



THE WORSHIPFUL COMPANY OF EDUCATORS

The Educators' Trust Awards 2019

Friday 29 March 2019

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Guest Speaker: Professor Dame Celia Hoyles

Dame Celia Hoyles was awarded a first class honours degree in mathematics from the University of Manchester and holds a Masters and PhD in mathematics education from London University.

She taught mathematics in London schools from the late 60s before moving into higher education, first to what was then the Polytechnic of North London and later to the Institute of Education, University of London as a professor in 1984.

Celia was always passionate about improving the accessibility of mathematics to all children and she was inspired by the potential and capacity of using digital technology to do that. This became the corner-stone of Celia's research – to develop research-informed curriculum interventions embedding digital technology that enhance mathematical learning for learners of all age groups. She has led many research and project groups to promote this aim.

The same concern drove her PR efforts to change the public face of mathematics. Her projects making mathematics accessible and fun led to her co-presenting a popular TV mathematics quiz show, *Fun and Games*, which topped the prime-time ratings between 1987 and 1990. Other research focused on secondary students' conceptions of proof, the mathematical skills needed for modern workplaces, and effective continuing professional development for mathematics teachers.

Her work on evidence-based mathematics policy and strategy gained the ear of government and prestigious learned institutions. She was the UK Government's Chief Adviser for Mathematics (2004- 07), the director of the National Centre for Excellence in the Teaching of Mathematics (2007-13) and President of the Institute of Mathematics and its Applications (IMA) (2014-15).

This innovative work has merited many awards. She was the first recipient of the International Commission of Mathematics Instruction (ICMI) Hans Freudenthal medal in 2004 and of the Royal Society Kavli Education Medal in 2011. In 2016, she was selected for the Suffrage Science award for Communications in acknowledgement of her scientific achievements and ability to inspire others.

Celia was made an Officer of the Order of the British Empire in 2004 for services to mathematics education and a Dame Commander in 2014.

The Educators' Trust Award Programme

The overarching aim of the charitable activities funded by the Educators' Trust is 'to promote, by appropriate means, the development of the profession of educator'. One of the most satisfying means by which we pursue this aim is to provide awards that recognise excellence and innovation. Reflecting the unique character of the Worshipful Company of Educators in including all levels of education and all settings in which learning takes place, our choice of the term 'educator' is also deliberately inclusive to cover all those professionals who contribute to creating a stimulating, diverse and supportive environment in which people learn and enrich their lives.

The Trust is able to make awards to these inspirational individuals only because of the generosity of Liverymen, Freemen and other individuals and organisations who share our values and aspirations for the profession of educator.

The Master's Award, the topic and winner of which is chosen each year by the Master

Two awards of commemorative medals for excellence in military education:

No.22 (Training) Group RAF Award for an outstanding trainer from the group
Cadet Vocational Qualification Organisation Award to an outstanding volunteer adult leader in Front Line Management from each of the three Armed Forces' cadet corps
(Presentation by CVQO)

Four awards of bursaries in dedicated fields generously funded by individual Liverymen:

Geoffrey Bond Award in Art

Mary Lou Carrington Award for a Businesswoman Committed to Education

Keith Hutton Legacy Award for Theatre and Performing Arts

Peter Warren Award for Engineering in partnership with City and Guilds

The Trust has also entered into two partnerships for match-funded awards:

Educators-City and Guilds Bursary Scheme Awards for Vocational Education

(Presentation by C&G)

Educators-Prisoner Education Trust Award for the Prison Educator of the Year

From its unrestricted funds, the Trust created:

The Inspirational Educator Award, the theme of which is chosen every year by the Trustees and awarded to eight impressive and inspirational educators in the field. This year the theme is the education of children with medical needs.

Panel of Judges: The Trust is grateful for the expertise, time and diligence of its panel of four award judges: Susan Cousin, Paul Fear, Caroline Haines, and Peter Williams.

1. Master's Award

Winner: Dr Oliver Gray

Nominated by: The Institute of Mathematics and its Applications (IMA)

Dr Oliver Gray was proposed for the Master's Award by the Institute of Mathematics and its Applications (IMA) as an outstanding recipient of the Department of Education's scholarship scheme for future Maths teachers administered by the IMA.

Dr Gray graduated with a MMath from Warwick University and completed his PhD in Conformal Field Theory at the University of Augsburg in Germany. This was followed by five years post-doctoral research as a Heilbronn Fellow at the University of Bristol. The Institute is named after Professor Hans Heilbronn FRS, who was a major contributor to UK Mathematics and in particular at the Department of Mathematics at Bristol. Each member of the Institute spends half their time pursuing research directed by the Government Communications Headquarters, and the other half doing personal academic research.

