

ACT MULTI ACADEMY TRUST

CPD OFFER



**BUILDING EXCELLENCE THROUGH
COLLABORATION WITH THE DIOCESE OF ELY**



The Church of England
Diocese of Ely

Who Are Act?



ACT Multi Academy Trust is a newly established but ambitious family of schools united by a shared commitment to excellence and inclusivity. Though we are a small and growing trust, we are driven by a big vision: to provide every child with the opportunity to flourish academically, socially, and personally, guided by strong moral values and a Christian ethos.

Our Trust celebrates the individuality of each school within its community. We believe that the unique character of every school is its strength, and we are dedicated to supporting schools in building on their distinct identities while achieving the highest standards for their pupils.

Our Vision

At ACT, we are inspired by the principle: "Think it, Believe it, Live it."

- Think it: Creating spaces where pupils feel safe, valued, and inspired to explore ideas and develop critical thinking.
- Believe it: Nurturing confidence and curiosity so pupils believe in their ability to make a difference in the world.
- Live it: Helping pupils grow into compassionate, responsible global citizens who value diversity and care for the world around them.

A Small but Powerful Team

ACT's central team is small but highly skilled, bringing together experts in education, SEND, safeguarding, and school improvement. This enables us to offer bespoke, hands-on support to our schools, ensuring that leaders and staff feel empowered to deliver excellence in every area.

Extending Our Reach

In partnership with the diocese, we are proud to extend our expertise beyond our own Trust, offering free CPD opportunities to church schools and academies across the region. This initiative reflects our belief in the power of collaboration and our commitment to improving outcomes for children in all educational settings.

At ACT, we are not just growing as a Trust; we are growing a community of schools that work together to build a brighter future for every child.

High-Quality CPD for School Leaders and Educators



EMPOWER



ELEVATE



TRANSFORM






ACT Multi-Academy Trust, in partnership with the Diocese, presents a comprehensive and impactful CPD programme designed for headteachers, senior leaders, governors, and teaching staff across Cambridgeshire, Suffolk, and Peterborough. With practical sessions tailored to address regional challenges, our CPD offer is your key to professional growth and school improvement.

Purpose and Context:

Working together, ACT and the Diocese aim to create long-lasting improvements in education across Cambridgeshire, Peterborough, and Norfolk. This CPD offer is funded by the Diocese as a pilot initiative, leveraging ACT's expertise to support schools in accessing professional development opportunities.

This initiative reflects ACT's belief that professional development is not just about meeting targets but about fostering positive, lasting change for pupils, staff, and school communities. It aligns with ACT's wider goal of driving collaborative school improvement and elevating standards across the region.

Why Choose ACT CPD?

-  **Transformative Strategies:** Gain access to evidence-informed practices that drive improvement in teaching, leadership, and pupil outcomes, ensuring tangible results in your school.
-  **Expert Guidance:** Learn from experienced practitioners who bring deep knowledge and practical insights to every session.
-  **Tailored Accessibility:** Enjoy the flexibility of virtual, in-person, or bespoke session formats, designed to accommodate your school's specific requirements and busy schedules.
-  **Strategic Focus Areas:** Delve into key themes like curriculum innovation, leadership development, inclusive practices, and fostering early literacy, ensuring comprehensive professional development.
-  **Dynamic Professional Networks:** Collaborate with a diverse community of peers, sharing innovative solutions and best practices within a supportive and inspiring professional environment.

Our Facilitators:

Bridget Harrison. Programme Lead



Bridget brings over 20 years of experience in education across Cambridgeshire and Suffolk, beginning her career as a teaching assistant before progressing to roles as a teacher, SENDCo, deputy head, and headteacher. She has served as headteacher at three schools in both inner-city and rural contexts, gaining extensive expertise in addressing the diverse challenges faced by schools in varying settings.

