



**STOVER  
SCHOOL**

**SIXTH FORM  
PERSONAL  
DEVELOPMENT  
PROFILE  
2018 - 2019**



# Stover School

## PURPOSE OF THE PROFILE

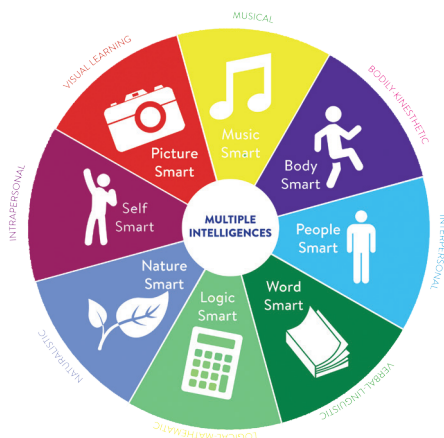
One of the most important success measures for any Sixth Form pupil is achieving the necessary entry requirements for post 18 provisions, be that college or university entry, essential elements for application to an apprenticeship, a work based placement or full time job.

However, academic results alone won't ensure success in selection processes, higher level study and an ensuing career. Here, softer, personal skills will come to the fore; the ability to present, communicate and negotiate, understand team dynamic, manage risk, socialise, empathise, problem solve, be creative, flexible, motivated and resilient, will be crucial factors. Such skills, coupled with excellent examination results, will make Stover Sixth Formers extremely employable.

The Personal Development Profile (PDP) will provide the framework through which all Sixth Form pupils will plan for and then achieve their best possible examination outcomes, while also maximising gains made in the development of their personal skill sets.

## THE FRAMEWORK FOR THE PDP

The PDP will follow Gardner's multiple intelligences model. This recognises a series of intelligences that are present in all individuals to varying degrees and relate to the soft skills and employability traits we wish to grow. To be "fully human" and therefore able to thrive in all environments



and situations, pupils should try to develop in all areas of their intelligence.

The areas of intelligence are: naturalist/ environmental, musical, logical/ mathematical, existential/moral, interpersonal, kinesthetic, linguistic/ verbal, intrapersonal and spatial.

By framing these and encouraging pupils to consider what they can do to develop in each area, a Sixth Form timetable will be created which is individual to each pupil, productive and engaging and will fuel successful outcomes at the end of the two year programme of study.

## SUPPORTING THE PDP

Each Sixth Form pupil is part of a small tutor group (5 to 8 pupils) who are mentored by their Form Tutor.

The PDP will provide the framework



through which the tutor can guide, steer and define the pupil's provision, under the overarching gaze of the Head and Deputy Head of the Sixth Form.

On entry to the Sixth Form, the pupils' chosen subjects will be considered in light of the wheel of intelligences. Personal strengths will be considered and areas for development will be identified. Initial goals will be set and a weekly timetable will be agreed, with activities that address relevant aspects of the wheel of intelligences.

Each half term, this will be reviewed, in light of the most recent academic effort and achievement grades, and perceived progress made against the 9 areas of intelligence. As a result, new goals or activities will be agreed or existing provisions continued, for the coming half term.

Each Sixth Formers programme will be bespoke and relate to their strengths, needs and goals.

### BENEFITS AND OUTCOMES OF THE PDP

Focused mentoring of academic outcomes

Constructive and productive relationship between pupil and tutor

Realisation of the benefit of the depth of study delivered by A level/BTec qualifications, while encouraging the breadth of benefit of baccalaureate study, through additional provision to address the multiple intelligences eg. Duke of Edinburgh's award, sports leaders, EPQ, activities and community service throughout the school.

Development of key skills for employment.

Creation of a full and productive weekly timetable, which engages the pupil

Development of all areas of personal soft skills

A Sixth Form experience that fuels individualised and multifaceted personal statements and CVs.



## KEY DATES

Please complete this section each time you finish a task.

Team Building Exercises

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Date: ..... Signature of Tutor .....

Safeguarding

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Date: ..... Signature of Tutor .....

First Aid

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Date: ..... Signature of Tutor .....

PDP Input

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Date: ..... Signature of Tutor .....

Induction

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Date: ..... Signature of Tutor .....

UCAS Training

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Date: ..... Signature of Tutor .....

Careers Input

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Date: ..... Signature of Tutor .....

Fundraising

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Date: ..... Signature of Tutor .....

## NATURALIST / ENVIRONMENTAL

This area focusses on our understanding of the natural world; it is particularly relevant to environmental issues and the future preservation of our planet.

Subjects and activities that would further your abilities in this area might include Geography, Biology, the Environmental Committee, Duke of Edinburgh's award, assisting the Prep School gardening club or outdoor activities. This intelligence would also be developed by a relevant EPQ.

