



ETHOS ACADEMY TRUST

OUR EXCITING

TRAINING

OPPORTUNITIES



At Ethos Academy Trust we are passionate about the delivery of valuable training across a variety of areas. We're lucky to have an incredibly experienced team here with a breadth of knowledge. We have identified specific expertise amongst our staff team, and we are pleased to be able to offer this to you.

If, as part of your individual role or in your individual academy, you want to access our support or guidance then get in touch.

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Contents

Behaviour _____	04
Behaviour and De-escalation _____	05
Careers Education/ Personal Development _____	06
Coaching _____	07
Developing Middle Leaders _____	08
Equality, Diversity and Inclusion _____	09
Health and Care _____	10
DSL and Inclusion _____	11
MIS and Data Analysis _____	12
Nurturing _____	13
Outdoor Education _____	14
Phonics _____	15
Practical Science _____	16
Practical Science _____	17
Preparing for Adulthood _____	18
Primary Nurture Curriculum _____	19
Practical Science _____	20
Restorative Practice/ Behaviour _____	21
SEMH Intervention _____	22
SEMH Interventions Boxall/ Behaviour _____	23
Thematic Learning _____	24

SPOTLIGHT ON...

BEHAVIOUR



Name
MATTHEW LONG



Role
DEPUTY HEAD TEACHER



Academy
REACH ACADEMY

I have worked in Alternative Provision for over 15 years; this has given me a wealth of experience working with pupils with SEMH. Over the years, I have completed many courses relating to behaviour:

- Team Teach trained to an advanced level.
- Restorative practice.
- NPQSL and NPQH giving me a strategic insight into behaviour management and its application across the school.
- The Difference Inclusive Leadership. This offered me a wide base of strategic knowledge to support pupils with SEMH.

My role as a Lead Practitioner is relatively new, but I have already had the opportunity to make an impact.

My ability to influence is something that I have really worked on developing over the past years. I am well-skilled at establishing effective rapport and demonstrating improvement with all stakeholders. I love getting involved in new projects and influencing those who can help make them happen.

I see the role of lead practitioner developing in many different ways. There are so many areas that we can support and influence to ensure that behaviour across the trust, and beyond, is where it deserves to be.

Training offered:

I'm looking forward to delivering training in:

- Many different areas of behaviour
- Restorative practice
- Trauma-informed practice
- Rapport building



SPOTLIGHT ON...

BEHAVIOUR

AND DE-ESCALATION



Name
MOHAMMED MOTA



Role
**SENIOR INCLUSION WORKER, TEAM TEACH
TRAINER, DDSL, MIDDLE LEADER**



Academy
REACH ACADEMY

For the last 10 years, I have worked supporting pupils with complex behaviours in a variety of settings and roles. Five years ago I was employed as an Outreach worker for the Trust. I then transferred to Reach Academy as an Inclusion Worker. Once there I has the opportunity to progress and become a SIW and DDSL with line management responsibility. I am currently completing my NPQ in Leading Behaviour Culture as a Middle leader at Reach. I am also Team Teach trained to an advanced level.

I am passionate about my role and believe that I have the necessary experience and knowledge to share with colleagues across the Trust and beyond. I am keen to use my experience in this area to support others and develop myself further.

I am a member of the Trust Behaviour Network. I have also received specialist training from the Trust's Director of Education. I will be delivering some external training as a behaviour specialist. I have conducted a Behaviour Deep Dive with the Trust's Director of Education at another setting in the Trust

How do you hope to influence other across the Trust and beyond?

I aim to improve the approach and confidence of staff when supporting the complex behaviours our pupils exhibit. I will support and work with staff on their pupil-centred approach and help them to identify and address the individual complexities and needs of each child.

Training offered:

- Behaviour de-escalation

SPOTLIGHT ON...

