

# #KyraJournal



TEACHING  
SCHOOL  
ALLIANCE

## Securing wellbeing for all

October 2016



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## Welcome to the latest edition of the Kyra Journal

The last few months have seen the publication of a number of articles, research papers and media headlines focusing on the challenges around wellbeing and the level of pressure and uncertainty faced by children and adults alike. These findings, together with the anecdotal evidence from across the system, present each one of us with one of the most pressing challenges of our careers as educationalists – to ensure that children and those of us who serve children are able to thrive in a challenging and uncertain world. We cannot fulfil our roles in preparing children for the lives that lie ahead of them without prioritising both their wellbeing and that of our colleagues.



The Children's Society published an extensive piece of research in August that showed how more girls in particular are more unhappy with their lives than five years ago. Meanwhile, in early October, the Education Policy Institute reiterated the challenge of teacher workload and the fact that it limits teachers' access to professional development and puts some at risk of 'burnout'. Our schools simply cannot succeed without happy, motivated and supported teachers.

This edition of the journal brings together a range of perspectives in order to highlight some of the issues, share examples of best practice, and seeks to raise greater awareness of the opportunities that Kyra brings to ensure better wellbeing – not least through our Kyra Wellbeing initiative. I'm also delighted that Priory Witham have shared their strategies for supporting pupils who are facing a range of challenges beyond the classroom.

I do hope that by raising the issues - and providing some tips for addressing them - we are all encouraged to put an even greater emphasis on wellbeing and to share both our concerns and our ideas with one another. It is only by working together that we can succeed in this very important aspect of our work.

Warm wishes,

**Marie-Claire**



# A Beacon for Wellbeing

*The wellbeing of children has become a particular concern in recent years. The Children's Society fifth annual Good Childhood Report, published in August, added to that picture with its suggestion that the threats to children's wellbeing are greater today than at any time in recent decades.*

It revealed that girls are becoming increasingly unhappy with their lives overall and their appearance – a self-esteem gap with boys that is growing year on year.

It also indicated that as girls get older, they are more likely than boys to experience emotional problems such as anxiety and depression. Emotional problems are associated with

happiness with appearance and life as a whole, and these links are stronger for girls than boys.

Younger boys are more likely than girls to be unhappy with their school work and more likely to have conduct and hyperactivity/inattention problems. These problems are associated with happiness with school work, and these links are stronger for boys than girls.

The implications of this are serious. While boys are more likely than girls to have a mental health problem at age 10 when all types are considered together, by age 14 the situation is reversed.

Put the findings of the Good Childhood Report together with all the other insights into children's wellbeing in recent years, including those of Unicef, and the picture is a worrying one.



Schools of course need to play a part in trying to address the wellbeing issues faced by many children.

It's an issue that is certainly of concern to several schools in the Kyra family, especially if their pupils face difficult home lives.

At The Priory Witham Academy in Lincoln there is a major focus on promoting the wellbeing of pupils with special educational needs and those from disadvantaged backgrounds. Many of these children come from homes with a personal link to one or more of the social problems experienced in this area, recognised as having high levels of deprivation, including unemployment and mental health issues.

"We are acutely aware of the impact that these difficulties can have on our children," says assistant headteacher Amy Tallentire. "If we don't support their wellbeing they will not be in a position to effectively access their learning – that's why we see our wellbeing work as so important."

At the centre of Priory Witham's wellbeing strategy are their 'Beacon rooms'. These rooms – one for Nursery to Year 2 children and the other for Year 3 to Year 6 - are open throughout the day and welcome children recognised as needing the support through a range of referral routes, including teacher assessment and parental referral.

Children arrive before the start of school for a "super start". They are given a healthy breakfast and they can play games and take part in activities. The aim is to give the children a positive start to the day and put them in a good frame of mind for learning.

The facilities are open throughout the day for children to access a range of small group interventions and bespoke one to one work. Other children may use the room for support before being successfully returned to their classrooms to re-engage with their learning. Lunchtime is an opportunity to model good table manners and healthy eating and gives the children the opportunity to socialise over their lunch.



