

**Primary Schools Partnership  
September Newsletter**



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## A message from our Deputy Dean,

Dear colleagues,

Wishing you all very well as the new term progresses.

We are very pleased that our new cohorts have made a strong start. PGCE students started on 1<sup>st</sup> September and are immersed in their behaviour ITaP as I write. PGCE numbers are strong and reflect a lot of hard work that went into recruitment. DfE Find opens for candidates to view PGCE courses on 30<sup>th</sup> September and candidates can apply from 7<sup>th</sup> October. Then the whole recruitment cycle will start again. Our new undergraduates arrived on 22<sup>nd</sup> September and start the process of becoming new teachers. They seem so young but also so enthusiastic. They have an excellent team supporting them including Claire Lipscomb their Year Leader and Anthony Barlow, the Programme Leader.

We are excited about the launch of the new Placement Reasonable Adjustment process from this September. It is designed to support students to share reasonable adjustments when they are on placement. The students will have met with our disabilities team to start the form and then develop the content with their tutor. At their Agreed Procedures Meeting they can share the content of the form with their Class Teacher Mentor. This allows a discussion about the types of reasonable adjustments that the school might be able to make to help the student be successful on the placement. Ofsted has a big focus in the new inspection framework on the support that we give our students, and this is a positive step in meeting this requirement.

Best Wishes,

**Matt Sossick**

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

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## In this issue

Information includes reflections from our Lead Mentor Staff Development Day, the Launch of a new toolkit for schools to support pupils with 22q11.2 Deletion Syndrome, articles on tackling disadvantage in computing and inspiring teens to consider gaining QTS as well as updates on events and publications.





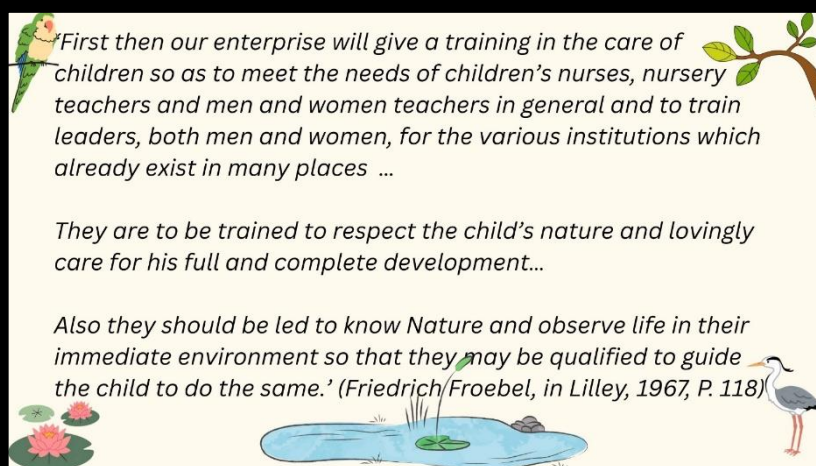
## Lead Mentor Reflections of Staff Development Day 2025

In the second week of September, Visiting School Supervisors gathered with university tutors and leaders in the Portrait Room at Grove House for a day of Staff Development for Lead Mentors for the academic year ahead. Arriving early after a long drive, I stretched my legs with a walk around Froebel Lake in the picturesque grounds. This was poignant for me as it caused me to reflect upon the influence of Friedrich Froebel (1782 - 1852) who not only promoted a connection with nature for all human beings as part of the natural

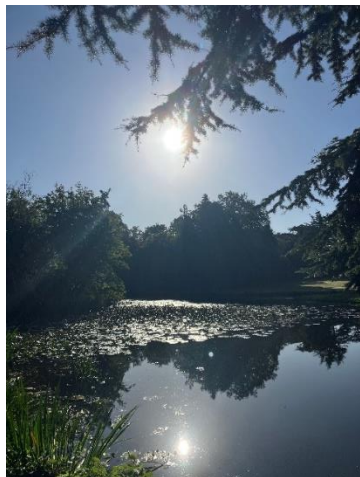
world, but also pioneered the idea that teachers, including women, which was a new idea in his day, should look for the good intentions of the children with whom they work, observe and teach them from their individual starting points.

The excited chatter among the team who only come together as an in-person group on one day a year, was reminiscent of a school staff team on an INSET day. A welcome coffee and pastry perked us up for the introduction of sector updates including the Initial Teacher Training Early Career Framework (ITTECF), the implications for safeguarding awareness from Keeping Children Safe in Education (KCSIE 2025) and the Ofsted inspection processes which apply to schools and Initial Teacher Education providers. We learned about the focus of the improvement plans of the department and our roles within developing an inclusive approach to our mentoring, in line with the Equality Act 2010. Undertaking this training annually contributes to our awareness of our shared accountability towards the communities of student teachers and the staff and pupils of our partnership schools with whom we will work.

