



# Northampton International Academy



Post-16 prospectus

**THE DNA OF NIA**  
**High Expectations**



**Global Vision**

# Welcome from the Headteacher

Situated within Northampton, we offer a wide range of A-level and BTEC courses for school leavers in our award-winning main building.

Our teachers are all highly skilled professionals and experts in their fields; therefore, their focus is firmly on making sure that all our students achieve exceptional examination and vocational results.

We are a highly inclusive and vibrant sixth form, proud of the diversity that exists among our staff and students. Visitors to sixth form often comment on the friendly, welcoming and positive atmosphere they experience here. We believe that this comes from our strong sense of community, characterised by warm and respectful relationships between staff and students. Northampton International Academy is a place where you will be expected to work hard but where you will also be given plenty of opportunities to develop new skills, undertake work experience with many of our partners, make new friends and get involved in a range of extra-curricular activities.

If you join us, we'll offer an outstanding sixth form experience, helping you to successfully make the transition to higher education or employment. We do this by treating students as adults, working with them to take ownership of their learning and plan their future.

Whatever your background, we will treat you as an individual; be ambitious for you and broaden your horizons. Above all, we will do everything we can to help you reach your full potential.

Whether you're a prospective student or member of staff, a parent/carer, member of the public, or already a member of the Academy, we hope you find the information you need. If not, please do not hesitate to get in touch.

**Dr Jo Trevenna**  
Headteacher



# Academic achievement

Students at Northampton International Academy enjoy high quality teaching across a range of courses, enabling students to achieve excellent results and progress to their chosen future pathways. We pride ourselves on the wide range of courses we offer, including A-Level and vocational qualifications, and results are strong across all subjects.

NIA is a young Sixth Form, with the first cohort completing their A-Levels in Summer 2021. However, while relatively new, this is a highly successful Sixth Form that attains excellent results.

<b>A* / A (or equivalent)</b>	<b>35%</b>
<b>A* - C (or equivalent)</b>	<b>85%</b>
<b>A* - E (or equivalent)</b>	<b>100%</b>
<b>Average grade (or equivalent)</b>	<b>B</b>

The excellent grades achieved by the cohort reflect the positive impact of NIA's subject specialist teachers and the wraparound support students receive from their tutors and the Sixth Form team.

According to the 2021 value-added score, which indicates how well students performed compared to their prior attainment, demonstrates that students make good progress at Northampton International Academy.



# Sixth Form Life

NIA is an all-through school, taking students from Reception to Year 13. As the most senior members of the academy, our Sixth Form are important role models for all younger year groups. Consequently, we expect the highest standards of conduct from all Post-16 students. It is important that Sixth Form prepares students for the expectations employers will have of them in the workplace and the high standards we set are key to this preparation.

Sixth Form students are required to dress in business attire in accordance with our dress code. We also have high expectations of student attendance, aiming for 97%, because low attendance impacts negatively on student performance.

Attendance is monitored by tutors and the Sixth Form team, who track attendance to school, individual lessons and tutor time, plus student punctuality.

“It is important that Sixth Form prepares students for the expectations employers will have of them in the workplace and the high standards we set are key to this preparation.”



← E1

← V13

FILM NEGATIVE



← V14

← V14

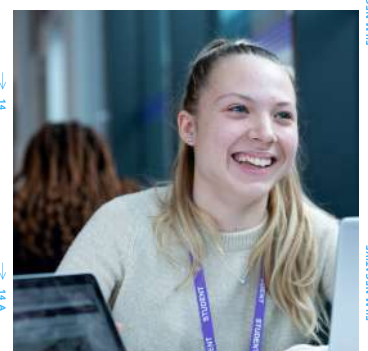
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← E1

← V13

FILM NEGATIVE



← P1

← V14

FILM NEGATIVE

# Sixth Form Life

## continued

The transition from GCSE to Post-16 study is significant. To be successful, it is important that students adopt the right attitude towards their studies and Sixth Form life.

A-Levels and Level 3 vocational courses require students to demonstrate understanding and apply knowledge, developing arguments and supporting these with evidence, rather than memorising facts and case studies.

Independent study is essential to success and this is expected to be undertaken in addition to homework set by teachers. Students have access to a computer suite, a silent study room, laptops, textbooks and a range of articles relating to their courses in the Sixth Form Area.

They are encouraged to use these, plus the school library, for the completion of independent reading, research, revision of, and preparation for, lessons.

Private Study lessons are timetabled for students to complete this independent work and those on practical courses, such as art, also have access to studio space where they may keep practical work to revisit during study time.



# The House Team

NIA is divided into six houses: Amber, Amethyst, Diamond, Emerald, Ruby, and Sapphire. These houses continue in Sixth Form, with each tutor group belonging to a specific house.

We encourage Key Stage 5 learners to participate fully in House competitions and each form elects its own Student House Captain who works with the staff House Team to plan and organise house competitions for Sixth Form and lower year groups. The House Captains play a significant role in supporting school wide events such as sports day and charity days.

## Peer Achievement Leaders

Peer Achievement Leaders (PALs) play an important role as ambassadors throughout the Secondary and Primary phases. They undergo Safeguarding and Phonics training with the school Safeguarding Lead and Head of Primary Phase to give them the knowledge and skills for working with younger students. PALs are specially requested by teaching staff throughout the school to work as readers in primary and class assistants in secondary lessons. They also work with staff to deliver focused activities at break and lunchtimes.

The aim of these roles is to develop leadership skills and provide experience of working within school settings. When it comes to Post-18 applications, it is important that students are able stand apart and demonstrate not only their academic success but also the development of further life skills. The House Captain and PAL roles enable NIA Sixth Form students to contribute to whole-academy life while improving and demonstrating their leadership and life skills.

With competition for university places, degree apprenticeships and paid employment increasingly high, it is important that students develop a broad range of attributes, interests, and achievements. At NIA Sixth Form, we are committed to developing the whole student through consistently outstanding lessons across a broad curriculum, facilitating independent study, developing leadership skills, and providing a range of enrichment opportunities.

