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I am delighted to introduce the Aston University Engineering Academy Parent Handbook. The handbook contains essential information and links you will need to support your child in their transition to AUEA.

We fully appreciate the importance of a smooth and effective transition when moving school, and this handbook will provide you with additional support in this process, as well as the information required to ensure your child excels in their progress.

Our unique approach ensures all our young people are equipped with the right skills and knowledge for a career in Engineering and Science at all levels. We combine exciting and innovative learning through our partnerships with industry, Aston University staff and facilities, and an ethos built around high expectations and high aspirations.

My staff and I are totally committed to delivering our mission to become a world class centre of excellence in Engineering and Science. We look forward to developing effective and supportive partnerships with you.

September 2018 sees AUEA celebrating our 7th year, a milestone not only to celebrate but to acknowledge the 500 leading places on degrees and apprenticeships by our graduates.

With the recent announcement of 1.8 million engineers needed by 2025, there has never been a better time to study at Aston University Engineering Academy. The key to our success is the close partnership with industry. Evidence shows that students who receive 4+ employer interactions are both 5 times more likely to secure a job and will earn nearly 20% more than those who have not had these employer experiences at school. Consequently we continue to lead national best practice in the new careers benchmarks as well as shaping the development of the new T-Levels.

This role with industry continues to grow and expand and will result in our new year 10 having more opportunities to excel and stand out than any other year group prior, especially with our expanding partnership with HS2 and the new National College for High Speed Rail, adjacent to AUEA. I can’t wait to see what your child can achieve over the next four years and I am extremely proud that you have chosen to be part of this exciting opportunity.

Communication is a key strength of our small community so should you wish to contact me you can do so via principalpa@auea.co.uk or 0121 380 0573.

Daniel Locke-Wheaton
Principal
**AUEA Mission Statement**

Aston University Engineering Academy will be nationally recognised as a centre of excellence in providing the very best engineering and technical education for successful and rewarding careers. In order that we as a community develop and achieve our aim of becoming a world class centre of excellence in engineering and science we must continually strive to do the following:

1) Working in partnership with our students, their parents, the University, regional and national employers, the professional bodies, local schools and the community.

2) Having high aspirations and expectations of its staff and students in both professional and personal development.

3) Fostering values that equip students for success.

4) Providing every student with an industrial sponsor, a university student mentor and a personalised pathway through and beyond the Academy.

5) Creating an inspirational learning community within which everyone is empowered to be a learner, a teacher and a leader.

6) Developing and delivering a challenging and innovative employer led curriculum that is applied and focused on the industrial and business world to prepare students for employment, apprenticeships or higher education.

7) Involving staff and students in the continuous improvement of life in the Academy, through reflection, research and publication of practice.

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**AUEA Learning Ethos**

The ethos for our learning community is built upon our core values (7 R’s) of:

> Resilience
> Resourcefulness
> Reflectiveness
> Reciprocity
> Role Model
> Readiness
> Respectfulness

Students are trained from day one to be effective learners and all lessons are constructed to drive our Learning Outputs that everyone is a:

> Learner
> Leader
> Teacher
> Entrepreneur
> Employee
> Global citizen
> Engineer
## Times of Academy

### Student Day

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor Learning Review</td>
<td>08.30 – 09.00</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>09.00 – 10.00</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>10.00 – 11.00</td>
</tr>
<tr>
<td>Break</td>
<td>11.00 – 11.20</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>11.20 – 12.20</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>12.20 – 13.20</td>
</tr>
<tr>
<td>Lunch</td>
<td>13.20 – 14.00</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>14.00 – 15.00*</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>15.00 – 16.00</td>
</tr>
<tr>
<td>Tuesday Club</td>
<td>16.00 – 17.00</td>
</tr>
</tbody>
</table>

### Student Week

<table>
<thead>
<tr>
<th>Day</th>
<th>Start Time</th>
<th>Finish Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>08:30</td>
<td>15:00*</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08:30</td>
<td>16:00/17:00**</td>
</tr>
<tr>
<td>Wednesday</td>
<td>08:30</td>
<td>16:00</td>
</tr>
<tr>
<td>Thursday</td>
<td>08:30</td>
<td>16:00</td>
</tr>
<tr>
<td>Friday</td>
<td>08:30</td>
<td>TBC***</td>
</tr>
</tbody>
</table>

Students must arrive at AUEA by 08:20.

*Students finish at 15.00 on a Monday.

**Enrichment club night is until 17:00hrs.

***Friday Finish time is under consultation at time of publication with a potential change from 16:00hrs to 15:00hrs.

AUEA Building opens to students at 07:45.
Breakfast is served from 08:00-08:20.

Students must be off site by 17:30 Monday - Thursday and 17:00 on Fridays.
# AUEA 2018 - 2019 Student Term Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>Finish Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
<td>Wednesday 5th Sept.</td>
<td>Friday 26th Oct.</td>
</tr>
<tr>
<td>Half Term Holiday</td>
<td>Monday 29th Oct.</td>
<td>Friday 2nd Nov.</td>
</tr>
<tr>
<td></td>
<td>Monday 5th Nov.</td>
<td>Friday 21st Dec. (1/2 Day)</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Monday 24th Dec.</td>
<td>Monday 7th Jan. 19</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Tuesday 8th Jan.</td>
<td>Friday 15th Feb.</td>
</tr>
<tr>
<td>Half Term Holiday (1 week)</td>
<td>Monday 18th Feb.</td>
<td>Friday 22nd Feb.</td>
</tr>
<tr>
<td>Easter Holiday</td>
<td>Monday 15th Apr.</td>
<td>Friday 26th Apr.</td>
</tr>
<tr>
<td></td>
<td>Monday 29th Apr.</td>
<td>Friday 24th May</td>
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<td></td>
<td>Monday 27th May</td>
<td>Friday 31th May</td>
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<td></td>
<td>Monday 3rd June</td>
<td>Friday 19th July</td>
</tr>
</tbody>
</table>

