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COLLEGE  
*for Girls*

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# Year 10 Parent Information Evening

24<sup>th</sup> September 2025

**Aspire • Inquire • Excel • Belong**

# This Evening

- Skills Jersey: Project Trident
- Simon Milner: Student Welfare
- Jessica Williams: Student progress in Year 10

# Welcome

## Upper school team

- Jessica Williams (Head of Upper School) – [J.Williams@jcg.sch.je](mailto:J.Williams@jcg.sch.je)
- Hayley Farrell (Assistant Head of Upper School) [H.Farrell@jcg.sch.je](mailto:H.Farrell@jcg.sch.je)
- Simon Milner (Assistant Headteacher & DSL) [S.Milner@jcg.sch.je](mailto:S.Milner@jcg.sch.je)
- Alice Veitch (DDSL and attendance and welfare) [A.Veitch@jcg.sch.je](mailto:A.Veitch@jcg.sch.je)

The Trident logo graphic consists of three overlapping, curved, leaf-like shapes in shades of yellow and orange, positioned to the left of the word 'Trident'.

# Trident

A large yellow dotted grid pattern covers the upper right portion of the page, serving as a background for the 'Information for Parents' header.

## Information for Parents





An Island wide Skills  
Service



**Mentoring**



**Skills Development**



**Careers  
Guidance**

# What is Trident Work Experience?

- Two-week unpaid work experience placement (5 days per week, 10 days in total) that Year 10 students in the island complete.
- It is an opportunity to develop important employability and transferrable skills
- Gain an insight into the world of work
- Work as part of an adult team
- Take on commitment and responsibility
- Try something that interests you
- Help you make your post 16 choices





# Why do we have to do Trident?

## Gatsby Benchmark 6: Experiences of workplaces

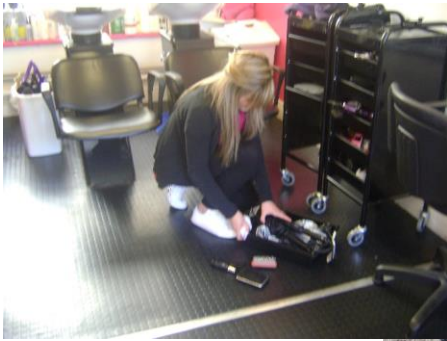
Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.



# Trident Placement Dates 2026

School	Dates
Jersey College for Girls	Monday 6th July to Friday 17th July 2026



**Two Options:**

**Choose From The  
Database**

**OR**

**Arrange Your Own  
Placement**

# What Opportunities Are Available?

There are opportunities available within the below industries:

- Finance/Legal\*
- Hospitality
- Retail
- Construction and Engineering
- Sport
- Animals, plants & nature
- Education & Childcare
- Health & Social Care
- IT/Digital\*
- Hair and Beauty
- And more...



## Career Related

- Linked to vocational studies post-16
- Talk about on application forms/personal statements
- Try it before you commit
- An insight into the industry, work environment, tasks and expectations



## General Experience

- Transferrable skills
- Weekend/Summer employment
- Add to your CV
- Good preparation for another opportunity
- Discover your strengths and interests



# Trident Stats

- 929 students completed Trident work experience during 24/25 academic year
- 319 employers supported Trident during 24/25 academic year
- 75 students organised their Own Placement
- 61% of students were placed within one of their top 3 choices
- 77% of students were placed within one of their original 6 choices
- 610 students within the 5 most offered industries



**Education and Childcare: 177**  
**Retail and Sales: 130**  
**Hospitality and Catering: 121**  
**Sport, Leisure & Culture: 100**  
**Construction and Trades: 82**



# Things to consider

- Location of placement – can they get there?
- Hours of work – Monday to Friday 9am to 5pm or flexible/shifts
- Do they want to be front or back office?
- Do they want a physical or office environment?
- Do they want to challenge themselves or continue to develop their current skill set?
- Be aware of the health and safety do's and don'ts
- Have realistic expectations of the tasks
- Oversubscribed choices
- 'Last' choice
- Shouldn't work with close relatives