# Enrichment

As well as House Captaincy and PAL roles, all Sixth Form students are given the opportunity to engage with enrichment events including:

- Parliamentary and county debate competitions
- Subject-specific trips
- Inclusion events
- Contributing to art and performing arts events
- Completing the Extended Project Qualification (EPQ)
- Organising charity events for local, national, and international causes
- Participating in seminars and workshops with local and nationwide employers and public services

# Pastoral Care & Support

Making the choice of where to go and what to study after GCSEs can be daunting for many students and the adjustment from Level 2 to Level 3 study is hard. At NIA we recognise this transition may be difficult for students – especially those new to NIA - and make pastoral care and support a key focus throughout Years 12 and 13.

The DNA of NIA is integral to every year in the academy and this is continued in Sixth Form where our character drivers are signposted in assemblies and celebrated by our students through Peer-to-Peer shout-outs each week. Every student belongs to a Tutor Group and attends focused Tutor Time for 30 minutes at the end of every day. Tutors are the first point of contact for students and parents/carers and are essential support for future applications, personal statement writing, and references. Tutor Time is also used to deliver essential PSHE sessions dealing with topics including Healthy Lifestyles, Relationships, Mental Health, British Values, Prevent, Online Safety, Crime and the Justice System, Sexual Health and Addiction.

Alongside their Tutors, Sixth Form students also receive pastoral care and support from the Head and Assistant Head of Sixth Form who are available to assist with course choices, bursaries, UCAS and other applications, references and other day-to-day issues. The Assistant Head of Sixth Form is also the Designated Safeguarding Lead for Post-16 and is highly experienced in dealing with safeguarding issues in a sensitive and timely manner.

For some, financial difficulties present a barrier to Sixth Form study due to travel, food, and resource costs. We operate the ESFA Bursary scheme at NIA to ensure no student is in a position where they cannot get to academy, eat during the day and purchase the necessary books and equipment required to study their courses. Once enrolled, students can apply for the bursary by completing a simple form and providing the required evidence of household income and/or benefits.



# Future Pathways

One of the most important aspects of Level 3 study is preparing for Post-18 pathways, and at NIA we dedicate time to each of our students to ensure they have clear goals and understand the steps required to reach these.

## **UCAS and University Aspirations**

Students receive advice and guidance from their form tutors and the Sixth Form team. At NIA, we have a dedicated University Applications Development Coordinator (UADC) who works with students to understand the UCAS process, write Personal Statements and prepare for university interviews. Our UADC has excellent knowledge and experience of university applications, particularly for Russell Group institutions and therefore is well-placed to offer outstanding support and guidance to all university applicants.

Students attend higher education fairs and university visits to develop their understanding of university life and opportunities available to them. We have an excellent relationship with Oxford University via Lincoln College and NIA students benefit from bespoke presentations on Oxford applications as well as subject specific workshops with Oxford university lecturers. Our close work with Northampton University has resulted in trips to the campus, workshops in medicine and social science degrees and visiting lecturers. Students have benefitted from seminars on notetaking, working independently and revision strategies. We are continually developing new partnerships with a range of universities including Leicester, Winchester and the Russell Group, which will include trips to these institutions and visits from lecturers.

## **Careers and Degree Apprenticeships**

University is not the right choice for all students and NIA Sixth Form is committed to offering excellent guidance and preparation for alternative pathways. As well as being able to book office appointments with the academy Careers Officer, Sixth Form students benefit from dedicated Post-16 drop-in time three mornings a week in the Sixth Form area. Degree level apprenticeships are becoming increasingly popular and are an excellent alternative to reading at university. With such high demand for places, students need excellent and early applications, which they are guided through by their tutors, the Sixth Form team and Careers Officer.

Sixth Form students attend career and apprenticeship fairs, either virtually or in person, which cover a wide range of different industries, including Army, hospitality, finance, retail, marketing and communications.

# Sixth Form Curriculum

Our Sixth Form curriculum is designed to maximise the potential of young people. Working in partnership with students and parents/carers, we will ensure every student follows a personalised programme of study that allows them to make progress and that will prepare them for Post-18 education and work.

This means that all our students will be enrolled on courses that are challenging and appropriate for their background and ambition. Students will receive guidance and support in Sixth Form. They will also be given the opportunity to engage with purposeful and meaningful non-qualification activities.

## Course Pathways and Entry Requirements

We offer a broad range of A-Level and vocational courses at NIA and students will have an application interview with the Head and Assistant Head of Sixth Form to discuss their options using predicted grades as guidance. Once GCSE results are published in the summer, a follow-up discussion during enrolment will determine course options.

4+ in Eng & Ma 3 or more other GCSEs at grade 5+	BTEC	BTEC	BTEC OR Diploma OR A-level (grade 5s required)	
5+ in Eng & Ma 3 or more other GCSEs at grade 5+	A-level	A-level	A-Level OR Diploma OR BTEC	
6+ in Eng & Ma 3 or more GCSEs at grade 6+	A-level	A-level	A-level OR Diploma OR BTEC	EPQ (optional)

Several courses have minimum GCSE requirements that students must meet in order to sit them. Although NIA prides itself on inclusivity, it is important that all students study courses on which they will be successful.

Students must achieve grade 7 or above to study mathematics at A-Level. Grade 6 or above is required in the following subjects to pursue them Post-16: biology, chemistry, physics, English literature. Additionally, to study psychology or sociology, students must achieve grade 6s in Science at GCSE.

# Sixth Form Curriculum

## A-Levels

### A-Levels

Students sit linear A-Levels in all subjects. This means that students will be assessed at the end of Year 13. Full mock exams will be sat by Year 12 students for each subject during Term 3. This will be used as the basis for UCAS references.

To take A-Levels, students must meet the subject grade requirement, which is generally five Grade 5 or more, including English and maths. For some courses, Grade 6 is required in certain subjects to ensure students have the necessary foundation of learning and skills required to access the A-Level content.

All A-Levels are challenging, high-status qualifications, but some are particularly prized by universities and employers. These are called facilitating subjects and we encourage all students to study at least 1 of the following:

- English Literature
- Mathematics
- The Sciences (biology, chemistry, physics, computer science)
- Humanities (history and geography)
- Modern Foreign Languages (Spanish and German)



# Sixth Form Curriculum

## BTECs

### BTECs

BTEC lessons are as practical as possible and focus on preparation for application of skills in the workplace.

Because they are broken down into units which are individually graded, these grades (Distinction, Merit, Pass) are then converted into credits, the total of which decides the overall grade for the course. Students will need three GCSEs at Grade 5 or above, plus English and Maths at minimum Grade 4 to study BTECs.

