

Hillside
Subject Leadership
Handbook
2023-2024



Subject Leadership

What is subject leadership?

As a subject leader you have responsibility for a subject across school. You need to have a strategic overview of what is happening in that area across the whole school – from EYFS to Year 6 (and into Year 7.) You need to understand what will be taught (intent), how effectively it is being taught (implementation) and how well pupils know, understand and remember what is taught (impact).

Using this information, it is the subject leader's job to then look at implementing strategies to improve any areas of the quality of education within that subject.

As a subject leader you need to know what the current position is and what you are going to do to make it better.

As a subject leader you will know about:

- The **scope** (breadth and ambition) of the subject, including **early years**
- **Curriculum** components (granular knowledge) and **sequencing**
- How pupils remember what has been taught (**memory**)
- Curriculum adaptations for pupils with **SEND**
- **Pedagogy** and **assessment**
- The **culture** of the subject in school
- How wider **policy** making considers the subject

The following provides a template of useful prompts in relation to the above.

KEY ASPECTS TO CONSIDER ABOUT YOUR SUBJECT:

Scope: Is the curriculum ambitious? Does it at least match that of the NC? Does planning consider all types of knowledge that pupils need from EY to Year 6?

Components and sequencing: Are larger, composite ideas broken down into smaller steps or component knowledge? Does prior knowledge support subsequent learning? Is there an obvious progression from one end point to the next?

Memory: How has the curriculum been designed so that pupils re-visit important knowledge and remember and understand it? How does the curriculum aim to connect knowledge in long-term memory to develop greater understanding?

SEND: How has the curriculum been planned to ensure ambition for all? If pupils find the study of a subject difficult, how is the curriculum adapted?

Pedagogy and assessment: How are lessons delivered in the subject? Is it generic pedagogy or subject-specific? How well do teachers use formative assessment to systematically check pupils' knowledge and understanding. How does assessment inform future learning?

Enrichment: How is the subject experience enriched through experts and experiences? How does the subject develop cultural capital? Do disadvantaged and children with SEND access the same experience as others?

Culture: Is the subject valued? How well are staff trained and developed in this subject? Are there opportunities for pupils to build cultural capital? What about to develop a love of this subject?

Policy: How do school-wide policies integrate the subject e.g., marking, feedback, CPD etc? Is this subject a priority for the school?

Expectations of subject leaders

- **Understand the subject-specific curriculum for your area of responsibility** – be able to articulate the ‘overview of curriculum document’ (see appendix 1), know the KKPDs, the sequencing of content and the key concepts from EYFS through to Year 7.
- **Subject leadership file** – establish and maintain a subject leader file containing all key documentation specified in appendix 2 (subject leader file contents)
- **Subject leadership monitoring process** – familiarise yourself with the annual monitoring processes that you need to undertake (appendix 3).
- **Check and understand the quality of education that pupils receive in your subject** – carry out focused reviews (appendix 4) and other monitoring activities to gather evidence of the quality of curriculum planning, teaching, pupils’ work and achievement. Identify the ‘Key Question (line of enquiry)’ that will drive your improvement work each year. Examples of these can be found in appendix 5. Ensure an **action plan** is created and reviewed annually (appendix 6). Complete **‘Monitoring Summary Reports – MSR’** (appendix 7) and identify areas for development.
- **Maintain the ‘subject on a page’ document** – using the key aspect questions what do you already know? What do you need to know? How will you find out? The completion of this document will support subject leaders to enable clear articulation of the subject through carefully chosen examples. (Appendix 8)
- **Provide key information to the Curriculum lead** – complete a self-evaluation of the subject to forge an accurate and valid judgement about the quality of education that pupils receive (appendix 9). This will help support the creation of a ‘Key Question (line of enquiry)’. This evaluation will be delivered back to the curriculum lead
- **Demonstrate passion and enthusiasm** – champion your subject/aspect and ensure that it is held in high regard by all staff. Show that you are proud to lead it.
- **Keep well informed** – keep abreast of the latest developments and research. Own your subject/aspect and develop your subject/aspect knowledge to have the answers or know where to go to find them. Join a professional association. A list of some can be found at the back of this handbook (see Appendix 7).
- **Be willing to fully engage with Trust events** – join in with Trust activities, for example, consider leading a workshop if the opportunity arises.
- **Source and attend relevant training and PLC** – be proactive in sourcing your own and others CPL. Attend PLCs and utilise the expertise of the group to develop your own and others’ practice.
- **Lead CPL and organise dissemination of information** – take ownership of feeding back new ideas and information to staff. Be proactive in asking for time to feedback to staff; do not wait for time to be allocated on your behalf. Follow up key messages and check for impact. Be prepared to deliver training in school. This could be whole school, in a staff meeting/INSET or one-to-one support.
- **Lead by example** – use your own practice as an example of high-quality teaching and learning in your subject.

