



## MEET OUR SCHOOLS

CLICK ON LOGOS FOR THEIR WEBSITES

### Welcome to our Autumn Term 2022 CAT newsletter



The start of the school year seems a long way, away now!

We have all settled back into school routines, and whilst COVID is still about, it is wonderful to see so many of those school activities we had to curtail, returning and being enjoyed again. You are welcoming parents and carers into school once more and I know how much that is appreciated. You really had been missed by so many and I know parents in particular, are grateful for these opportunities returning.

The Trust continues to look at ways we can develop and be stronger. This term we have started a "Well-Being Consultation Group". This group will be developing thinking around what that means for us individually and as an organisation. We'll think about what we as a Trust can do to support staff well-being and what staff can do for each other.

All staff have access to the Employee Assistance Programme (contact details can be found in your school office) and we would urge you to use this. They have a massive amount of resource to support emotional, health and financial issues and have been most effective in supporting a number of our staff already. However, we want to build on this. The "Well-Being Consultation Group" is made up of representatives from each school. They will no doubt need you to help them develop our offer!

We know that many of our families - including staff - are experiencing difficulties brought on by the cost-of-living crisis. The war in Ukraine, the sad events around the world and instability in our own government recently, may have led us to feel powerless and worried for the future. The opportunities to share and collaborate across our schools are more important than ever. We are better and stronger, together.

In my visits to schools, it is clear to see that the children are flourishing and enjoying their learning. Whatever is going on outside the school gates, your learners are given a break from it and you are providing them with help, love and support to ensure they are happy and thriving. You are putting, "Children First, Always".

Thank you for all you do. Don't underestimate the difference you make. The work you do matters. It matters hugely.

Rhonda



BROADSTONE  
FIRST SCHOOL



BROADSTONE  
MIDDLE SCHOOL



Ferndown  
Middle School



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## SEEKING VOLUNTEERS

- Do you have a little time to give something back to our community?
- Are you a strategic thinker?
- Are you keen to support the vision of an inspirational education for all children?

If you can answer yes to one of these questions, why not consider volunteering as a governor in one of our schools.

### What is a School Standards Board?

School Standards Boards are made up of elected parent governors and appointed community governors. Some boards also have an elected staff governor. The School Standards Boards monitor school standards and support the Senior Leaders to ensure the very highest quality provision for our children. In essence, local governors "champion the school experience for the child, the family and staff".

### What does a school governor do?

School governors will fulfil their functions in a variety of ways, including:-

- Contributing to strategic discussions at meetings, to ensure the very best opportunities for all learners.
- Reading reports prior to meetings and asking questions of challenge at the meeting.
- Challenging and supporting Senior Leaders to achieve ambitious strategic priorities and targets for the school.
- Taking on a link governor role with a particular focus, based on your skills and available time, and linking this into occasional school visits.

There is a short video clip on the website of the National Governance Association about the role of school governor [www.nga.org.uk/Governance-Recruitment/Be-a-school-governor-or-trustee.aspx](http://www.nga.org.uk/Governance-Recruitment/Be-a-school-governor-or-trustee.aspx).



Our governors will normally attend six meetings a term and probably visit school once or twice during the year to fulfil their function.

A number of our schools are looking to recruit to community governor vacancies. You cannot volunteer to this role of your child's school, but had you considered volunteering to this role in one of our other CAT schools? Do you have friends/neighbours/work colleagues who might be interested in supporting local education?



Further information about governance within our Trust can be found on the website -

[www.castlemanacademytrust.co.uk/about-us/governor-and-trustee-vacancies/](http://www.castlemanacademytrust.co.uk/about-us/governor-and-trustee-vacancies/)

If you are interested in exploring one of these opportunities, please contact Gill McDonald, Director of Governance Operations, on [gmcDonald@castlemanacademytrust.co.uk](mailto:gmcDonald@castlemanacademytrust.co.uk)

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## Mark Grigsby

### Chair of the Trust Board



Most people have heard of 'School Governors' but when I mention to friends that I am a Trustee who is the Chair of our Trust Board, this often results in a blank expression! Without going into details about the structure of Multi-Academy Trusts, the easiest way to think about it is that the trustees are very similar to governors, just that we focus on the overall running of all our schools together, while governors at each school focus very much on the teaching and learning at that specific school. We, on the trust board, have a strategic focus on all aspects of our schools, and we organise ourselves into three committees who focus on Finance, HR and Quality of Education. We are the legally accountable body to ensure our schools run within the proper regulations, and ensure that our Trust executive team (CEO, Finance and HR directors) are delivering their work according to our strategic plans.