BTECs offer an alternative route that focuses on vocational learning. Students may complete BTEC courses alongside more traditional A-Levels when this route is an appropriate gateway towards their future ambitions.

BTECs are Level 3 qualifications and equivalent to A-Levels in terms of the UCAS points they achieve. BTEC courses combine externally assessed exam units and internally assessed coursework units. However, in certain BTEC courses, the externally-assessed exam may not be written, but instead take the form of a timed assignment given within a vocational context.

A-Level and BTEC UCAS Points Conversion

A-level	BTEC	EPQ	UCAS points
A*	Starred distinction	28	56
A	Distinction	24	48
B		20	40
C	Merit	16	32
D		12	24
E	Pass	8	16



# Subject guide **BIOLOGY**

**Full course title**

Biology

**Faculty**

Science

**Subject lead**

Matthew Manning

**Qualification type**

A-Level

**Assessment**

100% examination.  
All students will sit exams  
at the end of the course

**Exam board**

OCR

## Course overview/what students can expect

The course allows students to develop relevant practical skills alongside essential knowledge and understanding of a range of biological concepts and scientific methods.

You will learn about the core concepts of biology and about the impact of biological research and how it links to everyday life.

You will learn to apply your knowledge, investigate, and solve problems in a range of contexts.

Module 1: Practical component

Module 2: Cells & Organelles, Diffusion, Osmosis & active transport, Biological molecules, Plasma membranes, Enzymes, Cell division.

Module 3: Exchange surfaces, Transport in animals, Transport in plants.

Module 4: Communicable diseases, the immune system, Classification and Evolution, Biodiversity.

Module 5: Neuronal and Hormonal communication, reflexes the brain and homeostasis.

Module 6: Genetics, Genomes, inheritance, Cloning and biotechnology, Ecosystems

### Future university, apprenticeship and career pathways

Previous students have gone on to study dentistry, medicine, biochemistry, biomedical sciences, chemistry, pharmaceutical sciences, zoology, physiotherapy, law and history amongst other subjects

### Other subject areas that work well with this course

Chemistry, physics, psychology, maths, geography

### Careers this qualification can lead to

Doctor, nurse or midwife, academic researcher, biotechnologist, higher education lecturer, marine biologist, microbiologist, nanotechnologist, nature conservation officer, pharmacologist, research scientist, scientific laboratory technician, teacher, soil scientist, teaching laboratory technician, anatomical pathology technologist, animal physiotherapist, clinical scientist, cardiac sciences, dental hygienist, dental technician, dental therapist, dentist, genetic counsellor, health improvement practitioner, medical science liaison, neuroscientist, prosthetist/orthoptist, science writer, sustainability consultant, veterinary nurse, zoologist

“This is a challenging but rewarding course. It's so interesting to learn about how everything all works together”

# Subject guide BUSINESS

**Full course title**

Business

**Faculty**

Business/computer studies/ media studies

**Subject lead**

Mr M Gospel

**Qualification type**

A-Level

**Assessment**

100% examination. All students will sit exams at the end of the course

**Exam board**

Edexcel

## Course overview/what students can expect

**Theme 1 - Marketing and people, Meeting customer needs, The market Marketing mix and strategy, Managing people, Entrepreneurs and leaders**

**Theme 2 - Managing business activities, Raising finance, Financial planning, Managing finance, Resource management, External influences**

**Theme 3 - Business decisions and strategy, Business objectives and strategy, Business growth, Decision-making techniques, Influences on business decisions, Assessing competitiveness, Managing change**

**Theme 4 - Global business, Globalisation, Global markets and business expansion, Global marketing, Global industries and companies (multinational corporations)**

### Future university, apprenticeship and career pathways

Students in previous years have continued their studies into university degrees and masters. The nature of the course ensures that students can also go straight into employment with the skills and the knowledge they have developed. Many universities will accept business studies as a A-level when applying for courses such as economics, business studies and many others.

### Other subject areas that work well with this course

Gaining an understanding of the business world enhances employability and so business links well with all subjects. It combines especially well with maths for students looking to study degrees in finance or economics because this combination highlights students' numerical skills alongside their ability to analyse, present and communicate. Business will also support a performing arts, art, media or film career if you are looking for a practical way to use your skills and passion in those areas. It also provides a balance to more theoretical subjects.

### Careers this qualification can lead to

Career choices with A-level business studies include management, marketing, finance, accounting, banking, retailing, manufacturing and local government.

“Students enjoy the fact that the course provides opportunities to link the ‘theory’ knowledge to a wide range of real-life case studies examples”

# Subject guide CHEMISTRY

**Full course title**

Chemistry

**Faculty**

Science

**Subject lead**

Dr Lee Wheldon

**Qualification type**

A-Level / AS Level

**Assessment**

100% examination

**Exam board**

OCR

## Course overview/what students can expect

The six modules are each divided into key topics:

**Module 1: Development of practical skills in chemistry**

**Module 2: Foundations in chemistry**

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure

**Module 3: Periodic table and energy**

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium (qualitative)

**Module 4: Core organic chemistry**

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR & MS)

**Module 5: Physical chemistry and transition elements**

- Reaction rates and equilibrium (quantitative)
- pH and buffers
- Enthalpy, entropy & free energy
- Redox and electrode potentials
- Transition elements

**Module 6: Organic chemistry and analysis**

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters
- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR)

### Future university, apprenticeship and career pathways

There is a wide range of university courses that require chemistry A level. Most importantly it is a 'must have' for students wishing to progress into medicine and many other biomedical science related disciplines

### Other subject areas that work well with this course

Chemistry is a facilitator subject for both biology and physics, aiding understanding of the other disciplines. Chemistry also requires a degree of numeracy, including an understanding of log and natural log, and 20% of the exam assessment will be based on math skills

### Careers this qualification can lead to

Medicine, veterinary science, dentistry, chemical research, pharmacy, chemical engineering, chemistry teaching, environmental sciences

“  
I chose chemistry because I feel like it leaves a lot more career options open  
”

# COMPUTER Subject guide SCIENCE

**Full course title**

Computer science

**Faculty**

Business/computer studies/ media studies

**Subject lead**

Mr M Gospel

**Qualification type**

A-Level

**Assessment**

80% examination  
20% non-exam assessment

**Exam board**

OCR

## Course overview/what students can expect

In component 1 students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 3 of the course.

