



LYDIATE  
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# LLT News

JULY 2024 | ISSUE 1



## Deyes celebrates net zero new school!

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#### **Lydiate Learning Trust Growth**

Welcome Knotty Ash and The Grange

#### **Childwall Celebrates Culture**

Staff and students celebrate cultural diversity

#### **New AMP SCITT & NWAT Hub**

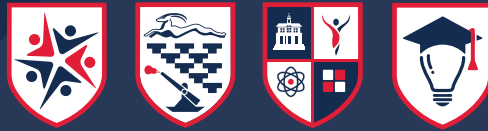
AMP SCITT launches new Futures Hub partnership

#### **Deyes Quality Careers Standard**

Careers Programme achieves Quality in  
Careers Standard



ENGAGE, ENABLE, EMPOWER —





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# Welcome

Dear all.

I can hardly believe that we are at this time of year again as we conclude the academic year 2023/24.

There is much to celebrate including the constant strive for excellence in our schools, AMP SCITT and in Lydiat Services Company. I would personally like to thank you all for your continued support to the Trust and your individual establishments. Our achievements would not happen without you.

This year, our schools continue to gain awards - the NACE award at CSSA and the Careers award at DHS, AMP SCITT has branched out with a new satellite hub in Cheshire and the award to deliver Apprenticeships. Lydiat Services Company will launch 'Deyes in the Community' at the end of September. Our whole community are busy and devoted to driving the Trust forward.

Developing further Partnerships across the Primary and Secondary transition has also been a key focus this year and we are in the final days of full conversion for Knotty Ash and The Grange Primary Schools whilst working with several other schools in a supportive capacity. It is exciting to see how we can all learn together. We are navigating new, uncharted waters, but it is great we are all doing this together. I hope you like the plushies developed by our incoming primary pupils (see page 7)

At Lydiat Learning Trust, we are committed to promoting a culture of belonging for all staff and students across the Trust. In promoting principles of equality, diversity and inclusion, we want every individual to achieve their potential. I am, therefore, delighted to alert you to the launch of our People Strategy. Stephen Field (no longer Director of HR, but now Director of People and Culture) brought this to your attention earlier in the academic year and gained your thoughts. We have now taken your ideas and firmed them up - expect to see the People Strategy and associated recognition policies in September 2024.

Sadly, this term we have, or will be saying goodbye to several of my team. As you will be aware, Paul Haselden left us to take up a promotion at Omega Trust, Warrington. Suzanne Pountain left us at half-term break to take up a promotion at Fallibroome Trust and finally Wendy Jack

will retire in August. I am sure you will join me to wish them all every success for the future and thank them for all they have done for us across the Trust.

Obviously, we have new people joining us in the new academic year and we start a new chapter. Alan McKeegan is joining us as Director of Education - Secondary, Alan comes from Stephenson Trust working out of Rainhill High School where he is currently Deputy Headteacher and Richard Caton will also join us as Director of Strategic Partnerships, Richard comes from Solomon Investments where he is currently the Head of Partnerships. I am sure you will all go out of your way to welcome them as you meet them in your schools.

May I also take this opportunity to wish other colleagues from across the Trust, leaving us at this time, all the best for the future and thank you for everything. Your hard work, dedication and commitment to the Trust has not gone unnoticed.

But before all this happens, we have all earned and deserve a good holiday. I wish you all the best for a calm, enjoyable summer, re-charging the batteries, before returning for more.

In keeping with the summer break **"There are times when we stop, we sit still, we listen, and breezes from a whole other world begin to whisper"** - James Carroll

Take time this summer for you and those you hold dear, stay safe and we will see you again in September.

*Ann Stahler*

**Ann Stahler**

**CEO AND EXECUTIVE HEADTEACHER**







DEYES HIGH  
SCHOOL

# Deyes High School moves into new net zero building

**Deyes High School was selected as one of the first fifty schools in the UK to receive investment from the Department for Education's School Rebuilding Programme.**

In April, Kier handed over the completed 10,000m<sup>2</sup> new school to Lydiate Learning Trust and Deyes High School. The modern building spans three floors and boasts a host of state-of-the-art facilities, including high-tech classrooms, specialist science laboratories, a learning resource centre, an art studio and a multi-use games area.