**Teacher training days and UTC Closures:**

- Monday 3rd September 2018
- Tuesday 4th September 2018
- Friday 18th October 2018
- Monday 7th January 2019
- Monday 29th April 2019
- Wednesday 5th June 2019 - TBC based on Eid-al-Fitr

- Friday 23rd November 2018 - AUEA Closed to students
- Monday 6th May 2019 - May Bank Holiday
- Tuesday 4 June 2019 - Eid-al-Fitr Date TBC - AUEA Closed except exams
CONTACT DETAILS & PROCEDURES

Regular and easy communication between home and AUEA is a vital requirement to support the progress of your son or daughter and is even more imperative with our longer business hours. We welcome opportunities for parents to come into the Academy or to speak on the phone and our staff will always be available to help.

AUEA has three branches to communication with home, underpinned by the Academy College system and Learner Development Team.

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<table>
<thead>
<tr>
<th>Main Reception</th>
<th>Tutor</th>
<th>Curriculum Areas</th>
<th>College</th>
</tr>
</thead>
</table>

Reception operates from 08:00-17:00 on Monday - Thursday, 08:00-16:30 on Friday. Reception can be contacted via

Enquiries@auea.co.uk or 0121 380 0570

To ensure that we can quickly and effectively deal with your enquiry, please clearly state your child’s name and the enquiry/person you wish to make an appointment with. We will then arrange a meeting to suit both yourself and relevant member of staff.

TUTOR

Your child has a dedicated tutor with which they meet each day to review their learning, individual progress and targets. The tutor is responsible for supporting and tracking the overall academic progress of their tutees and is therefore the first point of call for information about your child.

All our tutors have a teaching timetable and consequently the best communication method is email. You should expect to have a response within 24hrs. If this is not achieved please contact principalpa@auea.co.uk and we will escalate.

To contact the tutor via phone, please contact reception. Please clearly state your child’s: name, tutor name, learning review group, and the detail of your enquiry.

To contact your son/daughter’s teacher or Leader in a specific Curriculum Area, please use either email or phone. Staff details are found on the opposite page.

and can be selected from the main AUEA number

CURRICULUM AREAS

The academy is divided into 4 Curriculum areas:

ENGINEERING
Mrs Karen Byng
karen.byng@auea.co.uk

> Engineering
> Electronics
> Product Design

SCIENCE
Mr James Heap
james.heap@auea.co.uk

> Biology
> Physics
> Chemistry
> PE

MATHS
Mrs Paramjit Kaur
Paramjit.Kaur@auea.co.uk

> Maths
> Computing

COMMUNICATIONS
Mr Jim Bryant
jim.bryant@auea.co.uk

> English
> German Language for Engineers
> Business

REPORTING ABSENCE

You and your son/daughter have selected to come to a University Technical College to allow them to gain opportunities that they would not gain at a standard school. These additional opportunities and qualifications are only possible through students following a longer working day and one additional learning week each year. It is therefore imperative that students do not take any time off school. Holidays are not permitted in term time. Students wishing to observe official Religious holidays should request leave via the authorised permission form. This is available from The Point.

Should your child become ill and be unable to attend AUEA, you should notify the Academy via the AUEA main reception telephone number and select option 2.
CONTACT INFORMATION

Senior Leadership Team
See page 20

CA Science
To reach a science teacher by phone dial 0121 380 0570 ext. 1012
Mr J Heap - Page 20
Mrs S Akbar - Trainee Lead Practitioner shehla.akbar@auea.co.uk
Mr S Ubhi - Physics Lead Practitioner sukhvinder.ubhi@auea.co.uk
Mr P Kundalia - Biology Subject Lead/ ITT Lead prashant.kundalia@auea.co.uk
Mrs R Hill - Physics Subject Lead Rebecca.Hill@auea.co.uk
Mrs A Rabbani - Trainee Lead Practitioner aaisyah.rabbani@auea.co.uk
Miss R Khatun - Teacher of Chemistry rubina.khatun@auea.co.uk
Miss K Sohal - Science Technician kulwinder.sohal@auea.co.uk

CA Maths
To reach a Maths teacher by phone dial 0121 380 0570 ext. 1014
Mrs P Kaur - Page 20
Mrs Z Sahota - Trainee SLE Mathematics zara.sahota@auea.co.uk
Mr S Hancock - Teacher of Mathematics steven.hancock@auce.co.uk
Mr A Lowe - Teacher of Mathematics adam.lowe@auea.co.uk
Mr J Madahar - Teacher of Mathematics Jaskiran.Madahar@auea.co.uk
Miss A Farah - Teacher of Mathematics ayan.farah@auea.co.uk

CA Communications
To reach a Communications teacher by phone dial 0121 380 0570 ext. 1013
Mr J Bryant - Page 20
Mrs E Latham - Head of English emma.latham@auea.co.uk
Mr M Coulson - English Literature Coordinator michael.coulson@auea.co.uk
Mr A McIvor - MFL Subject Lead adam.mcirov@auea.co.uk
Mrs F Matthews-Pipe - Business Studies / Vocational Lead Francesca.Matthews@auea.co.uk@uea.co.uk
Mrs C Jacobs - SENCO catherine.jacobs@auea.co.uk
Mrs Acton - Page 20