As a board, we have been delighted to see the way that all our schools have started the school year off so positively, and are proud of the way that the schools in our trust learn from one another and continue to find ways to grow and collaborate together. While we of course focus a lot on our schools, we also look at how to keep improving our own governance models. We recently commissioned an external independent review of our governance and were delighted to receive positive feedback, while also hearing some brilliant suggestions of ways in which we can further grow and improve. We are conscious of the government's drive to ensure trusts are all performing well and are of a suitable size to thrive, and we are excited about the work we are doing to achieve these goals.

If anyone has any questions or would like to learn more about our work, please do get in touch. Everything we do is underpinned by our promise to put Children First, Always, and feedback to help us achieve that is always appreciated.

# MEET OUR TEAM

EACH NEWSLETTER WE WILL FEATURE OUR TEAM MEMBERS

## Jane Cottee

### SEND and Inclusion Director for Castleman Academy Trust



I am really excited to have joined the Trust in this newly created role. I passionately believe that all children benefit from being in an inclusive environment. We have a wealth of expertise within the Trust and the staff are committed to improving the experiences for everyone.

I qualified as a teacher 30 years ago. I had studied agriculture at Aberystwyth University and then worked in various agricultural research roles before spending a year working as a Learning Support Assistant in a base for children with complex needs. That was what convinced me that I wanted to specialise in this area. My first job was working in a village school with 42 pupils and my next one was in a comprehensive school in Peterborough with over 1500!

My husband and I moved to Dorset twenty years ago when our own children were young. We chose to move to an area with the First/Middle/Upper school system because we felt that this would be best for them. I started work in Allenbourn Middle School as a teacher in the dyslexia base for six years before moving to Oakdale South Road Middle School where I was the SENCo. My daughter has dyslexia and she struggled with aspects of school. She often hid her frustrations from teachers and would be very upset or angry at home. I am sure that having experienced this as a parent has helped me to be more sensitive as a teacher too.

In 2015, I started work for Dorset County Council in the SEN Specialist Services team. I was leading the team of teachers all of whom had expertise in either specific learning difficulties or autism. My role took me across the whole of Dorset and I worked with educational psychologists, health professionals and social workers. It was rewarding to be able to work with children, parents and staff to understand the barriers to learning and to work together to improve the provision.

Outside of work, I play the tuba in Verwood Concert Band. I've been playing in brass bands since I was 13 but I only started to play the bass six years ago. Apart from struggling to lift the instrument, I love everything about being a tuba player. I am involved in archery, both as an archer and as a judge. I have a slightly mad dog; we have had her for seven years now but we still have to explain that she's a rescue dog when she bounds over to see people or runs off chasing squirrels. I think that I'm a better at teaching than I am at dog training!



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## Chris Jones Chair of Governors, Parley First School



I was brought up in South Wales and joined the RAF in 1999. I spent 16 years flying various different types of helicopters and aircraft.

I spent two tours as an instructor, teaching different types of pilots from new students fresh out of training, to seasoned operators wishing to upgrade to command on the front-line. This time gave me an insight into the pastoral issues that can affect the way people learn and how important good communication and co-operation between team members is to ensure any issues are addressed and learning is of a high quality.

I have two children at who attended Parley and I leapt at the chance to be a governor because I think Parley is a fantastic school. I was keen to do what little I can to support the dedicated staff who provide great learning opportunities for all our children. There are many ways that parents and carers can support a school, but I felt that becoming a governor was the right fit for me.

The role of governor is extremely rewarding. We visit the school to observe all the hard work the staff put in for the children, speak to the children about their learning and report on how the teaching we observed fits in with the school development plan. Essentially a governor is a fresh pair of eyes, often from a non-teaching background, that can visit the school and offer support and feedback to the senior leadership team. It is precisely because governors are often employed outside teaching that they are able to offer fresh ideas and alternatives to current practice from other sectors. Governors attend meetings where the school's senior leaders update us on their plans and extremely positive discussions take place which always focus on how we can continually improve outcomes for the children at the school.

