



THE WORSHIPFUL COMPANY OF EDUCATORS

The Educators' Trust Awards 2023

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FOREWORD
by
Caroline Haines
Master of the Worshipful Company of Educators

The Annual Awards Dinner is a highlight in the Company's calendar as it honours those engaged in educating people of all ages and backgrounds and in a wide range of activities. Alongside 'mainstream' education in schools and colleges, it recognises those working in areas such as charities supporting education in the arts, hospitals, prisons, community centres, environmental projects, specialist provisions, careers, skills and apprenticeships.

The Educators' Company has always been inclusive and philanthropic, and this is exemplified by the work of the Educators' Trust. It is a clear demonstration of its commitment to supporting the work of those engaged in making a positive difference to the lives of so many people.

As Master, I had the privilege of nominating an outstanding educator to receive the Master's Award for demonstrating outstanding school leadership, most notably developing targeted programmes to encourage students at the margins of mainstream provision to remain within educational provision.

I am also delighted that the theme of the main "Inspirational Educator" Awards this year recognises teachers and trainers who deliver outstanding alternative provision across the full range of learning and educational experience. Our winners range from early career teachers and mentors to Principals and Headteachers, from those who are using the stimulus of the environment, mathematics and boxing to excite and engage vulnerable and challenging youngsters.

As a Judge on the *Inspirational Educators* awards panel for a decade I am fully aware of just how much these awards mean to the winners. My heartfelt thanks to the Trustees of the Educators' Trust, its Chair and the judges of this year's awards and warmest congratulations to all the winners and all those nominated.

Awards Programme

The overarching aim of the charitable activities funded by the Educators' Trust is '*to promote the development of the profession of educator*'. The main way we pursue this aim is to provide awards to individual educators, celebrating outstanding innovation and excellence in educational practice. The awards reflect the unique character of the Worshipful Company of Educators in that they include 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 because of the generosity of Liverymen, Freemen and other individuals and organisations who share our values and aspirations for the profession of educator.

Thirteen of these awards will be presented this evening:

- **The Master's Award for Outstanding School Leadership**
- **The Trust Award for Art & Design**
- **The Mary Lou Carrington Award for a Businesswoman with a significant contribution to Education**
- **The Keith Hutton Award for Theatre and Performing Arts**
- **The Robert J Jones Award for Environmental Education**
- **The Inspirational Educator Trust Awards** to eight impressive and inspirational educators working in the field of study chosen every year by the Trustees. This year the theme is *Alternative Learning Provision*.

In addition, the Trust has a joint bursary scheme with City and Guilds to support peer mentoring in prisons, generously supported by Past Master, Susan Fey and Past Master, Peter Warren, and a joint award with the Prisoners Education Trust for the Prison Educator of the Year.

The Trust funds a Professional Developments Grants Scheme for individual educator applicants of any subject or level of education, whether full-time, part-time or freelance practitioner.

The Worshipful Company itself sponsors seven awards for military education in celebration of the links the Company has with each of the armed forces. These are presented at the City Celebration Dinner in the Autumn.

The Judges: The Trust is grateful for the expertise, time and diligence of its award judges: Dr Susan Cousin, Prof David Skidmore, Peter Williams CBE, Dr Anne Marie Brennan, Prof Martin Collins, Annie Eggar, and Specialist Advisers His Honour John Samuels KC and Tony Willenbruch.

The Presentation of Awards

The awards this evening will be presented by Felicity Lyons, the Lady Mayoress of the City of London for the year 2022-2023. The Lord Mayor is a Liveryman of the Worshipful Company of Educators.

Felicity studied English at St. Anne's College, Oxford. After graduating, she joined the Graduate Trainee programme at Macmillan Publishers, where she worked for nine years, before co-founding a child-care agency.

While bringing up her own children, Felicity became involved in setting up and fundraising for CHASE, a new charity aiming to build the first children's hospice in the south-east of England.

She has continued to be involved with charitable organisations such as hospitals, hospices, Alzheimer's Research UK, often organizing musical events, her great passion. Felicity is a patron of Nevill Holt Opera, the National Theatre and the charity, Music Masters, and a Friend of the Royal Opera House.

During the Mayoralty, Felicity commissioned a children's book gifted to all the children who attended the Lord Mayor's Fancy Dress Party at Mansion House last Saturday, along with all Year 6 pupils attending Primary Schools within the City of London Family of Schools. The Lady Mayoress's Sleep Out in Guildhall Yard last month raised considerable funds in support of the homeless sadly living on the City's streets.



Guest Speaker

Our Guest Speaker this evening is Dennis Simms, an expert on the theme of the *Inspirational Educator* Awards this year in Alternative Education.



Dennis' career has centred around developing leaders and organisations who are committed to tackling educational inequality. After a brief spell in business, he trained to be a secondary school business teacher in 2010 through the Teach First programme. He then moved into Head of Department, careers lead and Director of Post-16 roles in another school.

Fast forward to 2016, and he was Head of School at CP Riverside School. This new school worked exclusively with pupils who were excluded or at risk of exclusion from school. Dennis helped build this school from the ground up and developed a range of innovative strategies which were effective in supporting this cohort of pupils.