Three days a week at the end of the school the Beacon rooms offers after school activities. These might include a family swim or a 'happy, healthy me' session when children and parents can enjoy making healthy snacks together.

Children's achievements across the curriculum are also celebrated, with photos of pupils placed on the Beacon room walls. Younger pupils relish putting on the golden cloak and receiving a certificate to mark their classroom achievements.



“Alongside all the other interventions, including support from health professionals and involving mum in coming into school, the child made some dramatic progress. It’s a new day as far as this child is concerned.”

“We’ve reduced the number of times the child goes into the Beacon room now but she is excited about being in there because she is accessing it in a supportive way. She uses it now as a reward. The efforts of everyone have helped to achieve that.”



“The parents love it,” Teresa adds. “I would say that 99 per cent of parents think that if it is helping their child then it is helping them too. They are invited into the Beacon room regularly and they have good relationships with staff. The real strength is that the people who work in the Beacon rooms are well known to parents and are supportive in engaging them. We adapt to our parents. We don’t give them jargon; we try to empower them.”

## Next steps

The full Good Childhood Report 2016 from The Children’s Society can be found at: [http://www.childrensociety.org.uk/sites/default/files/pcr090\\_summary\\_web.pdf](http://www.childrensociety.org.uk/sites/default/files/pcr090_summary_web.pdf)

See Amy Tallentire talk further about the impact of **Priory Witham’s ‘Beacon Rooms’** at Kyra’s youtube channel. <https://www.youtube.com/channel/UCygsbkC8zRkOfkobipVD08w>

Pupil premium and SEND funding has been used to create the Beacon rooms and the school measures the impact of the intervention using a PIVATS assessment score - an assessment programme used nationally to measure pupil progress through the ‘P’ Scales and up to National Curriculum Level 4. Behaviour including interaction with others and ability to stay on task is measured at the start of the intervention and tracked throughout. It’s clear from this tracking that the intervention works, says Senco Teresa Phipps-Smith.

“We were working with the child of a family that had long standing support strategies in place. The child had very complex needs so we applied for an Education, Health and Care plan and used this funding to enable her to have one to one support with enhanced provision provided by the Beacon team.



# Research Digest: the national picture for Children's Wellbeing

## The Good Childhood Report 2016

The Children's Society has published (31 August) the fifth in its series of annual reports about how children in the UK feel about their lives. Overall, the findings show the following (source: The Children's Society):



### Gender patterns in trends over time

- A gender gap in some aspects of wellbeing has opened up in recent years, with girls becoming increasingly unhappy with their lives overall and with their appearance.
- Girls are less happy than they used to be, with 1 in 7 (14%) 10 to 15 year old girls unhappy with their lives as a whole – up from 11% over a five year period. By contrast, the proportion of boys of the same age who are unhappy with their lives as a whole has remained stable at 11%.
- This means the estimated number of girls in the UK who are unhappy with their lives has risen by 21% from 234,300 to 283,200 between 2009/10 and 2013/14.
- The difference is even starker when it comes to how children feel about the way they look. More than one third (34%) of girls are unhappy with their appearance – up from 30% over five years. By contrast, the proportion of boys of the same age who are unhappy with their appearance has remained stable at around 20%.
- This means the estimated number of girls in the UK who are unhappy with their appearance has risen by 8% from 647,400 to 699,700 between 2009/10 and 2013/14.
- This new trend builds on important findings from last year's Good Childhood Report, in which England ranked last out of 15 countries for happiness with appearance and also had the most pronounced gender differences of all participating countries.



## Flourishing

- In this report, the Children's Society combine measures of subjective wellbeing with a new measure of psychological wellbeing to assess the extent to which children are 'flourishing' in England today.
- Although more than 8 out of 10 children (82%) are 'flourishing', 10% are 'languishing' – having low scores for both subjective wellbeing and psychological wellbeing.