## John Bagwell Head Teacher Parley First School



**Children First, Always**

It has been a very exciting start to the term at Parley. We have returned from the Summer break refreshed and ready to take up the challenge of improving our learning across the whole school. The Summer holidays have seen significant improvements to the fabric of the building with the replacement of the original roof. This is a big project and will done in two phases. In addition to this the school will also be replacing the perimeter fence to increase the security further.

All of these physical improvements hopefully have a greater impact on the children's ability to learn effectively and focus rather than wondering whether they were going to get dripped on from a leaking roof. Also they will be warmer as the insulation has been upgraded which will hopefully save on fuel costs.

We continue to be focused on raising standards across the school and to provide children with different opportunities to improve in a wide variety of areas. From September we have an extensive menu of extra curricular activities including Yoga, Karate and Gymnastics.

This year we have also seen the highest number of children taking up the opportunity to learn a musical instrument with our musicians learning the Piano, violin and guitar. We are also very proud to have achieved the national Music Mark award.



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## Paul Clarke Chair of Governors, Ferndown First



My name is Paul Clarke and I have been fortunate enough to be Chair of Governors at Ferndown first for over six years, I work in hospitality and currently manage two hotels in Bournemouth, as a volunteer I am also Chair of the Bournemouth Coastal BID, and an ambassador for the Dorset Chamber of Commerce.

My initial interest of becoming part of the school community was through being a Parent Governor, as my two children were attending the school. Being a governor allows you to see a different perspective of the school and be a critical friend, supporting the Head teacher in the recruitment of staff and development of staff to support the curriculum, understanding the challenges of running the school be it school lunches, property issues, COVID, and more importantly as a group of governors giving solutions, ensuring the school is safe and compliant, passing OFSTED inspections and that the school is operating with a balanced budget, and where possible improve school facilities through grant funding and surplus funds.

For those people out there thinking it is a very difficult, onerous job, it is not! You get what you put in and I have to say I was amazed how my work skills as well as life skills have greatly benefitted the school, and being part of a group of governors with the same interest is very rewarding.

Over the years I have been delighted to be part of a very successful school, with improvements being made every year, seeing through COVID, joining an academy and working with a great leadership team at the school through very difficult times. Is it worthwhile? When you walk into a any of the school classrooms to be greeted by the children with big smiles who are proud to tell you what they are doing with genuine enthusiasm, and attend the celebration assembly's, it tells you all you need to know, absolutely!

See the following page on our new wall art



Ferndown First School  
*Where every child matters*



## Jo Di-Pede Head Teacher, Ferndown First School

At the end of term I will be saying a very fond farewell to the children, families, staff and wider school community that have been the centre of my working life since 2005.

After twenty-eight years in teaching, and eighteen years at Ferndown First School, I begin my early retirement.

I've had a rewarding and successful teaching career, working in four different schools in Bournemouth, Dorset and Hampshire since 1994 and I have been fortunate to work with some wonderful people. None more so than at Ferndown First School.

I'm humbled by the gratitude, kind comments, funny stories and memories shared with me by colleagues, parents and ex-pupils since announcing my decision. I'm making a note of these lovely words which I will cherish when I take time to reflect in the new year.

Although I am retiring from teaching and school leadership, I am delighted to have been offered an opportunity working part time for BCP council. This will give me something constructive and meaningful to do and allow me far more precious time to spend with my husband, my parents and wider family.

It's been my honour and privilege to lead Ferndown First School and I will look back at my time as Headteacher, as a significant and special chapter of my teaching career.

I wish you all at the Castleman Academy Trust the very best for the future.

# GOODBYE & GOOD LUCK



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Watch Us  
On...

YouTube



Ferndown First School  
Where every child matters



If you want to learn more about Castleman Academy, you can watch a short video about us on You Tube.

Click the image or You Tube logo above to access this video.

When the children returned to Ferndown First School after the October half term, there was a treat in store for them. During the holiday, two vinyl wall art installations were added to the library and central corridor.

To support our children's understanding of chronology, the central corridor is now home to a stunning, larger-than-life visual walk-through of key events and milestones from throughout various historical ages. Children can actually walk alongside the people, places, dates and events that have characterised their past. It was certainly a challenge to decide what to leave out!