- **Alert staff to educational resources that will support the curriculum ambition** – share resources (e.g., apps, websites, software etc.) through meetings (alerting HT to the need for staff meeting time.)
- **Engage with the wider community** (e.g., business, industry etc.) – make links with our wider community to enhance our provision.
- **Identify potential experts and experiences** – create a list of potential visits and visitors that will enhance the curriculum. Consider assembly speakers or people who can deliver workshops.
- **Support colleagues to create an immersive learning environment** – when appropriate, help teachers around school create an environment that enhances the teaching and learning in your subject.
- **Seek opportunities for accreditation** – there are several different accreditations that you could work towards (e.g., Arts mark, School Games Kitemark, etc.). These provide an external view of the provision in school.

What do I need to know first?

Subject leadership induction checklist:

1. Understand the Flying High curriculum model and key principles that underpin this.
2. Familiarise yourself with the KKPDs and create a subject map for the subject.
3. Understand how concepts build a deep body of knowledge throughout the subject.
4. Understand how to break down KKPD statements into progressive sticky knowledge for the subject.
5. Use the subject leader key aspect questions – what do you already know? What do you need to know? How will you find out? (See 'Checking the curriculum document' for further information).
6. Complete the 'Subject on A Page' to exemplify the key aspects of your subject. This will act as an aide memoire and will help provide pertinent examples of curriculum intent.
7. Get to know the school's procedures for monitoring and reporting, including focused reviews, monitoring summary reports and the subject leader monitoring process flowcharts.

Appendix 1 – Hillside Curriculum Structure Flowchart: How our model is enacted



Appendix 2: Subject leader file

Your subject leader file is the best way of keeping organised. It is used to track how your subject has improved and provides evidence of your leadership.

It is important to maintain consistency across files as there may be times when colleagues assume new/additional responsibilities. If the files follow the same format, then the transition will be significantly improved.

CONTENTS

1. Subject Leader Handbook
- 2.

INTENT

3. Subject Policy
4. Subject on a Page (SOAP)
5. Curriculum Model Graphic
6. Curriculum Principles
7. Curriculum Structure Flowchart Document
8. Key Knowledge Progression Document
9. Component Knowledge Progression Document
10. Key Concepts (where appropriate)
11. Whole School Curriculum Long Term Plan
12. Subject Map
13. Medium-term plans (MTPs) Enquiry/Discrete (examples)
14. Short-term plans (STPs) – where appropriate

IMPLEMENTATION & IMPACT

15. Lesson Design Poster/Matrix
16. Enquiry on a Page
17. Samples of Sequences of Work
18. SEND Documents (e.g. Inclusive QFT and SEND adaptation)
19. Subject Leader Action Plan
20. Subject Self-Evaluation
21. Previous Action Plans
22. Monitoring and Evaluation Records (including focused reviews)
23. Assessment Information (e.g. Leitner/Plickers) / Data Analysis (where appropriate)
24. CPL Records (received and delivered)
25. Experts/Experiences/Enhancements Record
26. Reports/Presentations to Governors