# Own Placement

Company  
not already  
in the  
Trident  
scheme



Great way  
to  
guarantee  
the  
placement  
you want

You can't  
work with a  
Sole Trader

Can be  
organised  
in the UK

Trident will  
visit all New  
Employers

Discuss  
different  
options with  
your child  
Don't focus  
too much on  
careers

**How to  
support  
your child  
during this  
process**

Check that you  
are both happy  
with the  
placement  
description,  
working hours  
& the location

Prepare them  
for the realities  
of the working  
day

Help them to  
plan their  
journey to  
work

Encourage  
them to  
prepare for the  
interview

## During the Placement

- **School monitoring** – each student will receive a 'teacher visit' mid-way through the placement to see how things are going
- **Students can be sent back to school** – If students are not following employer's rules and instructions or risk/cause harm to anyone, students will be sent back to school and their placement terminated.
- **Use of Social Media** – Students are expected to follow the employer's rules around phone usage and social media. This is particularly important within a school, nursery or residential care home setting where there are young students and vulnerable adults.
- **Employer Reports** - Only students who successfully complete 80% or more of their Trident period will receive a certificate and Employer Reference to use for Post 16 choices and future employment.

# Parental Responsibility during Work Experience

- **Compulsory** – Trident is part of each child's school curriculum and is not optional.
- **Full Attendance** – All students are expected to undertake the full two weeks of work experience.
- **Encourage resilience** – Trident is a challenging activity which is outside of your child's comfort zone. They may struggle with the placement initially. Please support and encourage your child to persevere – it will become easier, and they will achieve a sense of accomplishment by completing the placement.
- **Absences** - It is the parent's responsibility to inform the employer AND school if your child is not attending. This should be done each day.



"Hannah has shown a keen eye for detail and was able to complete all tasks efficiently and to our high standards. She displayed a real thirst for knowledge and had a constant goal of self improvement. I feel Hannah has a natural flare for cooking and would work well within any team" **Chef, Longueville Manor Hotel.**

"Brandon engaged with customers and staff from day one. He was keen to assist with all aspects involved in running a sports centre. He was self motivated and always looking for jobs to do."

**Manager, Les Quennevais Sports Centre.**

"I met with Conor to advise him that I felt he had let himself down during his placement. He frequently used his phone to play games and text during working hours. He seemed disinterested and bored and his comments and actions were disrespectful to the people he was working amongst." **HR Manager, Ogier**

## Student Application Deadline

Placement Period	Deadline Date
February and March placements	Friday 17th October
June and July placements	Friday 28 <sup>th</sup> November

## **Student Application Deadline**

- **If possible, make your choices before half term.**
- **Look to get own placements arranged over half term.**
- **Aim to get your application completed by the first Friday after half term (Friday 7<sup>th</sup> Nov).**
- **Teachers may need to check applications and provide further information before we send them to Trident**



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# CONTACT US



skillsjersey



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# Student Welfare

Simon Milner  
(Assistant Headteacher)