To inspire a love of reading, our school library now has a feature wall of favourite children's books, promoting the fun and immersive world that reading can offer them. We hope this striking addition to our library encourages our children to escape the ordinary and delve into a wonderland of characters, fantasies and themes.

When designing our wall art, one of our principles was to ensure that difference and diversity were promoted as well as the positive role that women have played in our history.



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Ferndown  
Middle School



**Gill Allen**  
Head Teacher  
Ferndown Middle School

**DORSET  
ART  
PRIZE**

Dorset Arts Prize

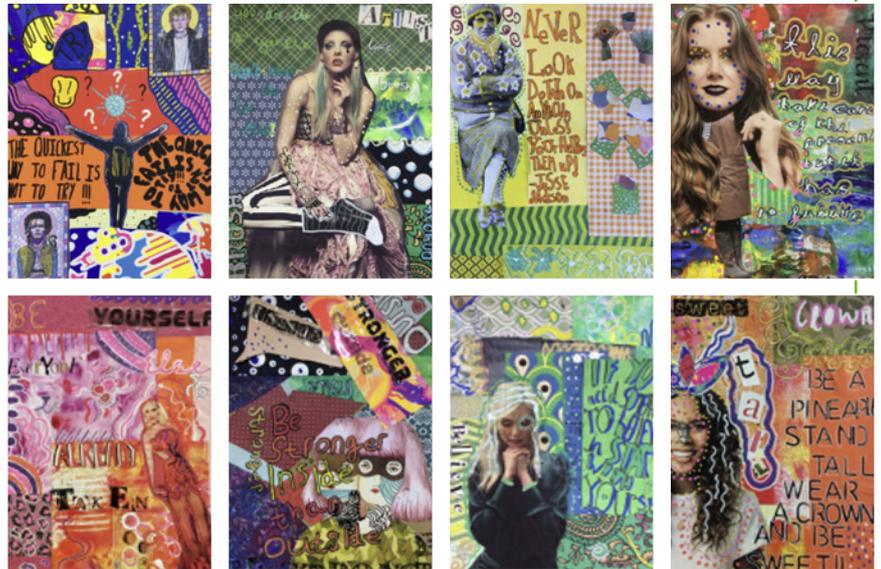
Artists from Ferndown Middle School entered the Dorset Art Competition. The theme was 'Positive Messages' and entries were encouraged to interpret and explore this theme, in broad and figurative ways as well as more literal consideration of the theme.

Our pupils used the work by Teesha Moore, as an inspirational starting point for their own creation. This artist is a journaling artist who uses the focus of mixing imagery and text in a unique way and works with mixed media including transfer techniques to build up positive messages.

We are delighted that Ferndown Middle School is a finalist in the Secondary School category of the 2022 Dorset Art Prize. Final places will be announced at the Dorset Art Prize 2022 awards ceremony in December.

At the heart of our school lies the curriculum. It defines our ethos and culture and at the same time delivers Ferndown Middle School's mission, aims and values. **Excellence for All** is fundamental within our curriculum model. The children's acquisition of a deep body of knowledge within subject disciplines enables them to express their learning to the highest standard. We believe that when children achieve excellence, this gives them the confidence to challenge themselves further. Through this process of experiencing success, they will develop character, for example, resilience, determination and self-confidence.

We value all subjects and ensure that we offer the full range of curriculum plus, additional curriculum experiences that go beyond subject disciplines. For this article, the focus is on two subjects within the arts to give a taster of the rich curriculum that pupils at Ferndown Middle School experience.



## Music



Year 5 have enjoyed the start of their journey to learn about music styles from different countries in Africa. The children have experienced the rumble of Djembes from Guinea in West Africa, and started to learn a song in Swahili. They will continue to learn other songs in different languages this term, including songs from Ghana, Liberia, Burkina Faso and South Africa. Pupils will also further explore a range of activities where they will engage with performance, composition, and appreciation for different music styles.

Pupils in Year 6 have been learning about innovative composers from the Classical period of music - starting with Wolfgang Amadeus Mozart. They have started to explore the historical context of the era and started to understand the structure and shape of melodies of the time. They will learn how composers use conversations

between instrument sections - and how this laid the foundations for the music styles we listen to today.

