



INSPIRING TEACHERS  
CHANGING LIVES

**Yearbook**

2023

# The PTI Yearbook

The PTI Yearbook is a celebration of the long-term work that teachers are doing to demonstrate excellence in subject leadership and school leadership within their schools. We are proud to support thousands of teachers to strengthen their subject knowledge, inspire their students and develop transformational teaching practices. This year we were delighted to introduce Design and Technology (D&T) and PE as new subject streams.

Our members' research and projects demonstrate the development of teacher expertise and excellence through:

- » a focus on teaching and learning
- » supporting collaboration
- » encouraging staff to develop their specialist knowledge
- » extending and enthusing pupils within and beyond the curriculum

## 2022-2023

How the PTI supported teachers



### CPD Subject Days and Online Courses

Inspiring, subject-focused lectures with academic guest speakers

### New Teacher Subject Days

Subject knowledge enhancement and teaching strategies across 4 Saturdays

### Primary Hubs

Bespoke CPD programmes for local schools to strengthen teaching and leadership across their networks

### School Leadership Days

Reunion day for Programme members to collaborate and share impact

### School Leadership Residential

Conference for school leaders to explore current challenges and engage in talks

### Subject Enrichment Residentials

Three-day courses focusing on developing an enriching curriculum

### Subject Leadership Certificate

Personal accreditation recognising exceptional lesson design and curriculum mapping

### Subject Enrichment Residential

"I have been reminded why I became a teacher, and just how wonderful this profession truly is. I am returning to my department FULL of ideas to implement, and can't wait to get back to the classroom. The course has helped me to consider my role in my students' lives and my future career. I am so grateful to have had the opportunity to attend." Attendee, 2023



### Music Primary Hub

"I have attended lots of music courses over the years and this was by far the most enjoyable and informative day of them all! Thank you for reawakening our enthusiasm!" Attendee, 2022



### CPD Subject Day

"There was a very open and educational discussion. Good concrete ideas and resources were shared." Attendee, 2022



### Subject Leadership Day

"I cannot express how valuable the PTI days are, not only do they allow subject specialists time to discuss together and share ideas, they also allow for continued developmental links with key research through university lecturers." Attendee, 2023



### New Teacher Subject Days

"The speakers are engaging, inspiring and knowledgeable, and the workshop discussions enable you to adapt complex material to enrich pupils' learning and understanding of a topic." Attendee, 2022



### Primary Leadership Residential

"The pupil panel was an especially strong reminder of a child's journey and the importance of a broad and balanced curriculum. Whenever I hear a subject specialist speak, I find their passion so inspiring and know that learning never stops." Attendee, 2023

# The Martin Roberts Award 2023

Martin Roberts was a founding member of the Academic Steering Group for the Prince of Wales Education Summer Schools in 2002. He was instrumental in the establishment of the New Teacher Subject Days programme. In his memory, the PTI celebrates the best new teaching resources created by course participants, through the Martin Roberts Award. The winners of the 2023 awards are as follows:

## London Course

<b>Biology</b>	Sivan Kader	St Albans High School for Girls
<b>Chemistry</b>	Gloria Odogu	Ark Pioneer Academy
<b>English</b>	Carolyn Black	Skinners' Kent Academy
<b>French</b>	Alison Bryant	The Hurst Community College
<b>Geography</b>	Ellie Walton	Pimlico Academy
<b>Geography</b>	Shamem Faizi	North London Collegiate School
<b>History</b>	Lauren Jones	Robert Clack School
<b>Maths</b>	Ahmed Bangura	Thomas Tallis School
<b>Physics</b>	Emma Spyrides	Hinchingbrooke School
<b>Spanish</b>	Katherine Buck	Esher Church of England High School

## Birmingham Course

<b>English</b>	Scovia Pearson	King Edward VI Northfield School for Girls
<b>Maths</b>	Rosie Read	Cedar Mount Academy

## Manchester Course

<b>English</b>	Laura Duncan	Leeds West Academy
<b>History</b>	Anna Thomas	Toot Hill School



Ellie Walton & Shamem Faizi



Ahmed Bangura

# The PTI Bernice McCabe Award 2023

The PTI's Bernice McCabe Award promotes and celebrates excellence in subject leadership, recognising departments for their exceptional leadership and impressive teacher subject expertise across the department. The £5000 prize and trophy is awarded annually to an exceptional department which demonstrates the ethos and values of the PTI through its work within and beyond the curriculum. Bernice McCabe OBE, who sadly passed away in February 2019, was the founding Co-Director of the PTI and believed in the transformative power of inspiring subject teaching.