The new building is net zero carbon in operation, with photovoltaic panels for solar power, hybrid natural vent units and three air source heat pumps. The school grounds will include large playing fields and sports pitches, a wildlife

garden, a nature trail, and a habitat area to support learning and promote wellbeing for its 1,400 students.

Construction of the new school commenced in August 2022. The next phase of the project involves the demolition of the old school buildings.

To mark the opening, the Deyes Student Council presented Mrs. Beaney with a time capsule full of school items which will be buried when the school grounds are complete.



COMMUNITY

04

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“Our state-of-the-art new school looks amazing and will allow us to combine our tradition of academic excellence and teaching innovation to engage, empower and enable our students. The new building is a fantastic flagship school for our community. We were delighted to welcome all students to our brand new school building for the start of Summer term and are very proud of how they adapted to our amazing new facilities.”

**MRS. BEANEY, HEAD OF SCHOOL, DEYES HIGH SCHOOL,**

“The new school building will provide pupils with an innovative learning environment featuring the latest digital technologies. Our team has worked closely with Kier and the Department for Education to create an inspirational and sustainable build design which will serve future generations of learners. This project is a hugely exciting opportunity for Lydiate Learning Trust, Deyes High School, and our local community. Thank you to everyone involved”

**ANN STAHLER: CEO, LYDIATE LEARNING TRUST**

Sarah Morton, regional director at Kier Construction North and Scotland, said: “We are thrilled to have successfully delivered this fantastic net zero carbon school for the Department for Education and the local Deyes High School community.”

Student Lily-May from Year 8 said: “The new build is a fantastic opportunity for students because the bright, modern building will motivate us and improve our learning.”







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# Lydiat Learning Trust Growth

## Welcome Knotty Ash and The Grange

Throughout the year, there has been lots of interest from local primary schools eager to learn more about Lydiat Learning Trust. We have had the pleasure of meeting with Headteachers, Senior Leaders and Governors, exploring opportunities for us to work together in the future.

### Welcoming our first two primary schools!

We are delighted to announce that Knotty Ash Primary School in Liverpool will be joining The Grange Primary School in Bootle as our first two primary schools in September 2024. Having these two highly inclusive primary schools join our Trust, is a significant step towards enriching our community.

We have been working with both school communities to ensure a smooth transition process. We are eagerly awaiting September as we have lots of exciting plans for how we work in partnership with our secondary schools.

### 'Are You Really Reading?'

A collaboration between our two primary schools began back in September. We were thrilled when the schools embraced the opportunity to participate in a Shine project, focussed on accelerating progress in reading. The 'Are You Really Reading?' initiative provides teachers with an innovative toolkit of teaching strategies, including the use of hashtags and emojis.

It has achieved tremendous success in both primary schools, with children more actively engaged when reading texts in English and showing greater understanding. It has not only enriched the children's learning experiences but also provided invaluable professional development opportunities for teachers and leaders.

A highlight of the project has been the introduction of creative strategies like hashtagging and using emojis which really resonated with the children. The children have shown remarkable enthusiasm, applying their newly acquired skills not only when reading in English but also in other subjects.

The positive impact of this project is evident in the increased confidence and excitement of the children towards reading. We are incredibly proud of the successful implementation of this project in both schools and look forward to continuing this journey of learning and growth.



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## ONLINE SAFETY SUPERHERO DESIGN COMPETITION!



AS PART OF OUR SAFER INTERNET DAY 2023, WE ARE SEARCHING FOR A SUPERHERO! WE INVITE YEAR 5 & 6 CHILDREN TO CREATE A SUPERHERO WHO WILL HELP TO KEEP CHILDREN SAFE ONLINE.

WHAT SUPERPOWERS WILL YOUR DIGITAL SUPERHERO HAVE?

THE WINNING SUPERHERO WILL BE CREATED INTO A PLUSHIE DOLL THAT WILL HELP TO TEACH YOUR SCHOOL COMMUNITY ABOUT STAYING SAFE ONLINE, AND YOUR SCHOOL WILL RECEIVE A COLLECTION OF 'ONLINE SAFETY' BOOKS!

