



SINCE 1973

Secondary School

Essential information for parents

2020/2021

Welcome

Dear parents.

We would like to welcome you and your children to the Morna International College secondary section. This booklet will guide you through all aspects of school organisation and help you to work with us so that we can optimise the educational experiences that your child receives during their time at our school.

If, at any time, you need further information or guidance, please do not hesitate to contact us.

Location and contact details

Should you wish to contact the college the address is as follows:

Morna International College
Ctra San Miguel, Km 3,5
07814 Santa Gertrudis
Ibiza
Baleares
Spain
Tel: +34 971 19 76 72

www.micibiza.com

Correo electrónico
info@micibiza.com

Individual staff contact details can be found in the staff list at the end of this handbook.

Adaptations during the Covid-19 pandemic.

During part, or all, of the academic year 2020/21 some of the procedures in this handbook will be affected by special health and safety arrangements.

Please refer to the separate Morna International College Covid-19 Health and Safety Annex, published in August 2020 and available on the school website.

Admission criteria for new pupils.

New students can be admitted into Years 7 to 10 if they fulfil the following criteria:

- Satisfactory reports on academic performance and behaviour from their previous school
- Evidence of sufficient English level, or the ability to catch up with extra support within a reasonable time period.
- Evidence of their ability to adapt to the English curriculum, if not proceeding from an English curriculum school.

The school also carries out entrance tests to help confirm the suitability of applicants.

For entry into Years 11, 12 or 13 in addition to the above students must be able to demonstrate:

- (For Year 11): Sufficient academic preparation to be able to adapt to late entry into GCSE courses
- (For Year 12): Minimum five GCSE passes (grades 9 to 4 or equivalent) and GCSE grade 6 in subjects they wish to pursue at 'A' level. *If students do not proceed from GCSE courses, the school will administer tests to confirm they have the equivalent level.*
- (For Year 13): Passes at 'AS' level in the subjects they wish to study at 'A' level, *or the equivalent academic level, confirmed by entrance tests.*

Re-admission of existing pupils.

Pupils already enrolled in the school are entitled to renew their places for subsequent academic years. However, the school reserves the right to deny renewal in cases of unsatisfactory behaviour or attendance records or, in the case of admission into Year 12 and Year 13, unsatisfactory academic performance.

Admission timings

Students wishing to start at the school are normally admitted at the beginning of each term, in September, January or after the Easter holiday. In exceptional circumstances, the school may consider admissions at other agreed dates during term time.

This policy is to reduce the disruption caused to existing students, if new students are admitted at a mid-way point through a programme of study.

Daily timetable

Lesson times:

Registration	8:45 to 8:50
Lesson 1	8:50 to 9:40
Lesson 2	9:40 to 10:30
Lesson 3	10:30 to 11:20
Morning break	11:20 to 11:40
Lesson 4	11:40 to 12:30
Lesson 5	12:30 to 13:20
Lunch	13:20 to 14:15
Lesson 6	14:15 to 15:05
Lesson 7	15:05 to 15:55

Extra-curricular activities take place from 16:00 to 16:45 or 17:00.

Attendance

Attendance is a crucial element to ensure that students make appropriate progress at Morna International College. The correlation between good attendance and effective progress is a proven factor and to that end parents should try to ensure that their child attends school every day. High levels of attendance will be recognised and rewarded by the school. The school's expectation/target for attendance is at least 96%.

Attendance registers are marked at the start of the day. This is done by tutors whom parents should contact if their child is too ill to attend school, if possible indicating when they are expected to return. The school office keeps a record of pupils entering the school premises after registration time and any who are picked up by their parents before the end of the school day.

Parents can view their child's attendance records on the Parent Portal.

If students are due to be absent for a prearranged period, parents should contact the school before the period of absence to seek authorisation and to minimise the impact of the absence on the student. This should be via an e-mail to the form tutor, copied to the Key Stage Pastoral Leader. The school will indicate if the reasons for the absence can be authorised. If parents do not inform the school in advance the absence will be recorded as unauthorised.

If we have not been informed of the absence the school will contact the parents of non-attendees to ascertain why those students are not in school and to ensure they are under parental care.