In 2018, alongside his headship Dennis took on the challenge of co-founding and chairing the Heads Forward network - a grassroots organisation committed to supporting headteachers and making the education system fairer. Now in 2023, Heads Forward has over 100

committed head teachers and education system leaders who are collaborating to support and develop each other, their schools and their communities. Collectively, Heads Forward members lead over 60,000 pupils and the network represents the most substantial leadership pipeline for schools serving disadvantaged communities.

Dennis has contributed to education research and policy with the Centre for Social Justice, as part of the IntegratED programme. Through extensive collaboration and partnership working, he authored *The Alternative Provision Quality Toolkit*. This work represents the most viable and comprehensive approach ever developed to evaluate and improve Alternative Education.

An alumnus of The Blavatnik School of Government, University of Oxford's Pathway to Success programme, Dennis has a BA in Business Management, PGCE in Secondary Education, MA in Educational Leadership and the National Professional Qualifications Senior Leadership and Headship. He is also a Fellow of the Royal Society of Arts.

Dennis channels his broad ranging skills and experience into his CEO role at *Simms Coach and Consulting*, where he has grown a diverse and multi-disciplinary team. Together they support leaders of schools, charities and businesses across the country to better understand the challenges they face, make strategic plans and implement sustainable social impact.

1. The Master's Award

Winner: Mark Emmerson

Nominator: The Master Educator, Caroline Haines

The City of London Academies Trust is a group of ten schools brought together by the City of London Corporation to 'prepare people to flourish in the rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work'.

Mark Emmerson was appointed CEO of the City of London Academies Trust in 2016. Having lived and taught in inner London for the duration of his career, Mark is uncompromisingly passionate about ensuring access to the best quality education for children from disadvantaged backgrounds. This passion has been reflected in Mark's work in schools, local authorities, and educational bodies over the years.

An Economics graduate and teacher, he gained his first headship at Stoke Newington School in Hackney and led the school to its first Outstanding Ofsted judgement. In 2008, Mark became Principal Designate, and later Principal, of a brand new school, The City Academy, Hackney, co-sponsored by the City of London Corporation and KPMG. Mark's vision for the school, which was located in the most deprived ward in the borough, was to provide the best educational opportunities to students, enabling them to access Further and Higher Education and professional careers, regardless of their background. Under his leadership, the academy flourished and was graded Outstanding by Ofsted in its first full inspection, and was ranked as the top co-educational maintained school in the country for student progress in 2014 remained in the top 6 until he left in 2016.

Following his headships, Mark became the City of London Corporation's Education and Skills Strategy Director, during which time the City of London achieved the best average Progress 8 score of any school sponsor in the country (2016). As The Sutton Trust report 'Chain Effects' highlighted, the Corporation also delivered the best outcomes of any academy chain for disadvantaged children in the country.

Since his appointment to the City of London Academies Trust, Mark has led the growth of the Trust from three to ten schools, six of which are graded Outstanding in all areas by Ofsted. In a mission to reduce student suspensions and provide better provision to students at risk of permanent exclusion, Mark led the development and implementation of the Apprenticeship Academy which provides access to work experience, practical skills, mentoring and high-quality teaching to keep challenging students in education and allow them to gain valuable qualifications.

In addition to his current role, Mark is a Behaviour Advisor for the Department for Education, leading on the improvement of behaviour systems in schools and trusts across the country. Mark was Chair of the Confederation of School Trusts' London Trust Leaders' Network from 2020 – 2022.

Mark's significant and sustained track record of impact on the progress and attainment of students has led to him advising the SSAT on curriculum design, pedagogy and leadership development, as well as writing several published papers on creative teaching, school leadership and raising attainment. He remains committed to improving outcomes and educational opportunities for children in London, and most recently led the City Corporation's education conference in October 2022, 'Educating London 2030', with a focus on improving social mobility for young Londoners.

2. The Trust Award for Art & Design

Winner: Fiona Alderton

Nominator: Caroline Smith, Children & Young People's Leadership Manager, The National Gallery

The National Gallery, London, houses one of the greatest collections of paintings in the world. These pictures belong to the public and entrance to see them is free. The Gallery employs just under 300 people. Its Learning and National Programmes has a team of 36.

A graduate of History of Art with Curating, Fiona Alderton has been working as a Gallery Educator and Storyteller at the National Gallery for nearly five years. Her initial training and career was as a performer, before going into Arts Education, writing and delivering sessions in various organisations including The National Portrait Gallery and Dulwich Picture Gallery.