Conformal Field Theory is a mathematical toolkit used to carry out calculations in various branches of cutting-edge physics, such as in low-temperature quantum effects, and quantum computing. Dr Gray's research was involved with classifying theories that could be used to build a possible theory of quantum gravity in the framework of string theory; this could one day lead to a better understanding of black holes and the big bang.

During his time as a researcher, Oliver took the opportunity to work as a supervisor and mentor for undergraduate students, running seminars and lectures as well as exercise classes! He shared his fascination with patterns, symmetry and the elegance of mathematics so successfully with these students that he became convinced that teaching was really the aspect of the job that he enjoyed the most and a profession that he should pursue. He enrolled on a PGCE course at the University of Cumbria.

It was a good decision. He says, 'That began the most complex, wonderful, challenging and rewarding chapter of my life, trying to understand young people's mathematical thinking and guide them to a deeper appreciation of the beauty of mathematics.'

Oliver is currently a teacher of mathematics at Dallam School in Cumbria. Dallam is a mixed, comprehensive school for 11 to 19 year olds in the rural, southern fringes of the Lake District in Cumbria. It provides state boarding for outstanding students and offers the highly regarded International Baccalaureate. He will be shortly moving to Windermere School, which also offers the International Baccalaureate.

2. Number 22 (Training) Group, Royal Air Force Award

Winner: Dr Jonathan Allsop

Nominated by: Group Captain Daren Moss, RAF

Traditionally, Livery Companies have an association with the military. We, the Educators, partner with the Royal Air Force Number 22 (Training) Group. The group is responsible for the recruitment, selection, initial and professional training of RAF personnel as well as providing technical training for the Army and the Royal Navy.

This is the eighth year of the presentation of the RAF Medal. Selection is carried out through a rigorous, competitive process within the Service. We are told that not only has the award gained a strong reputation among RAF personnel but also that, in these challenging times for the Services, it offers a much appreciated sense of value from the wider civilian community.

The 2019 award goes to Dr Jonathan Allsop. Dr Allsop has been employed as the first Research and Development Psychologist within the Central Flying School (CFS) of the RAF for a little over 18 months. With a remit of investigating modern, innovative techniques and technologies for use in Flying Training his impact has been outstanding.

This highly diverse task, with a wide range of challenges, means that success is dependent on the dedication and motivation of the individual. Dr Allsop has worked tirelessly to identify, investigate and prioritise research areas that show the greatest return for the development of the Flying Training system and forged the strong relationships, often across international boundaries, within numerous leading research organisations to deliver significant, practical and timely innovations for the benefit of tomorrow's trainee aircrew. Examples include a Virtual Reality study alongside the USAF, producing 360° videos, Enhanced Instructional Techniques for Airborne Instructors, student Personal Engagement Strategies and researching the use of micro-learning concepts and future learning frameworks.

Jonathan's impact on the educational delivery across CFS activity has been exceptional and he thoroughly deserves the recognition of the Worshipful Company of Educators' award.

3. Geoffrey Bond Award for Art

Winner: Jack Southern

Nominated by: Tamiko O'Brien, Principal, City & Guilds London Art School

This award is supported by a bursary generously donated by Alderman and Honorary Liveryman Geoffrey Bond to support the professional development of a practitioner in the field of art education, reflecting his own interest in art and cultural history and his passion for education.

This year it goes to Jack Southern of the City and Guilds London Art School, nominated by the Principal of the College, Tamiko O'Brien.

Founded in 1854 for the specialist craftsmen of the City of London, the College is a small, independent, not-for-profit learning organisation dependent on funding from trusts, foundations and individuals. It remains true to its origins in the idea of 'learning through making', with an emphasis on the understanding of materials and developing the traditional skills of heritage.

Jack Southern graduated from Falmouth University in 2001, and went on to complete a Masters at the Slade School of Fine Art, UCL, in 2003. Jack continued at the Slade as a research fellow until 2005, when he was selected for an Acme Studios residency in East London (2005-2010). Jack has had a varied creative career as an independent artist, working in a range of media including drawing, sculpture/installation, moving image, photography and web works. He has worked on a number of funded collaborations, site specific commissions and exhibited in galleries nationally and internationally.

His passion for education and pedagogy has led him into a number of substantial teaching roles, including BA and MA Fine Art Course Leader at the University of Gloucestershire. Jack has also been a guest lecturer at various institutions both national and internationally, and his writing has been published in a number of newspapers and magazines including AN magazine, the Guardian and the Telegraph.