Component 2 builds on component 1 to include computational thinking and problem-solving including what is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally), how computers and programs can be used to solve problems, and algorithms and how they can be used to describe and solve problems.

In the third component students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language.

The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science. We support a wide and diverse range of languages.

### Future university, apprenticeship and career pathways

This course will lead students into industry as it links well to the needs of organisations. Students have continued their education in the past by moving onto university degrees in computer science

### Other subject areas that work well with this course

Computer science links well with maths, media, business and the sciences

### Careers this qualification can lead to

Software development, database administration, computer programming, web development, app development

“The course allows students to fill a growth area of the employment market”



# Subject guide **CRIMINOLOGY**

**Full course title**

Criminology

**Faculty**

Humanities  
& Social Sciences

**Subject lead**

Joel Burton

**Qualification type**

Level 3 Applied Diploma

**Assessment**

50% examination  
50% internal assessment

**Exam board**

WJEC

## Course overview/what students can expect

In Year One, the criminology diploma challenges students to think about the public perception of crime – and in particular, those crimes that are less likely to be reported to the police. Students will be tasked with designing and developing a campaign to raise public awareness of these ‘unknown’ crimes. Following this, students will gain a detailed understanding of a range of theories of criminality, drawn from across the Social Sciences spectrum.

In Year Two, students will focus on the Criminal Justice System, with in-depth analysis of police procedures, courtroom practices and the effectiveness of a range of punishments and deterrents, alongside the theories that underpin these.

### Future university, apprenticeship and career pathways

Criminology is a popular degree option and this course provides a direct route to this. It is also a good pathway to other social science degrees eg sociology, psychology. Criminology is also a good option for students considering a career or future study in policing, law, forensic science (when paired with science subjects) or youth work

### Other subject areas that work well with this course

Sociology, psychology (shared areas of understanding regarding crime – and both these subjects also feature criminology units), media, health & social care

### Careers this qualification can lead to

Police, law, probation service, youth work, social worker



# Subject guide DANCE

## Full course title

Pearson BTEC Level 3  
National Extended  
Certificate in Performing  
Arts (Dance)

## Faculty

Performing Arts

## Subject lead

Lucy Brooks

## Qualification type

BTEC Level 3

## Assessment

50% external - exam  
50% internal - coursework

## Exam board

Pearson

## Course overview/what students can expect

**Investigating Practitioners Work** you will investigate the work of choreographers, developing critical analysis skills and contextual understanding of how choreographers communicate themes in their dances.

**Developing Skills and Techniques for Live Performance** you will dance performance skills with a focus on two specific dance styles of our choice.

**Group Performance Workshop** you will work collaboratively to choreograph a dance in response to a given stimulus.

There is also a range of specialist modules to choose from including classical ballet, street dance, jazz dance and contemporary dance.

At NIA, you will study in exceptional facilities, with multiple studio spaces and our own theatre. You will be taught by experienced and knowledgeable tutors with a track record of success in these qualifications.

The Performing Arts faculty is thriving, and you will have the opportunity to be part of full-scale musical theatre productions, showcases, trips and competitions. We also intend to run the Dance Leadership qualification as an extracurricular option for Sixth Form students. This will qualify you to run dance clubs and lessons under indirect supervision.

## Future university, apprenticeship and career pathways

The BTEC in Dance is an excellent qualification for preparing learners for either direct entry into the performing arts sector, or further study at performing arts colleges or university. The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not just in performing arts

## Other subject areas that work well with this course

English, humanities and social sciences. The course pairs well with any subject that requires you to be an independent, creative and analytical member of the class and fosters the independent study skills needed in all subjects. In practical work, the interpretive and technical skills required team well with the skills that are explored in drama, P.E and music

## Careers this qualification can lead to

Dancer, choreographer, casting director, dance therapist, teacher, lecturer, community dance artist, stage director, dance administrator, theatre director, personal trainer

“It’s fun to experience new things and learn new styles and about different performances”

“I would choose Dance because not only do you learn new things but you get to express yourself”

# Subject guide DRAMA

**Full course title**

Drama and Theatre

**Faculty**

Performing Arts

**Subject lead**

Hannah Hauser

**Qualification type**

A Level

**Assessment**

20% internally assessed, externally moderated non-exam assessment

40% externally assessed non-exam assessment

40% written examination

**Exam board**

Eduqas

## Course overview/what students can expect

During this exciting and inspiring course, students will gain the skills they need for their next steps, including higher education, whether that is to study a course in drama and theatre or another subject.

They will study four different texts, analysing them both theoretically and practically.

Students will develop and demonstrate a range of skills as they participate in the creation, development and performance of devised drama pieces based on a stimulus.

The course includes a performance in a group to a visiting examiner.

Throughout the course there are regular theatre trips and opportunities to experience live performance.

At NIA, you will study in exceptional facilities, with multiple studio spaces and our own theatre.

The Performing Arts faculty is thriving and you will have the opportunity to be part of full-scale musical theatre productions, showcases, trips and competitions.

### Future university, apprenticeship and career pathways

This course can lead to further study including university degrees in acting, theatre studies, technical theatre (design), media studies, English literature with drama studies. You can also study at a conservatoire. These are more practical based institutes that are likely to require an audition as well as a standard application process

### Other subject areas that work well with this course

English, history, PE, dance, music

### Careers this qualification can lead to

Acting, directing, technician, broadcasting, TV and audio engineers, presenting, producing, designing (costume, lighting, staging)

“I have decided to do an A level in drama because I would like to pursue a career in teaching, and I have a strong passion for the subject. Not only will it help get me to the next step but will also help to improve my confidence and skill set.”

# ENGLISH

## Subject guide LITERATURE

### Full course title

English Literature

### Faculty

English

### Subject lead

Jane Barlow

### Qualification type

A Level

### Assessment

80% examination  
20% non-exam assessment

### Exam board

AQA

## Course overview/what students can expect

The course begins with the study of literature through time, with a focus on the theme of love. We explore poetry from the Renaissance (15th century) through to the 1890s, exploring the contextual factors which affected relationships, gender roles and the writers' craft. We also explore a seminal Modernist text (*The Great Gatsby*) and consider how issues have changed and developed over time. The focus also includes a close analysis of Shakespeare's divisive play "The Taming of the Shrew": an excellent opportunity to explore Marxist and feminist criticism.