## The PTI Bernice McCabe Award Winner - Thomas Tallis School

The Geography department at Thomas Tallis School designed and implemented an intellectually rigorous and engaging curriculum that inspired pupils of all abilities and aptitudes. Teachers' deep subject expertise and passion became the focus of lessons that led to pupils thinking deeply, rapidly building their understanding and knowledge base as well as subject specific skills. Ambitious lessons were designed to develop pupils' global perspective simultaneously with their appreciation of the significance of geography in their local community and its relevance to their lives in real time. The sense of energy and excitement in learning has become a routine characteristic of geography lessons at Thomas Tallis School making the study of geography an attractive, revealing and essential life experience for all.



Hannah Lees, Head of Geography at Thomas Tallis, with Sir Jon Coles, Chief Executive of United Learning



# The New Teacher Certificate

## For trainee and Early Career Teachers

The New Teacher Certificate is obtained by completing the New Teacher Subject Days (NTSDs) programme. This course takes place over four Saturdays and participants complete an assignment in order to achieve the New Teacher Certificate, which recognises the development of specialist subject knowledge. Here are two examples of the Learning Resource Assignments (LRAs) designed by teachers who have successfully completed the New Teacher Subject Days course.



**Rosie Read, Maths Teacher**  
| Cedar Mount Academy, Manchester |



Rosie designed her Learning Resource Assignment (LRA) with reference to the Day 2 topic: 'Coordinate Geometry and Transformations'. Her resource was a KS3 Perimeter card matching activity designed to be completed in pairs, with opportunities for whole-class discussion, at the end of a Perimeter unit. For her LRA, Rosie took inspiration from the NTSD course activity examples, which were focused on problem-solving and developing mathematical thinking by discussing different approaches to problems. The activity she created was based on the perimeter of basic shapes, which students were familiar with, and introduced a further element of problem-solving to deepen and develop their understanding in a different context. The activity required minimal guidance, with an extension built into the activity to provide challenge, and there was allocated time at the end to discuss the approaches that each group took. Having this activity at the end of the unit worked well as pupils were able to apply their prior knowledge and explore this further. Having the extension at the end, which allowed students to come up with their own examples, worked well as it pushed students to consider carefully what would, or would not, work and the reason why. They looked at the examples together as a whole class, to discuss the different approaches that each pair took, which was both interesting and beneficial for the students.

**Rosie said:** "I really enjoyed attending the New Teacher Subject Days, as it was great to cover topics in more depth and hear from a range of guest speakers. It gave me lots of ideas for strategies and activities that I can try in my own lessons, and inspired the activity that I used for my Learning Resource Assignment. I was really pleased to win the Martin Roberts Award - the activity I designed worked really well with my own class, and it was great to hear that other teachers saw the potential for it to be used in their lessons too!"



**Lauren Jones, History Teacher**  
| Robert Clack School, London |



Lauren's LRA was based on the Day 1 topic, 'History: The world turned upside down: Tudor and Stuart Upheaval', following a lecture by Dr Ismini Pells which focused on child soldiers in the English Civil War. Lauren created her own enquiry on how far childhood has changed in Britain, and was also inspired by a teacher led-workshop from Day 2 of the course which encouraged her to use the idea of the 'scenic route' to teach history, allowing students to learn new content through the lens of a story. Her resource was a section of a lesson based on Victorian childhood which could be used as an individual lesson, or as a subsection of a lesson on the Industrial Revolution. It included a story-based reading activity and had challenge questions and hints to cater to all abilities. Students liked the story task and Lauren felt that the format was less demanding on their cognitive load, and they were better able to discuss their ideas afterwards. Some even considered how lucky they were to live today rather than having to work like Victorian children, which Lauren felt was a useful message alongside historical study, to develop their emotional ability to compare and show appreciation.