She works with a range of audiences, from under 5s to over 50s, approaching each group individually, tailoring her teaching methods. She delivers innovative and engaging storytelling, art history or oracy sessions using National Gallery paintings to explore complex histories and narratives for both children and adults. She delivers these online as well as in person and has recently become a breakout star on the National Gallery's Tik Tok channel, reaching new and diverse audiences. Her series on women artists has over two million views. Commissions include the National Portrait Gallery, Dulwich Picture Gallery, and the Royal Opera House in London. Fiona also works collaboratively with external organisations. For example, she is working with Wimbledon College of Arts BA Costume for Theatre and Screen students where she delivers movement workshops and uses National Gallery paintings as important source material for student projects. This culminates in a Friday evening performance at the National Gallery. Fiona also regularly delivers CPD sessions for teachers showing how Old Master paintings can be starting points for developing cross curricular work in the classroom. This includes a 90-minute workshop to help teachers develop their storytelling skills. She also trains student teachers from the University of Roehampton, UEA, Kingston University, London Metropolitan University and UCL amongst others.

Fiona is also a dedicated mentor. She is passionate about using art and design as a way of developing young people's visual literacy and oracy skills, building them up to become confident museum and gallery goers. She has mentored young people directly, including teaching public speaking and presentation skills to a group of primary school children so they could introduce the National Gallery's Take One Picture exhibition at its private view. She also successfully mentored a Kickstarter intern, a DWP funded placement scheme for young people at risk of long-term unemployment, who has gone on to pursue a career in the creative industries.

Diversity and inclusion are central to everything that Fiona does. She encourages both students and gallery visitors to explore and understand the Collection from different perspectives, unpicking the often-complicated challenges that come with historic collections. She has developed a series of programmes around women artists, exploring the gender gap found in the history of art. In a collection of over 2,300 paintings, there are only 21 works by women artists in the National Gallery. In January 2023, she ran a course on this topic for Westminster Council's 'Out and About' Programme which gives complimentary tickets to Westminster residents aged 65 years or above, so they can experience the local cultural offer, often for the first time.

Fiona will use this award to support her current MA studies.

3. The Mary Lou Carrington Award for a Businesswoman with a Significant Contribution to Education

Winner: Jasmine Dotiwala

Nominator: Sakhila Mona Mirza, Acting CEO, Speakers for Schools

Mary Lou Carrington was a businesswoman and a Common Councillor in the City of London with a passionate commitment to education. A founding member of the Educators, she sadly died in 2008. This award is in her memory.

Speakers for Schools (SfS) is a charity founded in 2011 by the broadcaster, Robert Peston. It provides leading industry professionals and academics to speak, free of charge, to students in state schools, to share their knowledge, insights and experience and to inspire and motivate them.

This year's winner is Jasmine Dotiwala. At school Jasmine was told that 'a career in TV and the creative arts isn't for people like you.' She proved them wrong. An Arts graduate, she has over 25 years of experience as a head of department, manager, broadcaster, producer, director and columnist at world-renowned brands. Jasmine was a key senior figure at MTV for over 13 years where she went from the early years as an MTV News presenter all across the UK and Europe, to Senior Producer / Director of MTV News, eventually heading up production at the MTV Base and MTV Dance production. She returns to the Viacom family annually to produce at the MTV Europe Music Awards. In 2020 she moved into a role working with the Netflix UK Editorial & Publishing team.

As a multi-media reporter and producer as well as a reputed D&I specialist, Jasmine developed the industry lauded, ground-breaking Media Trust broadcast trainee programme London360, whose diverse alumni (over 400 to date) have since taken up senior positions across TV broadcasters and the creative industries in the UK. As Head of Youth Media at Media Trust Jasmine oversaw media training programming from TV Production to radio podcasting, to vlogging and more, with thousands of young people all across the UK nations and regions. She continues to support Media Trust programmes. Jasmine has led masterclasses around inclusion and equity at businesses like MediaCom, Group M, Warner Music and Golin as well as further education establishments like the National TV and Film School.

She joined Speakers for Schools in 2016 to pursue her passion for encouraging young people to consider careers in the media sector and has given many talks, mainly to London schools in the state sector. Her talks persuade students that diversity is now very important in the media and it is much more accessible than previously. She is honest about her own experiences and gives useful advice on what skills are necessary and how to navigate careers in the media sector. Her online broadcast was viewed by hundreds of school students and the links she provided to organisations that support young people to find a career in the industry were subsequently well visited. Jasmine's feedback from students is consistently high, with teachers commenting that 'she is an excellent and truly inspiring speaker' whom they would welcome back.

Jasmine is an active member of the BAFTA voting academy, the Royal Television Society Futures committee, Board of Directors at the ILUVLIVE music platform, the BPI Equity and Justice Advisory Group committee and the MOBO and BET International Voting Academy's. She is also a Trustee for Arts Emergency, a charity working across the country with young people in the creative sector.

4. Keith Hutton Award in Theatre and Performing Arts

Winner: Tom Hewson

Nominator: Issie Barratt, Executive Artistic Director National Youth Jazz Collective

The National Youth Jazz Collective (NYJC) is an innovative and vibrant charity funded by the Department of Education and the Arts Council England. It is a National Portfolio Organisation with a responsibility to protect and develop the national arts and cultural ecology. Based in South London NYJC has a national reach to support the educational needs of the nation's young jazz musicians (aged 8-18) and music leaders through its programme of inspirational teaching and high-profile performance opportunities.