CAREERS EDUCATION/

PERSONAL DEVELOPMENT



Name
JACK GHEE



Role
**ACTING ASSISTANT
HEAD TEACHER**



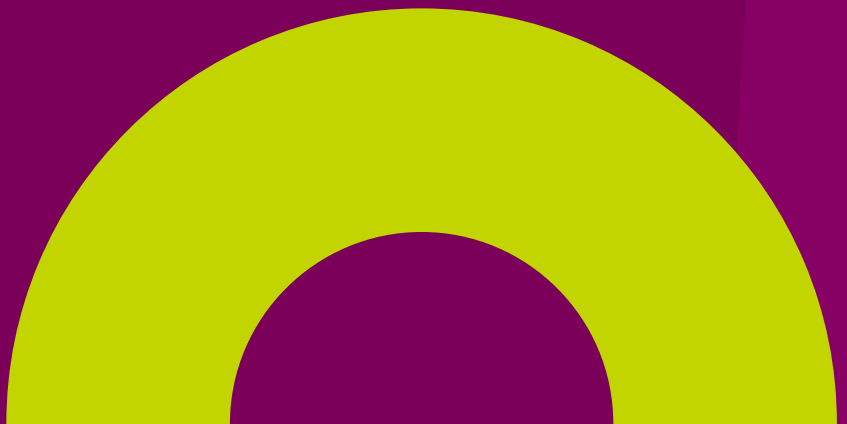
Academy
ETHOS COLLEGE

I have been working with disadvantaged young people for the last 12 years with 7 of these being employed by Ethos Academy Trust in a number of different roles, including Instructor, Teacher, Middle Leader and Acting Assistant Head Teacher. For the last four years I have had responsibility for Careers Education across school and have also recently taken on responsibility for Personal Development. I have also completed my NPQSL.

I am passionate about making a difference for young people and ensuring that they are effectively prepared for post-16 and life in modern Britain. I have conducted deep dives in other settings to identify areas of development and strengths in relation to Personal Development. This has supported leaders to ensure that they deliver a high-quality personal development curriculum that meets the needs of their young people.

Training offered:

- Meeting the Gatsby Benchmarks
- Embedding Careers Education within the curriculum
- Planning and Delivery of a Personal Development Curriculum



SPOTLIGHT ON...

COACHING



Name
EMMA DANIELS



Role
**ENGLISH TEACHER/MIDDLE LEADER
(BEHAVIOUR AND ATTITUDES)**



Academy
ETHOS COLLEGE

I qualified as a secondary school English Teacher in 2006, and spent much of my career in a mainstream setting working my way to Assistant Head of the English Department at Honley High School. I then took the role of Lead Teacher for English at Ethos College in 2018. Since working for Ethos College, I have taught GCSE English Language and Literature both in-house and on our medical provision and have also led on the development of our GCSE English curriculum offer. I became Middle Leader for Behaviour and Attitudes in 2020 and led Ethos College through the implementation of an Emotion Coaching Model. I qualified as a Level 5 Certified Coach through the British School of Coaching in 2021 and took on the role of Trust Wellbeing Lead in 2022 - the most successful part of this role was facilitating the creation of a Whole Trust Wellbeing Strategy.

In the role of Trust Wellbeing Lead, I not only led the implementation of the Trust Wellbeing Strategy across Ethos Academy Trust but was also given the opportunity to present our Wellbeing Strategy to departments within West Yorkshire Police, who are focusing specifically on staff wellbeing and resilience in the post-pandemic era. I was also able to share how coaching could be developed at a strategic level to help build a culture of supporting wellbeing in the workplace.

On behalf of Ethos College, I undertook the DfE funded 'Strategic approach to Mental Health' course, which was delivered by Leeds Beckett University. This was an informative course which allowed me to consider how we can implement a strategic approach within our Trust and helped me to create the Trust Wellbeing Strategy.

Training offered:

- Bespoke coaching programmes for individuals within the Trust
- Whole setting CPD around how coaching can be used with both students and staff to create a positive working environment
- Whole setting CPD around using the tools of yoga and mindfulness for emotional health and healing for both staff and students

SPOTLIGHT ON...

