



MacIntyre Academies Quest Academy

Teaching and Learning Policy

Version	Purpose/Change	Responsibility	Date
8	Section 3.1: updated to reflect current practices Section 4.3: new section on Effective Teaching Strategies at Quest Academy Section 5: Sensory resources for regulation section added Section 8, 9, and 10: revised to reflect current practices	Assistant Principal	March 2026

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1. Aims

At Quest Academy, our Teaching and Learning Policy is designed to ensure that every learner is equipped with the knowledge, skills, and confidence they need to become independent, lifelong learners and thrive in adulthood. We understand that each learner’s journey is unique, and we strive to provide an inclusive and challenging learning environment that fosters resilience, self-belief, and a sense of purpose.

2. Our guiding principles

Our approach to teaching and learning is built upon three core values: Compassion, Ambition, and Partnership.

Compassion – We recognise the diverse needs of our learners and are committed to creating a supportive and nurturing learning environment where every learner feels valued, respected, and empowered. Through differentiated teaching, personalised support, and inclusive practices, we aim to build learners’ confidence, self-advocacy, and the skills to navigate and overcome challenges, ensuring they are well-prepared for their transition into adulthood.

Ambition – We have high expectations for every learner, setting ambitious goals that encourage growth and achievement. Our curriculum focuses not only on academic progress but also on the development of key life skills such as problem-solving, decision-making, and adaptability. These skills are crucial for success in further education, employment, and independent living, and we strive to ensure all learners are empowered to reach their full potential.

Partnership – We believe that preparing learners for adulthood is a shared responsibility. We work collaboratively with families, staff, and external partners to create a holistic learning experience. By forging strong links with local employers, colleges, and community organisations, we provide opportunities for real-world learning that allow learners to gain practical skills, expand their experiences, and build confidence in their ability to transition smoothly into adult life.

Through the integration of these values, our teaching and learning policy offers a structured yet flexible approach, ensuring every learner at Quest Academy is equipped to lead an independent, fulfilling life beyond school, **Ready for Adulthood**.

Learners learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for learners' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning, making frequent contact with parents/carers via phone calls, attending parent/carer evenings and events.
- Update parents/carers on learners' progress weekly through weekly tutor/teacher handover emails, where appropriate for this to be done via telephone call.

- Meet the expectations set out in curriculum policy, behaviour support policy, and marking and feedback policy.
- Regularly and consistently assess learners, inputting the data into Earwig to track progress.

3.2 Support staff

Support staff will:

- Know learners well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of learners to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

3.3 Extended Leadership Team (ELT)

ELT at our school/ will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows learners to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges

Work with the Senior Leadership Team to ensure that their subject is allocated time for learners to:

- Achieve breadth and depth
- Fully understand the topic
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

3.4 Senior Leadership Team

SLT will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and learners to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Hold accountable all parties to meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

3.5 Learners

Learners will:

- **Take responsibility for their own learning and support the learning of others:** Learners are encouraged to take ownership of their progress, reflect on their strengths and areas for improvement, and seek support when needed. They are also expected to show empathy and assist peers in their learning journey, creating a collaborative and supportive environment.
- **Meet expectations for positive behaviour for learning at all times, respecting the rights of others to learn:** Learners are expected to demonstrate respect and self-control, ensuring a safe and supportive environment for everyone. This includes following behavioural expectations and managing emotions in a constructive way, allowing all learners to thrive
- **Attend all lessons on time and be ready to learn, with any necessary equipment:** Punctuality, readiness, and personal organisation are key to success. Learners are expected to arrive on time, bring any required materials, and engage with their lessons to the best of their ability.
- **Be curious, ambitious, engaged, and confident learners:** We encourage all learners to embrace challenges with a positive mindset. Learners should actively engage in their lessons, ask questions, and show a genuine interest in their own development. They should feel confident in their abilities and remain open to learning new skills and strategies.
- **Know their targets and how to improve:** Each learner should have a clear understanding of their academic and personal goals, and how to work towards achieving them. This includes regular reflection on progress and using feedback to develop strategies for improvement.
- **Put maximum effort and focus into their work:** Learners are expected to give their best effort in every lesson, focusing on tasks and maintaining perseverance even when faced with challenges. This helps build resilience and supports ongoing personal and academic development.
- Meet the expectations set out in the behaviour support policy

3.6 Parents and carers

Parents and carers of learners at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning

3.7 Local Advisory Board

The LAB at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on learners' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning and Delivery

Curriculum Organisation and Delivery at Quest Academy

At Quest Academy, our curriculum is designed to be flexible, inclusive, and responsive to the diverse needs of our learners. Rooted in our values of **compassion, ambition, and partnership**, we aim to provide a meaningful and engaging education that supports both academic progress and personal development.