Tom Hewson is a member of the NYJC's Learning Team of internationally renowned performers who create high quality, accessible learning activities and resource material for both young people and schoolteachers. Tom, himself is an outstanding professional musician. He has a BMus from Oxford and a Masters in Jazz from Trinity Laban Conservatoire. He won the Nottingham International Jazz Piano Competition in 2014 and has several acclaimed jazz albums which are featured regularly on British and European radio stations. He performs at prestigious jazz venues such as London South Bank, Ronnie Scotts, Kings Place as well as international jazz festivals.

Yet, he gives generously of his time to the NYJC education programme. He is a member of NYJC's curriculum committee, contributing greatly to the development of NYJC's programme content, pedagogy and relevance. He participates in the 16-day regional auditioning tour, selecting young jazz musicians for the prestigious week-long annual Summer School to which he contributes as a tutor in jazz piano, improvisation, arrangement and composition. He initiated the productive collaboration with Indian partners @Milapest in the Summer School. He also coaches on the week-long feeder course for auditionees with more limited jazz knowledge and experience. In addition, he is involved in the regional monthly sessions around the country for less advanced players to develop their skills, creativity and passion for improvised music.

In all these programmes, he leads streamed workshops across all levels - beginner, intermediate and advanced groups. He focusses on process, concept, musicianship, composition & improvisation within the context of a pre-learnt repertoire. One month before they assemble, participants are emailed a clear briefing, outlining what to learn from emails accompanying Spotify, YouTube or AppleMusic links. He co-leads the Jazz Strand (with NYJC's Artistic Director) on the summer school for young composers organised by Sound and Music, the UK's national organisation for new music,

Tom is also committed to 'teaching the teachers'. He is a coach on the NYJC's Ambassadors Scheme for early career jazz graduates wanting to become the faculty's next generation of Creative Music leaders. He delivers CPD sessions for national and regional music leaders and schoolteachers. He has also filmed teaching videos for NYJC library of resources including a series of videos teaching such as *Pass it On* and *My Shining Hour*.

Tom's bespoke pedagogic style, whether teaching his new original music to fellow professionals or jazz repertoire and key elements to young students is acknowledged as highly authentic, extremely relevant, impactful and inspirational. This bursary award will be used to develop his online teaching resources and educational blog.

5. The Robert J Jones Award for Environmental Education

Winner: Wanda Jarrett

Nominator: Ruth Coyle, Headteacher La Retraite RC Girls School, Lambeth

La Retraite is an inner-city comprehensive girls faith school, with a mixed sixth form. It has 1125 pupils, of whom over 50% have English as a second Language and nearly 40% are entitled to free school meals.

Wanda Jarrett is Co-ordinator of E.A.L. and Community Languages and has been teaching since 1992 and in post at the school for 13 years. She is a graduate of Modern Foreign Languages at the University of Bergamo and of English as an Additional Language at the University Institute of Education.

In addition to her role as head of department, Wanda devotes herself to promoting environmental issues with the staff, students and the local community, a cause about which she is passionate since she realised that too much waste and use of resources was not sustainable and that people can only live in harmony with themselves if they live in harmony with nature and the environment.

At the school, she has worked with the Librarian to raise awareness about recycling and reusing, and they set up a school recycling scheme. They, with a student, spent part of the summer holidays recycling and reusing all the things that were left behind in students' lockers. She started a gardening club and energetically promoted it with pupils. She created a memorial garden for students and staff who had died and liaised with the Art Department to incorporate artwork into the garden. Almost every year she enters students for the Trust for Sustainable Living so they can meet other student from all over the world to debate climate change issues.

Wanda has been active in creating partnerships with local authorities and charities in pursuit of greening the school. She organised for a speaker from Thames Water to present the options in environmental, conservation and green careers to Geography Y10 and Y12 students. She persuaded Lambeth Council and SuDS Planters, as part of the campaign to reduce flooding in the borough, to supply climate-appropriate greenery for the school planters. She worked with Lambeth Edible Incredible to build an edible garden so that students can learn the value of growing their own food; with the Woodland Trust to plant 30 saplings in the school orchard and create a reflection space; with the Orchard Trust to plant more plum and apple trees and train the Gardening Club in their maintenance; and with the Tower of London to implement the Superbloom idea in school to make a space in the garden more bee and insect friendly. In addition, taking the students to the moat of the Tower.

Her 6th Form students have been highly successful in environmental competitions. One of her Sixth Formers won the London Transport Museum's Virtual Air Quality Challenge with her Photosynthesis Bike. Her pitch was graded as one of the top four ideas in the whole competition and enabled all her fellow students to take part in the Water Awareness Project as part of the London Schools Climate Kick-Start. They took part in a video which demonstrated how they would use the £9000 to raise awareness of the need to save water in the climate change future that faces us all. Wanda is obviously an outstanding teacher and environmental evangelist. Her motto is "we are all stewards of God's creation and we have a duty to take care of it".

