



# Highlands School News



06 November 2020



## WHAT'S INSIDE

Message from the  
headteacher

My child at school and  
Student Portal - website  
and app

Black History Month art  
activity

Black History Month  
competition winners

Notices & contacts

Careers

National lockdown began this week. We ask that all parents, carers and students observe the government guidance and do all they can to stop the spread of COVID-19.

The summer term lockdown presented challenges for us all and was a very difficult time for some families. Inevitably, winter lockdown will present challenges again. We work closely with mental health and well-being practitioners from a range of agencies to ensure we are providing the best possible care to our students, staff and parents. If you want to, please contact the school if you or a family member are in need of support or guidance. Alongside the school, other forms of contact and support are available:

Shout is the UK's first 24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. It is a place to go if you are struggling to cope and you need immediate help. **Text: 85258**

The Samaritans provide confidential, non-judgemental emotional support for people experiencing feelings of distress or despair, including those that could lead to suicide. You can phone, email, write a letter or in most cases talk to someone face to face. **Telephone: 116 123 (24 hours a day, free to call)**

### YEAR 10 AND 11 MOCK EXAMS

Next week we continue to run after school intervention sessions for students in years 10 and 11 who are in the last year of their GCSE courses. The intervention sessions are in preparation for the mock exams which start on Wednesday 18th November. We sent information about the intervention and mock exams last week and we include the timetables again today in the newsletter, the timetables allow students and parents and carers to know which sessions students should attend.

Please remember that attendance at interventions sessions, which start at 2:30pm, is compulsory.

**Vincent McInerney, headteacher**

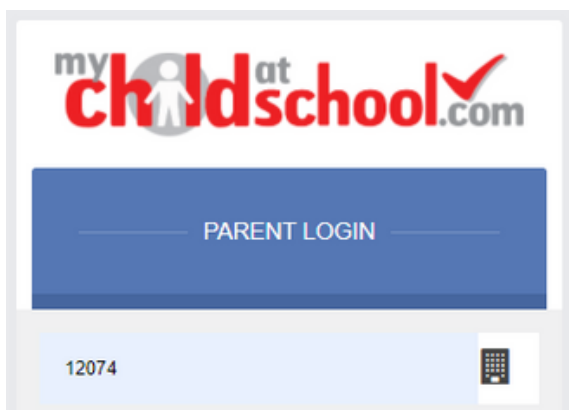


@Highlands\_sch



@highlandssch

## MY CHILD AT SCHOOL AND STUDENT PORTAL - WEBSITE AND APP



This September we moved to a new information management system called Bromcom and with it a new parent/carer and student portal which allows access to information about your child at school. We launched access to the sites last week and expect that each parent and student will access the information regularly to keep up-to-date with the data we collect about our students.

At the moment this will include attendance, behaviour, the timetable and exam results. In the future we will be able to include assessment data and the ability to communicate with the school.

### For parents & carers

- 1 Check your emails for an invitation from the school to join the service. **Subject: MCAS - Redeem Invitation Code.**
- 2 Click the link in the email to be taken to the invitation page. Your details should automatically follow you.
- 3 If the automated link does not work then click on [Redeem Invitation Code](#)
- 4 The school ID is 12074. Use the username and invitation code sent in the welcome email.
- 5 You will be asked to verify your email address, please ensure you do this to confirm your profile.

### For students

Students have received an invitation email in their school Gmail account and should follow the instructions to access the student portal.

Once logged in, the home page (dashboard) contains panels with summary information and a menu on the left hand side. To access more detail you can either click on the more button on any panel or select the appropriate tab on the side bar menu. Panels can be moved around on the home page by selecting and dragging them to a new location.

If you have more than one child at the school you can toggle between them by clicking their name next to their photograph, this will open a selection box to swap between children. Clicking on the three line menu icon minimises the menu sidebar. If you cannot see the child's name next to their photograph then the bar is minimised and clicking the three lines will open it up again.

### The behaviour panel

It is particularly important that parents/carers regularly review the behaviour panel and identify the positive and negative behaviour events awarded to students. The positive events have an A code and the negative events a C code. Please refer to the [behaviour policy](#), available on the website which explains our rewards and sanctions.

After clicking 'more' to expand the behaviour panel parents/carer will see a calendar. Clicking on a red or green date will bring up a list of the positive or negative events awarded on that date.