In Year 7 pupils have been challenged with playing the start of Paganini's Caprice No.24. By breaking the piece into sections and assigning words for the rhythm. Pupils have found a very complex piece much easier to understand and play.

The musical focus in Year 8 has been the hypnotic sounds of the Minimalist style. Pupils have become Minimalist composers themselves using techniques from key composer Steve Reich. They have found it very strange to think 'outside the box' when so used to the traditional structured way of composition and performance. Pupils have enjoyed the freedom of being able to explore different combinations of their choice of instruments.

We have an extensive programme of peripatetic lessons on offer for music as well as a wide range of music clubs including musical theatre. Music is a great way for young people to explore creatively and to express themselves as individuals.

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## Phil Gore Chair of Governors, Ferndown Middle



Whilst my wife Karen and I are originally from the north of England we have lived in Dorset for almost 30 years.

We have raised our family here and all four daughters were educated in BCP prior to university and are now in full-time employment.

I retired last year from the Oil Company BP; I am a Chartered Engineer and have around 30 years of experience in Leadership and Project Management roles. The skills I bring from business include Strategic Planning, Finance, Risk Management, Health & Safety and People Management. During my career I have worked and lived in places such as Egypt, Saudi Arabia and Abu Dhabi as well as various locations in the UK and Europe.

I wanted to give something back to the community through sharing my skills and experience to impact on the lives of young people through improving learning outcomes, and at Ferndown Middle School I chair the School Standards Board (SSB).

In addition to supporting the Headteacher and her Senior Leadership Team, governors at FMS support the school to achieve its vision which is *"to equip individuals with the character, knowledge and skills to achieve a lifetime of fulfilment."*

This involves everything from helping develop the strategic plan and monitoring the outcomes of our pupils to having oversight of the school financial budget and participating in Health & Safety Audits.

Board meetings are typically once every half term and at a recent SSB we discussed a wide range of topics from Safeguarding to improvements to parking and children cycling safety.

Governors are 'linked' to specific areas such as SEND, Safeguarding, Curriculum etc. and visit the school to meet with teachers and pupil's and from this and other inputs (e.g., data) form a complete picture of school performance.

# MEET OUR TEAM

EACH NEWSLETTER WE WILL FEATURE OUR TEAM MEMBERS

## Jon Rose ICT Strategic Lead for Castleman Academy Trust



I have worked in education now for 20+ years in various roles, but always with IT at its heart. I have seen a great deal of changes as technology has marched forward!! We live in a completely different world now with access to incredible resources that can transform learning!

I grew up with computers and remember fondly the ZX Spectrum. I have my parents to thank for a mistake that would lead me to a passion for music, when they got me an Atari ST (instead of the SAM Coupé – a mistake I am eternally grateful for!) which came with MIDI ports and soon I was writing and composing electronic music in Cubase.

Whilst I have lived in Poole most of my life, I studied music at Bath with piano and digital composition as my main interests. I have always been fascinated with technology and synthesizers became my instrument of choice. I am fortunate to live in a world where computers are now powerful enough to contain entire orchestras and choirs.

My other passion is coding and it has been amazing to see how IT in the curriculum became 'Computer Science' with a firm focus on coding. Our children now learn how everything works behind the scenes; they learn algorithms and the basics of coding at an early age and are writing HTML, CSS and Python by year 8!

As the ICT Strategic Lead for the Castleman Academy Trust, I get the privilege of working with the schools in the Trust and to share my passion for technology.

My role encompasses many different aspects, from looking after the infrastructure in schools to bringing new ideas and ways of working that take advantage of new technologies. I have worked closely with colleagues on the IT curriculum, ensuring that our pupils learn everything they need for the ever-changing digital world and jobs that don't yet exist!



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**Dawn Wilks**  
Executive Headteacher

**Jade Palmer**  
Head Teacher  
Broadstone Middle School

At Broadstone Middle School we are extremely passionate about ensuring children experience both the taught curriculum and the lived curriculum. This academic year we have already ventured out on lots of enriching educational visits.

Year 5 have been to Brenscombe activity centre as the outcome to their first project 'Knowing Me, Knowing You' this focused on team work and skills to support the pupils as they get to know one another in their first year at BMS. In addition to this, they experienced a boat excursion at Poole Harbour to hook them into their next module, 'The Best Place in the World' the children returned completely enthused about the quest ahead.

