



SUITABLE STUDENTS AND THE REFERRAL PROCESS

"For some children, the positive impact of school is life changing. Children look forward to a brighter future because of this provision."

(Ofsted, January 2022)

The staff at Wilds Lodge are enormously confident and capable, with a wealth of experience in working successfully with young people who have sometimes been beyond the remit of other special schools. Our students often have unhappy memories of their previous schools. Many of their difficulties often reflect an inability to make successful relationships.

A successful school is careful to ensure that those who are admitted are going to benefit from the placement. The resources it has available and the capabilities of the staff are known and taken into close consideration when deciding whether it is going to be appropriate. There is little point in accepting a student that is beyond the skills and coping capacity of the staff. All our students are aged between 5 and 19.

The students who are likely to do well at Wilds Lodge include those who:

Psychologically:

- Are trying to make sense of an often bewildering series of life experiences.
- Have not had a stable and secure family experience. Childhood should be a gradual transfer of responsibility from the parent to the child. A failure in this process can create young people who are subsequently referred to us.
- Have specific medical diagnoses such as Autism or ADHD. It is the intensity of these disorders, in conjunction with the effect of environmental factors, that inform us whether or not we are able to meet the student's needs.
- Have a psychopathology that develops from the way people treat each other. A student must therefore be helped in the context of their family or foster family.
- Are open to 'relationship therapy'. They should be able to interact with positive adult role models and to benefit from the reparative experience of acceptance, affection and control.
- Can show insight into their difficulties and describe, age-appropriately, the issues that are troubling them. He needs to be able to say 'I feel' or 'I think'. If words can be used as a tool to analyse and understand, then these will eventually take the place of acting out behaviours. This also ties in with an ability to make a relationship and be able to express thoughts and feelings, as they arise, and share them with others. This will not necessarily be dependent upon educational attainment.
- May have experienced sexual abuse and some might have been active perpetrators. We only accept children whose difficulties and distress can be contained within our particular therapeutic context and ways of operating.

Wilds Lodge School

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Educationally:

- Tend to be failing because of underlying psychological difficulties rather than an inability to learn. We do not take children who have severe learning difficulties, although they may have specific learning difficulties, such as dyslexia, dyspraxia or dyscalculia.
- Can work in classes of between six and eight pupils and do not need permanent individual attention. (We can offer specialist teaching for certain areas of the curriculum, but do not have the resources for a constant one-to-one with a teacher).
- For day pupils, attendance is likely to be regular and the student can manage the travel on a daily basis.

Socially:

- Have a family outside school. This may be their natural family, a foster family, or an adoptive family. It is essential that the parents/carers would like to see the young person return to their family and actively support the school's efforts to achieve this.
- Have a family that is willing to engage with the school. Although the young person's place within their family might be in jeopardy, they will be prepared to work to remedy this. One of the main advantages of a boarding placement is that it provides 'time-out' of stressful family situations. The residential aspect of the school can give the opportunity to recover from difficult experiences in a supportive environment.



"Children thrive in the residential provision. They speak positively about the school and residential provision."

(Ofsted, January 2022)

Wilds Lodge provides a very safe and structured environment, which will always be necessary for our young people. The staff give a consistency of expectation and support, away from the distraction of the difficulties that may exist within the family and community. The adults within the school are influential advocates and role models, helping to effect change and lead more successful and positive relationships with family and friends.

"The School's ethos and practice are underpinned by a range of therapeutic approaches."

(Ofsted, November 2019)

The school offers a 24-hour curriculum of planned activities and learning. Many of our students have been previously excluded from the extra-curricular trips and activities that enrich the mainstream curriculum, because of their unpredictable and challenging behavior. Some of our students may not have been attending any formal education for a year or more. There is always much 'catching up' to do and every minute of the day is seen as an opportunity to learn and grow educationally, socially and emotionally.

The Living Groups

"Children lead very stimulating academic and social lives. The range of activities on offer encourages the children to develop social skills and grow confidence."

(Ofsted, November 2019)

There are three house groups at Wilds Lodge, where up to 40 boys can board on a Monday - Friday basis, one house group at Crossroads, where up to 20 weekly boarders can stay and one house group at Rock Lodge housing up to 11 boarders. Ofsted inspectors have been impressed by the quality of accommodation, stating that 'the school environment is very calm and orderly. The rooms are immaculate and the pupils respect their environment greatly' (Ofsted 2017) in its annual inspection of our care provision.

There are strong relationships with care staff, who have an ethos of, and create an atmosphere of, nurture and fun, while ensuring that young people know and understand appropriate boundaries. (Ofsted 2018)

The Head and Deputy Head of Care maintain oversight of all the care practices, ensuring that all the statutory requirements are met and the principles of diversity and inclusion, are fully implemented.