6. The Inspirational Educator Awards for Alternative Learning Provision Winner: Danielle Cooper

Nominator: Steve Baker, Principal Everton Free School, Liverpool

Everton Free School was the first in England to receive government funding as part of a 'Premiership Club Community' Scheme - a ground-breaking initiative for young people across Merseyside. Located in one of the most deprived areas of Liverpool, it caters for 120 students aged 13-16 who have been or are at risk of permanent exclusion. Its ten-year success with students with complex adverse childhoods, received national recognition in 2022 when it won the TES award for Specialist School Provision of the Year.

Danielle Cooper joined Everton Free School in 2017 as a Teaching Assistant while undertaking a PGCE and is currently completing her QTLS qualification. Coming from a working-class background herself, Danielle is a community champion. She understands the needs and sensitivities of children and families in socially challenged communities and treats them with respect. Her motto for them is the same as Everton's - 'Nothing but the best is good enough'.

Her role in the school is complex. With a degree in youth work, she is a youth engagement worker and family support worker, ensuring that children are fed, have shelter, and emotional support. She builds strong home-school relationships and has supported families of students by brokering food parcels, electricity top ups and sourcing other essentials where she identifies hardship. Where she identifies physical need or mental health support, she manages to secure the necessary resources against the odds.

As a teacher, Danielle works tirelessly to remove barriers that prevent young people engaging with learning. Negative experiences in mainstream education often result in poor levels of literacy which hold students back across a range of subjects. Danielle has introduced innovative approaches to reading and her cohort has seen a significant improvement in reading ages and writing skills. She is currently working on a DfE-funded AP Specialist Taskforce pilot project in a multi-disciplinary team where she is tutoring students on a 1:1 basis to improve their literacy skills. Danielle has co-ordinated half-term and summer activities programmes to ensure that our students and their families have the chance to participate in a range of activities which enrich their experience and encourage their engagement. As a result, her students increased their school attendance by 25%.

Crime and violence is a topic which Danielle tackles with energy. In association with the Merseyside Violence Reduction Partnership, Danielle has developed a scheme for a group of Year 11 students to mentor their younger peers to alert them to potential risk. She has collaborated with a variety of youth-centred agencies such as Merseyside Youth Association and Weapons Down Gloves Up; achieving some exceptional outcomes such as reduced NEET and criminal exploitation figures. She is currently co-ordinating our first Everton Free School performing arts production for students to demonstrate their talents and challenge the stigma that AP students are 'no-hopers'. She is also co-ordinating a social action project to tackle youth crime in which students run a business selling EFC-branded ice-cream.

Danielle is a coach, a mentor, a teacher, a support worker who works tirelessly to help her students and their families. As her nominator says, 'she is a force of nature'. But let a parent have the last say:

"It is refreshing as a parent to see my son being treated like an individual for a change, being able to make life decisions without being told what he must do, being treated like a growing adult and giving him such life changing experiences which we can't afford to do with him. Thank you."

7. The Inspirational Educator Awards for Alternative Learning Provision

Winner: Taylor Farmer

Nominator: Leanne Forde-Nassey, Headteacher The Key Education Centre, Havant, Hampshire

The Key Education Centre is a local authority-maintained facility based in two school sites – in Gosport and Havant. It caters for 65 children who have been permanently excluded from mainstream schools, are at risk of being permanently excluded from school, are too emotionally vulnerable to cope with conventional school or have substantial absence of school days due to ill health.

The Key has adopted a framework of Attachment and Trauma Informed Practice (ATIP) by which to provide a safe and caring environment and remove barriers to learning and engagement through respect and resilience. A specialist clinical psychologist trauma specialist unit provides training for all staff which is also offered to the children's families and to other local schools and agencies. The key to the approach is the promotion of positive relationships, constructive dialogue, high levels of support and modelling of prosocial behaviour as to avoid conflict.

Taylor Farmer, previously based in primary schools, is a teacher and a tutor at The Key and is deeply committed to the ATIP approach. She fundamentally believes that to get the very best outcomes for pupils, they need to be incorporated into a holistic system of support and development that encompasses the pupils, families and community partners.

Taylor set up Nurture Groups for those children most in need as part of the Restorative programme. She concentrates on helping students understand what is going on underneath their external behaviour and developing alternative behavioural responses. She helps build quality relationships that inspire positive change. They are crucial to ensuring that young people and their families build on their own strengths and find their own, sustainable solutions. She incorporates this approach into her religious studies curriculum, encouraging discussion of ethical and emotional real-life issues: life and death, relationships, human values and rights. She ensures that the subject knowledge is engaging, exciting and memorable through rich child-led learning techniques.

She has also developed an enrichment programme to develop the students' cultural capital in which they are able to experience activities and opportunities from which they have been previously excluded and improve their social and communication skills. This has included work experience using the community business contacts that Taylor has nurtured with the potential of apprenticeships. She has strengthened pupils' capacities for and attitude to positive learning, despite their often traumatic emotional histories. She has improved their educational achievements and social skills and been able to persuade the most persistent refusers to attend school and engage with activities.

She is a key member of the staff development team, delivering training to all staff in how to become restorative champions as well as initiating new curriculum ideas and contributing to projects. She has excellent communication and teamworking skills that make the workplace a positive environment for her colleagues. She is regarded by the Key's senior leadership as an invaluable member of staff demonstrating every day an outstanding commitment to changing the lives of the children in her care.