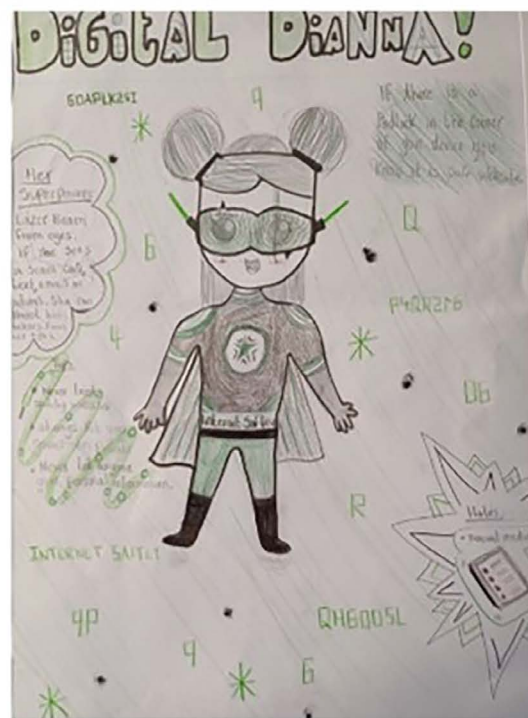


GET CREATIVE AND WIN A SUPER PRIZE FOR YOUR SCHOOL! FLY YOUR SUPERHERO ENTRIES IN TO YOUR CLASS TEACHER BY MONDAY 6TH MARCH.

THE WINNERS WILL BE ANNOUNCED ON THURSDAY 16TH MARCH 2023!

### E-Safety Superheroes

In spring term, our superhero characters came to life! The plushie dolls arrived and were delivered to the winning schools in a special assembly on Safer Internet Day. The children were thrilled to see their school E-safety characters in real life, sparking inspiration for some wonderful story writing.







**CHILDWALL**  
SPORTS &  
SCIENCE ACADEMY

# Staff and Students Celebrate Cultural Diversity

**In May, Childwall Sports and Science Academy hosted its third Childwall Celebrates Culture event. Staff and students wore traditional dress or the colours of their country's flag.**

Yemeni-British published poet, creative producer, cultural educator and award-winning social activist Amina Atiq opened the event. Amina spoke to students about identity, belonging and ownership and read a poem which explored her relationship with her roots.

Throughout the day, normal lessons were enriched with discussions about cultural backgrounds to share and learn about each other. Highlights included drumming and poetry sessions as well as a Friday prayer led by ex-student Abdulwase Suffian.

After school, students, friends, families, and staff came together to enjoy a feast of homemade food from around the world.

Headteacher Ms. Vincent said: "Childwall Celebrates Culture has been a tremendous success. Childwall students come from 50 countries and speak 44 languages and we're proud of our diversity and celebrating our diverse backgrounds. This opportunity to engage our students in learning, talking and sharing and find out about each other's culture is priceless."







**CHILDWALL**  
SPORTS &  
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Students said...

“Culture Day allows us to show off and celebrate our culture.”

“We have so much diversity and ethnicity at Childwall and it’s important everyone is represented. Wearing our traditional dress instead of uniforms is a wonderful way to learn about each other.”

“Teachers and students have complimented me on my outfit, which is from Bangladesh. Culture Day is a fun way to celebrate all of our backgrounds.”







ASSOCIATED  
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# AMP SCITT Celebrates Tenth Cohort

**AMP SCITT launched Lydiate Learning Trust's Initial Teacher training provision in 2014 and in September will welcome their tenth cohort. AMP SCITT has grown significantly over the last decade and is now well established as a leading provider in the North West.**

AMP SCITT's recent Ofsted 'Good' report identified many strengths of programme. Inspectors commented:

**"Leaders have designed an ambitious curriculum, underpinned by an unwavering commitment to equip local schools with high-quality early career teachers."**

**"Across the partnership, trainees are prepared very well to join the teaching profession."**

**"Leaders ensure that the ITE curriculum goes beyond the requirements of the DfE's core content framework. The curriculum's spiral design means that trainees build securely, and at pace, on their core subject and pedagogical knowledge over the course of the programme."**

**"Trainees know how to adapt their teaching to support pupils, including those with SEND, to learn well"**

**Alison Brady, Head of AMP SCITT, said:** "We will work with 82 partner schools from September, covering 11 local authorities. Thank you to all the teachers and support staff working with our trainees for their time and dedication to nurturing quality teachers. Our success means we can grow our offer, including exciting developments for 2024/25."

