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Music Leadership

T0090	Outstanding Leadership of a Music Department	Online: Tuesday 03 November 2026
T0274	Music Strong Foundations: A Guide for Early Career Teachers	Online: Wednesday 18 November 2026

A-Level Music

T0095	Look who's Bach! Mastering Bach Chorale Harmonisation at Advanced level	London: Monday 30 November 2026
T0403	The Outstanding Composer: A Practical Guide for A-Level & GCSE Music	London: Wednesday 09 December 2026
T0309	Teaching AQA A-Level Music for the First Time	London: Friday 06 November 2026
T0310	AQA A-Level Music: Aiming for A/A* in the Listening Paper	Online: Friday 04 December 2026

A-Level Music Technology

T0313	Teaching Pearson Edexcel A-Level Music Technology for the First Time	London: Thursday 19 November 2026
T0314	Pearson Edexcel A-Level Music Technology: Aiming for A/A*	Online: Thursday 03 December 2026

GCSE Music

T0092	GCSE Music: Next-Level Composition Teaching	London: Friday 27 November 2026
T0093	OCR GCSE Music: Aiming for Grades 8-9	Online: Thursday 03 December 2026

KS3 Music

T0094	Brilliant KS3 Music Teaching	London: Monday 16 November 2026

Outstanding Leadership of a Music Department

Course Code: **T0090**

Course Leader: **Jane Werry**

Online: **Tuesday 03 November 2026**

OVERVIEW

This new Music Leadership course, led by Jane Werry, Director of Music and Specialist Lead in Education, is designed for current Heads of Music, leaders contributing to the management of a Music department and those interested in holding such a position. The course will consider what excellence in leading a Music department looks like, and the role of the Head of Music in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimising teaching and learning, for managing teachers experienced and inexperienced, and for maintaining a high-quality position for Music within a school. It will conclude with an overview of what the working year of a Head of Music involves, and of the opportunities and challenges the job presents at various stages.

BENEFITS OF ATTENDING

- Consider what makes a Music department excellent, and the role of the Head of Music in achieving excellence
- Take away a range of strategies for improving and maintaining recruitment of students
- Learn about how to create the right culture and environment to maximise teaching and learning
- Find out more about how to ensure, and implement excellent curriculum design from KS3-5
- Take away methods and approaches for secure rigorous assessment procedures to promote rapid progress

PROGRAMME

10.00am: What is a Successful Music Department?

- Developing a culture of high expectations, challenge and reward across the department
- Creating a vibrant, dynamic music department with a strong identity and "wow" factor
- Understanding what outstanding music leadership looks like across a school
- Securing excellent academic outcomes and wider musical achievement for students

10.45am: Break

11.00am: Ways to Recruit Well for Music

- Strategies to improve and sustain recruitment into GCSE and vocational music courses
- Designing an engaging Key Stage 3 curriculum that builds musical skills and understanding
- Promoting and publicising music effectively within the school community
- Creating inspiring musical experiences through curriculum, enrichment and a strong "music super-curriculum"

12.00pm: Leading Outstanding Teaching and Learning in Music I

- Creating a culture and environment that maximises teaching and learning
- Developing ambitious subject knowledge and strong pedagogical practice
- Designing coherent curricula and progression from KS3 to KS5
- Using assessment, data and student ownership of learning to accelerate progress

1.00pm: Lunch

2.00pm: Leading Outstanding Teaching and Learning in Music II

- Professional learning strategies that support exceptional outcomes for high-attaining students
- Extending musical thinking beyond exam requirements
- Engaging and motivating students while building confidence and resilience
- Developing strong study habits and learning skills for music

2.45pm: Break

2.50pm: How It Works: The Head of Music

- Managing workload, time and delegation effectively
- Leading and supporting teaching staff, instrumental staff and early career teachers
- Planning strategically, widening participation and preparing for inspections
- Evaluating the department, sustaining enthusiasm and working effectively with SLT

3.40pm: Depart

Music Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0274**

Course Leader: **Jane Werry**

Online: **Wednesday 18 November 2026**

OVERVIEW

This popular course provides new music teachers with essential skills and knowledge for effective music instruction. It covers foundational music teaching principles, technology integration, inclusive practices, assessment strategies, and exam-level preparation for GCSE and A-Level music.

