

**Primary Schools Partnership
May Newsletter**



20
25

A message from our Deputy Dean

Dear colleagues,

We are delighted to announce that the University has launched its Assessment Only Route to QTS. This is a route designed for those staff working in schools who are operating as teachers. They should have extensive experience of planning, teaching, and marking. There are strict criteria around this route so that is not a short cut to QTS. The route upholds the rigour required for gaining QTS. The criteria, as set out by the DfE, mean that a candidate must have a minimum of 2 years' experience teaching in at least 2 schools. They must also have a degree with a 2:2 and GCSEs in English and Maths (plus Science for Primary at grade 4/C or above). The process involves a comprehensive onboarding process to ensure that only candidates who meet the criteria proceed to the next stage. If successful, they have a 3 month window to meet any gaps they have in evidence against the Teachers' Standards. For more details please see our webpage <https://www.roehampton.ac.uk/test/short-courses/qualified-teacher-status-qts-assessment/>.

In other good news, our Primary team have been nominated for an award as the best teaching team in the annual University awards. This recognises the hard work that the team puts into making the student experience so positive. Fingers crossed for the awards ceremony in June.

Best Wishes,

Matt Sossick *Deputy Dean and Head of Initial Teacher Education* (email: matthew.sossick@roehampton.ac.uk).

In this issue

A marathon effort to raise funds in memory of their Dad, PJ Devlin, we say farewell to our academic engagement librarian Marian Brown, Emerick gives us some important food for thought over P.E. kits/Sports wear and hear about our award winning alumni.

We also have some events to tell you about including the National Festival of Fieldwork in June and the reading gladiators inter-school challenge.



Jessica and Ben Devlin run the marathon to raise funds in memory of their Dad, PJ Devlin.



Back in November, Salliann and colleagues reminded us of PJ Devlin's years at Roehampton. Now 2 of PJ's children, Jessica and Benedict Devlin have completed the London Marathon in memory of their Dad, PJ Devlin. raising £8,500 for the Princess Alice Hospice who cared for PJ in his last days. Many of you will remember PJ as he worked at Roehampton from 1974-2010.

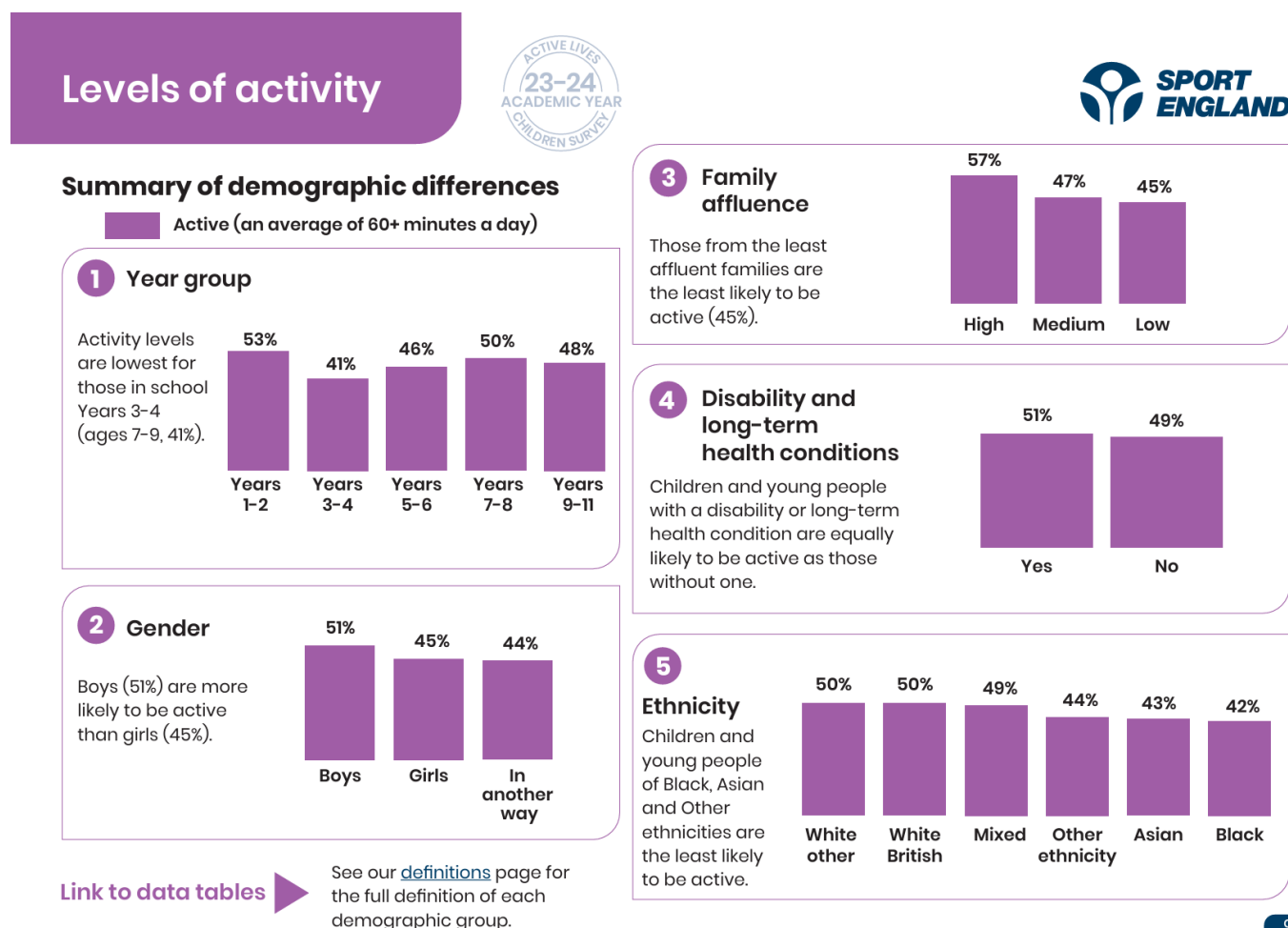
A message from Jessica, his daughter.

