





Welcome & Introduction	4
What clients say about CTC	5
Whole School & Academy Improvement Services	8
Intervention	18
CPD Courses	27
Student Experience Days	30
Student Courses & Conferences	34
International Education Services	36
CTC People & Values	38
Sales & Commissioning	43





#### **Welcome & Introduction**



I am passionate about education, passionate about the good that schools and teachers can do. Education changed my life and I know it can change the lives of others and the world, for the better. Having worked all over England and Wales and in many parts of the world, I have seen the transformative power of education and the hope it can bring to people. CTC is a collection of people who share this passion, this enthusiasm and we want to work with you to make sure learners benefit from the sense of hope education can bring.

CTC is all about providing *practical* support that *makes a difference* to the quality of education. At the start of my career, I worked in some very challenging environments. I knew what type of support would make the difference to the young people but it wasn't available. There were people who could describe the situation and people who could offer theories about improvement but not many people who were willing to step forward and actually do something. CTC is about doing something. Something to *Create The Change* **you** want to make.

We have a range of services for Schools & Academies and Parents and Carers and we have recruited the very best people to deliver them.

Let's work together to Create The Change you want to make.

#### **Steve Newlands**

Managing Director, CTC Training & Consultancy Ltd Steve.newlands@ctctraining.co.uk

#### THE PRINCIPLES OF CTC EDUCATIONAL SUPPORT SERVICES





# What clients say about CTC



#### lessie Elbaz Head Teacher, Harborne Academy, Birmingham

"Harborne Academy have used the Maths and English Year 11 Master Classes and Revision classes last year, which we believe contributed to our near 10% increase in the English and Maths basics crossover.

The Directors of English and Maths thought the differentiation to target specific abilities, the resources and the staffing were excellent. Most importantly, our students really enjoyed the sessions. We have booked this great Year 11 intervention for this year too!"



#### Jane Chan Principal, Bartley Green School, Birmingham

"It has been a real pleasure engaging with CTC Training & Consultancy and The Assessment Box for GCSE Maths and English support. They came highly recommended by a number of schools and certainly lived up to their reputation, providing an entirely bespoke package for the school. I fully recommend their services"



lane Gotschel Principal, Lordswood Girls' School, Birmingham

"Lordswood Girls' School used CTC Training & Consultancy to supplement examination preparation in English and Maths. We were very pleased with the flexible assessment and revision programmes that they were able to offer."





#### Shaun Champion Director of English - ARK Evelyn Grace Academy, BRIXTON, LONDON

"We used CTC to run a Saturday school on a 12 week programme with a focus group of targeted learners. The sessions were engaging and excellent for revision during the lead up to the Summer examinations. We were really happy with the English Consultant from CTC and we look forward to working with her again"



#### Sajida Muneer Principal - Feversham Academy, Bradford

"The tutors who delivered the Easter revision sessions engaged, enthused and focussed our students who responded positively to the range of activities they were involved in. The strong subject knowledge of the tutors was clearly evident, and students commented on the way the tutors identified and tackled the topics that needed further attention. The approaches used were useful for all abilities and the high attendance rates are testimony to the fact that the sessions were valued and appreciated by the students. We look forward to working with CTC Training & Consultancy again in the future."



#### **Jodie Hayes** Education Lead - Derby County Community Trust

"We have been really impressed with the professional, but personal service that CTC Consultants deliver each week, and the learners have been really comfortable working with them. Most of these learners have been disengaged with education, and the consultants have played a pivotal role in reigniting their passion to learn. The employability course has also been hugely successful, and a great service alongside English and Maths. We are really pleased with the results and highly recommend this service to other providers."

# WHOLE SCHOOL & ACADEMY IMPROVEMENT SERVICES



# Whole School & Academy Improvement Services

Our improvement services are led by distinguished school and system leaders and subject specialists with outstanding track records. The focus is on building positive relationships that produce sustainable improvements through partnership working.



#### Whole school/ academy review

We have a team of expert consultants who specialise in school and academy leadership, including at Principal and Head Teacher level, and in specific subject areas. This experienced team spans all phases,

both Secondary & Primary, including special schools and units.

Working together with your staff we are able to provide whole school or academy-wide reviews that help you evaluate the effectiveness of your organisation. Sometimes clients want an openended review but sometimes there is a particular focus for the review such as teaching & learning, SEND provision, literacy across the curriculum or diversity. As with all of our services we discuss your specific needs with you so that the delivery matches and exceeds your expectations.