As one of His Majesty's Inspectors working across the East of England, Bridget developed a deep understanding of all aspects of school performance. Her ability to evaluate schools, analyse evidence, and deliver actionable feedback has helped leaders achieve sustained improvement. This expertise underpins her delivery of high-quality, practical CPD sessions that inspire school leaders to make a tangible impact. In addition to her inspection work, Bridget has delivered leadership and curriculum training to schools nationwide, equipping educators with strategies to drive progress. Her sessions blend strategic insight with real-world application, empowering leaders to achieve lasting success.

As **Director of Education for ACT Multi Academy Trust**, Bridget leads the Trust's CPD programme, working closely with schools to support high standards and improve outcomes for pupils. Through a new collaborative initiative with the diocese, she is extending the reach of this programme to support church schools and academies across the region. This partnership reflects her commitment to providing high-quality professional development that empowers staff and benefits pupils across a broader educational community.



Rebecca Bliss

With over 20 years of dedicated experience in education, Rebecca has consistently demonstrated her commitment to unlocking the potential of every child, particularly those with additional needs. Beginning her career as a teacher and progressing to assistant headteacher, she developed a profound understanding of the diverse challenges faced in both classroom and leadership roles.

As a Special Educational Needs and Disabilities Coordinator (SENDCo) for over a decade, Rebecca completed the NASENCO award in 2018, solidifying her expertise in fostering inclusive, adaptive learning environments. Her leadership of a large primary school SEND department, recognised for its complex needs, highlighted her ability to implement transformative practices that benefitted pupils and staff alike.

Now serving as the **Director of Inclusion and Safeguarding for ACT Multi Academy Trust**, Rebecca is driven by a clear vision to enhance educational practices across the Trust and ensure that all pupils, regardless of their starting points, thrive in a supportive and inclusive environment. Her passion for promoting mental health, well-being, and equity in education is evident in every training session she delivers, equipping educators with practical tools to create positive and impactful change.

Our Facilitators:



Headteacher, Burrough Green C of E Primary Academy

David has been dedicated to education since 1994 and is currently the headteacher at Burrough Green C of E Primary Academy, a small and vibrant school where he balances headship responsibilities with SEND leadership and a 0.6 teaching commitment. Prior to this role, he served as a teaching deputy head in four diverse settings, gaining extensive experience in leadership and classroom practice.

Throughout his career, David has primarily taught Year 6, developing expertise in preparing pupils for critical transitions. His experience also includes working in middle schools as a lead practitioner, during which he was seconded to various schools to provide support and drive improvement.

David is deeply committed to promoting cultural capital in education, recognising the vital role schools play in bridging gaps and ensuring all pupils have access to the knowledge, experiences, language, and social skills needed to thrive. In an increasingly unequal society, he believes the responsibility of schools in enhancing cultural capital has never been more crucial. Passionate about empowering pupils to overcome barriers and seize opportunities, David strives to ensure every child leaves school equipped for future success.



David
Sandford

Science Lead, Burrough Green C of E Primary Academy

Harriet has been in education since 2005 and is currently a class teacher at Burrough Green C of E Primary Academy. At this small, vibrant school, she leads science, French, and art, bringing her enthusiasm and expertise to each subject.

Harriet's journey in education began as a teaching assistant in a large West London secondary school before transitioning to primary teaching. She has taught in diverse settings, including a school with 96% EAL pupils, and previously served as Director of Studies at a girls' prep school in Central London. Her experience spans teaching children from nursery through to Year 8 across a range of subjects. While her preference has traditionally been upper Key Stage 2, she has recently embraced teaching in Key Stage 1 and is finding it an enjoyable and rewarding experience.

Harriet has always been passionate about teaching science, inspired by her own magical and exciting experiences as a science pupil. She strives to share that excitement with her pupils, drawing on experiences such as her involvement in an Ogden Trust Partnership, which enhanced her teaching of physics. At Burrough Green, Harriet is dedicated to inspiring greater aspirational goals for pupils by fostering curiosity and delivering engaging, impactful lessons.



