



# Professional Development Strategy

2025/2026



**EMMAUS**  
CATHOLIC ACADEMY TRUST

## Mission.

Welcome to the Emmaus CAT a family of great schools strong in faith, serving society.

Our vision is simple; to provide great Catholic education across Greater Manchester. The distinctive context of each school in Emmaus Catholic Academy Trust (CAT) is unique and must be fully embraced and understood. We recognise and value the distinctive context of each school within our CAT. Every school brings unique strengths and capacity, and each one has a vital role in shaping the future strategy of Emmaus CAT.

## The Emmaus Story

The structure of the Emmaus story, at the heart of which is the breaking of the bread; gives the Catholic community a perfect reminder of coming to know Jesus as Lord in the Eucharist:

- The coming together
- The hearing of the story
- The gathering around the table
- The breaking of the bread
- The recognition of Jesus as Lord
- The renewal of personal discipleship
- The departure to share new experience and good news

St Luke's story of the two disciples on the road to Emmaus is heard by many as a contemporary reflection of their experience. Two disciples openly share their disappointment and loss on the road; they do not disguise how they see things; they tell the story of how they lost their dreams and hopes. **(Humility)**

They are joined by Jesus, who listens to them and opens their minds to a larger perspective than their limited experience. In going to the table, the disciples meet the one they thought had gone forever, in the breaking of the bread. **(Faithfulness)**

That experience enlivens them to take the road back to Jerusalem and share their new experiences with their companions. **(Service)**







## CULTURE EMMAUS CAT – 6 CRITICAL QUESTIONS

At the outset of our strategic planning, we ask ourselves these questions.

### 1) Why do we exist?

**Our Mission and Vision.**

To provide great Catholic Education across Greater Manchester.

### 2) How do we behave?

Our habitual virtues (Gospel Values)

**Humility – Faithfulness - Service**

### 3) What do we do?

We enable our schools to provide great Catholic education across Greater Manchester as one Catholic Academy Trust serving local parishes and communities to ensure that children get the very best Catholic education and faith formation.

### 4) How will we succeed?

By working collegially as a family of great schools, strong in faith, serving society.

- Aligned agency
- Ambitious curriculums and character education
- Talent, and supporting our people to flourish

### 5) What is most important, right now?

**Strategic Focus Area 1: Mission**

1. To promote a distinctive Catholic Mission and culture to ensure Emmaus Catholic Academy Trust (CAT) continues to be **strong in faith**.

**Strategic Focus Area 2: Quality of Education**

2. To ensure Emmaus CAT provides great schools to provide an ambitious curriculum for all pupils to flourish and **serve society**.

**Strategic Focus Area 3: School Improvement**

3. To build a strong and sustainable infrastructure, making effective use of resources, enabling Emmaus CAT schools to **serve society**.

### 6) Who must do what?

**Our roles and responsibilities.**

We work collegially with clearly defined roles and responsibilities.



## Creating a Healthy Catholic Organisation

We are creating a healthy Catholic organisation through living out our Mission we aim to be Strong in faith, Christ-centred, and child-centred.

- Minimal politics.
- Minimal confusion.
- High morale.
- High productivity.
- Low turn-over of the best people.

We know our core business. Pupils are at the heart of Emmaus CAT. Our vision is focused on pupils getting the very best Catholic education and formation. All pupils are entitled to a rich ambitious curriculum and to the powerful knowledge which maximises life chances. Our pupils need powerful knowledge and character education to understand and interpret the world. Our pupils will leave our schools ready to be of service to society.

It is fundamentally important to us that we share the same mission. All Emmaus CAT pupils and staff should benefit from our best collective practices. We will all benefit from the collective resources, brand, and reputation of the Emmaus CAT. We do not want a culture of conformity that kills innovation and drives away the best staff.

At Emmaus CAT we believe it is the concept of **professional agency** that is to be the foundation of our success: we are aligned in our mission, vision and virtues; these are our non-negotiables. We are determined to create a healthy Christ-centred and child-centred organisation.

*“Where schools have greater autonomy over what is taught and how pupils are assessed, pupils tend to perform better”  
(OCED 2011)*





## Themes of Catholic Social Teaching

The foundations of Emmaus CAT are the seven major principles of Catholic Social Teaching, drawing on Scripture, tradition, reason and experience to provide principles for reflection, and guidance for action. The seven themes of Catholic Social Teaching include;

- The dignity of work and the rights of the worker;
- Solidarity with all people;
- A preferential option for the poor;
- Stewardship and care for creation;
- The call to community and participation;
- The sacredness of life and the dignity of the human person;
- Human rights and the responsibility to protect them;

The Catholic church community participated in the formation of this social doctrine with the aim of improving the lives of entire communities. At its core Catholic Social Teaching is there to promote the dignity of the person. Working alongside these principles keeps the values of Emmaus CAT at the core of our simple aim, to ensure great schools, strong in faith, serving society.

All our strategies will clearly define and communicate our core principles which underpin our Catholic mission, culture and context.

## Safeguarding

At Emmaus Catholic Academy Trust children are at the heart of all that we do, and we firmly believe that safeguarding the children within Emmaus CAT is both a fundamental responsibility and a privilege. Safeguarding and promoting the welfare of children is the responsibility of everyone and all staff members play an important role as we work together to safeguard children, and we ensure all staff members understand this and that their knowledge is kept up to date. Our schools are unique, which means so are the challenges that we face as we navigate the landscape, but we are resolute in our commitment to meet these by understanding that safeguarding is at the forefront of Catholic Social Teaching.

Schools within Emmaus CAT are diverse in context, with varying pupil demographics and their own specific safeguarding issues. This diversity requires Emmaus CAT to have tailored safeguarding policies and practice, and to ensure that all practice is child-centred and considers what is always in the best interests of the child.



Consistency in safeguarding policy and practice across all of our schools is a must, so we strive to achieve aligned processes without compromising the individual needs of the school.

By providing regular, consistent and effective safeguarding training to all staff members across multiple schools we ensure that every member of staff is equally aware of safeguarding issues, policies, practice requirements and procedures.

In order to efficiently report, monitor and address safeguarding concerns across all our schools Emmaus CAT leaders must be able to track incidents and responses in real time to ensure timely interventions take place and that there is compliance with statutory requirements.

Within Emmaus CAT we recognise that successful safeguarding is a combination of people, systems, processes and leadership. We view safeguarding through the lens of context. Safeguarding in context includes all the relationships a child might have over time, such as communities, school, and online. Contextual safeguarding identifies vulnerable children and enables preventative plans to be put in place. We understand there are four principles of harm reduction. These are:

- understanding the context and identifying the risks. We exercise a high level of professional curiosity.
- taking action to prevent harm
- developing in children the skills and resilience to avoid and recover from harm.
- engaging with parents, staff, partner agencies and the wider community to reduce the risk of harm, with a 360-degree approach. This enables a well-rounded, personalised strategy for diligent safeguarding.

Emmaus CAT works in partnership with key safeguarding agencies within our footprint. This includes the local authorities in Manchester, Trafford, Tameside, Stockport and Oldham. Engaging with the wider community, including other external agencies and parents can enhance safeguarding efforts. Building strong relationships with these key stakeholders can provide additional support, resources and insights into local safeguarding issues.

Safeguarding within Emmaus CAT presents a complex and multi-faceted challenge. However, we provide a safe and supportive environment for all pupils by implementing centralised policies, comprehensive training, robust reporting systems and encouraging collaboration. We ensure that safeguarding remains a high priority as we aspire to best practice standards. We are committed within the values of our Catholic Social Teaching, to ensuring that every child in our care is protected and supported to achieve their full potential.