DEVELOPING

MIDDLE LEADERS



Name
MANDEEP LITTLE



Role
DEPUTY HEAD TEACHER (QOFE)



Academy
ETHOS COLLEGE

I have been a qualified teacher for 19 years. I spent 5 years as an Assistant Principal in a mainstream school with responsibility for teaching and learning. I became an SLE for teaching and learning and provided school-to-school support in many schools across Wakefield. I have completed the NPQSL with a focus on teaching and learning. Since joining Ethos College, I have undertaken the role of Assistant Head Teacher with responsibility for curriculum and teaching and learning, Deputy Head Teacher with responsibility for the Quality of Education and Acting Head Teacher.

I have conducted deep dives in another setting to ensure subject leads are trained and ready for external deep dives and to improve teaching and learning across the school. I have also taken part in school-to-school support with a focus on teaching and learning in previous roles.

Training offered:

- Curriculum intent and sequencing
- Preparing for deep dives
- Promoting SEMH progress in the curriculum
- Questioning, objective-led learning
- Retrieval practice
- Differentiation
- Independent learning
- Assessment for learning and the purpose of marking and feedback

SPOTLIGHT ON...

EQUALITY, DIVERSITY

AND INCLUSION



Name
JO SHWE



Role
**EQUALITY, DIVERSITY AND
INCLUSION (ED&I) LEAD**



Academy
EVOLVE ACADEMY

I have a deep passion for supporting equality and diversity in all I do professionally and in my non-professional life, with a belief that all should have the opportunity for inclusion. It is this drive that has led me to support and found communities that support underrepresented groups. I have led international talks on ED&I within mountain biking and worked with high-end brands to support ED&I with their organisations.

We, as a Trust, are forward thinkers and considerate in how we choose to be inclusive for all, so that no person feels that Ethos is not for them. I have the passion, commitment, empathy, and drive to support the Trust in ensuring that we are all working together for an inclusive trust where we celebrate differences and embrace diversity and that both staff and students feel safe, listened to, and included.

I have developed an educational programme that supports underrepresented young people, to explore nature connection through biking and produced a short film to demonstrate how our young people can access education in a unique way, supporting their feeling of inclusion and belonging.

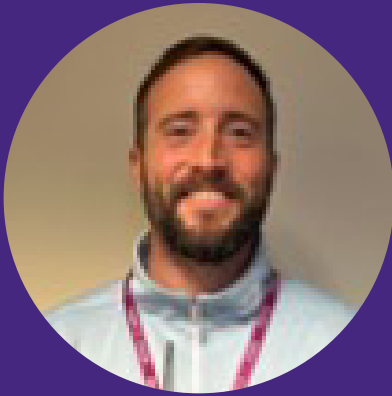
I want to act as a beacon of support and information for Trust stakeholders and continue to improve the ED&I offer within our academies for our students, staff and communities. I plan to work with external agencies to gain accreditation and for us all to work towards becoming centre of excellence.

Training offered:

- Introduction to ED&I and the protected characteristics
- Workshops surrounding inclusion

SPOTLIGHT ON...

HEALTH AND CARE



Name
JASON YULE



Role
**TRAUMA-INFORMED
PRACTICE**



Academy
ENGAGE ACADEMY

I have always been passionate in the areas of neurology, psychology and physical development, which I have used throughout my career to develop ways of how to understand what a person needs to succeed.

Over my time in education, I have created and developed supportive strategies and interventions with an aim of building positive lasting memories with the pupils whilst feeling safe. I have managed this by combining both my passions for psychology and physical wellbeing to build an understanding of individuals through bespoke interventions designed to build positive, trustworthy and safe relationships.

For over a decade I have supported children and young people with SEN and SEMH needs within a variety of settings. All of which supports me in my current role as Pastoral Manager at Elements Academy. I am an Advanced Team Teach trainer within the Ethos Trust and a Trauma-informed Practitioner. This has supported me to implement a therapeutic approach with an emphasis on building positive relationships and memories with the individual.

