



ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities

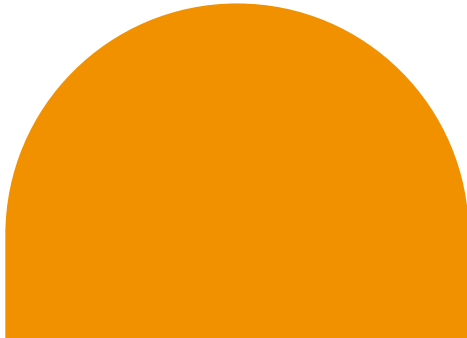


Lead Practitioners



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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.

Email Ann-Marie Oliver, Director of Education:
Amoliver@eat.uk.com



***"Really well
delivered in a fun and
engaging way"***

BSc(Hons) Student at Huddersfield University and
PGCE Student at Huddersfield University



Spotlight on

Behaviour

I am currently Head of School at Evolve Academy, a position I have held for a little over a year.

I have worked in Alternative Provision for over 18 years; this has given me a wealth of experience when working with pupils with SEMH. Over the years, I have completed many courses relating to behaviour:

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

Having worked for the Trust for over 10 years, I really feel the 'Ethos way' is a part of me, as much as I am a part of it. I have been a part of EAT since its formation and I feel that I am totally invested in the positive work that we do. I love working with such a passionate team and making a difference to the lives of some of the pupils we work with.

My role as a Lead Practitioner is a further opportunity for me to demonstrate impact. It has been great to be able to develop and share good practice with other Lead Practitioners. I have also had the opportunity to present and share with the group. I am really looking forward to further developing these skills and being able to share them with new and exciting partners.

My ability to influence is something that I have really worked on improving over past years. I am well skilled at developing rapport and demonstrating improvement to all stakeholders. I love getting involved in new projects and influencing those who can help make it 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!

I'm looking forward to delivering training in many different areas of behaviour, specifically restorative practice, trauma informed practice and rapport building.



Name:

Mathew Long



Role:

Head of School



Academy:

Evolve Academy

Spotlight on

Behaviour and De-escalation

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 had the opportunity to progress and become a SIW and DDSL with line management responsibility. I have also completed my NPQ in Leading Behaviour Culture. I am Team Teach trained to an advanced level and also trained as a tutor.

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 management and de-escalation
- Developing a behaviour toolkit,
- Rapport and relationship building
- Pupil regulation
- RPI (TeamTeach)



Name:

Mohammed Mota



Role:

Senior inclusion worker, team teach trainer, ddsi, middle leader



Academy:

Reach Academy



Spotlight on

De-escalation / SEMH Intervention

I am a passionate and dedicated professional with years of experience in behaviour management, de-escalation techniques, and supporting students with Social, Emotional, and Mental Health (SEMH) needs. I have a proven track record of effectively implementing interventions to help students thrive in the educational setting.

As a lead practitioner in behaviour and SEMH intervention, I am committed to creating a safe and supportive environment for all students to learn and grow. My expertise in these areas allows me to provide valuable guidance and support to both students and colleagues, ultimately leading to positive outcomes for all involved.

Training offered:

- Behaviour Management
- De-escalation Techniques
- SEMH Intervention



Name:
Lewis Manu



Role:
Behaviour and Inclusion



Academy:
Evolve Academy

Spotlight on

SEND



Name:
Kate Lyell



Role:
Executive Senco



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 16 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

I currently work at Elements Academy as Lead SEMH Practitioner across primary, I have worked in Primary and Early Years education in various roles for over 15 years gaining an abundance of experience from working with pupils in mainstream, SEN and SEMH settings. Over the years not only have I completed and attended many courses/training relating to behaviour, regulation, SEN and SEMH needs but also been able to deliver regular CPD around this at my previous workplace.