In cases of excessive unauthorised absences, the school will take further action in compliance with education and child protection laws.

Entrance-exit procedures

Pupils should arrive at school in sufficient time to arrive in their tutor base by 8:45. This means they should arrive at the gate by 8:40. Students that arrive after 8:45 am, should report to the office where they will sign the late book. In order to avoid disruption to lessons they may be required to wait until the start of the second teaching period before entering class.

Persistent lateness will be followed up by the form tutor. This action will be supported by the Key Stage Pastoral Leader.

At the end of the day pupils are dismissed from lessons and make their way to the gate where parents can wait for them.

Pupils in the secondary section are not handed over directly from teachers to parents and it is understood that they have the freedom to leave the school premises once the last lesson of the day has finished. If there are special circumstances that require a supervised hand-over, parents should inform the school.

Uniform

Students are required to wear school uniform from **Year 7 to Year 11**.

The uniform consists of the following:

- White Polo Shirt - Short / Long Sleeve with School Logo
- Grey Hoodie Sweatshirt with School Badge
- MIC Red & Grey Baseball Jacket or MIC Blue & Grey Baseball Jacket
- Navy Blue Trousers or Shorts or Skirt
- An outdoor waterproof coat may only be worn over an MIC Baseball Jacket

On the days that students have PE lessons or sports events they should bring the school PE uniform to change into.

Students are not allowed to wear to following items of clothing under any circumstances:

- *Denim jackets or jeans of any colour*
- *Sweatshirts, hoodies or jumpers which do not have the school badge*
- *Leggings or flip flops*
- *Casual or beachwear type Bermuda shorts*
- *Low cut tops or crop/belly tops*
- *Very short mini-skirts or shorts*
- *See-through garments.*

Facial piercing / tattoos / extreme hair colours are also not deemed appropriate.

All school uniform can be purchased at the school office at any time during the year.

If the student arrives at school and is not wearing the correct uniform, they will be sent to reception and may be required to purchase new items of clothing to rectify this. Parents will be charged for this via the school billing system.

In **Year 12 and Year 13** students do not have to wear uniform. However, it is essential that students dress appropriately for the school environment.

The school reserves the right to request that students change into something more suitable if necessary. Students will not be permitted in lessons unless their attire is deemed appropriate by the school.

Educational materials

All students should have the following equipment.

Pens, pencils, ruler, rubber, calculator and a pencil case. It would also be helpful if they had some colouring pencils, glue, a geometry set and scissors. They should carry their homework diary (provided by the school). They should not have tippex or correcting fluid.

Exercise books and other non-reusable materials are provided by the school. Textbooks and practical resources are available for pupils' use but remain the property of the school.

Laptops:

All students in the secondary school are required to use the standard model laptop. Parents are expected to purchase this via the school when their child enters Year 7. The laptops have a special configuration for use in school but may also be taken home for personal use. Students in Years 7 to 11 are not allowed to use any other personal laptops on the school site.

Property and lost property

Students need to take responsibility for all of their belongings and make sure they look after them. All items of their uniform should be clearly labelled with their name. If students lose items of uniform or the equipment they should check the lost property chest outside reception. The school cannot accept responsibility for item that students lose.

Lockers

All students are provided with a locker at the start of each school year. They are also provided with a padlock on entering Year 7. Replacement padlocks should be purchased by the students themselves.

They are expected to organise their books and school materials so that locker visits are only necessary during timetabled breaks or at the start and end of the school day.

Students are responsible for keeping their locker tidy and in good condition and form tutors may check this at any time during the school year.

Lunch service

The school provides a cafeteria service with the option of a full hot meal menu or a snack service.

Lunch and snack orders are placed in advance, via an online system which allows parents to monitor and control their children's purchases. Payment is also carried out via the same website. <https://nefosolutions.com/Morna/Parents/index.php>

A fingerprint recognition system is used to associate each student with their account and ensure they receive the correct ordered meal.

Parents are invited to register for this service when their child enters the school.

Parents themselves may use the school's cafeteria service at the start and the end of the school day.