At Emmaus CAT we aim to create effective partnerships with parents and carers, the prime educators of their children, to ensure that each child reaches their full potential, with high expectations and aspirations, in a positive, supportive and safe environment.

Emmaus Catholic Academy Trust is one Catholic voice across Greater Manchester serving the children and young people in our Catholic schools, communities, parishes and families.

All of our key strategic documents clearly define and communicate our core principles which underpin our Catholic culture, mission and vision.

*Emmaus CAT, greater than the sum of its parts.*



## CONTEXT



Emmaus Catholic Academy Trust is one of three CATs covering the length and breadth of the Diocese of Salford with a footprint which serves the Roman Catholic schools within the areas of Manchester, Oldham, Stockport, Tameside and Trafford. Emmaus CAT is the only Catholic Academy Trust in Greater Manchester.

Our schools are aligned in our mission and share our philosophy of working collegially to develop meaningful relationships between schools, parishes, families, communities and the Diocese of Salford by continually supporting school improvement, faith formation and being of service to society.

The Emmaus CAT footprint consists of 57 primary schools, 10 secondary schools, 2 sixth form colleges and a special school, creating the potential to education over 26,500 children across our schools, and employing approximately 4,500 staff by 2030, creating one Catholic voice across Greater Manchester.

## Why? Our Rationale

School improvement is most effective when rooted in collaboration. At Emmaus CAT, we work together – challenging, supporting and sharing best practice – to provide ambitious, high-quality Catholic education for all. This work is driven by faith and a profound moral purpose: to promote social mobility and equity. We build on openness, partnership and a collective pursuit of excellence. We believe in forming a community larger than any individual school – one in which pupils and staff understand their identity as part of a global Catholic family. Our pupils will be faith-filled, knowledgeable and prepared for life in modern Britain and around the world.

High-quality Career and Professional Development (CPD) is the cornerstone of our commitment at Emmaus Catholic Academy Trust (CAT). We aim to nurture and develop the most valuable resource within our organisation: talent. We recognise that talent is key to achieving excellence in education, and we are dedicated to providing robust learning and development opportunities for all staff members. Our strategic approach to CPD ensures that learning initiatives are of the highest quality, responsive to individual and collective needs, and grounded in expertise from both within our CAT central team, our schools and the broader educational community. The overarching goal is to foster continuous improvement at every career stage and job role, ultimately having a positive impact on pupils' outcomes. Our strategy is to deliver a programme of CPD that is not about individual courses, but ongoing learning and reflection.

The Emmaus Pathway includes reflective sessions, using the Gospel

## Vision of the Strategy and where we want to be

### **Capacity to drive Improvement.**

The CAT improvement model utilises internal capacity through the CAT central team and through participation with the Emmaus Development Boards and Professional Learning Networks. Internal capacity is based in the central team and in schools, including credible, experienced Emmaus Executive and Senior Leaders who can help a school's leadership team to diagnose the needs and coordinate the improvement efforts of the wider teams. The CAT central team will work closely with school leaders primarily to help them to be successful in leading their schools through effective self-evaluation.

The Primary and Secondary Directors of Education will coordinate the implementation of this school improvement strategy. These Directors are in turn supported by Executive and Senior Leaders, the Director of Professional and Career Development, Directors of Safeguarding and Specialist Subject Leaders. Schools will still be able access support from CAT approved external providers. Emmaus CAT will continually reflect on and develop its approach to school improvement to reflect growth and an evolving educational landscape.

### **Research Informed Approach**

At Emmaus CAT, we are committed to providing high-quality professional development opportunities for our staff that are rooted in research-informed practice. Our strategy emphasises the importance of using research-based approaches to enhance teaching and learning. We believe that by incorporating the latest research findings into our CPD programmes, we can empower our teachers and leaders with the knowledge and skills they need to effectively support pupil achievement. We make use of the EEF document. [Using Research Evidence](#) when selecting appropriate research to inform practice. Each school will have a nominated Research Champion to support schools to make best use of available research and drive the engagement with research in their setting.



In determining focus areas for action research, we are mindful of the DfE guidance [Areas of Research Interest](#) Our areas of research interest regarding this pillar of the Opportunity mission span; attainment; SEND; attendance; health and wellbeing, both in and out of school; school belonging and engagement.

*“When teachers have opportunities to take on leadership roles, such as instructional coaches or mentors, it can enhance their job satisfaction and increase their commitment to the profession.” (Learning Policy Institute, 2016).*

The Emmaus CAT Professional Development strategy will ensure that all career and professional development (CPD) activities are aligned with current evidence and best practices in education. To implement this policy, we provide our staff with access to a range of resources, including school access to the Chartered College of Teaching and Confederation of School Trusts (CST).

*“There is a compelling case for trust leaders to prioritise high quality teacher learning as a mechanism for school improvement. Leaders require an understanding of the barriers to teacher learning and how to overcome them”.  
(Confederation of School Trusts 2023)*

## How will we get there?

Through our E-briefings, Padlets and professional network meetings, we promote links to research articles, journals, and online platforms that disseminate evidence-based practices. We encourage our teachers to stay informed about the latest research in their subject areas and to apply this knowledge to their instructional practices. Furthermore, we invest in ongoing professional development opportunities that are designed to support our teachers in implementing evidence-informed strategies in their classrooms. These opportunities include our Development Boards and Professional Learning Networks where teachers can share and discuss research-based approaches as a starting point to action research approaches.

*“Evidence suggests that teacher effectiveness can be improved through appropriate and effective professional development.” (Kraft and Papay, 2014)*

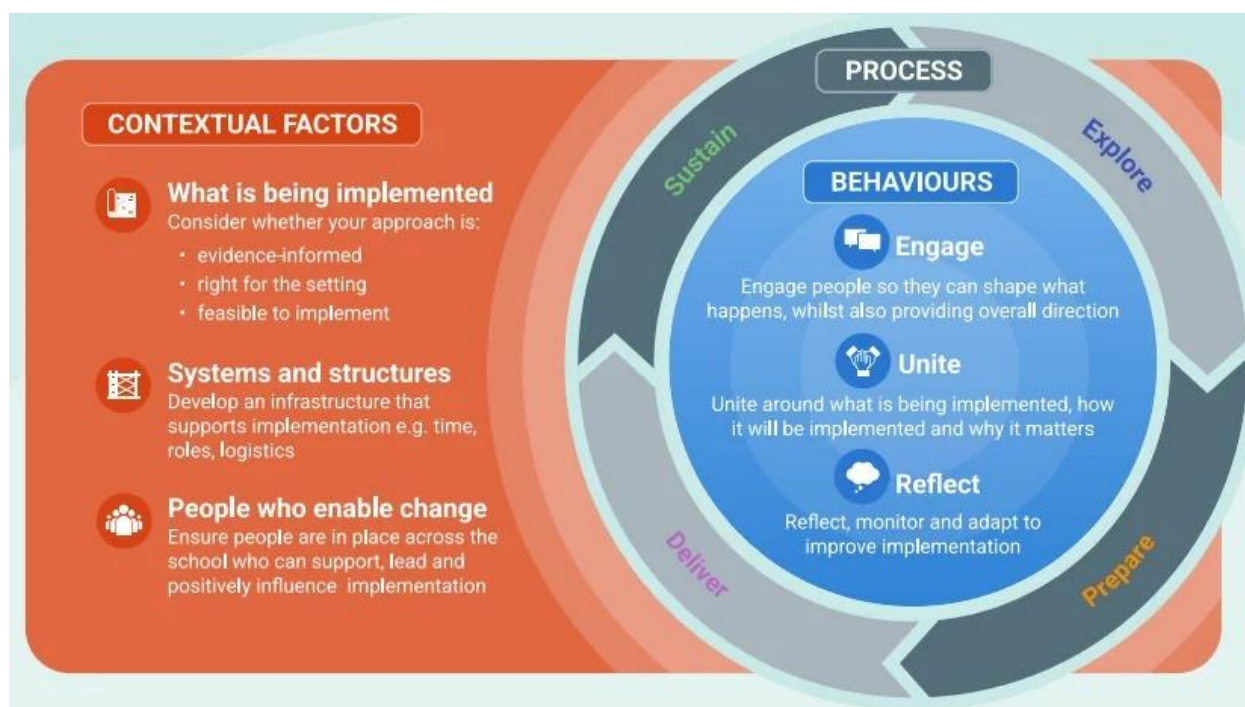
We encourage schools to have a designated Research Champion who is supported by the Director of Professional and Career Development.