**Lauren said:** "The NTSDs were really helpful. The programme helped to develop and strengthen my subject knowledge of key areas in history, and also gave me practical ways to implement this into my classroom practice. This has been beneficial in my teaching as students have enjoyed the tasks I have used from the NTSDs, and I have been more able to support them with my improved subject knowledge. Winning the Martin Roberts Award was a great achievement which I am very proud of. The recognition of my hard work which I received from my fellow history teachers highlights how supportive those on the NTSDs are."

# The Certificate for Subject Leadership

## LEVEL 1



For aspiring  
and established  
subject leaders

The Certificate for Subject Leadership Level 1 is a personal accreditation recognising exceptional lesson design. This is a modular course aimed at developing subject leaders through the design and delivery of challenging schemes of work (SoW). The course takes around 18 months to complete and increases expertise in leading teaching and learning. Participants work with experienced practitioners to design the schemes of work.

Read more about a Scheme of Work designed by an inspiring teacher that successfully worked with the PTI to complete the Certificate for Subject Leadership Level 1.



Nina Parrish, Curriculum Leader for Music  
| Leeds West Academy, Yorkshire |



Nina’s scheme of work focused on introducing keyboard skills to students who had very little to no instrumental experience. Her module A scheme of learning aimed to challenge students around the use of musical notation, which was an area that students did not have much prior experience in. The aim was to provide a starting point for students to be introduced to the keyboard, and specific keyboard techniques. For module B, Nina introduced the relationship between music and the media (TV, film and radio). She designed this to be relatable, as students’ previous schemes of learning were based around films and TV shows that they had not seen before. As a result of the SoW, Nina’s students were able to explore music creatively and have developed new skills around notation and keyboard ability. Due to Covid-19 students had limited experience of musical instruments, so the keyboard unit allowed students to develop their understanding of how the instrument links to the theory. The music and media course kept students engaged with relatable material and were able to compose their own music.

**Nina said:** “I am proud of the engagement of the learners and their enthusiasm for the schemes of work. Working with PTI has allowed me to really create in-depth schemes of learning, and allowed me to discuss the success of these with other teachers.”

# The Certificate for Subject Leadership

## LEVEL 2



For aspiring  
school leaders

The Certificate Level 2 is a personal accreditation recognising an exceptional understanding of curriculum-building. This course is centred on curriculum knowledge and curriculum leadership and is assessed through the design and delivery of a challenging, subject-focused curriculum across key stages.