The Team Leaders take responsibility for the running of their houses and, together with their care team, establish their own routines and practices, according to the age and requirements of their young people. Each member of the care team is the

Personal Support Worker (PSW) for a small number of young people within their house group. They monitor every aspect of the student's progress and will contact the parents/carers at least twice weekly to ensure that the closest links between the family and the school are maintained.

The three house groups at Wilds Lodge are all well-established:

The Bungalow

The Bungalow house accommodates up to 14 of the younger children, aged between 6 and 12. It is slightly separate from the other living groups and offers an ideal and safe environment.

The Lodge

The Lodge house is within the main house and is where some of the Key Stage 3 students, aged mainly between 12 and 14, are accommodated.

The Loft

The Loft provides excellent facilities for the older students who are in Key Stage 3. They have all the resources necessary to develop the life skills they will need when they make the transition to the next stage of their lives.

Crossroads opened in April 2010

Crossroads is situated on our sister campus and provides accommodation for up to 20 students, aged between 14 and 16. Crossroads is less than two miles away near the village of Empingham.

Rock Lodge opened in June 2013

Rock Lodge is situated in the town of Stamford, one mile away from Wild Lodge. It houses our older pupils in their final year at school or who are part of our post 16 program. It provides an excellent location for work on independent living skills.

The impact on children's lives of having a positive experience in residence extends beyond school progress.

Activities

The care staff lead a wide variety of activities during the evening and the weekends the school is open. These are essential opportunities for personal growth, as well as contributing to and strengthening the teaching and learning that goes on during the educational day. In addition they ensure the emphasis is placed on the social, moral, spiritual and cultural development of all students.

Young people benefit from highly effective work around peer relationships and social skills. They go on to have a greater understanding of their own needs, including their emotional needs. (Osted 2018)

The school has its own small river, gym and extensive grounds, which are the ideal locations for a whole variety of activities. These include: football, cricket, basket ball, tennis, weights training and personal fitness, skateboarding, golf, fishing, gardening/horticulture, animal care, ornithology, kite and model flying.

Peterborough, Stamford and Oakham tend to be the towns that are visited most frequently, although there are several others within easy reach. Examples of what they can provide are: swimming pools, 'Lazer Quest', ten pin bowling, ice skating, cinema and theatre, skate parks, planet bounce, army cadets and drama/dance groups.

Residential Visits

Every student has the opportunity to attend a week's residential visit with their house group during the school year. These allow for a strengthening of relationships with their peers and staff, as well as having the opportunities to share new experiences and to develop new skills. They also provide a short respite in which friendships can be cemented and a different context in which to practice working with others within a team situation. Destinations during the years have included North and South Wales, Hampshire, Norfolk, Barcelona, Amsterdam and the Isle of White.

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Although there is an emphasis on fun and participation, much thought is given to provide a properly planned and structured programme, which not only supports the school curriculum, but also introduces the students to new activities that can be taken up independently when they return home.

Ofsted (2017) stated 'The pupils enjoy these trips and they support their personal development'.

Day provision

Wilds Lodge maintains a few places for students attending on a daily basis. The good transport network means that many counties are within easy reach of the school and make this a sensible option for a small number of young people where family considerations might prevent a boarding placement. For example, younger and more vulnerable children may not be willing to be apart from their families, while for some students planning to reintegrate into a mainstream school or who are going to leave at the end of year 11, travelling daily may be an integral part of their educational and social programme.

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EDUCATION

"Staff are highly ambitious for pupils. They support pupils effectively to manage their specific needs and to engage with learning. Children who have histories of school exclusions, and who have complex needs, make outstanding educational progress"

(Ofsted, January 2022)

The Educational Provision at Wilds Lodge

Our students have often had limited success in the classroom, sometimes from the very beginning of their school careers. They may lack confidence in their ability to make progress, and the learning environment can be perceived as threatening and having an association with failure and fear. Their relationships with their teachers have often been inconsistent and they may well have been blamed as the instigators of any problems within the classroom.

At Wilds Lodge, our aim is to turn these negative feelings into more positive and optimistic views about themselves. We want our students to achieve as much as they can while with us, but almost as importantly, to be open and willing to continue learning when they eventually leave the school.

Learning involves taking risks and exposing oneself to the possibility of failure. This is not easy to do, especially if the student has poor literacy skills, or has been out of education for any length of time. It takes a very special educational environment to be able to bring these young people back into successful learning. Our approach to teaching and learning has been carefully considered and is based on long experience within the classroom.