September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

## Behaviour Events

Date	Subject	Event
25/09/2020	Business	✔ Excellent contribution to the lesson (A1)



Students' achievement points are monitored and those with the top 60 achievement points scores will be rewarded each half term with a special end of year achievement celebration. This means we will always be rewarding at least a quarter of each year group (see appendix 3).

Parents/carers are reminded that our new behaviour policy includes the automatic setting of an after school detention on any day that a student receives a C2 or C3 negative behaviour (see appendix 4 in the behaviour policy). Students who receive a C2 or C3 before 1.30pm, will sit their detention on the day the C2 or C3 was allocated. Students who receive a C2 or C3 after 1.30pm will sit the detention on the following school day. Parents will receive a notification email on the afternoon the detention will be sat.

Student concern points are monitored and when they reach triggers set in the policy, specific interventions will be put in place. Parents/carers will be notified when their child's behaviour reaches a trigger point. However, parents/carers can monitor their child's behaviour point score on the calendar view of the behaviour section.

## The attendance panel

The panel shows today's registration marks. Clicking on more shows a calendar with any absences highlighted. The year can be changed to look at historical attendance records.

## The exam panel

This shows exam results and will also be updated to show entries and exam timetables. Please note that we have not yet uploaded all results from this summer or entries for the October and November exams.

### Student and contact details

Please check the details we hold for the student and the contacts. If any information is incorrect you can update these and submit the changes to the school for processing.

We hope to release further features of the portals in due course. If you wish to read a full user guide it is available on our website [HERE](#). Please note that the communication section is not yet functional and if you have any questions about the service please contact the school [postbox@highlands.enfield.sch.uk](mailto:postbox@highlands.enfield.sch.uk).

## FAQ's for my child at school

Question	Response
<b>Log in details incorrect/not working</b>	Some issues can be solved by the user by requesting new details. If you are having difficulty with your log in details please email <a href="mailto:itstudent@highlearn.uk">itstudent@highlearn.uk</a> .
<b>I can only see one of my children or they are not linked</b>	You may have received two separate accounts one for each child. This is not expected behaviour and may be because the student contact (your details) has been duplicated when your second child joined. Please email <a href="mailto:postbox@highlands.enfield.sch.uk">postbox@highlands.enfield.sch.uk</a>
<b>I did not receive the welcome email last week</b>	Please check your spam box and then contact the postbox email above if you can not find the email
<b>Incorrect exam grade</b>	Please email Mrs Bell with the details of exam grades you believe are incorrectly recorded. This may be as a result of an appeal that changed the original grade. <a href="mailto:bellc@highlearn.uk">bellc@highlearn.uk</a>
<b>Missing exam grade</b>	At the moment we do not have the full set of results for 2020 in the new system. Some previous BTEC results will not show.





## BLACK HISTORY MONTH ART ACTIVITY

During the month of October, we ran a Black History Month activity in Art for all our year 7 classes. The activity was to look at Mexican artist Frida Kahlo, Ghanaian artist Lynette Yiadom-Boakye, British Nigerian Artist Chris Ofili and many others. Students examined the artists style of drawing and reinvented their very powerful images to reflect their cultural heritage, looking at prints, colour and texture. The art department is highlighting only a few of the outstanding pieces of work the students have produced this term. We look forward to seeing what else the students have in store for this new term.





# BLACK HISTORY

AROUND THE WORLD  
ACHIEVEMENTS & CONTRIBUTIONS

## BLACK HISTORY MONTH COMPETITION

We ran an essay writing competition inviting students to submit a response to one of two topics:

- 1 What does Black History Month mean to you?
- 2 What great Black British person or event do you feel is unheralded or unappreciated?

The quality of the submissions were staggering, especially hearing our students' perspective of what they would like to see in the future and the need for people to be treated equally and respectfully.

Their articulate views about the importance of celebrating our intertwined history and their feelings of respect has led to the winners of the Black History Month competition being joint.

Highlands School and Jack Petchey would like to congratulate **Ocean Bolasingh (Y13)** and **Ava Wynter (Y10)** and award the students with **£100 Love2Shop** vouchers. Ocean and Ava's essays were emotive and gave a very personal and articulate perspective on what Black History Month means to them. We would also like to congratulate **Matilda Gant (Y7)** on winning second place and **Naa Shidaa Quartey (Y7)** and **Stephanie Chrysanthou (Y8)** on winning joint third place.