## Mental health and well-being

- As girls get older, they are more likely than boys to experience emotional problems such as anxiety and depression. Emotional problems are associated with happiness with appearance and life as a whole, and these links are stronger for girls than boys.
- Younger boys are more likely than girls to be unhappy with their school work and more likely to have conduct and hyperactivity/inattention problems. These problems are associated with happiness with school work, and these links are stronger for boys than girls.
- These insights help to explain the finding that boys are more likely than girls to have a mental health problem at age 10 when all types are considered together – but by age 14 the situation is reversed.

## Local area differences

- In our analysis of geographical differences in children's wellbeing, we found no solid evidence of regional differences or links to area-level deprivation (i.e. the Index of Multiple Deprivation), although there is a link for adults.
- However, children's perceptions of their local area – including the quality of local facilities, how safe they feel, how much freedom they perceive they have and their experiences of local problems – are clearly linked to their well-being. The top two local problems with the strongest links to wellbeing were 'noisy neighbours' and 'people drinking or taking drugs'.
- This adds to evidence accumulated over time which shows that children's direct experiences are much more important for their wellbeing than factors more removed from them, and also that factors known to be related to adults' wellbeing are not necessarily linked to children's wellbeing.
- local wellbeing research highlights the important findings that bullying is most likely to take place at school, and emotional bullying – such as name-calling, which girls are more likely to experience – is twice as commonplace as physical bullying, which boys are more likely to experience.

Further details can be found: [http://www.childrenssociety.org.uk/sites/default/files/pcr090\\_summary\\_web.pdf](http://www.childrenssociety.org.uk/sites/default/files/pcr090_summary_web.pdf)

## Family income and children's wellbeing

The Institute of Education's Centre for Longitudinal Studies has published (11 August) the findings of its research looking at a range of factors associated with mental illness and wellbeing at age 11. The research found that 11-year-olds who saw themselves as richer than their peers were more likely to have lower wellbeing than those who thought they were about the same. However, there was a clear relationship between household income and mental illness – the richer the family, the less likely the children were to display emotional and behavioural problems symptomatic of mental ill health. The researchers also found the factors affecting wellbeing and mental health were not the same, despite the two often being conflated by policymakers and researchers: "There is little overlap in the risk factors associated with these two domains of mental health, suggesting that interventions aimed at reducing symptoms of mental illness may have little effect on improving wellbeing, and vice versa."

Further details can be found: <https://www.ucl.ac.uk/ioe/news-events/news-pub/august-2016/cls-money-doesnt-buy-happiness-for-millennium-generation>

# Time to let your Guard Down

*Wellbeing is rarely out of the media headlines, with a cluster of recent research reports highlighting the stresses and strains being experienced in modern Britain.*

Some observers would say that many of those challenges to our wellbeing – such as accountability, workload and work-life balance - are particularly keenly felt by the professionals working in our schools. Kyra schools are no different and big efforts are being made to ensure that the wellbeing of staff is a top priority.

“Wellbeing was a major item in a development day we held last autumn,” says Helen Barker, Head of Kyra Teaching School Alliance. “We looked at what support we gave headteachers in difficulty. They wanted to know where they could go if they needed help.

“As professionals we’re expected to be there for everyone. You have to be patient, caring, compassionate and encouraging – for parents, for children and for staff. But where do you go to let your guard down and share your problems?

“A lot of headteachers have taken their schools through very challenging times. One head was dealing with multiple cases of cancer amongst staff and a number of deaths in the school community over a couple of years. It placed a great deal of strain upon them.

***“You have to be patient, caring, compassionate and encouraging – for parents, for children and for staff. But where do you go to let your guard down and share your problems?”***

“The wellbeing strand is about making this visible. It’s not about raising a white flag or contacting the local authority for intervention. We wanted to develop an ongoing place of support. A network of people who have got your back.”

Kate Rouse, who this September started her new role as a consultant headteacher for Lincolnshire County Council, was head of Bishop King CE Primary in Lincoln when Helen appointed her strand leader for wellbeing in autumn 2015.

The strategy included setting up regular Kyra coffee mornings. These were an opportunity for staff across the Kyra family to meet up and discuss day to day issues, with none of the accountability issues associated with everyday leadership and

management meetings in school. Then there were various forum groups for heads, governors and business managers, providing another opportunity to share concerns and ideas in a non-judgemental environment.