Transitions at all points of young people's school lives are managed well. (Ofsted 2018)

An Outline to our Educational Philosophy

"Teachers carefully prepare pupils learning. They adapt learning to fill any gaps in pupils knowledge they identify"

(Ofsted, November 2019)

At Wilds Lodge, we follow a typical school day, starting at 9 am and finishing at 3.30pm. However, within this familiar structure, we provide something quite different for our students. We seek to create a peaceful and reflective learning environment.

Most secondary schools, and many primaries, are bustling places, full of noise and movement. For many of our students this creates stress and anxiety, which does not promote feelings of safety or allow productive engagement and learning to take place. Our fully qualified teaching team is hugely knowledgeable and experienced and, besides having a deep empathy and understanding of the nature of our students' difficulties, have very high expectations of both behaviour and performance. The teachers are supported by very capable teaching assistants, as well as by a team of pastoral specialists, whose role it is to provide immediate support to any student who is struggling to manage his emotions or behaviour during the school day.

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An educational psychologist is on hand to conduct assessment work with students, to help overcome difficulties that may be holding up progress or to identify individual learning styles, so the most effective teaching methods can be implemented. Wilds Lodge has also achieved autism accreditation from the National Autism Society and has a dedicated Autism coordinator who offers training and strategies for students with Autism.

The curriculum we provide is given great thought. It is reviewed regularly in the light of our evaluation of the way it is working, and to introduce any recent Government initiatives. Even though Wilds Lodge is an independent school, the National Curriculum is seen to be an entitlement for every student and its requirements guide our educational practice. However, we recognise that not all our students have been successful in mainstream schools, so we have little hesitation in adapting the curriculum we deliver when it is appropriate to do so to meet their needs.

Our teaching resources have been greatly enhanced by the addition of the Crossroads Farm annexe. The main Wilds Lodge site provides ten classrooms, a small ICT suite, nurture house and well resourced library. At Crossroads Farm, we have a large science laboratory, an enormous sports hall and fitness suites, and more recently we have built a vocational suite of workshops consisting of construction, mechanics and catering facilities and five more classrooms. A Computer Aided Design (CAD) building will bring a range of new opportunities for some of the older students. We also have a dedicated ICT room on this site too.

Many of our students have had difficulty in acquiring age-appropriate reading and writing skills. These are essential in order to engage successfully in the classroom and, later on, to make progress in working life. We place great emphasis on promoting literacy, not only by reading specialists, but also by all the teachers when delivering their own subjects. Pupils become increasingly confident and fluent readers. (Ofsted 2019)

Similarly, information technology (IT) is increasingly important both in the classroom and generally in life beyond school. Many of our students are very open to new technologies, which do not carry the same association with difficulty and failure as more traditional means of communication. This is obviously a useful way of improving literacy and developing literacy skills within the classroom. One of the advantages of creating a new school is all the requirements to support the most recent IT developments have been incorporated into the planning and building of the teaching areas. We take great pride in the way information technology supports and drives our curriculum. "Pupils have access to the latest technology." (Ofsted 2019)

Our theatre construction contains a new reception, offices, counselling rooms, music rooms and the theatre itself opened officially in January 2018 and has been an outstanding addition. We have had individual and large performances, hosted other schools from the local area and held a wide range of activities and full curriculum events in the theatre since it opened. Some of these have been a Space Day, Careers Open day, a 360 performance of dance/gymnastics and scooter skills, World Book Day, Mental Health Awareness week, Athletics and Readathons, alongside the more traditional drama performances. We have also had some of our students achieve their LAMDA accreditation. It is also a great space for lunchtime activities such as film club, card game clubs and boxercise.

Key Stage 1 & 2

Primary aged children require a happy and nurturing environment, where they feel emotionally and physically safe within predictable routines and firm boundaries. The structure surrounding our youngest pupils, combined with small class sizes and excellent teaching, enables them to relax and achieve in their learning, often for the first time in their school lives.

Wilds Lodge Nurture Group aims to support our younger pupils with their social and emotional development. Evidence

suggests that in order for children to access formal education, they need to have good self-esteem, self confidence and a sense of belonging and self-worth. Missed opportunities to nurture children in their early years can sometimes mean that children build up barriers to learning and can find it difficult to access formal education. Our Nurture Group supports the children's individual needs, understands the importance of attachment, and offers the children a safe base in order for them to progress socially and emotionally.