Next, we focus on World War One and its aftermath. This is an in-depth study of literature from this period, how the Great War changed politics, society and culture as Britain transitioned into the modern era.

Students will also complete an independent piece of work on texts that inspire, infuriate or interest them, following their own line of enquiry to make their own mark on English literature

By the end of this course you will be an articulate, passionate student of literature and history, with the ability to express your ideas confidently. You will understand how British and world history has changed over time and be able to identify the roots of present day political and societal issues. You will be knowledgeable about some of the greatest works in English literature and the world that inspired and created these texts. You will be able to write concisely and precisely to express your ideas on a range of topics in a way that will catch the attention of academics and recruiters.

### Future university, apprenticeship and career pathways

Many of our students go on to pursue university courses in English literature, creative writing, film/media studies, marketing, journalism, and law.

Apprenticeships and careers- all career pathways benefit from an excellent grounding in English literature. The communication skills learnt through this A Level are well-respected and sought after by recruiters in a range of professions.

### Other subject areas that work well with this course

History, sociology, drama, sciences including biology and geography

### Careers this qualification can lead to

Law, journalism, PR and marketing, publishing, events management, teaching

I love how English Literature gives us the chance to argue our ideas and it has made me so much more confident

That was the most amazing thing I have ever experienced

A student after watching *The Taming of the Shrew* at the Globe Theatre, London

# Subject guide **FILM STUDIES**

## **Full course title**

Film Studies

## **Subject lead**

Matthew Cresswell-Peters  
& Maria Edwards

## **Qualification type**

A Level

## **Assessment**

30% coursework  
70% examination

## **Exam board**

AQA

## **Course overview/what students can expect**

This course is ideal for students who want to explore how and why films are made. To be a successful film studies student, you need to combine a passion for film viewing and analysis with the creativity and desire to create your own film work.

The course focuses on the analysis and deconstruction of film over a wide time frame, from early silent cinema to 1930s Hollywood films to contemporary and experimental cinema. You will study 12 different films across a range of categories: American, British, Independent, Global, Documentary, Experimental, and Silent Film. These are analysed via key study area frameworks, including: film form, meaning and response, context, spectatorship, narrative, ideology, authorship, critical debates and theoretical concepts.

You will debate and pull apart the set film texts and develop a contextual understanding of the time and place of each film's production. Film studies requires that you develop an inquisitive mind and consider the social, political and economic contexts of films.

You will explore the work of a wide range of influential film directors, such as Spike Lee and Danny Boyle as well as the forefathers of cinema including The Lumiere Brothers and Sergei Eisenstein. As well as learning the academia of film through subject specific language and theory, you will also become film producers, developing original screenplays and film productions. Students learn and apply genre, narrative, visual, sound, and technical codes to meet the needs of a given brief and create meaning for their intended audiences.

## **Future university, apprenticeship and career pathways**

Film studies and the related areas of media studies and communications and culture studies are now well-established and popular departments at most UK universities

The course also offers a chance to broaden your knowledge and skills if you are thinking about applying for a degree in English, art, psychology, business or any humanities-based subject, including law. If your career pathway lies in film, video or television, then A Level film studies gives you the chance to show your practical, analytical, creative and academic skills to future employers

## **Other subject areas that work well with this course**

Humanities including history, English, sociology, psychology, art

## **Careers this qualification can lead to**

Film, video, television production, marketing and journalism, teaching, social media

“Studying film has made me passionate about understanding films and how they reflect our world”

“My written work and research skills have improved through studying film”

# Subject guide FINE ART

**Full course title**

Fine Art

**Faculty**

Art, Design and Technology

**Subject lead**

Mrs Jessica Swain

**Qualification type**

A Level

**Assessment**

60% Personal Investigation

40% Examination

**Exam board**

AQA

## Course overview/what students can expect

The course consists of two elements that combine together to make an overall mark: the Personal Investigation which is an extended project where the student researches in depth a topic of their choice and an exam unit set by the exam board.

From September to December students will take part in media workshops including drawing, print, mixed media, paint, 3D and portrait. Students will have time to refine their skills and learn new media techniques in preparation for their Personal Investigation. Students will also take part in group critical reviews at the end of each workshop.

In January, students will begin to plan and develop the theme for their 'Personal Investigation'- sourcing artists and inspiration and gathering and organising information.

From February onwards, all work is personal and self-directed with the support from teachers. Students will work independently on their Personal Investigation. Students are supported through regular 1-2-1s with their teacher and clear planning and organisation. Students also take part in regular critical reviews with their fellow students to help them to reflect and refine their project.

At the end of the course there is an exhibition showcasing the students' achievements. By the end of the course students will have the ability to work in a variety of media techniques and experimented with more. They will have researched and understood artwork from different times and backgrounds and will have chosen specific areas and artists that interest them.

### Future university, apprenticeship and career pathways

Students from NIA have currently gone on to study fine art, fashion, graphics and furniture and product design

### Other subject areas that work well with this course

Students have always studied a wide variety of other subjects in the art department. This has varied from maths and science subjects to humanities

### Careers this qualification can lead to

Architecture, interior design, fashion, fine art, art teaching, graphics, illustration, publishing, game design/graphics, theatrical and film makeup, tattoo artist, advertising, photography and film, museum and gallery work

“Art gives me the room to not only enjoy something I've loved for a long time, but the freedom to express it how I wish. I didn't realise how important that was until I stepped into A-level and had such supportive teachers that are always willing to give me and add to my ideas”

# Subject guide GEOGRAPHY

**Full course title**

Geography

**Faculty**

Humanities

**Subject lead**

Mrs Jo Silvestre

**Qualification type**

A Level

**Assessment**

20% coursework

80% examination

**Exam board**

AQA

## Course overview/what students can expect

**Physical geography** - students study the major stores of water and carbon at or near the earth's surface and the magnitude and significance of the cycles at a variety of different scales. They also study either hot deserts, coastal systems, or glacial landscapes. No matter which we decide to look at students will be considering the physical landscape and landforms, how these are created and the opportunity of field work to study the specific area chosen. Finally, students learn about either hazards or ecosystems and the impact these have on the landscape around us.

**Human geography** - students study globalisation, and the increased interdependence and transformation of relationships between peoples, states, and environments. They will also look at how people engage with places, their experience of them and the qualities they ascribe to them.