Students also have the option bringing their own packed lunch from home.

Medical attention

The school office staff, and some of the teaching staff, hold first aid qualifications and are able to attend to minor injuries. Pupils are normally attended to in the rest room next to the school office. In cases where further medical attention is considered necessary, the school will attempt to contact parents so that they can take their child to the appropriate medical services. In cases where parents cannot be contacted or are unable to come to the school quickly enough, pupils will be taken by school staff to receive medical attention or emergency services will be called.

School staff will not normally administer medication to pupils. If this is absolutely unavoidable during the school day, parents should contact the office and provide clear, written, instructions.

The school's insurance policy covers medical attention in the case of accidents that take place on the school site or during school excursions.

Use of images.

Parents are asked to sign an authorisation form on enrolment to state whether they agree to the school making responsible use of photographs in which their children may appear. The form includes the options of requesting that their children are not included in any published photographs, or that they are only included in photographs used within the context of the school community.

If authorised, photographs of pupils taking part in school events or activities may be published in newsletters, the school website or occasionally in press articles. The school ensures that published images do not include the names of pupils who appear, unless parents have specifically approved this.

Photographs of all pupils are included in the school yearbook, and labelled with first names only.

The school cannot take responsibility for images taken by parents themselves during school events, but we do expect all parents to make responsible use of such images.

Communication with parents

The Morna Parent Portal

All parents are provided with access to a password protected web application

<https://mornaportal.engagehosted.com>

This Portal provides both general information, such as the school events calendar and school handbooks, and personal information such as attendance records, incidents and rewards. Individual academic progress reports are also accessed via the Portal.

Communication via e-mail

Direct communication, via e-mail, is used to distribute letters to parents or to arrange appointments.

Communication via telephone or SMS

If parents need to be contacted urgently, the school will use the contact telephone numbers that are in the database. Therefore, it is important that parents check (via the Parent Portal) that all contact details are correct.

Parents' meetings.

Parents' meetings are organised as follows:

Introductory meetings. These normally take place in September and provide an opportunity to meet form tutors and receive essential information at the start of the academic year.

Parent-Teacher meetings. These take place at the end of the first term, after the publication of reports. They provide an opportunity for parents to have brief meetings with each subject teacher, to discuss progress and receive advice. At the end of the second and third terms, the school will invite specific parents to discuss their children's progress if a further meeting is considered necessary.

Apart from these, parents will be invited to meet their child's tutor or section coordinator at any point during the school year if they want to discuss any specific concerns. Likewise parents themselves may request these meetings.

Curriculum information meetings. Specific informative meetings are scheduled throughout the year according to need. These include meetings to explain option choices for pupils moving from Year 9 to Year 10 or from Year 11 to Year 12, meetings to explain university application procedures or meetings to inform about school activities such as the annual ski week.

Participation in school events.

Parents are able to participate in, or attend, a number of special events that take place during the school year. These may vary from one year to another but normally include the Autumn fair, the Christmas musical theatre production, Science day, Arts show and the end of year prize giving ceremony.

Newsletters and the school website.

School newsletters are published regularly and can be accessed on the Parent Portal.

News items are also published on the school website www.micibiza.com

Expectations regarding the use of social media.

The school does not use social media or messenger services as a means of communication with parents. Obviously, parents are free to use such platforms to communicate among themselves, but they must not set up accounts which use the school's name or could in any way be misinterpreted as representing official school publications.

Parents are expected to be responsible, accurate and supportive in any references to the school that they publish on social media.

The school will not respond to concerns from parents received indirectly via publication on social media or messaging groups. Legitimate concerns or complaints should be directed to the school, following the procedures outlined in the school's complaints policy.

If publications on social media by parents are considered to be intentionally damaging to the reputation of the school or any of its staff members, this could lead to legal action or the non-renewal of children's places.

The role of the form tutor

The form tutor is an important link between the school and your child. The tutor sees your child every day and all information about the students is channelled through the tutor. The tutor is the teacher that knows your child the best and is your first point of contact for all queries regarding attendance, progress or behaviour. They are the person you should contact if your child is unable to attend school. They should be contacted by email (refer to secondary staff list).