I strive to build positive trusting relationships with pupils as I have seen personally how this impacts and contributes towards positive behaviours. Being able to plan, address, deliver and track targeted SEMH interventions is truly rewarding to me, nurturing the students emotional wellbeing, building upon their social skills, resilience and most importantly helping the child feel welcome and safe.

I feel confident in understanding pupils needs, working one to one to break down any barriers using various strategies. Implementing the use of practical activities and effective social emotional learning to support primary children to identify their feelings is key for pupils to develop skills for self-regulation.

I am extremely passionate about my role, and hope to support and share my knowledge and practice with colleagues across the trust.

My Key Strengths are:

- Understanding the needs of pupils
- Working 1:1 to break down barriers and provide strategies
- Use of strategies with pupils in class (co regulation)
- Tracking and monitoring progress
- Zones of Regulation – Practical activities to support primary children to identify their feelings



Name:
Amy Breen



Role:
**Lead SEMH
Practitioner**



Academy:
Elements Academy

Spotlight on

Assessment



Name:

Jessica Haynes



Role:

Faculty Leader /
Teacher of English



Academy:

Elements Academy

I qualified as an English teacher in 2008, following the GTP pathway at a Rotherham secondary school to gain my QTS. This route to teaching meant that I had to hit the ground running, accept the guidance and support of my colleagues and try to be inventive and innovative to encourage engagement. I found such joy and personal/professional satisfaction in working with the children with the most complex barriers to learning, and worked to specialise and focus my practice to support the effective teaching of English for cohorts and individuals who would otherwise struggle to access the subject.

After working for over a decade in mainstream secondary education, I finally made the move into focused SEND provision, beginning this chapter of my career at The Rowan Centre and being lucky enough to go on the adventure to create Elements Academy.

At Elements Academy, we work tirelessly to improve learners' attitudes to learning, through providing them with the specialist support and expertise to support their SEMH needs. Negative experiences in education, SEMH and SEND diagnoses are just some of the factors that can contribute to a lack of confidence and engagement with self- and peer-assessment. Once these aspects have been effectively addressed and embedded to allow free engagement with learning, we can then start to work with the children on building them up as 'learners'. Part of this is helping them to become reflective: able to look at their own and others' work, make confident judgements and understand how to feed these judgements forward into editing, redrafting and creating summative pieces.

I am keen to develop copious strategies that can be used with a huge range of students to allow them to become secure self- and peer-assessors. I want to share my ideas and 'maggie' from others to ensure that these forms of assessment are not closed to students with SEMH needs.

Training offered:

- Assessment strategies

Spotlight on

Cross-Curricular Literacy



Name:
Jo Wetherill



Role:
**Science Teacher /
Literacy Coordinator**



Academy:
Ethos College

I have been a qualified teacher for over 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 four years starting out on the medical team before moving to a joint position also teaching on-site. In addition to teaching science, I have a passion for literacy and lead on this at 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.

Training offered:

- Cross-curricular literacy
- Science curriculum - Delivery of practical science
- Scaffolding
- Questioning and coaching



Name:
Jack Ghee



Role:
Head of School



Academy:
Reach Academy

Spotlight on

Careers Education /Personal Development

I have been working with disadvantaged young people for the last 13 years with 8 of these being employed by Ethos Academy Trust in a number of different roles, including Instructor, Teacher, Middle Leader, Assistant Head Teacher and now Head of School at Reach Academy. When at Ethos College, I had the responsibility for Careers Education and Personal Development.

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

"A calm environment to listen in with great examples of their own experiences"

BSc(Hons) Student at Huddersfield University
and PGCE Student at Huddersfield University



Spotlight on

Digital Technology

I have been teaching for over 25 years. In that time, I have worked in a number of primary schools, the Leeds Teacher Advisory Service and for the last 7 years, a KS4 referral unit. I am both a Google and Microsoft Certified Educator and love learning new software, tricks and tips across a range of technologies. As you can imagine, over that time there have been many huge advances in technology. My teaching career started before Google, iPhone and the idea of artificial intelligence was a thing of science fiction.