I am extremely impressed by all our students who took time out to submit their work and were shortlisted. Please can parents and carers join us in congratulating our students for their hard work. You can find the winning essays on the next two pages.

Ms Maple.



## Ocean Bolasingh, year 13RMC

Amidst the uproar of the Black Lives Matter Movement, if I was to ask a group of people what Black History Month meant to them, many people when asked would say that it is a month in which Black People remind the world of the hardships our ancestors endured and those of which Modern day Black and Coloured people are currently going through on a day to day basis. (e.g. Police Brutality, The Atlantic Slave Trade, White Privilege, Unconsonic Blas, Cultural Appropriation etc etc). And because of this, it is so easy to assume that Black History Month is a month in which Black people release all of their anger towards the people that have done both Modern day Black people and our ancestors wrong and that it is essentially a "Hate White People Month". But this is FAR from what Black History Month is all about!

If you were to Google the definition of Black History Month, Google would say that it is a period in between October 1 and October 31 in which an annual celebration of the achievements by members of the Afro-Caribbean ethnic group.

However, If you were to ask me what Black History Month means to me, I would say that Black History Month is a very special occasion to me. I believe this because Black History Month is a time in which we acknowledge, celebrate, and glorify the achievements of Black/Coloured people both over the past years and during the modern day, a time in which White and Coloured people come together as a community; an opportunity for White people to be educated on the History of Coloured people and to empathise with our hardships, a time for issues regarding racial discrimination to be addressed, a time for Coloured people to be educated on their own history. But most importantly, Black History month provides a platform for EVERY PERSON FROM ANY RACE to get involved and get educated and/or give their opinions on sensitive topics of racial discrimination, WHILST GETTING THEM HEARD!

As a Black young man myself, I grew up with a lot of anger in my heart, and to be honest I was a slave to the Stereotypes of the Black man. However, Black History Month has opened up my eyes to the fact that there is more to our history than being enslaved and victimised by the White man, and that we have contributed more positively to society more than I could've possibly ever imagined. To all my coloured brothers and sisters please know this: You are more than just criminals, you are more than just athletes and musicians, you are more than just a stereotype. You can achieve academically. You can do everything and anything that a white person can do!

(Did you know the co-inventor of the light bulb and Telephone was Black? (Lewis Howard Latimer in 1876), Or that the inventor of the 3-Light Traffic system was also Black? (Garrett Morgan in 1923). No? Neither did I, not until Black History Month!)

Black History Month is also an opportunity for issues within the coloured community to be addressed. Yes, there are many hardships that Coloured people endure that originated from white people, but we cannot ignore the fact that there are issues within the Coloured community also! Issues such as Colourism (prejudice and/or discrimination against individuals with dark-skin tones. Typically among people of the same ethnic or racial groups), Black-on-Black Gang crime and the concept of "race-traitoring". These are all concepts that need to be stamped out of the Coloured Community - We cannot expect White people to respect, and take us seriously, if we cannot even love and respect ourselves!

However, most importantly I think Black History means so much to me because I can see white people becoming more and more understanding every year of the issues in our society and more accepting of the Coloured Community as a whole, and more and more Coloured people striving, achieving their dreams which makes me very happy to see. This makes me happy because it shows that we are getting closer and closer every year to achieving our final goal; That one day there will be no need for a Black History Month because eventually the White and Coloured Community will have an understanding so strong, that there will be a society in which everyone has equal rights regardless of their racial identities, and that racial issues that are currently prominent in the modern day will no longer be existent.

Thank you for taking your time to read this. Happy Black History Month!



## Ava Wynter, year 10OLR

What does Black History Month mean to you? "That's a big question to be honest with you" laughs my uncle, "it's a time when historical black figures are appreciated" my sister replies. To me, it is a time for conspicuousness towards all people born of black heritage. For the undisguised celebration of the incredible achievements by ceaseless overlooked black figures. For the recognition of the horrific racial ignorance fuelled marginalisation that Black people have tackled and still do today - the discrimination, the prejudice, the unconscious bias. Our eyes are abruptly exposed to euphoria and the harrowing, leading us into an unresolved state of ambivalence – should we be promoting the positives or the negatives? Moreover, the unmistakeable sense of guilt snakes its way into our minds as we weigh up – should Black History Month genuinely remain as a singular month, where we intensely gain knowledge on those of black origins? An almost cyclical motion is created – every year for a certain period we acknowledge black history. We then pass into Remembrance month. Thus, the year proceeds; we eventually return to October. Subsequently, Black History Month becomes scarcely a sincere event, more a month on everyone's calendar that is hastily discerned. "12 months make up the year, why is only one black history month?" demands my Grandma. My uncle agrees: "I don't think it should be just one period." "Although the flipside is that it is a specific time when they do dedicate the great things that people in black history have done" he concludes.