Year 6 were treated to a special visit from author E.R. Reilly, who spoke to the children in assembly about the various books he has written and he gave lots of useful tips about how to become an author. The children were really excited to have a real author in school and asked him some excellent questions about the life of being an author, including asking about how he develops ideas for a story and the overall writing process.

Year 7 had an authentic learning experience as they explored Corfe Castle to understand how William the Conqueror used castles to control England after he became King of England in 1066. The weather was typically British to start with but soon brightened and a rainbow formed as the train steamed past. A really wonderful day was had by all. They have also been out exploring the local area to develop their map skills in Geography. Year 7 pupils also experienced a fun packed, inspirational day trip to the Arts University Bournemouth at the beginning of the term. Pupil's took part in creative workshops, viewed MA exhibitions, listened to creative career talks and took part with Question and Answer sessions with AUB student ambassadors, this was topped off with a full tour of the campus and a goodie bag.

Some of our Year 8 pupils took part in a Marine themed STEM day organised by BCP Council. The day was filled with teambuilding and problem solving activities around marine engineering, and one of our own BMS teams were the winners of the challenge which was set out and judged by local Maritime businesses.

All in all, we have been pretty busy and our pupils have had an incredible start to the academic year!

Images Top to Bottom:  
Year 5 Brenscombe, Year 7 Corfe Castle  
Year 8 STEM day, Year 7 AUB Art Experience



# Heather Maddox

Chair of Governors,  
Broadstone Middle



I moved to the area eight years ago after retiring from the teaching profession. I had been headteacher of a primary school in Hertfordshire for twenty-seven years.

Soon after moving to Corfe Mullen I became involved with Broadstone Middle School and joined the SSB about six years ago as a community governor.

This is my second year in the role of Chair. I have found that I have been able to put to good use my experience in education in helping the SSB through recent developments including the expansion of the Castleman Trust.

In my role, I chair SSB meetings and am involved in the preparation meetings for these. Like all members of the SSB I have a support and challenge role where I can be involved at greater depth in understanding particular aspects of the curriculum taught in the school. I am also the health and safety governor. I have been regularly involved in staff interviews and have attended school council meetings to meet the pupils.

Whenever I have visited and walked around the school, I am proud to be involved with such a community of hardworking and well-behaved students, such dedicated and professional staff and such supportive parents.



**DON'T FORGET,  
we are seeking volunteers -  
see page 2 for details**

# MEET OUR TEAM

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## Tracey Thorne HR and Operations Director for Castleman Academy Trust



When I joined Broadstone First School in 2004, it soon became apparent how different education is to industry. Once in my role, I started to realise that until you've experienced employment in education, you cannot even begin to imagine the work required from all stakeholders to ensure our children receive what they deserve – a first class education, and as we say in the Trust, putting Children First, Always.

When I moved to Poole in 1988, I was appointed as a Manager for an independent recruitment company to run their Temp Desk, primarily providing secretarial and accounts staff to local businesses. In addition to these requests, a well-known cosmetics company needed various staff to assist with their overflowing orders and I remember very clearly having to advertise for banana peelers and mashers for their shampoo and conditioner products - this turned out to be an easy challenge with no shortage of people keen to do this.

My payroll experience was gained when working as a PA to Partners in an Accountancy Practice, which also incorporated payroll for a large photographic company in London.

These roles were truly instrumental in allowing me to continue my career but within an educational environment which has and continues to be a truly steep learning curve but 18 years on, I can certainly say they've been the best. No two days are ever the same, which makes my role even more enjoyable and keeps me on my toes. I am sincerely proud to be part of the Castleman Academy Trust and to work with such inspiring and like-minded colleagues.

In my own time I enjoy pottering about in my garden – although I don't have a natural flair for this, if it blossoms, I've been successful! I also like crafts, particularly jewellery making and tapestry, but over and above all of this spending time with my family is my number one joy.



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## Daniel Moody Chair of Governors, Broadstone First School



I am proud to be the Chair of Governors at Broadstone First School. Our School Standards Board work with Dawn Wilks, our Executive Head Teacher and Rebecca Wood, our Head of School to set the strategic direction of the school, monitor standards and evaluate the school's performance, as well as providing additional scrutiny to financial management - ensuring that money is well spent. Broadstone First School are passionate about developing the whole child and preparing children for 'a life well lived'.