There were also wine evenings and a Kyra choir was set up. Held six times a year at Lincoln Carlton Academy, the choir has proved very popular. "We've got heads, business managers, governors, teachers and teaching assistants attending," Helen Barker says. "It's an opportunity to connect with people on a different level. There's something about the togetherness of it. Because you have to concentrate you have to shelve everything that's going on in your mind and focus on that. You are creating something beautiful and connecting with people."

The wellbeing strand role resonated with Kate because she had direct experience of the stresses faced by school leaders, having just been through a gruelling professional and personal journey herself.

***It's an opportunity to connect with people on a different level. There's something about the togetherness of it. Because you have to concentrate you have to shelve everything that's going on in your mind and focus on that.***

Kate was working hard to bring Bishop King out of a requires improvement judgement while at the same time going through the demanding process of adopting her son. "I came back to school after my adoption leave as the mum of a 16-month-old, trying to deal with a struggling school while at the same time coping with sleepless nights. It became a bit overwhelming and I was in a bad place. I neglected my own wellbeing because I was so focused on bringing the school out of requires improvement."



Kate Rouse

The isolation Kate felt ended when Bishop King became part of the Kyra alliance. "Being part of the family of schools stopped me looking inwards and helped me to look outwards," she says. "I could look further afield, get support and advice and develop trusting relationships with colleagues in other schools. That was my saviour really."

Admitting her vulnerabilities as a leader also helped to build a stronger culture of trust at Bishop King - a shift that played a major part in the school's rapid improvement journey.

"A year after we went into requires improvement we had a motivational talk from Kevin House, Kate explains. "As part of that talk he shared his own vulnerabilities. It encouraged me to do the same. I was having my struggles and I spoke about them. I think that helped open people up to the idea that I was accessible and that I'd understand their own challenges too."

Small acts of kindness can play a big part in building that culture, says Kate. At Bishop King she allowed colleagues to use some of their PPA time to leave the school to pick up their children or attend school plays and sports days.

Kate says it's about understanding that people have important lives outside of school. And that can repay dividends because it helps to foster a powerful sense of mutual respect.

Now that she is in her new role Kate is using her own experience of fostering wellbeing at Bishop King and across Kyra to help other heads who might be struggling to establish a positive leadership culture in their schools.

***"It's about understanding that people have important lives outside of school. And that can repay dividends because it helps to foster a powerful sense of mutual respect."***  
- Kate Rouse

"You can't be a strong leader without fostering a strong culture in which everyone feels supported and invested in," she says. "You need to think about how you are encouraging a sense of wellbeing in your staff. It needs to be more than a policy on a piece of paper – it needs to be demonstrated in meaningful ways."

Helen Barker says that wellbeing isn't just about choirs and sympathetic chats over coffee and biscuits. It runs through many aspects of the life of Kyra, such as peer reviews. "I think if leaders open themselves up to the peer review process they are inviting their colleagues to come and see their school warts and all. It reveals a culture of openness and transparency, honesty and collaboration."

Helen adds: "We are a learning community that understands each other's needs. It's not just about sharing phonics strategies, it is knowing who to talk to and share a problem with."

"It's a difficult job for headteachers. It's a job that you can do in isolation and you might develop a sense that everyone waiting for you to fail. If you get something wrong in an inspection your job is on the line. There is a lot riding on our ability to make the right decisions all the time."

"In the end we want to realise our vision of being ambitious for children and wellbeing is crucial because it helps everyone to contribute to that vision to the best of their abilities."