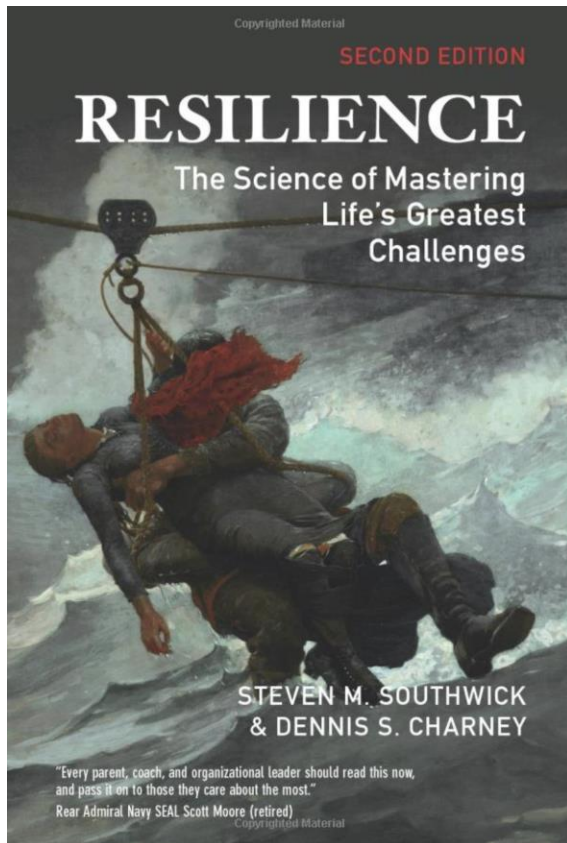
# Introducing Resilience

# What is Resilience?

The American Psychological Association defines it as “the process of **adapting well in the face of adversity**, trauma, tragedy, threats and even significant sources of stress – such as family and relationship problems, serious health problems, or workplace and financial stresses.”

'To become resilient is to develop the ability to **quiet the stress response**, to **return to baseline rapidly** once an immediate threat is past.

# Learning from the Experts



'The evidence we cite comes from the fields of psychology, sociology, neurobiology, and medicine.

There is a science behind resilience training, and by learning and practicing what is currently known, people can increase their ability to cope well in the face of stress and adversity

The key is activity. By repeatedly activating specific areas of the brain, we can strengthen those areas. In other words, by systematically following the advice of the POWs, Special Forces instructors, and other resilient women and men in this book, virtually anyone can become more stress-resilient.'

# Selected Resilience Factors

- **Fostering optimism:** deliberate positivity and a focus on solutions
- **Facing fear:** avoiding avoidance, with support at your side
- **Developing your moral compass:** altruism and character education
- **Social support:** building belonging and asking for help
- **Role models:** finding mentors
- **Physical training:** exercise and sleep
- **Mental and emotional training:** learning, nature and mindfulness
- **Meaning, purpose and growth:** the power of why, and back to belonging

# Support and Community in College

# Student Guidance Systems

- Form Tutor
- Head of School / Assistant
- Special Educational Needs Co-ordinator
- Teaching Assistants – ELSA work
- Counsellors – [School Counsellors Web Link](#)
- Attendance and Welfare Lead
- Assistant Headteacher: Student Guidance
- Any adult in College
- Buddies
- Peer Mentors

# Support Beyond College

**Support Services for Children, Young People and Families**

**Children and Families Hub**  
Information, advice and support for families and young people  
Call: 519000 or email [childrenandfamilieshub@gov.je](mailto:childrenandfamilieshub@gov.je)  
Monday to Friday 9-5pm

**Child and Adolescent Mental Health Service (CAMHS)**  
CAMHS is a mental health assessment and therapeutic service for children and young people, aged 5-18, and their families.  
Referrals to CAMHS are via the Children and Families Hub – you can also contact the hub to speak with a mental health practitioner

**The YES project (Youth Enquiry Service)**  
Counselling for ages 13-25  
Freephone: 0800 7350 010  
or visit [yes.je](http://yes.je)

**Mind Jersey**  
Mental Health Charity  
Freephone: 0800 7359 404  
or visit [mindjersey.org](http://mindjersey.org)

**Kooth Jersey**  
Online counselling and support for ages 10-25  
Visit [kooth.com](http://kooth.com) and "choose Jersey"

**NSPCC**  
NSPCC: Seeking Solutions  
The NSPCC provide a service called Seeking Solutions at the Gower Centre in town for children and young people aged 7 to 18. This helps with problems such as: relationships, bullying and managing anxiety.  
Young people can self-refer.  
Telephone: +44 (0) 1534 760800  
Located at The Gower Centre in Stopford Road, St Helier

**childline**  
An out of hours resource that children and young people can access  
Freephone: 0800 1111  
or visit [childline.org.uk](http://childline.org.uk)

**SAMARITANS**  
Samaritans Jersey  
116 123 or email [jo@samaritans.org](mailto:jo@samaritans.org)

**School-Based Counsellors**  
Available in most secondary schools  
Visit [gov.je/cymentalhealth](http://gov.je/cymentalhealth)

For a full list of support available scan here:

The College's role:

- Signposting
- Making referrals
- Working alongside other professionals
- Leading an Early Help 'team around the child'

[Support Outside of College Web Link](#)



# Student Progress in Year 10

# EMBRACING LEARNING



# What is Character Education?

Character is a set of personal traits, dispositions or habits. Our character shapes how we feel about the world and how we are motivated to act. Our character guides us in doing what we think is right.