"We did it for Dad! We are overwhelmed but the amount of support and love we received taking on the London Marathon. What a day! With your generous sponsorship, other families will be granted time with their loved ones like we were with Dad. To those who cheered us on both in person on the day and from home, we can't thank you enough. "

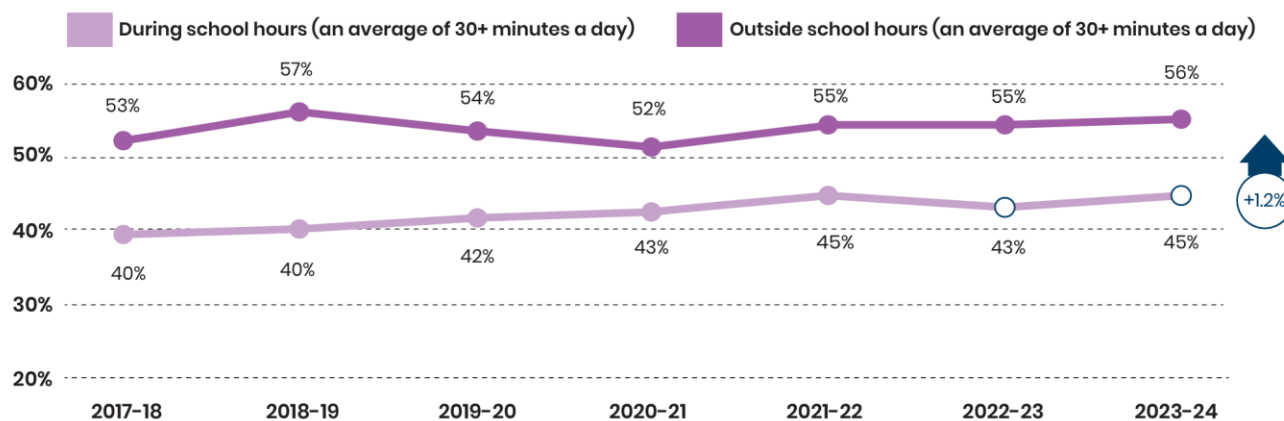
Become an Inclusive Sportswear Champion to improve participation in physical education and beyond. By Emerick Kaitell

The class has physical education today, and all the children wear the kit that encourages them to be active and engage in physical education and activities. The children are confident, ready for the challenge and want to learn. The class represents the range of ethnicity, religious and cultural capital that brings their challenges; however, due to the physical education kit policy, all children feel included.

The Active Survey (2024) highlights activity levels in primary school reaching a high of 53%. In addition, the data illustrate that black children have 42% activity levels compared to 50% of white children.



The following graph highlights the activity levels over the last three years. Key Stage One children acquire more minutes than their Key Stage Two children, and the question is whether the school's physical education kit policy can improve the data.



[Link to data tables](#)

Note: During school hours refers to between the morning and afternoon school bells; all other time is counted as outside of school hours.