#### **Subject Consultancy**

We have a first class team of highly experienced professionals who combine excellent subject knowledge with enormous classroom experience.

Whether it is for a short term project or a longer piece of work we have the right people to help you, your colleagues and your learners make progress. We have built teams of consultants in all of the main subject areas who have first-class subject knowledge and successful classroom experience. It is this combination that makes them successful and respected at carrying out this type of work. We are always happy to discuss new projects with clients, schools, academies, MATs and LEAs but below are some examples of the type of work we have carried out successfully.



#### **Departmental Reviews & Outcome Reviews**

Although generic teaching and learning reviews are useful, sometimes clients want to get more of a handle on the subject specialism and our consultants are the very people to be providing this support. They can look in detail, as an independent observer at the subject delivery, finding the positives and giving ideas for alternative ways of working, where necessary.

#### **Subject Leader or Classroom Teacher Support**

New Heads of Department often benefit from independent support. We have an excellent package of support for newly appointed Heads of Department & 2i/cs which covers all aspects of management and leadership including strategic planning, using data and building a cohesive team. Also, classroom teachers sometimes require extra support, beyond what the school is able to provide. Again, we can provide this type of service.

#### Specific issues within the department

Sometimes a department has a particular issue with an aspect of teaching and learning or specific part of the specification. Our consultants can work with you in partnership to try and diagnose the problem and develop a strategy to address any such issue.

#### **Delivering Additional Teaching**

Sometimes Departments don't need further advice or guidance they need actual classroom support. Our consultants are used to being immersed in the classroom, we avoid the "clipboard" culture and place a high value on actual classroom work. Therefore, if you find that you have specific target groups who need this type of support in subjects then CTC Training & Consultancy are the people to contact.







Helen Mackenzie OBE is an experienced, effective and well-respected Senior Leader having been a Principal in five different schools. Helen is an engaging, supportive professional who builds effective, productive, safe and secure relationships with clients to help them in their context. She takes a lead on Senior & Middle Leadership Team Support at CTC Training & Consultancy



#### **Headteacher Performance Management**

LGBs, Governing bodies and Trusts set objectives for the Head Teacher / Principal as part of their annual appraisal processes. These processes should be outlined in the school's appraisal policy.

CTC provides an experienced, external adviser usually reporting to a sub group of two to three governors. The adviser is used for support, advice and consultation; it is vital that the external adviser makes the process as positive as possible for all of the different stakeholders. We have a range of excellent, experienced Consultants to support this process.

#### **New Headteacher Coaching & Facilitation Services**

Taking on the leadership of a school or academy is an enormous responsibility but also a very rewarding one. One of our Senior Leadership Consultants can work alongside new Heads and Principals at this exciting time to ensure a smooth and effective leadership transition. This could include sessions on developing vision, strategic planning, building alliances with a range of partners and training on areas such as HR and difficult conversations. Whatever the needs of the new Head, our Senior Leadership Consultants work sensitively to meet the needs of the particular context.



#### **Senior & Middle Leadership Team Coaching**

An aware, reflective, strong and effective Senior Leadership Team of a school or academy is crucial to the success of any educational organisation. One of our Senior Leadership Consultants can work on many aspects of leadership with your Senior or Middle Leadership Teams. All input can be tailored to meet the needs of your specific context.

Some of the areas our consultants have worked on with Senior, Middle & Pastoral Leadership Teams includes:-

- Improving the cohesiveness of the team and working through difficult dynamics
- Providing coaching and leadership training
- Working together on the next steps of the organisation's journey
- Working together to promote success

0800 121 6277

Working on projects to boost leadership skills, success and progress.

#### **Well-being Consultancy**

Well-being has entered the conversation of schools, academies and many work places. This is rightly so. A successful organisation must value and protect the people who work within it. Doing this solely from within can be difficult with all of the competing demands and pressures on staff in any organisational structure. Our Well-being Consultants are highly experienced Senior Leaders who understand the pressures on schools and academies but who are aware of how to achieve excellent well-being cultures that actually help to promote outstanding educational organisations.

