly through exams, with some non-exam assessments in some subjects. Students should have a minimum of a Grade 5 in GCSE English and Mathematics. They should also have three other grade 5s from other subjects. Other subject specific entry requirements may apply; see the Post 16 prospectus and our website for details.

Students can study the following A-level subjects: Art and Design, Biology, Chemistry, Computer Science, Economics, English Language, English Language and Literature, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Physics, Product Design, Psychology, Sociology or Spanish.

Applied Courses

The Applied pathway includes BTEC Level 3 qualifications. These courses are assessed through coursework assignments and an external examination. On the Applied pathway, students should have a minimum of a Grade 4 in GCSE English and Mathematics. Students can study the following Applied subjects: Business, Criminology, Health and Social Care, ICT, Performing Arts, Science and Sport.

Mixed Course Combination

Our timetable allows students to also select a combination of Academic and Applied courses. This allows students to pursue a range of subject areas and enjoy demonstrating a range of skills through a mixture of assessment types.



Enrichment

We have a proven track record of developing well-rounded students who have the qualifications, skills and character to go on to live happy and successful lives. We believe subject choices will be crucial to the future success of our students. However, whilst subject qualifications might get students a job, or course interview in the future, it will be their character and ability to share their wider experiences that will secure them the post or place. Therefore, we encourage our students to immerse themselves in activities and qualifications outside of the academic or applied options they take too. These opportunities will contribute significantly to their overall development.

Students can enrol on the following enrichment opportunities:

Core Maths, Criminology, EPQ, E-Sports, Financial Studies, Football Scholarship, Photography, Sports Leaders, Student Leadership, Work Experience.





“Sixth-form students are knowledgeable about their future options and go on to appropriate education, employment or training”



April 2022

MLT POST 16: Scholarships

FOOTBALL SCHOLARSHIP – SHEFFIELD FC

Our Football Scholarship programme offered at Maltby Academy in conjunction with the world's first football club, Sheffield FC, is a unique opportunity for talented 16 – 18-year-old footballers to further develop their football education alongside A-levels and/or BTEC Level 3 qualifications. This also offers a realistic pathway for some players into semi-professional and professional football. Students are trained by UEFA A/B licenced coaches multiple times a week, gain their FA Level One coaching qualification and get the chance to develop their skills by competing in the highest standard of college 16-18 football.

E-SPORTS SCHOLARSHIP

Our E-Sports scholarship is an opportunity for students with a passion and interest in the gaming industry and the business opportunities this is creating. Students will study for an E-Sports qualification and combine this with further Level 3 qualifications in Business and ICT, to support their progression into this huge emerging market. E-Sports scholars will also have the opportunity to study Business Finance. Students will also be given the opportunity to develop key leadership, entrepreneurial and organisational skills, planning and delivering E-Sports events.

DANCE ACADEMY

Students enrolled in our Dance Academy develop their dance skills and experience, which help broaden their repertoire, theoretical knowledge and experience. They study a variety of dance styles, professional dance works, practitioners and choreographers, which include working with professional artists. The programme will involve them working on a daily basis with members of the Performing Arts team. This will provide them with a fantastic opportunity to flourish and further develop to work in the Performing Arts industry or go on to further education at degree level in the Performing Arts sector.





“Pupils feel safe and secure at this school because staff know them well”



April 2022

Personal Development, Wellbeing and Safety

We aspire to improve the life chances of all our students, through their ongoing progress and improvement in learning. Education should be a positive and transformational experience, regardless of ability or background, and we are committed to raising achievement for everyone. We have the highest expectations of all our students, in every area of school life.

TUTOR TIME PROGRAMME

Each day starts with Tutor Time and students have a year group assembly once a week. Tutor Time is a structured programme, focused on developing students through: dedicated, year group specific, Character Education sessions, the Votes for Schools programme, Personal Development Reading, and reviewing Standards, focused on Enrichment involvement, House Points and attendance.

LIFE SKILLS CURRICULUM

In Life Skills, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed to date, under the headings: Relationships, Health and Wellbeing and Living in the Wider World. The topics they cover will focus on their own mental and physical health and help them deal with the changes they may be going through. The curriculum will also consider various relationships, and the behaviours expected from them as engaged members of our, and the wider community. Students will learn how to keep themselves, and others, safe, and develop an appreciation for British Values and Protected Characteristics.

