

The Consortium Academy Trust

News@TCAT

May 2021

 @ConsortiumTrust



THE CONSORTIUM
ACADEMY TRUST

And the winner is...



**Presented to TCAT's
Well-being Champions
Summer Term 1
#BetterTogether@TCAT**



Dave McCready
CEO



I hope you find time during half term to relax with family and friends, catching up with people you may not have seen in person for a long time, and with any luck we might even see the sun!



Welcome to the latest edition of News@TCAT

Welcome to the latest edition of our Trust newsletter which once again showcases some of the wonderful things that are taking place across TCAT.

The importance of well-being and mental health continues to be a main focus for the Trust and I know that those staff and learners who have accessed the service provided by our team of Mental Health Support Workers have benefited from their expertise and support. Our first Well-being competition winners are revealed in this edition along with details of our next challenge.

Three of our Academy Improvement Leaders reflect on their work over the last year and we also say farewell and thanks to our two Interim Teachers, Aidan and Daniel, and wish them all the best for the future.

One of the many benefits of being part of a MAT is access to professional development opportunities. For those colleagues looking to develop themselves through formal qualifications, I recommend reading the article on

Apprenticeships, and please do get in touch if you would like further details.

The difficulties associated with the coronavirus are sadly never far from our minds, but it does seem that we are beginning to reap the benefits of an effective vaccination programme and the latest lifting of restrictions hopefully indicates the next step back to something that resembles 'normal'.

The Trust Board and I recognise the challenges colleagues have faced over the last 14 months and as we reach the end of a challenging half term can I take this opportunity to thank everyone associated with TCAT for their hard work and commitment throughout the last year.

Thanks to your efforts our academies have been able to deliver the best possible learning experience to our learners, while keeping them safe, despite the immense difficulties presented by the pandemic. I hope you find time during half term to relax with family and friends, catching up with people you may not have seen in person for a long time, and with any luck we might even see the sun!

Have a good half term!

Best wishes
Dave

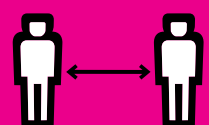
We must keep on protecting each other



HANDS



FACE



SPACE



Sarah Young

Director of Education Services

**Dave Waterson appointed
Deputy Director of
Education Services**

As a result of a rigorous internal recruitment process, I am delighted to have the opportunity to work with Dave as Deputy Director of Education Services in a seconded role initially until 31 August 2022. Dave will be a fabulous addition to the team.

Congratulations to Aidan and Daniel our Interim TCAT Teachers.

I am sure you will join me in wishing them well as they leave us and begin their formal teaching career. This has been a year like no other in education and they have been a great asset to team TCAT, carrying out teaching and other duties with maturity and experience beyond their professional years.

They have been grateful for the support and encouragement of all the staff they have encountered. Aidan will join the team at Arch Bishop Sentamu as a Teacher of History in September and Daniel is continuing to explore opportunities to continue his passion for delivering English teaching.

I am sure you will join me in wishing them both well for a bright future ahead after their foundations with us **#BetterTogether@TCAT**



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#BetterTogether@TCAT



Reflections from our Academy Improvement Leaders



Richard Hill

There are many reflections from completing the AIL role over the last two years, and many successes in the sharing of effective practices, and also to quality assure T&L judgements across the Trust.

In my opinion, the role has resulted in further collaboration between settings. An example is my participation in the TCAT Collaborative English Leads meetings which resulted in establishing contacts

across schools and has subsequently enabled me to advise and support staff in developments of KS3 English curriculums. Presenting at the TCAT conference in October 2019 meant I was able to share an area of research that I am passionate about: the vital role of explicit vocabulary instruction in all learning. Speaking at the conference led to collaboration with a range of colleagues across the Trust and develop strategies for staff and students to engage with vocabulary acquisition across curriculum areas and stages.

An opportunity which the role has given me, is to further engage with an evidence-informed perspective and I successfully secured a position of Evidence Lead in Education. This

develops TCAT's links with the Research Schools Network and allows me to support individuals or teams across the trust by signposting colleagues towards research in order to make a difference in the classroom and whole school. It is indicative of the Trust's ethos of continuous improvement that in professional discussions in a range of settings, staff talk about guidance reports and educational publications with such familiarity and vigour. It is pleasing that this approach has not only continued but in fact flourished, from my experience, during school closures. As a coach to a number of staff across schools, this role has further enabled me to encourage self-reflective and evidence-informed practitioners.