Character education is all of the activities you experience in your education (not just lessons, but everything you do through school) that help you develop positive character strengths. These strengths are sometimes called *virtues*.

**Adapted from the Jubilee Centre**

# The Jubilee Centre's Framework of Virtues linked to our Values

Intellectual Virtues	Civic Virtues	Moral Virtues	Performance Strengths
Pursuit of knowledge, truth and understanding	How we relate to our local, national and global communities	Our ethical awareness and how we link our own ambitions to the common good	Character traits that allow us to succeed in demonstrating the other virtues
Example: Curiosity	Example: Compassion	Example: Courage	Example: Conscientiousness
Inquire	Belong	Aspire	Excel

# SUPPORT

- Who to contact
- How to get in touch
- How to escalate

# Staff to contact: Academic Issues

**In the first instance, please contact the class teacher**

If escalation is needed, please contact the Head of Department, or the Head of Faculty:

- Stuart Sleath, Head of **Maths** Faculty
- Janet Vernaglione, Head of the **Language** Faculty
- Steve Braithwaite, Head of **Science** Faculty
- Edward Palfreyman, Head of **Humanities** Faculty
- Sam Fitzpatrick, Head of **Creativity & Performance** Faculty
- Katharine Moss, Head of **English** Faculty

# Staff to contact: General / Pastoral Issues

For most matters, your student's tutor is the first contact:

- 10AB – Nick Falla
- 10CA – Matthew Herbert
- 10CF – Kevin Coxshall
- 10GA – Danielle Mynes
- 10IN – Joao Aguiar
- 10NI – Angela Matthews

The tutor is your first port of call. They will see their form first every day. They can check in, pass information on, liaise with you and with class teachers.




# Upper School

**Numbers, Homework,  
Behaviour,  
Achievement**

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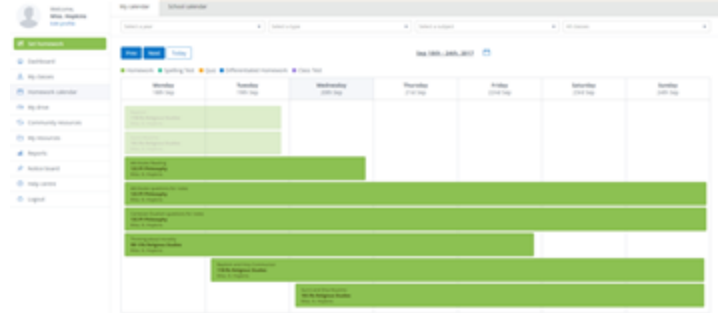


What do the numbers mean?

 <u>GRADES EXPLAINED</u>	
NEW GRADES	OLD GRADES
9	A <sup>+</sup>
8	A
7	
6	B
5	C
4	
3	D
2	E
1	F
	G

# Homework

- 45 minutes a week per subject
- Satchel:one



- Info for subject support clinics and clubs will be on tutor notices and advertised on screens in college
- If there is too much Homework in one subject, please contact your Tutor, subject teacher or Head of Faculty

# Behaviour & Achievement



## Achievement marks

Emails home and praise from tutor  
Certificates and Vouchers



## Behaviour marks

Emails home  
Monitored weekly and discussions  
with tutor  
Could result in daily report  
monitoring

# Achievement Marks

Supporting Student Behaviour Policy:

<https://jerseycollegeforgirls.com/pages/Keepingchildrensafe/supporting-student-behaviour-policy>

30 = Bronze certificate awarded by tutor

60 = Silver certificate awarded by tutor

90 = Gold certificate awarded by Head of School in upper school assembly

120 = Platinum certificate and Amazon voucher awarded by Head of School in upper school assembly

# Graham Nuthall's Magic Number

Graham Nuthall carried out research on learners in New Zealand. He discovered that for information to stick students need to encounter it on at least 3 separate occasions. We incorporate this into our teaching and students are encouraged to incorporate it into their learning



# Retrieval Practice



Its all well and good putting information into your brain, but if you don't practice getting it out again, that knowledge won't translate to good grades – its use it or lose it! Its kind of like learning to drive. It's vital we learn the theory of the road but without practice of actually driving a car, that theory is no use at all. So its all about quizzes, flashcards, practice questions and past papers!



