



Lucy Moore is Head of the Growing Faith Foundation for the Church of England, helping schools, churches and households to work together for the spiritual flourishing of all children and young people. She is the founder of Messy Church and developed it through her work at BRF Ministries until early 2022. She worked as a secondary school teacher of languages and subsequently in many primary schools across the UK through the Barnabas in Schools RE programme, bringing the Bible to life through storytelling and drama. She lives with her husband in the Peak District in a draughty vicarage and enjoys walking the dog and joining in village life.



Charlotte Nobbs is the Children's Mission's Enabler for Peterborough Diocese. Charlotte's role is focused on supporting and resourcing churches to build relationships with children and families who do not necessarily attend church on Sundays. This is based around the Growing Faith Adventure that aims to ensure every church missional and ministerial decision is focused around the impact this will have on children, young people and their families. Charlotte's background is in primary education, more recently teaching RE with Key Stage 2 children. She loves seeing new initiatives where church-school-home are working together, listening and learning together. In addition to her passion for the young, she also enjoys running long distances and slap-dash gardening.



Alex Carton has worked in Cathedral Education for 17 years, delivering curriculum-linked activities for school children of all ages. Since 2016, she has developed the learning programme at Peterborough Cathedral, increasing the number of school children visiting the cathedral to over 6000 per year. She has a keen interest in history (particularly anything before 1485!), cooking, and walking and is keen to find a hobby that combines all three! She lives in Stamford with her husband, two children and her greyhound Connie.



Elizabeth Olulari is the National Education Lead for Racial Justice at the Church of England Education Office. She has over a decade's experience working in education leadership as an Education Consultant, Head of Science, EDI Director (Equality, Diversity, and Inclusion), SENCO and Safeguarding Lead.

Elizabeth is skilled in contextual safeguarding, coaching, strategic planning, education technology, curriculum development, and change management. She has special interests in mapping school visions, changing school cultures and sustaining change. She champions research and training in intersectionality and how it relates to all the protected characteristics.

She is also on the Board of Directors of a leading publishing company and an author and editor of science textbooks.



Natalie Packer is an Independent Education Consultant, specialising in SEND and school improvement. She develops and delivers a wide range of training and support, including SEND reviews, to schools and multi-academy trusts (MATs). She works with several MATs, to support their strategic development of SEND, and is a trustee of Learn-AT multi-academy trust in Leicestershire. She is an associate for several national organisations including Nasen, Whole Education, Forum Strategy and Leadership Matters. Natalie regularly writes online articles for Optimus and The Key for School Leaders and is the author of *The Perfect SENCO* and *The Teacher's Guide to SEN*.



Marc Rowland is the adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership, a large cross-phase Multi Academy Trust based in the East of England. Marc works with the Education Endowment Foundation's national Research School Network on a range of programmes. He is also currently working on a range of long-term programmes focussed on educational disadvantage nationally, including Essex, Wakefield, Enfield, Buckinghamshire, Hertfordshire, Northants, Sheffield, South Gloucestershire, Surrey and West Sussex LAs, and the Stoke on Trent Opportunity Area. Marc is / has also been working with the Jersey government for five years on the introduction and implementation of a 'Jersey Pupil Premium'. This has led to a marked improvement in outcomes over time for disadvantaged pupils there.