8

Physical education aims to raise awareness, confidence, competence and desire to be active. The World Health Organisation recommends that children participate in 60 minutes of moderate to high-intensity daily activities. How schools review their kit policy is the question. The charity 'The Inclusive Sportswear' ([About us](#)) was founded by Tess Howard (GB/England Hockey Player) to aid schools in developing a kit policy to ensure it includes all children.

The benefits of physical activity are well-documented. However, the data from the Active Children Survey highlight concerns that the population in our schools are not reaching the required amount of physical activity, indicating the reduction of volunteering by children, and children are less happy. Their understanding of why physical activity is good for them has declined.

The call is for schools to aid the initiative in raising participation levels of all children, regardless of their abilities, ethnicity and cultural background. Firstly, access the Inclusive Sportswear ([About us](#)) website to access the tools to review your policy and amend where necessary. The Active People Survey ([Active Lives | Children And Young People Activity Data](#)) can assist in understanding the areas for improvement and identifying areas for strength.

Let us be part of the solution and see the data rise over the next three years. Click Cntrl and image to watch the video.



Farewell to Marian Brown

We are both saddened and excited to announce that Marian Brown, our esteemed Team Leader for Academic Engagement and Academic Engagement Librarian for the School of Education, will be leaving us to take up a new role as Customer Service Manager at the Royal College of Nursing on May 16th.



Marian receiving her Highly Commended Award at the Professional Services and Colleges Staff Awards. Photo by Mariyah Ahmed.

Marian's commitment and contributions have been invaluable to Library Services, playing a significant role in our successes over the years. Since joining us in 2019, Marian has excelled in her roles, first as Academic Engagement Librarian supporting the School of Education, and later as Team Leader. Her expertise, leadership skills and dedication have left a lasting impact on Library Services and the wider University community.

Marian has been instrumental in raising the profile of Library Services, co-creating the highly successful professional services staff awards, guiding several students through work experience, and consistently going above and beyond to support colleagues. Her ability to build networks, communicate effectively, and listen to understand and support has been truly remarkable.

It has been a privilege to witness Marian's growth in her roles. She is a people person at heart, always keen to be involved, whip-smart, and generous with her time and talents. Marian is an

exceptional manager and leader, and we are confident she will continue to excel in her career, no matter the sector.

We want to extend our heartfelt thanks to Marian for her unwavering support, boundless energy, professionalism, positivity, and can-do attitude. Her contributions have been made with a smile, and she will be greatly missed.

Thank you, Marian, and best of luck in your new adventures! We will miss you! By Anne Pietsch

Hattie McLaughlin: Award-Winning LGBTQI+ Inclusion Activist Recognized for Best Training Initiative

We are thrilled to share some exciting news from one of our graduates. Harrie, an exceptional advocate for LGBTQ+ inclusion, was recently awarded the prestigious *LGBTQI+ Educators' Conference Award for Best Training Initiative* from the National Education Union. This well-deserved recognition celebrates the work Harrie did during their time at Roehampton, where she advocated for inclusive education and LGBTQ+ rights.

In her acceptance speech, Harrie took a moment to express deep gratitude for the support she received from the University of Roehampton. *"I gave a shoutout to Roehampton in my acceptance speech because of how fantastic you all were with providing a space for my voice to be heard. You were exceptional in implementing change, and I owe you so much for your support,"* Harrie said.

The award, which recognizes outstanding contributions to LGBTQ+ inclusion in education, serves as a testament to the dedication and passion that Harrie has brought to this area. During her time at Roehampton, Harrie not only raised awareness about the challenges faced by LGBTQ+ individuals in education but also worked collaboratively with staff to create meaningful change. The efforts to push for LGBTQ+ inclusion in schools are continuing to inspire and affect positive transformation in education.

In addition to receiving the award, the conference provided Harrie with an opportunity to present the findings from their dissertation on LGBTQ+ inclusion. Harrie's research was shared with educators and activists from around the country, offering valuable insights into how educational institutions can better support LGBTQ+ students and staff.

"I also had the chance to promote what I learned during my dissertation, which was pretty cool. I had a conference room where I presented data and research that I had found, and it was amazing to see so many people excited about making schools more inclusive for everyone," Harrie explained.