CA Engineering
To reach an Engineering teacher by phone dial 0121 380 0570 ext. 1011
Mr P Woodage - Page 20
Mr D Chapman - Page 20
Mrs R Sorsby - Page 20
Mrs K Byng - Curriculum Area Leader karen.byng@auea.co.uk
Mr L Turturici - Engineering Lead Practitioner leonardo.turturici@auea.co.uk
Mr C Smith - Engineering Lead Practitioner chris.smith@auea.co.uk
Mr R Horton - Trainee Lead Practitioner Rees.horton@auea.co.uk
Mr A Hewitt - Subject Lead Product Design andrew.hewitt@auea.co.uk
Mr S Kainth - Teacher of Engineering Sukhwinder.Kainth@auea.co.uk
Mr A Hobson - Teacher of Engineering andrew.hobson@auea.co.uk
Mrs E Hanlon - Teacher of Engineering emma.hanlon@auea.co.uk
Mr P Walker - Engineering Learning Manager philip.walker@auea.co.uk
TRAVEL

BY CAR

PARKING

Due to our Birmingham city centre location and to maximise the size of the building and facilities for our students, AUEA only has a small private car park. This has limited space for staff and visitors and therefore parents attending meetings with a member of staff should source alternative parking. However if you require a disabled car parking space please contact AUEA Main Reception. There is alternative pay car parking nearby within 5 minutes’ walk of our site. We also recommend that visitors use public transport wherever possible.

Aston University offer a limited amount of Pay and Display parking on a first come first served basis. This facility is in Car Park 5 which is located off Holt Street, B7 4BH.

Parking charges are £5.00 per visit and there are two options for payment.

1- Pay & Display. The machine is located within the car park (coins only)
2- Telephone. You can now pay by phone using the ‘Whoosh’ system. See the Pink and Blue signs on the car park for full details. The location code is 10008.

Our entrance on Lister Street is then a short walk from Holt Street (car park 5).

DROPPING OFF

AUEA does not have a designated drop off point due to its location on the large Aston University Campus therefore parents should always ensure students are dropped off in a suitable and safe location around the campus. Ideally suited locations are on either side of Aston Street and outside the Sack of Potatoes pub on Woodcock Street. This is by kind arrangement with the University, therefore, we request that parents are courteous to users when pulling over and that students conduct themselves to the highest standard when walking around campus.

Parents should not drop their child off on Lister Street immediately outside AUEA or at the pull in area for National College High Speed Rail.
there should not be any need for students to use subways or underpasses. All students are required to register their mode of transport to and from AUEA, to allow us to monitor and group students into travel parties. Staff members are also commuting by public transport and will be around the city centre before and after school. If you have any specific concerns about a route or change mode of transport, please notify AUEA immediately.

**CANALS**

There is an extensive canal network around Birmingham and indeed next to our amazing site. Canal towpaths can offer quick routes across the city. However, these routes can also be isolated therefore we don’t recommend students walking alone along canal routes. Canal and water safety should also be followed and at no point should students enter any water, play around locks or interfere with canal equipment or boats.

**GOING OFFSITE**

Year 10 and 11 students are not allowed off our site at any point during the day, unless it is for an authorised enrichment activity, activities on Aston University Campus, or for Aston University Sports. Students must sign out at main reception and carry their ID with them. Parental consent will always be formally obtained prior to any off site activity outside of the campus area.
**FOOD @ AUEA**

AUEA understands the impact of a student’s diet on their ability to learn effectively. With students working longer days and travelling across the city, it is vital that students have access to good quality, healthy food. Therefore AUEA has a professional catering team within a dedicated restaurant to meet your child’s needs. We have a wide range of menus throughout the week. Should your child have any specific dietary requirements or food allergies we request that you notify AUEA at the earliest opportunity. Students are also permitted to bring sandwiches and packed lunches which are also to be eaten in the restaurant. Year 10 and 11 students are not allowed off site for lunch.

**SPORT @ AUEA**

Physical education and sport at AUEA reflects our innovative approach to the other areas of our curriculum. Working in partnership with Aston University’s ‘Sport Aston’ ensures we have access to outstanding sports facilities from across the University campus. Sport in enrichment time and core PE will therefore benefit from facilities which include astro turf pitches, swimming pool, sauna, ball hall, badminton, squash courts and multi-gym. AUEA also has its own sports hall and multi-gym facility.

All KS4 students undertake core PE every week with additional sports activities being held during enrichment time. This includes the use of Sport Aston’s facilities.
BUSINESS DRESS POLICY

Our Academy dress is business wear, with the suit designed to; match what would be seen in professional businesses, be affordable, and be of high quality.

AUEA policy on business dress is based on the principles set out in the Academy dress code as follows:

> Promotes a sense of pride in the Academy in line with our ethos, values and beliefs;
> Engenders a sense of community and belonging towards the Academy;
> Supports positive behaviour and discipline;
> Is practical, smart and business like;
> Identifies students with the Academy;
> Prevents students from coming to school in fashion or ‘designer’ label clothes that could be distracting in lessons or create a sense of competition;
> Makes students feel equal to their peers in terms of appearance and helps nurture cohesion between different groups of students;
> Is regarded as suitable for school and good value for money by most parents; and
> Is designed with health and safety and safeguarding in mind.

We request that all parents/carers support our business dress policy and that they have a responsibility to send their children to AUEA correctly dressed and ready for their daily work.

If any parent or carer would like the Academy to modify the business dress policy they should make representations in the first instance to the Principal. The Academy welcomes children from all backgrounds and faiths. If there are serious reasons, e.g. on religious grounds, why parents/carers want their child to wear clothes that differ from the officially-approved business dress, the Academy will look at such requests sympathetically.