We engaged in an interactive session about managing difficult conversations, developing our awareness of how emotions, thoughts, values, identities and assumptions can impact our confidence to enter a difficult conversation. We explored strategies that can be used to scaffold







our approach to conversations that may be necessary to facilitate reflection and development in the course of our mentorship experience. Inclusion was an integral theme of the day. We discussed the necessity of student teachers being supported in developing their inclusive practice and adaptive teaching of pupils with Special Educational Needs. We also learnt more about how we can be inclusive towards student teachers by considering reasonable adjustments for those who may have learning differences, disabilities, neurodivergence or individual circumstances that may cause barriers to their successful participation.

An afternoon of training included a valuable explanation of how and when Intervention Support and Cause for Concern plans can be implemented as supportive measures towards enabling student teachers to proceed on track throughout their placements. Throughout the day, we considered how we can promote the inclusion and wellbeing of each student teacher by getting to know them and understanding their individual starting points, their areas of strengths and challenges as they embark upon their placements.

As I left, I reflected on my learning. From my working knowledge of Friedrich Froebel, I believe he would be proud to see the approach to ITE that is being promoted among the Lead Mentor community at Roehampton today.

Amanda Burton Smith, Lead Mentor

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## Launch of a new toolkit for schools to improve support and inclusion for SEND pupils with 22q11.2 Deletion Syndrome.

Dr Michelle Jayman and Dr Maria Gudbrandsen, School of Psychology.



On a warm July evening, education practitioners, academics, and young people with 22q11.2 Deletion Syndrome<sup>1</sup> (22q.) and their families, gathered at a launch event for a new toolkit for schools. Hosted in the elegant surroundings of the Richmond Room, attendees enjoyed complimentary refreshments and the opportunity to

*22q. toolkit launch in the Richmond Room*

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<sup>1</sup> The 22q condition affects approximately 1 in 2,000 live births and is the second most common genetic condition after Down's Syndrome. It is highly variable but individuals often have distinct facial features, physical health complications and mild-moderate intellectual disability. 22q is highly associated with neurodevelopmental disorders (autism /ADHD) and mental health difficulties.

learn about an innovative participatory action research (PAR) project, funded by the Southlands Methodist Trust, and led by researchers Maria Gudbrandsen and Michelle Jayman from the School of Psychology. The toolkit was designed and developed by a co-production team comprised of young people with 22q and their parents, education practitioners, and developmental psychologists, Maria and Michelle.

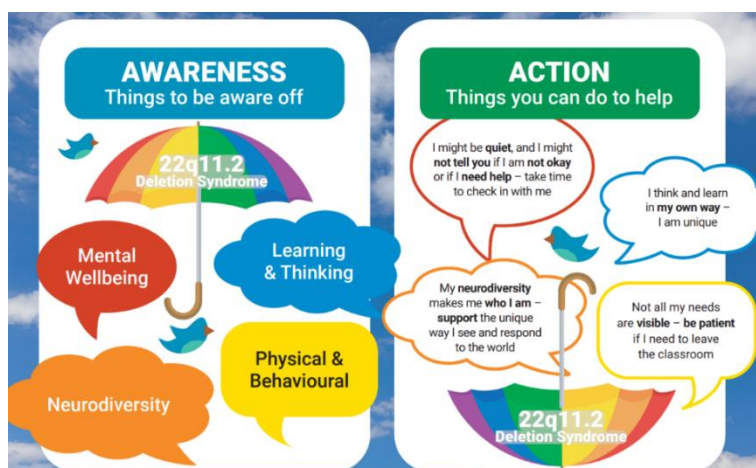
Previous research with CYP with 22q. and their families highlighted gaps in educational awareness, staff training and targeted support in mainstream settings (Jayman et al., 2025),



leaving many pupils with unmet needs and elevated risk of poor holistic wellbeing. This work highlighted the urgent need for remedial strategies — with collaboration and co-production at the heart — to instigate meaningful change in schools. The idea to co-design, develop and (preliminarily) evaluate a

*Some of the members of the co-production team*

targeted toolkit was sparked. Three key resources were created through a co-production workshop and iterative refinement: An infographic aimed at the general school population (for display in reception areas/staff rooms etc.); a pocket guide with bite-size digests of core support needs and recommended actions for staff with little or no SEND or



22q. training; a short video aimed at peers, voiced-over by a young person with 22q. Preliminary feedback has been extremely positive, with education practitioners who took part in a focus group commending the clarity, accessibility, and adaptability of the toolkit for one-to-one personalised provision and to suit local needs.