Harrie's thanks extended to the entire team who supported and encouraged her throughout her and she said that the collaborative spirit at Roehampton played a vital role in the success of this initiative. Harrie expressed optimism for the future, *"Thank you again for helping me to promote LGBTQ+ inclusion in schools. It will get better, especially with the help of such supportive teacher training institutes like yours. Watch this space!"*

We could not be prouder of Harrie and the strides she has made in advocating for a more inclusive and supportive environment for all students. Congratulations once again on this incredible achievement and thank you for being an inspiration to us all.

Anna Harrison (staff member)

Hattie McLaughlin

<https://www.linkedin.com/in/hattie-mclaughlin-370293183/>

International Dawn Chorus Day by Rachael Stone

“I am a long-time bird lover, with an RSPB membership to my name and a set of binoculars at both the ground floor and first floor windows of my house. But, it's only recently that I've started to really appreciate the effects of birding for mindfulness.

With International Dawn Chorus Day that happened on Sunday 4 May, I wanted to celebrate the wonderful birds that can be found on our green, biodiverse campus. At this time of year, in particular, campus is really alive with birds — the geese, ducks, moorhens and coots are incubating eggs or rearing the first of this year's babies. Chiffchaffs, robins, wrens and thrushes are filling the air with their melodious song. And I've had both a green woodpecker and a greater spotted woodpecker fly right past by head whilst walking between meetings.

The benefits of time in nature are well known and I've found that taking just 15 minutes out of my day to really focus on my surroundings, the sounds and small movements, and to see what birds I can spot on a short walk really boost my mood — it brings calmness, clarity and also a feeling of gratitude. In 15 minutes, I see on average a different bird species a minute, with no binoculars required.

Here are some free resources to help you take a more mindful approach to birds and nature more generally. I encourage you to find your thing to really focus in on — it might not be birds; maybe it's butterflies, trees, flowers, fungi, bats...

- **Birda app:** allows you to log your sightings and it will help with IDing birds through visual and song guides or by asking the birding community.
- **BirdNET app** allows you to record birdsong and it will help you to identify what you can hear.
- **RSPB website:** a great source of information on birds and wildlife.
- **London Wildlife Trust.** another great source of information and their events page includes upcoming Dawn Chorus walks in Walthamstow (East London) and Sydenham (Southeast London).
- **PlantNET app:** upload a photo and it will ID the plant. You will find that reverse image search on your phone is also getting much more reliable at this.
- **Woodland Trust app:** Includes a step-by-step guide to identifying trees using its different features (leaf shape, bark, fruit or seeds etc).

Reminder: The Royal Geographical Society's (RGS) Young Geographer of the Year

This year's Young Geographer of the Year theme is *Understanding Islands*.

How to enter

There are four categories: KS2 (pupils aged 7-11), KS3 (pupils aged 11-14), KS4 or GCSE equivalent (pupils aged 14-16), and KS5 or A Level equivalent (pupils aged 16-18).

All entries must adhere to the [entry criteria](#) for the relevant age category, and should be eye-catching, innovative, informative and accurate.

Events

1. JUST IMAGINE INFORMATION FOR LOCAL SCHOOLS

Free webinar on the 4th of June at 4.00 pm, with details of the **new reading gladiators interschool challenge**. We'll be sharing the brilliant new book selection

- Revealing news about author involvement in next year's schedule
- Explaining how the interschool challenge will run
- Providing information about how schools can get involved.

Reading Gladiators won the first Teach Primary Award for Literacy in 2018; it was a BETT finalist (and all the other finalists were big tech companies) and it was an ERA finalist, too. Schools signed up to a Just Imagine membership get free access to the new materials and events.

Here's a link for anyone who is interested: <https://vimeo.com/event/4960018>

2. National Festival of Fieldwork: June 2025

The National Festival of Fieldwork is designed to provide a focal point to encourage you to take your classes outside, whether in the school grounds, the local area or further afield.

This will be an opportunity to take our classes out to investigate, observe, discover, challenge, test out ideas and gain a deeper and wider understanding of the world around them.

Remember, if you are busy during the National Festival of Fieldwork you can always choose your own date. The important thing is to go out and do some fieldwork!

Please also see the poster towards the end of the newsletter – sharing reasons to take part in fieldwork.

<https://geography.org.uk/national-fieldwork/>

3. Introducing the Climate Action Toolkit: 4th June, 4-5pm

Aimed at primary school teachers, this session will introduce the Climate Action Toolkit Project—a set of free resources created by researchers and academics from the University of Cambridge designed to empower your pupils to understand and become change-makers in a world impacted by climate change.