Our CPD follows the EEF's approach of Engage, Unite and Reflect behaviours and we work through the Explore, Prepare, Deliver and Sustain process.

We **Engage** colleagues, bringing them together to conduct an appreciation of the literature as part of the Explore process. This will include looking at the research base to inform our work within the network. The research base will also be available on the network's dedicated Padlet resource. We will undertake an audit against these research principles.

We will **Unite** in exploring commonality of our audit findings to determine our next steps as we Prepare to undertake action. We will co-construct solutions to the issues identified in our audit findings and wider evidence. This will be taken from rich data sources; school held data, informal and formal observations of the quality of learning and the school's self-evaluation. This supports the **Deliver** part of our process as school's implement change in their own setting.





The University of Greater Manchester (formerly the University of Bolton) Laboratory School Network showcases and develops exemplary practice in curriculum, teaching and learning, professional development, and school improvement. As such it provides a 'laboratory' setting for research and demonstration of best practice.

Emmaus CAT closely linked with the lab school network extends this invitation to all Emmaus CAT schools. The work of the lab school informs the work undertaken by our research development boards, in the use of instructional rounds and appreciative inquiry as a mechanism for codifying the best practice.

The Instructional Rounds process supports school leaders in developing a shared understanding of common language around effective teaching practices; to recognise what good teaching and good student learning looks like; and to identify the next level of work for the school and network. An instructional round is a specific learning walk, making use of appreciative inquiry to provide a detailed description of effective practice seen. The principle is to drive consistency around the most effective practice to benefit the wider organisation. The outcome of the process is the identification of a set of Theories of Action for the school and network that can be used as a basis for further professional development and school improvement. This codification of practice aligns with the research from CST in their paper; The DNA of trust-led school improvement, which is closely aligned to the Emmaus Professional Development Strategy.

For more information, access our Padlet link on laboratory schools.

We recognise the importance of monitoring the impact of professional development on teacher practice and pupil outcomes. Our CPD strategy emphasises the use of data to evaluate the effectiveness of professional development initiatives and make informed decisions about future training. We are committed to equity of opportunity, with all pupils accessing excellent teaching and learning, as referenced in strategic priority 2. We are striving for consistency where all pupils will benefit from high-quality teaching whichever of our schools they attend.

*Recent research suggests that the impact of high-quality teacher development on pupil outcomes can be equivalent to a pupil taught by a teacher with 10 years of experience compared with a graduate. (Education Policy Institute, 2020)*

The Teacher Development Trust (TDT) conducted a study that found a strong correlation between the use of evidence-informed practices in professional development and improved pupil outcomes. They highlighted the importance of providing teachers with access to high-quality research and supporting them in applying it to their practice. By adopting the Emmaus CAT Guiding Principles for Professional and Career Development we prioritise evidence-informed practice.



*“High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.” (Sims et al 2021)*

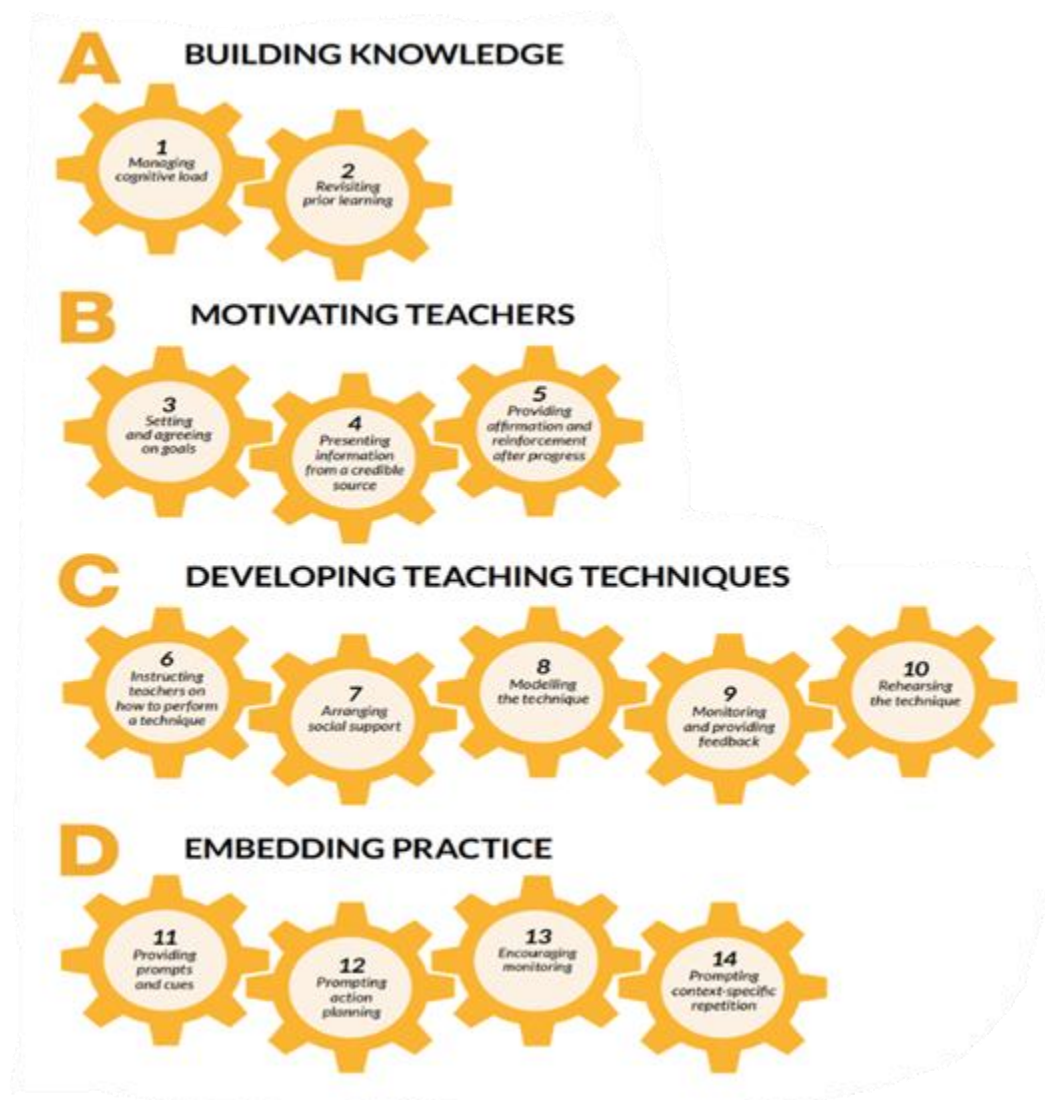
As part of our approach to evidence-informed professional development, we have a link with the Laboratory School Network at The University of Greater Manchester (formerly Bolton University). In addition to this, we have also registered with the Chartered College of Teaching to undertake the Research Mark. This is a new kitemark which celebrates schools and trusts that are embedding engagement with research and evidence across their settings.