The curriculum for our Key Stage 2 students is broad and exciting. All the subjects within the National Curriculum are addressed, but the opportunities for strengthening literacy skills are identified and emphasised in all the school planning documents. The high staff ratios allow individual reading support to be carried out on a regular basis. "Leaders have prioritised the teaching of reading." (Ofsted 2019)

At Wilds Lodge, we promote both healthy lifestyles and an awareness of the environment, so PE and outdoor education are given a great importance. The wide range of wildlife habitats we have available and the livestock we maintain in school, give interest to our science and geography teaching, while both team games, using our sports facilities, and more individual activities, such as canoeing, cycling and walking in the local area, encourage both personal fitness and the development of social skills.

Key Stage 3

At Key Stage 3, the same policy of paying a close regard to the requirements of the National Curriculum is maintained. However, we remain aware that the same subject areas within the curriculum can present great difficulties to young people who are less than confident in their abilities, so all the teaching is carefully monitored to ensure that it is planned and delivered in a way that allows all the students to be able to learn and enjoy their lessons. AQA Unit Award Certification is widely used throughout the school to acknowledge both achievement and progress. Individual reading tuition remains a priority for those who have not achieved fluency.

We are aware that some students find many aspects of the secondary curriculum both challenging and unrewarding, and are impatient to get on with the more vocationally orientated studies that are available in Key Stage 4. We actively seek ways to make the school experience worthwhile for all our pupils. Information technology; design and technology; food technology; music; performing arts; sports; mechanics, construction, welding and outdoor education all give opportunities for the less academic to experience success in more practical ways. A wide-range of educational visits are regularly planned and themed days occur throughout the year. An annual Music and Arts festival enhances our community links and provides a unique opportunity.

Key Stage 4

There is increasing flexibility within the Key Stage 4 curriculum and a wide variety of opportunities is available. A greater focus and emphasis begins to be placed on identifying the most appropriate way forward for the next step beyond Wilds Lodge. Individual study plans are made early in Year 10 by the teaching staff, in consultation with everybody who may be involved - the student themselves, his parents/carers, social worker, educational psychologist, career advisors, CAHMS, etc. This ensures that all the 'important people' around the student during the final two years understand the teaching programme the young person will receive and the exams that they will be taking at the conclusion of his course.

A range of accreditation is available, with most students taking a combination of GCSE, BTec, City and Guilds, functional skills and Entry Level Awards. Strong working relationships have been developed with New College, Stamford, and Brooksby College at Melton Mowbray. The school also has a good network of employers who are willing to offer opportunities for work experience to our students. In accordance with the Governments expectations, all those at Key Stage 4 are encouraged to undertake a placement in the working context.

Leaving a safe and supportive context like Wilds Lodge at the end of Year 11 is a very daunting prospect for most students. The Key Stage 4 staff, however, have considerable experience in making the transition from a residential school to the home environment as smooth as possible. The school career adviser will build up a relationship with the individual young person and help to start exploring what options are available within their local area during Years 10 and 11. The school carers are closely involved in this process and will assist by arranging visits to colleges, making applications and liaising with the college tutors. It is an important responsibility that the next step is carefully considered, appropriate to the students' needs and abilities, and ultimately proves to be successful. Ofsted (2017) commented that 'The effectiveness of careers advice and guidance is outstanding.'

Key Stage 5

Wilds Lodge is able to offer Post-16 provision for students who are identified with complex needs and whom we feel will struggle to make the transition back home into local colleges. This can be for a variety of reasons; lack of appropriate provision in the home area, needing more time due to being out of the education system for a long period of time; perhaps increased social needs. The curriculum in Key Stage 5 is tailored explicitly to the individual and has a high staff ratio. Rock Lodge is a residential provision in Stamford which supports transition into and throughout students time in Post-16.

Ofsted (2019) recognised that; Sixth form students receive high-quality support to achieve well in their studies. Leaders ensure that students study courses that will help them move on to their next steps in learning or work.

Children's transitions in and out of the school are managed very effectively. There is a clear focus of developing long-term independence skills to enable children to lead full lives when they leave.

PSYCHOTHERAPY



"Wide-ranging therapies enable them to discuss their feelings and grow in self-esteem." (Ofsted, November 2019)

Therapy

Wilds Lodge is a therapeutic school and psychodynamic principles inform and underpin every aspect of our everyday teaching, care and therapeutic activities.. The contribution made by the therapists is central to our ethos and philosophy and they work closely with all professional colleagues, to encourage them to think therapeutically about their interactions and relationships with the students, wherever these may occur.

There are presently six psychotherapists on the school staff. Every student is offered the opportunity to work with a psychotherapist, should they wish to do so. Individual sessions last for about 45 minutes and are held at a fixed time on a weekly basis. Within the bounds of confidentiality, the therapy staff maintain close links with the parents/carers and provide a report of their work at annual reviews.