Steve McKelvie

From the first TCAT conference (where I forgot the word for “e-mail” and accidentally insulted maths teachers across the world (sorry again)) it has been a pleasure and privilege to work with you all.

Meeting such inspirational and passionate people has been a special opportunity in my career and one that I have enjoyed immensely. From science demonstrations and learning walks, to the inimitable Muddlers - learning and growing alongside teachers, TAs, tutors and students, these two years have flown by. Thank you especially to Julia, Em and all of Holderness Academy, and Kerry and the staff at the “Oasis of Happiness”

that is Croxby.

While it is a shame that the pandemic restricted the second year of the secondment, I am still very proud of the work we managed to do. Thank you for welcoming me into your schools and faculties, and to everyone I worked with to make our Trust a little bit better, please stay in touch and let me be part of the magic in the future (@smckelvie@winifredholtbyacademy.com).

David Hilton

To say, ‘we never stop learning’ could not be a more true statement for my two years as AIL for collaboration.

Now more than ever, I understand and value the importance of collaboration for teachers in their learning and being within a Trust while also working through a pandemic, we have never been more poised and privileged to benefit from the reciprocal working and learning a collaborative Trust can provide.

In my focus to harness and share

excellence in practice and unite practitioners in their expertise from across the Trust, I have also been a real beneficiary. We are a Trust of outstanding teachers with a huge array of experience and skills, the invaluable knowledge and skills I have gained from the talented individuals I have worked with, will stay with me for the rest of my career. Keep collaborating, keep learning!

TCAT's Commitment to Apprenticeship Scheme

The Department for Education's Apprenticeship Levy has created a mechanism for long term sustainable funding for apprenticeships and gives employers more control to provide their staff with a range of training opportunities.

The levy means there is money available for apprenticeship training and allows employers to choose which apprenticeships they offer, how many and when.

The Consortium Academy Trust is committed to the development of all its staff through a variety of ways and supports the apprenticeship scheme. Many colleagues across the Trust have already had the opportunity to take advantage of this:

I am currently 3 months into my Leadership and Management, Level 5 Qualification, which is delivered online.

I am really enjoying my time live learning with weekly essay questions and monthly mentor

sessions. The impact of this knowledge will mean that I can be a confident and well-informed member of SLT at Keyingham Primary School.



Lucy Richardson *Operations Manager - Keyingham*

I joined Holderness Academy in October 2018 as a Teaching Assistant working with students on the autistic spectrum.

This was the first time I had been employed in this type of role, or within a secondary school, so when I was offered the opportunity to undertake my NVQ Level 3 Teaching Assistant qualification as an adult apprentice I jumped at the chance. The course was all delivered on site or remotely.

Although it was hard work at times, it gave me greater confidence in my ability to transfer previous skills and knowledge to my new role and I learnt about a number of theories and strategies which I developed and implemented with the students I supported. Since completing the course I have now become the Inclusion Unit Manager at the academy and I support students with SEMH and behavioural issues. This experience has also encouraged me to continue learning and I have since completed qualifications such as a Higher Level Teaching Assistant Diploma, Understanding Children and Young People's Mental Health, Understanding Behaviour that Challenges and a Certificate in Adverse Childhood Experiences.

Rachel Barnes *Inclusion Manager - Holderness*



I had been working at Holderness Academy for three years when I was given the opportunity to complete the NVQ level 3 teaching assistant qualification.

I did not have any previous experience of working within a school prior to coming to Holderness Academy and had been looking into completing the level 3 qualification at college on an evening when I was offered to complete it as an adult apprentice.

The course was a mixture of on site learning combined with remote learning. I was assigned to a mentor who came into school to complete assessments within the classroom, she was on hand if I required any assistance with my portfolio.

The course helped to widen my knowledge of how to support students within the classroom and made me analyze how I was working with students. I am more confident within my role since completing the course and I would encourage others to complete courses when given the chance to.

Katie Young *Level 2 Teaching Assistant - Holderness*

To find out more about our Apprenticeship offer, please contact Sarah Young, Director of Education Services to express an interest sarah.young@consortiumtrust.co.uk

The Nihongo Cup

Congratulations to two Wolfreton Japanese students who have been selected as finalists in this year's prestigious Nihongo Cup.

The Nihongo Cup is a Japanese speech contest for secondary school students. Finalists are usually invited to perform their speech at the Nissan Institute of Japanese Studies, University of Oxford in front of a panel of judges and VIPs from the field of Japanese language education and Japan-UK relations, for the chance to win some fantastic prizes – including a trip to Japan!