The toolkit is a cross-disciplinary scheme of work, ideal for running as a topic day or spread out over a longer period. With engaging, research-informed lessons, the materials aim to boost pupils' confidence that they can make a difference while addressing important environmental topics.

These are free, flexible resources suitable for Years 5-6. Informed by research, these cross-disciplinary materials are designed to inspire action and reduce environmental anxiety in children.

View the [Climate Action Toolkit and free resources online](#).

For more information including booking click the [link here](#)

4. Digimap for Schools for KS2 and KS3 Geography – 17th June: 4-5pm

This online event will focus on introducing [Digimap for Schools](#) and how it can be used across the KS2 and KS3 curriculum.

Darren Bailey from the Ordnance Survey will work through its functionality, map layers and more during an online demonstration, and will also provide ideas on how to use Digimap for Schools with KS2 and KS3 students.

The session is ideal for new users to get an idea of what the product can do, or current users who are looking to further embed the use of maps into their curriculum.

For more information including booking click the [link here](#)

5. Maps Skills and Online Mapping for Primary Geography KS1 and 2: 14th October 2025

This course is aimed at Key Stage 1 and 2 teachers who are interested in developing spatial awareness skills linked to the primary Geography curriculum.

The event will be a fully interactive face-to-face session split into two parts: Part one covers basic mapping skills, scale, symbols, contours, grid references and using a compass.

The second part of the session focusses on the award winning Digimap for Schools website. There will be a focus on how to make best use of the online mapping service and embed mapping not just into your geography, but across your curriculum as a whole.

Darren Bailey from the Ordnance Survey will work through its functionality, map layers and more during a demonstration, and will also provide ideas on how to use Digimap for Schools with KS1 and KS2 students.

Delegates will have access to laptops to use the product during the session and get a feel for how it can be used to teach primary geography and more.

For more information including booking click the [link here](#)

Reminders:

Wandsworth Heritage Festival

In response to this year's festival theme, Art, the Froebel and Whitelands Archives will be hosting two special events. These events form part of the wider London Borough of Culture

programme, celebrating the unique artistic and educational legacies preserved within our collections.

Using its extensive collection of student work, the Froebel Archive will present a talk and workshop on 18th June exploring Froebel's Principles of the Gifts and Occupations and their influence on the art world of the early 20th century. Spoiler alert—participants will have the chance to tap into their own creativity during the session.

On 23rd June, the Whitelands College Archive will lead a guided tour on the Art and Artefacts of Whitelands College, showcasing works by renowned figures such as William Morris, Edward Burne-Jones, John Ruskin, Kate Faulkner, George Frederic Watts, Omar Ramsden and Alwyn Carr, Anna Richards Brewster, Douglas Chandor, Arthur George Walker, Oswald Hornby, and Joseph Birley.

See <https://welcometowandsworth.com/events/BU-wandsworth-heritage-festival/> for more information.

Subject CPD for Mentors 24/25 Remaining Session

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison and Steph Laird anna.harrison@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 11 th June 2025 16.00-17.00	Join the meeting now Meeting ID: 354 374 323 228 Passcode: 8eK5dB

Teaching Assistant Internship Programme


The University is excited to announce a funded internship for prospective teachers looking to gain classroom experience.




The University has announced an opportunity for a student to work as an apprentice for 20 days. The University will pay the internee whilst they work for you. This provides an opportunity for a student who may be considering a career in teaching to gain valuable classroom experience. You would benefit from having a keen person working alongside a teacher in a classroom. The internee would start and finish in the summer term. Days and weeks can be negotiated. The internee will apply for a DBS once they have been successful. The candidate will also go through a rigorous recruitment process. If you are interested in offering a role to an internee

please contact Matthew Sossick (matthew.sossick@roehampton.ac.uk).

Please do share the poster below and print them to put on staffroom noticeboards. Do share with parents and colleagues working in schools who might wish to know more.




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** Subject to passing all modules and meeting progression levels.*

REASONS TO DO FIELDWORK

DEVELOPED BY THE GA'S FIELDWORK AND OUTDOOR LEARNING SPECIAL INTEREST GROUP



BUILDS SKILLS

Fieldwork allows students to practice using equipment and techniques that previously they may only have read about. It also builds cognitive skills such as analysis of observations and data, as well as the ability to evaluate and critique one's methods.



CONNECTS US TO OUR LOCALE

In an era when every far-flung part of the world is reachable through online networks, it might be too easy for students to lose their connection to their own locale. Fieldwork can re-engage students with areas close to their home and school that they might otherwise have overlooked geographically.