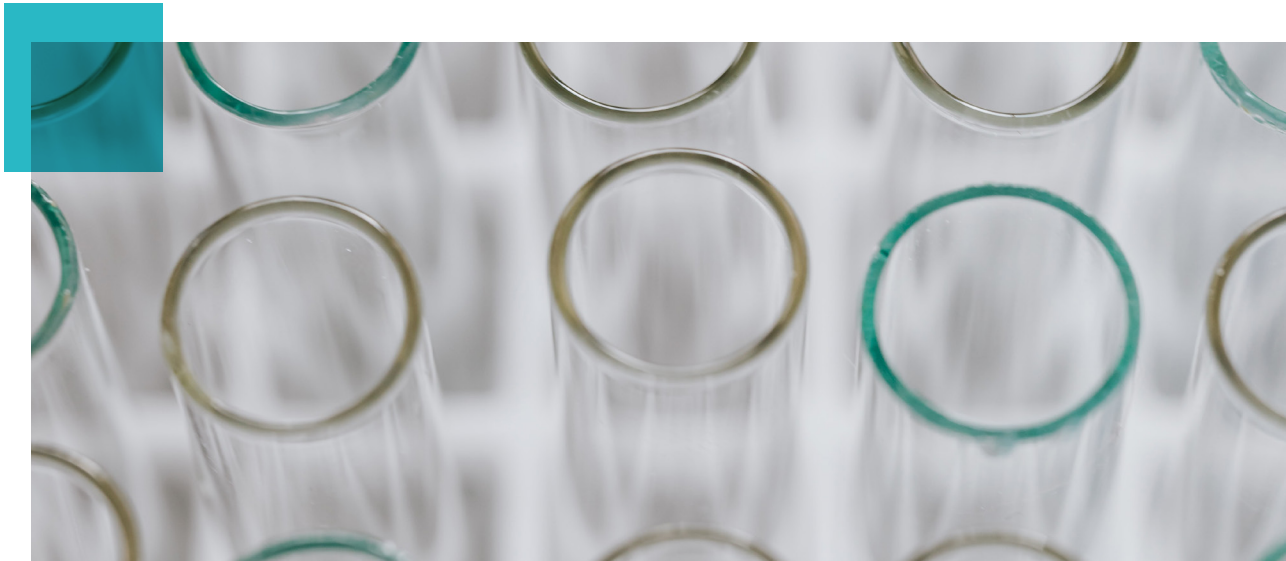
Read the summary of a successful project from the Certificate for Subject Leadership Level 2.

Alex Davies, Head of Languages  
| Toot Hill School, Nottingham |



Alex’s Scheme of Work (SoW) ‘Description, Relationships and Education across KS3, KS4 and KS5 in French and Spanish’ looked at how to embed cultural capital with increasing complexity across Key Stages 3, 4 and 5 consistently alongside an emerging Scheme of Work. It built from description and discussion of personal experience in Year 7 to global themes and issues in Year 10 to ensure students were scholars beyond the language and prepared for A Level study. The Certificate gave Alex the opportunity to articulate his vision with staff, leadership in school, and students in a more effective manner. Student voice around the learning cycles review was transformed – a number of students described the education cycle in Year 9 as their favourite throughout Key Stages 3 and 4. As a result, the intended uptake for Key Stage 5 in French and in Spanish within the two cohorts who experienced the new SoW was incredibly strong, bucking national trends and with the department on track to secure numbers above 15 in both.

**Alex said:** “The professional connections made during the process were a highlight. My team and I are incredibly proud of the results of our curriculum developments.”



## The Department Development Programme

The Department Development Programme (*formerly the Subject Leadership Programme*) is an action-based research project which focuses on improving teaching and learning, and has the goal of ensuring challenge at every level - extending and enthusing pupils, within and beyond the curriculum.

### St Angela's Ursuline School, London

St Angela's Ursuline School is a comprehensive school with sixth form in Forest Gate, Newham in East London. The school is all girls up to 16, and has a mixed sixth form with approximately 200 pupils in Years 12 and 13.

#### The Challenge

The school identified that the percentage of pupils opting for Triple Science GCSE and A-Level Science was much lower for those eligible for Pupil Premium compared to those not eligible. The project aimed to employ strategies to help boost numbers and put in place mechanisms that reduced the percentage of Pupil Premium pupils dropping away in KS4 and KS5.

#### The Method

- » At Triple Science GCSE, two smaller groups were created rather than one large group.
- » Removed setting by ability for Years 7 and 8. By adopting this approach, the department aimed to provide opportunities for the Pupil Premium students and give them a greater sense of self-efficacy, seen as a probable pathway that will lead more to access the top sets in KS4 and Triple Science.
- » Over the course of Year 3 of the project, the area of 'high challenge' became one of the whole school priorities. An aim of this drive was to demonstrate that providing high challenge is an essential part of raising attainment for groups of pupils who do not feel they can attain at science.
- » The department was introduced to ideas such as open-ended investigations, in which the pupils devised a plan for an area they wanted to investigate.
- » There were visits from alumni to talk about the path that they took from school to post graduate work, to demonstrate that it was a realistic option to go university and move into STEM based areas of work.
- » As the school settled post-Covid, extra-curricular activities began again and links with Queen Mary University of London and their 'Bridging the Gap' programme were re-established, as well as re-starting the Science Club and the Robot Club. The most successful initiative over the course of the third year was Science Week which saw a high uptake of activities by Pupil Premium girls.