Year 6 pupils were invited to watch the short video and found it informative and helpful, with one young person commenting: *“It was amazing — great for younger people to understand and learn so they can be mindful about people with difficulties and know how to treat them even when they are very small”* (E.S. age 10). You can watch our four-minute video on YouTube, please feel free to share the link with others: <https://youtu.be/XPTR5odnJJw?si=JBQ2BFETpfhz-eJC>.

This study adds to a growing body of evidence showcasing the vital contribution of children and young people, including those with SEND, for developing effective and meaningful school-based interventions and initiatives targeted at them. More work is needed to expand co-production and collaborative partnerships in education and research that prioritise the voices of marginalised pupils and families. If you are interested in finding out more about our work and future plans on this research topic, please contact: [michelle.jayman@roehampton.ac.uk](mailto:michelle.jayman@roehampton.ac.uk).

### References

Jayman, M., Edmonds, S., & Gudbrandsen, M. (2025). Driving innovation to support pupils with SEND through co-production in education and research: Participatory action research with 22q11.2 Deletion Syndrome families in England. *Behavioral Sciences*, 15(1), 22.  
<https://doi.org/10.3390/bs15010022>.

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## Quiet Graduations



The traditional graduation experience can be overwhelming for some students. On 4<sup>th</sup> September, the quieter ceremony took place on campus. For more information see <https://www.roehampton.ac.uk/graduation/quiet-graduations/>

Charlotte Steedman, Alumni Relations and Ceremonies Manager said, “This was our first Quiet Graduation and we had wonderful feedback from all those who attended, from staff to students and their guests, especially that it

gave them the opportunity to celebrate in a calmer, more relaxed setting and that they likely wouldn't have gone to graduation had this not been an option.

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## Planting the Seed? Inspiring teenagers to consider QTS.

Anthony Barlow

You know your teaching ‘chops’ are being tested when you enter a school hall of teenage boys on a windy afternoon and are told you have ‘easily an hour’ with them to talk careers in education. What to say? How to convince?

Such careers and ‘world of work’ events are numerous, and I have learned over the past year there is an appetite for speakers to inspire youngsters into various careers. It has made me reflect on my own journey, influences and motivations preparing for my own QTS study.

As a new academic year begins, we are issuing a call to all in our Partner schools to support us in supporting us to get access to all local schools and careers teams you may know in local



schools and colleges. We are happy to consider speaking with KS3-5 pupils about roles in education or beyond through our Schools and Colleges Engagement team. Email me below if you can help!



*Anthony's teaching journey begins in his first PGCE placement.*

### Teaching: An Invisible Career?

One insight I've had is that many teenagers don't see teaching as a career. Teachers are "just there"—not professionals who have trained, gained qualifications, and chosen teaching. For some teens, teaching is only associated with childcare, with little understanding of the breadth, challenge, *and joy* that comes with working with children. That's why work experience opportunities are so valuable.

When teens get a chance to shadow or spend time in classrooms, they begin to see what the role involves and why it can be such a varied role. We are deep generalists who have the privilege of shaping children's very first steps in life: something these youngsters forced into subject options, sometimes do not realise.

## Why study Primary Education QTS at Roehampton?

Launch your teaching career with expert-led training, experience in more than six different schools. You'll graduate confident and classroom-ready.



(Roehampton website, 2025)

### What young people are saying.

Some are set on careers in nursing, engineering, IT, social work, or the trades: all represented well in the wider media. For many, teaching simply isn't on their radar, or if it is, it's a postgraduate career – *do a proper degree first*. It is reassuring that we now have more focus on EY careers in recent government campaigns, such as in recent advertisements.

Early Years Careers

Working in early years and childcare   Early Years Apprenticeships   Training and qualifications

Finding a job   Real stories   Help and support

## Be part of something big

Working with small children is a big deal. It's a job that makes a difference by helping to give children the best start in life.



(Gov.uk website, 2025)

This is why it's important for us to raise awareness and share our experiences. Sometimes, the most powerful encouragement comes not from formal presentations, but from simple conversations with young people we know, whether they are our own children, family members, or neighbours. *What are you good at? How do you like spending your time? Do you want to do a job in an office, behind a screen or working with people?*

## Looking Ahead

One route that has emerged again and again is a growing knowledge about and interest in degree apprenticeships. Students want practical, affordable routes into professions, and we are proud that from September 2025 we are offering a Teacher Degree Apprenticeship—a four-year programme that blends study and classroom experience.

## How You Can Help

As we continue to support undergraduates and those training for QTS, we are also committed to attending as many school and college careers events as possible, planting that **first seed** of possibility in young minds.

If you have connections with Year 11 tutors, sixth forms and colleges, or careers coordinators, we'd love to hear from you. Together, we can ensure more young people understand the EY and primary teaching is a valid degree choice from 18. Do contact

[anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk) Programme Leader, BA Primary (QTS).

