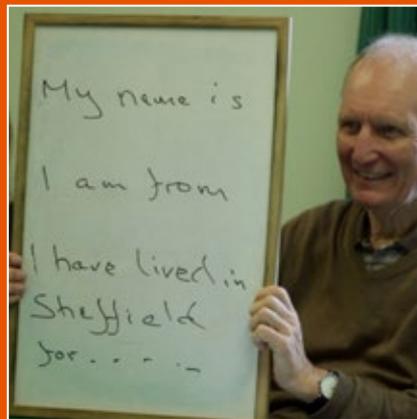




SHEFFIELD ASSOCIATION FOR THE TEACHING OF ENGLISH



**ANNUAL
REPORT
2017-2018**

SAVTE is a Sheffield based charity that has been training and supporting volunteers to teach English to people in their homes and in community settings since 1974.

FOREWORD FROM THE CHAIR

By Derek Grover Chair SAVTE Board of Trustees

I am very pleased to present this report on a very busy and exciting year for SAVTE. We reported last year that we had just been awarded a major grant from the Big Lottery Communities Fund. This year we have been using it to lay the foundations for an expansion of our work; increasing the number of volunteers we are able to train and thus the number of learners we are able to help, and also introducing exciting and innovative ways of engaging our learners.

All this has taken place in a context of ever-increasing focus on the importance of English for speakers of other languages. The Government's Green Paper on an Integrated Communities Strategy rightly emphasised the importance of language learning for building strong and healthy communities, and we were encouraged that it endorsed the effectiveness of community-based learning approaches. We hope that these warm words will be followed by significant additional resources. Within our own city, the demand for our services and those of other ESOL providers continues to grow. We are fortunate that our Lottery grant enables us to expand our capacity and develop new approaches so that we can help meet this challenge. But we are conscious that there is an enormous amount of work to be done.

As always, there are many people and organisations to be thanked. First I must thank all our volunteers and our learners. The volunteers are the bedrock of our organisation. They give unstintingly of their time and skills to support their learners, whether on a 1-2-1 basis or in a class. They help transform lives by giving our learners the skills that enable them to support their

families, engage more fully in day-to-day life and engage with their neighbours and their communities.

The learners themselves are a constant source of inspiration to us. Their resilience and courage in the face of difficulties that most of us can scarcely imagine are amazing: the stories in this report will move and inspire you.

We also thank all the many organisations in the city with whom we work in partnership. Our particular thanks to Sheffield City Council who continue to make a generous contribution to our core costs, without which we would not have been able to bid for and benefit from the Lotteries grant. Thanks to support from these two sources and our other funders the financial report in this document and our full annual report and accounts show a healthy position. You will note that it refers to 16 rather than 12 months: this is to align our accounting year with the academic year which will enable us to present a clearer picture of our financial position in this and future reports.

Stella Burton, our new manager, has led the staff with great energy and imagination as we build on the excellent foundations left by her predecessor, Sara Saxon. Huge thanks to Stella and to our skilled and experienced staff team who have tackled the challenges and opportunities presented by the injection of Lottery funding with real enthusiasm and drive. Thanks to their hard work, we are now in a position to offer many more opportunities to volunteers and learners and to innovate in the way we do our business.

MISSION STATEMENT

Our mission is to empower learners to grow in confidence and independence through the acquisition of everyday English language skills to enable them to reach their potential and become active citizens who feel integrated within their communities and beyond.

"Salim, called SAVTE wanting to volunteer, he told us that as a child he remembers a SAVTE volunteer teaching his mum English, and has always remembered what a difference that made to her life, empowering her to be independent and more confident. Now as a father, he wants to give back."



10

FACTS ABOUT SAVTE

- 1** SAVTE's core business is recruiting, training and supporting volunteers to provide one to one tuition in homes of learners who are unable to access conventional ESOL classes.
- 2** SAVTE teaches anyone regardless of their status – refugees, asylum seekers (including those who are destitute) spouses, people who have been trafficked, carers of young children, carers of disabled or ill adults, and people with mental health conditions such as agoraphobia, PTSD, anxiety and depression.
- 3** SAVTE's volunteers come from all over Sheffield and from a wide range of backgrounds.
- 4** SAVTE's bespoke volunteer training and development programme is free and helps build the skills and capacity of Sheffield's people and community organisations.
- 5** SAVTE works closely in partnership with the Adult Community Learning Department in Sheffield City Council to deliver Learning and Skills Council funded ESOL classes.
- 6** SAVTE develops and supports volunteer led conversation groups within the community, providing additional opportunities to practice ESOL.
- 7** SAVTE co-chairs the Sheffield ESOL Forum and produces Sheffield's ESOL Directory three times a year.
- 8** SAVTE provides information, advice and guidance to our learners to ensure that they access the most appropriate provision and progress through learning or into employment or volunteering.
- 9** SAVTE manages an ESOL resource and teaching centre and produces resources and publications suitable for teaching "one to one".
- 10** SAVTE acknowledges barriers to learning such as mental health issues and is developing a package of awareness and therapeutic training for volunteers along with a suite of mental health and ESOL resources.