Curriculum Approach

We broadly follow the **National Curriculum**, adapting it to ensure that all learners can access, engage with, and succeed in their learning. Our approach is:

- **Personalised and Adaptive:** We recognise that each learner has unique strengths, challenges, and aspirations. Our curriculum is differentiated and scaffolded to provide appropriate levels of challenge and support.
- **Thematic and Creative:** Where possible, we use a **thematic approach**, integrating subjects and real-world learning experiences to make the curriculum engaging and relevant. This allows for deeper understanding and knowledge retention.
- **Trauma-Informed and Sensitive:** Our curriculum design acknowledges the impact of trauma on learning. We prioritise emotional well-being, creating safe and structured learning environments that foster resilience, confidence, and self-regulation.
- **Skills-Focused:** Alongside academic learning, we emphasise the development of social, emotional, and life skills to prepare our learners for future success.

Delivery of the Curriculum

- **Structured Yet Flexible Timetables:** Lessons are structured to provide predictability and security for our learners, but we also allow flexibility to accommodate individual needs and circumstances.
- **Multi-Sensory and Practical Learning:** We use hands-on, experiential learning approaches to support engagement and understanding, where appropriate.
- **Small Group and 1:1 Support:** Teaching is delivered through a combination of whole-class sessions, small-group work, and individualised interventions, ensuring that each learner receives the right level of support. Class sizes range from **8 to 10 learners per class**.
- **Interdisciplinary Collaboration:** Teachers, therapists, and support staff work in partnership to deliver a holistic education that nurtures both academic and personal growth.
- **Annual Review and Adaptation:** The curriculum is reviewed each year to ensure it remains **fit for purpose**, aligning with the needs of our current cohorts and reflecting best practices in special education.

Our curriculum is not just about meeting academic targets; it is about **empowering learners** to develop confidence, independence, and the skills they need to thrive beyond Quest Academy, ensuring that they are **Ready for Adulthood**.

At Quest Academy, we use an adaptation of the **Accelerated Learning Model** by **Georgi Lozanov**, which consists of four key phases:

1. **Connect – Establishing relevance and readiness for learning**
 - Engages learners through **real-life contexts, prior knowledge recall, and interactive discussions**.
 - Uses strategies such as **visual prompts, storytelling, or sensory experiences** to create meaningful connections.
 - Supports emotional regulation, ensuring learners feel **safe, settled, and ready to engage**.
2. **Activate – Introducing new knowledge or skills**
 - Provides **accessible, scaffolded instruction** tailored to different learning styles.
 - Uses a combination of **multisensory approaches, practical tasks, and exploratory activities** to enhance understanding.
 - Encourages **active participation, questioning, and problem-solving**.
3. **Demonstrate – Applying learning in context**
 - Learners show understanding through **practical application, guided tasks, or creative expression**.
 - Opportunities for **peer collaboration, structured feedback, and self-assessment** are embedded.
 - Staff provide **targeted support and interventions**, ensuring all learners can progress.
4. **Consolidate – Embedding and reflecting on learning**
 - Reinforces key concepts through **discussion, review, and reflection activities**.
 - Encourages learners to **make connections to real-life situations** and consider how they can use their learning beyond the lesson.
 - Uses assessment for learning strategies to **inform next steps**.

4.3 Effective Teaching Strategies at Quest Academy

At Quest Academy, effective teaching is about much more than delivering content - it is about creating engaging, accessible, and responsive learning experiences that meet the diverse needs of our learners. We use a range of practical teaching strategies that bring our curriculum to life and support every learner to make progress, build confidence, and develop independence. Our teaching strategies are rooted in our core values of compassion, ambition, and partnership, and are informed by trauma-sensitive practice, understanding of SEND, and a commitment to preparing learners for adulthood.