Jack is the London Art School's Drawing Studio Tutor. The School recognizes that the medium of Drawing has an important role to play across all the courses in relation to both the history of art and to contemporary developments in fine art, and to technology and digital cultures.

Jack will use the Geoffrey Bond Bursary to support a 4-day high-profile symposium he is organizing at the Slade School of Fine Art, focusing on Drawing and emerging technologies of capture. Material generated by the symposium will be disseminated through the subject-themed, contemporary Drawing practice seminars that Jack delivers across all levels of Fine Art courses within the School. He also plans to develop a contemporary Drawing Research Group in the School to continue his investigations and share findings and thoughts with staff and students.

4. Mary Lou Carrington Award

Winner: Anne Richards, CBE, CEO Fidelity International

Nominated by: Ashley Hodges, Executive Director, *Speakers for Schools*

The late Mary Lou Carrington was a business woman and a Common Councillor in the City of London with a passionate commitment to education. She joined the Educators in its early stages and was instrumental in its development and growth. Her death in 2008 sadly prevented her installation as Master. This award is in her memory. It is for a business woman who has made a significant and inspirational contribution to education.

Speakers for Schools was founded in 2011 by the broadcaster, Robert Peston. It is a charity providing state schools and colleges, free of charge, with expert speakers from leading industry professionals and academics. It has currently around a thousand eminent figures in their field who donate their time to share their knowledge, insights and experience with students. Its primary mission is to broaden horizons, inspire and motivate the next generation.

This year's winner is Anne Richards, the Chief Executive of Fidelity International, nominated by Ashley Hodges, Executive Director of *Speakers for Schools*.

A chartered engineer, Anne began her career in Geneva at the nuclear research organisation CERN before working for the technology developer Cambridge Consultants. She became an analyst for Alliance Capital in 1992 and then moved into portfolio management with roles at JP Morgan Investment Management and Mercury Asset Management. She joined the Board of Edinburgh Fund Managers plc as Chief Investment Officer and Joint Managing Director in 2002 and continued in this role following Aberdeen Asset Management plc's acquisition of Edinburgh Fund Managers plc. In February 2016 she moved to M&G Investments before being appointed to her current post as CEO for Fidelity International.

Anne is a strong believer in levelling the playing field for state school students and has worked tirelessly to support *Speakers for Schools*. As well as speaking herself, she has signed up many leading and influential figures to commit to visiting state schools in both Scotland and England, providing their students with expert guidance and insights into potential careers. Anne also supported M&G Investments' participation in the work experience programme, S4SNextGen, resulting in over 50 students receiving potentially life-changing work experience opportunities to date. Anne's support has been crucial in ensuring young people have access to work placements in prestigious organisations which can have a transformative effect on students' skill sets as well as their aspirations. She is also a passionate advocate for better and fair representation of women in top roles and within the finance industry through the 30% Club and beyond.

5. Keith Hutton Legacy Award for Theatre and Performing Arts

Winner: Sarah Goodall

Nominated by: Stuart Worden, Principal of The BRIT School for Performing Arts and Technology

Keith Hutton was involved in the early development of the Educators. Sadly Keith died in 2016, kindly leaving a legacy to the Trust. As Keith was passionate about theatre and performing arts it is fitting that his bursary supports the professional development of educators in that field.

This year the award goes to Sarah Goodall, Assistant Director of Theatre, and Teacher Training Leader at the BRIT School for Performing Arts and Technology.

Established with investment from the **British Record Industry Trust**, The BRIT School is a free, state-funded school for 1,400 14-18 year olds based in Croydon. It has purpose-built accommodation and superb technical facilities. It is dedicated to education and vocational training for the performing arts, media, art and design and the technologies behind performance. The school is world-famous for some of its performing artists, such as Adele, Amy Winehouse and Leona Lewis, but also has an enviable employment record for its graduate actors, dancers, designers, technicians, writers, teachers and community artists. The school also provides a sound general education at Key Stage 4 and Post-16 in academic and vocational qualifications

Sarah Goodall holds a BA, MA and a PGCE in Drama and Applied Theatre and has been employed at The Brit School for 7 years. She is currently the Assistant Director of the Theatre Department which has over 330 full time students.

Sarah has taught all year groups from Years 10 to 13 for GCSE, BTEC, UAL, AS and A Level qualifications. Her students frequently get the highest possible grades and she is particularly proud of tutoring young people from challenging backgrounds into the best drama schools in the country including Central, RADA and Mountview. She is a national moderator in many drama qualifications.