BENEFITS OF ATTENDING

- Find out how to survive and thrive as an early career music teacher.
- Keeping music teaching musical: understanding the foundational principles of music teaching.
- Great ideas for integrating technology into lessons in a musically effective way.
- Explore diversity, equity and inclusion in music teaching.
- Gain strategies for exam-level teaching and assessment.

PROGRAMME

10.00am Introduction and Objectives

10.15am: Foundations of Music Teaching

- What makes music teaching unique?
- Keeping music lessons musical: key principles of music education
- Planning and delivering effective music lessons

11.15am: Break

11.30am: Integrating Technology in Music Education

- The importance of visual proxies for musical thinking
- Using digital tools and software for music teaching
- Engaging students with interactive music resources

12.30pm: Lunch

1.15pm: Inclusive Practices in Music

- Relevance and representation: how diversity, equity and inclusion bear upon music education
- Adapting music activities for diverse learners
- Creating an inclusive music classroom environment

2.15pm: Break

2.30pm: Assessment and Feedback

- Assessment strategies for music: what should be assessed, how, and when
- Providing constructive feedback to support musical growth

3.00pm: Exam-Level Teaching for GCSE and A-Level

- Tackling coursework elements of Music GCSE and A level courses
- Preparing students for music exams
- Techniques for effective exam preparation and practice

3.40pm: Depart

Look who's Bach! Mastering Bach Chorale Harmonisation at Advanced Level

Course Code: **T0095**
Course Leader: **Miranda Francis**
London: **Monday 30 November 2026**

OVERVIEW

This updated course is designed for all teachers of A-Level Music who are teaching Bach Chorale harmonisation, regardless of examination board. This course provides a comprehensive guide to teaching chorale harmonisation from writing simple cadence patterns to creating A* Bach chorale harmonisations. The course will also be of benefit to all teachers looking to refresh and reinvigorate their teaching techniques, approaches and strategies for teaching harmony and harmonisation as a general part of the A-Level course; for raising attainment levels for students in their harmonic analysis of set works and for developing overall broader musicianship and wider perspectives to enable students to achieve high-quality academic standards in music.

BENEFITS OF ATTENDING

- Improve the overall quality of your harmonic knowledge
- Increase your understanding of Bach chorale writing
- Gain further insight into what the exam boards are looking for
- Explore teaching strategies that will inspire your students to gain an A*

PROGRAMME

10.00am: Introduction to Bach Chorales
- Exploring Bach's harmonic language
- Identifying Bach cadence formulae: perfect and imperfect cadences

11.00am: Break

11.15am: Creating Idiomatic Contrapuntal Lines
- Using passing notes and auxiliary notes effectively to create elegant melodic lines
- Creating a flowing bass line to balance the soprano
- Understanding dissonance and creating harmonic tension through the effective use of suspensions

12.00pm: Writing Complete Bach Chorales: Managing Modulations
- Studying modulations in Bach chorales
- Identifying modulations from analysis of the chorale melody alone
- Managing modulations in a complete

12.45pm: Lunch

1.45pm: Using Chromatic Chords Effectively
- Identifying opportunities to use chromatic chords
- Incorporating the diminished seventh to maximise marks
- Enhancing the supertonic chord

2.30pm: Completing Chorale Phrases Effectively
- Identifying harmonic patterns in the middle of chorale phrases
- Completing the opening of a chorale phrase
- Avoiding exposed/hidden octaves/fifths and other common errors

3.00pm: Break

3.10pm: Inspiring Students to Aim for, and Achieve an A*
- Case study: Exploring multiple harmonisations of a chorale
- Making a Bach chorale harmonisation outstanding
- Checklist for writing successful chorales

3.45pm: Depart

The Outstanding Composer: A Practical Guide for A-Level & GCSE Music

Course Code: **T0403**
Course Leader: **Jane Werry**
London: **Wednesday 09 December 2026**

OVERVIEW

This inspiring and practical course is built for all A-level and GCSE Music teachers, regardless of exam board or experience level. It explores the core principles behind high-scoring compositions, aiming to develop a shared language for quality and creativity in student work. Delegates will be guided through classroom strategies that support students across the ability range, alongside deeper insights into assessment language and its practical application. From structuring the compositional journey to motivating reluctant composers, the day is filled with strategies to raise standards and build enjoyment.

