

Annual Report

2025 - 2026



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1. Purpose and overview

A detailed guide of the school performance for learners, staff, parents/carers and Local Authorities.

Linton School is an independent special school for children and young people who have Social, Emotional and Mental Health (SEMH) difficulties aged between 8 and 18 years old. We are located in Freckleton, near Preston and have access to extensive outdoor space providing a range of vocational activities to all the young people alongside the academic curriculum.

The school is registered with the Department for Education and opened on 18th April 2018, and currently has had an Ofsted judgement of 'Outstanding' in all four areas in June 2024. The school operates within the ROC Northwest community, a subsidiary of CareTech Community Services.

All of the young people at Linton School have an Educational Health Care Plan (EHCP) and we cater for children who live within ROC Northwest, CareTech or Cambian residential settings as well as day pupils from the surrounding Local Authorities. Many of the children and young people that attend Linton School have Additional Learning Needs as well as their SEMH needs and most have missed a substantial amount of time in school during their education journeys.



2. Important contacts

School details

Head Teacher: Sean Di Sora
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82 Oxford Road
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Proprietor representative: Andrew Sutherland – Director Education Services
Address: CareTech Community Services
4th Floor,
Parkview
82 Oxford Road
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3. Inspection information

The school had an Ofsted inspection from 18th – 20th June 2024. The school was judged to be 'Outstanding' overall with an Outstanding judgement in all four areas.



Strengths

1. Staff are extremely well trained and supported by the school to manage pupils' behaviour effectively.
2. Pupils say that they feel safe because there is always someone to talk with about their worries and concerns.
3. Pupils thrive at this welcoming and happy school. They benefit from the exceptionally warm and friendly relationships that they enjoy with staff.
4. Many pupils have had low rates of attendance in their previous schooling. The school's close work with external agencies, together with the provision of an engaging and exciting curriculum, has helped pupils to improve their attendance over time.
5. Pupils' belief in themselves and trust in others flourishes.
6. They begin to understand how their actions can affect others. Pupils manage their emotions extremely well.
7. Their behaviour and attitude to learning improves considerably.
8. The school has an unwavering determination that pupils will achieve their very best.
9. Any bullying is rare. Pupils are confident that it would be dealt with quickly should it occur.
10. The highly tailored curriculum that is in place for each pupil ensures that they achieve remarkably well.
11. There is a shared commitment to 'Building our futures, together'. This ambition is fully realised.
12. Parents and carers are delighted with the positive change in their children's learning, behaviour and self-esteem.
13. Many pupils who attend the school have been out of education for long periods of time. The school carries out careful checks when pupils arrive. It accurately identifies any additional needs that they may have. Staff are highly skilled in ensuring that the curriculum is carefully tailored to each pupil.



14. The school has designed a rich and aspirational curriculum for its pupils. This is carefully broken down into small, logical steps.

15. Reading takes a very high priority across the curriculum. There is a relentless drive to encourage pupils to read for pleasure. For example, the school's welcoming library provides a range of interesting texts for pupils to read.

16. Staff are expert at helping pupils to address any gaps or misconceptions that they may have in their learning. Pupils are provided with plenty of meaningful opportunities to revisit and secure earlier learning.
17. The school is committed to transforming the life chances of each pupil.

Areas for development

Ofsted report – N/A

SDP – Improvement to the school's website

4. Admissions

The admissions register for the academic year of 2025-2026 shows that Linton School had twelve learners on the school roll in total across all year groups at the start of September 2025. At the end of the academic year Linton School had 2 natural leavers who have moved onto college placements.

* Indicates pupils who left Linton School at the end of the 2025-2026 academic year.

Pupil number	Year group	Enrolled
1	10	02.06.2025
2	9	05.09.2023
3	9	03.09.2019
*4	11	01.09.2020
5	10	11.09.2023
6	7	03.09.2025
7	8	03.06.2024
8	10	07.09.2022
9	10	07.09.2022
10	10	07.09.2022
11	9	12.06.2023
*12	11	23.11.2020

Ten of these students above are still on roll at the start of the 2026-2027 academic year, with 2 new starters making up the twelve places Linton School currently has on offer.