Form tutors also work with the pupils in their tutor group delivering the content of the PSHE (personal, social and health education) programme, and on preparing their contributions to cross-curricular activities and school events

Curriculum overview

Students in the secondary school follow the English National Curriculum in Years 7 to 9. They prepare for International General Certificate of Education (IGCSE) qualifications in Years 10 and 11 and finally for General Certificate of Education Advanced level ('A' level) qualifications in Years 12 and 13.

Alongside the English curriculum, all students follow Spanish language courses. Students with Spanish nationality follow the official programme for Spain, covering Spanish and Catalan languages and Spanish culture.

The distribution of subjects and weekly teaching hours is as follows:

Years 7, 8 and 9 (Key Stage 3)

English Language and Literature (5 lessons), Mathematics (5 lessons), Spanish Language, Literature and Culture including Catalan for students with Spanish nationality (5 lessons) Science (4 lessons), German or French language (2 lessons), History and Geography (3 lessons), Music (2 lessons), Art (2 lessons), Design Technology (1 lesson), Physical Education (1 double lesson), Drama (1 lesson), Computing and ICT (2 lessons), Personal Social and Health Education (1 lesson)

Years 10 and 11 (Key Stage 4)

Obligatory subjects:

English Language (4 lessons), Mathematics (4 lessons), Sciences double award or triple award (6 lessons), Spanish Language and Literature (3 lessons), Physical Education (1 lesson), Personal Social and Health Education (1 lesson).

Optional courses:

(3 or 4 lessons each option)

English Literature, German Language, French Language, Business Studies, Art and Design, Computing, Photography, Music, Drama, Physical Education, Geography, History, Catalan and Spanish Culture (obligatory for Spanish students).

Students choose between three and four options. Those that choose three receive reinforcement classes in key skills (English and Mathematics).

Years 12 and 13 (Key Stage 5)

Obligatory subjects:

Critical Thinking *in Year 12* (1 lesson), Physical Education (1 lesson), Personal Social and Health Education (2 lessons).

Optional courses (all major subjects are optional in Key Stage 5)

(5 or 6 lessons each option)

Mathematics, Physics, Chemistry, Biology, Economics, Business Studies, Psychology, Computer Science, Music Technology, Art and Design, Photography, English Literature, English Language, Spanish Language, German Language, French Language.

Students normally choose three or four options.

Curriculum summaries and references to external examination syllabuses are published in the corresponding key stage and course option guides. These can be consulted via the Parent Portal.

Homework

Pupils in the secondary section are expected to carry out a daily homework session. Homework tasks may serve to consolidate understanding of concepts taught in school or they may be research and preparation tasks for forthcoming topics or completion of project work. A homework timetable is established at the start of each year to ensure that the tasks are evenly spread throughout the week. As a general guide, time spent on homework should average about 60min each day although in practice may vary between 30min and 90min.

Pupils are issued with a school diary which they should use to keep a record of homework set.

Supervised homework clubs are available as a free after school 45-minute club, please contact reception for details.

Evaluation and reports

Parents receive written progress reports close to the end of each term. All reports provide an attainment indicator (grade) for each subject along with an indicator for attitude and effort (behaviour for learning). The first and second term reports include comments and suggestions from each subject teacher and the form tutor. The final report contains the summary grades and a summary comment from the form tutor.

The grading scales for reports are as follows:

Attainment in Years 7 to 11: The school uses progressive scale with levels from 1 to 10, leading towards the final GCSE grade at the end of Year 11. Students will normally start Year 7 working at levels 1, 2 or 3 and finish Year 11 achieving levels from 5 up to 9. A full guide to this grading system and normal expectations is available on the Parent Portal.

Attainment in Years 12 and 13: A scale indicating the potential final grade in external 'A' level or 'AS' examinations (range from A* to E).

Behaviour for learning in all year groups: A scale from five stars (*****) to one star (*), where five represents outstanding effort and attitude while one signifies an unacceptably poor attitude.

Parents can access reports as soon as they are published via the Parent Portal.