BENEFITS OF ATTENDING

- Explore tested methods for delivering successful composition teaching at GCSE and A-Level
- Learn adaptable approaches that support students at every level of confidence and experience
- Drive up outcomes with clear, creative structures and bold pedagogical thinking
- Demystify assessment language and learn how to embed it in everyday practice

PROGRAMME

10.00am: Reframing Excellence in Composition
- What the latest exam board insights reveal about top-level work
- Going beyond mark schemes: high-impact indicators of quality
- Defining endpoints in the curriculum - values, aims, and core principles

11.10am: Break

11.30am: Tactical Teaching: Practical Starting Points
- Time pressures and curriculum overload: smart fixes rooted in research
- Designing briefs that invite creativity without falling into formula
- Building confidence: tackling the fear of the blank page

12.30pm: Developing Compositional Thinking
- Rethinking how students plan – why it matters more than you think
- Drawing, diagramming and mapping: visual tools to inspire structure
- Delaying the 'write-up': cognitive benefits and time management wins

1.00pm: Lunch

1.45pm: Tracking Progress Without Killing Creativity
- When to speak, when to write - balancing feedback to boost motivation
- Marking models that don't cut corners
- Common pitfalls in early assessment – and how to avoid them

2.15pm: Refinement, Presentation and Performance Impact
- Clarity on the page: from typesetting to annotation choices
- How to communicate musical intent beyond the score
- Creative recording techniques: elevating the listening experience

3.45pm: Depart

Teaching AQA A-Level Music for the First Time

Course Code: **T0309**
Course Leader: **Sarah Murphy**
London: **Friday 06 November 2026**

OVERVIEW

This course is designed for teachers new to AQA A-Level Music or those switching exam boards. It supports understanding of the specification and how to structure a coherent programme of study.
Using examiner reports and student examples, it explores expected standards, marking approaches and effective teaching of set works, combining detailed analysis with wider contextual understanding.

BENEFITS OF ATTENDING

- Understand AQA A-Level Music requirements and how to structure a programme of study
- Take away effective strategies for teaching the Listening and Appraising paper
- Explore question types to inform curriculum planning and delivery
- Develop contextual and wider curriculum knowledge to enhance learning
- Understand examiner expectations for depth and detail
- Use examiner reports to identify and address student weaknesses
- Build the skills needed to prepare students for A-Level demands

PROGRAMME

10.00am: Introduction, course structure, and examination report feedback
- Navigating the appraising paper – challenges for students and teachers
- Designing programmes of teaching over two years – considering different approaches
- Specific areas of challenge – looking at examination reports and feedback to identify target areas for teaching

10.30am: Considering Section A of the Appraising Paper
- Aural training – how to design an effective programme of exercises that focuses on training NOT testing
- The unprepared listening question – designing approaches to deal with the different strands of Area of Study 1
- Developing our own practice unprepared listening questions – how to scaffold this question effectively to build student confidence
- Considering the mark scheme and sample answers to understand what is required in top band answers

11.30am: Break

11.45am: The B Section Analysis Question
- Approaches to teaching the set works – considering the style of analytical questions
- Specificity vs typicality: balancing general context with detailed analysis
- Passages to consider for detailed study – focus points for our teaching
- Considering student responses as a way of understanding different mark bands

1.00pm: Lunch

2.00pm: Optional Areas of Study and the Challenge of the C Section
- Verbal feedback vs. written feedback – Making SLT spreadsheet lovers happy.
- Efficient marking processes when they can select all and delete between sessions.
- Minimising time but maximising feedback value – Making it a reality.
- Accuracy vs. validity – Problems with using the mark schemes before students have finished.

3.00pm: Break

3.10pm: Exploring Performance and Composition
- Considering the demands of the performance component and how to effectively guide our students
- Exploring the options for A level composition – the challenges of the composition briefs
- Designing a programme of study for year 12 composition – effectively preparing our students
- Considering student examples of composition as a way of understanding the standard required

4.00pm: Depart

AQA A-Level Music: Aiming for A/A* in the Listening Paper

Course Code: **T0310**
Course Leader: **Sarah Murphy**
Online: **Friday 04 December 2026**

OVERVIEW

This course focuses on helping teachers guide high-attaining students to achieve A/A* in AQA A-Level Music Appraising. It explores the characteristics of top students and effective strategies to stretch and challenge them. Using recent exam feedback, it demonstrates practical teaching approaches to develop high-level analytical skills, enrich learning, and maintain strong outcomes. While AQA-focused, the course is relevant to all exam boards.