## AMP SCITT launches new Futures Hub partnership

**AMP SCITT recently launched a new partnership with North West Academies Trust (NWAT) to deliver primary and secondary programmes across Cheshire East, Cheshire West and Shropshire.**

The NWAT Futures Hub specialises in helping schools to provide high quality education. In partnership with AMP SCITT, the Hub will provide a school based, teacher-led training route into the profession.

All courses are led by experienced teachers who ensure learning is completely focused on working with and in schools. They offer trainees a teaching experience across three phases within ages 5-11, 7-14 and 11-16.

NWAT Futures Hub is launching a new option to train to teach with a course focusing on ages 7 to 14. This programme will support trainee teachers to develop their practise in a primary school followed by the next phase in a secondary school. This will provide trainees with a full understanding of the transition from KS2 to KS3 whilst fully embedding the subject content for the whole KS2 curriculum and their specialist subject at KS3. An added benefit of the secondary element means a bursary may also be available in the chosen subject. [Click here](#) for more information.





# Post Graduate Teaching Apprenticeship

**AMP SCITT is celebrating after gaining accreditation to deliver Post Graduate Teaching Apprenticeship (PGTA).**

This gives new teachers in the Liverpool City Region another choice in how they train to gain a PGCE and QTS. It will support colleagues who have gained experience in school as a Teaching Assistant or unqualified teacher to gain QTS and a PGCE without giving up a salary.

It also supports partner schools in recruiting the best staff for their school and the apprenticeship levy can be used to support the cost of employing an apprentice teacher.

Alison Brady, Head of SCITT, said: "We are delighted to add the PGTA route to our pathways. We've had lots of enquiries on how we can support recruitment and retention for local schools and providing a PGTA was the natural choice."

The apprenticeship route will include the SEND pathway, primary 3-7, primary 7-11 and all secondary subjects. The course will begin in July to allow apprentices to build a solid foundation of skills ready to start their teaching timetable in September. [Click here](#) for more information.



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## New SEND Pathway

**AMP SCITT recently launched a new option for trainee teachers interested in working with children with special educational needs and disabilities (SEND). The SEND pathway allows trainees to train to teach in both mainstream and special schools to gain QTS and PGCE.**

The SEND pathway is available in both primary and secondary phases and will prepare trainees for a post in special or mainstream schools. Trainee teachers on the SEND pathway will collaborate with trainees on the main programme.

The training curriculum consists of subject-based, centre-based and school-based training, four weeks of intensive training and practise and focused coaching and mentoring.

The home placement school will typically be a SEND school with a contrasting away placement in a mainstream setting. Courses for the SEND pathway are available in English, Mathematics, Biology, Chemistry, Physics, Computer Science, Geography, History, PE and Primary 7-11. [Click here](#) for more information.





DEYES HIGH  
SCHOOL

# Careers Programme achieves Quality in Careers Standard

**Deyes High School is celebrating after achieving the Quality in Careers Standard, the national quality award for careers education, information, advice, and guidance (CEIAG) in secondary schools and colleges.**

Quality in Careers Standard is based on the Gatsby Benchmarks for Good Careers Guidance, and DfE (Department for Education) strongly recommends all secondary schools and colleges to work towards this qualification.

To achieve the Standard, schools and colleges submit their careers education and guidance programme for rigorous external assessment and accreditation. The Standard requires secondary schools to demonstrate that their careers programme has strong leadership from the Headteacher, the senior leadership team, and the governing body, has effective training for staff involved in planning and delivering the careers programme and includes all pupils and students.



Mrs. Beaney, Head of School, said: **“We are delighted to achieve this highly sought after accreditation recognising our careers programme including education, enterprise, and work-related learning opportunities for students. Parents can be confident that the careers support provided at Deyes will help their children gain the knowledge, skills, and confidence to take control of their futures.”**



# Lydiat Learning Trust Drive Team



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**This year we launched our first ever Lydiat Learning Trust Drive Team.**

The Drive Team includes colleagues from across our Trust who work with the Trust Executive Director of School Improvement with a specific brief of researching best practice whilst enhancing our approach to pedagogy and practice, student ambition and engagement.

