



Hanover Partnership for Schools and Academies

a hanover education

developing young learners for
success in the classroom, the
workplace and the community

in partnership with



edisonlearning™

The Hanover

A child has one chance of a school education, and the quality of that education is vital to the future life of that child. It can make the difference between success and failure, between prosperity and poverty. At Hanover Partnership for Schools and Academies we believe that every young person deserves the best possible start in life – a great education.

The Hanover Partnership is committed to the creation of a new family of schools that are focused on the development of the whole person – as a learner; as an individual; as a prospective employee and as a fully participating member of society.

A Hanover education will deliver a first class academic foundation to all its students, and it will do so much more. Our mission is to help every young person in our schools to expand their horizons, and build the confidence to succeed as they make their way towards a fulfilling and prosperous adulthood.

A Hanover Education

We are committed to working with families who entrust us with the education of their children. We will give all our students the opportunity to reach full potential by:

Investing time and energy to allow command of basic skills – i.e. literacy and numeracy. We will use effective programmes and proven techniques to ensure that each child, regardless of ability or prior knowledge, is in a position to achieve at least age-appropriate standards.

Offering a robust academic education and achieving success rates in nationally accredited qualifications. We are committed to providing an education that broadens opportunity. We will offer broad, balanced and active study of English, maths, the sciences, humanities and world languages, accredited at GCSE and A-level. Our commitment in this area is not confined to secondary schools. We also have the highest expectations for pupils in our primary schools. We will provide an all-through curriculum, which opens young minds to the pleasure and purpose of learning from the very beginning, and provides the necessary grounding for continued success in secondary school.

Offering a focus on developing life, learning and employability skills. In an increasingly competitive world, academic attainment alone is no longer enough. To succeed in study, and beyond in the workplace, young people need to develop and master a broad range of skills, which until now, the education system has left to chance. A Hanover education will ensure that essential skills such as communication, team working, personal awareness and problem solving are taught, assessed and developed as an integrated part of the curriculum. We will also ensure that students of all ages are engaged in life beyond school, working as part of their community and with business to open new opportunities – in this way raising aspirations for all.

Developing personal passions and interests. Our Student Enrichment Programme will ensure that a Hanover school student engages actively with the arts, sport and the environment, creating opportunities and developing skills as an integral part of their school experience.

Outstanding teachers. Quality of teaching is widely accepted to be an important factor in determining a good education. We will not leave this to chance. All teachers in Hanover schools will be trained in approaches and techniques required by our distinctive model. They will receive ongoing support and development throughout their careers with us. We are committed to extending and advancing the professional role of teachers and to build a particular community of Hanover teachers, who will be recognised as the finest in their field.

Mission



A Hanover School

In a Hanover school every young person is given appropriate broad-based support, and respected as an individual. Our schools will be designed and operated on 'human scale' principles, ensuring that each young person is an active member of a small 'learning community' of students, teachers and support staff. Within this community, every student develops a strong and lasting relationship with a 'Learning Coach' who acts as a personal mentor and tutor for the student's learning, and who is the first point of support and counsel.

Discipline is of paramount importance to a successful school, and a Hanover school is no exception. We have the highest expectations of students and maintain a robust Code of Conduct – something that informs the behaviour of all members of the school community, both in school and beyond.

A Hanover school recognises the distinctive contribution that parents and carers make to the success of their child at school, and actively encourages parental engagement in the learning process. To support this, we implement a programme of termly Learning Conferences, which helps parents to understand how they can most effectively contribute to the education of their child.

A great school must be a part of its wider community. Each Hanover school focuses on the distinctive nature and needs of its local community. We seek to play an active role in that community through a systematically implemented Community Engagement Strategy, including the development of Student Ambassadors and a Board of Friends.

Our Delivery Partner: EdisonLearning

Our model for a Hanover school is based on extensive research into learning and school operation, which has been conducted by our delivery partner EdisonLearning, and reflects the principles and practices of the e2™ school-operating model.

EdisonLearning is a global leader in the design and implementation of innovative school improvement solutions, working to deliver a breakthrough in outcomes for young people in the UK, America and the Middle East.

Formed in 1992 by leading entrepreneurs and educationalists, EdisonLearning has continually focused on the way schools are designed and operated, and has promoted the introduction of better and more effective practice. In the USA, this has been realised through the operation of more than 100 state-funded schools, including over 50 Charter Schools and strategic partnerships with a broad range of school districts and commissioners. Work that has been the subject of many studies and research projects that has conclusively demonstrated impact and achievement, often in the face of severe deprivation and historical underperformance.

Working for the past seven years in the UK, EdisonLearning has worked alongside more than 100 schools, including secondary, primary and special schools, utilising unique research-driven approaches to support change and transform outcomes for young people. This work has enabled the turnaround of schools in special measures, and assisted outstanding schools to extend practice to new levels of excellence.



SERENA STANDING

Serena specialises in talent development and performance management from boardroom to trading floor.

She has been Chief Executive of Hanover Foundations since 1997. During that time, Hanover has become an influential and highly regarded not-for-profit organisation working in the education sector. Clients include central and local government, colleges and schools.

The ethos of Hanover Foundations is the development of the young learner (age group 14-24) helping them become better learners or move into the workplace. She has recently co-authored and piloted a pioneering Level 2 award in interpersonal skills accredited by the QCA.

In addition to being a businesswoman in her own right, she has helped a number of entrepreneurs model and develop successful enterprises. Serena is the University College London Trustee of The Philological Foundation, a Fellow of the Institute of Leadership and Management, and a Member of the European Mentoring and Coaching Council.

Based in Cairo with her family for seven years, Serena contributed academically at Cairo University, where she was offered a chair. She read Ancient Near Eastern History and Archaeology at University College London, and possesses a number of postgraduate qualifications in the field of leadership psychology and professional development, in particular from The Industrial Society and from The University of Strathclyde.



NEIL GRIMSTON

An experienced chairman and safe pair of hands in governance and leadership, Neil has established and managed businesses in Europe, Asia, and the USA.

Neil led in financial institutions for a global financial services organisation, before entering the third sector in education where he has been working with many of society's most challenged young people. He recently contributed to writing a Level 2 award in interpersonal skills to help young adults become better equipped for the workplace.

He is currently Vice Chairman of Governors for Westminster Adult Education Service, one of the largest local authority providers of adult education in the country, is a Non-Executive Director of the Business Development Board, Royal Institution of Chartered Surveyors and is Past Master of the Worshipful Company of Scriveners, where he is an Honorary Court Member.

Neil commanded a Territorial Army unit and was awarded the Territorial Decoration. He is a Fellow of the Institute of Leadership and Management, Alumnus of London Business School, and Member of the European Mentoring and Coaching Council. Neil holds a postgraduate qualification in executive coaching and leadership mentoring.



DERRAM ATTFIELD

Formerly a Benedictine monk at Ampleforth, North Yorkshire, Derram initially trained to be a priest where he was sent to the Vatican for his studies. When he departed Ampleforth, Derram established a headhunting consultancy and took on the challenge of building a Third Sector, Education and Whitehall practice.

For five years Derram was instrumental in turning around a failing London-based advertising agency raising private capital through attracting investors. Building on private investment, Derram has established a network of friends and colleagues across philanthropy, politics and business, and is regularly sought after for his advice and guidance on both commercial and human relationships.

He was educated in Wales, at Eastbourne, and in Rome where he read both Philosophy and Theology at the Gregorian University in the Vatican.



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