My passion has always been how to incorporate the use of technology in the classroom. This is not just for the young people that we teach but also the colleagues that we work with. I remember the buzz that went round the classroom when interactive whiteboards first appeared or when the iPad trolley was wheeled into the room. These moments can still happen, even with the amazing array of tech at our fingertips. It is essential that our young people are prepared for the high-tech world that they are living in.

I believe that technology, used in the right way, can ease the burden on teacher workload, raise student engagement and provide new ways to showcase the tasks that they do. Remember back in lockdown how we all learnt new skills with Google Classroom, Teams, Zoom to name but a few. Now is the time to embrace what is out there and use tech to its' fullest.

Training Offered

- The use of Artificial Intelligence to support both teachers and students in their work.
- The use of Microsoft and Google packages.
- Incorporating mobile technology in our academies.



Name:
Rob Noble



Role:
Teacher and IT Lead



Academy:
Enrich Academy



Name:
Paula Mortimer



Role:
Forest School Lead



Academy:
Ethos College

Spotlight on

Forest School

I have worked with young people for 20 years, working as a forest school practitioner for 10 years. I have worked with early years, primary and secondary in both mainstream education and privately run Forest School sessions. I am a qualified level 3 Forest School practitioner and Wild Passport trained. I have completed CPD courses along my journey including, supporting young people with SEND in nature, Nature therapy, Shinrin Yoku, a Japanese process of relaxation in nature, and Art in Nature.

I started Forest School at Ethos College in 2020 and since then, with the fantastic support of our senior leadership team and staff team, Forest School has flourished and has become successful for all students encouraging attendance and engagement.

I lead group sessions which provide opportunities for young people with SEMH to improve self-regulation and social skills, and I have recently started Forest school interventions with our young people providing 1:1 support to raise self-esteem and self-confidence.

I am passionate about the ethos of Forest School and hope to inspire and support others to embrace the core principles of Forest School into everyday practice.

Reflection is a key element, and I hope to encourage others to embed this in their own practice.

Building positive relationships and trust is key to success and providing the best opportunities for our young people to succeed holistically.

Play and choice are integral parts of the learning process and are vital for development – you're never too old to play!

Training offered:

- Forest School risk assessments
- Advising on equipment and safety
- Building trust and positive relationships
- Support to develop a Forest School curriculum
- Delivering Forest School sessions off site
- Support to gain Forest School level 3 qualification with an external provider
- Support to gain Wild Passport qualification with an external provider

Spotlight on

Mathematics



Name:

Gwen Simmons



Role:

Maths Lead



Academy:

Elements Academy

I qualified as a teacher of Mathematics 25 years ago with a degree background of Mathematics and Biology. My teaching career has been rich and varied in which I have taught both Mathematics and Science, including a stint teaching in an international setting, and Head of Maths in a mainstream secondary school. I am STEM Faculty Leader at Elements, where I have been teaching since it opened two years ago, and have recently completed the NPQSL.

I am passionate about the teaching of Mathematics and actively keep abreast of current developments in Mathematics. I have always been an active member of local Maths Hubs and am a Local Leader of Maths Education in South Yorkshire, as part of the NCTEM South Yorkshire Maths Hub. I'm already actively involved in the Ethos professional Maths network. I am even more enthusiastic about sharing strategies and teaching ideas for mathematics with other teachers of mathematics. I'm known for always talking about maths and have a strength in highlighting where we are using Maths - when we might not even realise we are.

I am currently undergoing the Secondary Mastery Mathematics training with the NCTEM, which will lead to a Professional Development qualification and will be delivering more Maths CPD and training as a result of this.

Training offered:

- Thematic/project-based Mathematics.
- Using assessment to plan for Mathematical progression.
- Engaging and alternative Maths activities.
- Maths curriculum and development support.
- Mathematics Mastery.