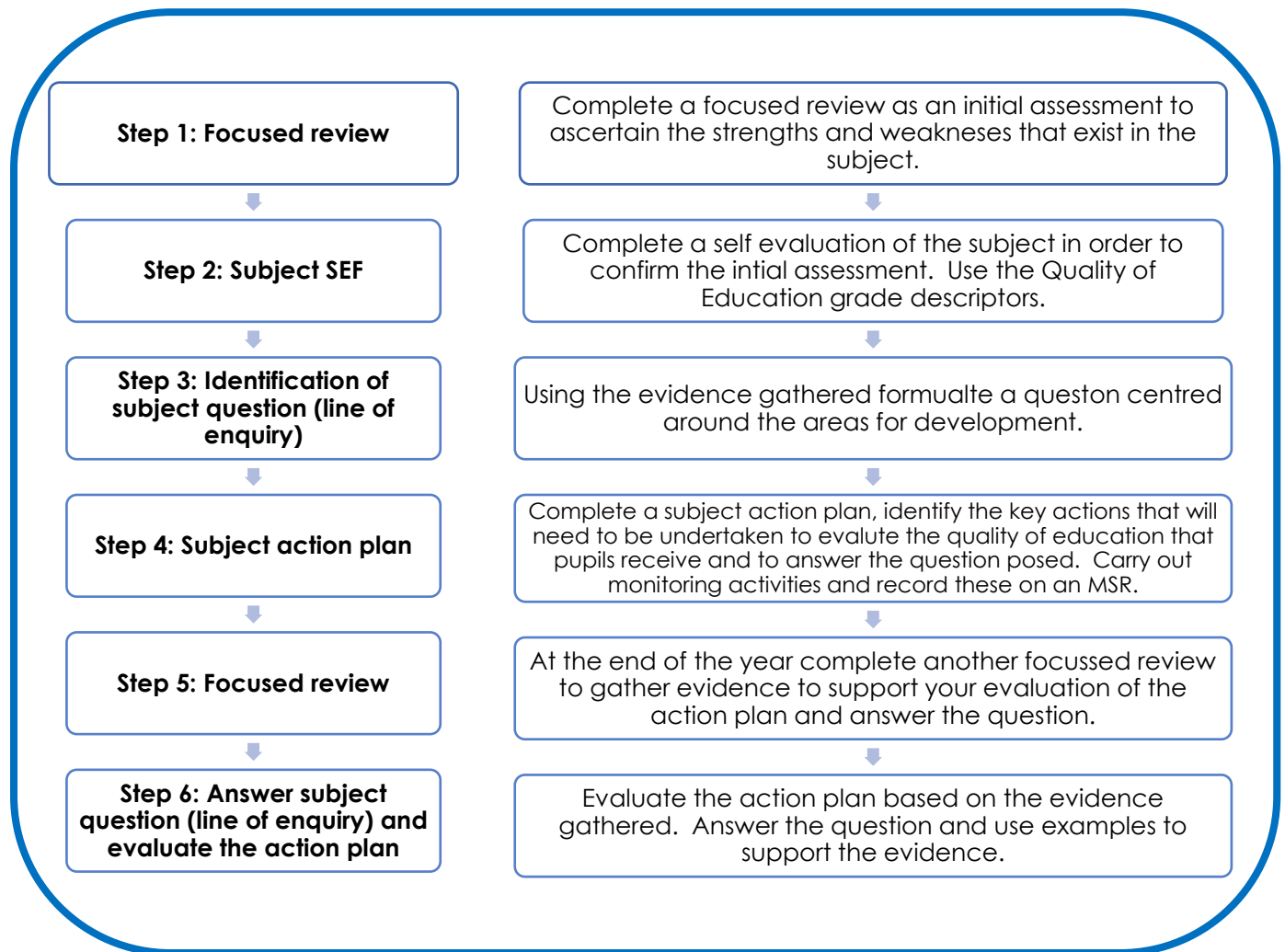
NOTE: Key documents needed for a professional dialogue about the intent, implementation and impact of your subject.

OTHER USEFUL INFORMATION

