



MIDDLESEX  
LEARNING  
PARTNERSHIP



**Why Middlesex Learning Partnership?**

# About us

MLP is a thriving Trust of primary and secondary schools based in West London. A strongly collaborative trust, we enjoy a growing reputation for driving school improvement within and between schools.

Barnhill, our secondary school, consistently produces amongst the strongest outcomes in the country, with a 2023 Progress 8 score of +0.66 overall and of +0.38 for our most disadvantaged pupils – reflecting our strongly inclusive approach and our commitment to achievement for all.

Our primaries are welcoming, positive environments, where all staff have the highest expectations of students. We are immensely proud of our curriculum offer, which provides children with rich and varied experiences. Both primaries were inspected by Ofsted during the autumn term 2023 and judged to be 'good'. Barnhill had their inspection during the spring term 2024 and it was rated 'outstanding'.

Throughout the Trust, we strive to ensure that all pupils, regardless of their starting points, leave us better prepared for the next step in their journey. We work hard to foster a supportive, nurturing environment for all our students and are proud of the diversity of our schools, which we celebrate as a strength. Everything we do is driven by the desire to provide the best possible experience for all the children in our care.

We are a genuinely inclusive Trust, and we have high aspirations for all our learners. Children with SEND are well supported and outcomes for disadvantaged pupils and those with additional needs are consistently strong.







William Byrd  
WILLIAM BYRD ACADEMY

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# Why take the next step in your career with MLP?

## Staff development – a learning environment

Whether you are an early career teacher (ECT), a senior leader, or are interested in joining our fabulous support teams, staff development is at the heart of our approach. Our school leaders, teachers and support staff work closely together to develop pedagogy and shared approaches, including across phase. This complements our external focus, where we are constantly learning from and with the best organisations, including Challenge Partners, PiXL and Whole School SEND.

All staff at MLP are actively supported to develop their practice, including through an instructional coaching approach, which we are rolling out across the Trust. Our line management and appraisal processes incorporate the entitlement to a career progression conversation for all staff, and our staff CPD offer is excellent. We are also a highly collaborative team, sharing our diverse skills and experiences to support each other, our schools, and the Trust.

## Diverse and inclusive

We are strongly inclusive and are proud of the diversity of our school communities – students, families, and staff. We want our workforce to reflect the diversity of the communities we serve, and we welcome applications from candidates of all backgrounds, particularly those currently underrepresented in our workforce.

## A focus on wellbeing for all

Wellbeing – for staff and pupils - is at the centre of our approach. All staff are actively supported through line management and our collaborative culture contributes to a healthy working environment.



# What offer do our ECTs receive?

- Support to successfully complete the two-year training programme, delivered by the Ambition Institute.
- A dedicated mentor who you meet weekly to discuss progress and support your development. All our mentors use an instructional coaching approach, giving tailored, observational feedback to help you develop your practice.
- An annual conference designed to provide a deep insight into the key aspects of the ECF. This also provides opportunities to network with other ECTs across the Middlesex Learning Partnership.
- A half termly clinic to support you in getting to grips with the study materials associated with each module, providing an opportunity to work with other ECTs and address common misconceptions.
- Regular opportunities to work with staff and ECTs across the trust's schools, allowing you to explore practice and approaches in a range of settings.
- A structured CPD programme, delivered by the school and trust, based around the ECT framework.
- Extra tailored support sessions during the academic year to support with parents' evening, assessment, and data analysis.










# Case Study

## Jenna from William Byrd Primary Academy

*"I am so grateful to be a member of the Middlesex Learning Partnership; my journey with the Trust began in September 2019 and I haven't looked back. I had previously done a year with an agency, as I came to England as an international teacher from Canada. After a year of teaching through the agency, I knew that I wanted to build roots at a school and develop my career through a Trust. Enter Middlesex Learning Partnership. I was drawn to William Byrd because of the guiding powers and the ethos of the Trust – I could feel that the priority was the well-being, achievement, and experiences of children, and for me, that was key.*

*I began at William Byrd Primary Academy as a Year 3 teacher and the direction of the year was skewed by the announcement of the Pandemic and the lockdown. Even through a global pandemic, I was given opportunities to have input and take action to ensure that the children in my community were safe and were continuing to learn and grow. I became part of a small team that provided bi-weekly work packs that were hand-delivered by myself and members of the Heathrow Rangers. This is also when I became a member of the Wellbeing team and I prepared bi-weekly Zoom quizzes for the staff team that allowed us all to stay in touch (and have a bit of fun together). By the second lockdown, I was teaching in Year 6 and was part of the implementation of a new way of home learning that provided an unprecedented level of education and communication to our pupils at home.*