Name:

Laura Ashton



Role:

Nurture Teacher



Academy:

Reach Academy

Spotlight on

Nurture

I have taught as a Nurture Teacher in Alternative Provision for 4 years and before this spent 6 years teaching in a mainstream primary school where I completed my Thrive licensed practitioner course which really ignited my passion for working with and supporting pupils with additional needs. I have recently completed my NASENCo qualification which has only enhanced my passion for inclusive education.

I am extremely passionate about supporting all pupils and making them feel safe, supported and included in school. I am a strong believer that the nurturing approach to education offers the opportunity for pupils to engage with early nurturing experiences they have missed, gives them the social and emotional skills to do well at school and with peers, and develops their resilience and self-confidence. This in turn means that every pupil has the opportunity to flourish. It is important that our pupils are provided with the skills to be able to succeed and become positive members of society.

I am also passionate about encouraging pupils to have a positive outlook on reading and in building pupils' confidence in this area. When I started at Reach Academy, I introduced Fresh Start RWI which is a systematic synthetic phonics programme for readers that have a reading age of 9.5. I have seen just how much confidence, pride and success has come from pupils completing this programme.

Over the years, I have completed a variety of courses which include:

- Thrive licensed practitioner
- Fresh Start Phonics training
- National Professional Qualification for Leading Teaching
- NASENCo

Training offered:

- Nurture in the classroom
- Delivering and planning a nurture curriculum
- RWI Fresh Start phonics

Spotlight on

Outdoor Education



Name:

Richard Scholes



Role:

Outdoor Education Lead



Academy:

Reach Academy

I have been working at Reach Academy as an Outdoor Education Instructor since June 2022 but my passion for the outdoors has stemmed from my childhood. Through my life I have found peace, clarity and adventure in nature and the outdoors. These interests have taken me around the world travelling, hiking and climbing. My early passion transformed into a career as an outdoor instructor for a residential camp. From there I have worked in a variety of academic and outdoor based settings around Europe, teaching younger adults a variety of new skills. I have noticed that the benefits and impacts in young adults has always been the same. It allows success in a non-academic setting and gives all pupils a chance to shine and be proud of pushing themselves further than they thought possible.

Since starting at Reach I have created an outdoor curriculum which includes; orienteering, paddle sports, mountain biking, indoor/outdoor climbing and skate boarding/BMX. As our provision changes, I aim to develop this further with more activities. I have created good relationships with external settings to help implement certain parts of the curriculum but want to deliver it all in house.

Training Offered

- Outdoor Education Curriculum Development

"The honesty and thoroughness of the session was excellent"

BSc(Hons) Student at Huddersfield University
and PGCE Student at Huddersfield University



Spotlight on

Personal Development / Curriculum Development



Name:

Nick Boothroyd



Role:

KS3 Teacher / PD Lead



Academy:

Evolve Academy

I have been a teacher for 25 years working in mainstream for 15 years and for the last 10 years have specialised in teaching in alternative provisions, working with pupils with diverse needs, abilities and reasons for being in AP.

I have been working at Evolve Academy for the past year as personal development lead providing a diverse curriculum which meets the needs of all students giving them the best opportunity to progress and increasing their cultural capital.

I have always been passionate about helping students who have been disadvantaged and in my role as personal development lead, form tutor and nurture teacher being a specialist in Science and Maths I have strived to help students have high aspirations throughout my career. I am keen to help students change their mindset and aim to be ambitious and increase their life goals.

I look forward to sharing my experience with others and offering my expertise in teaching in alternative provision to others.

Training offered

- Planning and Delivery of a Personal Development Curriculum
- Promoting Cultural Capital in students
- Mentoring and development of NQT and staff

Spotlight on

Phonics



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:

- Early reading, including phonics and phonic interventions



Name:

Sarah Warrilow



Role:

Class Teacher



Academy:

Engage Academy



Spotlight on

Primary Nurture Curriculum

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 four 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 to provide 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. I am most passionate about ensuring that the curriculum is engaging and effective through supporting staff 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.