Currently, Linton School is full any new referrals will be considered and added to a waiting list.

At Linton School all the children have EHCP's, six of which are currently open to/or previously been open to Children's Social Services and four children or young people who are either looked after or have previously been looked after.

5. Attendance

The young people who attend Linton School usually have significantly lower than average attendance and some children have started Linton School with as low as 14% attendance for their previous academic year. Therefore, most children who attend Linton School make substantial progress with their attendance. Improving the attendance of our young people is a team effort at Linton School and below are some of the things we have done to raise attendance:

- effective/supportive relationships with parents/carers based on mutual respect
- regular contact with parents/carers
- rewards system is linked to attendance and punctuality
- ensuring the school day/lessons are as engaging and enjoyable as possible
- giving the young people a sense of belonging and developing positive relationships between staff and students
- differing start/finish times when families/young people require additional support
- TA's providing transport for young people to and from school
- warm and welcoming approach at the start of the school day

Term dates for 2025-2026

Autumn term 2025	Spring term 2026	Summer term 2026
Training days 1 st & 2 nd September 2025	Training day 5 th January 2026	Term starts 20 th April 2026
Term starts 3 rd September 2025	Term starts 6 th January 2026	Half term 25 th May – 29 th May 2026
Half term 20 th October – 31 st October 2025	Half term 16 th February – 20 th February 2026	Term ends 23 rd July 2026
Term ends 19 th December 2025	Term ends 2 nd April 2026	Training day 24 th July 2026

Overall attendance for 2025-2026

Attendance	Authorised absence	Unauthorised absence
90.8%	4.6%	4.6%

► Attendance Overview

90.8%

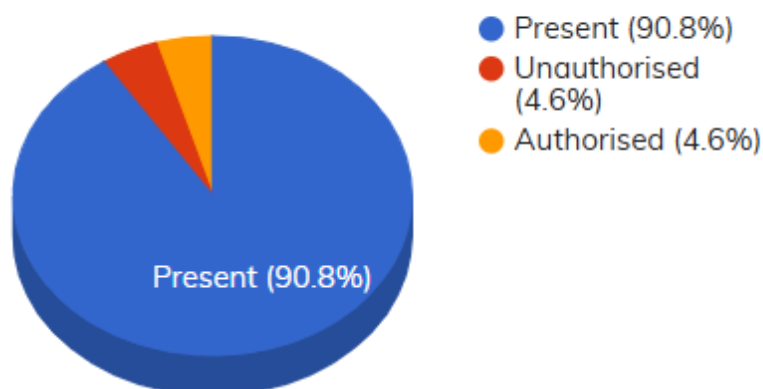
This Academic Year ▼

Period

Form Time (AM), Les ▼

Ad. Status

All ▼



6. Attainment

Linton School is registered for a number of examinations and qualifications which all eligible children have had access to this academic year. The school is registered with the following awarding bodies:

1. AQA
2. TQUK
3. ASDAN
4. Arts Award
5. Pearson
6. Duke of Edinburgh



Linton School is able to offer a range of qualifications across various subjects and at different levels to all young people from Year 9 onwards. Some of these qualifications/awards include:

- Core subjects e.g. English, Mathematics, Science and ICT
- Arts
- PHSE
- PE
- History and/or Geography
- Employability
- Independent living
- Outdoor learning e.g. outdoor education, equestrian, animal care and horticulture

For the cohort of learners enrolled in 2025-2026 below are the examinations that the young people were entered for:

Qualifications		No. of students
GCSE English Language		3
GCSE Mathematics Foundation		3
GCSE Art		1
Functional Skills English		2
Functional Skills Maths		3
Entry Level Certificate – English		0
Entry Level Certificate – Maths		2
Arts Award	Explore	1
	Bronze	9

	Silver	0
	Gold	0
Science AQA Unit Awards		12
PE Unit AQA Awards		12
Topic AQA Unit Awards		12
Outdoor Learning AQA Unit Awards		12
Outdoor Education AQA Unit Awards		10
PSHE AQA Unit Awards		12
ICT AQA Unit Awards		12
ASDAN Employability		1

The school is committed to improving literacy and numeracy skills for all our learners and all students are expected to have functional and transferrable skills they can use throughout their lives.