External measures of attainment:

The school uses diagnostic testing (CEM Yellis) at the end of Key Stage 3 to measure pupils' attainment in English, mathematics and general aptitude. This gives standardised scores so that their attainment can be compared with all students of their age following the English education system.

All final attainment grades in Years 11, 12 and 13 depend on formal external assessments leading to GCSE, 'AS' and 'A' level qualifications. This assessment and the corresponding qualifications are provided by Edexcel and Cambridge International Examinations (CIE). The school is a recognised examination centre for these and therefore pupils take the examinations on the school site although they are sent to the UK to be marked.

Excursions

Excursions may be organised locally, within normal school hours or may involve additional time including overnight stays and international travel. Letters are sent to parents announcing planned excursions, usually several weeks in advance. These also appear on the events calendar in the Parent Portal.

Parents are asked to sign a generic authorisation form for off-site activities at the start of the academic year. However, they may still opt in, or out, of individual excursions when details of these are circulated.

Extended visits are paid for directly via the school office. The cost of local visits that take place during the school day is covered within the normal fees.

Code of Conduct - Rules and expectations (Behaviour for learning)

Behaviour for learning at Morna International College is based on the principle that every pupil has the right to learn in a safe, calm, respectful and engaging environment.

All pupils have a choice in how they behave and they must take responsibility for their actions.

The essential rules on which the school bases its expectations are as follows:

Good effort and attitude to learning: Pupils are expected to listen attentively in all lessons, work to the best of their ability and take full advantage of learning opportunities. They are also expected to complete homework on time and to the best of their ability.

Respect for people: Pupils are expected to treat all members of the school community (school staff, other pupils and parents) with respect at all times. They are expected to be helpful and are entitled to be helped when necessary. They should accept and follow instructions given to them by members of staff.

Respect for property and the environment: Pupils are expected to respect and not damage school buildings and property. They should respect other people's property and never take anything that does not belong to them. They should look after the environment and in particular should not leave litter around the school.

Attendance: Pupils are expected to attend school unless there are justifiable reasons for not doing so, such as illness. Parents should provide written justification for all absences. Pupils should be prepared to carry out extra tasks to catch up on work missed during absences. Pupils may not leave the school premises during the school day without permission.

Punctuality: Pupils are expected to arrive at school before the start of the morning registration period. They are expected to be punctual throughout the day when moving from class to class. Late arrivals should be justified by parents in the same way as absences

Uniform: Pupils should always wear the correct school uniform or, in the case of Years 12 and 13, comply with dress code expectations. If pupils are not wearing correct uniform, they may be required to contact their parents or purchase new uniform items from the school office.

Keeping the school safe: Pupils are expected to accept all the school rules that are in place to guarantee a safe environment. This includes not using mobile phones (refer to mobile phone policy) during the school day, and not bringing certain items into school, such as weapons, alcohol or drugs. In this latter case, pupils who do not comply are likely to lose their right to a place at the school.

Being good school "ambassadors": Pupils are not only expected to follow the rules while in school but also to encourage others to comply with them. If they are off school site during the school day, all the same rules continue to apply. The school reserves the right to sanction pupils whose behaviour off site outside of school hours is inadequate, in situations where they can be associated with the school (for example they are wearing school uniform). If pupils are involved in any illegal activity off site, they may be considered unsuitable as members of our school community and their places withdrawn.

Mobile phone policy

Students are not allowed to use mobile phones while on the school site. If students wish to bring a device to school, they must be turned off and put away (in the student's bag) before the student enters the school site.

Students are also not allowed to use their own personal computers while on the school site unless it is the standard model configured for school use (refer to section on educational materials).

If pupils do not comply with this policy, the school reserves the right to confiscate mobile phones and other devices, such as laptops, if they are seen or heard at any time on the school site. Confiscation is for a period of 24 hours if it is the first offence (parents need to sign to collect phone at 4pm), one week if it is the second offence and a whole term if it is the third offence.

Sanctions

If pupils fail to meet the behaviour for learning expectations in lessons the normal procedure is as follows:

They will be given a verbal warning.