Our project focus for 2024 is to research and trial strategies that best support students taking ownership of their learning and to investigate what creates intrinsic motivation for students.

Our approach is underpinned by Leverage Leadership, incorporating The Six Lydiat Levers, our shared Teaching and Learning Objective, and our Teaching and Learning Placemat.

In our first session, we were joined in our endeavours by researcher, David Hodgson. During our initial session with David, we considered to what extent we can manipulate hormones to impact students' mood positively and so support the creation of student intrinsic motivation. David shared with us key research and information about the purpose of six key hormones (Serotonin, Endorphins, Cortisol, Oxytocin, Dopamine and Testosterone) and then as a group we looked at ways we could stimulate certain hormones in lessons to support students being in a mood conducive to learning at the to start lessons. We therefore decided to design a series of activities students could access upon entry to the classroom

so that they could learn to choose their mood. We summarised the effects of each hormone with a suggested activity (action) and summarised what we hoped to the potential outcomes would be.

**Stimulate laughter to create a feel-good factor and encourage motivation/engagement.**

**Use rewards or the anticipations of rewards and set goals to support motivation.**

**Create choices, competition, hierarchy and prizes to create a sense of power, control and risk-taking; whilst stimulating focus, resilience, and perseverance.**

**Connect with peers by encouraging group work/paired discussion to help boost memory and learning.**

**Create bigger picture scenarios to connect to wider world experiences to help to create awe, wonder, and purpose.**

We have been trialling the activities and building our evidence base ready for sharing as a group in the Summer Term. We will present our findings to the whole Trust via our September Training Days and plan a way forward to roll out active engagement strategies to create intrinsic motivation in students.



DEYES HIGH  
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# Year 10 Work Experience Success

**More than 200 Year 10 students spent a week on work experience placements in March to develop employability skills and help them pursue career pathways.**

Student Lucy said: "I chose to do my placement at Bellway Homes because I am interested in property. It has given me an insight of how an office works and I've developed lots of skills. I have also found out about different apprentice and graduate pathways."

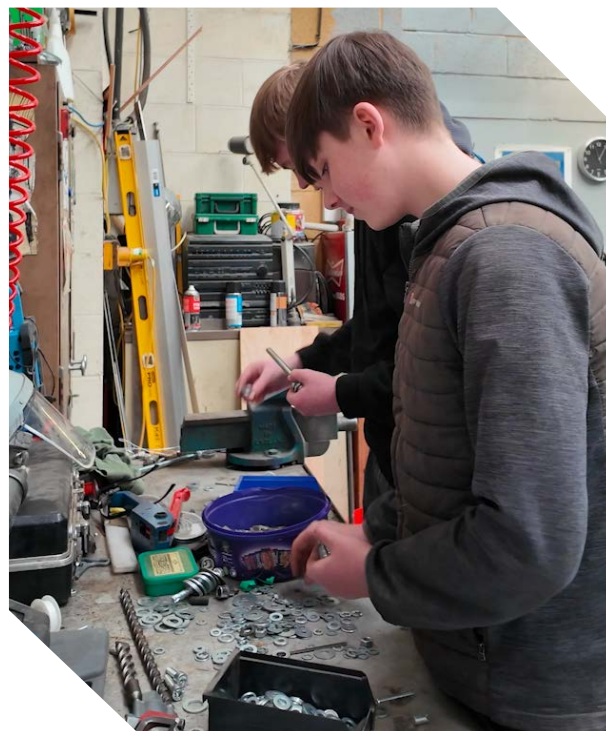
Jack added: "I secured a placement in JJ Smith working on machinery for woodwork. I like engineering and I want to pursue this as a career in future. I have really enjoyed working on the lathe and learning about woodworking tools and machines."

Mrs. Dainton-King, Careers Manager, said: "We are extremely proud of the amazing feedback we received about so many of our students' efforts in their placements, and their positive attitudes towards work."

Rachel Baker, Managing Director at JJ Smith Woodworking machinery said: "We believe it is important way for students to see the real-life work that happens within engineering and manufacturing companies. We have been really impressed with Zach and Freddie and hope their week with us has inspired them to pursue engineering careers."

Kieron James, Trainee Quality Surveyor at Bellway added: "Lucy is very competent and has relished working on all of our projects, including our site in Maghull and HQ in Liverpool."