#### The Impact

Impact was evident through:

**High Challenge and high expectations:** The whole school strategy of 'High Challenge for All' was effective in turning around the mindset of pupils who felt that they lacked the ability to succeed in Science.

**Building self-efficacy through vicarious experiences:** The department made good use of alumni to boost the idea that 'girls like us' go on to succeed in STEM subjects and gave a very good idea of the journey to being successful in science.

# Primary Hubs

## For primary school teachers

Primary Hubs are networks of primary schools which receive bespoke professional development days based on topics relevant to their networks. Teachers engage with expert speakers and spend time developing new and inspiring teaching resources. Members of Primary Hubs also have access to the National Virtual Primary Hub which is a series of online events, with expert speakers, live conversation and an opportunity to engage with the national network of hub members.

Read about the experience of two Headteachers whose schools are current members of a PTI Primary Hub:



**Clare Lightbown, Headteacher**  
**| St William of York Catholic Primary School, Bolton |**

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“I have worked with the PTI for the last 5 years, working at St William’s, which is a vibrant and inclusive one-form entry Catholic primary school with a nursery in the second-most deprived postcode area of the country.

Following my first encounter with the PTI in 2018 at a Subject Enrichment Residential, I planned and delivered a project around oracy in my school which explored alternative ways of evidencing curriculum learning with a focus on using speaking rather than writing to communicate. This initial project formed the bedrock of our continued mission to improve communication skills in our pupils and we are now a Voice 21 school. I reported back on the success of my project to the PTI. It was at that point; a new idea of the primary ‘hub’ was mooted.

I approached my local Catholic cluster of schools about the possibility of starting a CPD hub. All 18 schools signed up for the first ever Bolton PTI Primary Hub. Our four CPD days were a triumph and the collaboration between our subject leaders had real and lasting impact. One of our joint projects culminated in an exhibition in Bolton Town Centre telling the migration stories of families from all our schools including our three secondary schools.

Four years later, our Primary Hub goes from strength to strength; it’s impact and popularity has never wavered. The quality of the speakers we have been able to access through the PTI has been quite incredible, and the close collaboration and newly formed relationships between subject leaders has equally contributed to have impact in schools.

On a personal level, I soon realised that working with the PTI was giving a new dimension to my own professional development, more than any other CPD I have attended. I continue to attend the leadership residentials and the leadership days, always leaving feeling refreshed and inspired. I was delighted to be invited to become a Headteacher Development Partner in 2019 and was particularly grateful that we were able to find ways to remain connected throughout lockdown; the online residential in 2021 was as engaging and well received as ever.

My PTI ‘family’ has grown exponentially over the years, from the London-based team to the huge network of colleagues I now have, right across the country. It would be impossible to quantify the impact of this network on provision in my own school; the professional generosity of colleagues has been tremendous, and our collaboration is something I hold in the highest regard. We have real sense of being at the forefront of educational research and thinking and delight in sharing good practise in our schools.

As more Primary Hubs become established, the network of speakers and teacher leaders is growing rapidly. Unlike the early days when the hub model was in its infancy, the hub days are becoming tried and tested and leads are able to share suggestions and recommendations to colleagues. Word is certainly spreading and it feels like an exciting time for the primary arm of this organisation. I feel fortunate to have led a pilot hub and proud that the hub model is being replicated with such success across the country. I look forward to continuing to support the work of the PTI over the coming years.”