Teaching at Quest Academy is dynamic, responsive, and deeply relational. Effective teaching here means:

- Asking questions that include and challenge all learners
- Flexibly adapting to meet diverse needs within one classroom
- Using technology purposefully to enhance learning
- Supporting emotional regulation with compassion and skill
- Making transitions smooth and predictable
- Scaffolding learning so all can succeed, then gradually building independence
- Keeping learners actively engaged through varied, hands-on strategies

These strategies, combined with strong relationships, high expectations, and trauma-informed practice, ensure that every lesson at Quest Academy moves learners forward - academically, socially, and emotionally - preparing them to be Ready for Adulthood.

5. Learning environment

At Quest Academy, our classrooms, outdoor spaces, halls, music rooms, and ICT suites are all carefully designed to promote learning and meet the unique needs of our learners. As a school working towards being trauma-sensitive and informed, we create an environment that fosters safety, trust, and emotional security, helping learners feel safe and supported as they engage in their learning journey.

Our learning spaces are kept clean, organised, and ready for use, ensuring they are inviting and conducive to learning. We arrange these spaces with a focus on the following elements:

- **Clearly labelled, comfortable, and attractive zones:** Each space is thoughtfully arranged to offer designated areas for different activities. For example, we have calming reading corners and quiet areas where learners can retreat if they need a moment of calm, helping them regulate their emotions and refocus. This exists both in the classroom and in the form of breakout spaces between most classrooms.
- **Posters and visual reminders of material learners have previously learned:** We display key content and concepts that learners can easily recognise. This reinforces prior learning and provides visual cues that help learners connect their current lessons with their previous experiences, supporting their confidence and understanding.
- **Accessible resources for learning:** Learning materials, such as books, worksheets, and equipment, are always easily accessible. We ensure that all resources are organised and available for learners to use independently, fostering a sense of autonomy and encouraging self-directed learning.
- **Sensory resources for regulation:** Each classroom has a range of various sensory resources to allow learners to engage in independent regulation. Each classroom is equipped with dimmer switches for the lights and natural light access with the ability to adjust blinds. Learners can also access a variety of fidget toys, textured cushions, wobble cushions, Hokki stools, bean bags and floor cushions, rocking chairs, ear defenders, chewable jewellery, sensory snacks, scented playdough and scented pens. Learners are also supported with visual supports including Zones of Regulation visuals, break cards, strategy cards, now and next boards, visual timers and personalised regulation toolbox charts.
- **A seating layout that promotes inclusion and participation:** The seating arrangements in our classrooms are designed to allow all learners to see the board and engage with the lesson. We ensure that each learner has the opportunity to participate actively, whether through group discussions or individual tasks, encouraging interaction and a sense of belonging within the classroom.

- **Displays that celebrate and support learners' learning:** We believe in celebrating each learner's progress and achievements. Our walls are filled with displays that showcase learners' work, as well as visual reminders of key goals (Personal Development Programmes), values, and positive messages. These displays create a sense of pride and ownership in the learning space, reinforcing the values of **compassion, ambition, and partnership**.

6. Differentiation or adaptive teaching

At Quest Academy, teaching and learning will always consider the backgrounds, needs, and abilities of all our learners. We are committed to differentiating and/or adapting our teaching to meet the individual needs of all our learners, ensuring that every child is supported to make progress.

This includes:

- Learners with special educational needs and/or disabilities (SEND)
- Learners with English as an additional language (EAL)
- Disadvantaged learners
- Learners who are gifted and talented or most able

To ensure that all learners can access the curriculum and make progress, we use a range of strategies, including:

- **Using support staff effectively:** Our teaching assistants and support staff play a crucial role in providing extra support, working closely with learners to ensure they understand the material and feel confident in their learning. This support is tailored to each learner's specific needs, whether it be additional academic assistance or emotional support.
- **Collaborating with the SENCO and parents/carers:** We work closely with our Special Educational Needs Co-ordinator (SENCO) to ensure that learners with SEND receive the appropriate level of support and materials. This collaboration involves regular communication with parents and carers to establish the best ways to support learners in their progress and to tailor resources accordingly.
- **Using ability groupings where appropriate:** In certain subjects, we use ability groupings to ensure that learners are challenged appropriately and receive the right level of support based on their abilities. This helps to ensure that every learner is engaged and able to make progress at a pace that suits their needs.
- **Providing additional resources:** For learners who may require additional support, we provide writing frames, word banks, and other scaffolding tools to help them access the curriculum and improve their skills in writing, comprehension, and other areas of learning.