Sarah prides herself on developing brave and exciting young theatre makers. She has helped lead Schemes of Work that have looked at the refugee crisis, conflict in Syria and the challenges facing state education, and has directed numerous ground-breaking and well-received productions. An outstanding feature of Sarah's work is her commitment to drama in the community, believing that it can give constructive voice to disadvantaged youths. Her inspirational work with Pupil Referral Units is genuinely transformative. Her award will support her to lead on an inclusive workshop on this theme involving a leading practitioner from the field of theatre and change.

6. Prison Educator of the Year Award

Winner: Stephen Rogers

Nominated by: Rod Clark, Prisoners' Education Trust, & prisoners of HMP Whitemoor

The Prison Educator of the Year Award (PEOTY) is a joint-award between the Trust and the Prisoners' Education Trust (PET), one of the biggest charities in this field, following the Trustees' decision in 2018 to make prison education the theme for its *Inspirational Educator Award*

Every year the Prisoners Learning Alliance, established by PET, confers awards on people making an outstanding contribution to the educational development of prisoners. Uniquely, the winners are nominated solely by serving prisoners themselves. There are three winners in each five categories: education staff, officers, peer mentors, support staff and the young people's estates. In 2018 over 1200 nominations were received. The 15 winners were then assessed by a panel of four from the Educators' Trust and from PET for one overarching 'winner-of-winners'. Their unanimous decision was Stephen Rogers.

After 15 years' Army service, Stephen Rogers was appointed to Peterborough Regional FE College as a Lecturer in Catering, from where he made the life-changing decision to apply to the Prison Service. He was successful and was appointed at HMP Peterborough, a Category B, male and female prison, initially as an English Tutor. Quite soon, however, he was asked to turn a spare workshop into a catering learning environment. The resultant catering workshop was a great success. Not only did it give the women employable skills and enhance their self-esteem, they were able to produce a portfolio of evidence for qualifications from an awarding body.

In 2011 Stephen moved to HMP Whitemoor, a Category A (high security) male prison as a Catering Lecturer, with the role of delivering work-based qualifications in the prison kitchen, along with courses on Food Safety in Catering, Sports Nutrition and even GCSE History!

However, his real passion is for his work in parenting education. Stephen realized that prisoners' families could be the hook for education. In 2013 he attended the Prison Training College to become a tutor on the *Fathers Inside* programme, an intensive group-work course which focuses on parental responsibilities and children's education, development and wellbeing, using drama, fiction, group discussion, games, and written portfolio work. Stephen initiated the course in HMP Whitemoor where it was immediately popular. At the end of the course, he invites the participants' families for an all-day visit during which the prisoners make presentations and display their portfolios. The trust developed through this programme facilitates his twice weekly visits to the Segregation Unit to deliver in-cell education, particularly in Functional English so essential to prisoners' progress in education. Stephen's commitment to and impact on prisoners' lives is exceptional. A prisoner wrote, "He made me realise my true potential and helped me set goals for my future life. What a great inspiration he is for all." The judges concurred.

7. The *Inspirational Educator Award*

These eight awards celebrate the excellent practice and outstanding achievement of education professionals in a field or a setting of education chosen by the Trustees each year. This year the theme is **the education of children with medical needs**

Where a child is likely to be away from school for medical care for more than 15 school days, the local authority in collaboration with a NHS Trust, arranges for home teaching, a hospital school or a combination of home and hospital teaching.

A 'hospital school' is a school operating in a hospital, generally a children's hospital, which provides education to both primary and secondary levels. Children are aged between 2 and 19. On entry children have formal educational assessments on the basis of which curriculum targets are set. The education is as close to full-time as a child's health permits, age-appropriate and employs specialist teams of teachers who work closely with the health team, the parents and the home school. It leads to appropriate qualifications wherever possible. Hospital schools are subject to regular Ofsted inspections.

Children may be taught at the bedside, in isolation units, in ward or other on-site classroom facility or at home, depending on whether they are inpatients, long-term outpatients unable to attend their own school or recurring brief inpatients, such as those on dialysis. Children in psychiatric units are also taught in hospital schools.

The education covers the whole range of subjects and levels of the National Curriculum, including science and technology, leading to appropriate qualifications wherever possible. Increasingly information technology, the Internet and the Intranet are being used to enable children to access learning resources via the virtual classroom at times and in ways appropriate to their health condition or their treatment.

Little is known about this field of education outside those who practice within it and the children's relatives. Yet hospital school educators are vital to children's well-being and recovery. An award by the Trust of the Worshipful Company of Educators to honour educational excellence in the hospital school setting seems a unique way to recognize the contribution they make to sick children and to their families.