## MUSICAL

This area focusses on ability to discern rhythm, pitch and tone. It enables creativity, reproduction, appreciation and constructive reflection of music and sound. Development of creative thought fuels problem solving and is a skill which is sought after by employers.

Subjects and activities that would further your abilities in this area might include Music, peripatetic music lessons, involvement with choirs, orchestras and groups and assisting with Prep School music. This intelligence would also be developed by a relevant EPQ.

## LOGICAL/MATHEMATICAL

This area focusses on the ability to calculate, quantify, hypothesize and complete mathematical operations. It enables us to establish relationships and use abstract symbolic thought, sequential reasoning and inductive thinking patterns.

Subjects and activities that would further your abilities in this area might include Mathematics, Chemistry, Physics, Computer Science and Chess Club. This intelligence would also be developed by a relevant EPQ.

## EXISTENTIAL/MORAL

This area focusses on sensitivity and the ability to deal with deeper questions and dilemmas of human existence. Understanding here, can grow skills in learning and adapting which are relevant in most fields of employment.

## INTERPERSONAL

This area focusses on the ability to understand and interact effectively with others. It involves effective verbal and non-verbal communication and a high level of emotional intelligence. The skills of explanation, effective team work, listening and acting on instruction are key here and very desirable for employers.

Subjects and activities that would further your abilities in this area might include Drama, English, Psychology, Business Studies, Debating Society, Duke of Edinburgh's award, Sports Leaders courses or any of the positions of responsibility and leadership or mentoring roles for younger

pupils or leading the Sixth Form social committee. This intelligence would also be developed by a relevant EPQ. Subjects and activities that would further your abilities in this area might include Philosophy and Ethics, History, engaging with assembly themes, providing a role of responsibility in mentoring or morally supporting younger pupils. This intelligence would also be developed by a relevant EPQ.

## KINESTHETIC

This area focusses on the ability to manipulate objects and use physical skills. It enhances a sense of timing and perfection of physical skills through mind-body union (visualization).

Subjects and activities that would further your abilities in this area might include PE, Drama, Art, Home Economics and Textiles, games sessions, Sports Leaders courses, dance, craft activities, Duke of Edinburgh's award and leading or coaching in any of these activities lower down the school. This intelligence would also be developed by a relevant EPQ.

## LINGUISTIC/VERBAL

This area focusses on conveying language successfully to negotiate, express and understand complex meaning; again, employment-relevant skills.

Subjects and activities that would further your abilities in this area might include French, German, Spanish, English, Drama, Debating Society, coaching/assisting with language lessons and clubs with younger pupils or presenting during assemblies or in a leadership role. This intelligence would also be developed by a relevant EPQ.

## INTRAPERSONAL

This area focusses on the understanding of self in thoughts, skills and feelings. This understanding is applied to the planning and successful directing of one's own life. An understanding of your own ability to work under pressure, organise yourself, manage stress and self-motivate are useful for employment.

Subjects and activities that would further your abilities in this area might include Psychology, COPE, Duke of Edinburgh's award, careers, UCAS/CV and personal statement preparation, well-being and meditative activities. This intelligence would also be developed by a relevant EPQ.

## SPATIAL

This area focusses on the ability to think in three dimensions. Core abilities include mental imagery, spatial reasoning, image manipulation and artistic skills and active creative imagination.

Subjects and activities that would further your abilities in this area might include Art, Photography, Computer Aided Design, sports clubs and activities and craft clubs. This intelligence would also be developed by a relevant EPQ.

AUTUMN TERM

	ACTIVITY	LINK TO MI	TARGET/CHALLENGES
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## CONTRIBUTIONS TO SCHOOL LIFE

### Skills Developed

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### Responsibilities carried out

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### Intelligences addressed

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### Contributions to the wider community

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SPRING TERM

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## CONTRIBUTIONS TO SCHOOL LIFE

### Skills Developed

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### Responsibilities carried out

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### Intelligences addressed

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### Contributions to the wider community

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SUMMER TERM

1	ACTIVITY	LINK TO MI	TARGET/CHALLENGES
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## CONTRIBUTIONS TO SCHOOL LIFE

### Skills Developed

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### Responsibilities carried out

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### Intelligences addressed

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### Contributions to the wider community

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BOARDING

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## CONTRIBUTIONS TO SCHOOL LIFE

### Skills Developed

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### Responsibilities carried out

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### Intelligences addressed

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### Contributions to the wider community

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AGREED TIMETABLE

	Reg	Period 1	Period 2	Period 3	Period 4	Activs	Period 5	Period 6	Period 7	Period 8	Evening
Mon											
Tues											
Weds											
Thurs											
Fri											
Weekend											





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