## Emmaus Development Boards

The role of the Emmaus Development Boards is to bring staff together to initiate, develop and create consistency which will support all those in the Emmaus CAT family. The Emmaus Development Boards actively promote and are open to sharing the best self-determination in learning and leadership which could benefit more pupils, and staff across the Emmaus CAT footprint. The Emmaus Development Boards were launched in the Autumn of 2023. The three parallel groups have a focus on reading, formative assessment and transition. They are led by Jo Lindon, the Director of Professional and Career Development alongside our development practitioners; TLR posts for the CAT. The Emmaus Development Boards foster a climate of inclusivity amongst our staff, focusing on talent and resources across the CAT to carry out action research.

## Mechanisms for Professional Development

Using mechanisms for professional development is crucial because they provide a structured and evidence-informed approach to improving teaching practice. Mechanisms are observable and replicable strategies or techniques that have been proven to be effective in changing teacher behaviour and improving student outcomes. This model has a strong focus on embedding practice, which is critical as we consider the implications for scaling up projects and sharing capacity from current schools as we grow.



## The DNA of trust-led school improvement.

The conceptual model is structured as a triple helix consisting of three strands:

- Curate clear goals. This strand is about defining clear purposes, strategies and goals so you know what you're aiming for and how you how you plan to get there.
- Build capability and capacity. This strand is about shaping the people, culture and capacity within the organisation, in order to create the conditions for sustainable improvement.
- Implement improvement initiatives. This strand is about the ongoing process of implementing improvement, iterating and refining as plans are enacted.





## **Assumptions and External Factors**

There is an assumption that key stakeholders, including teachers, school leaders, and governors, are committed to the success of CPD programmes. These are outlined in our Guiding Principles documents.

There is an expectation that CPD programmes are implemented with fidelity to evidence-based practices and are of high quality, as per EEF's recommendations from their updated guidance in 2024.

School leaders must acknowledge that pupil needs and abilities may vary, and CPD programmes must be flexible to address these differences.

We recognise that external factors, such as changes in curriculum, policy or assessment, may impact the effectiveness of CPD, and adjustments to the CPD offer may be needed.

Explore, Prepare, Deliver, Sustain.

Using the recommendations for the EEF's guidance on effective implementation 2024, we carefully consider this model to ensure professional development has long lasting impact.

## **Use of Padlet**

Padlet is a versatile digital tool that can be used in several ways to enhance teaching and learning in schools. It is essentially an online bulletin board where users can collaborate, share ideas, upload links to resources and engage in discussions.

There is a Padlet linked to each SharePoint site for the Development Boards, ECT Network and Emmaus CAT ITT Group, for all Professional Learning Networks, CPD overview as well as for SEND/EYFS/Pastoral. An overview with links to all Padlets can be found on the E-Briefing. We have a Padlet for each of our professional learning networks and development boards. Padlet is used as a learning tool to support colleagues between engagement sessions. Time is allocated within engagement sessions to enable colleagues to explore content, debate research and consider commitment to action for their own setting. This forms part of the EEF principle of Engage, Unite, Reflect.

## **Use of Research Models**

We recognise the importance of staying updated with current research in the field of education. Therefore, we provide our staff with regular opportunities to engage with research literature, attend professional development workshops, and participate in research-based training programmes. This ensures that our teachers are equipped with the knowledge and skills to implement evidence-based practices in their classrooms.

The Director of Professional and Career Development will signpost to research documentation via the fortnightly e-briefing. Schools all have access to the Chartered College of Teaching to facilitate their own research as well as a repository of relevant research being available through the Padlet site linked to SharePoint.

Research is used as a starting point for initiating new practice. We encourage our staff to critically evaluate research studies and consider their applicability to our specific CAT context. This involves examining the methodology, sample size, and reliability of the research findings, as well as considering any potential limitations or biases. By engaging in this evaluative process, our teachers can make informed decisions about which research findings are most relevant and reliable for our CAT.

We believe in the importance of continuous improvement and reflection. Therefore, our policy encourages our staff to reflect on the effectiveness of the research-informed strategies they have implemented and make adjustments as necessary. This may involve collecting and analysing pupil data, seeking feedback from pupils and colleagues, and engaging in professional dialogue and reflection. Through this process, we can ensure that our teaching practices are constantly evolving and improving based on the latest research.

## Use of SharePoint

Different SharePoint sites facilitate collaboration within the teams we have operating; development boards, ECT networks, ITT partners etc. The sites enable gap task engagement activities between meetings and opportunities for staff to engage and share resources and ideas.

The SharePoint sites host key information; meeting dates, agenda, slide decks and links to the research base being used. SharePoint will also link to the Padlet for each group.

## Coaching

Instructional coaching provides teachers with ongoing support and guidance to improve their instructional practices. Sam Sims (2020) notes many researchers support that the most impactful CPD takes place over a sustained period of time; Blank & Alas, 2009; Cordingley et al., 2015; Desimone, 2009; Dunst et al., 2015; Timperley et al., 2007; Walter, 2012; Wei et al., 2009. Ergo, instructional coaching is a mechanism that observes this and done well, it offers a personalised and targeted approach to professional development. This said, effective instructional coaching requires coaches to have strong pedagogical knowledge, coaching skills, and expertise in the subject area. Our specialist subject leads will work to support teachers through instructional coaching. This model will provide specific feedback and support for teachers as they develop their pedagogical expertise.

Coaches can facilitate opportunities for teachers to share best practices, collaborate on lesson planning, and engage in reflective discussions. In this collaborative environment we foster a culture of continuous learning within the CAT. We do this by creating space for coaching conversations to happen, and by giving high priority to staff feedback sessions. Building trust and fostering a positive coaching culture are crucial to overcoming resistance. To further this culture, Jim Knight (2019) reinforces the need for autonomy to be present; 'Responsible accountability entails a genuine individual commitment to learning and growth'.

To ensure we have the correct coaches in place, training will be offered to coaches to ensure they can effectively deploy their roles. We will carefully consider the distinction between instructional coaching and leadership coaching. Coaches in school will be supported to access training to undertake their roles.





## Further Reading

[EEF-Effective-Professional-Development-Guidance-Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

[EEF – Using Research Evidence, a concise guide](#)

[MAT \(Multi Academy Trust\) SI CAPACITY FRAMEWORK \(publishing.service.gov.uk\)](#)

[Commissioning high-quality trusts - GOV.UK \(www.gov.uk\)](#)

[Annex A - Trust Quality Descriptions \(publishing.service.gov.uk\)](#)

[Annex B – Trust Quality Evidence \(publishing.service.gov.uk\)](#)

[Developing Great Teaching - Teacher Development Trust \(tdtrust.org\)](#)

[The effects of high-quality professional development on teachers and students: A cost-benefit analysis - Education Policy Institute \(epi.org.uk\)](#)

[Department for Education \(publishing.service.gov.uk\)](#)

[Education in England: Annual Report 2020 - Education Policy Institute \(epi.org.uk\)](#)

[EEF Guidance Report, A school guide to implementation, April 2024](#)

[EEF – Using Research Evidence, a concise guide](#)

[Continuing Professional Development | Centre for the Use of Research & Evidence in Education \(CUREE\)](#)

[Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience - PubMed \(nih.gov\)](#)

[Leveraging trust capacity to deliver effective professional development \(cstuk.org.uk\)](#)

[The DNA of trust-led school improvement: a conceptual model, Steve Rollett, CST, 2025](#)

[Theory to Practice: A codified approach to implementing high-impact professional development at scale, Clare Hill and Rachel Sewell Steplab, 2025](#)

[DfE Areas of Research Interest, April 2025](#)

Sims et al (2021), What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis, EEF.