The Trust is very grateful to members of the National Association of Hospital Education and to the 23 hospital schools who engaged in the process of finding outstanding and inspirational nominees for this award.

Winner: Bianca Costa

Nominated by: Jackie Goldsmith, Assistant Head Teacher, Great Ormond Street Hospital

Bianca Costa joined The Children's Hospital School at Great Ormond Street Children's Hospital as a secondary science teacher. In 2012 she was promoted to Assistant Head Teacher with responsibility for leading Teaching & Learning throughout the school.

Bianca was nominated for her innovative approach to developing bespoke teaching strategies throughout the School, for her relentless persistence in ensuring the value of teaching and learning is recognised by senior clinical practitioners and for her ability to work collaboratively and fruitfully with all the different clinical and therapeutic teams to ensure that children facing long term complex health needs, experience a good quality of life and can truly fulfil their potential.

Bianca pioneers the use of innovative technology within the School's wider curriculum and empowers others less confident to develop its use in their teaching. She has demonstrated to pupils, parents, teachers, governors and hospital staff how technology enhances creativity, problem-solving, self-direction, collaboration and other life skills.

For example, she developed the use of Minecraft, a world leading online game to complement reading, writing, maths, and even history. Importantly, Minecraft also instils STEM knowledge and a global perspective as they create and discuss and explore new worlds, varying terrains and habitats. She also introduced whole school challenges to all age groups delivered in themed weeks with a focus on Science, History, Poetry and Maths. These often use educational adventure and creative games on iPad which can be used as easily at the bedside, on the ward, or in the classroom. Underlying this fun activity is the carefully targeted development of the knowledge and skills of the national curriculum. Individual progress and outcomes are tracked on a bespoke database for which Bianca has a key role. Examination results are remarkable.

Bianca Costa is acknowledged by her colleagues to have made a major contribution to the 'Outstanding' Ofsted grading in 2018 which reported 'teaching is often inspirational and highly personalised. Teachers consistently use a wide range of stimulating and high-quality resources very well to deliver and enhance the curriculum.'

The reason Bianca merits the Trust's Inspirational Educator award is best summed up by a Consultant Paediatrician:

"Bianca is a fantastic teacher. When she is leading a lesson she makes everyone captivated by the subject. Her ability to explain is amazing. She is innovative and adaptable. This has immense benefits for children who are at risk of losing the love of education whilst they are feeling unwell. She enthuses and informs, providing distraction and moments of excitement and normality which are so crucial for children living with ill health. And for the chronic patients she creates structure and something to look forward to."

Winner: Jayne Franklin

Nominated by: Cath Kitchen, Head Teacher, Northampton Hospital School

A Cambridge graduate, Jayne Franklin moved from the mainstream education sector to join the Children's Hospital School at Great Ormond Street Children's Hospital (GOSH) and UCH as Head Teacher in 2011. She is responsible for the education of 1300 child patients per year across the two hospitals and 45 staff.

It is significant that Jayne was nominated by the Head Teacher of another large hospital school indicating the high esteem with which she is held in the sector. She is well-known in hospital school networks at a national level, especially for developing collaborative links with and involvement in continuing professional development. Jayne was instrumental in bringing together two organisations to create one 'national voice' for hospital education, through the newly formed National Association of Hospital Education, having previously been the Chair of NAHSL (National Association of Hospital School Leaders) for several years.

At a local level she is engaged with community health professionals, with the borough council, with local teaching school alliances and is a Governor at a local primary school. Jayne is also part of LGA Local Area SEND review team which advises Local Authorities preparing for CGC/Ofsted inspections. As such she provides support and challenge to all types of educational settings.

However, it is Jayne's own inspirational leadership at GOSH that justifies her national reputation. She is passionate about the rights of sick children to access an appropriate education and has built sustainable collaborative links with medical staff with whom she is highly respected. She has volunteered for committees, provides talks as part of clinical induction courses, and has directly challenged medical staff when children's educational needs have been at risk.

She has a dynamic and innovative approach to teaching and learning. She reads widely, constantly updating her knowledge about contemporary pedagogy which she shares with her staff. She encourages and supports evidenced-based innovation and challenging learning, especially where it can be individualised to the needs of each child.

She also engages families in their children's learning, ensures collaboration with the pupil's originating school and supports the School's activity centre which is used for teaching early years, as a drop in centre for outpatients and siblings and for providing a range of fun activities during the school holidays.

Jayne is in strong demand as a presenter at medical and education conferences in the UK and internationally. Jayne is also part of the DfE Hospital School Funding Group and recently advised DfE on statutory documentation for children missing in education due to medical need.