Some areas our well-being consultants could work with you on include:-

- Help raising awareness and understanding of well-being in your organisation
- Developing and implementing work-life balance policies and practices
- Staff surveys and discussions on work-life balance and well-being.







#### **Leadership Consultancy**

We have a collection of distinguished and highly successful school and academy leaders who work with leaders using a variety of coaching models. The approach depends on the needs and requirements of

the colleagues involved and the context they are working within. In addition to our educational coaches we have some coaches from the world of business who are often highly effective in providing a unique and original insight into a situation. The period, frequency and goals of the coaching programme are set out clearly at the beginning of the programme. An external coach brings a fresh insight to a situation whilst maintaining confidentiality. We find that coaching is particularly useful for leaders preparing for or managing a transition or for those who want to work on specific areas of leadership.



#### **Improvement Partner**

Our School Improvement Partner Consultants are experienced leaders who are able to provide independent, impartial challenge and support to the leadership team of a school or academy. They act as a critical,

professional friend to the school, supporting self-evaluation, identifying priorities and helping to plan for effective change and progress.

They support the Principal or Head with evaluating the school's flight path, progress, outcomes and overall effectiveness. As an outsider to the school or trust they are able to provide fresh challenge but also support to school leaders in an effective manner by being outside of the organisational structures that already exist within a Trust or Local Authority. Clients sometime books these visits in once a year or book a few days over the course of the academic year.



#### **Assessment Services**



Our services include:-

- Original assessment materials produced by experienced teachers and examiners
- Moderation of samples of work across the cohort
- Full marking of a cohort
- Assessment CPD.



Our respected and reliable Assessment Service, The Assessment Box gives you and your learners the opportunity to replicate the real examination experience by having your scripts marked by a highly experienced examiner. This means that you can have confidence in the assessment process and in the data that you have returned to you.

A detailed Assessment Report evidences your use of external verification which is useful for teachers, learners, governors, trustees, LEA officers and trust officials if you wish to discuss the robustness of your assessment approach. Most importantly, the report contains teaching and learning suggestions which will be really useful for your subject teaching teams.

andrew@ctctraining.co.uk







#### **Results analysis**

A full data analysis service is available for schools and academies. This can be provided at department level or at whole-school or academy level. Some clients like to have an independent results' analysis produced whilst others no longer have the capacity to undertake these services in-house. These services are available for end of year outcomes or internal data drops.



#### Review of data use

Reviews of data use can allow organisations to reflect on how they collect data and what they do with it. Some guestions such a review can seek to answer include:-

- Are you collecting too much data or maybe not enough?
- How robust, valid and reliable is the data you are using?
- Are the data systems effective?
- Do all staff and stakeholders get the data they need and do they know how to use it to promote learner progress?
- Are there more effective approaches?
- Do the data systems and data usage promote learner progress?





#### **Safeguarding Review**

Keeping young people safe is the most important duty a school or academy has. Safeguarding isn't the role of one senior member of staff, it is the responsibility of everyone in the school community. To

make sure that your procedures and practices are compliant with legislation and best practice an independent review should be carried out once a year. This review will be done in partnership with your school or academy and a comprehensive report produced to support you to in ensuring that your safeguarding isn't just satisfactory but outstanding, as you would want it to be.



#### **Pupil Premium Review**

The Pupil Premium funding aims to promote social mobility and close the achievement gap that exists between pupils based on their socioeconomic status. Schools and academies will be eager to use their

Pupil Premium funding effectively to ensure that the money is used for the maximum effect. Schools and academies should review their use of this funding and CTC can provide consultants to carry out detailed, independent and thoughtful reviews alongside your organisation.



#### **Teaching & Learning Coaching Programme**

The Teaching & Learning Coaching Programme is all about giving practitioners the space to work with a coach and reflect on their teaching & learning with the aim of becoming a highly effective,

reflective teacher. Working with the Teacher Standards our programme takes note of the OfSTED requirements but allies this with real observation of classroom dynamics and the approach of the practitioner. The coaching programme builds the confidence and awareness of the teacher in a non-judgemental space.

In addition to providing coaching our expert coaches are able to provide in-house training at your school or academy so that you can deliver your own internal coaching programme to meet the needs of your context.





#### **Curriculum & Timetable Support**

Sometimes a school or academy requires additional support with their timetable construction. This can be because there are capacity issues with the client or because they wish to do something unique

or exciting with their curriculum. If you want to outsource your entire timetable or want to do something really innovative and want to undertake a feasibility study or scheduled solution we can be here to help you.