Harriet
Chubb

Our Facilitators:



EAL Lead at St. Michael's Church School, Peterborough.

Rahat Jamil is a dedicated class teacher and EAL leader at St Michael's Church School, where she has extensive experience teaching and supporting a wide range of EAL pupils, including newly arrived MENA (Minority Ethnic New Arrivals) pupils and those who have been part of the education system for several years.

An active participant in local network meetings and discussions with teachers across the city, Rahat is deeply engaged in shaping best practices for supporting EAL learners. Growing up bilingual and learning an additional three languages herself, she brings a unique, first-hand understanding of the challenges faced by EAL pupils in the classroom, on the playground, and beyond. She is equally attuned to the difficulties EAL parents encounter when accessing and navigating the education system.

Rahat is passionate about ensuring EAL learners have equitable opportunities to access and thrive in all areas of school life, empowering them to achieve their full potential without being hindered by language barriers. Her commitment to this mission is further supported by her TEFL (Teaching English as a Foreign Language) qualification and her experience teaching English to adults.



Rahat
Jamil



Michelle
Dunford

Director Of Attendance, ACT Multi Academy Trust

With over 12 years of experience in educational support and management roles, **Michelle Dunford** brings a wealth of expertise to her role as Director of Attendance. Her qualifications and deep understanding of the connections between children's physical, mental, and emotional wellbeing underpin her holistic approach to improving behaviour and attendance in schools.

As a Trauma-Informed and Licensed Thrive Practitioner, Michelle combines her specialist knowledge with years of practical experience to help schools cultivate positive attendance and behaviour cultures. Her dedication to supporting pupils' overall wellbeing ensures they are equipped to thrive academically and personally, making her an invaluable asset to the Trust.

Our Facilitators:

Assistant Head Teacher and SENDCo at St Michael's Church School

Stephanie Hibbitt has been instrumental in driving inclusivity and excellence in education. Under her leadership, the school has achieved the prestigious Inclusion Quality Mark Award twice, demonstrating its unwavering commitment to ensuring every child has the opportunity to thrive academically and socially, regardless of their background or circumstances.

Stephanie holds a SENDCo award, a Master's degree in Education, and has completed the National Professional Qualification for Senior Leadership (NPQSL). She is also extensively trained in supporting children with additional needs, including SpLD (dyslexia), Irlen screening, autism, and behaviour that challenges. As a Therapeutic Behaviour Tutor (STEPS) and a practitioner informed by ACEs, trauma, and attachment, she brings a compassionate and evidence-based approach to her work. Her expertise spans from diagnosing needs to implementing effective interventions that make a lasting difference.

In addition to her role at St Michael's, Stephanie serves as a Peterborough SEND Hub Manager, commissioned by Peterborough City Council. In this capacity, she plays a vital role in raising the quality of SEND support across the local authority. Through her leadership, the Hub models high-quality inclusion practices, delivers bespoke training to other education settings, and provides peer-to-peer advice and resources. Stephanie's efforts embody the "SEND is Everybody's Business" ethos, promoting inclusive strategies that benefit children and young people across Peterborough.

Stephanie's passion for supporting children extends to her commitment to working collaboratively with parents, professionals, and the wider community, ensuring that every child is equipped with the skills and confidence they need for the next stage of their educational journey. Her dedication to staff development further enhances the support available to pupils, making her an invaluable asset to the Trust and the Peterborough education community.



Stephanie
Hibbitt

What Is On Offer?

The following pages provide comprehensive information about each CPD session, including their key focus areas, expected outcomes, and the target audience. This section has been carefully designed to help you identify the sessions that best suit your professional development needs and align with your school's strategic priorities.

1. Mastering EIF Judgement Areas

(4 - Part Series)



1A – Quality of Education: Explore curriculum intent, implementation, and impact to ensure a knowledge- rich, inclusive, and progressive offer for all pupils. Use strategic curriculum planning to maintain breadth, balance, and inclusivity across all subjects.