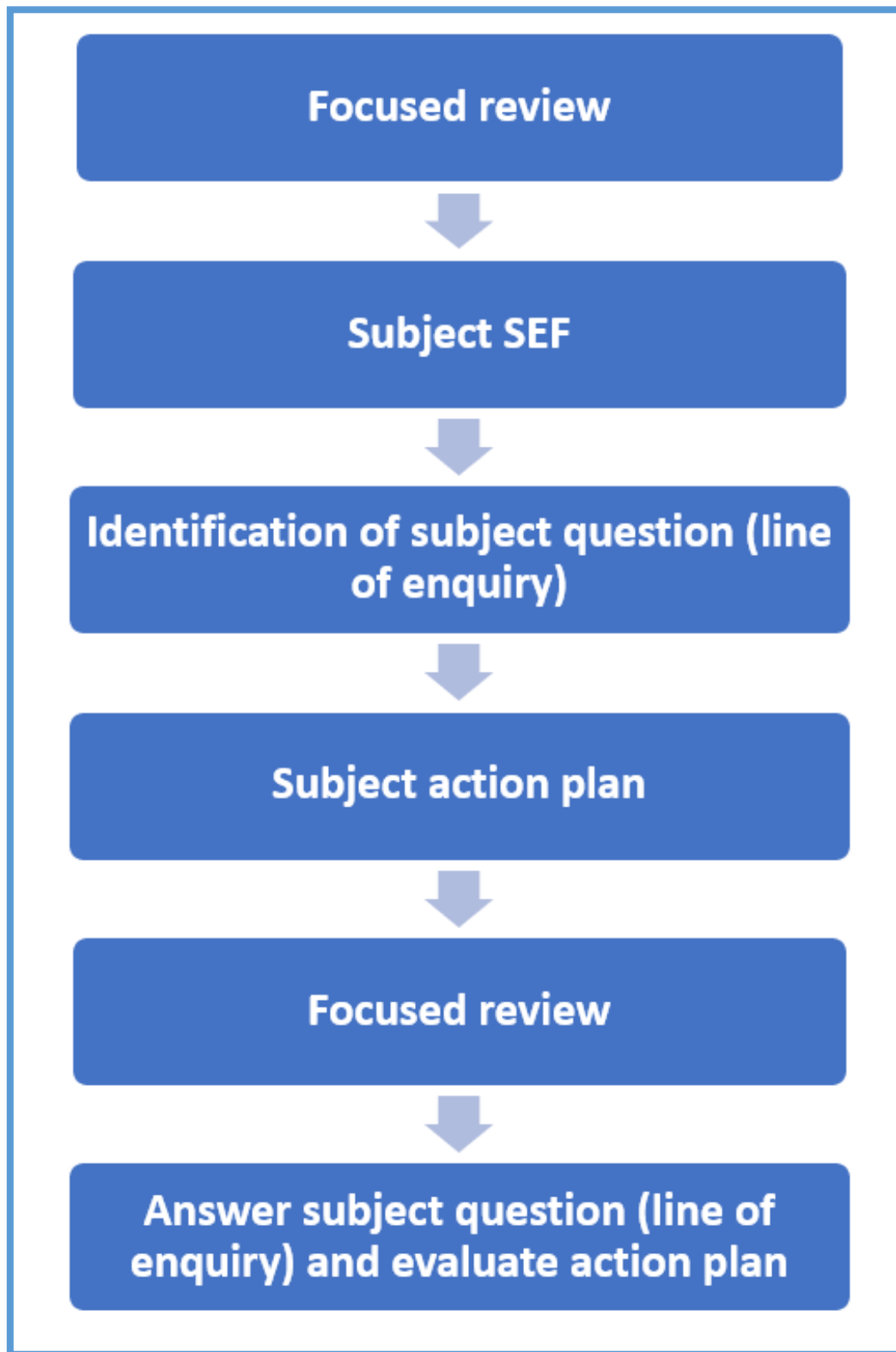
27. Copy of SIP
28. Copy of SEF
29. Copy of latest OFSTED report
30. Resources (audit)
31. Miscellaneous (Displays, Photos, Big Books etc)