All my interviewees, myself included, approve of education. Contributions from Black people to society, past and present, should feature in the global curriculum from younger years – this would expand our cultural awareness, directly combatting systemic racism embedded in the depths of humanity. The past of black people is part of world history, but has been impudently erased. "Black history has been unwritten out of history," my uncle responds "education starts young, now and globally". My cousin, too, agrees with my proposition, musing: "Black history should be taught alongside the standard curriculum." "It's not just slavery...it is vast, wide, woven into our current society" she adds. Upon further contemplation, I realise that my cousin has produced an immensely valid point where many would falter – we often consider history as the ancient, although it is being created precisely at this very moment, discretely intertwined with every day of our lives.

In the light of the recent Black Lives Matter protests, one would believe that this powerful message would be reverberating throughout society, particularly amidst Black History Month. Unfortunately, I have views to suggest otherwise – I believe social media is key in this unlikely quagmire. Yes, it was significant in spreading awareness of the shocking murder of George Floyd (which was just one example of countless racially aggravated killings in one year) leading to young people reaffirming their beliefs on relevant topical issues. Despite this, I believe the prevalence of a desire for racial justice, through hashtags like #Saytheirname and #Blackouttuesday, caused everyone to rush to follow suit without having time to reflect honestly about its significance to themselves. I'm not attempting to be sceptical about the genuineness of people responding to the protests; I just hope that everyone felt as strongly as they were perceived. What would be interesting to me is: do the people who seemed so passionate at the time the protests reached their peak remain feeling the same way in Black History Month? "Were people just jumping on the bandwagon?" my uncle inquires dubiously. On the other hand, the benefit to the Black Lives Matter protests, other than the unprecedented attention received, was that they sparked conversations on what had been such a taboo subject in many families. This may have perhaps increased the notability of Black History Month. A crucial part of these discussions was observing how society's attitude towards race has altered over time, allowing us to manifest our findings in this month of celebrating heritage.

My Grandma described how, in 1970, she was turned down for a job interview because of her skin colour, she explains that after the incident she "made sure that they [any future interviewers] knew I was black" which is incredibly disgraceful – your race is not something you should be judged on in your job application. Meanwhile, my uncle elicits that people "called me the n word" when he was playing football around 1995. I have so many stories to recall about racism my black family has experienced, that it's infuriating. Ultimately, I believe Black History Month is all about discovering the equilibrium – finding the balance between the positive and negative, celebrating Black History most intensely in October, but not neglecting it throughout the rest of the year. Change is vital, it is initiated by you.

# NOTICES

## STAY SAFE

We are always here to support our students whenever they need it. If students feel like they need any kind of support, please speak to a member of staff on the school premises so we can help.

Alternatively, when off school premises or if you would like to speak to someone anonymously, you can also call or chat online with trained professionals at Childline.

[www.childline.org.uk](http://www.childline.org.uk)



## YEAR 11 HIGHLANDS SIXTH FORM

We are aware that you are now considering your options post 16.

I would like to invite you to take a look at the offer we currently have at Highlands sixth form. Please go to our [virtual sixth form induction site](#) which was produced during lockdown. Have a look through this site and spend time looking at the information and videos provided by staff and students. An updated version of this site will be made available for the open evening on the 18th November.

After you have had a look through this site, please complete the survey [HERE](#). This would be much appreciated.