Knight, J. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction.

Joyce, B., & Showers, B. (2002). Student Achievement through Staff Development.

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Sims (2019) Four reasons instructional coaching is currently the best-evidenced form of CPD

Knight (2019) Why teacher autonomy is essential to coaching success.

# Appendices

## Emmaus Strategic Priorities for Career and Professional Development





	Explore	Prepare	Deliver	Sustain
<b>Strategic Priority 1</b>  Identification of focus areas for professional learning.	School's use of self-assessment through evaluation cycle. Support from Emmaus Executive Leads at Annual Standards Review ASR Meetings	Develop plan for professional learning that effectively addresses the identified focus areas. This may involve brokering support from specialist facilitators to maximize	Delivery is tailored to the specific needs and contexts of our schools. Delivery is designed to engage our network in collaborative sharing of practice.	The plan includes systems for monitoring and evaluating the impact, and a well-designed strategy for continuously improving the professional learning programme.
<b>Strategic Priority 2</b>  Establish professional learning networks	CAT leaders proactively research and identify high-quality, evidence-based professional learning networks that align with our schools' wider improvement priorities	CAT and school leaders establish effective communication channels to share information and learning across our community to ensure information can be shared	School leaders actively participate in the professional learning network(s). They ensure that the network's activities are effectively implemented and adapted to the school's context.	CAT leaders also actively seek to expand the network's reach and influence within the school community, empowering more teachers and teaching assistants to benefit from the network's insights.
<b>Strategic Priority 3</b>  Research and evidence informed approaches	Use of validated performance data and wider professional stakeholder surveys, quality assurance information and school held data	Look to develop leadership capacity by designated key staff to professional learning networks, development boards or position as Research Champions in school.	School Leaders effectively communicate the importance of research-informed practices, to all staff and ensure a shared understanding of the rationale and expected outcomes.	







## The DNA of trust-led school improvement. Conceptual model.





### Curate clear goals

#### Define clear purposes, strategies and goals so you know what you are aiming for and how you plant to get there

Component	In more detail	Examples of this in practice
 <p><b>Set quality goals</b></p>	Define the quality the trust is aiming for, and the specific goals needed to achieve this.	Aligned to the Emmaus CAT school improvement model. Codifying what effective practice looks like in schools through toolkits produced by work of lab school instructional round process in development boards and professional learning networks. What the school articulates about its aims and mission statement through its own literature, job descriptions, website, prospectus.
 <p><b>Align strategy</b></p>	Ensure alignment between school improvement objectives and wider CAT strategy.	Embedding wider CAT improvement objectives into school level improvement plans. Having a clear strategy for what is determined as a CAT and where improvement planning sits locally, and why. Having clear and coherent improvement goals and strategies that are understood by all.
 <p><b>Use evidence</b></p>	Use evidence to identify the actions most likely to build momentum in the desired direction.	Building evidence into improvement models and strategies. Staff research groups through Emmaus CAT development board and professional learning networks. Evidence/research digital libraries curated on Padlet Research is the starting point for all Emmaus CAT CPD Schools encouraged to nominate a 'Research Champion' to promote and support engagement with research.
 <p><b>Evaluate insights</b></p>	Use quality evaluative tools to understand the performance of schools and the VAT.	Use CAT-wide data collection points that feed into standardised templates for the SIP/SEF/HT Report. Use of three pillars for audit and review of END/EYFS/Safeguarding. Annual Standards Review Meetings and Mid-Year Review Meetings to explore progress and impact of development work. Engage with cycle of ongoing improvement.

Component	In more detail	Examples of this in practice
 <p><b>Develop expertise</b></p>	<p>Put expertise and professional learning at the heart of improvement</p>	<p>Schools will prioritise CPD within the SIP and Emmaus Executive Leaders will support with signposting to the most relevant within the central team offer.</p> <p>Teachers will be encouraged to engage with the development boards and professional learning networks as appropriate to their roles.</p> <p>Opportunities to see practice in different settings is facilitated through the development boards and Emmaus CAT will signpost to the best local and national leadership programmes, such as NPQs, Catholic Leadership Routes, and support staff with pre and post engagement sessions. These will be promoted in our E-Briefing with supporting Padlet to access.</p>
 <p><b>Empower horizontal improvement</b></p>	<p>Improve practise across a group of schools simultaneously, rather than just 'one school at a time'.</p>	<p>Emmaus CAT will host a number of professional learning networks to engage staff in peer development and professional dialogue.</p> <p>PLN Offer;</p> <p>Primary; writing, maths, science, EYFS, SEND, DSL, Pastoral. ECTs.</p> <p>Secondary; maths, English, SEND, DSL, Pastoral, ECTs.</p> <p>Emmaus CAT will offer a number of development boards as action research working parties to operate cross-phase.</p> <p>Development Board Offer;</p> <p>Pedagogy</p> <p>Reading</p> <p>Transition</p>
 <p><b>Connect</b></p>	<p>Build connections across the organisation</p>	<p>We ensure Emmaus staff don't work in silos by establishing professional learning networks and development boards on specific issues aligned to Emmaus development priorities.</p> <p>Emmaus CAT hosts whole-CAT conferences to support improvement, eg SEND conferences, continue the conversation and others which arise through need.</p> <p>We promote the participation in professional networks and initiatives beyond the school/CAT, i.e., by signposting to local maths hubs, engaging with research schools or involvement in the work of the lab school.</p>
 <p><b>Grow culture and leadership</b></p>	<p>Establish a culture where leadership and teaching can flourish.</p>	<p>Emmaus CAT guiding principles give an overview of how we see practice working to support our schools in their aligned agency.</p> <p>Our development boards toolkits are codifying classroom standards for schools to create their bespoke responses to how it looks in their schools.</p> <p>Our development practitioner roles are central team TLRs as we grow our talent and offer cross-school working opportunities for developing leaders.</p> <p>Emmaus CAT subject specialists work across Emmaus CAT schools to develop capacity in teaching and learning, making use of the Emmus CAT toolkits.</p>