**Thank you to all employers who supported our students during their work placements.**





# Childwall Academy Wins NACE Challenge Award



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**Staff, students, parents, and governors at Childwall Sports and Science Academy are celebrating after being awarded the coveted National Association for More Able Children (NACE) Challenge Award.**

The award was given in recognition of school-wide commitment to high-quality provision for more able learners, within the context of challenge for all. Childwall Academy is the first school in Liverpool to achieve the award which only 2% of UK schools hold.

To attain the Challenge Award, schools must complete a detailed self-evaluation using the NACE Challenge Framework, submit a portfolio of supporting evidence, and undertake assessment by a NACE associate.

The assessment process includes examination of school data and key documents; lesson observations; and interviews with school leaders, learners, parents, and governors.

NACE CEO Rob Lightfoot said: "Childwall Academy has worked successfully to attain the NACE Challenge Award. The school has shown it is committed to developing an environment in which all learners are both challenged and supported to be the best they can be."

Christabel Shepherd, NACE Director of Challenge and Curriculum Development, said: "We were very impressed by the school's ambition to provide challenge for all

learners through the rigorous development and consistent application of evidence-based practice within an ambitious curriculum, delivered by expert and creative staff. As a result, students regularly experience opportunities to think deeply, make connections between concepts and become more independent in their learning."

Ms. Vincent, Headteacher said: "Attaining the Challenge Award is very important to us. Our school motto of 'Learning without Limits' means something to our school community. We are delighted that the assessor can see that students and staff at Childwall Sports and Science Academy are ambitious and continue to develop learning opportunities that are of the highest standard."

**A student told:** "Our teachers make us think harder. They encourage us to critique and build on each other's ideas, and instead of giving us an answer they encourage us to think more to come up with our own responses."

**A parent commented:** "The school knows and supports my son and every student effectively. Teachers and students have excellent positive relationships as do student peers which has made my son feel proud of being More Able."





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# Governor Development Evenings

**LLT held its first Governor Development Evening in 2017 and they have become a regular event on the Governance calendar with two or three events run each academic year.**

## What happens at the Governor Development Evenings ?

The evenings typically run for three hours and take the format of presentations, short workshops on key topics or other interactive activities along with time to network and share experiences.

## Why are they important ?

Through Induction and our Code of Conduct LLT instils in our Directors and Governors an ethos of professionalism and expectation of the highest professional standards. This includes undertaking regular development to address any skills or knowledge gaps, to ensure they are able to contribute effectively.

The evenings are an especially important part of our governance calendar as they bring together Directors (Trustees), members of the Trust Executive Team, Local Governors and Academy Senior Leaders, with the combined aims of sustaining high quality governance across the Trust, expanding our knowledge base, strengthening skills and enhancing communication.

## What types of things are usually on the agenda ?

Over the years, the agenda topics have included The Governor Role and Core Competencies, How to be an Effective Board, Know Your School, What to Focus on in Local Governance, The Governors Role in Teaching & Learning, Progress 8, The Ofsted Inspection Framework, Findings of Governance Reviews, LLT Vision & Values, Safeguarding Refreshers, The Scheme of Delegation, Using data to push for 'Outstanding' and Widening the lens on Disadvantaged.

Most recently the Trust has focused on Well Being, Developing Risk Appetite and Developing Approaches to Seeking Stakeholder Feedback.

## How do you prepare for them ?

The CEO and Senior Governance Professional are constantly horizon scanning to ensure that the Trust keep up to date with

national and local developments, as well as priorities within the Trust Strategic Plan. Sources which are used to help with this include the Confederation of School Trusts (CST), DfE, NGA and Governor Hub.

The Executive Team and the Chairs of the Board and Academy Governance Committees also have the opportunity to request items and provide input.

Agendas for the events are developed with the particular participants in mind and dependant on the topics being covered – for example whilst there may be some joint activities and presentations/sessions, part of the evening may split into sessions tailored for Directors and sessions tailored for local Governors. Clear aims and outcomes are also included.

Directors and Governors have said they really value the events, and they find it useful to meet and network. They also find it helps increase their confidence in their role, particularly when they are less experienced. Other feedback is that the events help them to feel more connected to the Trust which is great to hear.