The role of the therapy staff is to help the young person make sense of their inner world, particularly with respect to their early experiences, their upbringing, and their present relationships. The therapists are never judgemental, nor seek to allocate fault or blame. Instead the aim is to help the student feel they have more control over their world. In order to do this, the continuing support of the parents/carer is essential.

The main therapeutic aim is to enhance each young person's potential for positive change in the key areas of their personal development. They are faced with three key questions:

What can I be?

What can I do?

How do my actions affect others?

The therapists therefore offer opportunities for close personal support. The student receives reassurance and constant affirmation of their value to others, even when everything appears to be going wrong for them. Their thoughts and feelings are explored, and inappropriate defences are confronted therapeutically in order to increase their self understanding. They are encouraged to see themselves as having responsibility for guiding and controlling their own actions and behaviour.

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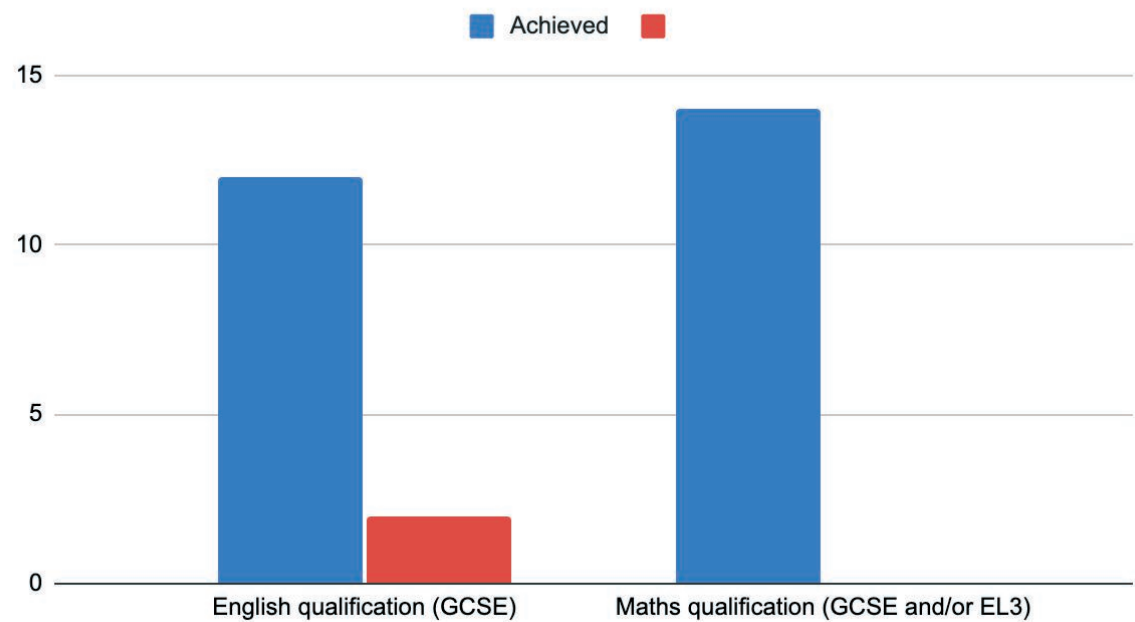


GCSE AND VOCATIONAL RESULTS 2021

Analysis of the performance this year shows that new subjects have been offered and successfully achieved. There were only male leavers and only one LAC so analysis of these groups is not possible. No EAL or G and T students left this year. Due to the size of the cohort it is very difficult to see any measurable difference between day students and boarding results.

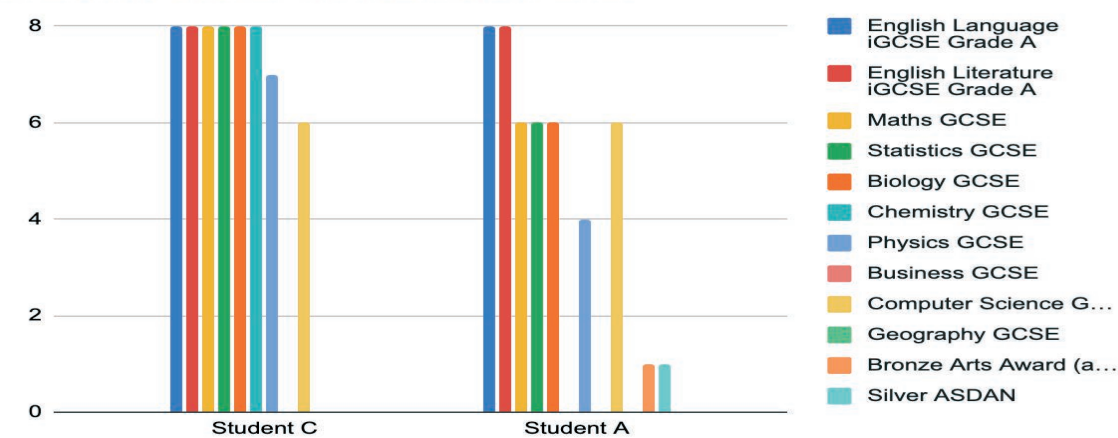
Exam results were high (see analysis sheet for year on year comparison) and a wide range of subjects both academic and vocational remain on offer. AQA unit awards have been used successfully as a motivation in addition to more traditional qualifications.