7. Assessment

Teachers use a '100 steps to success' document to record the targets and objectives for each learner. Every child or young person at Linton School has bespoke targets that they are working towards and these have been created through baselining the children upon entry to the school and then at the end of every term to monitor ongoing progress. At the end of every term, the teachers will carry out formative and summative forms of assessment to update the '100 steps to success' and new individual targets will be added to ensure they are relevant for the student's needs.



Linton School has access to a Speech & Language Therapist who attends the school every other week to assist in baselining the children and creating learner profiles/reports and support with the pupils communication strategies. Speech & Language is reviewed regularly by professionals involved with the children and young people and shared with parents/carers.

8. School Development Plan

Safeguarding (Actions taken Directly from your SEF)						
Key Priority Areas (Further Strengthen)	SEF Reference Number	What steps need to be taken to achieve this. (End in mind and work backwards – Bullet Points only)	Review Date	Lead Staff	How will you evidence this? (Processes/Type/Location)	Half Termly Review (Bullet Points Only / RAG)
Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment,	1.d	External training in specific areas, via in house training providers and 'Your Hippo' online training platform.	End of Summer Term	SDS	Certificates of completion and attendance registers.	- Level 5 Safeguarding Certificates (safeguarding folder) – Spring 2026 - Your Hippo (shared drive certificates) – Summer 2026 - Weekly staff training – Autumn, Spring, Summer 2026

and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).						• Fire Marshal (Sean Di Sora, Andy Cavi) Update training – Summer 2026
The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.	1.f	• Updated policies into the new format to meet compliance	End of Summer Term	SDS	• Policies will be available on the shared drive and on the website.	• 70% of policies updated to the new format – Spring 2026 • All policies updated – Summer 2026

Inclusion (Actions taken Directly from your SEF)						
Key Priority Areas (Further Strengthen)	SEF Reference Number	What steps need to be taken to achieve this. (End in mind and work backwards – Bullet Points only)	Review Date	Lead Staff	How will you evidence this? (Processes/Type/Location)	Half Termly Review (Bullet Points Only / RAG)
Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.	2.c	- A comprehensive induction for new staff detailing expectations and job roles/responsibilities. - As part of the interview process, potential employees are required to spend time in a lesson with the YP alongside a formal interview with SLT. This will give a clearer impression to SLT when deciding on a successful candidate as well as allowing any potential candidates to immerse themselves in life at Linton School and be exposed to the roles, responsibilities and expectations. - Feedback questionnaire completed by interviewed candidates	End of Summer Term	SDS & AC	- Weekly whole school staff meeting (Fridays). - Teaching staff meeting (Fridays) - Your Hippo training (shared drive). - Training to support the needs of the pupils and time to read pupils one-page profile (shared drive) - Feedback questionnaire from interviewed candidates relating to interview process	- Staff questionnaire's – Spring 2026 - Staff signed up to Thrive training – Summer 2026 - Staff signed up to NPQSL – Summer 2026 2 Staff completed DSL training – Summer 2026 - Staff Completion of DofE Management Training – Summer 2026 - Staff completion of EVC training – Spring 2026

		to inform good practice. Staff are encouraged to progress and take part in training that can educate and enhance their day to day practise. Staff are encouraged to seek out training opportunities as well as those provided and to discuss this with SLT.				3 staff completed HLTA status – Spring 2026
Leaders develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.	8.h	Linton School will organise hold 'Parent/carer engagement' days. This will provide opportunities for parents/carers to come to school and take part in various activities with their YP.		SDS & AC	- Journals - Feedback from parents/carers and young people	- Discussion and feedback from staff and young people – Summer 2026 - Parent Enrichment Day – Summer 2026