## SCHOOL EQUIPMENT

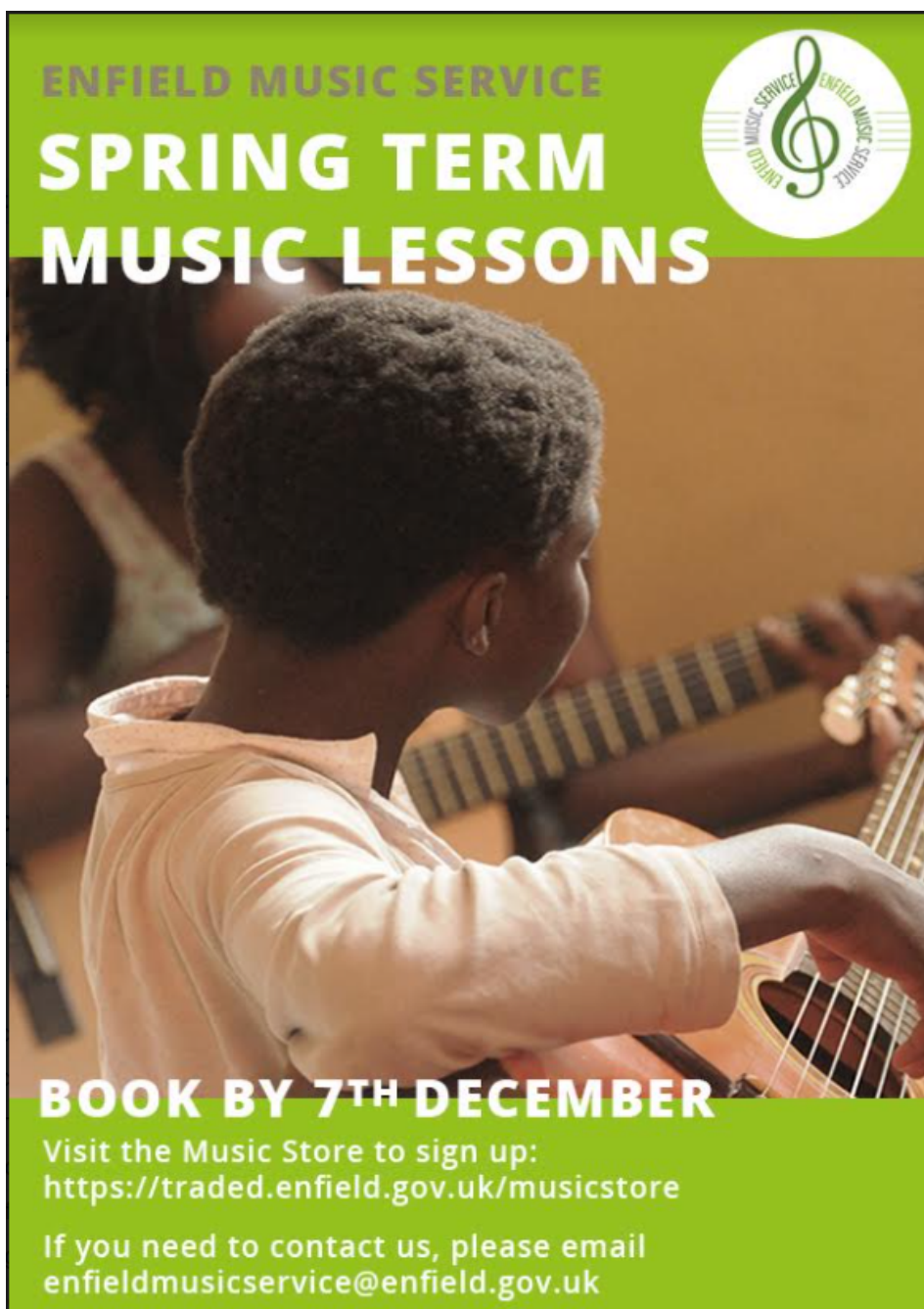
Through the Jack Petchey program Highlands School is able to offer equipment to students who may need items to support their learning both at home and in the classroom, for example colouring pens, rulers, calculators etc. If you feel your child could benefit from some equipment please contact Miss Brown on [browna@highlearn.uk](mailto:browna@highlearn.uk) who may be able to help facilitate this.








Parents are now able to book music lessons and activities for the spring term 2021 from the Music Store, please head to the page by clicking [HERE](#)



**ENFIELD MUSIC SERVICE**  
**SPRING TERM**  
**MUSIC LESSONS**



**BOOK BY 7<sup>TH</sup> DECEMBER**  
Visit the Music Store to sign up:  
<https://traded.enfield.gov.uk/musicstore>  
If you need to contact us, please email  
[enfieldmusicservice@enfield.gov.uk](mailto:enfieldmusicservice@enfield.gov.uk)

# NOTICES

## MULTICULTURAL MENU IN CANTEEN

To celebrate the upcoming cultural celebrations, our school canteen will be serving food from different countries once a week until the end of the year.