English and Maths qualification(s) achieved Year 11



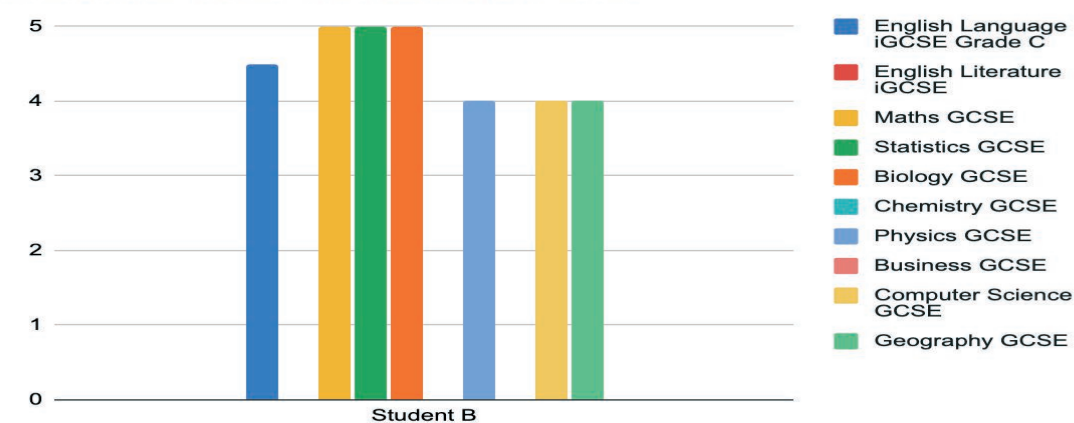
In Maths all 14 students achieved either an Entry Level 3 or GCSE qualification (or both). In English 2 students did not complete an English qualification from 14 leavers.

Student A GCSE/Accreditation 2021



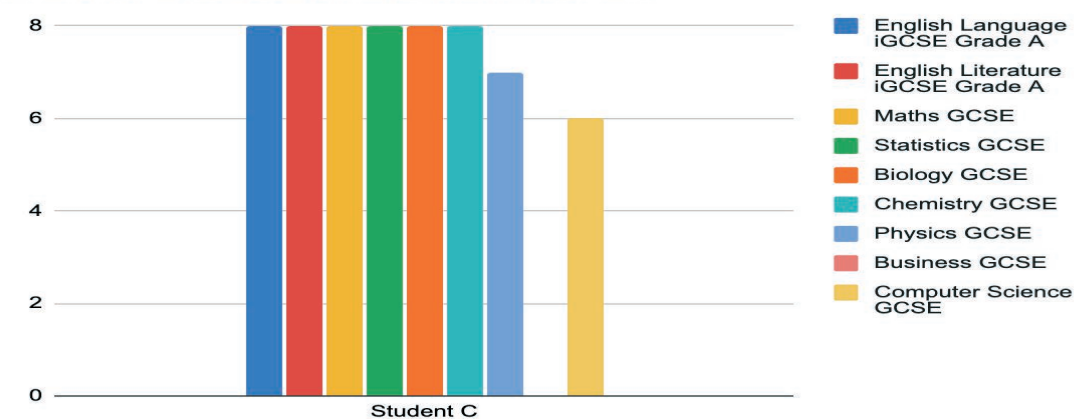
Student A achieved 9 accreditations overall, 7 of these were A-C Grades at GCSE including 2 A Grades and 4 Grade 6s.

Student B GCSE/Accreditation 2021



Student B achieved 7 A-C Grades including English Language, Maths and Statistics. In addition he achieved C&G Motor Vehicle/Engineering at Award Level.

Student C GCSE/Accreditation 2021



Student C achieved a total of 8 A-Cs consisting of 2 A Grades in English Literature and Language, 4 Grade 8s in Maths, Statistics, Biology and Chemistry, a 7 in Physics and a 6 in Computer Science.