Winner: Charlotte Goode

Nominated by: Steven Deadman, Head Teacher, Leicester Hospital School

Charlotte Goode is a teaching assistant at The Children's Hospital School in Leicester, working at 'Willow Bank' School which caters for up to 80 students aged 11-16 who are too ill to attend their mainstream school due to mental illness such as anxiety and depression.

Charlotte was appointed in 2016 and since then has consistently worked above and beyond the standard role of a teaching assistant. Specifically she was nominated because of her outstanding and innovative use of sport, healthy living, wellbeing and environmental issues to engage and inspire young people.

Within 6 months of her arrival, she had introduced morning and lunchtime clubs, and timetabled PE lessons. Participation levels rose and for the first time teams were formed to enter local competitions. By 2018 the school football team was at the top of the league of special schools. New sports such as lacrosse, indoor curling, boccia and extreme Frisbee were introduced, proving very popular.

Charlotte also has a real passion for and interest in environmental issues and has developed many strategies across the school bringing staff, student and local communities together. In the space of 12 months, Charlotte's hard work brought about the award of the Eco-School Green Flag award, the highest level of award available. To achieve this award, participating schools have to demonstrate three projects to be assessed: however, the eco-team led by Charlotte substantially raised the bar when it put forward 11 activity projects. Projects included an energy survey, monitoring classroom temperatures and 'Switch-off Fortnight', a healthy living scheme involving staff and pupils walking one mile each morning, a Fishkeeper project, and a biodiversity scheme involving the school's first ever residential trip.

As a result of Charlotte's initiatives, in 2018 the school was also awarded 'Most Outstanding Group' in a national competition from the Jane Goodall Institute, and an award as a Low Energy Sustainable School by working to reduce energy as part of the 'Less CO2 programme'.

Charlotte has also focused on healthy eating and worked in collaboration with the school kitchen staff to establish a school garden where students grow food to be used in the school kitchen. As a result the school achieved the Leicester City *Food for Life* bronze award. These activities, together with the community work that she has organized, complement the more traditional 'academic' subjects providing a therapeutic element to the school day, improving attendance and well-being.

In 2018, Charlotte won the awards of 'Teaching Assistant of the Year' and 'Overall – Individual of the Year' from Leicester City Council Sustainable School Programme.

Winner: Laura Green

Nominated by: Karen Ingham, Head Teacher, Cloughside College, Bury

Laura Green has been employed as a Higher Learner Teaching Assistant (HLTA) at Cloughside College, Bury, Greater Manchester, for the last three years. The College provides education in a medium secure setting for boys up to the age of 18 with significant gaps in their schooling due to serious mental health problems. Teaching is usually 1:1 or in small groups, due to the high levels of risk associated with the setting.

This may seem a daunting prospect for many educators, but Laura Green is passionate about improving the life chances of the young people with medical needs. In her own words she 'enjoys the challenge of engaging the disengaged'.

Her teaching responsibility is in Art and Food Technology and Laura has achieved outstanding results. She has an innovative approach to teaching and learning, adapting methods to suit the interests of the students and to stimulate their engagement. For example, she has used photography in the local environment, as well as textiles and mixed media projects. She has involved local business owners to develop students' skills, for example in cake-decorating!

Laura has exceptional abilities to forge relationships with young people. She expects and gets excellent attendance and students have responded by applying themselves to structured courses leading to qualifications from entry level to level 2 BTECs. The majority of young people have achieved accreditation in art or food technology despite the fact that most of them had not had regular attendance and engagement with school or college prior to being detained under the Mental Health Act. This is a tremendous achievement and built on outstanding teaching and outstanding relationships.

Part of Laura's success derives from her work beyond the classroom. She has organised numerous events in which the young people and health staff have been involved in both in the preparation and in the participation. These have included themed world cuisine evenings, a summer barbecue and a Christmas Fair. She has also carried out voluntary work during the holidays and has regularly provided after school clubs.

Laura has forged strong links with medical staff and is well respected. She has built positive professional relationships by being visible on the wards and supportive to her health colleagues. She was also instrumental in the development of a joint education and therapy timetable which ensured that young people had an appropriate balance of therapy and care. This had a positive impact on relationships all round.

Student voice about this teacher is overwhelmingly positive. One previously disengaged young man stated: "I love the work because Mrs Green always finds something I am interested in".

Winner: Steve Green, Deputy Head Teacher

Nominated by: Alex Yates, Head Teacher, Royal Free Hospital School, London

The Royal Free Hospital Children's School is a leading practice school for Mental Health and Well Being, with 42 places for children aged 5 to 16 on the paediatric wards at the Royal Free Hospital and within the Royal Free Intensive Eating Disorder Service. There are also 18 places on a KS4 GCSE 'Day School' programme for local children who are not currently inpatients at the hospital but experiencing serious medical or mental health problems.