1B– Personal Development: Build a culture that prioritises well-being, character education, enrichment, and readiness for life beyond school.

1.3- Leadership and Management: Strengthen strategic leadership, governance, and staff development to deliver sustainable improvement. Lead with consistency and high expectations while fostering staff collaboration and well-being.

1.4- Early Years: Understand the unique priorities and practices of Early Years provision, ensuring a strong foundation for learning and development.

These sessions include:

- **Preparing for Inspections and Self-Evaluation**
 - Learn how to present evidence effectively in self-evaluation documents.
 - Prepare for inspections by mastering how to articulate curriculum intent, implementation, and impact.
 - Use data, book scrutinies, lesson observations, and pupil voice to evidence progress and impact.
- **Leadership Insights for School Improvement**
 - Provide meaningful feedback and professional development to support staff growth.
 - Address leadership challenges such as staff well-being and cultivating a positive school culture.
- **Collaboration and Peer Reflection**
 - Share best practices, reflect on unique challenges, and develop solutions collaboratively with peers.

Expected Outcomes. Participants will leave with:

- **In-Depth Knowledge:** A thorough understanding of EIF judgement areas, including how to align leadership practices with inspection priorities.
- **Practical Tools:** Resources for effective self-evaluation, improvement planning, and evidence gathering.
- **Inspection Confidence:** Skills to articulate school strengths and address areas for development during inspections.
- **Leadership Strategies:** Insights to enhance teaching, curriculum delivery, and pupil outcomes while fostering a culture of excellence.

2. Early Reading:

Mastering Reading and Phonics for Deep Dives



This session provides a focused exploration of reading and phonics, addressing the key areas that are central to an Ofsted deep dive.

Key Areas of Focus:

- Establishing a strong, school-wide reading culture, from Early Years to KS2.
- Delivering effective, systematic synthetic phonics instruction to ensure consistent pupil progress.
- Aligning phonics resources and teaching approaches with curriculum goals for maximum impact.
- Preparing robust evidence for inspections, including pupil outcomes, book scrutiny, and lesson observations.
- Supporting SEND and disadvantaged pupils to develop fluency, comprehension, and a love of reading.

Expected Outcomes. Participants will leave with:

- Practical tools and strategies to demonstrate excellence in reading and phonics provision.
- Confidence in preparing and presenting evidence for deep dives.
- Insights into fostering inclusive practices that drive success for all pupils.

3. Strategic School Overviews (Mini SEFs):

Crafting Impactful Reports

This session provides headteachers with practical tools and strategies to develop high-quality strategic overviews, ensuring clear and effective school evaluation and reporting.

Key Learning Outcomes. Participants will learn how to:

- Structure strategic reports to clearly communicate priorities, evaluate impact, and outline actionable next steps.
- Simplify and summarise complex data into concise, accessible insights.
- Effectively balance qualitative and quantitative evidence to create well-rounded evaluations.
- Tailor reports to meet the needs of various audiences, including staff, governors, and inspectors.
- Use proven frameworks to highlight school achievements and identify areas for development.

Expected Benefits:

- Confidence in producing professional, impactful documents that support accountability and improvement.
- Enhanced ability to present data and evidence clearly and persuasively.
- Practical skills to create reports that drive meaningful action and demonstrate school effectiveness to key stakeholders.

4. SEND Network Sessions

These sessions provide practical guidance and expert support for school leaders and practitioners, focusing on effective SEND provision and robust safeguarding practices.

SEND and Behaviour

- Strategies for managing behavioural challenges linked to SEND needs.
- Address the root causes of behaviour to promote positive outcomes.

Bullying and SEND

- Develop preventative approaches to reduce bullying incidents involving pupils with SEND.
- Learn intervention techniques to support both victims and perpetrators.

Transitions and SEND

- Guidance on preparing pupils with SEND for transitions between educational stages.
- Strategies to ensure continuity and reduce anxiety during transitions.