Overall subject analysis:

SUBJECT	Grand Total	U	1	2 (or E)	3 (or D)	4 (or C)	5	6	7	8 (or A)	9
Biology	7	0		1	1	1	2	1	0	1	0
Chemistry	2	1	0	0	0	0	0	0	0	1	0
Physics	4	0	0	0	1	2	0	0	1	0	0
English Literature	4	0	0	0	0	1	0	1	0	2	0
English Lang	14	0	0	1	4	7	0	0	0	2	0
Geography	2	0	0	0	1	1	0	0	0	0	0
History	0	0	0	0	0	0	0	0	0	0	0
Maths	17	1	3	4	3	2	1	2	0	1	0
Statistics	5	0	0	0	1	1	1	1	0	1	0
Music	3	0	0	0	0	1	1	0	0	0	0
PE	1	0	0	0	1	0	0	0	0	0	0
Computer Science	5	0	1	0	0	2	0	2	0	0	0
Business Studies	3	1	1	0	0	1	0	0	0	0	0
Grand Total	67	3	5	6	12	19	5	7	1	8	0

Leavers Destinations:

All students achieve a qualification on exit from the school. The majority of leavers were moving onto a college course in their local area although at the time of writing one was still waiting on the result of the LA panel for funding for continued P16 at Wilds Lodge. Overall, the leaver destinations of the 14 students were:

Peterborough Regional College
 Stamford College
 Beats Learning Peterborough
 YPLP Grantham
 Bales College, London
 Lapwing, Ipswich
 Wilds Lodge P16



THE STAFF TEAMS

"This school continues to go from strength to strength. It is a credit to leaders and staff at every level that, despite a challenging year, the school continues to offer exceptionally high-quality care of the children."

(Ofsted, January 2022)

The effectiveness of any school is ultimately dependent on the skills, attitude and capability of its staff team. Wilds Lodge has an unusually well qualified, enthusiastic and experienced staff team. Many have brought years of experience and a deep knowledge of the education of students with social, emotional and mental health difficulties from working in other settings.

- Parents, carers and professionals were also highly positive, describing the immense progress their child has made, and the positive impact that this has had on their home lives. (Ofsted 2018)
- By the time they leave, pupils have greatly improved their confidence and social skills. (Ofsted 2019)
- Young people benefit from an extremely high-quality environment. Both education and boarding provisions are furnished to a very high standard. This helps young people to understand that they are valued. (Ofsted 2018)
- Relationships between staff and young people are very positive. These high-quality relationships, and continuity of care, are a priority for staff.' (Ofsted 2018)
- Care and education staff work together seamlessly across the school and residence for the benefit of young people. A young person said: 'I trust the staff. They always have time for you. They really do care. (Ofsted 2018)
- The relationships between staff and children, both within the school and the care settings are second to none. There is a sense of mutual respect and genuine concern between staff and pupils which provides the children with honest, secure and consistent care, from a team of outstanding role models. (Autism Accreditation, September 2013)
- All staff throughout the school demonstrate excellent practice in applying standards consistently. (Autism Accreditation, September 2013)

All departments of the school work closely together in a highly effective and collaborative manner to ensure the highest quality service for children and young people.

The School Leadership Team

- As a senior leadership team, they monitor and evaluate the school's work accurately to ensure that the school continues to improve and to achieve the highest possible standards for the pupils. (Ofsted , January 2017)
- Staff feel well supported and cared for. They enthuse about working at the school (Ofsted 2019)
- There are excellent opportunities for staff to develop to become teachers or to study at a higher level. (Ofsted , January 2017)

Staff also receive high quality training and support specific to their role and the needs of the children and young people.

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The Staff Teams

(Names in bold are members of the Senior Leadership Team.)

