



ACT



ACT Multi Academy Trust

Think it, believe it, live it

Continual Professional Development Offer 2024-25





We believe that quality continuous professional development (CPD) is the cornerstone of school improvement and pupil success.



Our Values

We follow Jesus' example by valuing and cherishing all God's children in an ever-changing world.

We are loved so we can love (Agape), we learn so that we can grow and be courageous (Courage) and therefore live our lives to the full and in

thankfulness (Thankfulness),

Flourishing in the eyes of God today and in the future. It defines the way that we

Our Vision

Every child is loved by God, and they are at the heart of everything we do. Our goal is to ensure that each child reach their full potential—educated with wisdom, inspired by aspiration, and prepared for global citizenship - ready for the next stage of their learning journey.

As we continue to grow, we are committed to encouraging a love of learning, with our pupils becoming lifelong learners who thrive in their communities, grounded in a culture of dignity and respect.

ACT



ACT Multi Academy Trust CPD and Networking Plan

In today's rapidly evolving educational landscape, ongoing professional development is vital for ensuring that all staff are prepared to meet the diverse and changing needs of our pupils. At ACT Multi Academy Trust, we believe that continuous professional development (CPD) is the cornerstone of school improvement and pupil success.

High-quality CPD empowers staff at every level, ensuring they are equipped with the knowledge, skills, and confidence to drive educational progress and deliver exceptional learning experiences. It supports a culture of reflection, innovation, and growth, which is essential to maintaining high standards across all our schools and those in our local community





To ensure that CPD is directly aligned with our Trust's strategic objectives and vision, members of the central team—including the CEO, Director of SEND and Safeguarding, and Director of Education—will lead targeted sessions. These sessions will be tailored to the specific needs of each group and individual schools within the Trust and further afield, focusing on areas aligned with Trust priorities and school improvement goals as well as national trends.

The content will support schools and other local schools in their various challenges, such as preparing for Ofsted or addressing operational and strategic objectives. Each session will be designed to provide practical guidance and ensure staff are equipped with the skills and knowledge needed to drive progress in their respective areas.



Meet the Team

As Director of Education at ACT Multi Academy Trust, I bring over two decades of experience across four schools in Suffolk and Cambridgeshire, where I've held roles including teaching assistant, SENDCo, deputy head, and headteacher. I have served as headteacher in three schools, spanning both inner-city and rural settings. My time as one of His Majesty's Inspectors in the East of England, combined with national consultancy work, has broadened my strategic perspective. I am dedicated to driving school improvement, developing leadership, and raising educational standards to ensure every pupil receives a high-quality education that equips them for academic success and meaningful contributions to their communities. I am proud to serve as Director of Education at ACT, where I continue to uphold these values across our Trust.



Bridget Harrison

Your paragraph text

With over 20 years of dedicated experience in education, I have established a profound commitment to nurturing the potential of every child, especially those with additional needs. Beginning as a teacher and progressing to the role of assistant headteacher, I have cultivated a rich understanding of the diverse challenges faced in the classroom. As a Special Educational Needs and Disabilities Coordinator (SENDCo) for the past decade, I completed the NASENCO award in 2018, further solidifying a passion for creating inclusive learning environments. I believe that every child deserves a creative and adaptive approach to learning, emphasizing the importance of tailoring teaching methods to meet individual needs.

Having successfully led a large primary school's SEND department, characterized by a high level of complex needs, I take pride in the transformative impact made within the school community. Now serving as the Director of Inclusion and Safeguarding, I am driven by a vision to further enhance educational practices across the Trust, ensuring that all children within our settings flourish in their learning journeys. With a warm and compassionate demeanor, I continue to inspire colleagues and students alike, championing a future where every child's unique strengths are recognised and celebrated.