5. Safeguarding Network Sessions

Record Keeping

- Best practices for maintaining safeguarding documentation.
- Learn how to ensure records are clear, comprehensive, and compliant with statutory requirements.

Peer-on-Peer Abuse

- Recognise, address, and manage instances of peer conflict and abuse.
- Develop strategies for prevention and effective intervention.

Sharing Information

- Collaborative approaches to sharing safeguarding information with external partners.
- Ensure effective communication while maintaining confidentiality and compliance.

Outcome:

Participants will leave these sessions equipped with the tools, knowledge, and confidence to enhance SEND provision and safeguarding practices in their schools.



Core Focus Sessions for Primary Education Success

Our CPD programme includes Core Focus Sessions, delivered by **senior leaders and specialists from ACT schools**. These sessions are designed to provide practical strategies and insights grounded in their leadership experiences and areas of expertise. Covering a wide range of topics, from creating inspiring STEM learning experiences to enhancing cultural capital and supporting pupils with EAL, these sessions address key areas of school improvement. With additional focuses on attendance strategies led by our Director of Attendance and the application of therapeutic approaches in education, these sessions deliver valuable, real-world knowledge to empower your school's development and success.

6. Creating engaging learning experiences within science



This session, led by **Harriet Chubb**, explores practical ways to create engaging, inclusive, and memorable STEM learning opportunities for pupils. Drawing on Harriet's expertise in STEM education, the session provides valuable strategies and activities that inspire curiosity and foster a love of exploration.

Key Focus Areas:

- Elements of Engagement: Learn how to use the Hook, Inform, Enable, Extend, and Reflect framework to create impactful STEM lessons.
- Enquiry-Based Learning: Discover the value of exploration and discovery in developing pupils' critical thinking and problem-solving skills.
- Practical Ideas: Gain a range of creative activities and strategies to use both in the classroom and in wider learning environments.

Expected Outcomes:

- Participants will leave with actionable strategies to design STEM experiences that inspire curiosity and engagement.
- Confidence in implementing enquiry-based approaches to deepen pupils' understanding and enjoyment of STEM subjects.
- Practical resources and ideas to enrich STEM teaching across all key stages.

This session is perfect for teachers and leaders looking to enhance their STEM provision and create lasting, meaningful learning experiences for pupils.

7. Developing Cultural Capital



This session, led by **David Sandford**, Headteacher at Burrough Green C of E Primary Academy, explores the essential role schools play in developing pupils' Cultural Capital. Drawing on David's extensive experience as a leader and teacher, the session provides practical strategies and tools to embed Cultural Capital into the primary curriculum, ensuring every pupil has access to the knowledge, experiences, and skills they need to succeed.

Key Focus Areas:

- Understanding Cultural Capital: Clarify what Cultural Capital is and its importance in education.
- Practical Strategies: Discover effective methods for embedding Cultural Capital, focusing on:
 - Early Years Foundation Stage (EYFS) approaches.
 - Engaging with the local community to enrich learning.
 - Innovative teaching methods to promote cultural understanding.
 - Facilitating meaningful classroom discussions and cultural experiences.
 - Leveraging resources and materials to support cultural development.
- Meeting Expectations: Gain insights into Ofsted's expectations regarding Cultural Capital and how to demonstrate its impact.

Expected Outcomes:

- A clear understanding of Cultural Capital and its significance in bridging educational and societal gaps.
- Practical tools to implement Cultural Capital across the primary curriculum effectively.
- Enhanced confidence in meeting Ofsted requirements and supporting pupil development through rich, inclusive learning experiences.

Target Audience:

This session is tailored for primary school leaders, including Senior Leadership Teams (SLT), Curriculum Leaders, and Subject Leaders, who aim to enhance curriculum provision by prioritising Cultural Capital.

This session equips participants with the knowledge and skills to empower pupils, helping them overcome barriers and seize opportunities in an increasingly complex world. David's passion and experience make this session an inspiring and practical opportunity for school leaders.