Component	In detail	Examples of this in practice
 <p><b>Adopt a cycle</b></p>	<p>Adopt the behaviours that drive implementation (Engage, Unite, Reflect). Do this whilst tending to contextual factors and using a structured but flexible implementation process: Explore, Prepare, Deliver, Sustain).</p>	<p>Emmaus CAT incorporates the EEF's Engage, Unite, Reflect model of implementation in all of its professional development work. Professional development engages colleagues with research in an appreciation of the literature, unites colleagues over a common purpose in answering an inquiry question or sharing of practice and enables them to reflect on the impact of the cycle of learning on their practice in a commitment to action session.</p>
 <p><b>Leverage capacity</b></p>	<p>Match improvement initiatives with capacity to deliver.</p>	<p>Emmaus CAT uses its central team intelligence about the talent in our schools to pair schools as part of peer review systems, brokering support for schools in the stabilise or repair quadrants of our school improvement cycle. Emmaus CAT facilitates the development of capacity through spotting talent. We promote the use of Talent-Ed Matrix for all of our schools. This system enables users to create their own profile to have bespoke CPD signposted to them, and to provide central team or school leaders to see an overview of potential talent and aspirational roles that can be developed for recruitment and retention needs.</p>
 <p><b>Anticipate and adapt</b></p>	<p>Know what's likely to cause failure and how you will spot it. Learning from it and adapting or ejecting the failing action.</p>	<p>We look to navigate likely implementation challenges and offer tools to support schools. Models for professional development are both planned and responsive to ongoing changes in DfE policy or emerging needs within our schools.</p>
 <p><b>De-implement</b></p>	<p>De-implement initiatives that are not effective, or less effective than alternative options.</p>	<p>Our learning networks have a keen focus on reducing workload through sharing of resources and the provision of toolkits. Where possible, we promote the de-implementation of strategies where new policies are being implemented.</p>

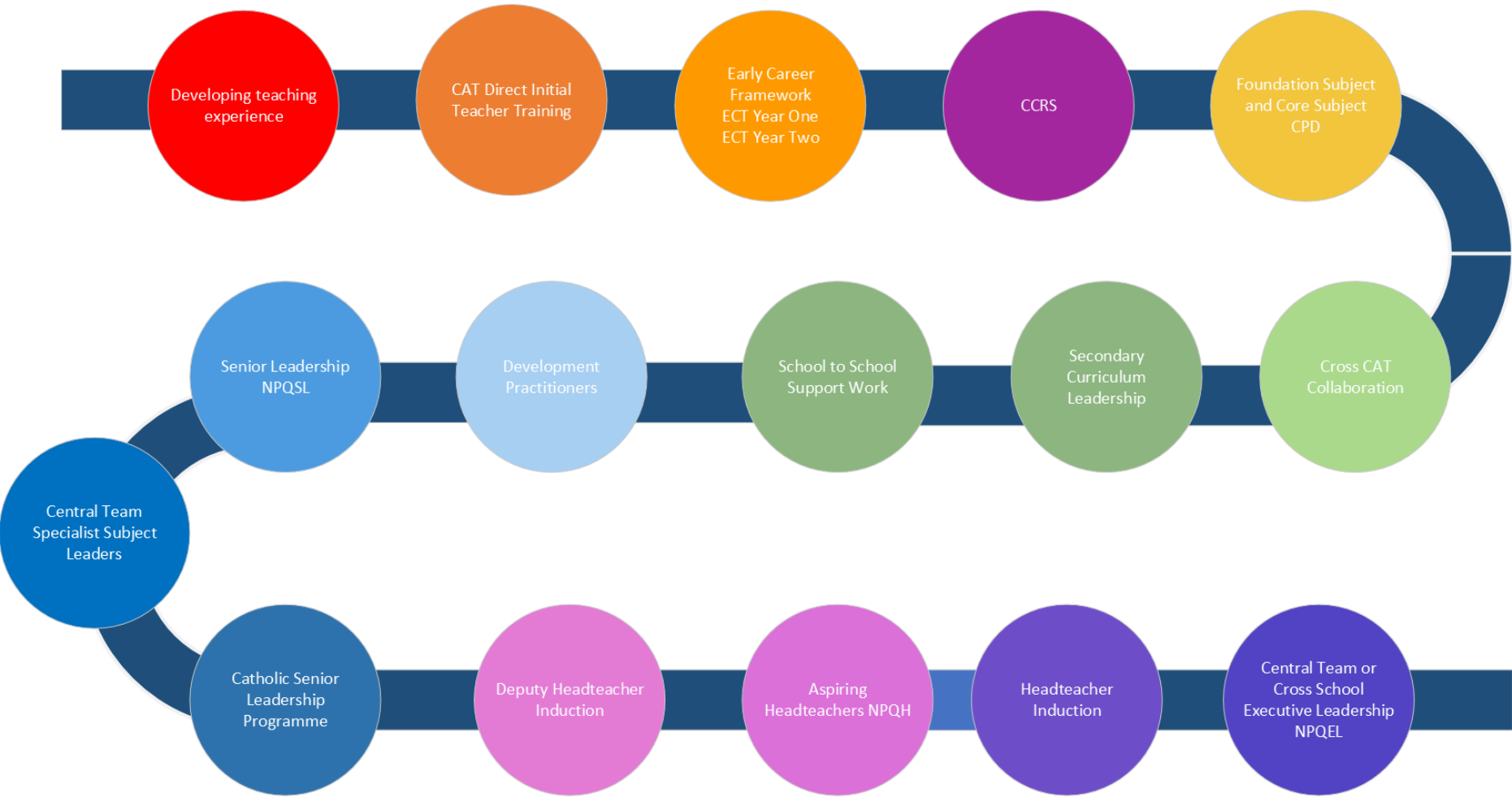
## Mechanisms of Effective Professional Development

<p><i>"Talent is key, and our most valuable resource." At Emmaus CAT we ensure that there are high quality learning and development opportunities for all staff with all learning and development strategically driven, responsive to needs and drawing on expertise from both within our CAT and externally. We have the infrastructure and networks to share professional learning and best practice.</i></p>		
MECHANISMS OF EFFECTIVE PROFESSIONAL DEVELOPMENT.		WHAT DOES THIS LOOK LIKE AT EMMAUS?
BUILDING KNOWLEDGE	Managing cognitive load	We design CPD so that we use a range of strategies that incrementally build knowledge and consider starting points for individuals regardless of where they are in their teaching career.
	Revisiting prior learning	Our CPD is designed so that learners make links with previous and future learning. Colleagues in their third year of teaching will begin to have access to accredited leadership programmes which includes the suite of National Professional Qualifications (NPQs).
MOTIVATING TEACHERS	Setting and agreeing goals	We ask learners to set goals because this makes it more likely that they will fulfil them. For example, we provide our ECTs with a range of support. We ensure that they are actively part of professional networks and have access to training so that they have a smooth transition into the teaching profession.
	Presenting information from a credible source	We only provide training that is closely linked to relevant evidence-based research. Training will be provided by credible sources which ensures that it is relevant, targeted and enhances the quality of classroom instruction.
	Providing affirmation and reinforcement after progress	We will follow up training after change has been attempted. In school, middle and senior leaders will coach and mentor staff to ensure that new learning is put into action. Where this is strongest, governors will check the impact of new training.
DEVELOPING	Instructing teachers on how to perform a technique	We recognise that clear and considered instruction on techniques are more likely to positively impact pupil attainment.



	Arranging practical social support	We will offer expert coaching and arrange peer support in a variety of ways. Colleagues at all levels should have access to peer reviews. These foster a collaborative environment where individuals learn from each other and share in the best practices.
DEVELOPING TEACHING TECHNIQUES	Modelling the technique	We recognise that teachers benefit from opportunities to observe problems and their solutions before they have to face them themselves.
	Providing Feedback	Supportive observations with formative feedback are more important than high stakes observations linked to appraisal.
	Rehearsing the technique	We recognise that practising and rehearsing a technique at least once outside of the classroom will support teachers in enhancing their skills and embedding habits.
EMBEDDING PRACTICE	Providing prompts and clues	We meet regularly. We will remind you to apply what you have learned to your teaching. Currently there are opportunities for termly meetings for EYFS teachers, SENDCOs, headteachers, DSLs and ECTs. These groups will continue to develop as the organisation grows.
	Prompting action planning	We support teachers and leaders to write an action plan as this will make it more likely that new learning / techniques will be applied. In time, the Emmaus Development Practitioners will support staff and leaders to develop bespoke action plans.
	Encouraging self-monitoring	We encourage all staff to reflect on their own learning. We want teachers to pay specific attention to their actions and the effects of these actions.
	Prompting context specific repetition	Repeating the same action in classroom at least twice, can support the embedding of practice.

