

MEI News

July 2025

Director Welcome



As we approach the summer break, now is a good time to reflect on another successful and impactful year for our professional development community. This year, we have taken significant strides in shaping a more dynamic and inclusive CPD offer across our Trust and Alliance. We are especially excited to introduce our new hub-based CPD model, launching in the next academic year.

At the heart of this model are Learning Labs – collaborative, inquiry-driven spaces designed to foster innovation, reflection, and shared practice across our schools.

Our recruitment of Early Career Teachers (ECTs) has been highly successful. Feedback from our Early Career Framework (ECF) sessions has been fantastic, highlighting the quality of facilitation, relevance of content, and the sense of professional belonging fostered through the programme.

Thank you for your continued engagement, and support.
Wishing you all a restful and well-deserved summer break.

Rob Buck
School Improvement Director – People Development

A Successful Recruitment Year and Outstanding PGCE Achievements

We're celebrating an outstanding recruitment year, highlighted by the successful completion of a strong PGCE cohort and their transition into ECT roles. Their enthusiasm, dedication and professionalism have set a high standard, and we look forward to the impact they will continue to have in classrooms across Maiden Erlegh Trust.

Jutyar Kafroshi, a PGCE teacher from Maiden Erlegh Chiltern Edge reflects on his year.

“My school placement has been an incredibly rewarding experience, offering a wide range of professional development opportunities. I've had the chance to be involved in several extra-

Jutyar Kafroshi
Early Career Teacher

curricular activities, including sports fixtures, Quad Athletics, and the Duke of Edinburgh Award.

These experiences have really helped me to build strong relationships with students and contribute to the wider school community. I've been able to contribute to curriculum planning and the development of schemes of work within the PE department.

Reflecting on the placement as a whole, it's been a hugely positive experience and one that has confirmed my desire to teach. I'm delighted to be continuing my journey as a PE teacher with the Trust.”



Teaching and Learning Working Group Update

In January, the Trust appointed Lead Practitioners to support the design, coordination, and delivery of professional development programmes. Their role includes coaching colleagues, leading research and innovation, and curating Hub-specific learning opportunities. Laura Hawkins is the Primary Lead Practitioner.



Laura Hawkins
Primary Hub –
Lead Practitioner

“It has been a real privilege to support colleagues across different schools in my role as Primary Hub Lead Practitioner. I’ve particularly enjoyed working collaboratively on curriculum design, sharing ideas at the conference and learning carousels, and offering in-school support where needed.

One of the most rewarding aspects has been helping to strengthen the connection between the Primary, Secondary and SEN hubs—building a more joined-up approach across all phases. It’s been a fantastic learning opportunity, and I’ve valued the chance to both share my experience and learn from others.”

CPD in Action: Empowering Our Educators

It’s been a busy and rewarding year for MEI’s CPD programme, with a wide range of high-quality courses delivered for educators and teachers across MET and beyond. Highlights included training for Designated Safeguarding Leads, Youth Mental Health First Aid, and Developing Oracy, among many others.

Continuing Professional Development is vital for empowering educators, strengthening practice, and ensuring the best outcomes for students. We were pleased by the strong attendance from both internal staff and colleagues from external schools—demonstrating the shared commitment to professional growth across our wider community.

Amy Holland, Headteacher at Purley C of E Primary School, recently attended the Designated Safeguarding Lead course and said:

“I found this course extremely useful, with practical tips on how to be an effective DSL. I left with clear, actionable steps that I’m now embedding into our safeguarding practice to enhance it further. The content was relatable, engaging, and genuinely interesting.”

With even more exciting CPD opportunities planned for the next academic year, we look forward to another year of learning, collaboration, and impact.

Shazia Nawaz
MEI Manager

Reflecting on School Placement: AO Teacher from The Abbey School

It was with great excitement, and some trepidation, that I entered Maiden Erlegh School to begin my placement. I am based at The Abbey and am accustomed to a single-sex environment. I have thoroughly enjoyed my placement and have been appreciative of the huge amount of support that I have received from school staff.