8. Attachment, ACEs, and Trauma:

Understanding the Impact on Learning and Behaviour



In this session, **Stephanie Hibbitt** will explore the critical impact of attachment, Adverse Childhood Experiences (ACEs), and trauma on pupils' learning and behaviour. Participants will gain:

- A deeper understanding of the role of attachment in a child's development and its influence on emotional regulation.
- Insights into the effects of ACEs and trauma on the brain, behaviour, and learning.
- Strategies to identify signs of trauma and attachment difficulties in the classroom.
- Practical approaches to create safe and supportive learning environments that build resilience and promote positive outcomes for all pupils.

This session will provide staff with the tools and confidence to better support vulnerable pupils and understand how trauma-informed practices can transform their experiences in school.

9. Attachment, ACEs, and Trauma:

Therapeutic Approaches to Behaviour and SEND

This session, led by **Stephanie Hibbitt**, focuses on the use of therapeutic approaches to address behaviour and support pupils with SEND effectively. Attendees will explore:

- The principles of therapeutic behaviour management and its application in a school setting.
- How to develop personalised behaviour strategies that support pupils with diverse needs.
- Techniques to foster positive relationships and build trust with pupils.
- Practical methods for implementing a therapeutic approach that aligns with school policies and SEND provision.

By the end of the session, participants will feel equipped to adopt therapeutic approaches that not only improve behaviour but also promote inclusion and wellbeing for pupils with SEND.

10. Assessing and Supporting EAL Learners: *Academic Progress and Social Integration*



Led by **Rahat Jamil**, this session provides practical strategies for assessing and supporting EAL learners in both their academic progress and social integration.

Participants will explore:

- How to effectively assess EAL learners using an established framework, focusing on the five key assessment markers across the four strands: listening, speaking, reading, and writing.
- Strategies for identifying next steps and tailoring support to meet the specific needs of EAL pupils.
- Resources and approaches to help EAL learners integrate socially, fostering a sense of belonging within the school community.
- Methods to use assessment knowledge to support language development across all curriculum areas.

Delegates will receive a copy of the assessment grid and leave with actionable insights to enhance both academic and social outcomes for EAL learners.

Who Should Attend:

This session is suitable for teachers, TAs, SLT, office staff, and lunchtime supervisors seeking to better understand and support the needs of EAL pupils.

11. Supporting New to English

(Band A) Learners

This session, led by **Rahat Jamil**, provides a detailed focus on supporting New to English learners within the classroom. Participants will explore:

- Practical strategies for supporting pupils who are new to English, including how to use and adapt resources effectively.
- Techniques for developing speaking, reading, and writing skills for Band A learners.
- Opportunities to share best practices and learn from successful approaches used in other settings.

By the end of the session, attendees will feel confident in implementing practical strategies to help New to English learners access the curriculum and thrive in the classroom.

Who Should Attend:

Ideal for teachers, TAs, and other school staff who work directly with New to English learners and wish to strengthen their approach to supporting these pupils.

12. Supporting Competent (Band D) Learners:

Grammar in Writing



This session, led by **Rahat Jamil**, focuses on strategies to support Competent (Band D) learners in developing their grammar within spoken and written language. Participants will gain:

- Insights into the specific challenges faced by Band D learners in advancing their language skills.
- Practical strategies for improving grammar in both spoken and written communication.
- Approaches to help pupils refine their writing and gain confidence in using complex grammatical structures.

By the end of the session, attendees will have a secure understanding of how to implement targeted strategies to support Competent EAL learners in their continued language development.

Who Should Attend:

This session is ideal for teachers, TAs, and other staff working with Band D learners who wish to deepen their understanding and practice in supporting advanced EAL pupils.

13. Attendance and EBSA

What are the signs and how can you support children and their families?