<https://www.roehampton.ac.uk/study/apprenticeships/teacher-degree-apprenticeship/>



## Skills

Make a difference to young children's lives with a Teacher Degree Apprenticeship (QTS).



## Tackling disadvantage in computing

Published in ICT for Education's Sapiientia newsletter <https://www.ictforeducation.co.uk/>

Miles Berry

Life, work and education present additional challenges to disadvantaged pupils. There are wide gaps in early years outcomes, performance in key stage 2 SATs and at GCSE between pupils entitled to free school meals and their more affluent peer. These gaps widen pupils get older. The attainment gap is 20% at age 5, 22% at age 11, and 27% by age 16. It's not surprising that poverty at home affects outcomes at school, but it's worrying that things get worse rather than better over time at school.

In computing, there are big issues around access to teaching and qualifications. In the 20% of most affluent areas, 93% of schools offer GCSE in computer science, but in the 20% least affluent areas, it's just 67%. 16% of pupils in those affluent areas take GCSE computer science, but in the poorest areas it's less than 11%. The average GCSE computer science grade drops from 5.3 in the richest postcodes to 4.2 in the poorest.

The disadvantage gap in provision, uptake and attainment for GCSE computing is particularly worrying as computing is a relatively meritocratic field. Getting on and doing well in the IT industry are much less about accident of birth, what ones parents do or about a private education than they are about an interest in technology, perseverance when things get tricky and a love of problem solving. Yet, if we don't even provide access to the qualifications, or make these accessible and engaging for all kids, then access to apprenticeships or HE, and subsequently to IT professions will deny these opportunities for social mobility to many. There are a number of ways to tackle this. Some of these are about national policy, but there's lots that can be done at school level.

Pupil Premium funding for disadvantaged pupils, and accountability to Ofsted for how this was spent, did help, with the attainment gap narrowing slowly but steadily year on year from 2010 up until the 2019-20 academic year. The good that was done was reversed during lockdowns and home learning in 2020-21 and has been worsening since. Schools receiving Pupil Premium now have a limited catalogue of things on which it can be spent, with most of these being interventions that boost the quality of provision for all. This isn't a bad thing, but it no longer addresses the need to improve progress specifically for the most disadvantaged.

For computing, I'm hopeful that the ongoing curriculum and assessment review might recommend replacing 'narrow, dull and hard' GCSE computer science with a new GCSE covering all of computing, which should make it more practical for schools in less advantaged areas to offer, and would make it appealing to a much broader pupil demographic.

Digital poverty, understood as "The inability to interact with the online world fully, when where and how an individual needs to", is just one of the challenges facing those living in poverty, but it has a huge impact on any pupil's ability to access curriculum resources outside of school, to take charge of their own learning, and to engage with programming, digital media and office skills. The previous Labour government provided a highly effective home access scheme, offering computers and internet access to poor families with children in key stages 2 and 3. This was wound up when the coalition government took office, but the new government now has an action plan on digital inclusion, although the first phase of this seems quite modest, given the scale of the problem: piloting a "multi-department device donation scheme to provide re-purposed government laptops to those that need them" is good, but not enough.

For schools, if pupils studying computing, especially if they're taking GCSE or A Level computer science, don't have a computer and internet access, then Pupil Premium can be used to

address this. Whilst access to general digital technology isn't in the Pupil Premium catalogue, the DfE's rules say that "In exceptional circumstances, and where this is necessary to overcome specific barriers to pupil attainment, schools may use this funding on items not included on the list". Not having access to a computer whilst studying computing is a pretty specific barrier to attainment.

At the classroom level, we have to be serious about high expectations for all. We can't take the present attainment gap as a given, lowering our expectations of the grades free school meals pupils will achieve, of how hard they'll work, or of their ability in our subject. I don't think knowing predicted grades helps with this. Pupils from poorer homes generally did worse in the SATs than the other kids, and so their predicted GCSE grades are reduced: what worries me is if teachers lower their expectations due to the flight paths they're given.

Education should broaden pupils' horizons beyond those of their background. This is especially true for pupils whose home environment reduces access to technology, the opportunities to play in and explore the digital world, and their understanding of the role of IT and AI in work and society. This means extending the opportunities for playful creativity and digital criticality beyond the requirements of the computing curriculum. It means stretching pupils' thinking, exposing them to innovative technologies and debating some of the implications of technology in every aspect of life.

As with the gender gap in computing, we can do better with our role models and examples. Big Tech founders and CEOs are the wealthiest of the wealthy, and typically had privileged backgrounds themselves. Many of the great figures from computing history started life with many advantages. One notable exception is Tommy Flowers, born in the East End, son of a bricklayer, taught as a child to be 'frugal in everything'. Flowers did an apprenticeship and evening classes, before working as an engineer at the post office. Flowers built Colossus, the Bletchley Park computer that cracked the German's Lorenz cipher; he received little recognition for the work at the time, was left in debt as he'd paid for the valves himself, and isn't in *The Imitation Game*. You and your pupils can see a rebuild of his machine at Bletchley's National Museum of Computing on a school trip. Beyond Flowers and other computing working class heroes, draw on your own former pupils, from backgrounds which your current pupils can immediately relate to, to help lift their aspirations for careers in computing.