I grew up in Poole and live locally in Broadstone. In my professional life I am the Strategic Lead for Sports Development for Twynham Learning, and lead the Christchurch and Purbeck PE and School Sport Partnership which aims to improve the lives of young people through sport and healthy active lifestyles.

I have enjoyed taking on the role of Chair of Governors this year. Broadstone First School is on an exciting journey and I am committed to supporting the school's vision, ethos and strategic direction. The role of School Governor gives me the opportunity to use my passion and experience to make a positive contribution to Broadstone First School and the local community. We have a fantastic team of governors at Broadstone First School and I enjoy working with fellow governors, our governance officer and our school leaders. I understand that the position of Chair is a commitment and I am happy to embrace the challenge of leading effective governance, ensuring that governors feel confident and well equipped to contribute, and that their individual skills, knowledge and experience are well used - to both support and challenge school leaders.



## Rebecca Wood Head Teacher, Broadstone First School



BROADSTONE  
FIRST SCHOOL

### Preparation for Work

At Broadstone First School, we are passionate about ensuring we provide opportunities that enables children to grow into well rounded individuals.

We believe it is vital that children play a genuine and active role in shaping and supporting our school community. One of the ways we do this is by offering all children the opportunity to put themselves forward for positions of responsibility. By taking on a role of responsibility children learn the knowledge and skills that comes with this such as independence, time management, resilience and effective teamwork just to name a few. There are two levels of responsibilities that children will take on during their time at Broadstone First. Within each class there are monitors who are responsible for organising aspects of classroom life such as line monitors. In addition to this our children within Year 1 to Year 4 are encouraged to take on a whole school responsibility. These range from chicken handlers to office assistants to play ground pals, each playing a vital role in supporting our school to run smoothly.

This term has seen our children explore our menu of responsibilities and select their first responsibility to undertake. In the first few weeks of this term, our enthusiastic teams took to their new role. Just like the real world of work, they all completed inductions with their line managers to learn what their chosen role entails and the associated commitments.

During each day, the school is buzzing with children working together to support the running of our school. The children have embraced their responsibilities and have been completing their job to the very best of their abilities, being conscientious, hard-working and committed. We really are preparing them for the world of work!



CASTLEMAN ACADEMY TRUST

"Children First, Always"



# Castleman Learning Network

## Who are we?

We are Castleman Learning Network, part of the Castleman Academy Trust.

We are a small, core team: **Amy Priest Business Manager and Lou Evans Programmes Director**. Alongside us we have a great team of experienced head teachers, subject leads and experienced teaching colleagues.

### What do we do?

(just a selection of our courses and responsibilities). We are responsible for all aspects of teacher development and training. From our training centre we facilitate a range of programmes for people who are at different stages of their teaching journey:

The **Foundation Degree** provides opportunities for people who don't already have a degree. Our trainees can balance their current employment with a part-time degree course.

Our **Teaching Assistant Apprenticeships** programme enable our partner schools to employ TAs while they study for their apprenticeship level 3 qualifications.

Our **Initial Teacher Training programme** offers an exciting opportunity for trainees to be based in one of our local, partner schools from day one of the academic year. Our trainees have access to all of the benefits of working with experienced colleagues and University of Worcester tutors while enjoying the experience of training in their local area.

Our **Early Career Teacher Programme** allows us to work alongside the South Coast Teaching School Hub to provide training and support for teachers in their first years in the classroom. This work builds on our understanding of what's involved in training to be a teacher and enables us to support the development of new teacher's practice in the classroom.

### What's happening this term?

Autumn is always busy and exciting for us. Our new teacher trainees have now been in school for 6 weeks and they are busy enjoying supporting the children in their classes and learning from the rich experience of their colleagues in school.

Applications for our 2023/2024 course opened at the beginning of October and we are already delighted to be hearing from new applicants.



Lou Evans - Director



The Marina - Our learning room



### Interested in becoming a Teacher?

Please email Amy to find out more.

[apriest@castlemanlearning.co.uk](mailto:apriest@castlemanlearning.co.uk)