CLIVE MARK

QUALITY, SERVICE & VALUE FOR OVER 50 YEARS IN THE MIDLANDS

AUEA business dress is supplied by Birmingham company Clive Mark, with a dedicated local store in Small Heath. Purchasing of Business Dress can either occur at the store or online at:

www.clivemark.co.uk

STORE ADDRESS
Units 1-2 Anderton Road
Birmingham
B11 1TG

0121 459 4599
BUSINESS DRESS

<table>
<thead>
<tr>
<th>COMPULSORY BUSINESS DRESS A</th>
<th>COMPULSORY BUSINESS DRESS B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey Business Suit- Jacket and Trousers or optional matching skirt (long or standard)</td>
<td>Grey Business Suit (Jacket and Trousers)</td>
</tr>
<tr>
<td>Academy blouse</td>
<td>White Formal Shirt (long or short sleeves)</td>
</tr>
<tr>
<td>Plain black or grey socks/opaque tights</td>
<td>Academy Tie in College colour</td>
</tr>
<tr>
<td>Plain Black outdoor coat</td>
<td>Black or charcoal socks</td>
</tr>
<tr>
<td>Plain Black robust business shoes</td>
<td>Plain Black outdoor coat</td>
</tr>
</tbody>
</table>

Plain Black Scarves and Gloves permitted during cold weather.

PHYSICAL EDUCATION

> Black/White Sports Top with Academy logo
> Black/White hoody
> Matching Black Shorts
> Plain Black Football/Sports Socks
> Plain Black Tracksuit Bottoms (optional branded)

Students of any gender may choose to wear Business Dress A or Business Dress B.

<table>
<thead>
<tr>
<th>BUSINESS DRESS</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suit Jacket</td>
<td>From £40.70</td>
<td>Suit Jacket</td>
</tr>
<tr>
<td>Trouser</td>
<td>From £16.95</td>
<td>Trouser</td>
</tr>
<tr>
<td>Blouse (twin pack)</td>
<td>From £18.79</td>
<td>Tie</td>
</tr>
<tr>
<td>Skirt (standard or long)</td>
<td>From £12.90</td>
<td>Waistcoat (optional)</td>
</tr>
</tbody>
</table>

Please note that Jumpers are not permitted as part of the Business Dress

<table>
<thead>
<tr>
<th>P.E. KIT</th>
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<tbody>
<tr>
<td>Black/White Polo Top</td>
</tr>
<tr>
<td>Black/White Track Pants</td>
</tr>
<tr>
<td>Black/White Hoody</td>
</tr>
<tr>
<td>Black/White Shorts</td>
</tr>
<tr>
<td>Black Socks</td>
</tr>
</tbody>
</table>

BUSINESS SHOES

AUEA dress is business wear, with the suit designed to match what would be seen in professional businesses. The same applies to shoes. Shoes should be a plain black shoe, with no motif/logo, canvas or trainers.

For boys this should be a black traditional leather/leather type shoe either laced or loafer.

For girls this should be a strong, black, closed toe, flat or low solid heel shoe. No high heels (this is important as these cannot be worn in the workshops). Low flat shoes should be plain black leather/leather type. No Canvas or other trainer materials are permitted.
Please note that NO TRAINERS are allowed at AUEA apart from those carried in and worn in PE. Students are not permitted to wear trainers/casual shoes to and from school, unless riding a bike. We therefore request parents to support their child in purchasing the correct shoes for AUEA from the outset in order to avoid potential issues. The images shown here are representative of the styles we expect. If you require further guidance please do not hesitate to contact us.

PAYMENTS

On arrival at AUEA a non refundable resource fee is payable (£50 for Year 10*) This provides for two years.

LOCKERS
Each student will be equipped with their own locker, with combination lock.

I.D CARDS
Your child will be equipped with an eCards which as well as I.D. provides access to the building via the student reception, electronic payment for food, and access to printing and photocopying machines.

2 replacement cards are included in the resource fee. Any further replacements are charged at an additional cost of £3.

LANYARD Lanyards must be worn around the neck at all times. A replacement Lanyard is included in this resource fee. Any further replacements are charged at an additional cost of £4.

WORK BOOTS AND SAFETY GLASSES*
Students at AUEA in Year 10 spend a significant amount of time in engineering workshops. Health and safety regulations require appropriate safety clothing (PPE) to be worn at all times when in these workshops. At AUEA the PPE is Safety footwear, Safety glasses and workshop coats. Workshop coats are purchased from Clive Mark. Boots and Glasses are included as part of the resource fee.

EQUIPMENT

Students are expected to be equipped with the necessary equipment for working as a young professional at AUEA. Each student will have their own locker for them to keep their equipment and sports kit in throughout the day. Replacement equipment can be purchased from the AUEA student shop at The Point.
In most schools Learner Development is known as pastoral support. You already know that we are different at AUEA. We have expectations of students at AUEA which rely heavily on their respect for others and for learning; their maturity and their responsibility.

Learner Development is supported by ‘College Leaders’ who have day to day responsibility for supporting and monitoring progress and pastoral development. The Learner Development team is also responsible for those students on our SEN register.

The main focus of Learner Development is achievement. We monitor progress very carefully on a day to day basis during ‘Learning Review’. This is the time spent each day with their Learning Review Tutor and co-tutor. We do not call this ‘form time’ with a ‘form tutor’ because Learning Review time is spent reviewing learning and learning targets. Students focus on progress and exceeding expected grades. They are asked to reflect on learning and set targets for improvement. They complete a Learning Journal to record this.

It is an opportunity for Learning Review tutors to discuss any aspect of Academy life with students. This time is also used to celebrate achievement and to share details and information about AUEA life. Learning Review Tutors can also establish support and intervention strategies to overcome barriers to learning and progress. This is established via subject teachers, College Leaders and parents. Learning Review Tutors are usually the first point of contact for a parent.

The Learning Review is organised in key stage ‘vertical tutoring’ system. This means that in each daily Thirty minute session there will be students from Year’s 10-11 in each Learning Review group. Research over a number of years has proven that this is the most effective way for older students to support the learning of younger students and to role model conduct and positive ‘Attitude To Learning’. Younger students are able to utilise the older student’s experience of learning, organising, revising and examinations. They can develop mentor relationships and receive support in their learning from older students. Conduct is greatly improved amongst students and they are more mature in their approach and attitude to Academy life.