Emmaus CAT Career Pathway



## Emmaus CAT Career Pathway Table

CAREER STAGE	EMMAUS APPROACH
Developing Teaching Experience	Prospective trainees are encouraged to gain valuable teaching experience by volunteering in schools to familiarise themselves with Catholic education and gain insights into the ethos of Emmaus CAT. Although not mandatory for Initial Teacher Training (ITT), we highly recommend trainees take advantage of this opportunity. Further details can be obtained by visiting <a href="#">‘Step into teaching’</a> .
CAT Direct ITT	<p>Working in partnership with Liverpool Hope University (LHU), we are training our own teachers within Emmaus CAT to provide PGCE with QTS from September 2024.</p> <p>As well as the new <a href="#">Initial Teacher Training and Early Career Framework</a> , we also cover core principles of belonging to a Catholic Academy Trust.</p> <p>Our offer includes options for both primary and secondary trainees across a suite of subjects;  <b><a href="#">Primary Training</a></b>, ages 3-7, ages 5-11.  <b><a href="#">Secondary Training</a></b> Subjects offered based on school departmental capacity.</p> <p>Training is facilitated by Curriculum Tutors and Professional Mentors from across Emmaus CAT schools, with trainees accessing provision from LHU for the 6 days of a Masters programme, with 6 days asynchronous training. The tutor roles also enable excellent professional development for talented staff within our schools. This affords the opportunity for tutors to work beyond their own setting, shaping the next members of the profession, who we hope will go on to teach within our schools and have long-standing careers with Emmaus CAT. Alongside the tutor team, we have professional mentors, who provide coaching and support to trainees in the classroom. This crucial role also comes with an annual bespoke training offer from LHU, as well as opportunities to be engaged in action research.</p>
Early Career Framework ECT 1 <sup>st</sup> Year of Teaching	<p>All Early Career Teachers (ECTs) within schools access support from their appropriate body, <a href="#">Hyperlink to guidance</a> and access the early career development programme of training provided. For ECTs across Emmaus CAT, we see our ECT offer as more than just professional development. We want our new cohorts of teachers to experience what it is to belong to Emmaus CAT and to have the opportunity to network and share their learning experiences with one another.</p> <p>When teachers embark on the Early Career Framework with us, they access not only the high-quality CPD of the ECT framework and the Diocesan ECT network, but also the Emmaus CAT ECT network. This approach is rooted in developing a sense of belonging, to nurture early talent and to offer support.</p> <p>There are half-termly sessions using a blended approach of online and face to face, with focus areas taken from mentor and ECT suggestions. School setting visits feature termly to provide opportunity to share ideas around classroom environment as well as to appreciate the diverse contexts within the Emmaus CAT footprint.</p> <p>We conclude with a celebration event at the end of the academic year, paving the way for ECT year 2.</p>



Early Career Framework ECT 2 <sup>nd</sup> Year of Teaching	<p>In their second year of teaching, ECTs continue to receive dedicated support as they navigate the challenges of this crucial stage in their careers. Our commitment to aiding teachers in their second year is unwavering, and we collaborate closely with the appropriate bodies to ensure that these ECTs receive equitable support. As part of our comprehensive support system, we afford these ECTs valuable opportunities to collaborate with subject leaders, aiding them in preparing for the next phase of their professional journey.</p> <p>ECTs in their second year will continue to hone their teaching skills and collaborate with their professional mentors, fostering ongoing development and refinement. Furthermore, they will actively participate in the Emmaus ECT professional network, developing a sense of community and connectivity within the teaching profession.</p>
Foundation Subject CPD	<p>We support our teachers to deliver excellence across the curriculum through a diverse and responsive training offer. Emmaus CAT offers various subscriptions and membership at school level, such as Chartered College of Teaching (CCT), and the Confederation of School Trusts (CST).</p> <p>We offer training opportunities from expert speakers in their fields, that are advertised through our E-briefing. Subject leaders also have the opportunity to get engaged with a variety of networks; EYFS/SENCO networks as well as through our subject Professional Learning Networks.</p> <p>We operate two Prince's Trust Institute (PTI) hubs to run subject specialist training events around specific curriculum subjects for our primary colleagues.</p> <p>Beyond the subject curriculum, we are also looking more broadly at teaching and learning and the protocols that underpin successful pedagogy. Working with the University of Greater Manchester's (formerly Bolton University) laboratory schools, there are opportunities for colleagues to get involved in peer review within the lab school approach, and to access the training and research from the national network.</p>
Core Subject CPD	<p>Quality professional development for core subjects in Emmaus CAT is characterised by a commitment to continuous improvement and a focus on enhancing teaching and learning. It involves providing opportunities for teachers to deepen their subject knowledge, develop innovative instructional strategies, and stay up-to-date with the latest research and best practices in their respective fields.</p> <p>This professional development is tailored to meet the specific needs of our teachers, taking into account their prior knowledge and experience. It includes a combination of collaborative learning, reflective practice, and ongoing support from subject specialists. Additionally, it incorporates regular opportunities for teachers to engage in meaningful dialogue, share ideas, and collaborate with colleagues within and across schools in our CAT.</p> <p>By investing in quality professional development, we aim to empower our teachers to deliver high-quality instruction, inspire student engagement, and achieve excellent outcomes in core subjects.</p> <p>Examples of our core subject CPD will cover:</p> <p>Moderation training, GAP analysis training and action planning.</p> <p>There are opportunities for secondary colleagues to engage in training with exam board specialists in English, maths and science.</p> <p>Using Talent-Ed Matrix, we will be able to identify colleagues who have moderation and examiner experience that we can draw on as a wider CAT.</p>

	Beyond specific courses and events, there is also the opportunity for staff to represent their schools on one of the Emmaus Development Boards, which are strategic working parties, taking a research informed approach to answering Emmaus CAT-wide enquiry questions and undertaking the production of a toolkit to codify the best in practice.
Cross CAT Collaboration	Aspiring senior leaders are encouraged to participate in impactful cross-school roles within Emmaus CAT. These currently involve contributing to our Development Boards, participating in laboratory school projects, or delivering initial teacher training as class-based mentors or professional tutors. Secondment and shadowing opportunities may also be accessible to serving class teachers and middle and senior leaders. These positions are regularly advertised through our E-briefing.
<b>Developing Leadership Expertise – Middle Leadership</b>	
Secondary Curriculum Leadership	In supporting staff to undertake these positions as heads of department, second in department, there will be engagement events supported by our central team to look at the distinct priorities and requirements of these roles.
Secondary Pastoral Leadership	In supporting staff to undertake these positions as heads of year, pastoral leads, there are engagement events supported by our central team to look at the distinct priorities and requirements of these roles. See CPD Padlet for details. <a href="#">Emmaus CAT Professional Development</a>
<a href="#">Catholic Middle Leadership Programme</a>	The Catholic Middle Leadership Programme is a modular course designed to enhance the skills of middle leaders beyond the classroom setting. Aimed at aspiring and current middle leaders in the Northwest, the programme focuses on forming leaders within the Catholic character of education. The course structure includes one face-to-face day per term along with online and blended learning components. The primary learning outcomes involve developing a deeper understanding of Catholic leadership within the evolving educational landscape. Example modules cover topics such as the distinctive nature of Catholic schools, 'whole school' thinking in a Catholic context, leading prayer and liturgy, servant leadership, and a module from the Formation Pathway. The programme also offers flexible support for career pathways, including leadership coaching. As part of an Emmaus CAT cohort of staff commencing this programme, there will be both an orientation event and a celebration event run by our central team. This will be an opportunity for colleagues across the CAT to come together to share their learning and benefit from networking opportunities.
<a href="#">NPQs Church of England Foundation for Educational Leadership (CEFEL)</a>	We work with <a href="#">CEFEL</a> and with the Catholic Education Service (CES), to offer National Professional Qualifications. CEFEL offer four specialist NPQs: Leading Teaching (LT), Leading Teacher Development (LTD), Leading Behaviour and Culture (LBC) and Leading Primary Mathematics (LPM). These are fantastic for middle leaders, heads of departments and subject leads. Application windows are signposted through our E-briefings. Candidates need the support of their headteacher to apply. As part of an Emmaus cohort of staff commencing this programme, there will be both an orientation event and a celebration event run by our central team. This will be an opportunity for colleagues across the CAT to come together to share their learning and benefit from networking opportunities.