# Filling your reservoir of hope

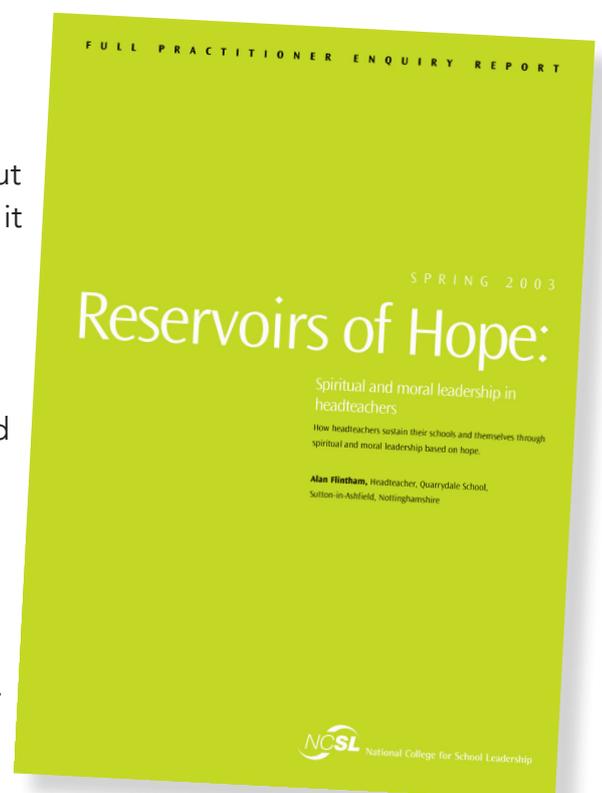
*Kate Rouse cites Reservoirs of Hope, a report published by the then National College for School Leadership back in 2003, as a major influence on her thinking – and approach – to her own wellbeing and the wellbeing of her staff.*

“The report really influenced me because it talked about keeping your own reservoirs filled up so that you have the reserves there to be able to help others,” she explains:

Report author Alan Flintham, a retired Derby primary headteacher, interviewed 25 heads from a cross section of school contexts, phases and locations across England to test the premise that a school could not prosper without a clear vision, based on hope, of where its leader wanted it to reach.

But in order to be the school’s ‘reservoir of hope’ it was also necessary for that head to replenish and refill their personal reservoir of hope, and part of the report outlined the strategies used by the heads to do this.

These included strong self-belief in their values, support networks that were sustained by families, friends and colleagues, and external networks of engagement with interests and experiences beyond the world of education.



The full report is available at <http://dera.ioe.ac.uk/5117/1/media-75c-a0-reservoirs-of-hope-full.pdf>

# Staff Wellbeing: A nurse's perspective



*Schools Advisory Service has just launched its 'wellbeing report 2016' documenting a number of ways in which schools and school leaders are ensuring healthy and motivated workforces. Here Mandy Gallagher, Head of Nursing at Schools Advisory Service, outlines some of key trends around staff absence and the strategies for preventing it.*

## **Schools cannot underestimate the importance wellbeing**

Our staff are our most important resource. If we have happy, healthy and motivated staff then children will benefit enormously. If that's put at risk, so is children's learning and development and the success of our schools. As an employer, it is every school's responsibility to ensure the wellbeing of their staffing team. We all have our part to play in making that a reality.

## **Stress remains a major issue**

Stress and anxiety remains the main reason for staff absence in schools. Teachers and leaders are feeling the pressures of intense workloads and high accountability. It's also the case that the pace and complexity of life has increased. There is a culture of 'always being online' with our smartphones and gadgets - and that prevents many of us from switching off outside of work hours. We also have an aging population, and many teachers and leaders have demanding responsibilities outside of work - for example, caring for elderly relatives or children. Other health issues faced by staff and their families can also lead to greater levels of stress and anxiety.

## **People are talking more openly about the menopause**

One area where we are seeing increasing levels of awareness - and rightly so - is around the impact of the menopause. Around a quarter of teachers, including senior leaders, are female

and aged between 40 and 54. Staff affected by the menopause are often “suffering quietly” when balancing the demands of work and home life – including bringing up children and supporting aging parents. This can often be to the detriment of our own personal health and wellbeing. Many women may put the common symptoms of fatigue, hot flushes and increased irritability, down to the stress of these demands, rather than realising that there may be an underlying reason for the way they are feeling. Elsewhere, joint and back problems are very prevalent amongst teaching staff due to their working environment, and we continue to see many school staff affected – either as an individual or within their immediate family – by cancer.