#### Intervention

#### **CTC TRAINING & CONSULTANCY:** THE INTERVENTION

"CTC have been delivering English Language and Literature revision sessions at Harborne Academy for two years now. We always welcome them back as the consultants are full of passion, enthusiasm and professionalism. Not forgetting the golden nuggets of knowledge and exam skills they're able to pass on to our

#### Samera Khatoon-Dhansey

- Director of Learning, English - Harborne Academy, **BIRMINGHAM** 

CTC Training & Consultancy is a company that specialises in intervention, it is at the heart of our business. For over ten years our company has been delivering and designing intervention programmes that work.

#### Why bother with intervention?

In the ideal world learners would have access to 'quality first' teaching throughout their education. Sadly, this is often not the case in all subjects, in all years. Gaps in learning emerge and these can have a negative cumulative effect on young people. People sometimes look at Year 11 data and come to conclusions about young people but don't always think about the experiences those young people might have had in a subject in Year 7, 8 or 9.

Our services help give back those lost learning opportunities to young people.

Even when learners do get access to great teaching, it is a fact that we are all different. We all learn in different ways and progress at different rates.

Our services can provide that additional, slightly different learning opportunity that makes the difference for some learners.





#### The CTC Approach

At the centre of our delivery is subject knowledge and subject expertise. Without this learning is not possible. This is why we recruit subject specialists who understand that positive relationships underpin learning and progress. Learners are approached respectfully but with challenge; learners need challenge in a safe, supportive environment.

We do not adopt "boot camp" approaches, integrate over-intrusive discipline approaches into our delivery or use unproven pseudo-scientific methods. We believe these approaches actually feed into the very problems that cause many young people to disengage from learning in the first place.

Some learners just need access to certain aspects of a subject in a different way, from a different face.

Our services can provide that alternative learning context that can make all of the difference to some young people.

#### **Early Intervention & The Matthew Effect**



Our work on Early Intervention is informed by the scholarly work of the Sociologist Robert K. Merton who coined the term. The Matthew Effect, in 1968. The term comes from a quotation attributed to Jesus in the Gospel of Matthew:

"To anyone who has, more will be given and he will grow rich; from anyone who has not, even what he has will be taken."

What's this got to do with me and my school or academy? Everything. Because Robert K. Merton used this saying to explain the phenomenon of how those who lag behind **stay behind** in terms of wealth, education and other areas of aspiration. The rich get richer and the poor get poorer. This isn't just to do with wealth but with educational achievement too. Those who fall behind tend to stay behind.

How do we address this? How do we close the gap, diminish the difference? Early Intervention. Two key take away messages:-



- 1. Only with bespoke, intense and quality intervention can those who fall behind make progress and catch up with peers. If you're a school or academy leader who thinks those falling behind need low cost interventions from the least qualified in your care then you are seriously misunderstanding the challenge facing those who have fallen behind face.
- **2.** The key is early intervention. The longer a learner is left to falter and fall behind, the more difficult it will be to get them re-engaged and the less chance they have of catching up and fulling their potential.

Contact us now for an early intervention programme and start countering that Matthew Effect and being a social mobility champion!!



#### **Intervention Programmes**

# THE PROGRESS **NOW! PROGRAMME** CTC

#### THE PROGRESS NOW! PROGRAMME

These programmes are designed for specific groups of learners. These groups include:

- Those learners who need and are capable of shifting their performance levels from Grades 3 to 4 and Grades 4 to 5
- Those needing "recovery programmes" because their learning has been affected by their absence or the absence of a specialist teacher.

"We have used CTC for Maths intervention sessions before our November re-take mocks, and before the Summer examinations. The consultants are professional, friendly and deliver excellent sessions. They build great rapport quickly with learners, and cover great revision on the topics we chose as focus points. I would highly recommend."

**Sally Drury** – *GCSE Maths Coordinator, Chesterfield* College





### MASTER CLASSES **PROGRAMMES**



#### MASTERCLASSES / EXCELLENCE PROGRAMMES

Master classes are aimed at those learners who are aiming for the very highest grades of 6 + and in particular, grades 7 – 9. They are available in all subject areas and are delivered by excellent practitioners who have:

- outstanding subject knowledge
- a thorough understanding of the link between assessment and subject knowledge
- a track record of achieving excellent outcomes with learners.