Unfortunately this year, for the second year running, this event will take place virtually due to the pandemic. This will nevertheless be a fantastic experience for the students. The themes chosen by this year's Wolfreton competitors are "why cats are so popular in Japan" explaining about Japan's unique history with cats, and "my ideal school" where students clean their own school, as Japanese school students do to learn respect.



nihongo cup

Write a speech and win prizes!

The Japanese Speech Contest for Secondary Schools in the UK

Finals Day (Online) 10th July 2021

CATEGORIES

Key Stage 3:
Write and present a 2-3 minute speech on the theme "My Ideal School"

Key Stage 4&5 Pre GCSE:
Write and present a 3-4 minute speech on a theme of your choice

Key Stage 4&5 Post GCSE:
Write and present a 4-5 minute speech on a theme of your choice

Closing date: 23rd April 2021

For more information and to apply, please visit www.jpff.org.uk

Association for Language Learning JAPAN FOUNDATION

Nihongo Cup is co-organised by the Japanese Language Committee of the Association for Language Learning (ALL) and the Japan Foundation London.

Local residents came out in force at the Coop in Cottingham to show support for the Garden Tools Amnesty for our local cause community allotment fund.

Huge thanks go to everyone from the Cottingham store as well as to the local community who supported the school with their donations.

Hessle High's Prom

Shop for all...



Well done to Tracy Taylor at Hessle High who has set up a Prom Hire Shop for Year 11 students, with the aim of making this rite of passage affordable for everyone, as well as being environmentally friendly.

David Brooke

Head of ICT

- The Trust have agreed a huge capital investment programme to standardise all 'Teacher Walls' across a number of academies. The £500k investment has already begun with Croxby Primary completed last half term. Cottingham High School and Sixth Form College are having 40 new boards installed over May half term with the remaining to be completed in the summer holidays. Winifred Holtby Academy will be completed in the

ICT Update

summer holidays whilst discussions are ongoing for Howden School and Holderness Academy & Sixth Form College.

- Keyingham Primary are having a new network installed over May half term which will see a huge increase in wireless capacity.
- Holderness Academy & Sixth Form College and Howden School have had their server infrastructure replaced during this term. This now means all our academies now have server infrastructures which are fit for purpose for the next seven years.
- Penshurst Primary are having their own Internet line installed to increase capacity – currently it is



Her idea, to hire out Prom clothes to everyone, regardless of their income, has generated a lot of positive feedback, with visits to the school from BBC Look North and BBC Radio Humberside following very generous donations from both local businesses as well as members of the school community.



£500k investment



shared with Hessle High.

- Team News – Chris Clark joins the team on Tuesday 2 June as the Technical Lead Primary.

Business Update

I am delighted to welcome Hugo Santos to the Business team.

Hugo joined the TCAT Central Services team as the Procurement Officer last month. Hugo is a qualified lawyer and has worked in the Procurement sector for over 7 years, including roles within the charity sector.

Hugo has joined the team to provide procurement and contract management support to meet the Trust's objective to achieve economies of scale for all products and services delivered to our learners and staff. If you have any procurement/contract requests please send these through the Trust's procurement helpdesk procurement@consortiumtrust.co.uk



Clare Thorley

Director of Business



Claire Gordon

Marketing and Communications
Manager

Marketing Update

A reminder that you can get in touch with the Marketing Team by contacting the helpdesk email: marketing@consortiumtrust.co.uk to discuss any design requirements.

Examples of some work recently completed are shown below and we look forward to discussing how we can continue to support colleagues with upcoming projects.

Well-being - Support posters.

12 ways to boost your well-being



Our Commitment

We want healthy, happier and engaged colleagues, operating in a culture that promotes working well and leads to fulfilment. We see well-being as a key factor in allowing us to achieve our strategic goal of being the employer of choice in the East Riding area - #BetterTogether@TCAT

Support

helpline contacts...



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Emotional and Mental

Well-being at CHS6



Depression and Anxiety

It's not always easy to take the first steps towards seeking help for depression, or indeed, any other mental health problem. But it is important not to cope with depression and anxiety alone.

Further support for depression and anxiety can be found at:

- AnxietyBC (Youth)
- Childline
- MoodJuice
- NHS - Moodzone
- PSYPHER
- Sane
- Body Gossip UK
- MIND
- Safeguarding Children
- Selfharm UK

CHS6 - Well-being banners

Believe. Achieve. Succeed.