SPOTLIGHT ON...

DSL AND INCLUSION



Name
ADAM DAVIES



Role
**DSL AND INCLUSION
MANAGER**



Academy
ENGAGE ACADEMY

I have been working with disadvantaged young people. I have a range of qualifications, including AFPE Level 3 PE & School Sport, FA level 2 Football Coaching, Multi-Skills Level 2, and Dodgeball Level 2.

Working across the Trust inspires me to implement health and fitness into daily routines to improve the overall health & wellbeing of all pupils across the Trust.

I hope to influence others by providing staff and external agencies with an understanding of the importance of everyday physical activity. Also, to implement regular physical activity in daily life whilst also empowering young people to take responsibility for their own healthy lifestyles.

Training offered:

- De-escalation
- Supporting pupils mental & physical health
- Building physical activity into daily life

SPOTLIGHT ON...

MIS AND

DATA ANALYSIS



Name
MARTIN RIDGE



Role
DIRECTOR OF OFFSITE PROVISION

I have 20 years' experience as a Headteacher in Alternative Provision, 35 years' experience teaching in AP. I have experience in MIS development – as an experienced Headteacher MIS systems and outputs are crucial to evidence key areas of development, strengths and outcomes.

My key achievements within my current role have been supporting our academies with MIS developments in terms of input and output.

- Creating staff guides to support staff with data management platforms.
- Creating bespoke data platforms for Kirklees in terms of Exclusions and Outreach.
- I am a member of the development team for the newly implemented Exclusions Dashboard rolled out by Kirklees Council in September 2021.

Training offered:

- MIS systems – developing quality input and output
- Training Guides for Every HR

SPOTLIGHT ON...

NURTURING



Name
ERIN BRYAN



Role
NURTURE TEACHER



Academy
ENGAGE ACADEMY

I have worked within education in a variety of roles for 10 years, starting as a Teaching Assistant and most recently becoming a Nurture Teacher – which I feel such a sense of pride about.

I absolutely love building positive relationships with students and I am starting to work on developing a Nurture curriculum which helps our students to access learning with fun, relatability and challenge. Preparing children for adulthood is something I take seriously within my role as a Nurture Teacher. I love to explore routes into employment for our students so every child feels they have access to a successful future.

Aside from this, I love to help students share their hobbies and interests so that children can express themselves confidently in extracurricular activities, such as creating a school football team and organising talent shows.

Training offered:

- Building relationships
- Planning and delivering Nurture lessons

SPOTLIGHT ON...

OUTDOOR EDUCATION



Name
PHIL GRAHAM



Role
OUTDOOR EDUCATION LEAD



Academy
ETHOS COLLEGE

I have a passion for the outdoors and believe that taking learning outside the classroom has a wide range of benefits, especially for a young person's SEMH development, that learning inside the classroom cannot compare with.

I am proud to have introduced an engaging and impactful Outdoor Education curriculum at Ethos College that is adaptable to the changing needs of our young people. By successfully completing a range of National Governing Body coaching and instructional awards we have managed to deliver large proportions of the curriculum in-house. Currently, we can offer many exciting opportunities including indoor climbing, paddle sports and mountain biking as a result of this training. Where student need dictates that other activities are required, I have forged positive relationships with external providers who are able to work alongside myself and our amazing support staff to deliver a broad outdoor curriculum.

Training offered:

Design of the Outdoor Education curriculum
Advice regarding any specific training that is needed

SPOTLIGHT ON...

PHONICS



Name

SARAH WARRILOW



Role

CLASS TEACHER



Academy

ENGAGE ACADEMY

I am an experienced Key Stage One teacher, leading phonics and early reading in my previous setting. I am currently the Reading, Writing and Phonics Lead at Engage Academy. When I applied to work at Engage Academy, I found the nurturing and inclusive learning environment exemplary. I know this is true for every setting in the Trust and it is important to share knowledge and ideas.