Emma Mills

Kirsty Lamb

Paul Seragusa

Dominic Seamer

Matthew Fogg

Sally Skipsey

Abigail Thomson

Hannah Smith

Edward McDonald

Peter Wilkinson

Liz Cliffe

Mary Rennie

Adele Chisholm

Cherida Gibson

Kimberley McDonald

Emma Brown

Marc Mallard

Neil Reid

Jane Press

Leon Handy

Alice Lee

Tim Parrott

Nicola Hudson

Megan Gray

Jake Galt

Mariana Davidson

Emma Lane

Sophie Lee

Laila Ross

Megan Nolan

Cherie Genower

Hannah Bozier

Josh Reed

Paul Rogers

Bruce Green

Alice Oakley

John Sharp

Ian Redhead

Daniel Sumpton

Fabio Tanzillo

Sue Sharpe

Sandra Crossan

Liz Dunmore

Cherie Genower

Nicole Ingram

Rebecca Birch

Christopher Spencer

Errol Hyman

Alex Brown

Co-Head

Co-Head

Assistant Head

Head of Education

Head of Care

Designated Safeguarding Lead

Head of Therapy

Administration Manager

Deputy Head of Education

Head of Student Support

Estates Manager

Head of Family Liaison

Educational Psychologist

Nurture Group Coordinator/Teacher

Teacher

Teacher/Exams Officer

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Drama Teacher

Music Teacher

Instructor

Instructor

Instructor

Vocational Lecturer

Construction Instructor

Catering Instructor

Trainee Teacher

Reading/Dyslexia Specialist

Senior Post 16 Family Support

Post 16 Lead Teacher

Teacher

Teacher

Careers Advisor

Pastoral Care

Pastoral Care

Pastoral Care

Oliver Booth
 Roxanne Beall
 Chloe Gleadhill
 Rebecca McSharry
 Nikola Dolphin-Rowland
 Neil Bryant
 Jessica Nairn
 Sarah Noll
 Charlotte Oldham
 Simon Jugovic
 Aaron Roy
 Christopher Williams
 Jordan Pethers
 Claire Allsopp
 Ayla Rayner
 Adam Thornhill
 Emily Davis
 Hannah Graham
 Chloe Orme
 Abigail Thornalley
 Lisa Gerassimov
 Erin Brady
 Mandy Neilson
 Jade Tebbutt
 Tracey Dean
 Meave Ryan
 Joanne Fraser
 Catherine Green
 Marie-Pierre Longueville
 King Wong
 Claire Sentance
 Naomi Ritchie
 Frances Young
 Mark Szulc
 Suzanne Cookson
 Elise Taylor
 Amber Fairbairn
 Sophie Grindley
 Shane Hicks
 Mark McClimens
 Liam Cornes
 Hannah Green
 Abby Chamberlain
 Katy Duncan
 Chloe Henderson
 Jamie Scopes
 Emily Arscott
 Andrea Aspinall
 Lindsey Strickland
 Nicolla Selby
 Kirsty Mitchell

Pastoral Care
School Nurse/Lead Health Professional
School Nurse Assistant
Deputy Head of Care
Senior Team Leader
Senior Team Leader
Team Leader
Team Leader
Team Leader
Deputy Team Leader
Deputy Team Leader
Deputy Team Leader
Deputy Team Leader
Deputy Team Leader
Child Support Worker
Child Support Worker
Child Support Worker
Child Support Worker
Child Support Worker
Child Support Worker
Child Support Worker
Child Support Worker
Psychotherapist
Play Therapist
Equine Therapist
Music Therapist
Teaching and Residential Assistant
Teaching and Residential Assistant
Teaching and Residential Assistant
Teaching and Residential Assistant
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Teaching and Residential Assistant
Teaching and Residential Assistant
Teaching and Residential Assistant
Teaching and Residential Assistant
Teaching and Residential Assistant
Teaching and Residential Assistant
Accounts Manager
Receptionist/Admin Assistant
Receptionist/Admin Assistant
Accounts Assistant

James Richardson	IT Coordinator
Tina Daunt	Deputy Estates Manager
Richard Chisholm	Estates Support
Teresa Adamska	Housekeeping Supervisor
Sylvia Wright	Housekeeping
Karen Wotherspoon	Housekeeping
Helen Mayfield	Housekeeping
Amanda Ellison	Housekeeping
Loren Bell	Housekeeping
Sharon Milne	Housekeeping
Marie Johnson	Housekeeping
Libberty Gibson	Housekeeping
Dionne Taylor	Housekeeping
Rosemary Plant	Housekeeping
Barbara Costa	Kitchen Manager
Gavyn Willimer	Cook
Craig Brewin	Cook
Julie Pearson	Cook
Michael Roscoe	Cook
Teresa Rumford	Kitchen Assistant
Sharon Ellis	Kitchen Assistant
Elaine Huckerby	Kitchen Assistant
Julie Pick	Kitchen Assistant
Megan Farrell	Kitchen Assistant
Claire Matsell	Night Supervisor
Deborah Roberts	Night Supervisor
Duncan Slater	Night Supervisor
Paul Gibbons	Night Supervisor
Steve Raynor	Night Supervisor
James Arscott	Head of Maintenance
Jake Harris	Maintenance
Colin Wood	Maintenance
Oliver Winchester	Maintenance
Joseph Carr	Gardener
Darren Munton	Gardener
Elizabeth Neal	Gardener
Mark Pick	Carpenter
Stephanie Pearce	Equine Instructor
Kate Bradshaw-King	Groom
Harry Mills	Animal Care/Grounds