# Primary Hubs



**Emma Kerr, Executive Principal**  
**| Launceton Primary School, Cornwall |**  
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**Emma writes about her experience working with the PTI and setting up a Primary Hub:**

**Opportunity for all:** After attending the PTI Leadership Residential in November 2018, I realised that I needed to bring the high quality, rich and engaging nature of PTI CPD to the South West for Primary schools. The PTI changed my career aspirations, raised expectations for me as a leader and in turn the teams I lead, therefore improving life chances for the pupils in our care. The East of Cornwall/West Devon is a geographically challenging region to access affordable, high quality, knowledge and pedagogy based CPD. Small schools have limited budgets to access the best CPD. I began contacting schools to set up the Hub in Spring 2019, interested schools planned the CPD days in the Summer and the Hub began in September 2019. This hub has grown further in that time and now includes 22 schools. During this time and involvement in a Leadership project, my role also expanded to Executive Principal across two rural schools and one brand new Free School which opened in 2021. The leadership network available to me via the PTI became invaluable during this time, especially linking with other leaders outside of my own region.

**Impact through Partnership:** Using my established network, particularly linked to Geography and STEM, I was empowered to develop CPD days and seek out the ‘best bets’ for each subject. This complemented the wider opportunities available as part of The PTI and the connections they provide. More recently, I have been supporting the development of other Hub subject days across the country as well as part of a team curating and delivering the virtual conferences. It is an exciting time for the future of the Hub model and particularly for schools facing rural CPD isolation.

**Reaching outwards:** As the first of its kind in the South West, it was clear there was an appetite for this Hub model of CPD. The power of collaboration for schools who are geographically isolated or may have become quite isolated during Academisation (or not) has been profound. The geographical distance between the furthest apart schools is circa 60 miles, which is around 90 minutes’ travel time. The main cluster of schools are around the Launceston/East Cornwall area. Not only is the Hub geographically spread, but also has a range of school types; Local Authority Schools, Academies, Church Schools and Independent schools, with a range of demographics. It has continued to be a multi-faceted gathering and collaboration of professionals; Early Career Teachers, Main Scale/UPS teachers, new and experienced School Leaders and Headteachers. Since the establishment of the Hub in 2019, we now have more Support Staff (TAs/HLTAs) who are being included in these days too.

**Celebrating:** The South West PTI Primary Hub is developing a strong influence into wider subject and school improvement. Schools attending the CPD days are reporting back to wider staff colleagues at staff meetings, INSET and cluster meetings. Sharing their positive growth, schools are sharing outputs of the Hub events in newsletters and as evidence for Ofsted for delivery of high quality CPD and collaboration. Many schools are inspired to lead on ‘break away follow up’ CPD using the knowledge learned to dive deeper into a concept. The Leadership Development days offer opportunities for Middle Leader/Senior Leadership progression and succession planning. In addition, Subject leaders are taking on more of a role in their subjects via the Hub as Teacher Leaders.

The landscape of opportunity is now paved for more PTI Hubs. Building on the success of those Hubs and Hub Leads who have made it work through the most challenging of 5 years. I’m proud to be one of them. With the success of our Hub network and the dedication of all the Hub Leads, the future opportunity for all is incredibly bright; full of rich, vibrant subject CPD impacting the lives of thousands of children.

## Want to be part of a Primary Hub?

Email [clare.dickson@ptieducation.org](mailto:clare.dickson@ptieducation.org) or call 020 3174 0127



# School Leadership Programme

## For school and system leaders

The School Leadership Programme is a national network which school leaders are invited to join once they've attended a School Leadership Residential. Members undertake projects to achieve the PTI School Leadership Mark, which recognises excellent leadership of teaching and learning.

Here is an example of a school that achieved the School Leadership Programme Mark through a whole-school action-research project:

## Greater links to learning, subject passion, and engagement for all

| Leeds West Academy, Yorkshire |

**Aim:** Ensure continued rates of progress and attainment, (with particular focus on SEND), through great teaching so all students at Leeds West Academy achieve well following the complexities of the pandemic. Greater links to learning, subject passion and engagement for all.