I still consider myself new to the Trust but have led phonics training for Engage and other settings. I hope to influence and support others within the Trust by developing and embedding a love of reading. I hope to provide further work alongside colleagues in different settings to develop an understanding of early reading and phonics.

Training offered:

- Support around early reading, including phonics and phonic interventions

SPOTLIGHT ON...

PRACTICAL SCIENCE



Name
SHANAZ KOSAR



Role
TEACHER OF SCIENCE



Academy
EVOLVE ACADEMY

I have qualifications in BSc Biomedical Sciences and PGCE Secondary Education in Science. I am very passionate about my role as a teacher of Science. My aim is to deliver a Science curriculum that encourages our pupils to become well-informed and yet forever curious citizens of our planet and beyond.

I will be implementing and leading STEM projects at Evolve Academy, making it an integral part of what we teach. I plan to implement this across the Trust by sharing resources and helping teachers to provide the means to carry this out in their own settings.

During STEM education activities, pupils will learn in a safe environment allowing them to build confidence and resilience. Teachers in the Trust will see the following impact that STEM will have on our pupils:

- Encourages experimentation by allowing students to experiment and take risks during learning activities.
- Encourages teamwork. STEM education can be taught to pupils of all ability levels. They can work together in teams to find solutions to problems, record data, write reports and give presentations.
- Encourages technology use. STEM learning teaches pupils to encounter new technologies, they will be prepared to embrace them, instead of being hesitant or fearful.
- Teaches problem-solving. Pupils learn how to solve problems by using their critical thinking skills. By engaging in STEM learning experiences, pupils learn how to examine problems and then create a plan to solve them.

Training offered:

- Offering resources and lesson plans of STEM related projects
- STEM careers support for pupils by offering virtual careers fairs
- Research placements; placing pupils at the heart of research organisations to work on real life developmental projects

SPOTLIGHT ON...

PRACTICAL SCIENCE



Name
JO WETHERILL



Role
**SCIENCE TEACHER/
LITERACY COORDINATOR**



Academy
ETHOS COLLEGE

I have been a qualified teacher for 10 years following an 18-year career in scientific research. I have previously worked as a mainstream Science Teacher where I also had responsibility for leading coaching to improve teaching and learning and held the role of Head of Year for four years prior to joining Ethos Academy. I have worked for the Academy for three years starting out on the medical team before moving to a joint position also teaching on-site. I was recently appointed Literacy Coordinator for Ethos College.

Ethos Academy Trust puts the needs of the young people first and supports its staff to ensure that pupils achieve their academic, social and emotional outcomes. I am inspired by working with a staff team who all share the same vision to provide our young people with the skills to be able to succeed and become positive and contributing members of society.

I am currently working to support colleagues across the Trust to develop a timetable of activities to promote Science week across all our academies.

Training offered:

- Training and support around developing a Science curriculum
- Delivery of practical science
- Cross curricular literacy
- Scaffolding
- Differentiation
- Questioning and coaching

PREPARING FOR ADULTHOOD



Name
KATHRYN BOYLE



Role
PSHE AND CAREERS

I found my teaching career in my thirties and originally trained as a Design & Technology teacher. Now, with 18 years of teaching experience across mainstream and special provision, I am PFA and “Creative Industries” Faculty Lead at Elements Academy.

Over the last decade, I have been able to build on my teaching experience and develop a network of contacts and resources. This enables me to deliver a bespoke PFA package, which aims to meet the needs of our ever-changing cohort and their families. This is done through timetabled lessons, tutor time activities, Enrichment Days and Parent Workshops.

I have been able to access frequent, good-quality training, which has enabled me to share good practice with colleagues. Over time, legislation and mandatory requirements have changed hugely in pertinent areas of the curriculum such as SRE and Careers. It has been my privilege to work within a school where such challenges are fully supported and met with a great deal of enthusiasm from SLT and the wider school community.