OPENS OUR MINDS

Fieldwork holds the key to unlocking all kinds of new experiences to students. Time spent learning in the real world shows students that places are not always the same as the ones they experience in textbooks and online - it opens their minds to new possibilities.



BUILDS CONFIDENCE

Despite our best efforts as teachers, the classroom can be an intimidating place for some students. In the field however, new opportunities develop for quiet students to become leaders and play stronger roles in their own learning. This confidence is then brought back into the classroom.



INDEPENDENT WORKING

Older geography students are increasingly being asked to carry out geographical research in an independent manner. By doing so, students develop high-level problem-solving skills, while being challenged to think and behave like a geographer, and importantly, become critics of their own work.



NEW SENSORY EXPERIENCES

Only fieldwork allows students the opportunity to experience the geography of a place through all five senses. For many students this may lead to a series of 'first experiences' as well as an ability to develop a higher level of understanding of a place through those important and unrivalled encounters.



APPRECIATION OF THE MESS

Going outside the classroom and into real-world geographical spaces gives students a far greater appreciation of how 'messy' the world is. It allows students to search for the geography that underpins the unpredictability that we often see in data and the world around us.



SEE PHYSICAL CONNECTIONS

It is all too easy for students to compartmentalise geographical concepts into discrete, easy-to-manage boxes. Fieldwork opens these boxes and provides unrivalled opportunities for students to witness the myriad of connections between these concepts and ideas.



CREATES MEMORIES

Whether it is the planned learning experience or the unplanned (and often humorous) situations that bond a group together, time out of the classroom is special to students. Fieldwork creates memories in the subject that they recall with enormous affection.



ENGAGES EVERYONE

Regardless of a student's age, ability, background or life goals, there is something about the real world that will interest them. Fieldwork can therefore provide opportunities for new levels of engagement with every member of your class.



THE SCIENTIFIC METHOD

Research using scientific enquiry gives students the means to identify current thinking, be creative in designing a research method, describe and analyse information, and to evaluate one's learning. This well-versed sequence of skills complements many scenarios in work and life.



STRETCHING OUR COMFORT ZONE

Some students can get very comfortable with a particular, and familiar, location and with a pre-defined routine. Taking them to a new setting in itself can challenge their sense of place. Asking students to then work in new and unfamiliar ways can really test their growth mind set.



OPPORTUNITIES FOR TEAMWORK

Fieldwork is rarely carried out in isolation and so stepping outside the classroom provides lots of opportunities for students to work together practically in teams. A real sense of collaboration can develop when everyone is expected to collect data individually to feed into and create a larger sample.



FOCUSED GEOGRAPHY TIME

Being a teacher, and therefore a professional geographer, means we live and breathe our subject everyday. Students rarely however get the opportunity to really immerse themselves in geographical learning for more than an hour at a time. Fieldwork provides that opportunity.



SEE CHANGE IN REAL TIME

Geography is a living subject played out in real-time, with content that is constantly evolving. Nothing beats seeing these changes happen in real time frames, as doing so gives students a far more realistic concept of how much change is likely to happen in a certain place and time.



ANCHORS IDEAS

Fieldwork has the ability to anchor certain concepts in students' minds, that they may otherwise forget the moment you stop teaching them. Bringing those concepts to life in the field makes them more memorable by creating meaningful connections to the real world.



CREATIVE METHOD DESIGN

Modern fieldwork techniques focus as much on the way data is collected, as the nature of the data itself and what it means geographically. It provides students with opportunities to consider risk, and how best to manage their personal safety, causing students to take ownership of their research.



UNFAMILIAR BECOMES FAMILIAR

There are many geographical experiences which are simply impossible to imagine or replicate in the classroom. By immersing students into geography in the real world they have a unique opportunity to make once unfamiliar ideas and concepts become more familiar and meaningful.



FAMILIAR BECOMES UNFAMILIAR

Places and ideas that students may only have ever seen in books or on the internet can very much come to life during fieldwork. What students might not expect is how different some of those scenarios are when they are situated in the real world, making the familiar now unfamiliar.



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@The_GA

www.geography.org.uk

Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to baprimary@roehampton.ac.uk and pgprimary@roehampton.ac.uk, and we will share these with our current students and graduates from last academic year.

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

Key subject/research interests: Pupil understanding of their everyday geography and the locality.

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.



Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

Key subject/research interests: My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



Partnership Materials Page:

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

School Partnerships Team

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

email: s.laird@roehampton.ac.uk