### **More school leaders are making staff wellbeing a priority**

More school leaders are recognising the importance of their role in preventing staff illness and absence wherever possible. We see schools doing a number of things. Running a confidential wellbeing questionnaire is a useful way of gauging morale, levels of stress, and any trends that may need to be addressed. Leaders can use this as a way of monitoring staff wellbeing year on year and some may even include the improvements in these results within the school improvement plan! Some schools also set up wellbeing committees to make recommendations or lead wellbeing initiatives, and we are also seeing more schools giving an SLT member responsibility for championing staff wellbeing. Involving governors in wellbeing discussions is also important, and we’d recommend that wellbeing regularly features on their meeting agendas.

### **Schools are being proactive and taking practical steps**

There are a number of ways in which schools can be proactive, including lifestyle health screening,

stress awareness workshops, a commitment to flexible working where appropriate, and access to key services such as counseling and physiotherapy. From our experience, these approaches have helped participating schools reduce staff absences and achieve a better culture of staff wellbeing.

### **Leaders need to model the right behaviours!**

Whilst leaders in larger schools could often get support from their strategic leadership team or even a mentor, this is less likely in small schools. Leaders need to model sustainable working practices wherever possible. One great example I heard was where a headteacher used weekly staff briefings to encourage staff to identify five tasks that didn’t need to be done that week and also to identify key areas where staff could help each other and avoid replicating effort. Those messages from leaders really do encourage smarter and more sustainable working. Leaders need to model and demonstrate a commitment to work / life balance as much as possible, our staff take their cue from us!



Check out the You Tube video here: <https://www.youtube.com/channel/UCygsbkC8zRk-OfkobipVD08w>

## A culture of wellbeing depends on a commitment to supporting each other

The best and most readily available source of support can often come from our colleagues. I'm encouraged that the growth of multi-academy trusts, federations and teaching school alliances is presenting an opportunity to develop support networks between schools – including isolated smaller schools. In one primary teaching school alliance in the East Midlands, for example, a pastoral mentor role has been created for teachers and leaders across the alliance. Opportunities for professional development and placing an emphasis on teamwork – particularly during demanding times - can also relieve the pressures and increase our enjoyment of our working lives.

I think it's also important that schools carefully consider options for more flexible working. It's a challenge, particularly for small schools – but again, being part of a network or an alliance can help - particularly when staff face a short- to medium-term issue, such as family illness or bereavement. Whilst timetabling and the impact on other staff can be seen as a barrier to flexible working, those schools which enable their staff to have flexibility around particular issues find that they reap the benefits in terms of 'discretionary effort' – staff regularly going above and beyond expectations - because they feel valued and supported.

### I'll leave you with eight ways in which leaders can support better staff wellbeing...

- Give a senior leadership team member responsibility for championing this area - make sure colleagues know that they can discuss their concerns in confidence and are aware of the support available to them
- Provide regular reports on wellbeing to school governors
- Track staff wellbeing through regular questionnaires
- Set up a wellbeing committee and don't micro-manage it
- Invest in interventions such as health screening and insurance - and embed this within the school development plan
- Give your team access to CPD and personal development that develops their skills and passions and enables them to make a full contribution to school development
- Celebrate the success of individuals and the team
- Consider short-term flexible working arrangements where appropriate

Mandy Gallagher  
Head of Nursing, Schools Advisory Service.  
[www.schooladvice.co.uk](http://www.schooladvice.co.uk)



# Dates for your diary!



## Kyra Choir (all members), 4.30 – 5.30pm;

All Kyra staff are welcome to come and join the Kyra Choir – no matter what your ability come along and join us for an hour of music at Lincoln Carlton Academy



## Kyra Heads' Forum – Central (members only), 1.00 – 4.00pm



## Kyra Heads' Forum – East (members only), 1.00 – 4.00pm

The Headteacher forums give school leaders the opportunity to be involved in the development of aspects of Kyra work, to engage with activities across the wider alliance, and to contribute to discussion around local and national issues. These are a powerful forum for networking, reflection and development.