Master classes can be designed so that they meet the needs of your learners, context and needs as identified by your observations or data. For example, for GCSE English Language they might focus on a particular type of writing or a particular reading question. However you want to approach it and whatever you want to focus on, the aim is the same: to achieve the very highest grades for your learners.

#### **Examples of popular Master Classes**

- GCSE English Language
  - Writing (Paper 1 & Paper 2 Writing)
  - Secure a Grade 7-9 on Reading Question 4 (Paper 1 & Paper 2)









- GCSE English Literature
  - Secure a Grade 7-9 on the Shakespeare guestion
  - Masterclass on Lord of the Flies
  - Masterclass on Unseen Poetry
- GCSE Mathematics
  - Transformations of graphs
  - Pythagoras' theorem and trigonometry in 3D
- GCSF Science
  - Quantitative Chemistry
  - Transport in cells
  - LV characteristics of various devices

"We worked with CTC this year with a focus on Q4 for Paper 1 and paper 2 of English Language. The idea was to drive progress on this question in order to boost results across the board. Part of the programme was working with a Senior Examiner, who delivered high impact sessions with our learners, to engage them with Question 4, and give them a key knowledge and understanding of how to answer the question effectively. This was supported with The Assessment Box programme, Assessment Monday; we delivered our input, alongside the intervention sessions, sat a paper, that was marked quickly, with results and an examiner report sent back to us. We then used this information to target our teaching and focus on the areas learners needed to focus on to improve.

This is the third year running we have worked with CTC and we look forward to working with them again in the future."

**Daniel Owen** - English Subject Lead, South Wiltshire UTC





#### MEL SPECIALIST INTERVENTION

We have an expert team of the very best linguists to work across the Primary & Secondary phases in schools and academies. Our team cover a range of languages including German, French, Spanish, Italian, Arabic & Urdu. VINCENZO DE SALVO



- HFAD OF SPECIALIST MEL **INTERVENTION SERVICES** 



#### **SATURDAY & HOLIDAY SCHOOLS**

We all know that there are many competing demands on the time of learners in school time. All subjects rightly want to invest as much time with their learners as is possible. This is why, in some cases, Saturday Schools and Holiday Programmes can be the best way ahead.

Outside of the formal school day, many learners are more open to learning and without the demands of other subject areas and general school life they are able to engage and thrive. We deliver Saturday schools and holiday sessions throughout the year as part of an extended programme or as one-off events. These are designed alongside you to meet the needs of your learners and your context.





#### SPECIALIST GCSF DELIVERY

CTC has a range of first-class educational consultants who are able to deliver a variety of courses, including at GCSE level. There are several reasons why a service such as this might be considered:-

- Sometimes a pupil enters the school or academy who could be successful in a subject that is not part of the timetable of the school. For example, a pupil joins who has strong Italian language skills and could pass a GCSE Italian with some assistance but this expertise is not readily available in the school.
- A vocational GCSE or GCSE course that would really benefit pupils and the school or academy's Progress 8 Score is available but it is not cost-effective or logistically possible for the school or academy to offer this.



#### **ONLINE INTERVENTION**

Sometimes a programme of online intervention is the best course of action. This might be because only a small number of learners are involved or the geographical location of the school or academy

makes sending a consultant in cost-prohibitive. This approach is also invaluable for those learners who might not be currently attending school due to illness or exclusion. These programmes are useful for those who are undertaking a period of home schooling but who still require expert intervention





#### **CPD Courses**

CTC Training & Consultancy deliver high-quality, bespoke CPD packages aimed at meeting the **needs of your context** and ensuring that **sustainable gains** are possible after the training session has finished. Everything we do is about supporting you in delivering **the very best outcomes** for young people at your school or academy.

Some of our courses take place at venues on specific dates but we are finding that more and more clients are purchasing CPD to be delivered to groups of staff in their own schools and academies. Whichever mode of delivery is best for you, we can make it work!