In addition to these strategies, we ensure that our teaching approach aligns with our SEN/SEND policy, our equality objectives, and our commitment to providing an inclusive and supportive learning environment for all. By differentiating our teaching and adapting it to the individual needs of each learner, we ensure that every child at Quest Academy has the opportunity to achieve their full potential.

Please refer to our SEN/SEND policy and information report, and our equality statement and objectives for further details on how we support our learners.

7. Home learning

Home learning will support learners to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available upon request via your child's class tutor.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

For more information regarding home/remote learning, please see our [Home Learning Procedure](#)

8. Marking and feedback

At Quest Academy, we believe that high-quality feedback is one of the most powerful tools for accelerating learning, building confidence, and preparing learners for adulthood. Effective feedback helps learners understand what they have achieved, what they need to do next, and how to get there. It is a continuous dialogue between staff and learners that fosters growth, independence, and self-belief.

Our approach to marking and feedback is rooted in our core values of compassion, ambition, and partnership, ensuring that every interaction builds learners up, challenges them appropriately, and involves them actively in their own progress.

Feedback at Quest Academy serves several crucial purposes:

- Accelerates learning: Timely, specific feedback helps learners understand concepts more quickly and address misconceptions before they become embedded.
- Builds independence and self-advocacy: By teaching learners to understand and act on feedback, we develop their ability to self-assess, identify areas for improvement, and seek help when needed - essential skills for further education, employment, and life.
- Develops resilience and growth mindset: Constructive feedback, delivered compassionately, teaches learners that mistakes are opportunities for learning and that effort and strategy matter more than innate ability.
- Prepares for adulthood: In the workplace, college, and everyday life, learners will receive feedback from employers, tutors, peers, and others. Learning to accept, process, and act on feedback is a vital life skill.
- Strengthens relationships: Feedback is a form of dialogue. When done well, it demonstrates that we care about learners' progress, understand their efforts, and believe in their potential.
- Informs teaching: Feedback isn't just for learners - it tells us what's working, what needs re-teaching, and how to adapt our practice to better meet needs.

All feedback at Quest Academy is:

- Purposeful: Every piece of feedback has a clear intention - to reinforce learning, correct misconceptions, guide next steps, or celebrate achievement.
- Timely: Feedback is most effective when it's given close to when the learning happened, while it's still fresh in learners' minds.
- Specific and actionable: We provide specific comments that tell learners exactly what they did well and precise steps they can take to improve.
- Accessible: Feedback is adapted to each learner's comprehension level, using clear language, visual supports, or verbal explanations as needed.
- Encouraging and constructive: We focus on strengths and progress, even when identifying areas for development. Feedback builds confidence rather than discouragement.
- Trauma-informed: Our feedback is delivered with sensitivity, patience, and an understanding of how past experiences shape responses to correction.
- Dialogic: Feedback is a conversation, not a one-way transmission. Learners have opportunities to ask questions, seek clarification, and respond to feedback.
- Manageable: Feedback practices are sustainable for staff and meaningful for learners. Quality always takes precedence over quantity.

We use a range of feedback methods to meet the diverse needs of our learners and maximize impact:

Verbal Feedback: During lessons, staff circulate to provide immediate, specific guidance. This real-time

feedback allows learners to adjust their approach instantly and prevents misconceptions from becoming embedded. Significant verbal feedback is noted briefly on work as VF.

Written Feedback: Is used selectively for extended pieces of work or when a written record is valuable. Comments highlighting what has been done well and providing clear, actionable next steps are provided, using consistent, school-wide symbols that learners understand and can respond to. Feedback provides prompts that encourage learners to reflect, extend thinking, or correct errors, creating a written record that gives learners time to process feedback at their own pace and can be referred to.

Peer Feedback: Staff offer carefully structured opportunities for learners to provide feedback to each other. Learners review each other's work against success criteria, offering positive comments and suggestions. This develops critical thinking, reinforces success criteria, builds collaboration and communication skills, allows learners to learn from each other. Staff explicitly teach feedback skills, model respectful language and monitor peer interactions to ensure feedback is kind and constructive.