Appendix 3 – Monitoring Process

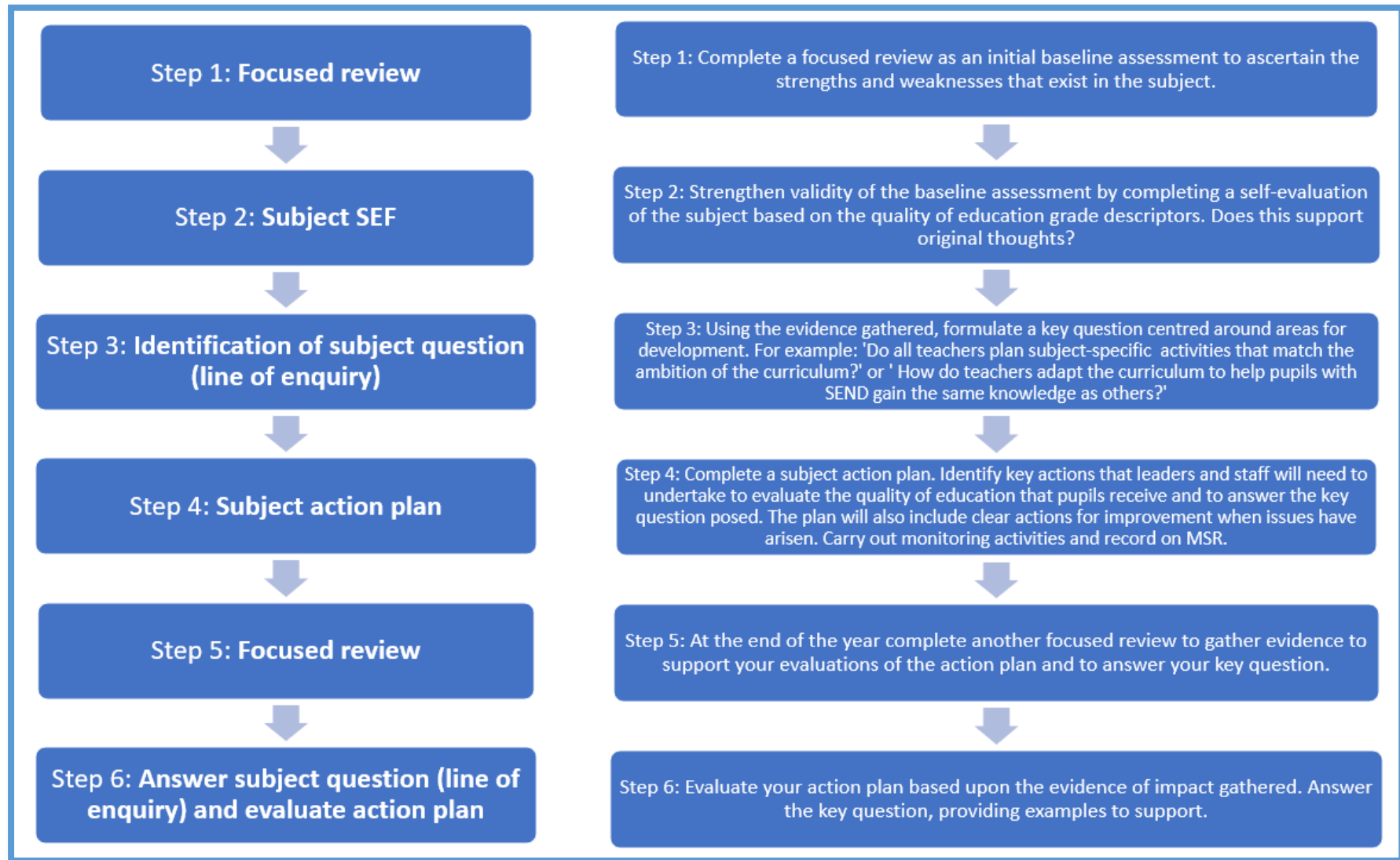
Monitoring Process Explanation



Monitoring Process



Monitoring process explanation



Appendix 4: Focused review

The aim of a focused review is to support subject leaders to gain a valid, accurate and connected range of evidence about the quality of education that pupils receive. It should aim to identify key strengths and areas for development within a subject. A focused review will usually take between 2 and 3 hours to complete. It includes scrutiny of planning, work and lessons, along with conversations with pupils (and sometimes staff, parents and governors). The review should help leaders to identify a key line of enquiry that they wish to pursue for the rest of the academic year (a question that needs answering about areas that require development).

Focus Area / Subject for Review					
Early reading	English	Maths	Science	EAD/Art/ Music	Phys Dev/PE
PSED/PSHE	UfW/History/ Geography	Computing	D&T	Languages	Safeguarding
Lowest 20%	SEND	Behaviour	Pupil Premium	Attendance/ PA	EYFS
Other:					
Link to Whole School SIP:			Year Groups Involved:		
Date:			Term/Year:		
Staff / Governors Involved:			Children /Parents Involved:		

Must include:

- Adaptation and ambition for SEND
- Ambition for PP
- Status of the subject
- Links with Early Years
- Behaviour, safety etc.
- Core curriculum principles

What do medium/short-term curriculum plans tell us? (Breadth, sequence, coherence, granular, ambition etc.)

Strengths	Developments / Questions
-----------	--------------------------

•	•
---	---

What does teaching tell us? (Subject knowledge, lesson design, checking, feedback etc.)

Strengths	Developments / Questions
-----------	--------------------------

•	•
---	---

What do books/work tell us? (Coverage, realisation of planning, activity choices, productivity, feedback, quality of work etc.)

Strengths	Developments / Questions
-----------	--------------------------

•	•
---	---

What do children / parents / staff / governors tell us? (Knowing and remembering more)

Key Questions	Responses
---------------	-----------

What does data/standards tell us?	
Current Progress and Attainment Headlines	Comments / Questions
Overall summary of the focused review	
Key Strengths	Key Next Steps for Development
Dissemination of Good Practice	
So, what do L&M need to do next? Consider: staff /GB feedback, CPD, dissemination of good practice, check curriculum progression, adaptations/interventions, support, further monitoring, amendments to SIP / action planning, introduce new strategies, seek expertise, etc.	
•	

Appendix 5 – Lines of enquiry

Intent

Do all our pupils access and complete the planned curriculum?
Are there any areas of the planned curriculum that are not taught? Why?
Are teachers skilled enough to deliver the planned curriculum?
Does pupils' work reflect what is planned in the curriculum in all year groups?
Do teachers plan subject-specific activities that match the ambition of the planned curriculum?
How does what is planned in the early years help support subsequent learning in key stages 1 and 2?
How well do teachers adapt the planned curriculum for pupils with SEND?
Do disadvantaged pupils receive the same entitlement to ambitious knowledge as others?
How has COVID-19 affected the curriculum and do teachers know what knowledge needs to be caught up?

Implementation

Do all teachers have a good understanding of the subject curriculum?
Has recent training in this subject had an impact on the quality of teaching?
How do we effectively support teachers who are non-specialists?
Are consistent and effective strategies used in all classes to help pupils remember content?
Do teachers in all year groups explain learning well enough?
How well do teachers adapt their delivery to support pupils with SEND to gain the same knowledge as others?
Do pupils get enough feedback to help them address misconceptions?
How effectively do teachers connect knowledge from past learning to support delivery?
Do teachers model and explain subject-specific vocab well enough?
Is the work set in all year groups demanding enough?
Do teachers use high-quality resources that support the acquisition of knowledge?
How well does teaching in the early years prepare pupils for subject-specific study in key stages 1 and 2?