Our CPD course offers are organised under the following sections:-

- Teaching & Learning
- Leadership
- English
- Literacy
- Mathematics
- Behaviour Management
- SEND
- Mental-health
- Well-being
- Diversity
- History
- Geography
- Science
- Religious Education





"We used CTC Training & Consultancy to provide our History, Science, PE and Computer Science Departments with CPD. CTC worked with our Heads of Department to really pinpoint their needs and requirements. The sessions were engaging and provided an insight into what the departments needed to do to drive progress. I would highly recommend this service and look forward to using them again in the future."

**Peter Walker** – Head Teacher, Crofton Academy, WAKEFIELD

"Having a CTC GCSE English Literature CPD day for our department was a worthwhile investment for our school. He was clearly knowledgeable and answered all of our questions. I would not hesitate to run this session again in the future."

**Katy Mills** – Head of English , Westbourne Academy, IPSWICH

www.ctctraining.co.uk/cpd





# STUDENT EXPERIENCE DAYS



# **Student Experience Days**

Student Experience Days, sometimes known as "Drop-down" days offer a great opportunity for students and teachers to focus in on a unique topic, allowing students to develop learning skills in a different way. We know that teachers are excited about organising these days and want to make the most of them. However, we also know that in reality the life of a teacher is extremely busy with many competing demands. Here at CTC we want to support you in developing your drop down day.

We are experts in developing days which provide maximum impact with minimal drain on your teaching resources and energy. We have a variety of days we can organise with you, delivered by experts and with excellent student feedback. Contact us today to start developing your highly successful drop down days for the coming year, free up your teachers' time and build towards heightened student success!

Some of the Student Experiences we offer include:-

Our Modern Foreign Language sessions have proved particularly popular in Primary Schools working hard to provide a wide, rich curriculum offer







#### **Comic Capers in the Classroom**

**Comic Capers in the Classroom** is a suite of student experience days that engage a wide variety of learners through the medium of comics. We have found this programme to be a powerful part of a strategy to engage boys, develop whole school literacy, disaffected learners and extend the thinking of HAPs (Higher Ability Pupils). The event can be designed around the specific needs of your learners and we have a Primary and Secondary offer.

#### **Primary**

The programme at primary harnesses the creativity and imagination of learners and uses the structure of the comic page to encourage young writers to think about paragraphing, plot and narrative development. Learners are encouraged to design characters and stories and to think about the audience they are writing for. British Values are addressed through the moral issues and values presented in the comics and in what the learners produce.

#### **Secondary**

At Secondary level the programme also encourages creativity and imagination. Comics are used to look at narrative structure (particularly useful for an original approach to AQA GCSE English Language, Paper 1, Question 3 or to EdExcel GCSE English Language, Paper 1, Question 3 and Paper 2, Question 3), textual analysis, plot development and characterisation. Links are also made between the structure of comics and how a learner may structure their own writing, creative or otherwise, which is useful for all of the GCSE English Language specifications and is a clear literacy link across all subjects.

Beyond structure, learners think about writing for different audiences and begin to consider media literacy. British values and wider ethical issues are considered in the context of comics. Throughout, a creative approach is encouraged with the option of a real focus on the artwork, creativity and digital media side of the genre.

# STUDENT COURSES & CONFERENCES



#### **Student Courses & Conferences**

CTC Training & Consultancy are leading providers of high-quality, results-driven student courses. Our courses are delivered by professionals with first rate subject knowledge and a proven track record of outstanding results. In a focussed but friendly and inclusive environment, these courses push learners to be the very best that they can be. Participants are given a pack of useful revision materials to enhance their learning and to consolidate what they learn on the day.

These courses and conferences are held around the country and prove to be very popular with learners and their parents/ carers who want to either consolidate learning or push that bit further ahead to achieve academic excellence or success.

Our Student Conference/ Course Titles have included:-

- GCSE English Language
- Mastering Writing for GCSE English Language
- GCSE English Literature
- Macbeth {GCSE English Literature}
- Lord of the Flies (GCSE English Literature)
- GCSF Mathematics
- GCSF Science
- GCSE French
- GCSE Italian
- GCSE Spanish
- A-level English Literature Conference
- A-Level English Language Conference
- A-level Modern Foreign Languages Conference







# **International Education Services**

We started out working in England & Wales but soon our reputation went even wider. Many of our Consultants have experience of International Education and have professional and family connections from around the world. This has proved to be the ideal platform on which to expand our services internationally. Our track record of excellence means that CTC Training & Consultancy has proved to be the ideal partner for many International Schools. As a flexible partner, we can make sure our services work for you, whatever your context, wherever you are.