Students will be also able to learn about either contemporary urban environment, population and the environment or resource security. Once again there will be the opportunity to complete field work in locations such as Stratford in London.

**Geography fieldwork investigation** - this unit will be integrated throughout the other units and students will be given at least four chances to complete field work. They will be then expected to write a field report explaining the geographical techniques and theories they have learnt. Over the two years we plan to visit at least two locations for example Stratford in London to look at the changes that have happened here and why, and the Lake District to look at the glaciated landscape and the impact it has on the people that live there.

### Future university, apprenticeship and career pathways

Geography looks at both the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future. Top UK universities state that geography A-level is useful for courses in: archaeology, civil engineering, geology and sociology

### Other subject areas that work well with this course

Science subjects, sociology, maths and business studies these courses have cross overs with the components studied in A Level geography

### Careers this qualification can lead to

Environmental campaign organiser, estate manager, forestry manager, environmental consultant, environmental engineer, landscape architecture, pollution analyst, town planner, cycle route planner, conservation worker, environmental health officer, SSSI warden, environmental impact officer, surveyor, estate agent, transport officer, construction or property lawyer, teacher, marketing, museum explainer, hydrologist, soil conservation



# Subject guide GERMAN

**Full course title**

German

**Faculty**

Modern Foreign Languages

**Subject lead**

Miss E Winkworth

**Qualification type**

A-Level (Level 3 Qualification)

**Assessment**

100% examination.  
All students will sit exams at the end of the course

**Exam board**

AQA

## Course overview/what students can expect

Studying German at A-level builds on the core knowledge and skills acquired at GCSE level, with an emphasis on language, culture and society. With a focus on how the German-speaking world has, and continues, to evolve, students can expect to delve into an array of themes such as youth culture, racism, architecture and politics. Students will also rapidly develop their language skills using authentic written and spoken sources in German.

German A-level also involves a close analysis of a literary text and a film, which encourages students to develop a critical response to the works they have studied.

In addition, students have the opportunity to choose a topic of personal interest to independently research and present as part of the speaking examination. This is often what students enjoy the most as it gives them the freedom to explore a topic area which they are passionate about whilst developing valuable communication skills.

By the end of this course, students can expect to have developed a range of transferable skills such as effective communication, critical thinking, research skills and creativity, which are invaluable to the individual and society.

### Future university, apprenticeship and career pathways

The content of German A-level is suitable for students who wish to progress to employment, or to further education, including a modern languages degree. Having the skills of a linguist is highly sought-after by universities and employers and will equip students for a global jobs market

### Other subject areas that work well with this course

English language, Spanish, history/art history, English literature. A-Level German combines well with most subjects, as it will give students an extra edge in all professional areas in the future

### Careers this qualification can lead to

Translation, interpretation and teaching, law, medicine, business, international development, international journalism, diplomatic and civil service, travel and tourism. Research has also found that learning a language can boost an average worker's earnings by 20% across a range of sectors

“ Studying German will give me greater career opportunities in the future, as well as allowing me to travel and connect with the locals ”



# HEALTH & SOCIAL CARE

## Subject guide

### Full course title

Pearson BTEC Level 3  
National Extended  
Certificate in Health and  
Social Care

### Faculty

PE, Health and Social Care

### Subject lead

David Hutchinson

### Qualification type

Equivalent to one A-level

### Assessment

Examination and  
coursework

### Exam board

Pearson BTEC

## Course overview/what students can expect

Do you want to work in the care industry, maybe nursing or child care?

This is an interesting and demanding course with a strong theoretical base that will help you prepare by equipping you with the communication skills, organisational ability and understanding of the core values of the care sector.

This is an ideal course to develop the skills needed to work in a care setting or go on to a degree programme in health and social care. Learn how to offer and promote quality care, learn about effective communication, equality, diversity and rights and development through the life stages and care values. Gain knowledge in health and safety, anatomy and physiology and sociological perspectives.

The course covers health, care of older people, individuals with specific needs and also early years (care and education). You will find out about the needs of different client groups and how they are supported in different settings. This course includes essential work experience with our primary phase.

More specifically the course will give you a new and exciting insight into the many roles and professional responsibilities within the sector. You will have the opportunity to meet professionals from various health and social care settings. You can access numerous voluntary opportunities and develop your skills and knowledge to support your progression into a rewarding career in health and social care.



## Future university, apprenticeship and career pathways

This qualification will help you to progress to Higher Education on diploma or degree courses related to social work, nursing, paramedic or occupational therapy

## Other subject areas that work well with this course

Biology, psychology, English, history

## Careers this qualification can lead to

Nursing, health and social care sector jobs, teaching, childcare and nurseries

# Subject guide HISTORY

**Full course title**

Fine Art

**Faculty**

Humanities

**Subject lead**

Paul McLachlan

**Qualification type**

A Level

**Assessment**

20% Coursework  
80% Examination

**Exam board**

Edexcel

## Course overview/what students can expect

Our history A level allows you to study some of the most exciting and significant developments that have shaped, and continue to shape, the modern world.

Firstly, we study the rise and fall of the Soviet Union, from its origin in the revolution of October 1917 to its collapse in 1991. Along the way you will understand the motivations and policies of Lenin, Stalin, Khrushchev, and Gorbachev. Secondly, we turn to the development of China under Communism, paying attention to the role of Chairman Mao.

Our coursework will also feature China from 1900 to the present day, allowing you to concentrate on an aspect of your choice and with specific focus on evaluating historians' perspectives.

The final unit deals with Tudor Rebellions. Here, we will consider the political, religious, social, and economic stresses on the state in the 16th century.

A key part of the unit will be evaluating how serious the threats to the Tudor regime were. At the end of the course, you will have developed excellent analytical skills, and the ability to form judgements on complex issues or conflicting interpretations – all of which will equip you for success on challenging degree courses such as history, politics, and law.

People who study history are fearless explorers of the past and well prepared for our collective future.