Impact

Do pupils know and remember enough in this subject?
Do pupils recall what has been taught in the past well enough?
Can pupils connect learning/knowledge from across the curriculum and link it back to this subject?
Do pupils know what 'getting better' in this subject looks like?
Do pupils with SEND know and remember the same as others?
Do children in the early years know enough before starting Year 1?
How well do disadvantaged pupils achieve compared to others?

Appendix 6 – Monitoring Summary Report MSR

Monitoring Summary Report				
Date				
Monitoring activity (book look, planning scrutiny, learning walk, pupil interview)				
Subject area				
Key focus and why				
	What went well and why	What skills need developing and why	Questions arising	Feedback outcomes
FS1				
FS2				
Y1				
Y2				
Y3				
Y4				
Y5				
Y6				
Whole school threads (common issues arising)				
Date	Activity	Outcome	Next steps	

Appendix 7 - Subject Action Plan

Action Plan 2021 – 2022 [XX] School	
School Curriculum Vision:	
Subject:	Subject Leader:
Current position:	
Subject Question (Line of Enquiry):	
<i>In my subject this year I want to know....</i>	
Subject Question Success Criteria:	

Development areas	Action(s)	Who	When	Resources	How will this be evidenced (Focused Review, MSR)	Intended Impact:	Actual Impact on Development Area:
1.	1.1 1.2 1.3						
2.	2.1 2.2						

	2.3						
3.	3.1 3.2 3.3						

Evaluation Against Subject Question Success Criteria – What Do I Know Now?

Term 1:

Term 2:

Term 3:

Initial Thoughts for Next Academic Year
--

Learning Walks

Lesson Design Model

Stage of the lesson is clear; children know which stage and are clear about what they are doing?

Teacher Subject Knowledge

Is teacher and TA subject knowledge accurate?

Teaching

Do staff present and explain learning clearly? Do staff break learning down into smaller, manageable steps?

Pupil talk

Is discussion used effectively?

Assessment Opportunities

Do staff check pupils' understanding systematically and address misconceptions quickly?

Feedback/ Questioning

Do staff provide effective feedback/questioning to help address errors or deepen pupils' understanding of content?

Adaptability

Do teachers spot when pupils are struggling to learn the planned content and adapt teaching?

Tasks

Do teachers choose appropriate activities that develop subject-specific knowledge?

Remember more

Do teachers use effective strategies to help pupils remember content from current and previous lessons?

Assessment

Do teachers use assessment to inform their teaching? Do they know what pupils can and cannot do?

Resourcing

Do teachers use resources that match the ambition of the curriculum? enabling children to extend learning?

Demand

Is the work demanding enough?

Subject-specific vocabulary

Do teachers and Tas help pupils learn subject-specific vocabulary?



Book Look

Lesson Content

Is the planned content and knowledge unmissable and obvious? Does the content match the planned curriculum map?

Lesson design evident

Informed decision as to what goes in books– clear understanding by the teacher as to what is necessary to help children progress.

Teaching sequence

Is the teaching sequence well-ordered and coherent?

Clear learning objectives

Does the task allow the child to demonstrate the Learning Objective?

Lessons over time

Do lessons build and become more complex?

Subject specific vocabulary

Can subject specific vocabulary be identified?

Scaffold

How are tasks scaffolded to support SEND pupils?

Tasks

Do tasks allow children to revisit prior learning?

Feedback

Is feedback provided? How effective is the feedback? Do children understand how to improve their work?

Staff Interview

1. Why did you choose to teach this content/lesson today?
2. What have you taught previously that builds towards today's lesson?
3. How does this build upon what pupils' learned in Yr X?
4. What about in EYFS?
5. What comes next? How useful was the content taught today for pupils' future learning in Yr X?
6. What was your rationale for the choice of activities?
7. What was the most important knowledge you wanted pupils to remember today? How did you facilitate this?
8. Why is that the most important knowledge? Will they need this again in future learning?
9. How did you check that pupils were learning the knowledge you intended?
10. What do you want pupils to know and remember by the end of this unit/ year? Is that the same for all pupils?
11. What did pupils find difficult today? How did you help them overcome this?
12. Which aspects of the curriculum are hardest for pupils to understand and remember?
13. What are you doing to overcome these?
14. How did you adapt the curriculum today to meet the needs of pupils with SEND?
15. What are you going to do next based on your assessment of today's lesson?