I'd like to see all schools offering the GCSE, and a far broader demographic taking it than at present. I'd also like to see the achievement gap between the least and most affluent start narrowing again. We need policy to address this, but there's lots we can do at classroom and school level already.

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## Partnership Grants from The Royal Society

The Partnership Grants scheme funds UK schools and colleges up to £3,000 to work in partnership with STEM professionals from academia or industry to run an investigative STEM project. The scheme is open to all levels of education supporting students aged between 5 - 18. **Tomorrow's climate scientists** is an extension to the Partnership Grants scheme and funds schools and colleges specifically researching into climate change and biodiversity. The programme aims to give students not just a voice but an opportunity to take action themselves to address local climate and biodiversity issues.

The scheme (including Tomorrow's Climate Scientists):

- Provides an opportunity for students to develop key skills, including research, problem solving and data-handling skills, which will be invaluable for their future careers.
- Demonstrates the range of STEM careers available to students.

- Fosters long-term working relationships between schools and colleges, and STEM professionals.
- Fulfils the requirement of Benchmark 8 of the **Gatsby Practical Science Benchmarks** and additionally supports the requirements of the **Gatsby Career Benchmarks**.

For more information, click [here](#)

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## Let Play Lead the Day Film

Let Play Lead the Day is a new animated film that's been produced by Tapestry, the childhood education platform, and playworker Amber Ogunsanya-William (aka Playworker amber) and celebrates the joy and importance of children's play. It also tells the story of Amber's own experience of growing up in an adventure playground!

Figures from Play England have found dramatic drops in children's access to play compared to previous generations. 80% of 55- to 66-year-olds were able to play on the street as children, compared with around 25% today. It is hoped that the film and the accompanying free resource pack will help to spread the message about the essential role of play for children.

To watch the film and download the accompanying resource pack visit: <https://tapestry.info/let-play-lead-the-day/>



Let Play Lead The Day:  
A Parents' Guide



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## Bitesize Primary - woofingly good maths content

Bitesize Primary has launched a new KS1 game to help children to practise measuring and comparing the mass of different objects. Canine Crew features some of the dogs from Woofington Village as they go about their business. In a series of engaging tasks pupils can help Postie Dog to sort parcels into 'lighter or heavier than', Baker Dog to measure ingredients for a batch of dog treats and Builder Dog to get the right supplies for the kennels she needs to build.



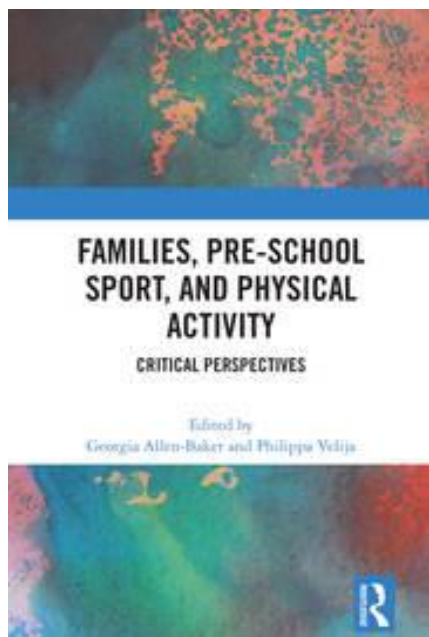
Also new on Bitesize Primary, all of the KS1 and KS2 maths content has been completely overhauled with an interactive format which offers children step-by-step progress through key mathematical concepts.

Visit: <https://www.bbc.co.uk/bitesize/articles/zsxf7v4>



## Publications news from Roehampton Staff

### Families, Pre-School Sport, and Physical Activity: Critical Perspectives



Edited By Georgia Allen-Baker and Philippa Velija

The book brings together international authors providing a social and cultural lens to understanding how under-fives experiences sport and physical activity, and how this is shaped by economic, cultural and family norms.

The book is not just about sport and Physical Activity (PA), but also about understanding changing childhood, families, expectations on children and the way inequalities influence opportunity for families and their children. In an increasingly commercial and marketised space, under-fives' Sport and PA become exclusive, only available to those who can afford to pay. This is not just about the choices families make, but we argue that patterns can be understood through a socio-cultural lens of equality, families, childhood, and parenting.

Chapters include, Exploring Bernstein and Play, Marketing Pre-School Sport and PA, Risky Play, Unequal Childhoods, Pre School Football Academies, Forest School, and research about families and sport and PA in China, Sweden Australia, New Zealand, and the US.