# LLT Prepare to Launch New People Strategy



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LLT will launch a comprehensive new People Strategy in 2024/25 academic year. Staff discussed their experiences and suggestions at roadshows and helped shape LLT's new People Strategy which will foster an inclusive, supportive, and dynamic environment for staff and students.

Stephen Field, Director of HR, said: **"We are confident that our People Strategy will create a positive impact and drive our school towards achieving excellence. We look forward to working together to make the 24/25 academic year a successful and fulfilling one for everyone."**

## The People Strategy has four key pillars...



### Recruitment and Retention

To retain and attract top talent, recruitment processes and competitive benefits are being enhanced. By investing its people, LLT can provide the best possible education for students.



### Learning and Development

LLT is committed to providing continuous professional development opportunities for all staff. This includes tailored training programs, leadership courses, and regular workshops aimed at enhancing teaching practices and administrative skills.



### Performance Management

LLT's performance management system is designed to ensure clear expectations, regular feedback, and opportunities for growth. This system supports staff in achieving their full potential and contributing effectively to each school's success.



### Equality, Diversity, and Inclusion

LLT strives to strengthen a diverse and inclusive school culture. strategy includes initiatives to promote equality, celebrate diversity, and ensure that every member of our school community feels a sense of belonging.



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# LLT's New Starters

**Over the past few months, Lydiat Learning Trust has welcomed some new staff members. Below, they provide a short introduction to their careers and interests.**

## **Pam King**

### **Trust Data and Analytics Manager**

I have worked in education for over 25 years ranging from secondary, further education, higher education and the private sector. I have enjoyed working with data in all my positions and finding the best way to utilise it and make it work for each organisation. I enjoy travelling, particularly to the USA, and within the UK in our touring caravan. I have four cats at home, two of which are Maine Coons, the largest domestic cat breed weighing in at 7.5kg and 8.5kg each.

My new role involves working with both secondaries currently under LLT, in the Data and Exams departments and looking to improve and streamline how both schools work with data. I'm looking forward to expanding into primary schools with LLT, as it is the only education sector I've yet to work within.

All the staff within the trust and schools have been really welcoming and I feel like I've worked for LLT for years rather than weeks. I've enjoyed being able to make a difference in the schools quickly and effectively. I've settled into the role in both schools and have developed a good relationship between the Data & Exam officers in each school and with past colleagues.



## **Andrew Parsons**

### **Head of Estates & Operations**

I worked in Paris for three years from age 18 and developed my passion for languages whilst working at Disneyland. (Guesses on a postcard as to what I did there!). Upon my return to the UK, I became an Facilities Manager Apprentice, which gave me the appetite and desire to gain valuable experience to take forward into my career. From working in the public sector with the NHS and managing their national estates, my career has also included the private sector where I managed the Co-Op's national headquarters in Manchester.

I have now transitioned into the field of Education, where I am leveraging my diverse background to maintain and optimise the facilities that support the learning environment of students. I don't shy away from getting my hands dirty and have thoroughly enjoyed working with my site teams and getting to know how they operate effectively.

In my spare time I love to travel and spend precious time with my beautiful family. I regularly play football and cycle and most weekends you will usually find me outdoors.





# Project D Team Focus on Professional Development



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**Project D is an innovative Lydiat Learning Trust project to maximise the life chances and experiences for students. The purpose of the group is to provide a consultative forum where new ideas are shared, and innovations developed to help school improvement shine.**

In 2023/24, Project D has focussed on professional development and the development of our Trust policies.

The first session focused on self-development. Participants had the opportunity to reflect on their own professional development and worked with Executive team members to discuss their personal future plans, challenges, blockers plus additional support LLT could provide.

Developing Others was the next theme and discussions focused on ideas for role development, innovations and changes to help teams be more productive. The group participated in a discussion inspired by 'Surrounded by Idiots' by communication expert and bestselling author Thomas Erikson to help them understand how people function and how to work effectively with four main personality types: Red, Yellow, Green and Blue.

The final session focused on future policies of Lydiat Learning Trust. Discussions included what LLT does well,

ideas for improvement and ideas to support our new People Strategy.

Thank you to staff from across Lydiat Learning Trust who have participated in Project D this year for your contributions this year.





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