If they receive a second warning, their name is written on the board.

A further warning will lead to the student being asked to stand outside the classroom. This automatically means that the student will be placed on report, termed a "white folder."

More serious incidents or disruption will lead to a "yellow or red folder".

White folder: This also implies a sanction which is loss of free time, during a break or lunch time. Parents will be advised of the incident. Students will be instantly placed on a "White Folder Report", which means close monitoring of their behaviour for a period of time, usually a week. Students report to their tutor at the end of each day.

Yellow folder: This also implies a sanction which is loss of free time, during a break or lunch time, plus a 60-minute detention on Friday after school. Parents will be advised of the incident. Students will be instantly placed on a Yellow Folder Report, which means close monitoring of their behaviour for a period of time, usually a minimum of a week. Students report to their year groups Pastoral leader at the end of each day.

Red folder: This implies a sanction which is withdrawal from normal lessons and being required to work in isolation during at least one school day. Also, a 90-minute detention on Friday after school. Parents will always be contacted to discuss the behaviour issue that led to the red card being issued. As with the yellow folder procedure, students will be instantly placed on a 'red folder report' for a period of time, usually a minimum of two weeks. Students report to the Head of Secondary at the end of each day.

Negative behaviour incidents and the corresponding de-merit points are recorded by teaching staff on the school platform (Engage). These can be viewed by parents via the parent portal. A yellow folder incident is recorded as a -2 whereas a red folder is recorded as -3 or more, depending on the incident.

The school makes use of the following sanctions, depending on the circumstances. Decisions are made on a case by case basis, taking into account the individual pupil and the measures which are likely to be most effective.

Counselling: Quite often, in the first instance, problems are dealt with directly by a brief reminder or a longer conversation discussing the reasons why certain behaviour is unacceptable.

Loss of free time: This is the most frequently used sanction and consists of pupils losing part or all their break or lunchtime. It is normally accompanied by some task which may be written work or a 'social service' type assignment such as collecting litter or tidying the classroom.

After hours detention: For repeated or less trivial offences, a school detention may be imposed. In the Secondary section this consists in the pupil staying at school from 15:55 to 16:55, with a work assignment. In these cases, the school will send a letter to parents giving at least 24hrs notice and explaining the reason for the sanction.

Use of a report folder: (please refer to details above). Tutors or section coordinators review the comments recorded in report folders and give encouragement when improvement has been made. The completed reports also provide useful information for follow up meetings with parents.

Suspensions: In cases of more serious or repeated offences pupils may be suspended for a specified period of time, either within school, by isolating a pupil from the rest of their class with academic work being provided, or out of school.

Behaviour contract and withdrawal of pupil from the school: In cases of very serious offences or repeated offences with no positive response to other measures, the school may issue a final written warning and require the pupil to sign a behaviour contract which states that any further breaking of school rules will result in the pupil's place in the school being withdrawn. In extreme cases, such as acts of violence, serious theft or distribution of illegal substances, this withdrawal may be with immediate effect.

Incentives and rewards.

Praise and encouragement are a vital element in achieving and maintaining motivation, progress and discipline and merits are the most important strand of the behaviour for learning policy. It is important we recognise and celebrate the positive attitudes and behaviours that our pupils exhibit.

Positive feedback can be given in many ways including verbal comments, written comments, merit points, informing tutor, parents senior staff, letters home certificates, inclusion in the school newsletter, mention in assemblies, prizes, special lunch events etc.

Pupils whose behaviour is consistently at the level we expect or above the normal are rewarded by merits. This is also the case for classwork homework effort in class.

Merit points are issued by any staff member and are recorded on the school platform (Engage). Parents can view this on the Parent Portal. These merits count towards rewards throughout the year. Students with high numbers of merits will be recognised in key stage assemblies and will be awarded certificates for these.

There are specific rewards for students with the most merits at the end of the year.

The house system.

The house system is used to produce an element of competition between the students and to help build links between year groups. Students in the secondary school remain in the house to which they were allocated in primary school or are allocated to a house as they arrive at the school. The three houses are **Tagomago**, **Es Palmador** and **Conejera**, named after small islands off the coast of Ibiza.