8. The Inspirational Educator Awards for Alternative Learning Provision Winner: Kerrie Henton

Nominator: Dr Tina Byrom, Chair of Governors, Stone Soup Academy, Nottingham

Stone Soup Academy is an outstanding, award winning, AP academy based in Nottingham with a clear vision of creating unimagined futures for all of its young people. It caters for 100 students in KS3 and KS4 who are disengaged with education, having been excluded from mainstream schools. They are often very vulnerable, and many have engaged with crime or have been the victims of crime.

Kerrie graduated from NTU with a 1st Class honours degree in Education and joined SSA as Principal in 2018 having worked in mainstream education across the country for 18 years. Kerrie quickly established herself as a credible leader with a strong passion for enhancing the educational and longer-term prospects of vulnerable and low attaining students.

Intellectually and pedagogically strong, Kerrie set about transforming the Stone Soup curriculum, broadening, deepening and enriching it so that students' aspirations were raised, and their horizons expanded. Recognising that creative activity can engage, focus and encourage learning, English, Maths and Functional Skills were combined with the Arts. This resulted in a 13.3% increase in numbers of students achieving English and Maths GCSE and an increase in those going on to further study and also into HE.

How has Kerrie achieved this remarkable success? Critically she invests in her staff and supports them to develop into effective educators and leaders. Seven staff have achieved their NPQ, one is completing a Masters and another a PhD. Kerrie promotes engagement with action research projects to enhance the quality of teaching. Staff are encouraged to be innovative for example through the use of virtual reality across the Academy. 74% of students have improved their attendance on entry, remarkable in a school of this type. SSA also won the National Schools Award for EdTech in 2022 for its innovative approach.

Another contribution to SSA's success is the enrichment programme. In 2022, students had four residential and six visits to various cities to discover how communities and individuals can express themselves through diverse artistic expressions. She also addresses controversial aspects of the students' own lives. She led three 'Stand Up to Knife Crime' events in which SSA students presented the issues involved to Nottingham communities.

Employability and careers are embedded into the curriculum using the Gatsby Benchmarks as a framework. As well as a vocational skills programme and work placements with local employers, students develop entrepreneurship through enterprise projects where they learn business management and to create marketable products. Students' emotional and educational needs are integrated through their personal coach. Clear expectations and boundaries are set, and educational and personal achievements are celebrated.

Kerrie has made an outstanding contribution to SSA and the life chances of its students. Her work was acknowledged when SSA won the Alternative Provision School of the Year in 2020.

9. The Inspirational Educator Awards for Alternative Learning Provision Winner: Gillian La Rocque

Nominator: Kiran Gill, CEO The Difference

The Difference is a charity which aims to raise the status and expertise of educators who are committed to work with the most vulnerable children. Based in London but with national recruitment, it runs a two-year intensive Leadership Programme aimed at those are working or wish to work in Alternative Provision. It also supports mainstream schools through its Inclusive Leadership Course to establish expertise in inclusive educational practice and to develop inclusive learning environments appropriate to all pupils.

Gill LaRocque is a graduate of The Difference Leadership Programme, following which she moved into the AP sector and rapidly progressed to a Deputy Headship at The Limes College. This Pupil Referral Unit in Sutton, Surrey, currently caters for 169 permanently excluded children (including 31 part-time), but also provides outreach support to mainstream schools and vocational programmes for those at risk of exclusion. 76% of children are eligible for free school meals.

Gill made a significant difference to The Limes. In her own subject, English, she led on improvements in teaching and learning which resulted, in 2022, 65% of students achieving a pass rate for GCSE, far exceeding the national average for AP schools. Working with the Careers and Destinations team, she tackled the problem of Not in Education or Training (NEET) among young people from AP by expanding the curriculum of the vocational offer at The Limes, introducing new subject areas such as Health and Fitness, Finance and Occupational Studies. These stimulated students and motivated them to engage with learning, enabling them to access college courses or employment apprenticeships.

Another area in which Gill excels is her dedication to breaking down the barriers between AP and mainstream schools. Sharing AP expertise not only enables successful reintegration of excluded students but also enables mainstream teachers to be better able to deal effectively with the problems that vulnerable, challenging children can present. She delivers a workshop on Trauma-Informed Practice which is extremely well received by mainstream staff. She also helped to facilitate restorative conversations between student leadership and staff in a school which had experienced Black Lives Matters protests, following which she contributed to the development of a PSHE programme where issues of racial inequality could be addressed.

AP schools tend to have a higher percentage of unqualified teachers, so Gill supports staff who undertake teacher training and mentors them on their journey to qualification. She has also created a “pre-training programme” to encourage and prepare others considering teacher training, including observations and school visits. While this supportive behaviour is instrumental in improving qualified recruitment to The Limes, it is also a genuine expression of Gill’s empathy and concern for others. While on The Difference Leadership Programme, Gill was nominated by her peers for the Leaders Leader Award because of her unconditional kindness, her outstanding care for others and for her professional friendship.