This session, led by **Michelle Dunford**, will provide a comprehensive exploration of strategies to support pupils struggling with school avoidance and disengagement. Participants will gain practical tools and insights into:

- Identifying and recognising patterns of avoidance: Learn to spot the early signs of school avoidance and understand the underlying causes to provide timely interventions.
- Understanding challenging behaviour: Explore what challenging behaviour may be communicating and how to respond in ways that build trust and encourage positive outcomes.
- Building relationships with pupils and families: Develop effective approaches to engage families and foster strong relationships that support regular attendance and a sense of belonging.
- Having difficult conversations: Gain confidence in addressing sensitive issues with empathy, clarity, and professionalism to create meaningful change.
- Implementing an EBSA policy: Understand how to create and apply a policy to support pupils experiencing Emotionally Based School Avoidance (EBSA), ensuring a consistent and compassionate approach across your setting.

This session will equip school staff with the tools and confidence to address attendance challenges and create an inclusive environment that prioritises pupil wellbeing and engagement.

14. Subject Network Sessions



Led by a selection of our experienced Subject Leads, our Subject Network Sessions are a valuable addition to the CPD offer, tailored specifically for subject leaders to collaborate, share ideas, and strengthen their practice. These relaxed and friendly sessions provide a space for subject leads to come together to discuss key priorities such as curriculum development, assessment strategies, and improving outcomes for all pupils.

The sessions also offer a chance to troubleshoot challenges, explore solutions to barriers, and reflect on what works well. Through open discussion and practical collaboration, participants can gain fresh perspectives and actionable ideas to take back to their schools.

By attending, subject leaders will benefit from enhanced professional networks, the chance to problem-solve with colleagues, and valuable insights to further develop their subject leadership. These sessions are designed to empower and inspire, leaving participants confident and well-supported in their roles.

Below is a table outlining the available network sessions and their scheduled dates. These sessions have been deliberately planned for after school to make it easier for teaching subject leads to attend

Subject	Dates
Reading	10th February 2025
Writing	9th June 2025
Maths	30th January 2025 15th May 2025
Science	25th February 2025
PE	6th February 2025 5th March 2025 7th May 2025

Subject	Dates
Humanities	11th February 2025
Art	28th January 2025
DT	26th February 2025
Music	10th february 2025
MFL	3rd March 2025
PSHE	28th January 2025
EYFS	4th March 2025
RE	26th February 2025

Embedding The Flourishing Together Vision

The Flourishing Together vision, developed collaboratively by the **Confederation of School Trusts, the Catholic Education Service, and the National Society for Education**, underpins this CPD offer. Rooted in mutuality, equity, and community, this initiative focuses on creating an education system where all children, adults, and schools can flourish holistically—academically, socially, and emotionally.

ACT is proud to deliver two session series based on the training we have received as part of this initiative.

Rebecca Bliss will facilitate the **Leadership of SEND, Wellbeing, and Inclusion** sessions, equipping school leaders with strategies to support vulnerable pupils and promote mental health and inclusion.

Bridget Harrison will lead the **Justice and Courageous Advocacy** sessions, helping school leaders embed advocacy for social justice and equity within their school communities.

These sessions reflect ACT's commitment to sharing this collective vision and ensuring its principles are translated into meaningful action across schools in the region.



Flourishing together



A collective vision for the education system

15. Justice and Courageous Advocacy:

These sessions are part of the Justice and Courageous Advocacy Network, which seeks to empower school leaders to inspire their pupils to become advocates for justice and equity. The sessions will explore how schools can create a culture of advocacy rooted in their values, enabling pupils to take meaningful action on local and global issues. Participants will gain practical tools and insights to support pupil voice, build agency, and foster a sense of responsibility towards social and environmental justice.

Key areas of focus:

- Defining courageous advocacy and embedding it in school vision and values.
- Encouraging pupil engagement with issues such as poverty, racial justice, and environmental sustainability.
- Practical strategies for fostering advocacy and active citizenship across the school community.

These sessions are suited to school leaders who are passionate about equipping pupils with the confidence, skills, and understanding to make a positive difference in the world.