Steve Green has been employed as Deputy Head for four years. He works closely with medical, clinical and educational personnel across the NHS Trust on a wide range of inter-professional projects to improve the education of health practitioners, schools and patients' families.

Steve led on the development of a new Diabetes Education model on how to engage patients and families in social and non-clinical settings, introducing a novel approach to education around the condition. This project was presented at major UK and German conferences, where Steve was the only representative from the education sector. It also led to an educational video that has been promoted at a number of medical conferences as an example of national clinical excellence.

He has developed this education model for other conditions, such as the care and management of Crohn's Disease, Colitis and Asthma. The aim is to demonstrate how the impact of missing education can be minimized and how best to secure access arrangements, reasonable adjustments and special consideration. He has established excellent links with local schools in terms of how best Inflammatory Bowel Disease conditions can be managed in schools. This work has also been presented at national conferences and was short-listed from over 100 examples of clinical excellence and research for the Falk Prize. Similarly the model has been developed to address the need for better patient awareness and education around Asthma.

Other initiatives have included fostering closer clinical relationships with the ward and play specialists; using resources and expertise to promote patient and parent education and awareness surrounding a number of conditions; promoting a model of good ward practice for specialist Mental Health Nurses in dealing with patients who present psychological concerns such as suicide ideation and self-harm; pioneering the use of the MyCognition Assessment tool as a means of tracking and enhancing mental agility over time; and creating and delivering education packages for children self-managing chronic complex illnesses.

As well as his outstanding research into pedagogy and good practice, Steve Green's development of a teaching and coaching model with lead clinical practitioners, has transformed the approaches of health professionals to a number of conditions and enlightened the families of patients to the latter's benefit, not just in the Royal Free but in hospitals across the country.

Winner: Sam Kenny

Nominated by: Petra Woodford, Head Teacher, Bethlem & Maudesley Hospital School, London

Bethlem and Maudesley is a psychiatric hospital serving those in acute need of psychiatric care. The Hospital School, rated as 'Outstanding' by Ofsted, is a separate institution but provides education across the two sites. There are 57 pupils from all over the UK, and 14 teaching staff.

Sam Kenny has been a dedicated classroom teacher for 23 years. He mostly teaches in the primary and middle school with children from 4-13. He teaches all the subjects in the primary curriculum but his passion is for Science, for which he is Lead Teacher across all age groups.

The children are among the most troubled and troubling in the country. Sam works closely with the consultants and multidisciplinary team on the wards to assess patients on arrival to ensure they have access to education as soon as possible. Sometimes this requires them to be taught on the ward but most are able to go to school. In a class of up to 5 pupils, 2 or 3 of the children need 1:1 nursing observation, so Sam ensures that nurses feel a positive part of the education team.

Driven by a deep understanding that learning will only take place when a child feels safe and happy, Sam has developed many successful strategies for reducing fear and anxiety. He has a cosy seating area where children can observe from a distance until they feel ready to join in the learning activities. The learning is highly personalised, often incorporating their interests. The curriculum recognizes the important role that physical well-being plays in improving mental health. There are regular times when pupils can run around, play ball games or go on scooter rides. Sam always participates and devises inventive, creative games. He also takes the children swimming and horse-riding on a weekly basis. Nearly all pupils make excellent progress which is measured holistically from how they were functioning on admission.

An important part of Sam's role is to work closely with parents who are often traumatized by having a child in a psychiatric hospital. Sam's regular phone calls and emails reporting a child's activity in maths or reading provides an oasis of normality at a most abnormal time. He will make sure they are involved in care planning meetings on the ward and are welcomed into the classroom to see their child's work.

Sam's work as an exceptional and inspirational practitioner has been externally validated. In 2008 he received an award from Astra Zeneca for *Teaching Science in Challenging Circumstances*. He has presented to Teach First trainees at the Institute of Education. In 2017 he was invited to join the *Primary Science for All* Project at Sheffield Hallam University. In 2019 he will be sharing his experience and outstanding practice at Edinburgh University. A very modest man, Sam Kenny is an unsung hero who has literally transformed the lives of many children and their families

Winner: Sarah McCormack

Nominated by: Tracey Deathridge, Head Teacher, James Brindley Hospital School, Birmingham Women's and Children's Hospital

Sarah McCormack has been employed at James Brindley Hospital School for 12 years. She is a valued member of the teaching team of 33 which has around 200 pupils on roll each week. Students are taught 1-1 at bedside or in the primary or secondary classrooms if they are mobile.