Curriculum & Teaching (Actions taken Directly from your SEF)						
Key Priority Areas (Further Strengthen)	SEF Reference Number	What steps need to be taken to achieve this. (End in mind and work backwards – Bullet Points only)	Review Date	Lead Staff	How will you evidence this? (Processes/Type/Location)	Half Termly Review (Bullet Points Only / RAG)
Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC	3.h	- Whole school staff meeting to inform of plans ahead. - At the beginning of each term, teachers share plans and schemes of work for the term with all staff in order to ensure cohesion and understanding. A whole Friday night staff meeting will be dedicated to this. The aim to promote cohesion, assimilation and the	End of Summer Term	SDS & AC	- Attendance of meeting - Learning walks - Lesson observations - Staff supervisions	- Discussion and feedback from staff - Data from assessments – Autumn, Spring, Summer - Exam data collected 2025-26

plans are properly considered when designing and delivering the curriculum.		sharing of ideas and strategies. Staff will understand where to find planning (MTP) and learn about resources needed and expectations in regard to class support.				
Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.	3.d	CPD for staff and meetings with other leaders in sister schools to share and develop plans.	End of Summer Term	SDS & AC	- Attendance of meetings - CPD certificates/training matrix	- Thrive training (ST) – Spring 26 - Training Matrix/timetable – Autumn

Attendance & Behaviour (Actions taken Directly from your SEF)						
Key Priority Areas (Further Strengthen)	SEF Reference Number	What steps need to be taken to achieve this. (End in mind and work backwards – Bullet Points only)	Review Date	Lead Staff	How will you evidence this? (Processes/Type/Location)	Half Termly Review (Bullet Points Only / RAG)

Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues	5.a	- Attendance is good at Linton but an award to champion good attendance will be implemented. £10 Amazon (or something similar) will be awarded to all YP who 90% or more in regards to their attendance. This will be awarded at the end of every term (Autumn, Spring, Summer) £30 voucher will be awarded to YP who achieve 100%	End of each full term	SDS & AC	- Behaviour tracker - Class Dojo - Weekly tracker	92% overall school attendance end of Autumn Term 90% overall school attendance end of Spring Term 91% Overall school attendance end of Summer Term - End of day monitoring meetings to discuss any issues arising in regards to behaviour – Summer
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Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.	5.c	Daily monitoring meetings to discuss behaviours and next steps, leaders implement expectations and discuss support and strategies with staff.	End of Summer Term	SDS & AC	- Behaviour tracker - Class Dojo - Weekly tracker	- End of day monitoring meetings to discuss any issues arising in regards to behaviour – Summer 26 11/12 pupils on track to make end of year rewards (over 85% for the year on Class Dojo) – Summer 26
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Personal Development & Wellbeing (Actions taken Directly from your SEF)						
Key Priority Areas	SEF Reference Number	What steps need to be taken to achieve this.	Review Date	Lead Staff	How will you evidence this? (Processes/Type/Location)	Half Termly Review

(Further Strengthen)		(End in mind and work backwards – Bullet Points only)				(Bullet Points Only / RAG)
A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.	6.a,	- UNICEF Rights Respecting Schools Silver Award. - Having already achieved the Bronze Award, the next step is to progress to achieving the silver award. Staff would benefit, visiting schools within the company and beyond who have implemented the RRSa and have imbedded it into their school life. - Lead to continue to engage with and attend staff training opportunities.	End of Summer Term	AC	- Journals and gathering of evidence. - Final goal to achieve Silver Award.	Silver Award Rights Respecting School
The personal development programme includes a suitable and well-taught relationships	6.b,	PSHE Learning journey, MTP to link to the yearly overview in line with the curriculum.	End of Summer Term	AC	- Journals and gathering of evidence. - Final goal to achieve Silver Award - SMSC tracker updated	PSHE learning journey, MTP and yearly

and sex education programme, which develops pupils' knowledge.		SMSC tracker updated termly				- overview updated - SMSC tracker updated – Autumn, Spring, Summer
Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.	6.c,	- SMSC tracker updated termly - Enrichment days to link to British Values	End of Summer Term	AC	- Journals and gathering of evidence. - Final goal to achieve Silver Award - SMSC tracker updated	- SMSC tracker updated – Autumn, Spring, Summer - Journals updated – Autumn, Spring, Summer

Leadership & Governance (Actions taken Directly from your SEF)						
Key Priority Areas (Further Strengthen)	SEF Reference Number	What steps need to be taken to achieve this. (End in mind and work backwards – Bullet Points only)	Review Date	Lead Staff	How will you evidence this? (Processes/Type/Location)	Half Termly Review (Bullet Points Only / RAG)

Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively	8.b	• With the school aiming to develop and take on more YP, there will be a need to further develop the SLT. This will involve encouraging progress and further roles and responsibilities within current staffing. • With a larger school and more YP, the school would benefit from an administrative assistant/operations manager. Currently SLT manage phone calls, site visits from contractors etc. This at times can interfere with teaching duties.		SDS	• SLT meetings logged and monitored	• Friday meetings logged – Autumn, Spring, Summer • Meetings logged
Leaders develop constructive	8.h	• Linton School will organise hold 'Parent/carers		SDS & AC	• Journals	• Discussion and feedback

relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.		engagement' days. This will provide opportunities for parents/carers to come to school and take part in various activities with their YP.			Feedback from parents/carers and young people	- from staff and young people - Autumn - Stakeholder feedback from parents – Spring, Summer - Parent enrichment day achieved – Summer 26
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9. Training and monitoring

Linton School is a part of the wider CareTech/Cambian school portfolio and therefore benefits from the application of the company's Quality Framework (as described below) which is being gradually embedded.

The Quality Assurance Framework for all CareTech schools is now being implemented by CareTech's Quality Improvement Lead (Tonia Lewis), alongside the school's new regional lead Richard George who started in September 2025. This prescribes the school monitoring activities: formal lesson observations, paperwork audits, scrutiny of pupil work, supervision of all staff and half-termly reporting through the Head Teacher's Half-Termly Report.

All teachers have been observed at least three times during the year alongside learning walks across the academic year.

Head Teacher meetings/Governors are held regularly and attended by the CareTech/Cambian School Head Teachers. At these meetings, Head Teachers:

- Shared good practice
- Worked on developing the use of technology in school including school websites
- Reviewed Assessment Tools
- Share new initiatives and programmes with each other
- Develop relationships and share resources with schools across the UK
- CPD opportunities
- SDP review

Throughout this academic year, senior leaders at the school utilised training time available to develop our knowledge and skills across a range of areas, for example:

- Safeguarding young people
- Child protection
- Prevent
- Anxiety in young people
- Online safety
- Data protection
- Teaching and learning
- Assessment
- LEGO therapy



Most of the training is done within Linton School using the strengths of our staff team but, where appropriate, Linton School has used outside agencies to support training and development.

At Linton School we believe in sharing good practise, support each other to improve and knowing when to seek further support from other professionals.

A copy of our training and monitoring calendar is available upon request to the Head Teacher.



10. Looking ahead to 2026-2027

The next academic year for Linton School is looking increasingly positive building upon the recent success; we have a full, permanent and dedicated teaching team with expertise in a wide range of subjects and a consistent cohort of children. Planning has now been accepted and work is well underway in expanding classroom areas in the building on site, this will create 2 new classrooms as well as 2 new academic spaces for design technology, the arts and ICT. The new classrooms will provide an opportunity to expand the number of pupils educated on site from 12 to 20. Once complete Linton School will go through a material change request to extend the potential numbers at the school. All of the above will enable the school to provide a broad and balance curriculum to all the young people and give the school the consistency to continue on its journey in continuing to be an outstanding provider of education to the children in the North West of England again at the next Ofsted inspection.

Appendix 1: Staff at Linton School

Name:	Sean Di Sora
Job role:	Head Teacher
Qualifications:	BA Hons Degree, Theatre in Education, DSL and Safer Recruitment trained, NPQSL.
Start date:	September 2017
Background:	After completing his Degree in 2009, he went onto work with an Educational Theatre Company using Drama and the Arts to teach across Schools, Young Offenders Institutes, Special Educational Schools and many other different settings. After travelling across the UK for 4 years with the company, he found a love in working in Special Educational Schools with the young people. Sean undertook a role as a Teaching Assistant in a Pupil Referral Unit to gain further experience before moving onto work as a Creative Practitioner in a Special Educational Needs school. Having worked in that environment using the Arts to teach and explore life skills, he picked up valuable knowledge and gained further experience surrounding the role. Sean applied for the Job as Creative Lead at Mountwood Academy (ROC Northwest) in 2017 where he was successful and his role has developed across the years to where he is today, also undertaking a teaching qualification in the process as well as the NPQML and NPQSL.