If your child needs support in any area of Academy life then intervention will be offered and you will be made aware of what we are doing to support your child and why. If you have strategies and suggestions on how we can support your child then you should let us know. It is also your responsibility to inform us of any issues of learning or any conduct concerns that were features of their prior learning. You should do this before your child joins us in September but you can offer guidance at any time during the academic year. There may be family issues that are affecting your child’s learning. This is of urgent concern to us. We will always support your child regardless of circumstances.

There is a very specific set of expectations for a positive Attitude To Learning.

Each week, every student can ‘seek achievement’ by being rewarded for their achievement in a lesson of one of the following ‘Learning Attributes’:

- Resilience
- Resourcefulness
- Reflectiveness
- Reciprocity
- Role Modelling
- Readiness
- Respectfulness
<table>
<thead>
<tr>
<th><strong>LEARNING ATTRIBUTES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectfulness</strong></td>
</tr>
<tr>
<td>The courteous aspects of Learning</td>
</tr>
<tr>
<td>Feeling</td>
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<tr>
<td><strong>Resourcefulness</strong></td>
</tr>
<tr>
<td>The cognitive aspects of Learning</td>
</tr>
<tr>
<td>Thinking</td>
</tr>
<tr>
<td><strong>Reflectiveness</strong></td>
</tr>
<tr>
<td>The strategic aspects of Learning</td>
</tr>
<tr>
<td>Managing</td>
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<tr>
<td><strong>Reciprocity</strong></td>
</tr>
<tr>
<td>The social aspects of Learning</td>
</tr>
<tr>
<td>Relating</td>
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<tr>
<td><strong>Role Model</strong></td>
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<tr>
<td>The leadership aspects of Learning</td>
</tr>
<tr>
<td>Demonstrating</td>
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<tr>
<td><strong>Readiness</strong></td>
</tr>
<tr>
<td>The career prospects of Learning</td>
</tr>
<tr>
<td>Preparing</td>
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<tr>
<td><strong>Resilience</strong></td>
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<tr>
<td>The emotional aspects of learning</td>
</tr>
<tr>
<td>Feeling</td>
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<thead>
<tr>
<th><strong>LEARNING CAPACITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absorption</strong></td>
</tr>
<tr>
<td>Being able to lose yourself in learning - becoming absorbed in what you are doing: rapt and attentive in a state of flow</td>
</tr>
<tr>
<td><strong>Managing Distraction</strong></td>
</tr>
<tr>
<td>Recognising and reducing distractions: knowing when to walk away and refresh yourself. Creating your own best environment for learning</td>
</tr>
<tr>
<td><strong>Noticing</strong></td>
</tr>
<tr>
<td>Perceiving subtle nuances, patterns and details in experience</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
</tr>
<tr>
<td>Keeping going on in the face of difficulties, channeling the energy of frustration productively. Knowing what a slow and uncertain process learning often is</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
</tr>
<tr>
<td>Asking questions of yourself and others. Being curious and creative with ideas. Diving beneath the surface of things</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>Thinking about where you are going, the action you are going to take, the time and resources that you may need and the obstacles</td>
</tr>
<tr>
<td><strong>Interdependence</strong></td>
</tr>
<tr>
<td>Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate</td>
</tr>
<tr>
<td><strong>Empowerment</strong></td>
</tr>
<tr>
<td>Thinking about the things you could take responsibility for both individually and as a group</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
</tr>
<tr>
<td>Supporting and encouraging others to manage their own learning in order that they maximise their own potential and improve performance</td>
</tr>
<tr>
<td><strong>Service</strong></td>
</tr>
<tr>
<td>Volunteering your time to support others and the community. Giving back</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
</tr>
<tr>
<td>Working well under pressure by being organised, efficient and demonstrating the ability to meet deadlines</td>
</tr>
<tr>
<td><strong>Good Manners</strong></td>
</tr>
<tr>
<td>Being courteous and polite to others at all times. Acting in a socially acceptable manner</td>
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<table>
<thead>
<tr>
<th><strong>Employability Skills</strong></th>
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</thead>
<tbody>
<tr>
<td>Gaining high standards in Communication and Literacy, Application of Numeracy and effective use of ICT</td>
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</tbody>
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<tr>
<th><strong>Religious Awareness</strong></th>
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</thead>
<tbody>
<tr>
<td>Understanding and tolerance of other peoples faiths and beliefs</td>
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<table>
<thead>
<tr>
<th><strong>Self Esteem</strong></th>
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</thead>
<tbody>
<tr>
<td>Understanding you - ensuring you respect yourself, your body and your opportunities. Promoting self confidence</td>
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<table>
<thead>
<tr>
<th><strong>Independence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Directing your learning into new areas and extending your thinking. Going beyond what is expected of you</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Understanding Others</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Being sensitive to and accepting other peoples feelings, race, sexual orientation, and lifestyles</td>
</tr>
</tbody>
</table>
We look to maximise students opportunities to demonstrate leaderships skills and responsibility. This can include representing their form in the UTC council, joining the Combined cadet force, Duke of Edinburgh Award or leading a student project/sports team. Promoting these qualities ensure our students remain number 1 for local employers.

AUEA is a strict learning environment and we have a specific system for supporting and monitoring those students who display a negative Attitude To Learning. The system has several tiers based on the severity of the misconduct.