### Method:

**Year 1 (2019-20):** SEND student performance was identified as an area of risk. Substantial research and consultation with the SENDCO and in line with the SEN Code of Practice, the following priorities were established and embedded into the whole school strategic plan:

1. Quality of teaching for all students, positively impacting SEND students
2. Improvement in Student Support Plans for SEND students
3. Improved TA effectiveness to contribute to an excellent provision for SEND Students

**Year 2 (2020-21):** Following the impact of missed learning due to the pandemic, a comprehensive remote learning programme was implemented and high-quality staff training. Detailed re-opening plans including comprehensive re-induction and a focus on use of language. Senior and Curriculum Leaders reviewed curriculum, ensuring knowledge gaps were addressed. Working closely with primary partners, Year 7 curriculum included lost content from KS2. Low stakes Assessment for Learning was a key feature in all lessons to motivate and tailor learning for all students. A range of PTI programmes supported teachers and played a significant role in the development and retention of staff.

**Year 3 (2021-22):** Retaining ambition for SEND students was pivotal; academic pathways were taught well alongside a vibrant vocational offer. Academic performance was not at expense of other opportunities. Additional capacity and experience was achieved in the appointment of a Vice Principal for Inclusion with a remit around curriculum. There was successful performance by SEND students who were taught in the academy.

**Impact:** When reviewing the performance of SEND, the largest percentage of students achieving a pass or strong pass in English and Maths has never been higher. Securing numerous PTI accreditations, including winning the Bernice McCabe Award, is further evidence of the impact of the work of leaders with the academy. Alongside tangible successes, impact was evident in the development of leaders, retention of staff and the culture that is evident at the academy.



Sam Pocock, Senior Vice Principal

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Sam Pocock, Senior Vice Principal at Leeds West Academy - a large 11-16 school in West Yorkshire - joined the school as a newly-qualified teacher in 2010 and is now responsible for standards across all areas of the academy. Sam has a passion for supporting teachers at all stages of their career, and was the lead for the action-research project.

### Speaking about his experiences with the PTI, Sam said:

"Since the very first forum I attended, it became apparent that the ethos of the PTI aligns closely with my own, and the school where I have the pleasure of working. The PTI offer has had significant impact on my day-to-day leadership and, ultimately, the positive experiences that students at Leeds West Academy have. Attending the leadership residential was some of the best CPD I have ever had alongside being a really fun couple of days. I have especially enjoyed attending the CPD days; they are a great opportunity to make purposeful connections with people from other schools and provide a platform for deep-thinking and reflection about being a school leader in what can be a busy role!"



# New streams - Design and Technology (D&T) and PE

This year we introduced two new subject streams - D&T and PE. We hosted our first D&T Subject Enrichment Residential at Crewe Hall which was very successful and hosted both online courses and CPD days. For PE we had a CPD day, an online course over the year and several PE Primary Hub days.



**Alec Laing, Assistant Headteacher**  
**| Stewards Academy, Essex |**



Alec Laing is an Assistant Headteacher at Stewards Academy in Harlow, Essex. Over the last 30 years, he has worked in a wide range of school settings, with varied and diverse roles focused on improving standards within each. He has always ensured that students are at the heart of innovations and initiatives and has been dedicated to preparing them for the challenges they will face in adult life, and getting them 'next stage ready'. As a Lead Practitioner and Specialist Leader of Education, as well as having been a County level Advanced Skills Teacher and OLEVI facilitator, Alec has a passion for his subject and a personal pride in seeing students excel and reach their full potential. He has contributed to the development of staff throughout his career, including: Heads of Department, Pastoral Leads, Tutors and ECTs; through coaching and mentoring which is aligned with the PTI's values.

Speaking about his experiences with the PTI, Alec said, "Since joining the PTI, I have loved delivering online courses and the first D&T residential was a great success. I regularly use the network of professionals we have built to inform my lessons and the work I undertake on a day-to-day basis. I have definitely grown as a professional and relish the opportunities the PTI have provided in terms of networking and working with other like-minded individuals. I firmly believe that the education I provide for my students should be the same as I would expect for my own. I believe in the PTI values: that the student is at the heart of everything we do and I continue to be passionate about my core role which is an educator of children. I also believe that each child has a 'special gift' and it is our responsibility, as teachers, to ensure they discover it and are aspirational in their goals."