At Elements, we aim to prepare our young people for the challenges of adulthood in a nurturing and supportive environment. Our focus is to develop a strong work ethic with a firm understanding of good morals and decency, within personal relationships. After all, as adults, if you're not at work with your colleagues, you're probably at home with your family. Preparation for adulthood is firmly rooted in all we deliver here at Elements.

SPOTLIGHT ON...

PRIMARY

NURTURE CURRICULUM



Name

GEMMA FELLOWS



Role

DEPUTY HEAD TEACHER



Academy

ENGAGE ACADEMY

I qualified as a primary school teacher and spent the first seven years of my career in mainstream education teaching both Early Years and Key Stage 1. I moved to Engage Academy as a class teacher with responsibility for English, taking on the role of Assistant Head Teacher after the first year. For the last three years, I have been Deputy Head Teacher with responsibility for the quality of education across the school. Throughout my time at Engage I have completed the NPQSL and the NPQH qualification focusing on the strategic development of a culture of oracy across the school.

I am inspired to work across the Trust by providing pupils with the skills and knowledge that will benefit them in the next stages of education and later life through access to quality first teaching within a nurturing and supportive environment.

I have worked collaboratively with colleagues at Engage to devise and implement a holistic assessment process and tracking system which has been shared across the Trust. This ensures we are able to effectively personalise learning and assessment to meet the individual needs of all pupils whilst celebrating the small steps of progress for all.

Training offered:

- Building and developing effective curriculum offers.

SPOTLIGHT ON...

PRACTICAL SCIENCE



Name
KATIE LIGHTOWLER



Role
SENDCO



Academy
ENGAGE ACADEMY

I have 10 years of experience working in mainstream primary, where I started my career delivering phonics interventions. I then qualified as a teacher and have experience teaching across KS1 and KS2, as well as developing the curriculum as an Assistant Headteacher for Teaching and Learning Years 4-6.

There are so many experienced practitioners across the Trust and opportunities to share knowledge and ideas and learn from each other are invaluable. I want to use and adapt my experience of developing reading strategies in mainstream primary to support colleagues with implementing new ideas and developing current practices.

Training offered:

- Whole class teaching of reading
- Strategies to develop reading fluency
- Phonics and phonics intervention
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SPOTLIGHT ON...

RESTORATIVE

PRACTICE/BEHAVIOUR



Name

DIANE PARKINSON



Role

**ASSISTANT HEAD AND DSL
AND TRUST STRATEGIC LEAD
FOR SAFEGUARDING**



Academy

ETHOS COLLEGE

I have worked as a DSL for twelve years and have considerable experience in leading a safeguarding team as well as being responsible for the key areas of behaviour and attitudes.

I am inspired to work within a Trust that puts the needs of young people first and supports its staff to ensure that pupils achieve their academic, social and emotional outcomes. Ethos Academy Trust does this, and we all share the same vision to provide our learners with the skills to be able to succeed and become positive and contributing members of society.

Being able to share good practice across the Trust is a key element of the lead practitioner role, and I am able to do this through building positive and sustainable working relationships. Being able to work with a wide range of colleagues across the Trust will enable practitioners to develop an understanding of the individual settings and be able to develop practice and policies that will be relevant in all schools. Being able to share good practice as well as listen to and learn from colleagues is a key element of this role.

As more schools join the Trust the lead practitioner roles will be ever more important and will be supportive to new colleagues to be able to guide and challenge when necessary. Looking forward, colleagues in senior roles will have a network of support that is available to them in all key areas to ensure a joint and sustainable approach that benefits all stakeholders.

Training offered:

- Safeguarding, attendance and behaviour

SEMH INTERVENTION



Name
KATE LYELL



Role
EXECUTIVE SENDCO



Academy
EVOLVE ACADEMY

I have been working with pupils with special educational needs and their families from the very beginning of my teaching career. I have 15 years' experience of teaching, and my roles have included Head of Year, Teacher of SEND, Assistant SENDCO and working as a SENDCO within the Outreach team. I have completed my Post Graduate Certificate in Special Educational Needs Coordination and am currently taking the CPT3A qualification and the NPQSL.