Year 10 and Year 11 are subject to immediate consequences, in line with the AUEA Conduct + Consequences Policy. Where subject teachers and Learning Review Tutors record issues of misconduct. They will contact parents as soon as negative thresholds are met. There is a detention system for Year 10 and Year 11. The level of intervention depends on the nature of the misconduct. Support is offered at every stage and intervention to address progress and access to learning is discussed with staff and parents when the need arises.

All students in Years 10 and 11 will follow “Classroom Respect” guidelines. First and Second warnings will be given by subject staff and where behaviour becomes unacceptable students will be moved either in class or placed in isolation with another classroom teacher or college leader. Movement from any lesson will result in parents being contacted and extended detentions issued and/or parental meetings arranged.

Where subject teachers and Learning Review Tutors record issues of misconduct. They will contact parents as soon as negative thresholds are met. The level of intervention depends on the nature of the misconduct.

Safeguarding

Recognised as lead practice, our pastoral team know each student really well and how to support their needs. We have highly sophisticated systems to support and monitor student welfare and safeguarding, including MyConcern for staff, and Tootoot for students, both allowing instant raising of issues and swift response from our expert team.

Online Tracking and communication

Parents have access to a Firefly Parentzone. This is a parent portal allows parents to view their child’s attendance, punctuality and Attitude To Learning. Student’s reports are also available to view using this facility. It is a live account of your child’s day at AUEA. Firefly allows parents to see what learning and assignments their child has been set, along with any details that have been missed. It is extremely important that you access this on a regular basis. You can have regular conversations and dialogue with your child about their progress and attitude. This is an essential support process for your child and for AUEA.

All our parental communication is sent via our dedicated AUEA Parentmail app, as well as the ability to be accessed by any internet connected PC.

Firefly Portal Access can be found at: https://auea.fireflycloud.net/

More information about the Firefly Parent tools https://tinyurl.com/y8vz8ske

Parentmail
https://www.parentmail.co.uk/customers/parents
## Home - AUEA Agreement

<table>
<thead>
<tr>
<th>Aston University Engineering Academy</th>
<th>The Student “Learner Charter”</th>
<th>Parent/Carer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We will:</strong> Provide high standards of learning and teaching through a broad and balanced cross-curriculum, learning environment, which promotes confidence and enjoyment in a safe, secure and happy environment.</td>
<td><strong>I will:</strong> Striving for excellence</td>
<td><strong>I/We will:</strong> Support our AUEA core values and support my/our child and Aston University Engineering Academy in maintaining high standards of work and conduct.</td>
</tr>
<tr>
<td><strong>Provide challenging learning opportunities for each student both in core and enrichment curriculum time which endeavour to meet individual needs.</strong></td>
<td><strong>I will set high ambitions for myself and always aspire to be the best that I can be.</strong></td>
<td><strong>Attend all Parents’ Evenings, Review meetings, Awards Evenings and other meetings if requested, to discuss my child’s progress and issues relating to conduct.</strong></td>
</tr>
<tr>
<td><strong>Give support and care for each student as a valued member of the Academy community.</strong></td>
<td><strong>I will be a role model for others and demonstrate this with an indomitable spirit.</strong></td>
<td><strong>Support AUEA in developing your child in accordance with the Learner’s Charter and associated policies and act in a positive manner if an issue arises.</strong></td>
</tr>
<tr>
<td><strong>Encourage students to develop a sense of self-worth, self-discipline and personal responsibility in line with the AUEA Learners’ Charter.</strong></td>
<td><strong>I will achieve a readiness; for life’s challenges, for future learning, and for being an outstanding employee.</strong></td>
<td><strong>Ensure that my child attends AUEA every day when required and arrives on time for lessons each day or notify AUEA on the first morning of absence when your child is ill.</strong></td>
</tr>
<tr>
<td><strong>Promote the development of enquiring minds, effective communication skills and creative expression.</strong></td>
<td><strong>Learning together</strong></td>
<td><strong>Ensure that my child always wears correct Business dress and brings the required books and equipment each day in a bag to protect them.</strong></td>
</tr>
<tr>
<td><strong>Encourage a healthy lifestyle so that student can make informed choices.</strong></td>
<td><strong>I will demonstrate resourcefulness, independence and responsibility for my learning.</strong></td>
<td><strong>Work to support my child in the completion of independent study with time and somewhere quiet to work at home. (min 5hrs per subject per week)</strong></td>
</tr>
<tr>
<td><strong>Inform parents/carers about progress and areas of concern with work and expected conduct.</strong></td>
<td><strong>I will always engage and achieve in the learning process and be a role model for those around me.</strong></td>
<td><strong>Ensure that holidays are not taken during term time as a place for your child will not be kept open upon return.</strong></td>
</tr>
<tr>
<td><strong>Report to parents/carers about the academic attainment and welfare of their child and hold learning review meetings which parents/carers are expected to attend.</strong></td>
<td><strong>I will always be reflective, compassionate and charitable.</strong></td>
<td><strong>Support AUEA’s commitment to community cohesion.</strong></td>
</tr>
<tr>
<td><strong>Listen to parents/carers’ views and concerns.</strong></td>
<td><strong>Self-discipline</strong></td>
<td><strong>Regularly log into firefly parent site to access your child’s learning records and progress reports.</strong></td>
</tr>
<tr>
<td><strong>Provide a safe and orderly environment in which to work.</strong></td>
<td><strong>I will learn to be resilient in my endeavours for personal growth, academic excellence and successful outcomes.</strong></td>
<td><strong>Download and use the AUEA parentmail app.</strong></td>
</tr>
<tr>
<td><strong>Encourage the involvement of and partnership with parents/carers, Governors and the wider community.</strong></td>
<td><strong>I will be respectful to; myself, others around me and for the learning environment.</strong></td>
<td><strong>I will show reciprocity to others supporting them in their development and learning.</strong></td>
</tr>
<tr>
<td><strong>I will maintain the highest expected Attitude to Learning and will accept the consequences for my actions.</strong></td>
<td><strong>Everyone A Leader</strong></td>
<td><strong>I will demonstrate exemplary conduct and be a role model of citizenship and leadership.</strong></td>
</tr>
<tr>
<td><strong>I will always honestly reflect on my actions, skills and achievements, and always seek self-improvement and development.</strong></td>
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</table>
Students at AUEA are divided into four Colleges. Supported by a College team with responsibility for the development of learners within the Colleges. These support the ethos of AUEA by grouping students into teams. The College structure supports Learning Review, assemblies, student leadership and competition. Each College has its own base within the AUEA building, designed to reflect the history of the College. These are equipped with an information screen, water cooler, student lockers, and formal and social seating areas. All areas have Wi-Fi, to support independent study.