Rebecca Bliss



Why we
do what
we do

Guiding Principles

Everyone
can achieve



Quality is our
driving force



Teams drive
success



People thrive in
communities



Our Goals and Objectives

Overcome
disadvantage,
so all pupils
achieve
outstanding
outcomes



Deliver an
outstanding
curriculum and
pedagogy



Recruit and
retain an
outstanding
workforce



Provide
outstanding
leadership,
management
and Trust
infrastructure



Build positive
communities
that achieve
outstanding
outcomes,
together





Our English Offer

Network Group	CPD Session	Dates	Lead
<p>English Subject Leaders</p>	<p>Driving Excellence in the English Curriculum and Early Reading</p> <ul style="list-style-type: none"> • This session will equip English Subject Leaders with the tools to effectively monitor and evaluate their curriculum impact, utilise data efficiently, and identify key areas for improvement. Attendees will develop skills in conducting thorough book scrutinies and lesson observations, with a specific emphasis on assessing reading progress and the phonics programme. • Drawing on recent Ofsted training, the session will guide participants on ensuring phonics books are closely aligned with the sounds pupils are learning and monitoring the overall quality of reading sessions. It will also explore effective strategies for supporting priority readers, particularly those in the lowest 20% and disadvantaged groups. Additionally, subject leaders will receive practical guidance on writing impactful subject leader reports, ensuring that reading remains a central focus in school improvement plans. 	<p>Dec & Feb</p> <p>January</p> <p>April</p> <p>July</p>	<p>Bridget Harrison</p>



Network Group	CPD Session		
<p data-bbox="103 1075 327 1310">English Monitoring for Governors</p>	<p data-bbox="391 291 1045 336">Effective Governor Monitoring of English</p> <ul data-bbox="406 392 1069 2094" style="list-style-type: none"> <li data-bbox="406 392 1069 772">• This CPD session will provide governors with the knowledge and skills necessary to confidently and effectively monitor the English curriculum in their schools. Governors will gain a clear understanding of the key components of a high-quality English curriculum, including reading, writing, and oracy, and the crucial role they play in school improvement. <li data-bbox="406 828 1069 1344">• The session will offer guidance on what governors should focus on during monitoring visits, such as phonics teaching, reading progress, and how well books are aligned with pupils' phonics learning. Drawing on insights from Ofsted expectations, governors will be equipped to ask pertinent questions that assess the effectiveness of early reading strategies, the progress of priority readers (including the lowest 20% and disadvantaged pupils), and the overall quality of English teaching. <li data-bbox="406 1400 1069 1825">• Governors will also learn how to interpret and use school data to evaluate pupil progress and identify any gaps in achievement. Practical tools for conducting visits, observing lessons, and reviewing pupil outcomes will be provided, along with strategies for working collaboratively with school leaders to ensure the English curriculum is meeting the needs of all pupils. <li data-bbox="406 1881 1069 2094">• By the end of the session, governors will feel confident in their role in monitoring English, ensuring that they can provide robust and informed challenge and support to school leadership teams. 	<p data-bbox="1125 638 1236 683">January</p> <p data-bbox="1125 952 1212 996">March</p> <p data-bbox="1125 1388 1189 1433">April</p> <p data-bbox="1125 1691 1189 1736">May</p>	<p data-bbox="1364 1142 1508 1243">Bridget Harrison</p>




Our Leadership Offer

Network Group	CPD Session	Dates	Lead
<p>Deputy & Assistant Headteachers</p>	<p>Leadership Development for Deputy and Assistant Heads</p> <ul style="list-style-type: none"> This CPD session is designed to enhance the leadership capacity of Deputy Heads, Assistant Heads, and Key Stage Leaders, focusing on critical areas that contribute to whole-school improvement. Attendees will deepen their understanding of strategic curriculum planning, ensuring that the curriculum is not only broad and balanced but also meets the needs of all pupils across year groups and subjects. The session will emphasise the role of these leaders in driving high-quality teaching and learning, with a particular focus on using assessment data to inform decision-making and identify areas for targeted improvement. Practical strategies will be explored on how to lead subject teams effectively, ensuring consistency and high expectations, while also providing meaningful feedback and professional development for staff. 	<p>December</p> <p>February</p>	<p>Bridget Harrison</p>