16 . Leadership of SEND, Wellbeing, and Inclusion:

These sessions are part of the Leadership of SEND, Wellbeing, and Inclusion Network, designed to support school leaders in developing inclusive and nurturing school environments that prioritise mental health, wellbeing, and effective SEND provision. The sessions will focus on equipping leaders with evidence-informed strategies to improve outcomes for vulnerable pupils, particularly those with SEND or who have experienced trauma. Participants will explore practical approaches to embedding a culture of dignity and inclusion, ensuring that all pupils thrive and feel valued.

Key areas of focus:

- Understanding the impact of trauma and SEND on learning and behaviour.
- Promoting inclusive school cultures that prioritise mental health and wellbeing.
- Practical strategies to improve attendance, behaviour, and outcomes for pupils with SEND.

These sessions are ideal for headteachers, SENDCos, governors, and inclusion leads who are committed to building inclusive practices and supporting the most vulnerable pupils in their schools.



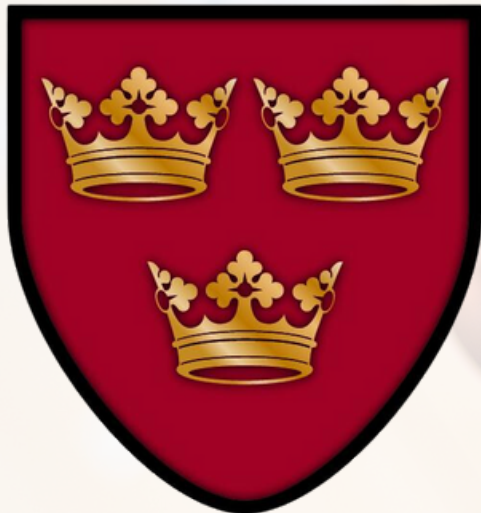


How do I book onto these sessions?

Thank you for taking the time to explore our CPD offer. These sessions represent a unique opportunity to access high-quality, free professional development designed to inspire professional growth, tackle real challenges, and improve outcomes for pupils. Whether you're looking to strengthen leadership, enhance classroom practice, or develop strategies to address specific areas of need, our carefully crafted sessions offer practical, impactful tools you can implement immediately.

Booking your place is simple—just use the link or QR code below to visit our dedicated ACT CPD page on the Diocese of Ely website. We are incredibly grateful to the diocese for managing the administrative side of this offer and ensuring these sessions are accessible to as many schools as possible.

Spaces are limited, so we encourage you to book early to secure your spot on these exceptional CPD opportunities. Don't miss out on this chance to collaborate with expert facilitators and like-minded professionals, all while investing in your development and the success of your school. Together, we can make a lasting impact on the future of education. Book your place today and join us in this exciting journey!



BOOK NOW



Ambitions Ahead

We are extremely proud of how far we have come as a Trust since 2011, and the transformational impact we have achieved for so many pupils, families, colleagues, and communities. Through close-knit community networks and supportive learning environments, we have overseen significant success in turning schools around and removing barriers to achievement for our pupils

Our standards in academic attainment, culture, enrichment, behaviour, training, and safeguarding remain unapologetically high. We will continue to broaden and raise the aspirations of every child we support, including the most disadvantaged. This philosophy aligns with our belief that every child can and should succeed, reflected in our motto: **Think it, believe it, live it.**

Whether a school is already achieving its goals or looking to supercharge its improvement journey, we believe all schools can benefit from successful partnerships. Together, we can build expertise, share resources, and positively impact more pupils, communities, and lives.



Looking ahead, we aim to:

- Expand our reach to more schools across the region, bringing the benefits of partnership and collaboration to a wider audience.
- Strengthen our capacity to support leaders and teachers through innovative CPD solutions.
- Continue refining our approaches based on feedback to ensure our work is impactful, inclusive, and sustainable.
- Build on our successes to create an even stronger, more collaborative network of schools that drive educational excellence together.