10. The Inspirational Educator Awards for Alternative Learning Provision

Winner: Stephen Murray

Nominator: Diane Anderson, CEO Fresh Steps

Fresh Steps is an independent all-through school (KS1-KS5) in the London Borough of Enfield which specialises in supportive education for 43 young people with social, emotional and mental health needs beyond those which mainstream schools are able to meet. It blends learning programmes based on the National Curriculum with functional skills, social and emotional development and skills for an independent working life. In 2022, Fresh Steps launched a Sixth Form specialising in vocational courses. It has an Outstanding Ofsted rating.

Stephen Murray is a specialist intervention teacher of six years, appointed to develop the Maths and Science curriculum at Fresh Steps. A graduate in Mathematics and Chemistry with a MA in Mathematics Education, Stephen has made the subject exciting and interesting through a variety of innovative teaching methods. His nominator notes that his dedicated maths and science room is vibrant and conducive to learning, with students eager to continue to work on their projects even during break.

On appointment six years ago, he introduced several online platforms in maths and science which helped to engage students and increased the interactivity of lessons. This proved prescient for the COVID lockdown when learning was maintained through Stephen's face-to-face online sessions. These lessons were also critical to maintaining the stability, continuity and familiar routines which are so important particularly to students who struggle with anxiety and insecurity. Stephen's calming presence and structured lessons kept the pupils in touch with reality and feeling safe and supported. Since Covid, Stephen provides online sessions in his own time to support children who are ill and cannot attend school, ensuring they do not fall behind.

Stephen has fostered a love of learning in his pupils for science and maths, through real-time and online lessons, which has improved homework outcomes, in measured achievement in student progress, and enabled students to achieve their potential in GCSE in these disciplines. The Ofsted Report of 2020 notes that the school had strengthened teaching in this area since their last report, clearly reflecting Stephen's impact. *'Specialist teaching in Maths and Science is highly effective. Teaching is ambitious. Pupils' learning ... develops well as they move through the school. Pupils are positive about their learning'*.

Stephen is more than a dedicated outstanding Maths and Science tutor. The quality of his interpersonal relationship with his students is also outstanding. He works tirelessly as a mentor to support and encourage children who have suffered traumatic childhood experiences or who have had extremely negative experiences in mainstream schools to develop their self-esteem and resilience. He rewards their efforts to develop emotionally and socially, guiding them beyond those experiences and enabling them to look forward. Their improvements in mental health and sense of wellbeing are as important to him as their educational achievement.

11. The Inspirational Educator Awards for Alternative Learning Provision

Winner: Natalie Myers

Nominator: Kiran Gill, CEO, The Difference

The Difference is a charity which aims to raise the status and expertise of educators who are committed to work with the most vulnerable children. Based in London but with national recruitment, it runs a two-year intensive Leadership Programme aimed at those are working or wish to work in Alternative Provision. It also supports mainstream schools through its Inclusive Leadership Course to establish expertise in inclusive educational practice and to develop inclusive learning environments appropriate to all pupils.

After studying Financial Management, Natalie Myers left a career in finance to qualify as a teacher. Following a successful 13 years in mainstream education, in a wide variety of senior roles, she took up post in Alternative Provision with Springwell, Lincolnshire. She is a graduate of The Difference Programme, following which she was rapidly promoted to Associate Principal of Springwell Alternative Academy Grantham with whole school responsibility. The school population consists of 62 students either excluded from mainstream schools or who are school refusers. 62% are eligible for Free School Meals. The school was under stress with high staff turnover, low staff expectation and limited school improvement and pupil progress.

Natalie is nominated for this award because of the transformative effect she had on school culture and pupil achievement in a very short period. She set about building a team committed to putting the individual needs of the students at the heart of everything that they do. Key appointments and attention to staff wellbeing reduced the turnover and increased staff satisfaction, with a positive impact on students' learning. Rates of attendance increased significantly, and behaviour improved. Using her previous experience in the mainstream sector, Natalie focused on improving the quality of teaching and learning. In particular, she made a strong reading culture a priority as a passport to a range of subjects, with the result that Ofsted inspectors reported, '*Pupils are developing well as fluent, confident readers.*' This compares well with the National Literacy Trust's research which found that 70% of permanently excluded children had difficulties with basic literacy. Careers guidance was also strengthened to great effect. In 2022 every Year 11 student secured a route into further education or employment, compared to the two-thirds of Alternative Provision students nationally who drop out of education 16 and do not secure employment. Ofsted inspectors noted that '*strong relationships between staff and pupils promote positive attitudes to learning.*'

As well as an outstanding school leader, Natalie is an ambassador for Alternative Provision. She encourages other school leaders who are considering transferring from mainstream to alternative provision and mentors them as they develop their professional skills for the sector. Partnering with The Difference, she took on two new leaders in the school as an Assistant Principal and an Associate Senior leader respectively. They are now making their own whole-school impact and improving outcomes for the most vulnerable children.