### Future university, apprenticeship and career pathways

History students have gone on to study at University of Manchester, Liverpool and University College London as well as at Northampton University. We have close links with the University of Oxford as one of our teachers is an Oxford graduate

### Other subject areas that work well with this course

Students with a history degree often combine this with social science courses like sociology, criminology or psychology, with English for a career in media, law or journalism and with economics or Modern Foreign Languages for a career in politics, finance and banking in the United Kingdom or abroad

### Careers this qualification can lead to

Law, criminology, journalism, advertising, marketing, politics, leisure and tourism, media, education, museums and archives

“My coursework on China gave me the chance to study the role of women in Chinese history, and this is what I plan to go on and study for my degree”

“I really enjoyed studying about Russia and how it shaped Putin's Russia today”

# Subject guide **MATHS**

**Full course title**

Mathematics

**Subject lead**

Dee O'Donnell

**Qualification type**

A Level

**Assessment**

100% examination

**Exam board**

Edexcel

## Course overview/what students can expect

The course rapidly develops on from concepts studied towards the top end of GCSE content.

Much of the content is regarded as Pure Mathematics, covering topics such as proof, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

The remainder of the course is made up with statistics and mechanics modules, covering the following topics; statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing, quantities and units in mechanics, kinematics and Forces and Newton's Laws.

Students will be able to complete questions involving the above topics competently as well as apply them to real life problems.

### Future university, apprenticeship and career pathways

A lot of industries look favourably on higher maths qualifications beyond GCSE level. Some sectors require advanced maths knowledge, these careers can be accessed via apprenticeships which can lead to degrees, or via degrees then enrolling on graduate schemes

### Other subject areas that work well with this course

Maths pairs well with many other subjects and supports the mathematical knowledge needed at degree level across a variety of subjects. It pairs particularly well with the sciences, especially physics and chemistry, as well as computer science. Maths also is a well valued stand alone A Level if it does not pair well with your other choices as it adds breadth to your knowledge utilising key analytical, logical and critical thinking skills, as well as problem solving to an exceptional level

### Careers this qualification can lead to

Banking, logistics, engineering, computing, science-based careers, medicine, teaching, accountancy



# Subject guide MEDIA STUDIES

## Full course title

Pearson BTEC Level 3  
National Extended  
Diploma in Creative Digital  
Media Production

## Faculty

Media studies

## Subject lead

Matthew Cresswell-Peters  
& Maria Edwards

## Qualification type

BTEC Level 3

## Assessment

80% coursework  
20% examination

## Exam board

Pearsons

## Course overview/what students can expect

The qualification provides a coherent introduction to the study of creative digital media production at this level.

Learners develop an understanding of the media industry through analysing media representations and pitching and producing media projects.

Units include digital media skills, digital magazine production where you will have the opportunity to become creative and design and create your own magazine based on a specific genre, interviewing techniques for a range of media purposes, image manipulation techniques and learning how to create your own 2D graphics.

## Future university, apprenticeship and career pathways

Creative digital media production students typically enter careers in the media and cultural and creative industries. Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice

## Other subject areas that work well with this course

Film studies, psychology, art, English literature

## Careers this qualification can lead to

Television and radio production, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice



# Subject guide MUSIC

**Full course title:**

RSL Level 3 Diploma for Music Practitioners

**Faculty**

Performing Arts

**Subject lead**

Laura Turland

**Qualification type**

Level 3/A level equivalent

**Assessment**

External assessment 33%  
Internal assessment 67%

**Exam board**

RSL Trinity

## Course overview/what students can expect

The level 3 course provides music industry qualifications that will equip the learner with the skills, knowledge and understanding for further studies or employment within the industry.

The qualification is divided into specific pathways which will enable the learner to specialise in specific sectors of the music industry: Performance, Technology, Composition, Business.

**Core units**

Planning a career in music, music promotion & event management.

**Optional units**

Composing music, music arrangement, understanding musical influences/styles, listening to music, music artist and the media, choreographing popular music, getting work in music, using a DAW, music press and journalism, leading music making activity, musical director, live music performance, session musician, auditioning for music, music sequencing and production, music video production.

### Future university, apprenticeship and career pathways

You can go on to further study at university studying music practice or music technology, history of western classical or go onto studying music as a Higher National Diploma

### Other subject areas that work well with this course

English, drama, humanities/RE/history, maths, business Studies, computer science

### Careers this qualification can lead to

Musician, composer, producer, teacher, therapist, DJ, journalist, sound engineer, technician, radio presenter, film director, song writer, promoter, management, stage director, musical theatre, media & communication industries, music psychologist, arts in the community, A&R Manager, games music composer, singer, booking agent, tour manager, recording engineer, musical director, conductor, live sound technician, live events production and many more

“This will be an exciting new course at NIA within a thriving and developing music department”

# Subject guide PHYSICS

**Full course title**

Physics

**Faculty**

Science

**Subject lead**

Matthew Manning

**Qualification type**

A-Level

**Assessment**

100% examination.  
All students will sit exams  
at the end of the course

**Exam board**

OCR

## Course overview/what students can expect

The course enables students to build on their knowledge of the laws of physics, applying their understanding to solve problems on topics ranging from subatomic particles to the entire universe.

Throughout the course students will focus on a wide range of topics:

- Motion
- Forces in action
- Work, energy and power
- Materials
- Momentum
- Charge and current
- Energy, power and resistance
- Electrical circuits
- Waves
- Quantum physics
- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology
- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging.

### Future university, apprenticeship and career pathways

The course is essential for access to physics and engineering courses. It is highly regarded for other subjects such as medicine, law and economics because of the thinking skills and problem solving involved.

### Other subject areas that work well with this course

Maths, chemistry, biology

### Careers this qualification can lead to

Design engineering, architecture, marketing, automotive design, product design, graphic design, medical physics, particle physics, geophysics in archaeology or climate models, astrophysics and astronomy, teaching, and working in the financial services



# Subject guide PSYCHOLOGY

**Full course title**

Psychology

**Faculty**

Humanities  
& Social Sciences

**Subject lead**

Joel Burton

**Qualification type**

A Level

**Assessment**

100% examination

**Exam board**

OCR

## Course overview/what students can expect

In year one, the A Level psychology course provides students with an in-depth understanding of some of the most important and influential studies in psychology and the various different fields of psychology in which these take place. Students will also be able to comprehend and contribute to some of the big debates within the social sciences (e.g. freewill vs. determinism, nature vs. nurture).

In year two, students will apply their knowledge and understanding to an in-depth analysis of three topic areas of psychology (criminal psychology, mental health, child development).

Across both years, students will gain detailed knowledge and hands-on experience of how a psychologist conducts research and experiments.