Pupil Interview

1. What did you learn in the lesson today? (or pick out a very recent lesson in the book)
2. What did you already know about this enquiry? How did this knowledge help you today?
3. Any ideas, knowledge, key vocabulary or information included today that you are encouraged to remember and/or use in other contexts/ subjects?
4. What was it about the lesson you found most interesting today?
5. Do you think you will remember anything in particular from the lesson a week from now? a month from now? a year from now?
6. Choose a piece of work or activity that you really enjoyed. What did you learn when you did this?
7. Choose a piece of work that you found difficult to understand. what made it tricky? How did your teacher help you?
8. Can you remember anything from your enquiry on XXX (from last term or year)
9. What support do you get to help you catch up or improve?
10. How do you know that you are getting better at XXX?

Planning Scrutiny

MTP Planning

Matches KYPD statements; follows genre progression; follows grammar progression; follows agreed maths outcomes; 10 in 10 matches necessary learning

Weekly Planning

Reflects lesson design; evidence of the following in planning; informed decision as to what goes in books– what will the children need in their books to support their learning?

Lesson Design

Reactivate; Teach, facilitate and model; Learning together; independent; Reflection– activities at each stage support the understanding of the design

Clear Learning Objectives

Child friendly, learning based, ARE, link to MTP outcomes
To be able to... To know... To understand...

Aspirational Success Criteria

Opportunities to focus on them throughout the lesson, learning based

Assessment Opportunities

Using the S.C., Peer/self-assessment, AFL, opportunities throughout the lesson

Questioning

Range used at different points in the lesson, opportunities for chn to ask questions, higher order questioning to deepen knowledge and understanding

Modelling

Explicit, related to LO/SC, Children and teacher modelling

Link between learning explicitly identified

Prior learning, how this lesson fits within a sequence, future learning, key skills necessary for the lesson

Active Engagement

Creative, opportunities for collaborative working, talk partners, active participation, oral rehearsal

Support and Challenge

All groups of learners supported/challenged, staggered starts, extension tasks, higher order thinking skills, resources to support/scaffold learning

Key vocabulary/resources

Evident in planning

Lesson Design

Reactivate

Prior knowledge to progress through the lesson
How will you check?

Scaffold needed for those struggling

Teach, Facilitate and Model

Small steps I will narrate aloud and demonstrate to make explicit how experts think?

Start explanations at the point of children's current understanding- what is the clearest explanation needed to understand this learning?

Concrete representations or models used to help children understand any abstract concepts

Encourage children to think deeper once they have grasped the learning?

Model high standards required?

Make explicit connections to prior learning?

How will I ensure children understand the key vocabulary pertinent to this learning?

Reduce the extraneous cognitive load?

Use of assessment opportunities to gauge how children are progressing towards the LO

Learning Together

Are children being provided with enough time to do the thinking for themselves and actively practice?

Are the children being provided with enough opportunities to discuss their learning?

Potential misconceptions and/or difficult points that need highlighting and exposing?

Encourage children to think deeply once they have grasped the learning?

How will the learning be applied to different contexts?

Aim to reduce scaffolding throughout this phase?

How will I know how all learners are ready to progress to independent practice?

What questions will I ask and how will I gather whole class feedback to check the responses of all learners?

Independent

What sequence of activities will allow children to practise, embed, apply and deepen their learning from today's lesson?

What scaffolding is required so all children can access all the learning?

How can children's thinking be elicited to be sure they are still on track to meet the learning objective?

How will children know they are on the right-track?

What strategies and routines might be required for children to self-regulate their learning during this phase?

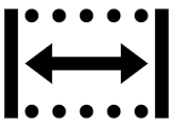
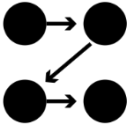
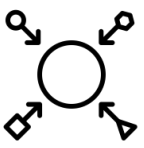
How might children be grouped throughout a lesson to aid their independent learning?

Reflection

What is the best way to ensure children have clarity around today's learning so they are secure to continue next lesson?

If a child hasn't secured the main learning point of the lesson, how will I know and what will I do about it? **A**

Appendix 9 – Subject on a Page

	Key Aspect	Say it	Show it	Seal it (Evidence)
	Curriculum principles: What are they? How do they inform your subject?			
	Scope: Is the curriculum ambitious? Does it at least match that of the NC? Does planning consider all types of knowledge that pupils need from EY to Year 6? What about cultural capital? Do pupils learn the best of the best?			
	Components and sequencing: Are larger, composite ideas broken down into smaller steps or component knowledge? Does prior knowledge support subsequent learning? Is there an obvious progression from one end point to the next? How is content chosen? How is key content sequenced and revisited each over time?			
	Memory: How has the curriculum been designed so that pupils re-visit important knowledge and remember and understand it? How does the curriculum aim to connect knowledge in long-term memory to develop greater understanding?			
	SEND: How has the curriculum been planned to ensure ambition for all? If pupils find the study of a subject difficult, how is the curriculum adapted?			
	Pedagogy and assessment: How are lessons delivered in the subject? Is it generic pedagogy or subject-specific? How well do teachers use formative assessment to systematically check pupils' knowledge and understanding. How does assessment inform future learning?			