I came to work for Ethos Academy Trust following working with the Outreach team and Ethos College supporting students within my setting. The Trust commitment to working collaboratively with honesty and integrity to maximise the life chances of the young people we are working with mirrors my own values in education. The opportunity to work collaboratively, both within the Trust and the wider community, is what inspired me to take up a lead practitioner role.

A key achievement for me in my role has been working with SENDCOs in different settings supporting them with early identification of any special educational needs, strategically planning support and interventions for students with special educational needs and then monitoring the impact. Another key achievement has been working collaboratively with the teaching and learning teams within the schools to support embedding quality first teaching for students with SEND within the settings, ensuring staff are aware of the student's needs and strategies to support them to achieve their best. I have also begun working with colleagues within the local authority and mainstream schools to begin developing transition programmes for students returning to mainstream education following exclusion.

Training offered:

- ADHD
- Quality First Teaching – Differentiation and Scaffolding
- Effective Use of Classroom Support
- De-escalation
- SEND and the Code of Practice
- My Support Plans

SPOTLIGHT ON...

SEMH INTERVENTIONS

BOXHALL/BEHAVIOUR



Name
LORI HALLORAN



Role
**INTERVENTION
INSTRUCTOR AND DDS**



Academy
ETHOS COLLEGE

I have been a qualified teacher for 16 years, with 10 years of experience working in a mainstream school with responsibility within the PE department with a large focus on raising behaviour standards across the department. Prior to joining Ethos Academy Trust, I worked in a post-16 college as a Sport tutor gaining valuable experience working with young people with SEMH needs. Throughout my 16-year journey in education, I have seen the first-hand value of forming positive relationships with young people and their positive impact on behaviour.

I am inspired by the potential to work collaboratively across the Trust, sharing expertise and learning directly from each other. This will enable us to add value to our settings and positively impact the young people that we work with.

Although my role as Lead Practitioner is still in its infancy, I feel my key achievements to date have been delivering behaviour training to all staff within our setting at Ethos College, developing a strong planning, monitoring and tracking system for behaviour and implementing bespoke interventions that are resulting in a reduction in negative behaviours, and progress in SEMH deficits ultimately contributing to an increase in attendance and academic progress.

I hope to support and influence others by sharing good practice and working collaboratively to secure positive outcomes for all our children and young people. I believe the greatest chance to influence others comes from having and demonstrating passion for your subject, leading by example and adding value to what we already do.

Training offered:

- Trauma-informed practice
- Toxic stress
- The power of positive relationships
- Restorative practice
- Evidence-based interventions and behaviour tracking

SPOTLIGHT ON...

THEMATIC LEARNING



Name
JASMINE BHATTI



Role
THEMATIC LEARNING

I have eight years' experience working as a primary teacher within SEND schools. Throughout this time I have witnessed the importance of developing a pedagogy that adapts to the needs of the students and, most importantly, is engaging and enjoyable. I have a particular interest in thematic approaches to teaching and learning and have developed a curriculum with this at the forefront.

I want to use and adapt my knowledge of thematic learning to help others develop this in their settings effectively. It is a cross-curricular and holistic approach to primary education that I firmly believe is beneficial to all children as their learning is embedded and is therefore engaging.

PROFESSIONAL NETWORKS

WITH THE TRUST

We are proud of the community that we have built across our academies. This community is built on sharing best practice and consistent communication. One of the ways this is facilitated is through our regular meetings and networking that involve staff from across the Trust. Within these meetings, we discuss developments in key areas and share best practice.

The networks currently running are:

- Safeguarding & Attendance
 - Behaviour
- Curriculum, Teaching & Learning
 - MIS & Data Systems
 - SEND
 - Literacy
 - Numeracy