## Kyra Deputy & Assistant Heads' Forum (members only), 4.00 – 5.15pm

The Deputy & Assistant Heads' forums give school leaders the opportunity to be involved in the development of aspects of Kyra work, to engage with activities across the wider alliance, and to contribute to discussion around local and national issues. These are a powerful forum for networking, reflection and development.

If you are planning to attend any of these events, please confirm by email to [jude.smith@lincolnmountstreet.lincs.sch.uk](mailto:jude.smith@lincolnmountstreet.lincs.sch.uk)



# EMBRACING CHANGE ACADEMY DEVELOPMENT DAY

## TIME & DATE

Wed 30th November 2016  
9.30am – 3.30pm

## PRICES

1 Delegate £100 + VAT  
2 Delegates £175 + VAT  
3 Delegates £225 + VAT

## LOCATION

National College  
Jubilee Conference Centre  
Triumph Road  
Nottingham NG8 1DH

**The Kyra Academy Development Day: an opportunity to develop dialogue with leaders across the system, in whatever school you work in. #embracingchange**

Open to Kyra alliance members and those schools working in close partnership with Kyra schools. We would encourage Headteachers, Chairs of Governors (or Governor representative) and School Business Managers to attend together.

With 3 keynotes and ample time for discussion, this day will provide you with a forum to debate key questions, opportunities, new structures and relationships. The aim of the day is to move to positive informed action, in whichever way is right for your school.

The day will be interspersed with workshops and time to debate key questions and actions, with topics such as:

- Children, communities and standards... not just structures
- Creating a growth model with due regard to opportunity, capacity and strategy
- Building educational communities around moral purpose and ambition for children

*continued on next page >>>*

# KEYNOTE SPEAKERS



## Sir David Carter

Sir David Carter became National Schools Commissioner on 1 February 2016, having previously worked for 18 months as Regional Schools Commissioner for the South West. Sir David is the former CEO of the Cabot Learning Federation, a post he held from September 2007 to August 2014.

Sir David is a music graduate of the University of London and has taught music in comprehensive schools across the country since he started teaching in September 1983. In 1997, he became headteacher of Cirencester Deer Park School in Gloucestershire. In 2003 Sir David joined the DfE to spearhead the National Remodelling Team, supporting primary, special and secondary schools to introduce the workforce remodelling programme.

In 2004, Sir David was appointed Principal of John Cabot City Technology College in Bristol and led the formation of the Cabot Learning Federation, now made up of 12 schools. He became one of the first National Leaders of Education and in the summer of 2011, the Cabot Learning Federation successfully applied to become one of the first Teaching Schools in the country. Sir David received a knighthood for his services to education in the Queen's birthday honours in 2013.



## Emma Knights

Emma Knights is Chief Executive of the National Governors' Association (NGA) - the leading charity for guidance, research, advice and training for school governors and trustees. She is co-author of the Chair's Handbook and was a governor at a secondary school in Warwickshire for seven years. Recently she became a founding trustee of the Foundation for Leadership in Education. Follow Emma on Twitter @NGAMedia.



## Simon Bramwell

Simon Bramwell is an NLE, has overseen improvements in a number of schools across the North West, and is Chief Executive of the Vantage Academies Trust (St James, Gorton; SS Simon & Jude, Bolton; and Knowsley Lane). The Vantage Academies Trust is deeply committed to improving outcomes for all children and supporting schools with a history of underperformance to become both inspirational and safe places in which to learn. They do this by investing in and developing exceptional teachers, leaders and support staff; building strong relationships with parents and local communities; providing inspirational learning environments; and demonstrating high expectations for every school and every child across the trust. "Every person in our trust is a learner and we are all ambitious for ourselves and for one another."

# BOOK NOW!

<https://event.bookitbee.com/9435/embracing-change-academy-development-day/>

Via this link, payment can be made with a credit card, alternatively to request an invoice, book using the code kyrainvoice and raise a purchase order to Mount Street Academy.

Kyra Teaching School Alliance, Mount Street, Lincoln LN1 3JG

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