For readers of the newsletter if you would like a copy for free then please email

[philippa.velija@roehampton.ac.uk](mailto:philippa.velija@roehampton.ac.uk),

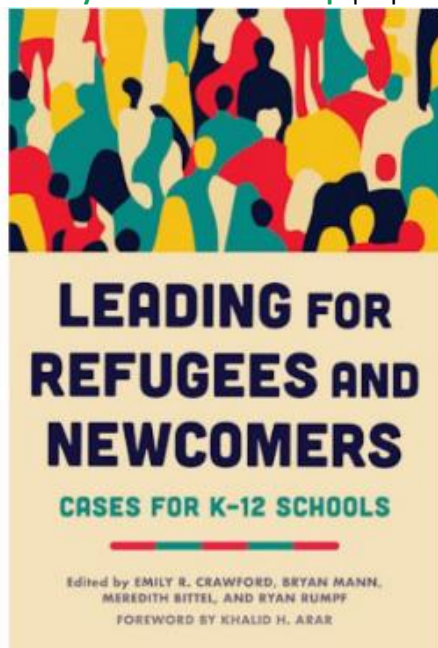
who has one free copy and will do a draw if more than one person would like one!

Professor Philippa Velija, Interim Dean: School of Education

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### Some resources for creating inclusive schools: Dr. Liliana Belkin, School of Education.

I have had the privilege of collaborating with some international partners and UoR School of Education MA graduates on recently published and forthcoming publications that may be of interest.



For thinking about school leadership and support for newcomer/refugee students and families, UoR MA in SEND and Inclusive Education graduate, Afsana Hamidy, and I have a chapter in an edited volume for training school leaders. The book will be available in March 2026 but can be pre-ordered here: <https://hep.gse.harvard.edu/9798895570692/leading-for-refugees-and-newcomers/>

Our chapter is entitled: *Welcome? A Headteacher's Approach to Integrating Afghan Evacuee Children in a Secondary School in London*

If you are interested in learning about the experiences of pupils with physical disabilities in mainstream schools, this qualitative systematic review discusses findings from a range of studies from 15 countries with young people. This project was conducted and developed in partnership with colleagues at Palacky University and the JBI Centre in the Czech

Republic. There are clear implications for how 'inclusive' mainstream schools feel and are experienced by these pupils and highlights the importance of student voice and student agency/decision-making in their educational journeys. The article can be accessed here: <https://doi.org/10.1016/j.edurev.2025.100715>

In a similar vein, emphasising the centrality of youth voice in educational leadership and interest in trauma-informed approaches in schools and out-of-school/afterschool spaces, I co-authored an article with colleagues in the US in a forthcoming issue of the Journal of the Society for Social Work and Research entitled: A Healing Oasis for Peace and Empowerment (H.O.P.E.) Circle: Implementing YPAR as an antiracist approach to Black youth's disenfranchised grief and healing. Available here: <https://www.journals.uchicago.edu/toc/jsswr/0/ja>

And I co-authored a forthcoming chapter on *Critical Youth Allyship* in the second edition of the Springer International Handbook of Educational Leadership and Social (In)Justice: Critical Perspectives. It is available online here: <https://link.springer.com/referencework/10.1007/978-3-031-56275-4#toc>

Currently, I am working on a UKRI-ESRC funded ADR UK Fellowship using the MoJ-DfE linked dataset.

To read about the project, check out the blog here: <https://www.adruk.org/news-publications/news-blogs/alternative-provision-and-offending-are-there-any-connections/>

and if you are interested in joining the Stakeholder Advisory Group, please email me at [liliana.belkin@roehampton.ac.uk](mailto:liliana.belkin@roehampton.ac.uk)

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## Please complete this teacher survey on teacher knowledge of grammar

Eva Eppler is a linguist who also works at Roehampton University. She is conducting a survey on teacher knowledge of grammar for the Committee for Linguistics in Education. This survey is open to teachers, trainee teachers, or teaching assistants in a state or independent primary

school in England. This survey will take 10 minutes to complete. We would welcome your involvement in this new piece of research.

<https://app.onlinesurveys.jisc.ac.uk/s/oxford/primary-english-language-teaching-survey>

## Events

We are writing with details of our two annual CPD programmes, which you are warmly invited to join. Both are free, and online.

Firstly, our Subject Advisory Panels will run over the Autumn and Spring. The focus of these panels is CPD for all teachers in partner schools (whether they are mentoring students or not); UoR Subject Leads will share information about the ITE curriculum in their subject; key readings and research that underpin the ITE curriculum (including Ofsted Reviews where applicable); subject association developments; and discuss any other relevant CPD opportunities. All panels will be online – full details are in the attached 'Subject Advisory Panel' flyers.