Self-Assessment: Teaching learners to evaluate their own work is a key step toward independence. Staff provided success criteria checklists or answer sheets where learners can tick off elements they have included or got correct. Learners are provided with visual prompts to allow them to self-assess their understanding of the lesson content and reflect on the progress they have made. This develops metacognition, builds ownership of learning and prepares learners for independent study and work.

Visual and Symbolic Feedback: For learners with communication difficulties, limited literacy, or who respond better to visual cues, staff provide symbols, including stamps and stickers to celebrate effort, achievement or specific skills demonstrated. Learners can also use symbols like happy/neutral/sad faces, thumbs up/down or stars to reflect on their own progress. For practical learning, photographs with annotations are added to learners' books with staff notes about what was achieved.

For more guidance, please see our [Quest Marking Procedure](#)

9. Assessment, recording and reporting

All assessment data for learners is recorded on our online assessment system, Earwig.

Earwig contains a comprehensive list of 'I can' statements which have been derived from Quest's own bespoke curriculum (see example below). These statements should be assessed against on a regular basis to ensure that each learner's progress is accurately reflected on the system. Most frameworks are assessed against four levels of mastery:

- **Emerging:** Introduction to a skill but still requiring a high level of support
- **Developing:** Developing confidence in the skill but still requires some support
- **Securing:** High level of confidence in the skill and shows a good understanding of the concept, but struggles to apply this to novel contexts

- **Consolidating:** Consolidation of skill. Requires no support and can apply the skill in a range of contexts.

Quest: QUALIFICATIONS									
HEALTH AND FITNESS									
FOOD AND COOKERY									
Unit 1: Health and Safety Relating to Food, Nutrition and the Cooking Environment									
1.1 Safe and Hygienic Working Practices									
I understand safe and hygienic working practices for the individual.									
I understand safe and hygienic working practices for the cooking environment.									
1.2 Potential Hazards and Risks in the Cooking Environment									

Staff assess learners against each 'I can' statement based on 4 criteria:

- Level of support
- Confidence with the skill/content
- Depth of understanding
- Application in context

Evidence is uploaded to the Earwig platform regularly to support the assessments made about each 'I can' statement. Staff have termly Assessment Moderation Meetings to ensure consistency in assessment and grading throughout the school.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our learners make the best possible progress from their starting points.

School Leaders (ELT/SLT) will monitor and evaluate the impact of teaching on learners' learning through:

- Planning Checks and Feedback
- Learning Loops
- Coaching Observations
- Book Looks
- Assessment Moderation Meetings
- CPD on Teaching and Learning

Planning checks and feedback provide insight into how teachers are structuring their lessons and sequencing learning, ensuring curriculum coverage is comprehensive and appropriately differentiated. Learning loops allow the ELT to observe snapshots across a range of lessons, providing insight into the day-to-day learning experience and enabling constructive feedback on the quality of provision. Coaching observations offer supportive, developmental opportunities for staff to refine their practice whilst leaders evaluate the effectiveness of pedagogical approaches being used across different subjects. Book looks enable leaders to scrutinise the quality and range of work learners are producing, verifying that the curriculum is being delivered as intended and that learners are engaging with content across all subject areas. Assessment moderation meetings bring staff together to ensure consistency

in judgments about learner progress and attainment, whilst also providing a forum to discuss whether the breadth of the curriculum is reflected in assessment practices.

Collectively, these activities create a comprehensive picture of teaching quality throughout the school. By conducting this monitoring on a half-termly cycle, the ELT can identify strengths to celebrate, pinpoint areas requiring support or development, and ensure that every learner benefits from consistently strong teaching across the full breadth of the curriculum offer.

11. Review

This policy will be reviewed every year by the Assistant Principal responsible for Quality of Education. At every review, the policy will be shared with the LAB.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Quest Marking Procedure
- Home Learning Procedure
- Equality information and objectives

Changes at previous reviews:

Version	Purpose/Change	Responsibility	Date
4	- Change of diction - Reformatted Policy	Assistant Principal Teaching and Learning	May 2021
5	- Change of diction. - Update of Quest Best Practice - Rephrasing throughout	Deputy Principal	Sep 2022
6	- Rephrasing of diction throughout - Change to impact section within “monitoring teaching and learning”	Principal / Teaching & Learning Lead	Sept 2023
7	- Rewritten	Principal	Mar 2025