### Future university, apprenticeship and career pathways

Students have gone on to a range of university courses. The research skills students gain throughout this course will be invaluable in any future academic/professional pursuit

### Other subject areas that work well with this course

Sociology (similar approaches to research), Biology (both deal with aspects of biopsychology and biochemistry) and Maths (psychology students require a good grounding in Maths – minimum GCSE grade 5 – to manage the research methods modules)

### Careers this qualification can lead to

Medicine, nursing, mental health nursing, policing, counselling, social work, business/marketing



# Subject guide **SOCIOLOGY**

**Full course title**

Sociology

**Faculty**

Humanities  
& Social Sciences

**Subject lead**

Joel Burton/Meghan  
Nixon/Neil Melling

**Qualification type**

A Level

**Assessment**

100% examination

**Exam board**

AQA

## Course overview/what students can expect

Within year one, students will explore the appropriate research methods associated with sociological research and how to critically evaluate and apply them to sociological research contexts.

Then, students will move on to the mandatory education module in which a critical, theoretical viewpoint of education will be explored. Content includes gender, ethnicity, class in education, the marketisation of the education system and the impact this has upon schooling, the history of the education system and theoretical perspectives applied to the education system.

Once both of these mandatory modules have been completed, we shall move on to culture and identity.

We explore the impact of constructs such as capitalism, gender and consumerism upon the personal identity and apply a sociological theoretical stance to all these considerations.

Within year two, students will explore the module crime and deviance where we assess right and left realist views of crime, Marxist, functionalist, feminist views of crime and why crime happens as well as the criminal justice system itself. We then move on to the media module in which we assess the media's position in our socialisation and our identity.

Finally, in our year two theory and methods module we will explore advanced and exciting theoretical analysis.

### Future university, apprenticeship and career pathways

Students have gone on to a range of university courses. The research skills students gain throughout this course will be invaluable in any future academic/professional pursuit

### Other subject areas that work well with this course

Psychology, history, media, English literature, criminology

### Careers this qualification can lead to

Law, policing, counselling, social work, business/marketing, criminology, journalist, probation service, researcher

“ I have enjoyed learning more about the society we live in and how changes or ideas shape behavior and what this all means ”



# Subject guide SPANISH

**Full course title**

Spanish

**Faculty**

Modern Foreign Languages

**Subject lead**

Miss E Winkworth

**Qualification type**

A-Level (Level 3 Qualification)

**Assessment**

100% examination.  
All students will sit exams at the end of the course

**Exam board**

AQA

## Course overview/what students can expect

Studying Spanish at A-level builds on the core knowledge and skills acquired at GCSE level, with an emphasis on language, culture and society. With a focus on how the Spanish-speaking world has, and continues, to evolve, students can expect to delve into an array of themes such as multiculturalism, equal rights, regional identity and dictatorships. Students will also rapidly develop their language skills using authentic written and spoken sources in Spanish.

Spanish A-level also involves a close analysis of a literary text and a film, which encourages students to develop a critical response to the works they have studied.

In addition, students have the opportunity to choose a topic of personal interest to independently research and present as part of the speaking examination. This is often what students enjoy the most as it gives them the freedom to explore a topic area which they are passionate about whilst developing valuable communication skills.

By the end of this course, students can expect to have developed a range of transferable skills such as effective communication, critical thinking, research skills and creativity, which are invaluable to the individual and society.

### Future university, apprenticeship and career pathways

The content of Spanish A-level is suitable for students who wish to progress to employment, or to further education, including a modern languages degree. Having the skills of a linguist is highly sought-after by universities and employers and will equip students for a global jobs market

### Other subject areas that work well with this course

English language, German, history/art history/ English literature, business/journalism. A-Level Spanish combines well with most subjects as it will give students an extra edge in all professional areas

### Careers this qualification can lead to

Translation, interpretation and teaching, law, medicine, business, international development, international journalism, diplomatic and civil service, travel and tourism. Research has also found that learning a language can boost an average worker's earnings by 20% across a range of sectors

“I chose to learn a language so I can travel to other countries and have a greater understanding of other cultures”

“Taking Spanish as a subject is great because of the job opportunities it creates”

# Subject guide **SPORT**

**Full course title:**

Pearson BTEC Level 3  
National Extended  
Certificate in Sport

**Faculty**

PE and Health and  
Social Care

**Subject lead**

Laura Turland

**Qualification type**

Equivalent to 1 A Level

**Exam board**

Pearson BTEC

## Course overview/what students can expect

Employers value BTEC's approach to learning because it provides a unique combination of technical skills which help prepare students for employment, together with a breadth of knowledge about the sector that empowers them to succeed in the real world. In addition, the ethos of BTEC courses provides experiences that promote maturity in participants which directly enhances their employability.

The Level 3 BTEC in Sport is an innovative and vocational based course aimed at students with a real interest in the sports sector and what it has to offer.

There is a large practical element and students are required to apply the content to a variety of sporting contexts such as a fitness trainer and sports coach. Within these units learners will be able to use the state of the art fitness suite here at NIA as well as visiting local sporting industries such as Trilogy.

The course builds on students' knowledge from the Level 2 BTEC in Sport and GCSE Physical Education courses offered in Years 10 and 11.

### Future university, apprenticeship and career pathways

Provides an excellent foundation for students who wish to study a sports related course at university, such as Sport Sciences, or seek employment within the leisure industry. The diverse nature of the courses gives students a broad and balanced experience that will prepare them well for a sports career pathway

### Other subject areas that work well with this course

Biology, psychology, sociology, geography, business

### Careers this qualification can lead to

Sports coaching, sports science, sports nutrition, sports therapy, PE teaching, physiotherapy, leisure industry, sports development, sports psychology, Armed Forces, personal training



# About Northampton International Academy

Northampton International Academy is part of the East Midlands Academy Trust, which currently has seven schools across Northamptonshire and Milton Keynes, one all-through school, one secondary school and five primary schools.



## VISION, VALUES AND PURPOSE

**'Every child deserves to be the best they can be'**

The trust is driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our mission to work with our children, their parents and carers, and our staff to create excellent schools. Schools that demonstrate integrity of purpose through high aspiration for every child. We set high expectations for our leaders and teachers to support and stretch every child. We ensure that they make excellent progress and build the skills, knowledge and attributes that will prepare them well for the next stage in their life.

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