Name:

Gemma Harvey



Role:

Deputy Head



Academy:

Engage Academy



Spotlight on

Sport and Fitness

From an early age I have always had a passion for sport and physical activity. I have worked within this sector for over 12 years and have a wide range of qualifications and experience including AFPE Level 3 PE & school sport, FA level 2 football coaching, Multi-Skills level 2, Dodgeball level 2 plus many more including disability specific qualifications.

I hope to influence others by providing staff and external agencies with the an understanding of the importance of everyday activity axnd the benefits this has on physical and mental health. Also, to implement regular physical activity into daily life whilst also empowering young people to take responsibility for their own healthy lifestyle.

Training offered:

- PE & school sport
- Supporting pupils mental & Physical health
- Play time engagement
- Building physical activity into daily life



Name:

Adam Davies



Role:

**Inclusion Manager /
Health and Fitness
Lead**



Academy:

Engage Academy



Spotlight on Science

I have had a passion for science since I was a young child and used to avidly watch Patrick Moore's *The Sky At Night* and spent time in the library researching supernovae before I had started high school. This passion and interest continued and so when I started working at Ethos College with some hugely talented science teachers, I felt like I had found my place in life!! Teaching was never a chore and I loved finding new ways to engage reluctant learners, nothing made me more proud professionally than when I had turned a student from someone who hated science to someone who started to engage and show genuine passion and curiosity. The strong outcomes for students followed this enthusiasm and interest.

Training offered:

- Making science engaging.
- Curriculum planning.
- Tracking and assessment strategies.
- Delivering practical science (in and out of the lab).



Name:
Emma McManus



Role:
Head of School



Academy:
Enrich Academy

"The presenters are passionate about what they are talking about and made the training very engaging"

BSc(Hons) Student at Huddersfield University
and PGCE Student at Huddersfield University



Spotlight on

Speech, Language and Communication

I have over 10 years' experience of working with young people from KS1 to KS4 with a range of speech and language difficulties. I strongly believe that every behaviour is a communication and when students have the ability to explain their feelings it can often reduce frustration and adverse behaviours.

I have worked closely with a range of Speech and Language therapists and have used a range of therapies myself including; PECS, Attention Autism, Intensive interaction, Makaton, colourful semantics, Lego therapy and cued articulation. When working with students in KS3 and KS4 communication can have a huge impact on friendships and socialising. It is important to me that our students leave our schools with the ability and confidence to socialise and interact with their wider community.

I am passionate about ensuring every child has a voice and that they feel valued and heard. By becoming a lead practitioner my hope is to support other staff in helping students to find their voice and to support the trust with their communication journey.

Training offered:

- Communication & Interaction



Name:
Laura Keens



Role:
Primary Teacher



Academy:
Elements Academy

Spotlight on

Teaching and Learning



Name:

Renata Llukaj



Role:

Deputy Head



Academy:

Elements Academy

I have worked in education for over 15 years in the UK and abroad. My experience includes primary, secondary special and alternative provisions working in various positions including: SENDCO, Assistant Headteacher, Strategic Lead across the Trust and currently Deputy Headteacher at Elements Academy with the responsibility for the Quality of Education, Offsite Provision and Personal Development.

My inherent passion for fostering collaborative and exciting educational environments has successfully encouraged and developed productive, thoughtful, and accomplished students. Each person learns in their own way. I strongly believe that it is the responsibility and pride of staff to work alongside the young people to find out how they learn best, and incorporate this into the learning opportunities we provide. I see it as our responsibility to empower the young people to rediscover who they are, what they can do and what they enjoy. I want young people to leave school with a positive experience of education.

Training offered:

- Reflective Teaching across school
- Retrieval practice
- Engaging passive learners
- Developing teaching pedagogy across school
- Using data for effective lesson planning



Spotlight on

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.