Network Group	CPD Session	Dates	Lead
Headteachers	<p>Executive Summaries: A Strategic Approach for Headteachers</p> <ul style="list-style-type: none"> Participants will learn how to distil complex data—such as pupil outcomes, curriculum effectiveness, staff performance, and leadership actions—into concise, impactful summaries. The session will also cover how to reflect both qualitative and quantitative data to provide a balanced and accurate overview of school performance. In addition, the session will guide headteachers on tailoring executive summaries for different audiences, whether for internal staff, governors, or external reviewers such as Ofsted. By providing practical examples and clear frameworks, this session will help headteachers present their school’s achievements and areas for development in a strategic and coherent way, ensuring these documents serve as valuable tools for ongoing improvement and accountability. By the end of the session, headteachers will feel confident in producing executive summaries that not only fulfil reporting requirements but also drive purposeful dialogue and decision-making within the school community. 	<p>December</p> <p>February</p> <p>May</p>	<p>Bridget Harrison</p>



Network Group	CPD Session	Dates	Lead
 <p data-bbox="111 851 319 1008">OfSTED Support for Governors</p>	<p data-bbox="391 257 837 302">Ofsted Support for Governors</p> <ul data-bbox="406 347 1077 1612" style="list-style-type: none"> • This session is designed to equip governors with the knowledge and confidence needed to effectively support their school’s leadership team during an Ofsted inspection. Attendees will gain a clear understanding of Ofsted’s inspection framework, the key areas inspectors focus on, and how governors can best demonstrate their role in holding school leaders to account and contributing to school improvement. • The session will cover what governors should expect during an inspection, including the type of questions they might be asked and how to present evidence of their strategic oversight. Governors will learn how to discuss key areas such as curriculum intent, safeguarding, pupil outcomes, and the effectiveness of leadership and management. Practical guidance will also be provided on how to reflect on and use school data to illustrate the impact of governance. • By the end of the session, governors will feel more confident in their role during the inspection process and will understand how they can actively contribute to positive inspection outcomes. 	<p data-bbox="1125 403 1300 448">November</p> <p data-bbox="1141 884 1284 929">February</p> <p data-bbox="1173 1422 1252 1467">April</p>	<p data-bbox="1364 884 1508 985">Bridget Harrison</p>





Safeguarding Support Networks

Network Group	CPD Session	Dates	Lead
Safeguarding Support to DSL's	<p>Network and Updates-A opportunity to network with DSL colleagues, gain updates and share good Safeguarding practice. It is a place to seek advice and a discuss common themes that are appearing across the schools</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>Rebecca Bliss</p>





Our SEND Support Offer

Network Group	CPD Session	Dates	Lead
<p>SEND Mental Health and Wellbeing Network</p>	<p><i>Date to be confirmed (in Partnership with the National Church Flourishing Trust) 2025</i></p> <p>Our SEND Mental Health and Wellbeing Network features contributions from leading organisations that specialise in SEND, mental health, and trauma support within educational environments. We are thrilled to be currently working with the following partners:</p> <ul style="list-style-type: none"> • Anna Freud • UK Trauma Council • Touchbase UK • Adoption UK • TLG • The Difference • Trauma Informed Schools <p>All of these organisations have resources for schools to support their journey towards becoming trauma informed.</p>	<p>January 2025 onwards for 12 months 6 sessions</p>	<p>Rebecca Bliss</p>



Network Group	CPD Session	Dates	Lead
Trust Led SEND Network	<p><i>Date to be confirmed (in Partnership with the National Church Flourishing Trust) 2025</i></p> <p>Our SEND Mental Network - Leadership of SEND - designed by practising leaders of SEND around the country. Ensuring the topics, speakers and resources are pertinent to schools right now. The first step in managing behaviour is to 'know and understand your pupils and their influences' (EEF Toolkit, 2019). Factors which have been proven to have an impact upon pupils' behaviour are:</p> <ul style="list-style-type: none"> • Trauma - see how we are working with key organisations to become more trauma informed here • Poverty - see the work of TLG (Transforming Lives for Good), The Difference and the Children's Society. • Child Protection - in particular, care-experienced children and Young Carers • County Lines/ Modern Slavery - see the work of The Clewer Initiative and Stop the Traffik • Grief/ Bereavement - see the UK Trauma Council's Traumatic Bereavement resources <p>Disseminated from expert professionals in the field</p>	January 2025 onwards for 18 months 10 sessions	Rebecca Bliss
SEND Governor Support	Support around fulfilling the role of a SEND Governor, what to look for and how best to support school colleagues.	January onwards	Rebecca Bliss