*In 2021-2022 I consolidated by teaching in Year 6, but also was given the opportunity to take on the role of Maths Middle Leader. In this role, I launched Times Table Rock Stars in across KS1 and KS2 which continues to help build fluency over time across the school. I took the lead on the Year 4 Multiplication Check, mentored less experienced teachers in their maths teaching, and helped to develop maths structures across the primaries in the Academy. My hard work and effort were acknowledged by the Trust, and I had the opportunity to interview to be a year group leader. I was successful and was able to lead an amazing team of 2 ECTs in Year 3.*



*The CPD offer at MLP is outstanding. I was fully supported in my ambition to complete my NPQLT and I am currently being supported in completing my NPQSL. Through every step of my career journey, I received expert instructional coaching from senior leaders which helped me to improve my pedagogy and my leadership skills. The community of teachers is constantly abuzz while discussing shared pedagogy using the WalkThrus. It has been amazing to make links with the other schools in our Trust and work together on a variety of projects, training, and social gatherings. The Trust truly is a community worth joining.*

*Today, I am an Associate Assistant Head and I work with an exceptional Senior Leadership Team to implement school improvement projects. I am supported in learning and trying new things, including the leading of Oracy, Science, Music, and RE. I am beginning to run trust-wide events that encourage Oracy and Cultural Capital for all of the children in our shared communities. I look forward to continuing my career journey with MLP because I know I will always receive the training, support, and praise that I need to make impactful changes for the children in our communities.”*







# Case Study


## Alison from Belmore Primary Academy

*"I successfully completed my NQT year at Belmore in 2019 and found their program for newly qualified teachers to be both constructive and supportive. I was fortunate to have had a year leader and mentor who provided me with guidance and exposed me to multiple examples of good practice, giving me opportunities to plan a range of subjects. In recognition of my success, I was offered the role of History Lead in 2022, and I took on Geography the following year. I worked alongside the curriculum lead at Belmore to restructure the curriculum offering for both subjects and streamlined progression documents. In partnership with William Byrd, we supported both schools in the monitoring and feedback process through shared Deep Dives and mini-monitoring.*

*As part of MLP, I had the chance to work with the primaries and Barnhill Community High School. Over the past two years, I have collaborated closely with the Head of History and a member of the Geography department to plan out units of work. Leveraging their subject expertise, I ensured that units met the requirements of the national curriculum while being mindful of our children's needs. This collaboration was invaluable for my professional growth and development.*

*In 2023, I was appointed as YGL for Year 6. The process has been a steep learning curve, but I have felt supported both by members of my team and SLT. Belmore was inspected by Ofsted just before Christmas 2023, and over the two-day inspection, teaching and non-teaching staff banded together, demonstrating a real sense of camaraderie regardless of their role in school. Our collective efforts paid off as we were awarded a 'Good' rating, which speaks volumes about the strength of our school community.*

*I know for a fact that the work we are doing is meaningful and has made a positive impact on our children and their families. I am proud of my contributions to the school and look forward to continuing to make a difference."*







# Case Study

## Jaslyn from Barnhill Community High School

*"I began my journey at Barnhill as a Teach First Geography trainee in the summer of 2017. Though I was placed at Barnhill by the programme, I have since chosen to stay at Barnhill. I have made this choice because of the fabulous staff commitment to reducing socio-economic barriers for pupils, and to empowering staff through a breadth of developmental opportunities.*

*As a trainee and an NQT, I received a great deal of support from clear whole-school structures, such as robust behaviour systems, as well as through weekly teaching & learning sessions led by in-house experts. The school's supportive Coaching Framework has ensured I have continued to develop as a practitioner.*

*Following the completion of my NQT year, I was appointed as Deputy Curriculum Leader for Geography, where I was able to shape the Key Stage 3 curriculum. Middle Leadership training in areas such as data analysis, curriculum design, and effective leadership proved instrumental in excelling in this position. Such training prepared me for the next step in my career in 2019, when I was appointed as Curriculum Leader of Geography, where I have had the pleasure of working with collaborative and dedicated staff. I was supported greatly in this role by Barnhill, including organising my enrolment in external training courses such as the National Professional Qualification for Leading Teaching (NPQLT).*

*Most recently, I have been appointed as Associate Assistant Headteacher, alongside my Curriculum Leader role, and have been working on areas within Curriculum Intent and Implementation at a whole-school level. To support me in this role, the school has further facilitated my enrolment in the National Professional Qualification for Senior Leadership (NPQSL) and has given me the opportunity to develop skills crucial for my next career steps.*

*Barnhill is a supportive and happy place to work, where staff are dedicated to school improvement for the betterment of pupil progress. Barnhill's investment in training and continuous professional development has played a crucial role in my success, and I am grateful for the opportunities afforded. I look forward to continued contributions to the school's success in my current role."*







**MIDDLESEX LEARNING PARTNERSHIP**

Yeading Lane, Hayes, Middlesex UB4 9LE | 020 8839 0600 | [enquiries@mlp.org.uk](mailto:enquiries@mlp.org.uk) | [www.mlp.org.uk](http://www.mlp.org.uk)



*Together, achieving our very best*