# Interleaving



Interleaving: switching between topics while studying can help us to make links and connections that weren't obvious. It can help you select the correct strategy for a problem at hand.

# Elaboration



Elaboration: making connections between ideas, adding detail, asking questions of yourself and others and applying ideas to your own experiences to add context.

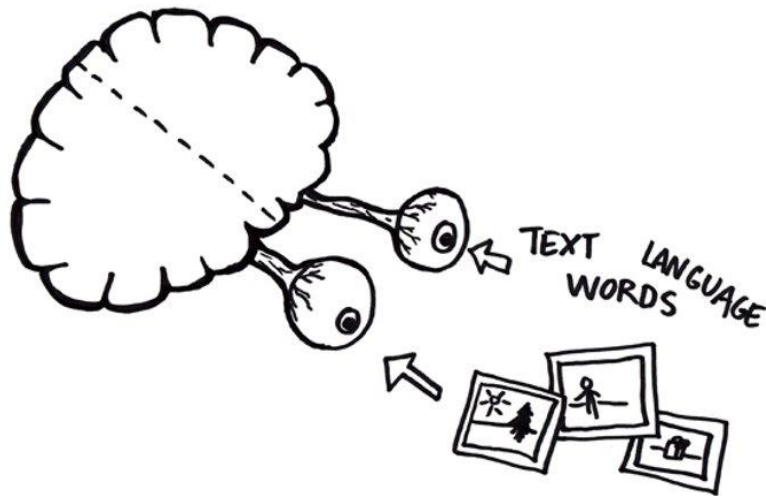


# Concrete Examples



Concrete examples:  
Taking abstract ideas  
and applying specific  
examples to make  
sense of them and  
apply to the real world.  
Analogies, simulations,  
real world examples.