BENEFITS OF ATTENDING

- Explore engaging ways to teach Appraising, including wider cultural and contextual perspectives
- Understand expectations and characteristics of A/A* Music students
- Focus on the demands of achieving top grades in the Appraising exam
- Develop insight into examiner expectations for depth and detail
- Take away high-level strategies to stretch able students
- Use question types to inform curriculum planning and delivery
- Strengthen the wider curriculum to enhance student achievement

PROGRAMME

10.00am: What is Involved to Attain Grades A/A* on the Appraisal Paper?
- Feedback, key messages and grading analysis
- Which are the areas that students most struggle with?
- Grades A and A* - what are the differences between these?
- Avoiding potential hazards: what can cost a top student their A/A* grade?

10.45am: Break

11.00am: Tackling the Short Listening Questions – Exploring the Skillset Required for Success
- Developing skills for aural dictation – strategies to build student confidence and accuracy
- Understanding harmony – approaches to building harmonic vocabulary
- Guiding students in building confidence in their technical vocabulary and applying it in their listening and score-based analysis
- Creating contextual appreciation – building a wider repertoire of listening based around Area of Study 1 to help students create links and connections

12.00pm: Preparing Students for the Unfamiliar Listening Questions: Key Challenges for A/A* students
- Ensuring the quality of able students appraising knowledge, understanding and skills is excellent
- Analysing the unfamiliar extract questions: where is an A/A* achieved or lost?
- Instilling in students' confidence, interest, enthusiasm to analyse in depth musical extracts and enjoy making effective use of their learning
- Building analysis and evaluation skills to appropriately respond to the questions
- Ways to help able students demonstrate knowledge and understanding of musical elements and language to make high quality critical judgements
- Using higher order thinking to stretch and challenge intellectual curiosity, and go beyond the confines of the listening paper

1.00pm: Lunch

2.00pm: Teaching Analysis Section B: Stretching and Challenging Able Students
- Supporting Grade A/A* students to write top level analytical responses
- What are the main barriers to for Grade A/A* students? How to avoid dropping marks.
- Exploring top-level, high-quality responses
- Activating prior knowledge to improve retention of key focus points

3.00pm: Break

3.15pm The Section C Essay: Key Challenges for A/A* Students
- Focus on the 30 marks – what does an A/A* candidate need to do to attain excellence?
- Deconstructing essay questions; exploring example responses
- Varying your feedback approaches and strategies
- Different approaches to discussing and writing about different types of musical styles
- Working collaboratively to rehearse key examination skills for the essay

4.15pm: Depart

Teaching Pearson Edexcel A-Level Music Technology for the First Time

Course Code: **T0313**
Course Leader: **Tim Hallas**
London: **Thursday 19 November 2026**

OVERVIEW

This new course offers a concise overview of the requirements of A-Level Music Technology. The course is designed to support those just starting out with or planning to deliver the course. The sessions start with the basics and build up to develop teachers' knowledge of the task requirements, assessment standards and the logistics of setting up the course. The whole day is underpinned by simple and effective teaching strategies and resources, ready to take away and apply to your own school or college environment, along with exemplar schemes of work and exemplar work with detailed commentaries.

BENEFITS OF ATTENDING

- Find out about the core concepts, key challenges, levels of the specification and ways to plan and structure your two-year course for successful end results
- Gain an understanding of the assessment processes
- Take away a range of top-level approaches and methods for high level learning and teaching
- Explore examples of work and standards with audio files and commentaries to take away

PROGRAMME

10.00am: The A-Level Music Technology Course – First Principles
- Overview of each component – Planning, delivery and assessment
- Getting students started – Developing the skills and knowledge for success
- Planning and structuring your two-year course – Key content in the first year
- Requirements for running the courses – Spaces, equipment, software etc...

10.15am: Component 1: Recording
- What does an excellent recording sound like?
- What do students need to know to do well? Decoding the mark scheme.
- How best to manage the logistics of getting students to record
- Assessed exemplar work with commentaries and discussion

11.05am: Break

11.25am: Component 2: Technology-Based Composition
- What does an excellent composition sound like?
- What do students need to know to do well? Decoding the mark scheme.
- How to teach compositional skills at A Level; ideas and techniques
- Assessed exemplar work with commentaries and discussion

12.15pm: Lunch

1.15pm: Planning and Schemes of Work
- Effective planning – how to deliver the course
- What students need to know for each exam component
- Practicing exam skills – practical ideas to support students
- Delivering theory in the context of practical work; strategies for success.