Name:	Andy Cavill
Job role:	Deputy Head & SENCo
Qualifications:	BA Hons in Primary Education with QTS, SENCo
Start date:	September 2018

Background: Having decided to pursue a career in teaching later in my life, Andy set about studying for and gaining the qualifications needed. Before enrolling on teacher training he volunteered 1 day a week (alongside my full time job as a builder) at a local primary school to gain experience and ensure that it was the right step for him, which quickly became apparent. Andy opted to study at Edgehill where he gained his Bachelor of Arts with Honours in Primary Education, majoring in English with History as a minor specialism. While studying Andy volunteered for numerous events within schools as well as volunteering for Wild Things Outdoors Forest School. With his qualifications complete, he took up his first role as an NQT within a mainstream school but soon came to realise that mainstream school was not quite for him and applied for a position with ROC Northwest. It was here that Andy decided that his future teaching career lay within the field of SEN. Originally working for ROC Northwest through an agency, Andy was fortunate enough to be offered a fulltime teaching role and he has never looked back. My only regret wishing that I had pursued this path sooner. Andy currently teaches English across the school and is the school SENCo.

Name: Steph White

Job role: Class Teacher

Qualifications: Diploma in Careers Education, Cert Ed, QTLS

Start date: December 2019

Background: Steph started out as a teaching assistant in 2003 in a challenging behaviour school, until the school closed. After 5 years as a teaching assistant she completed her diploma in Careers and she then took the role as PHSE and Careers teacher (unqualified). Steph was also the Maths teaching assistant for school. In 2013 Steph began her Cert Ed through UCLAN. She completed her course in July 2014 and passed having her graduation in the August of the same year. Steph then went on to teach Maths to years 9, 10 and 11 and PSHE to all the school, she also taught careers to year 10 and 11. In October 2015 Steph started her QTLS training and completed it in the December of the same year. After 12 years at the same school Steph left and did a year as a care worker, she realised that she missed teaching and applied for the role of Class Teacher at Linton School. Now Steph teaches Maths, Employability and Living Independently across the school and examination officer.

Name: Tracey Pinder

Job role: Teacher

Qualifications: QTS

Start date: April 2019

Background: Tracey has worked at Linton School for a number of years supporting in different roles throughout her time here. Tracey has always been passionate about teaching and has recently achieved her teaching status whilst working at Linton School. Tracey is very passionate about outdoor learning and giving the young people skills to help them later in life. Tracey is the schools Duke of Edinburgh lead alongside the Outdoor Education and this year is teaching PSHE alongside the outdoor curriculum.

Name: Wilson Bird

Job role: Farmer

Qualifications: City and Guilds Livestock, Tractor, Crops and Dairy Production

Start date: May 2015

Background: Wilson has worked within farming and horticulture setting since being a young man starting off by working on the family farms, for local farmers and eventually getting a job working at Myerscough College. Whilst at Myerscough College Wilson carried out a variety of activities including animal care, daily yard duties, teaching small groups and assisting with managing the behaviours of the students. At Linton School Wilson delivers horticulture and animal studies to small groups of students.

Name: Carmen Singh

Job role: Teacher

Qualifications: QTS

Start date: September 2024

HLTA/Teaching assistants

Name	Qualifications	Start date
Asea Ramzan (HLTA)	Level 3 Supporting Teaching and Learning in Schools (HLTA)	August 2019

Sally Tomlinson	Level 3 Supporting Teaching and Learning in Schools	June 2018
Jennifer Heraty	Level 2 Teaching and Learning	September 2021
Rachael Bridge (HLTA)	Level 3 Supporting Teaching and Learning in Schools HLTA	December 2021
Marc Pilkington	Level 2 Teaching and Learning	September 2022
Sarah Dickinson	BA Honours	March 2025
Shameela Hussain	Level 2 Teaching and Learning	September 2023
Yazmin Ali	Level 2 Social and Childcare	July 2025
Zoe Ashton (HLTA)	HLTA	May 2024