# Dual Coding (Visuals)



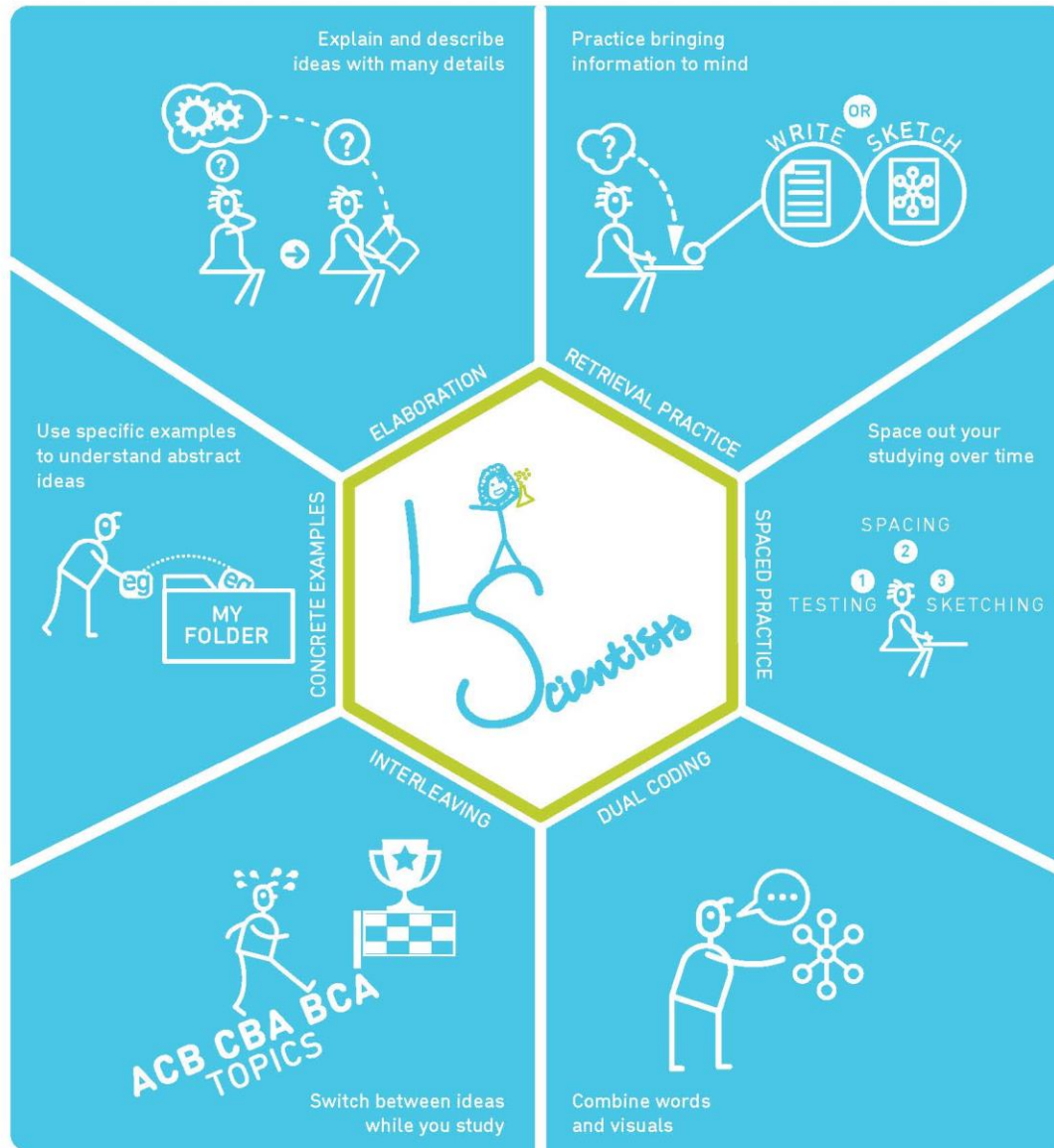
Dual coding: combining visuals with words: mind maps, cartoon strips, diagrams and drawings all help the learner create a visual image of information. This is not about the learning styles theory that many of us grew up being told about. We now know that sticking to one preferred learning style is not helpful. It is vital to combine them and make connections between words and pictures.



# Six Strategies for Effective Learning

LEARNINGSIENTISTS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



# One More Strategy...

# SLEEP AND TEENS

TIPS FROM  
NYACK HOSPITAL

A Good Night's Sleep Has a Great Effect on Your Teen's Health

**9 HOURS**

the average amount of sleep  
a teen needs each night.

**28%**

of teens fall asleep  
at school once a  
week or more.

**14%**

of teens arrive late for  
school at least once a  
week or more.

## WHY SLEEP IS IMPORTANT



### Zzz's Can Lead to A's

Sleep helps your ability to listen, concentrate, remember, learn, and solve problems.



### Good Mood

Lack of sleep can lead to moodiness, irritability, and depression.



### Keeps You Physically Healthy

Sleep allows your body to repair itself. Lack of sleep can lead to a poor complexion, and increase your obesity risk.

## COMMON SLEEP DISORDERS IN TEENS

### Sleep Deprivation

A disorder resulting from early school start times, long homework hours and extracurricular activities creating busy schedules and not enough time for sleep.

### Inadequate Sleep Hygiene

Poor sleep habits which include using electronics at bedtime, eating late/drinking caffeine, and not keeping a regular sleep schedule.

### Circadian Rhythm Disorder

(Delayed Sleep Phase Syndrome) A disorder in which there is a continuous or occasional disruption of sleep patterns caused by changes in a teen's biological clock as they go through puberty.

## TIPS FOR BETTER SLEEP

Establish a bedtime routine.



Keep the bedroom cool, dark, and quiet.



Don't eat, drink, or exercise before bed.



### MOST IMPORTANTLY: Turn off all electronic devices.

The body produces melatonin at night to induce sleep. Bright lights from electronic devices signal the brain to suppress melatonin production, causing sleep problems.



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