Secondly, we are running a subject CPD programme across the year aimed at school mentors. The focus of these sessions will be best practice in mentoring and observing in the subject across all primary phases, and current research/developments within the subject area. Sessions will be 1 hour, online.

*Autumn 25: Please note there have been some date changes since the July Newsletter, there is one changed date which is underlined and one new subject meeting in italics.*

### Subject Advisory Panels: Autumn 2025

Please register your attendance here: <https://forms.office.com/e/2VfadVZfvv>

Links to access the sessions are in the table below.

Subject	Date and time	Online Meeting link
Art and Design	Jo Nugent <a href="mailto:jo.nugent@roehampton.ac.uk">jo.nugent@roehampton.ac.uk</a> Tuesday 21 <sup>st</sup> October 16.00 - 17.00	<a href="#">Join the meeting now</a> Meeting ID: 360 630 962 179 5 Passcode: AB2Vk3sM
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a> Wednesday <u>26 November 4-5pm</u>	<a href="#">Join the meeting now</a> Meeting ID: 358 517 064 521 0 Passcode: bY3T59dp
<i>Design and Technology</i>	Sue Miles-Pearson <a href="mailto:s.miles-pearson@roehampton.ac.uk">s.miles-pearson@roehampton.ac.uk</a> Thursday 23 <sup>rd</sup> October 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 364 670 088 474 1 Passcode: UP36EJ99
English	Kerenza Ghosh <a href="mailto:K.Ghosh@roehampton.ac.uk">K.Ghosh@roehampton.ac.uk</a> Wednesday 8 <sup>th</sup> October 16:00 – 17:00	<a href="#">Join the meeting now</a> Meeting ID: 317 127 257 612 5 Passcode: y5zw9pw7
Geography	Anthony Barlow <a href="mailto:anthony.barlow@roehampton.ac.uk">anthony.barlow@roehampton.ac.uk</a> Wednesday 1 <sup>st</sup> October 16:00	<a href="#">Join the meeting now</a> Meeting ID: 386 819 553 970 8 Passcode: CR9q8bn3



History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a> Wednesday October 15 <sup>th</sup> 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 354 659 887 459 7 Passcode: iE6wv3T7
Mathematics	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a> Wednesday 19 <sup>th</sup> November 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 318 629 967 766 3 Passcode: i4V5U3np
Physical Education	Emerick Kaitell <a href="mailto:e.kaitell@roehampton.ac.uk">e.kaitell@roehampton.ac.uk</a> Wednesday 12 <sup>th</sup> November 4–5 pm	<a href="#">Join the meeting now</a> Meeting ID: 359 528 074 603 8 Passcode: dr6td7uj
Science	Nicola Treby <a href="mailto:nicola.treby@roehampton.ac.uk">nicola.treby@roehampton.ac.uk</a> Wednesday 5 <sup>th</sup> November 4–5 pm	<a href="#">Join the meeting now</a> Meeting ID: 340 703 239 608 2 Passcode: tp9sB2By

## Subject Advisory Panels: Spring 2026

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>

Links to access the sessions are in the table below.

Subject	Subject Lead	Date and time	Online Meeting link
Art & Design	Jo Nugent <a href="mailto:jo.nugent@roehampton.ac.uk">jo.nugent@roehampton.ac.uk</a>	Wednesday 4 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 345 561 326 001 2 Passcode: nW7Lb6Bs
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a>	Wednesday 18 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 341 558 139 677 4 Passcode: An9qu7gZ
Design & Technology	Sue Miles-Pearson <a href="mailto:s.miles-pearson@roehampton.ac.uk">s.miles-pearson@roehampton.ac.uk</a>	Tuesday 3 <sup>rd</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
English	Anna Harrison <a href="mailto:Anna.Harrison@roehampton.ac.uk">Anna.Harrison@roehampton.ac.uk</a>	Wednesday 11 <sup>th</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 369 501 482 835 4 Passcode: 2P4SQ7y2
Geography	Anthony Barlow <a href="mailto:anthony.barlow@roehampton.ac.uk">anthony.barlow@roehampton.ac.uk</a>	Wednesday 7 <sup>th</sup> January 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 385 956 740 064 2 Passcode: C34Dv3ce

History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a>	Tuesday 10 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 370 722 691 041 1 Passcode: ZT2f9m9Q
Mathematics	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 11 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 345 979 995 372 3 Passcode: by3ur6Xc
Physical Education	Emerick Kaitell <a href="mailto:e.kaitell@roehampton.ac.uk">e.kaitell@roehampton.ac.uk</a>	Tuesday 3 <sup>rd</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 311 498 544 418 7 Passcode: Rv9Ej7An
PSHE	Sarah Leonard <a href="mailto:Sarah.Leonard@roehampton.ac.uk">Sarah.Leonard@roehampton.ac.uk</a>	Wednesday 22 <sup>nd</sup> April 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 363 554 601 225 6 Passcode: Gs7mD2GP
Science	Nicola Treby <a href="mailto:nicola.treby@roehampton.ac.uk">nicola.treby@roehampton.ac.uk</a>	Wednesday 25 <sup>th</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 394 144 798 022 Passcode: jv3ZG7Jo

Please note 1 changed date and 1 new date.