Enrichment: How is the subject experience enriched through experts and experiences? How does the subject develop cultural capital? Do disadvantaged and children with SEND access the same experience as others?



Culture: Is the subject valued? How well are staff trained and developed in this subject? Are there opportunities for pupils to build cultural capital? What about to develop a love of this subject? Do pupils recognise that one day they could contribute to the body of the knowledge in the subject?



Policy: How do school-wide policies integrate the subject e.g. marking, feedback, CPD etc? Is this subject a priority for the school?



Subject leadership: How do you monitor the quality of education in the subject? How do you know pupils achieve their best? What is strong and what needs to improve?

Appendix 10 – Subject Self Evaluation

Subject	
Date	
Subject leader	

Quality of Education	Evaluation Criteria	Strengths	Developments
Intent	1.1 Subject curriculum matches the breadth and ambition of the NC. 1.2 Plans evidence ambitious end points. 1.3 Subject planning is coherent and consists of well-sequenced content. 1.4 Plans show that explicit knowledge will be taught systematically. 1.5 Plans indicate opportunities to read at an age-appropriate level. 1.6 The curriculum promotes vocab and communication. 1.7 Plans indicate outcomes and skills for future learning/employment. 1.8 Plans show how the curriculum is designed to meet needs (SEND and PP) 1.9 Planning considers cultural capital.		
Implementation	2.1 Teacher subject knowledge is accurate. 2.2 Teachers plan meaningful activities that develop subject-specific knowledge. 2.3 Teachers present information / explain clearly, breaking down content into small steps 2.4 Teachers encourage appropriate use of discussion 2.5 Staff check understanding systematically and address misconceptions. 2.6 Staff provide effective feedback. 2.7 Teachers adapt teaching when needed. 2.8 Teachers deliver content in ways that help pupils remember it.		

	2.9 Teachers use assessment effectively to inform teaching. 2.10 Resources match the ambition of curriculum. 2.11 Work is demanding. 2.12 Teacher language supports development of ambitious vocabulary (tier 3) 2.13 Remote education is integral to pedagogy (when needed.) 2.14 Teachers get effective support and CPD (esp., non-specialists)		
Impact	3.1 Pupils achieve well (they know and remember what has been taught over time.) 3.2 National test outcomes are at least at national averages (published and validated) – English, maths and phonics ONLY. 3.3 The standard of pupils' work is high. 3.4 Pupils with SEND achieve the best possible outcomes. 3.5 Pupils are well-prepared for the next stage of education (i.e., they have completed the year-group programme of study) 3.6 Pupils apply reading, writing and mathematics skills at age-appropriate level. 3.7 Tutors have a positive impact on closing gaps in pupils' knowledge (if used.)		
Grade	Outstanding/good/requires improvement/inadequate		

Appendix 11 – Possible Subject Associations

You will need to investigate what they offer before signing up. This list is by no means complete so conduct your own research into what else is available. Please send any new recommendations to the Curriculum Lead so that they can be added to the handbook.

Subject	Association	Website
General	Council for Subject Associations	http://www.subjectassociations.org.uk/
	NALDIC (EAL journal)	http://www.naldic.org.uk/
	STEM (Science, Technology, Engineering, Maths)	https://www.stem.org.uk/
English	UK Literacy Association	https://ukla.org/
	English Association	http://www2.le.ac.uk/offices/english-association
	National Association of Writers in Education	http://www.nawe.co.uk/
Maths	Association of Teachers of Mathematics	https://www.atm.org.uk/
	Mathematical Association	http://www.m-a.org.uk/
	NCETM	https://www.ncetm.org.uk/
Science	Association for Science Education	http://www.ase.org.uk/
Humanities	Historical Association	http://www.history.org.uk/
	Geographical Association	http://www.geography.org.uk/
	National Geographic	https://www.natgeokids.com/uk/
Computing	Association for IT	http://www.itte.org.uk/
	Computing At School	http://www.computingatschool.org.uk/
RE	National Association for Teachers of RE	http://www.natre.org.uk/
PSHE	PSHE Association	http://www.pshe-association.org.uk/
DT	Design and Technology Association	http://www.data.org.uk/
PE	One Dance UK	http://www.onedanceuk.org/
	Association for Physical Education	http://www.afpe.org.uk/
Languages	Association for Language Learning	http://www.all-languages.org.uk/
Music	Incorporated Society of Musicians	https://www.ism.org/