The Schemes of Work are clear to follow and the students are given many opportunities to compose and perform their own music together. It is incredible and inspiring to see pupils being so creative and relishing their chance to practise their skills as an ensemble and they have been warm, enthusiastic and vibrant in lessons.

In each lesson, targets are set and then reviewed at the end. Along with thorough exam preparation and rigorous assessment from the teachers, it has been of great benefit to see the passion with which the music staff pass on their deep knowledge of the subject.

I have been most grateful to receive lots of pertinent advice and although I still have much to learn, going forward, I hope that I shall be able to apply what I have gleaned during my placement to my future teaching. Thank you, Maiden Erlegh, for making my all-too-brief stay with you such a joyful, rewarding and informative experience!

Hayley Tull
Music Teacher The
Abby Senior School



Thank You from Reading University

Reading University has extended their heartfelt thanks to our mentors for their engagement with the mentor curriculum and their dedicated support of Reading Partnership Trainees this academic year.

They also congratulated nominees Ana Drazic (Co Head of Mathematics) and Kirsty Dudman (Art and Photography Teacher) at Maiden Erlegh School, for the James Furlong Award, recognising their reflective practice, strong integration of RPTs into school life, and commitment to modelling high professional standards.



Huge congratulations to both – and thank you!

UPCOMING COURSES

- Designated Safeguarding Lead Course
- Designated Safeguarding Lead Update Course
- Maximising Coaching Course
- Maximising Artificial Intelligence Course
- Youth Mental Health First Aid Course
- Calm Words, Consistent Approach De-escalation Strategies for Challenging Behaviours Workshop
- Mental Health Awareness
- Creating a Connection: Understanding PACE, Attachment, and Trauma-Informed Practice in our classrooms
- Developing Classroom Oracy Course
- 21st Century School Leadership Course

To book email meioffice@maidenerleghtrust.org

Choose MEI For Your SEND Provision Review



Collaborative peer review for inclusive, high-impact SEND

What we offer

- ✓ Comprehensive SEND reviews at school and MAT level
- ✓ Structured, supportive process tailored to your school or MAT
- ✓ Celebrate strengths and identify areas for development in SEND provision
- ✓ Get clear validation, guidance and strategic next steps
- ✓ Quality assurance of resource bases, alternative provision, outreach services

Led by Kelly Nash SEND School Improvement Director

Kelly developed her expertise as a Primary SENCo and Senior School Leader before being Area SENCo for the Royal Borough of Windsor and Maidenhead



Who should choose us?

- ✓ Headteachers and SENCos who want peer support or a critical friend
- ✓ New Headteachers or schools with a new SENCo that need a SEND audit
- ✓ Anyone who needs help with a SEND Development Plan
- ✓ Anyone seeking external validation of their SEND provision

The Review Process

Step 1	Step 2	Step 3	Step 4	Step 5
Contact MEI to discuss and book your review date	Return completed self-evaluation form with SLT input (min. 2 wks before)	MEI plans day e.g. stakeholder meetings, lesson visits, policy review; school arranges schedule	End-of-day feedback on strengths and next steps	You receive written report to share with stakeholders

Contact us today
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Choose MEI For Your Safeguarding Review



Collaborative peer review for effective, high-impact safeguarding

What we offer

- ✓ Thorough safeguarding reviews for schools
- ✓ A structured, supportive process tailored to your setting
- ✓ Celebrates strengths and identifies areas for development
- ✓ Offers clear, actionable next steps and validation of current approaches
- ✓ Provides quality assurance / confidence ahead of inspection

Led by Alison Walker

Trust School Improvement Director for Culture & Safeguarding

Alison Walker is a Designated Safeguarding Lead (DSL) and trainer with 20 years of experience in schools' safeguarding.



Who is this for?

- ✓ School leaders seeking external validation of safeguarding processes
- ✓ School leaders seeking peer support
- ✓ Schools seeking to strengthen safeguarding culture and practice

The Review Process

Step 1	Step 2	Step 3
Initial discussion via Teams	Pre-visit policy review One day school visit including: document and SCR review, interviews, and stakeholder voice	Written summary and feedback

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