SHILLING.

A pioneering female engineer with connections with Birmingham, working at Birmingham University prior to her aerospace work. She developed a technical innovation for Rolls Royce on aircraft engines.

WHITTLE.

He is credited with independently inventing the turbojet engine (some years earlier than Germany’s Dr. Hans von Ohain) and is generally hailed as the father of jet propulsion.

LANCHESTER.

Brothers who first developed a car in 1895 and it was on the road by 1896. It was designed as a car and not a ‘horseless carriage’. The first cars sold to the public in 1901. Their successor was Daimler and Jaguar. Their contribution has been celebrated with a statue of the car in the Heartlands area, Bloomsbury Street.

HOUNSFIELD.

He was an English electrical engineer who shared the 1979 Nobel Prize for Physiology or Medicine with Allan McLeod Cormack for his part in developing the diagnostic technique of X-ray computed tomography. His name is immortalized in the Hounsfield scale, a quantitative measure of radio density used in evaluating CT scans.
AUEA LEADERSHIP

We seek at all times to provide parents, staff and pupils with a clear vision of AUEA’s aims and ethos, underpinned by efficient and attentive management, to enable the smooth and successful operation of all aspects of AUEA life. The Principal has executive responsibility for day to day management of the school, in line with AUEA policies and procedures. The Principal leads the senior leadership team supported and accountable to the Academy Governors to monitor and lead AUEA development.

Mr Neil Scott
Chair of Governors
clerk@auea.co.uk

Mr Daniel Locke-Wheaton
Principal
principalpa@auea.co.uk

Mr David Chapman
Vice-Principal
david.chapman@auea.co.uk

Mrs Amanda Kaye
Business Manager
amanda.kaye@auea.co.uk

Mrs Ruth Sorsby
Assistant Principal
Curriculum and Assessment
ruth.sorsby@auea.co.uk

Ms Ruth Acton
Assistant Principal
Learner Development
ruth.acton@auea.co.uk

Mr Peter Woodage
Director of Engineering
peter.woodage@auea.co.uk

Miss Cathy Bedney
Director of Sixth Form
cathy.bedney@auea.co.uk

Mr Jim Bryant
Director of Learning
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Mr James Heap
Curriculum Area Leader
Science
james.heap@auea.co.uk

Mrs Karen Byng
Curriculum Area Leader
Engineering
karen.byng@auea.co.uk

Mrs Paramjit Kaur
Curriculum Area Leader
Mathematics
paramjit.kaur@auea.co.uk
CURRICULUM & ASSESSMENT

At AUEA our curriculum is designed to provide the very best engineering and technical education, supporting progression into successful and rewarding careers.

> All students will gain core engineering knowledge, skills and understanding, including practical skills essential for progression.

> The curriculum ensures all of our KS4 students can meet the requirements of the governments new Progress 8 measure. This reports individual student’s performance in their best 8 specified subjects including Maths, English and 3 EBacc subjects.

> Mathematics and science will be applied to the engineering curriculum making the learning ‘real’ and relevant.

> All students will complete work placements in engineering.

> The learning day reflects industry practice.

> What makes us different at AUEA is that wherever possible learning is contextualised and supported by industrial partners and through our Partnership learning plans.

YEAR 10 & 11 CURRICULUM

Mathematics
English Language
English Literature
Physics
Chemistry
Biology

Engineering
Additional Engineering
German
PE

Options:
Business Studies
Media Studies
Sports Studies
Design and Technology

See AUEA website for more course information
This forms an important part of student life at AUEA. Our Student Professional Development programme (SPD) offers students a range of opportunities to use their knowledge and understanding from their curriculum subjects applied in employer backed projects. This helps develop a wider set of skills, accelerating your child's progress and making them stand out against others. These skills also help students gain a Silver Award from the Duke of York Technical Award Scheme.

To gain a Silver Award students must, by the end of Yr11, achieve minimum of 4 A*-C GCSE grades including Maths & English, 2 Technical Awards at Level 2, work experience and have completed the Silver standard competencies.

Competencies can be achieved through the project work, curriculum lessons and from attending extra skill building sessions during Year 10.

SPD takes place on Mondays, following core subject lessons. In September students and parents are invited to a launch event where sponsoring companies will outline their projects available.

An award nominated example can be seen at: https://www.youtube.com/watch?v=121eLCcRyD4

WORK EXPERIENCE

All students have the opportunity to have meaningful and rewarding work experience. AUEA is unique in that we offer different levels of work experience and much more work experience compared to other schools.

Year 10 students can have up to four weeks of work experience spread over two blocks of time.

At AUEA work experience should be an informative process in an STEM sector related to the students career ambitions. In the past students have had valuable work experiences with the British Army, NHS, Rolls Royce and Jaguar Land Rover to name a few.
In September 2017 AUEA launched our Combined Cadet Force (CCF) supported by the Ministry of Defence and Department for Education as part of the Cadet Expansion Scheme. By Christmas we had over 120 cadets in our programme and it continues to expand.