**Italian: 12/11/2020**

**Main:** Spaghetti bolognese

**Vegetarian:** Vegetable bolognese

**Dessert:** Lemon pudding



**English: 19/11/2020**

**Main:** Roast beef with roast potatoes

**Vegetarian:** Bubble and squeak

**Dessert:** Apple pie with custard

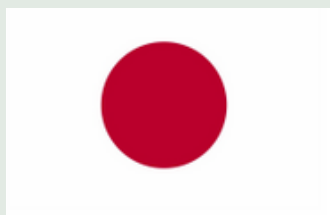


**Chinese: 26/11/2020**

**Main:** Sweet and sour pork with noodles

**Vegetarian:** Wok tossed oriental vegetables

**Dessert:** Chocolate cake served with custard



**Japanese: 3/12/2020**

**Main:** Teriyaki chicken with noodles

**Vegetarian:** Macaroni and cheese

**Dessert:** Vanilla sponge served with custard



**Thailand: 10/12/2020**

**Main:** Thai beef and coconut

**Vegetarian:** Thai yellow vegetable curry

**Dessert:** Carrot cake served with custard



**Greek: 17/12/2020**

**Main:** Lamb moussaka

**Vegetarian:** Vegetable moussaka

**Dessert:** Olive oil cake served with custard





## CAREER OF THE WEEK

### Vet

A career as a vet could involve anything from keeping pets healthy to advising the government on farm animal welfare, caring for military animals or working with zoos. To become a vet, the first step is to get a place at university to study veterinary medicine. To do this you need to:

More info here: [RCVS](#)

- Get good grades in your GCSEs, especially English, maths and science subjects.
- Choose appropriate subjects for your A levels. Requirements for universities' veterinary medicine courses vary, but you're likely to need biology and/or chemistry, and sometimes physics or maths too.
- Gain plenty of animal-related work experience.

If you still want to work in veterinary but prefer a less academic route, then you can work as a Veterinary nurse. You will work alongside vets, helping them out in surgery and carrying out routine procedures and daily care of the animals. You'll need a level 3 diploma, which you can gain at college or via an apprentice in the role, training over two to three years. More info [HERE](#).



## MOOC (massive online open courses) of the week

### How to write your first song

Ever wanted to write a song, but not known how? This course will introduce you to the tools and techniques, using specially-commissioned lyrics, you'll build up a song with inspiration and guidance on the songwriting process from World-renowned musician, Martin Simpson.

Enrol on this free online course [HERE](#).

## National Health Careers Conference - Saturday 7th November 2020

Registration is now open for the UK's leading event for aspiring and current healthcare professionals. The National Health Careers Conference is the largest widening participation event for healthcare disciplines and is completely free online! The conference covers a huge range of topics to support aspiring healthcare students.

If you are interested in a career in healthcare register [HERE](#) for more information.

# CAREER



PROGRESS...

## Explore Space on Saturday 7th November

Careers website SpaceCareers.uk which is run by the UK's national student space society, will be hosting a FREE online space show for students between the ages of 11 and 18, packed full of exciting talks, a mission design competition with some fun prizes and a surprise guest speaker. If you want to gain some useful tips and advice on how to get into the space sector make sure you don't miss out by registering [HERE](#) for a virtual ticket.



The closing date is Monday 23rd November. Don't miss out on this local opportunity by clicking [HERE](#).

## Do you want to be the next engineer apprentice for Warburtons?

Warburtons are searching for an Engineering apprentice starting September 2021. The Engineering apprenticeship will take you on a journey of learning and development over the next 4 years, all tuition fees are paid for as well as paying you for your hard work.

As 'Britain's Best Loved Food Brand', having been baking bread since 1876, Warburtons have been recognized by the Sunday Times as the Top 25 Best Big Companies' to work for.

### To apply for this programme;

- ☒ You must be 17 years or over by September 2021
- ☒ Expected to achieve 5 GCSEs (or equivalent) including English, maths and a science or computing at grades level 4 and above.