Training offered:

- Thematic Learning
- Nurture



Name:

Jasmine Bhati



Role:

**Primary Teacher /
Thematic Lead**



Academy:

Elements Academy

"Clear, informative and relevant"

BSc(Hons) Student at Huddersfield University
and PGCE Student at Huddersfield University

Spotlight on

Developing Middle Leaders



Name:
Mandeep Little



Role:
Head of School



Academy:
Ethos College

I have been a qualified teacher for 20 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 now Head of School.

I have conducted deep dives in other settings 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

Data analysis



Name:

Lorna Wright



Role:

Assistant Head and
DSL



Academy:

Enrich Academy

I have been fortunate enough to work in education for over twenty years. Early in my career, I quickly realised the diverse needs of students demand equally diverse approaches. This realisation ignited my passion for inclusive education, leading me to pursue a Master's degree in the field.

Driven by my belief that every student deserves a tailored approach to learning, I am proud to have implemented various strategies and interventions aimed at meeting the unique educational needs of each student.

Central to my approach is my dedication to data-driven practices. I firmly believe that data not only paints a clear picture of the impact of interventions but also serves as a compass for refining strategies and fostering continuous improvement. For me, understanding the intricacies of student progress through data is not just a professional duty but a passion that inspires me to make a difference in the lives of young people by improving their educational outcomes.

Beyond my expertise in inclusive education and data analysis, I am deeply passionate about trauma-informed practice. Recognising the neurological impact of trauma on students, I am committed to providing tailored support and interventions that empower students to overcome adversity and continue their educational journey with resilience.

The driving force behind my work is the belief that every student, regardless of their background or challenges they face, deserves the opportunity to thrive academically and personally. It is this belief that motivates me every day, and drives me to advocate for innovative approaches and compassionate support systems that ensure every student can reach their full potential.

Spotlight on

Equality, Diversity and Inclusion

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



Name:
Jo Shwe



Role:
Equality, Diversity and
Inclusion (ED & I)
Lead



Academy:
Evolve Academy

Spotlight on

Safeguarding



Name:

Diane Parkinson



Role:

**Assistant Head and
DSL and Trust
Strategic Lead for
Safeguarding**



Academy:

Ethos College

I have worked as a DSL for thirteen 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

Spotlight on

Staff Wellbeing



My experience has included:

- B.A. Hons degree in Management and Marketing
- SEN Level 3 TA (primary) and Cover Supervisor – post 16 SEN
- Level 2 Business Administration
- Facilitating a local version of an international course, building a volunteer team of 30, training, enabling and supporting them to lead the current cohort of 60.
- Creating processes to enable best use of volunteers and ensure good outcomes, with ongoing support and strategies.

Since joining Engage Academy in 2018, then a newly formed Trust, I have been fortunate to work as part of a team to identify need, develop and implement processes and systems. This allows tasks to be completed accurately and in a timely, organised manner.

I have a passion for ensuring that teaching and learning is supported through the effective completion of administrative work. Good processes increase efficiency in both time and effort, reduce stress and ensure that all tasks are done to a high standard. Sadly, there is never a time when processes don't require development to reflect changes. As a result, I am regularly working with colleagues updating systems to meet changing need or circumstances.

Having liaised with parents/carers of children with SEND, I am experienced in understanding the practical and emotional challenges they may face and how this can present in their communication with school.

I am looking forward to supporting my Business Support colleagues as they recognise and deal with the complex situations faced by parents/carers, and to empower them to develop positive relationships between the school and home.

I hope to enable and encourage increased efficiency and job satisfaction by sharing best practice in well-constructed processes.

I'm looking forward to providing training and support in:

- Dealing with challenging communications
- Establishing, maintaining and developing best administration practice for Business Support.



Name:

Sara Chilton



Role:

Business Support
Officer



Academy:

Engage Academy