**Paddy Bingham, Assistant Headteacher**  
**| Ysgol Rhiwabon, North Wales |**



Paddy Bingham, PE teacher and Assistant Headteacher at Ysgol Rhiwabon, Wrexham, North Wales is the Academic Co-ordinator for PE at the PTI. In February 2021, Paddy was part of the first ever PE advisory group at the PTI, a group set up with the intention of establishing a new PE strand for the PTI. Since then, Paddy has designed and delivered a series of PE pilot events "Modernising your PE curriculum"; chaired conversations with colleagues across the country; worked with the PTI and Teach First to write subject-specific online seminars for the ECF; and, has led several PE Primary Hub days.

With a PE residential in development for summer 2024, Paddy is currently planning content for the residential and the launch of the PE Department Development Programme. He says, "I feel very lucky to have been able to work alongside some amazing colleagues who I have learned so much from in all areas of my work with them; critically thinking about what we do, how we do it, why we do it and how to ensure teaching has the greatest impact on learners progress. Having the opportunity to network with colleagues from all over the UK, discuss and share ideas, has impacted greatly in my own practice back in North Wales and even when leading CPD sessions for the PTI, I am always developing my own skill set from those in attendance. It truly has been a privilege to work with the PTI, helping to inspire teachers to change lives."



# PTI Unlimited

## For Unlimited access

The PTI Unlimited membership offers full access to all of our CPD courses, events, programmes and resources for leadership, subject departments and teachers. PTI Unlimited price per school for 2023/24 is just £3700+VAT\*

\*£7000+VAT for independent and overseas schools

## What's included

- » Places on our one-day subject-focused CPD and online courses for teachers at all levels
- » Places for subject leaders on our three-day Subject Enrichment Residentials across 10 subjects
- » Places for early career teachers on our four-day Saturday development course
- » A place for headteachers on our two-day Leadership Symposium
- » Enrolment onto the Department Development Programme
- » Places on our Middle Leader Certificate, a personal accreditation course



**Lucy Aminzade, Assistant Headteacher**  
**| Plashet School, London |**



Lucy Aminzade has been Assistant Headteacher at Plashet School in Newham since April 2023. Prior to this role, she worked at Loxford School for 13 years. For nine of those years, she was the Curriculum Team Leader for English and oversaw English across the six schools in the Trust.

### **Lucy shares her experience working with the PTI, and how having a PTI Unlimited membership allows her to continue to shape her professional development and professional outlook:**

"I had the great fortune of attending my first PTI Subject Enrichment Residential the year before I undertook the role of Curriculum Team leader and the experience shaped my subsequent successes. Hearing academics speak and being guided by inspirational teacher leaders gave me the permission I needed to celebrate the beauty of my subject and place it at the forefront of all my decisions as Head of English. I undertook my first research project, and over the three years from inception to completion of that project, the PTI had supported me to create a collaborative department; challenging and dynamic curriculum content; and a coherent and exciting environment for both staff and students; with the study of English at the foundation.

This was mirrored by improved exam results (over 20% improvement over a 3-year period), high staff retention and increased uptake at A level. The hard work was completed by my department but the revolutionary idea that it could be both fun and take us back to the beginnings of why we got into teaching and why we chose English was down to the PTI. Being awarded the Subject Leadership Mark and being nominated for the Bernice McCabe Award further recognised our work and achievements.

As I continue my career development in Senior Leadership, I continue my career-long relationship with the PTI by joining the Leadership Programme and my first task as CPD lead was to ensure my new school's membership to PTI Unlimited, knowing that exposure to the courses, expertise and national network would support and encourage excellence at every level of subject teaching, and beyond in my school."

**Want to join PTI Unlimited?** Email [ptiunlimited@ptieducation.org](mailto:ptiunlimited@ptieducation.org) or call 020 3174 0127





For enquiries please contact [info@ptieducation.org](mailto:info@ptieducation.org) or call us on 020 3174 3106

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We thank Players of People's Postcode Lottery  
for their generous support in 2022/23