Network Group	CPD Session	Dates	Lead
Trust Led – Courageous Advocacy	<p><i>Date to be confirmed (in Partnership with the National Church Flourishing Trust) – 2025</i> <i>WHY DO WE WANT TO SEE SCHOOLS BECOMING PLACES WHERE STUDENTS ARE COURAGEOUS ADVOCATES?</i></p> <p>At the Church of England Foundation for Educational Leadership (CEFEL), we believe that ‘leaders in education are called to pursue social justice and wellbeing of all, showing love for the disadvantaged, marginalised and vulnerable’. Indeed, church schools were set up originally for this very purpose back in 1811!</p> <p>Courageous advocacy is the act of speaking up and advocating for a cause or issue that one believes in, even in the face of opposition or backlash. It requires a level of courage and conviction, as one is taking a stand and potentially putting oneself at risk in order to make a positive impact. Courageous advocates are willing to take a stand and speak out against injustice, even if it means facing personal or professional consequences. They are driven by a strong sense of purpose and a belief that their actions can make a difference. We have a vision to support schools in providing spaces where students are able to become courageous advocates by:</p> <ul style="list-style-type: none"> • demonstrating WISDOM by upskilling staff with the evidence-informed knowledge to support these students as best they can (and signposting further in-depth training) • building COMMUNITIES that collaborate to ensure flourishing for all – particularly the most vulnerable – through networking school leaders together • seeing the innate DIGNITY in each and every child, thus seeking to understand them as best we can and prioritising their needs within our schools • becoming beacons of HOPE so that ‘bad experiences need not have the last word’ 	January 2025 onwards for 12 months 6 sessions	Bridget Harrison



A young girl with blonde hair, wearing a dark school uniform, is smiling and reading a book in a library. The book is 'Michael Morpurgo: Alone on a Wide Sea'. The background shows bookshelves filled with books.

We passionately believe every member of staff deserves the same chance and quality professional development, and we are unwavering in our commitment to uphold this.

At ACT, we are driven by a clear moral purpose: to make a meaningful difference in the lives of all pupils. This means supporting schools to not only raise academic standards but also to provide a holistic education that nurtures personal development and well-being. We work closely with schools in a variety of contexts, offering tailored support packages that address specific needs—whether it's leadership coaching, curriculum development, or enhancing SEND

A Moral Purpose And Bespoke Support

Our belief in the power of education extends beyond academic results. We are committed to creating schools where children feel safe, happy, and inspired to learn. Every school that joins our Trust benefits from a partnership rooted in respect, collaboration, and shared ambition.





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 students, families, colleagues and communities.

Thanks to the close-knit community networks, and supportive learning and working environments we have built, we have overseen great success in turning schools around and in removing barriers for our pupils to achieve their very best.

Our standards in academic attainment, culture, enrichment, behaviour, training and safeguarding remain unapologetically high, and we will continue to broaden and raise the aspirations of every child we support, including the most disadvantaged.

We want to work with partners who believe in our approach and share our vision that every child can and should succeed, in line with our philosophy of 'Think it, believe it, live it'.

Whether a school is successfully achieving its goals and looking to continue to build on that, or looking to supercharge its school improvement journey, we believe that all schools can benefit from being in a successful partnership. Together, we can continue to build expertise, share resources and work together to benefit more pupils, more communities, and more lives.

If you are a prospective parent, staff member or potential partner school who is interested in ACT Multi-Academy Trust and would like to find out more, please do get in touch – we would love to hear from you. We know that the community we have created at the Trust will continue to strengthen and grow in the years ahead, and we look forward to what the future holds.