MOVING UP

Beginning your new chapter...

Cottingham High School and Sixth Form College

Our School Day

Students should arrive at school no later than 8.55am.

Students can go to the Peer Mentor Room, the library, the KS3 playground or KS3 social area if they wish.

Historically, the canteen is open for breakfast from 8.55am. A supervised homework club runs daily in the library to offer support from 8.55am to 9.00am.

8.50 - 9.00am: Tutor time
9.00 - 10.10am: Lesson 1
10.10 - 11.10am: Lesson 2
11.10 - 12.10pm: Lesson 3
12.10 - 1.10pm: Lesson 4
1.00 - 2.00pm: Lesson 5
2.00 - 3.00pm: Lesson 6
3.00pm: The school day ends.

Our P.E. Kit

All young people from Years 7-11 are expected to wear the Cottingham High School PE Kit during their lessons.

Girls

- Plain white t-shirt with the school logo - black/red
- Plain white leggings with the school logo - black/red
- Plain white socks - black/red
- Plain white trainers - black/red
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2021/2022 Year 9 Winifred Holtby Academy Rotation Subjects

Team Sociology

Team Art

Team D&T

Team Health & Social

Sport

The First Day

What is needed on the first day?

- A strong bag. This should be big enough to carry all the books and equipment needed for the school day.
- A pen, pencil, ruler, calculator and student planner are the minimum equipment expectations. CDS will provide the student planner on the first day. It would also be useful to carry colouring pencils, a rubber and a pencil sharpener.
- A PE kit is not needed on the first day.
- Credits on the primary app to buy a lunch or bring a packed lunch.
- Bus fare or pass if necessary.

Travelling to and from school

We ask that while students are wearing their school uniform and travelling to and from school that they represent Cottingham High School in a positive manner.

Believe. Achieve. Succeed.

Please wear a cycle helmet at all times.

If you are bringing your child by car, please park on Hauland Way at either end of the yellow lines in order to keep the bus stop free and help us to ensure that our students are safe.

If your child is taking the car to school, please ensure that your child is wearing their seat belt and that the car is roadworthy.

We have bicycle sheds in order for students to lock their cycles and ask that students bring a suitable lock with them.

Positive Discipline

Positive Discipline is centred on three very simple concepts:

- That all young people are being effectively rewarded for their efforts.
- That all young people are being effectively disciplined for their misbehaviour.
- That all young people are being effectively encouraged to take responsibility for their actions.

The Student Planner

Central to success is the Student Planner.

REWARDS SHOP

Students will receive stamps for positive engagement in the classroom.

LIST 3 Subjects

Team Child Care

Team Health & Social

Team Psychology

Team Sociology

Sport

Team Travel and Tourism

Cottingham - Transition Moving Up 24 page Booklet

Welcome to TEAM HOWDEN

Menu

Monday: Breakfast, Lunch, Dinner
Tuesday: Breakfast, Lunch, Dinner
Wednesday: Breakfast, Lunch, Dinner
Thursday: Breakfast, Lunch, Dinner
Friday: Breakfast, Lunch, Dinner
Saturday: Breakfast, Lunch, Dinner
Sunday: Breakfast, Lunch, Dinner

Our Catering

Our school's catering provision is provided by an external catering contractor.

We are very proud of the service and standard of food provided and we receive regular feedback on our catering provision from students, parents and visitors to the school.

Breaktime

Breakfast: Sandwiches, Fruit, Drinks
Lunch: Sandwiches, Fruit, Drinks
Dinner: Sandwiches, Fruit, Drinks

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KS3 Key

KS3 Key

- Languages
- Humanities
- Art
- Science
- Technology
- Maths & English
- PE
- Music
- Design & Technology
- Business
- Law
- History
- Geography
- Citizenship
- PSHE
- Careers
- Health & Social
- Sociology
- Psychology
- Child Care
- Travel & Tourism
- Art & Design
- Sport
- Music
- Dance
- Drama
- Media
- Computing
- IT
- Design & Technology
- Business
- Law
- History
- Geography
- Citizenship
- PSHE
- Careers
- Health & Social
- Sociology
- Psychology
- Child Care
- Travel & Tourism
- Art & Design
- Sport
- Music
- Dance
- Drama
- Media
- Computing
- IT

Art and Design

Effective ideas in Art and Design are developed through practical research and investigation.