## Subject CPD for Mentors 2025/26

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>  
Online meetings links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
Art & Design	Jo Nugent <a href="mailto:jo.nugent@roehampton.ac.uk">jo.nugent@roehampton.ac.uk</a>	Tuesday 27 <sup>th</sup> January 16.00 - 17.00	<a href="#">Join the meeting now</a> Meeting ID: 370 857 374 709 5 Passcode: En9od36t
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a>	Wednesday 4 <sup>th</sup> February	<a href="#">Join the meeting now</a> Meeting ID: 334 280 740 905 0 Passcode: CW3Gr9Uq
Design and Technology	Sue Miles-Pearson <a href="mailto:s.miles-pearson@roehampton.ac.uk">s.miles-pearson@roehampton.ac.uk</a>	Thursday 20 <sup>th</sup> November 2025 16:00 - 17:00	<a href="#">Join the meeting now</a> Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
English	Anna Harrison and Steph Laird <a href="mailto:anna.harrison@roehampton.ac.uk">anna.harrison@roehampton.ac.uk</a> <a href="mailto:s.laird@roehampton.ac.uk">s.laird@roehampton.ac.uk</a>	Wednesday 10 <sup>th</sup> June 2026 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du

Geography	Anthony Barlow <a href="mailto:anthony.barlow@roehampton.ac.uk">anthony.barlow@roehampton.ac.uk</a>	Thursday 16th <b>October</b> 16:00 –17:00	<a href="#">Join the meeting now</a> Meeting ID: 346 556 481 256 7 Passcode: QH7Xm3ss
History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a>	Tuesday 25 <sup>th</sup> November 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 374 430 408 405 5 Passcode: mh9Bx2bW
Maths	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 3 <sup>rd</sup> June 2026 4pm-5pm	<a href="#">Join the meeting now</a> Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n
PE	Emerick Kaitell <a href="mailto:e.kaitell@roehampton.ac.uk">e.kaitell@roehampton.ac.uk</a>	Thursday 4 <sup>th</sup> <b>December</b> <b>2025</b> 16:00 –17:00	<a href="#">Teams Link</a>
PSHE	Sarah Leonard <a href="mailto:sarah.leonard@roehampton.ac.uk">sarah.leonard@roehampton.ac.uk</a>	Thursday, 5 <sup>th</sup> March 2026 16:00 – 17:00	<a href="#">Join the meeting now</a> Meeting ID: 326 578 053 795 5 Passcode: 86Gi3Zi9
Science	Nicola Treby <a href="mailto:nicola.treby@roehampton.ac.uk">nicola.treby@roehampton.ac.uk</a>	Tuesday 2 <sup>nd</sup> <b>December</b> <b>2025</b>  16:00 –17:00	<a href="#">Join the meeting now</a> Meeting ID: 348 055 653 844 0 Passcode: vj7Uk7Y8



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## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

**Email:** [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**Telephone:** 0208 392 3386

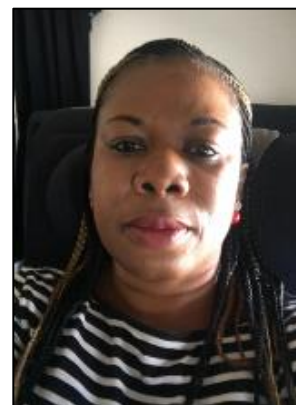
**Key subject/research interests:** Pupil understanding of their everyday geography and the locality.

**Subject:** Computing

**Subject Lead Name:** Lynda Chinaka

**Email:** [Lynda.chinaka@roehampton.ac.uk](mailto:Lynda.chinaka@roehampton.ac.uk)

**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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:primarypartnerships@roehampton.ac.uk)

**Head of Primary Initial Teacher Education:** Sarah Leonard

email: [sarah.leonard@roehampton.ac.uk](mailto:sarah.leonard@roehampton.ac.uk)

**Head of Partnerships / Mentor Training Lead:** Natalie Rankin

email: [natalie.rankin@roehampton.ac.uk](mailto:natalie.rankin@roehampton.ac.uk)

**BA (Undergraduate) Programme Convener Primary Education:** Anthony Barlow

email: [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**PGCE (Postgraduate) Programme Convener Primary Education:** Steph Laird

email: [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)