2.00pm: Component 3: Listening and Analysing
- Starting off teaching eras, styles and recording media – ideas, activities, approaches
- How best to approach? Where to start and how to develop listening and analytical skills in sequenced planning along the 2-year journey
- Assessment – focus on the extended response questions, AO3 and AO4

2.45pm: Break

2.55pm: Component 4: Producing and Analysing
- Quick review of the demands of the exam paper, logistics for teachers and question types
- Technical numeracy – Teachers support for technical numeracy; binary / logarithmic scales / frequency calculations
- Audio pitfalls – How to approach the interim bounces and final mix; common student pitfalls.

3.40pm: Depart

Pearson Edexcel A-Level Music Technology: Aiming for A/A*

Course Code: **T0314**
Course Leader: **Tim Hallas**
Online: **Thursday 03 December 2026**

OVERVIEW

This brand-new version of this popular course is designed for all teachers of Pearson A-Level Music Technology, with the aim to fine-tune students' performances so that they can achieve the highest grades.
The course will explore the characteristics of A/A* students identified in research and why and how we must challenge our most able Music Technology students. We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students.

BENEFITS OF ATTENDING

- Exemplar grade A and A* non-examined assessment work for discussion in recording and composition
- Find out more about where students aiming for an A or A* can slip up or lose credit and strategies to support them in aiming high
- Take away effective strategies to develop students' critical listening, comparison and evaluation skills in preparation for the extended response questions to maximise the credit they achieve in the exam

PROGRAMME

10.00am: The A* Grade Student
- Analysing the portfolio work of a student who achieved A*
- Analysing the exam paper responses of a student who achieved A*
- Lessons learned – Common pitfalls and places where students can miss out on A and A*

10.25am: Producing Excellent Recordings: Component 1
- Overview of the component demands with a focus on A and A* achievement
- Discussion of exemplar work and detailed commentary / logbook examples
- Building the skills for coursework success in year 12 / the first year of the course

11.10am: Break

11.30am: Imaginative Composition Work: Component 2
- Overview of the component demands with a focus on A and A* achievement
- Discussion of exemplar work and detailed commentary / logbook examples
- The challenges of each brief; using year 12 / the first year of the course to determine a plan of action

12.15pm: Lunch

1.15pm: Delivering Component 3 to Stretch your Most Able Learners
- Overview of the component demands with a focus on A and A* achievement
- Listening with criticality: building, and extending skills in the most able students
- Tweaking exam technique: decoding the question, spending the time on the right thing and structuring student answers to encourage top-level achievement

2.00pm: Evaluation and Extended Response Questions 1
- Decoding AO3 and AO4 and how to present it to students aiming for A and A*
- Marking workshop – Assessing work for component 3 Q5 and Q6
- Looking forward: the extended response in Component 4

2.30pm: Break

2.40pm: Aiming for Excellence in Component 4
- Overview of the component demands with a focus on A and A* achievement
- A and A* audio – What the examiner is looking for / common pitfalls
- Putting it all together – The final mix and the synoptic question 6 response; supporting students in aiming for excellence

3.10pm: Evaluation and Extended Response Questions 2
- Marking workshop – Assessing work for component 3 Q5 and Q6

3.40pm: Depart

GCSE Music: Next-Level Composition Teaching

Course Code: **T0092**

Course Leader: **Jane Werry**

London: **Friday 27 November 2026**

OVERVIEW

This practical course focuses on developing effective approaches to teaching GCSE Music composition. It explores strategies to build students' compositional skills, creativity and musical understanding while supporting them to meet assessment requirements. Teachers will gain practical ideas and classroom strategies to help students produce confident, high-quality compositions.

PROGRAMME INCLUDES

- What Do We Mean by Brilliant Composition Teaching
- Exploring How Students Engage with GCSE Composition
- Developing a Range of Approaches, Techniques and Practical Strategies
- Composition Deep Dives
- Opportunities beyond the classroom: Extra- and Co-Curricular Composition Possibilities

OCR GCSE Music: Aiming for Grades 8-9

Course Code: **T0093**

Course Leader: **Jane Werry**

Online: **Thursday 03 December 2026**

OVERVIEW

This course helps teachers support high-attaining students aiming for Grades 8–9 in OCR GCSE Music. It explores the assessment demands across performance, composition and listening components, analysing top-grade work and sharing practical teaching strategies that help students secure the highest marks in both practical and written elements.