Sarah is a Teaching Assistant but works well beyond this grade. Her colleagues assess her ability to engage all pupils in learning as outstanding. Working predominantly in Renal where the majority of pupils are very long term, Sarah becomes part of their lives for many years. Her colleagues rely on her expert skills in identifying current needs both academic and pastoral. She trained as an external exam invigilator so that pupils admitted to hospital can still carry out their exams if well enough. Sarah last year alone ensured that 10 examinations were carried out, including A Levels. Sarah also devised a People with Profound and Multiple Learning Difficulties (PMLD) marking policy which is now in its second year of use and has been instrumental in tracking and demonstrating student progress.

Sarah is very attentive to the needs of parents, ensuring they are always informed of their child's progress and attends Team Around the Child meetings. She also liaises with the home school via a 'communication folder' and ensures that current targets are worked on during each lesson. Sarah has been mentioned on numerous occasions in the whole school feedback surveys and thanked by parents who value her educational and social input.

Sarah has built excellent relationships with the medical consultants and the multidisciplinary health team. She has implemented timetables to ensure that medical interventions can still take place with minimum disruption to educational activities. Medical staff rely on Sarah's special rapport with the pupils to distract them during certain procedures and will often call her for support. She was asked by the multi-disciplinary team in the Dialysis unit to run an after school club which the unit pays for, so that the children could be supported to complete homework set by their home schools, as well building relationships with their peers in a safe environment. The club includes all age pupils from 4-18 years, including SEND pupils.

Sarah's expertise on the teaching of PMLD students has been recognized with invitations to address, with the School's Special Needs Co-ordinator, the National Association of Hospital Education's conference and also the Board of Governors of Birmingham's Children's Hospital. Sarah was also asked by the Clinical Lead to attend and contribute to the 2018 Conference of the European Working Group on Psycho-Social Aspects of Children with Chronic Renal Failure in Hungary.

Winner: Jacqui Smith

Nominated by: Lindsay Watson, Head Teacher, The Nightingale Centre, Wolverhampton

As well as being an outstanding teacher of English, Jacqui Smith is the Hospital Curriculum Teacher, the Medical Needs Co-ordinator and the safeguarding lead at The Nightingale Centre, New Cross Hospital School, Wolverhampton.

The School has 475-500 pupils per year. Many are recurrent patients with chronic conditions such as cystic fibrosis (CF), epilepsy, asthma, sickle cell anaemia, juvenile arthritis and chronic pain syndrome, or who attend for oncology and mental health therapies. Jacqui is relentless in addressing the individual educational needs of pupils, differentiating the curriculum appropriately to take account of academic ability and physical needs and comfort.

An example of Jacqui's dedication and patience is when she taught a severely anxious and challenging child under the table, the only place where he felt safe. Using various visual aids and resources, adapting her teaching style to develop his trust, liaising closely with his mother and medical professionals, Jacqui eventually coaxed him to join in educational activities with the other children. Jacqui has also led on adapting curriculum and teaching methods to suit children with specific limitations. For example she ensures that children with cancer and CF who have low immunity or are vulnerable to particular infections, and have to be taught in isolation, are given the same level of educational stimulus as other pupils. She also arranges for the beds of children in traction who have to lie flat and still, to be wheeled into the classrooms to ensure inclusion.

Jacqui has made excellent relationships with the medical and multi-disciplinary teams. She attends weekly clinical sessions to ensure that educational activities are considered in medical timetables. She liaises with the medical staff, play leaders and chaplaincy to incorporate not only celebrations and festivals such as Christmas, Diwali, and Eid but also the International Day of the Midwife and International Nurses' Day into the curriculum. Students engage in differentiated English, Maths, humanities and art work around these themes as well as study special topics such as the history of medicine, statistics, and careers in science and healthcare. The academic and art work produced by students in the schoolroom is displayed during these events.

Sharing good practice is another of Jacqui's strengths. She organises city-wide bi-annual Medical Needs sessions for SENDCOs, classroom practitioners and pastoral staff, delivered by consultants and health professionals from New Cross Hospital. The sessions raise awareness of the impact that certain medical conditions can have on learning and attainment, and outline effective strategies to use in the classroom. Jacqui is now looking to extend these events in hospital-based seminars for families affected by such medical conditions, and to produce child friendly resources and information leaflets for parents/carers and for home schools.

Jacqui is credited by her Head Teacher and colleagues as making a major contribution to the three successive 'Outstanding' Ofsted grades awarded to the School.