Students will compete for their house in events throughout the year including quizzes and sporting events. Merit points accumulated for excellent work or effort also count towards the final house points score.

The Student Council

The student council consists of representatives from each tutor group who are elected by the pupils themselves. It is led by the "head girl" and "head boy" who are selected by the school from students in Years 12 or 13.

They may hold meetings as often as they consider necessary.

The council meets approximately twice each term with the Head of School or Head of Secondary and the Key Stage Pastoral Leaders, to offer suggestions from the student body, or to discuss any concerns they may have. The student council take an active role in the organisation of some special events and in liaising with external organisations such as charities.

Staff list-organigram

Secondary school senior management team:

Adrian Massam	Head of School, and Secondary School Curriculum Leader.	adrian@micibiza.com
Jamie Josephs	Secondary School Pastoral Head.	jjosephs@micibiza.com

Other management roles:

Zahrah Fazil	Sixth Form (Years 12 and 13) Pastoral Leader.	zahrah@micibiza.com
Mark Rainey	Key Stage 4 (Years 10 and 11) Pastoral Leader.	mark@micibiza.com
Kim Clifton	Key Stage 3 (Years 7 to 9) Pastoral Leader.	kim@micibiza.com
Cormac McGleenon	Examinations Officer & Assessment Leader.	cormac@micibiza.com
Jorge Arguelles	Spanish system liaison ("Director Técnico").	jorge@micibiza.com
Julie Alford	Timetable and substitutions manager.	julied@micibiza.com

Form tutors:

Year 7	Amy Spence	amys@micibiza.com
	Cathy Meyer	cathy@micibiza.com
	Leon Bowes-Smith	leon@micibiza.com
Year 8	Royston Fisher	royston@micibiza.com
	Alexandra Ciuc	alexandra@micibiza.com
	Hana Cakoova	hana@micibiza.com
Year 9	Tamsin Paddy	tamsin@micibiza.com
	Catherine Ware	catherine@micibiza.com
	Freddy Taylor	freddy@micibiza.com
Year 10	Claire Watts	clairew@micibiza.com
	Angela Fisher	angelaf@micibiza.com
	Gaëlle Coste	gaelle@micibiza.com
Year 11	Carly Moffitt	carlym@micibiza.com
	Julian James	julian@micibiza.com
	Sarah Binnie	sarahb@micibiza.com
Year 12	Sancho Moro	sancho@micibiza.com
Year 13	Yanni Gatibelza	yanni@micibiza.com

Subject teachers:

English Language and Literature and Drama.	Shelley Taylor (department leader Years 10 to 13) Tamsin Paddy (department leader Years 7 to 9) Hannah Thomas Sarah Binnie (drama leader) Kim Clifton Hana Cakoova
Mathematics.	Malcolm Ward (department leader) Mark Rainey Catherine Ware Sancho Moro Julian James Adrian Massam
Languages (Spanish, Catalan German and French)	Cornelia Rathgeb (department leader, German) Jorge Arguelles (Spanish and sociales) Jane Bergman (Spanish) Marisa Hidalgo (Spanish) Noelia Marí (Catalan) Beatriz Pachon (Spanish) Karin Arkenberg (German) Gaelle Coste (French)
Sciences	Angela Maria Fisher (department leader, biology) Zahrah Fazil (chemistry) Sancho Moro (physics) Amy Spence (Years 7 to 9 leader) Alexandra Ciuc Julian James Daniel Mann (technical support)
Humanities	Jamie Josephs (psychology) Carly Payne (geography) John Meyer (business and economics) Royston Fisher (history) Julian James Julie Alford
Physical Education	Mary Atucha (department leader) Leon Bowes-Smith
Computing	Cormac McGleenon (department leader) Julie Alford
Art, Photography and Design Technology	Yanni Gatibelza (department leader) Carly Moffitt Daniel Mann (design technology)
Music and Music Technology	Freddie Taylor (subject leader)
Educational support	Carly Payne (SENCO) Ebony Deans (EAL leader) Catherine Meyer James Wanmer Ricardo Tyler