Art and design gives learners the opportunity to develop skills in this area which are practical and transferable.

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Our Uniform

All young people in Years 7-11 are expected to wear the academy uniform.

At Howden School, we believe uniform allows all students to feel equal in their peers and confident in themselves.

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Behaviour and Rewards Policy

Our Behaviour and Rewards Policy allows us to build an environment that is supported and maintained by the whole school community.

We teach our students how to behave by:

- ATTITUDE TO LEARNING
- RESPECT
- RESPONSIBILITY
- HOMEWORK
- ATTENDANCE
- PRAISE

Our structured behaviour system works in stages.

1. **STOP** - When a student is misbehaving, the teacher will say 'STOP'.

2. **REINFORCE** - When a student is behaving well, the teacher will say 'REINFORCE'.

3. **PRAISE** - When a student is behaving well, the teacher will say 'PRAISE'.

Finding your way around school

The school site is bigger than the school you will have been used to. Don't worry, there are plenty of signs and helpful faces to help you find your way around. Use the map on the next page to see if you can find the different places on the list below.

Places to find on the map.

- Library
- Key Stage 3 Pastoral Office (Pastoral Manager)
- Sports Hall
- Key Stage 3 Canteen
- Reception
- Maths Center
- Languages
- Art
- Technology
- Science
- Fitness Suite

Howden - Transition Moving Up 16 and 12 page Booklets

Congratulations to....



TEAM HOWDEN

Congratulations to Howden on becoming our first Well-being competition winners.

Team Howden have a great team spirit and they are already planning on how to succeed in next term's rivalry! They were closely followed by Keyingham and Hesse throughout – well done teams.

A big thank you to the Well-being Champions for planning and delivering this event.

Next term is all about 'Give'. Research shows that acts of kindness over a six-week period are associated with enhanced feelings of well-being. Your Well-being Champions are already demonstrating 'Give' by donating their time to build a well-being team. More information will be sent out after half term, however if you have any ideas you want to share, please reach out to your school's Well-being Champion.



Bring on the next one!

'We're really overwhelmed with the response we've had to the first well-being challenge. It's been lovely to hear staff discussing it in the corridors, and there has been a genuine sense of competition in the air which is brilliant. Staff have been getting out walking together on weekends, some have been in direct competition with one another! But on the whole, it has unified the staff during a difficult and tiring time and we're really glad this has been able to lift people's spirits because that's what it was all about. Bring on the next one!'



Mr Gary Cannon
Headteacher

How do you know if you are struggling with burnout?



Jennie Ellis

Mental Health Support Worker

Jennie.ellis@consortiumtrust.co.uk

Burnout is that tiredness that you feel no matter how good a nights sleep you get – it never goes away! Burnout is different to being tired from a long day. It is being overwhelmingly tired. Burnout is caused through exposure to extreme stressors over a prolonged period. It may also mean you feel detached, a little cynical and critical of what you do.

You may be struggling with burnout if you're constantly combatting your negative self-talk. Recognising your self talk can be a huge step forward.

Whether it is people, processes, or personality that are impacting on you each day, then you need to address this to protect your mental well-being.

You can take control of this situation.

Identify your stressors

Do you say 'Yes' to everything? Do you struggle to set boundaries between home and work life? Whatever yours is, identify it and start by writing it down. By identifying it, you are bringing it into the open with yourself and from that awareness you can challenge it? Is this something I need to worry about? Where can I get support if I am not sure how to tackle something? By acknowledging your stressors your mind can become clearer, consequently you are calmer for responding.

Action

Map out what you do in a day and work out those zones where your stress creeps up.

Revisit your goals and priorities

Can anyone relate to setting unrealistic expectations of self, for example, having to get everything done in one day? Revisiting your expectations with a realistic and compassionate lens can really ease some of the pressure. Consider where and why these goals originate, have they become maladaptive? Do they make you content?

Set up a wind down routine

Without a wind down routine, your mind is in 'go go go' state. Turning off notifications after a set time is an excellent first step. Taking a walk with the dog, having a long soak in the bath or watching your favourite TV programme are ways you can walk away from work and unwind – make it a routine you can easily stick to and importantly that you can respect.

Mental Health Week

Over Mental Health Week we ran a social media campaign posting the 5 steps to well-being each day along with what we are doing to promote well-being at TCAT and in our schools, including our Youth and Adult Mental Health First Aid Training.

Please follow us on twitter @ConsortiumTrust to keep in touch.