12. The Inspirational Educator Awards for Alternative Learning Provision

Winner: Carl Stanton

Nominator: Emma Wood Head of School, The Key Education Centre, Gosport, Hampshire

The Key Education Centre is a local authority-maintained facility based in two school sites – in Gosport and Havant. It caters for 65 children who have been permanently excluded from mainstream schools, are at risk of being permanently excluded from school, are too emotionally vulnerable to cope with conventional school or have substantial absence of school days due to ill health. The Key has adopted a framework of Attachment and Trauma Informed Practice (ATIP) by which to provide a safe and caring environment and remove barriers to learning and engagement through respect and resilience.

Carl Stanton joined The Key in 2018 as an unqualified teacher contributing to the life skills curriculum and careers provision. He was quickly identified as an outstanding teacher with an unwavering commitment to ensuring the best outcomes for all pupils, acknowledged beyond the school in 2021 by Hampstead County Council with an award for 'Improving Life Chances'. In 2022 Carl achieved Qualified Teacher Status. His aptitude and enthusiasm for teaching a range of subjects that could enhance the learning experiences and opportunities for students led to his appointment as Head of Foundation Curriculum at the Gosport site.

In this role, Carl has added Geography and Citizenship to the offer, but more significantly he tackled the problem of low levels of literacy common among AP students. Carl created a culture in which challenging and disaffected KS3 pupils with reading ages significantly below their chronological age, are confident to read aloud and engage in creative writing activities. Drawing on the research of Alex Quigley in 'Closing The Reading Gap', Carl individualises his approach and builds a relationship with the pupils based on mutual trust and respect. He breaks down barriers of self-disbelief with an unrelenting positive attitude.

Outside of the classroom, Carl is a driving force in developing the cultural capital of students. Gosport is a densely populated, peninsula coastal town where high levels of socio-economic deprivation and geographical barriers mean that few pupils have ventured beyond its boundaries. Carl has promoted a variety of trips as far away as London to support the Foundation Curriculum, enabling pupils to experience a wide range of opportunities and experiences that enhance their understanding of the world in which they live and create core memories that support relationships and personal development. Carl has also moved the school reward system away from short-term, material-based rewards to experiential opportunities such as visits to country parks, zoos, sporting activities, cinemas and outdoor laser games.

Carl is an influential member of the team. His commitment to raising standards and improving the life chances of the young people is infectious. He is always willing to support colleagues in their practice and his work with young people during his time at The Key has without a doubt had a positive impact on their personal growth and academic outcomes.

13. The Inspirational Educator Awards for Alternative Learning Provision

Winner: Jermaine Williams

Nominator: Anna Cain, CEO The Boxing Academy, Hackney

The Boxing Academy is an Alternative Provision Free School in Hackney that offers a full-time education to 40 KS3 and KS4 pupils at risk of exclusion, or who have already been excluded from mainstream education. The school's ethos reflects its origins, that of a boxing gym: a small, comfortable and familial environment with clear boundaries, a system of rewards and an emphasis on discipline, achievement and hard work.

Jermaine Williams joined the Boxing Academy as a junior mentor in 2010 when it was a small charitable project. His understanding of the needs and vulnerabilities of the school's cohort are informed by his own experience as a child brought to the UK aged 12 from Jamaica, and then treated as an illegal immigrant until the age of 19. He is a level 2 Boxing coach, was a national Boxing champion at amateur level and still boxes as a professional.

Jermaine Williams is now the Vice-Principal for Behaviour and Attitudes for the Boxing Academy. He played a key part in designing the academy's approach to pastoral and educational delivery in a culture of high aspirations, discipline and hard work towards a brighter future. He drives the culture, ethos and values of the school in all areas of the daily operation. Behaviour targets, emotional support and clear unambiguous boundaries enable children to know how to succeed and gives them the support to keep trying.

Jermaine developed the unique 'pod leader' model: classes of eight with a key adult who is their boxing coach, learning support, and mentor and accompanies the students throughout their day. The pod leader role is to build a relationship with the students so to help them overcome their barriers and make better choices. On the academic side, Jermaine designed the Boxing curriculum which sits with prominence alongside the six GCSE courses the school offers. The curriculum intent is to repair the damaged educational confidence of AP students who lack confidence, self-esteem and are often traumatised by their experiences in mainstream. The Boxing Pathway delivers technical boxing skills and knowledge about the incremental nature of learning and the need to embrace failure as part of the building blocks for success. The pod leaders use the model of progress made in the ring to build confidence for a risk-taking approach in the classrooms, which sets students on a path to educational success.

This culture enables the school to thrive, and it consistently performs above expectations: attendance at the Boxing Academy was 19% higher than in AP nationally throughout the pandemic and every child graduated with passes at GCSE level and gained a place at college in Year 12. The strong alumni group and their parents all describe Jermaine's impact as transformational. In February 2020 his curriculum was judged Outstanding by Ofsted.

Jermaine often features in the media as an expert on youth exclusion, anger management and the benefits of Boxing. He also contributes to current academic research and presents findings in conferences and in the media on the educational benefits of boxing and Alternative Provision more generally.



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