PROGRAMME INCLUDES

- Focus on Assessment Demands for Grades 8-9, Including Feedback
- Achieving Well in Composition
- Achieving Well in Performance
- Establishing The Wider Or 'Super-Curriculum' Into Your Curriculum Programming & Structure
- The Essay Questions: The Key Challenges for Grade 8 – 9 Students

Brilliant KS3 Music Teaching

Course Code: **T0094**

Course Leader: **Jane Werry**

London: **Monday 16 November 2026**

OVERVIEW

This new course is designed for all teachers of Music to reinvigorate their teaching of KS3 Music. The course will focus on exploring the unique challenges and characteristics of a vibrant curriculum that fosters a passion for music among all students in their early secondary years. The course also will provide a range of teaching ideas, methods and approaches for KS3 Music which are designed to secure the best possible outcomes in KS3 to prepare pupils to flourish and excel at GCSE and beyond. With the recent increased focus on quality of teaching, learning and achievement at KS3, this course will also help music departments to look closely at their curriculum, reshaping, re-evaluating and rejuvenating to ensure a strong KS3 programme which effectively develops learners and builds knowledge and skills. We will also explore strategies to improve student recruitment at GCSE and beyond.

BENEFITS OF ATTENDING

- Improve your student numbers at GCSE
- Explore common challenges facing teachers at KS3
- Identify what is important in a KS3 music curriculum
- Take away approaches and methods for ensuring progress and achievement in KS3 Music for all students
- Achieve the right balance of breadth and depth in your KS3 programme

PROGRAMME

10.00am: What Makes a Worthwhile Key Stage 3 Music Curriculum?

- Defining the range and balance of knowledge and skills needed at this level, and how this relationship underpin success at GCSE and beyond
- How appropriate is your music curriculum for your students?
- What are the limits? What are the core essentials?
- What constitutes a rich, engaging and stimulating KS3 Music curriculum?

10.45am: Break

11.00am: Effective Sequencing and Planning for Your KS3 Curriculum

- Selecting the best curriculum model for KS3
- Planning brilliant sequences of learning for KS3
- How to ensure good progress of skills and musical understanding?
- How to successfully implement your KS3 curriculum to nurture imaginative and skilled learners ready for GCSE excellence
- How does excellent evaluation and quality assurance support excellent learning & teaching at KS3?

12.00pm: Context and Challenges: Being Ambitious at KS3

- How does 'teaching to the top' challenge and stimulate all students?
- What do we need to do to ensure that all students make excellent progress?
- How can we build ambitious and innovative learning into KS3 teaching?
- What role do curiosity and imagination play in the implementation of deep learning?

12.45pm: Lunch

1.45pm: Strategies, Methods, Ideas and Approaches for KS3 Music

- How does your learning environment reflect your curriculum aims and principles?
- What techniques and methods will inspire and empower KS3 learners?
- How do we ensure that learners understand that music is exciting and enjoyable?
- How does our teaching ensure the progression inherent in our planned curriculum?

2.50pm: Break

3.00pm: Getting Assessment at KS3 Right

- Focus on assessment demands for KS3
- Best practice methods to tracking, monitoring and measuring progress at KS3
- The key challenges and issues
- How to create a system that works in your context
- Feedback – Best practice ways of giving feedback to to students

3.45pm: Depart

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MUSIC

Teacher CPD Courses

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Leadership CPD Courses

Our leadership courses are engaging, practical, and aligned with the latest priorities and developments. Whether you're stepping into your first leadership role or considering your next career move up the leadership ladder, our courses will give you a deeper understanding of who you are as a leader, what you stand for, and how to move forward with impact.

National Conferences

Our national conferences bring together leading experts, practitioners, and school leaders to explore the most pressing priorities and challenges in education and leadership. Each conference offers high-impact insight, practical strategies and the latest thinking - equipping delegates with knowledge they can take straight back and implement in school.

In-School Teacher Events

Whether it's whole-school training, department development, or leadership support, our in-school sessions provide a flexible, cost-effective way to bring expert-led professional learning to your staff. All our subject and leadership CPD courses can be delivered directly in your school and tailored to meet your specific priorities.

In-School Student Events

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Let's Work Together

Whether you're planning your next professional development programme or need advice on student revision and assessment, our team is here to help. Let's work together to find the right solutions for your school.

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