# University Hospitals Birmingham

## NHS Foundation Trust

### MEDIC MENTOR

#### YOUR MEDIC FAMILY

We are very excited about our new partnership with Medic Mentor who in late October took on Highlands School students for a virtual work experience programme with University Hospital Birmingham (UHB), QE Hospital Birmingham. This work experience programme is completely unique because unlike other virtual work experience programmes, it is LIVE, using high fidelity simulation in the best state-of-the-art-simulation centre in the country, at the QE Hospital in Birmingham. Pupils follow 3 patients over a 6-month period as they go from diagnosis, to treatment and follow up, that is provided by real doctors and a multidisciplinary team. As a student, they will be able to ask any of the doctors questions about the cases they see. It will be as if they are really there, but from the comfort of their own home and without putting them at risk during the COVID pandemic. UHB and Medic Mentor are committed to ensuring that students still have the opportunity to gain valuable insight into healthcare careers and high quality application support, even in these difficult times.

#### **DIMA SALEMI, YEAR 12**

“I learnt a variety of new things from the conference. For example the different stages of checking a patient and the different assessments used to come to a conclusion on what may be wrong with the patient.”

#### **NICHOLAS ANDREOU, YEAR 11**

“So far the work experience with Medic Mentor has been very useful as it has provided me with a method of contacting the medical team to answer any queries that I have had about the profession. It has also helped me to further understand and engage with the lives of doctors and nurses and how they interact with patients.”

#### **ORHAN DJEMAL, YEAR 11**

“The last conference was very helpful and it showed me how doctors operate in a hospital and it gave me relevant information and insight in regards to pursuing a career in medicine, equally as important was having the right communication skills to establish the medical problem at hand of patients.”

#### **ALEXIA HOREA, YEAR 10**

“The work experience last week really gave me a deep understanding and realistic awareness of the different components when diagnosing/treating a patient. It is more than just knowledge on medicine but the effective communication skills, effort to build trust with the patient(especially through regular reassurance), teamwork within the healthcare system and shaping yourself to each situation that could occur.”

#### **AASHNI NANA, YEAR 11**

“The work experience held a few weeks ago provided me an opportunity to view the real-life experience of a doctor which presented me with an insight on what happens behind the scenes- I found this exceptionally intriguing and beneficial in terms to continue and pursue a career in medicine.”

#### **KATHRYN BODDY, YEAR 11**

“The first conference on the 17th was extremely insightful and gave me a perspective into the patient's case that was unique and resourceful. I really enjoyed the depth of the explanations, such as for the lumbar puncture procedure, and the interviews with current practising doctors as it not only gave me a view into their careers but transferable skills useful for applying into further medical studies.”

#### **RENA RIZGAR, YEAR 10**

“I found the first session of the work experience very interesting as I found out how they work with patients from the emergency room and how they treat them. We all had a chance to ask our questions and not be left confused or eager to know an answer to a certain question. It was very well organised and put together and extremely straight forward.”

We are looking forward to hearing more about our student's virtual work experience programme in the coming months!

Until then happy STEMing!

**Dr Len.**

# TOPICS

## TOPIC OF THE WEEK

### The basics of CV writing

Employers, apprenticeships and training providers receive hundreds of CVs on a daily basis therefore making yours stand out and grab their attention is crucial. Even though you should probably start building your CV from year 10 onwards and add to it as you gain more qualifications and experience, it is never too early to know what is relevant and what to disregard.

Remember it is formal writing and it is important to take time to ensure you have checked for; spelling, grammar, punctuation, sentence structure and the general layout.

Below are the different steps to take in building your CV, from start to finish:

#### Contact details



Start off with your name, address, phone number and email address. Make sure your email address is sensible!

#### Personal Profile



A couple of sentences that summarise your positive qualities, your best skills and your career aims. It should encourage an employer to continue reading – it is the hook for the rest of your CV!

#### Key Skills



The things that you have learnt and do well.

#### Education and Qualifications



List the schools you have attended, starting from secondary school with dates - putting the most recent first. You then need to add qualifications. If you have not yet taken your exams, you can insert your predicted grades.

#### Employment and Work Experience



Full or part-time work, voluntary and work experience. All in date order and describe what you did.

#### Hobbies & Interests



Include things that are relevant to the work you are interested in as mentioned in your personal profile and that you enjoy doing.

#### References



You only need to give names and addresses of two references, once you get to the interview stage. One from an educational setting and either your last employer or someone else you know in a professional capacity.

Save a copy as you can always add and edit it, ready to send to potential employers.

You can either use this basic template or if you are feeling more adventurous a great CV builder tool can be found [HERE](#). If you would like a basic cv template, please log on to the internal Google careers site.

Please email me if you sign up to any of the featured opportunities, thank you.

**Mrs Laurenzi (laurenzs@highlearn.uk)**