Joining a family of over 350 schools across the UK, CCF offers students a rich mixture of challenging, exciting, adventurous and educational training beyond their normal day to day curriculum.

At AUEA we look to develop the students understanding of the 7R’s and their readiness for work. By being part of the CCF students will develop resourcefulness, resilience and respect to name a few.

The CCF is not a recruitment mechanism for the armed forces but an opportunity to develop as an individual whilst gaining experiences beyond the classroom.

AUEA has chosen to align its CCF with the Royal Air Force given that we are an engineering academy and are fortunate to be partnered with the Royal Air Force Engineering at RAF Cosford.

The aims of the Air Cadet section of the CCF are:
• Promote and encourage a practical interest in aviation and the Royal Air Force among young people.
• Provide training which will be useful in life.
• Encourage the spirit of adventure and develop qualities of leadership and good citizenship.

Membership of the CCF (RAF) is exciting, rewarding and above all fun.

Cadets can get involved in many different activities and experiences such as:
• Flying - Gain flying experience or even a private pilot’s license before you can drive
• Marksmanship - A steady hand is needed to gain a marksman qualification
• Leadership Training - Develop your ability to lead others to a successful conclusion
• Duke of Edinburgh Award - Achieve a Gold award and visit Buckingham Palace
• Digital communications - Cyber technology and radio communications
• Survival - Field craft skills and skills for life
• Personal development - Soft skills, 7R’s, readiness for work
ASSESSMENT

Assessment is fundamental to supporting student’s progress and attainment. At AUEA a wide range of assessment tools will be used to set targets, monitor progress and track the achievement of our students. Efficient, up-to-date and accessible online reporting systems allow all staff in the Academy to work with accurate information about individual students to help them achieve challenging personal targets.

TARGET SETTING

We will use Cognitive Ability Tests (CATs) to assess the ability of Year 10 students. Students will attend an assessment day after they have accepted a place but prior to starting their courses.

These assessments along with information about their prior achievement from their previous school will help us to select the most appropriate courses and groups to place students in. They will also provide information about how individual students learn and where they might need support in order to achieve outstanding results.

Targets for Year 12 students will be based on achievement in their GCSEs along with information about the extent to which their results reflect their potential.

Individual student targets (grades to beat) will be set in each subject based on DfE/ALPS targets. These will be challenging but students will be well taught and supported so that they make rapid progress in acquiring new knowledge, skills and understanding.

DAY TO DAY ASSESSMENT

Teachers will use a whole range of strategies to assess students’ learning each lesson. Self, peer and teacher assessment will be used along with formal assessment activities and tests. The results from these will be recorded electronically, providing ‘real-time’ data about student performance across the Academy.

PERIODIC ASSESSMENT

Regular ‘milestone’ assessments will check students’ progress in line with national standards to ensure that they are on track to meet their targets and to identify students in need of additional support. At least 3 assessments per term will be recorded in every subject.

TRANSITIONAL ASSESSMENT

At regular intervals (at least 3 times per year), students’ progress data across the Academy will be analysed. This data will be made available via the AUEA Learning Gateway. Where students are identified as at risk of under performing, detailed action plans will be developed and shared with students and parents.

PARENTAL PROGRESS REVIEW MEETINGS

Students have a learning review session with their learning review tutor on a daily basis, in which they are challenged to evaluate their progress, learning, and set themselves personal and group targets. These are recorded within their learning journal. We believe it is vital that parents are part of this process and therefore as parents you will have access to your child’s attainment data online. Twice a year student progress will be discussed with parents at a Progress Review meeting. Year 10 and year 12 students will have 4 reviews during their 2 year courses. Towards the end of each year a formal report detailing progress and attainment in every subject will be issued to parents. You will be invited to attend a minimum of two Progress Reviews each year. These Progress Reviews are led by learning review tutors and consist of one 15 minutes review and a longer 30 minute Key review.
How can I contact my child at AUEA?

Contact with your child during the Academy day should always be via AUEA main reception on 0121 380 0570. For general enquiries please contact enquiries@auea.co.uk

Will my child need to wear business dress on the first day?

Yes. Our high expectations start from day one. AUEA staff will be checking business dress rigorously on Day 1 and supporting students to ensure they meet our expectations.

Which College do I state when I order for my child’s blouse(s) or Tie?

You will need to order the blouse(s) or Tie from Clive Mark at the same time as the rest of the uniform. On your enrolment pack letter it will state which college and colour, you should order. If you are not sure please enquire.

Does my child need to carry cash?

We discourage students from carrying larger amounts of cash. For dining we provide an electronic card system which means that students will be able to use the card to pay at the restaurant tills. The card can be topped up with credit, either by online payments, direct debit, cash machines in school or cheque (please note cheques will take 5 working days to process before credit is given). The additional advantage of this card system is that you can access your child’s diet data, showing you what they have been spending their money on.

Can I get support for my child’s meals?

Yes, through the government’s free school meal system.

In England, children are eligible to receive free school meals (FSM) if their parents are in receipt of any of the following benefits:

- Income Support
- Income-based Job Seekers’ Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guaranteed element of State Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty’s Revenue and Customs.
- Children in receipt of Income Support and Income Based Jobseekers Allowance (IBJSA) in their own right are also entitled to free school meals.

Birmingham Local Authority has a Benefit Service team that can provide help and advice on matters relating to free meals. You can contact the team on 0121 303 4003

Application Forms will also be available on our Parent Information Evenings and from AUEA main reception.

How can I get my child a bus / rail / metro pass?

Transport pass forms are available at enrolment sessions, or from the Academy reception. Year 12’s benefit from child travel rates while studying at AUEA.

Year 10’s may benefit from subsidised travel costs. Applications for this should be made directly to Birmingham City Council, and information is available at our enrolment sessions.