WELLBEING AND SAFETY

The key priority for all who work at Maltby Academy is to ensure all our young people are safe in school. Systems and procedures for safeguarding young people are outlined on the website. We have a dedicated team of specialists who are committed to ensuring your child's time at the Academy is enjoyable, rewarding and safe.

Please refer to policies and procedures on the Academy website:
www.maltbyacademy.com





Our House System

Maltby Academy has four Houses, each with their own colour, history and heraldry. These are: Barts, Bede, Rolleston, and York.

The Maltby House system was established when Maltby Grammar was founded in 1931. The bold and modern shields, representing the four Houses, are predicated by the badges found on the old school emblem, each symbolic of something important to the Maltby community. These were:

The White Rose of York, symbolising courage, was worn by soldiers and represents the county in which our school lies.

The Saxon Tower of St Barts Church, symbolising strength, was a place of community gathering for worship and other activities and represents protection to the Maltby community.

The Open Book of Bede, symbolising the power of the written word, represents the Venerable Bede who spent much of his life in local monasteries. Bede believed that ancient wisdom could be passed on through the study of important texts.

The Gryphon of the Rolleston Family, symbolising the guardian of secret knowledge, was part of the Rolleston family coat of arms.

HOUSE SENATE

Students enhance their leadership skills and community values through the House Senate. Leaders are selected through a democratic process during Votes for Schools. All Senate members receive training and gain recognised qualifications providing skills which transfer into future careers.

HOUSE EVENTS & CHALLENGES

Each term, subject areas host House competitions based on the broader curriculum.

HOUSE CHARITIES

Each House chooses a charity that they support for the year. These are shortlisted by the Senate and then voted on by the whole House during Votes for Schools sessions.



Barts



Bede



Rolleston



York

Alumni:

Warren Carratt

Warren left Maltby Academy in 2000, he went on to achieve a Bachelor of Arts degree with honours, a Masters in HR management and is now the CEO of a multi-academy trust and a magistrate.

Studied:

A-LEVEL - Maths
A-LEVEL - Physics
A-LEVEL - Business
AS-LEVEL - Geography



“THE KEY SKILLS AND EXPERIENCES I RELY ON EVERY DAY ARE HARD WORK; INTELLECTUAL CURIOSITY; REFLECTION; AND REMAINING AS CALM AND LOGICAL AS I CAN BE.”

Alumni: Hollie Broadhead

Hollie left Maltby and went on to study BSc Psychology at the University of Lincoln and now works as an English Teacher.

Studied:

A-LEVEL - English Literature
A-LEVEL - Psychology
A-LEVEL - Sociology



“ALWAYS BELIEVE THAT YOU CAN DO IT AND YOU CAN MAKE IT, NO MATTER WHAT THAT ‘IT’ LOOKS LIKE FOR YOU; WORK HARD, TRY YOUR BEST AND TRUST THE PROCESS.”

Alumni:

Megan Edgar

Megan graduated with a Mlang (Hons) in Spanish, French and European Culture. She now works as a Product Manager for SPIT UK & Nordics - ITW Construction Products.

Studied:

A-LEVEL - French
A-LEVEL - Spanish
A-LEVEL - Music
A-LEVEL - English Language
A-LEVEL - General Studies



“YOU ARE DEFINED NOT BY THE GRADES ON A PAPER BUT THE EXPERIENCES YOU LIVE, SO CHOOSE TO STUDY SUBJECTS THAT YOU ENJOY AND THEN USE THAT PASSION TO FIND A JOB THAT WORKS BEST FOR YOU.”

Alumni:

Frances Emily Kitching

Frances studied at Maltby Academy and is now a professional footballer, playing as a goalkeeper for FA Women's Championship Club: Crystal Palace. She had previously played for Sheffield, Liverpool, Chelsea, and Watford.

Studied:

BTEC - IT

BTEC - Media Studies

BTEC - Travel and Tourism



***"IF YOU WANT TO DO
SOMETHING AND YOU
GENUINELY THINK IT'S A
GOOD IDEA, DO IT."***



**DELIVERING
EXCEPTIONAL LEARNING
EXPERIENCES THAT
ENABLE ALL YOUNG
PEOPLE TO THRIVE IN A
COMPETITIVE WORLD
AND LEAD SUCCESSFUL
AND FULFILLING LIVES**



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