#### Services offered Internationally

- School Improvement Services
- Intervention
- Student Conferences • CPD (Continued Professional Development) Courses





# **CTC PEOPLE - bringing values to life through impact**



#### Olimi Wamara Maths Consultant

I have been a Maths Consultant with CTC Training for over five years now. It has been an amazing journey and has given me the opportunity to work with young people across the country from Bradford to Birmingham and all across London, my home town. CTC is a friendly, supportive and exciting organisation that puts its values into practice. I'm proud to be part of the CTC Team!



#### Tonita Salmon English Consultant

CTC Training is a value-based organisation that is dedicated to supporting schools and young people. High standards are insisted on at CTC Training but as a person who is passionate about helping the most disadvantaged in our society, I embrace that. There is a sense of mission at CTC and I am delighted to be a part of it!







#### **CTC CORE VALUES**

At CTC Training & Consultancy we:-

WORK WITH
ORGANISATIONS IN
PARTNERSHIP

ACT WITH INTEGRITY & KINDNESS

FROM OTHERS AND
THEIR EXPERIENCES
- WE CAN LEARN

LISTEN & LEARN

SOMETHNG FROM EVERYONE

QUESTION THINGS USE SUBJECT
KNOWLEDGE TO
DRIVE ACADEMIC
IMPROVEMENTS

REMEMBER THAT
EDUCATION IS THE
BEST CHANCE MANY
PEOPLE HAVE OF IMPROVING

THEIR LIVES AND THE LIVES OF THOSE AROUND THEM

CONTRIBUTE TOWARDS A CULTURE OF SUSTAINABLE

IMRPOVEMENTS

TAKE ACTIONS
THAT DEVELOP,
ENHANCE AND
ENCOURAGE PEOPLE TO

BE THE BEST VERSION
OF THEMSELVES

UNDERSTAND
THAT POSITIVE
RELATIONSHIPS ARE
THE FOUNDATION OF
ALL ASPECTS OF OUR
WORK

MAKE SURE WE ARE EVIDENCE-BASED IN OUR PROFESSIONAL INPUT



## **Sales & Commissioning**



**Andrew Benjamin** Director of Sales & Commissioning



Meera Ioshi Client Support Advisor

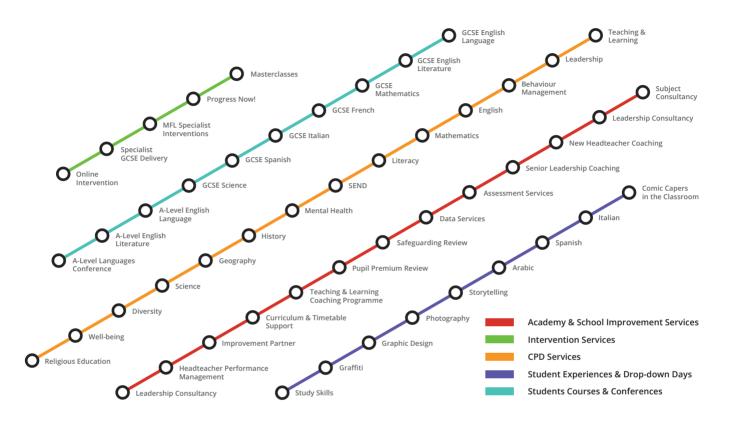


**Bonn Adams** Client Support Advisor

#### Personalised, to meet the needs of your context

We understand that context matters and that's why when you commission any of our services, we work closely with you to make sure a bespoke package is put together to meet the needs of you, your colleagues and your learners. From the moment of enquiry until the project is delivered and after completion, we work with you to make sure your expectations are exceeded.

If you have any enquiries or you wish to discuss a project, please contact our Director of Sales & Commissioning, Andrew Benjamin, to start a conversation about how we can work together. Call Andrew on 0800 121 6277 or email him at andrew@ctctraining.co.uk















**CENTRAL OFFICE** 334 King Edward's Wharf, Sheepcote Street, Birmingham. B16 8AB

0800 121 6277

#### FOR SALES & COMMISSIONING OR **GENERAL ENQUIRIES**

**Director of Sales & Commissioning Andrew Benjamin** CALL 0800 121 6277 **EMAIL** andrew@ctctraining.co.uk