School to school support work	Specialist Subject Leaders (SSLs) are teachers with expertise in specific curriculum or phase areas, supporting peers in other schools based on identified needs. They contribute to capacity development within Emmaus CAT and participate in regular network groups for best practice exchange and cross-school coaching.
Development Practitioners	The role of Development Practitioners is to lead action research within Development Board groups. Development practitioners gain expertise through participation in the Emmaus Development Boards and hold CAT-wide TLRs for this role.
<b>Broadening Leadership Expertise – Senior Leadership</b>	
Senior Leadership. NPQSL (in partnership with CEFEL)	<u><b>The National Professional Qualification for Senior Leadership (NPQSL)</b></u> is designed for school leaders currently in, or aspiring to be, senior leaders with cross-school responsibilities. This program aims to develop evidence-led expertise, enhancing leaders' abilities to address school-wide challenges and lead specific responsibilities. It focuses on deepening knowledge in various areas, including curriculum, behaviour, teaching, and organisational management. Participants receive dedicated coaching, engage in networked communities, and follow a learning model comprising five cycles covering key aspects of leadership. As part of an Emmaus cohort of staff commencing this programme, there will be both an orientation event and a celebration event run by our central team. This will be an opportunity for colleagues across the CAT to come together to share their learning and benefit from networking opportunities.
Central Team Specialist Subject Leaders (Primary)	These staff work in the central team are deployed to support schools across curriculum, teaching and learning and school improvement. They work closely with the Emmaus Education team to respond to need and facilitate cross-CAT working.
Catholic Senior Leadership Programme	<u><b>The Catholic Senior Leadership Programme</b></u> is designed to prepare middle leaders for senior leadership roles, including headship, with a focus on developing the Catholic character of leadership within a school context. The course spans one academic year and includes modules on qualities and knowledge aligned with the educational mission of the Church, fostering a learning community rooted in Catholic principles, and aligning systems and processes with the community's common good. Entry requires a minimum of two years' experience in middle or senior leadership. The programme integrates online learning with termly face-to-face sessions, and participants are encouraged to maintain a reflective journal to articulate their vision for Catholic education, contributing to future career development. As part of an Emmaus cohort of staff commencing this programme, there will be both an orientation event and a celebration event run by our central team. This will be an opportunity for colleagues across the CAT to come together to share their learning and benefit from networking opportunities.
Deputy Headteacher induction	A Deputy Headteacher induction program should be bespoke to each school. It should be overseen by the school's headteacher and local governing body. An induction programme should include essential aspects such as:



	<ul style="list-style-type: none"> <li>• The core principles of spiritual leadership in a Catholic school</li> <li>• The specific roles and responsibilities of the deputy headteacher within the context of the school</li> <li>• Identifying areas for personal career development</li> <li>• Understanding strategic impact</li> <li>• Exposure to strategic finance and HR</li> </ul> <p>Shadowing opportunities.</p>
CCRS: <a href="#">NWCDTP</a>	<p><b><u>CCRS: Catholic Certificate in Religious Studies - Roman Catholic Diocese of Salford</u></b></p> <p>The CCRS is a national qualification designed for teachers in Catholic schools, 'that they may have a basic understanding of the Church, its teaching and way of life to enable them to contribute to the maintenance of the ethos of the Catholic school' (Board of Studies).</p> <p>The CCRS is a two-year course including online modules with engagement across each half term.</p> <p><b><u>CPD - Roman Catholic Diocese of Salford</u></b></p> <p>We also signpost and promote other CPD opportunities through the diocese.</p> <p>This is mandatory for staff who wish to progress to Headship in a Catholic school.</p>
Aspiring Headteachers	<p><b>The National Professional Qualification for Headship (NPQH) is the nationally recognised, professional qualification for headteachers.</b></p> <p>The <b>NPQH</b> provides a unique opportunity to grow as a leader. This programme is for school leaders who are, or are aspiring to become, a headteacher or head of school, with responsibility for leading a school. As part of an Emmaus cohort of staff commencing this programme, there will be both an orientation event and a celebration event run by our central team. This will be an opportunity for colleagues across the CAT to come together to share their learning and benefit from networking opportunities.</p>
<a href="#">NPQH in partnership with CEFL</a>	
<a href="#">Headteacher Induction Year 1 &amp; 2</a>	<p>The Catholic Headteacher Programme offers support and development in the early years of headship through creating opportunities to explore the joys and challenges of the role in a Catholic context.</p> <p>Key purpose of the course: The course offers some core modules and some flexible learning depending on the requirements of the cohort and national policies in education.</p> <p><b>Example modules:</b></p> <ol style="list-style-type: none"> <li>1. Communicating your vision: How do you 'get everyone on board'?</li> <li>2. Dealing with difficult situations: How do you keep Christ at the Centre when dealing with exclusions, grievances etc.</li> <li>3. Mission led systems and processes: CES Workplace policies, contracts etc.</li> <li>4. Developing a Catholic curriculum in a national and regional context</li> <li>5. Catholic school improvement: staff and students, for example, appraisals and preparing for Section 48.</li> <li>6. One module from the Formation pathway</li> <li>7. Sustaining professional development through mentoring.</li> </ol>

## Deepening Leadership Expertise – Executive Leadership

Executive Leadership. NPQEL in partnership with CEFL

**For school leaders who are, or are aspiring to be, an executive headteacher or have a school CAT Executive Headteacher with responsibility for leading several schools.**

The final NPQ focusses on executive leadership, where skills and knowledge will be built to consider multi-school organisations and the complexities involved in leading these.

You will be learning alongside inspirational leaders from a wide range of contexts, drawing on the leading expertise nationally, high profile inputs and the opportunities to develop and sustain long-term national networks.

As with other NPQs, there is a focus on leadership behaviours. Participants benefit from access to quality online materials and an experienced coach. Sessions are facilitated online. There are also face to face days, as well as virtual one to one and group coaching sessions to further your leadership understanding and facilitate new networks.

As part of an Emmaus cohort of staff commencing this programme, there will be both an orientation event and a celebration event run by our central team. This will be an opportunity for colleagues across the CAT to come together to share their learning and benefit from networking opportunities.



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