SAVTE has been teaching English to Sheffield people since 1974. The Home Learning Project was established 44 years ago to provide English lessons in the home for Yemeni steel workers who could not access English classes due to shift working patterns.

This year we are proud of...

This year SAVTE has benefited from the Big Lottery - Reaching Communities Grant which is funding our "More Than a Language" project. This has given us the stability which has enabled us to restructure the organisation in order to raise our profile, build capacity, diversify provision and retain more volunteers to meet to the continued and growing demand for our services.

We have raised our profile to attract more volunteers and reach more learners:

- Developed our website with online application and referral forms.
- Attended community and volunteer events.
- Produced a new promotional video (which can be found on the SAVTE website).
- Re-designed new publicity with the new themes "CHANGE LIVES" - "LEARN ENGLISH".
- Established a more active social media presence.



We have developed new, mostly informal learning opportunities to support ESOL and connect people within their communities.

- ESOL with Art course and exhibition.
- New community-based Conversation Groups.
- Group trips to the Peak District, Ikea, Sheffield Theatre and Northern College.
- Researching and developing resources and training around mental health including PTSD.
- Provided every learner with their own learning pack which includes a whiteboard, useful teaching resource.



We have made some organisational changes to build capacity so that we can support more volunteers and learners.

- Restructured and expanded the SAVTE core team (including a new Administration and Finance role).
- Created new team support volunteer roles.
- Introduced new efficiencies to many internal processes e.g. we commissioned a new customer management database system.
- Delivered a larger volunteer training course.



We wanted to retain more volunteers beyond 6 months.

- Conducted a volunteer feedback survey and most respondents asked for opportunities to meet other volunteers and additional training.
- Delivered a programme of CVD (Continued Volunteer Development) sessions including mental health, phonics and developing ESOL practice through the 'Reflect' approach.
- Produced a monthly volunteer newsletter.
- Created the foundations for a new ESOL resource centre.
- Delivered "Introduction to Conversation Groups" training.



"When I came to England my English was poor, I was unable to speak and listen to people in my daily routines like shopping. My teacher Richard started coming to my home and teaching me English, he taught me for about six months, I learnt a lot from him, he was always ready to help me with my studies. SAVTE helped me go to a class when Richard finished".

Bashir Ahmed Tahir



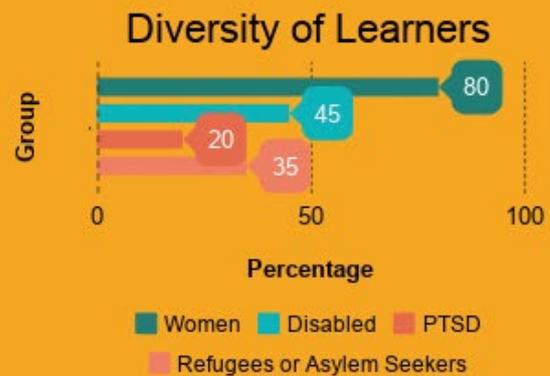
2017–2018 The Year in Numbers

Referrals



- 492 referrals received
- 300 one to one referrals
- 192 referrals to classes
- 22 organisations referred learners

Diversity of Learners



Referral Process



#1

Referral



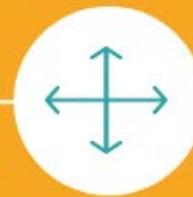
#2

Assessment



#3

Placement or Signposting



SAVTE has an average of 45 referrals waiting to be assessed at any one time. We aim to achieve 5 individual assessments per week.



Learners' Progression

- 47 Learners progressed up a curriculum level in SAVTE ESOL classes.
- 7 one to one learners progressed into a formal ESOL class.
- 130 learners attended 12 ESOL classes.
- 155 learners attended 9 Conversation Groups.

Volunteers' Journey

61 volunteers trained



39 continued volunteering after 6 months

▲ 35%

72 one to one placements



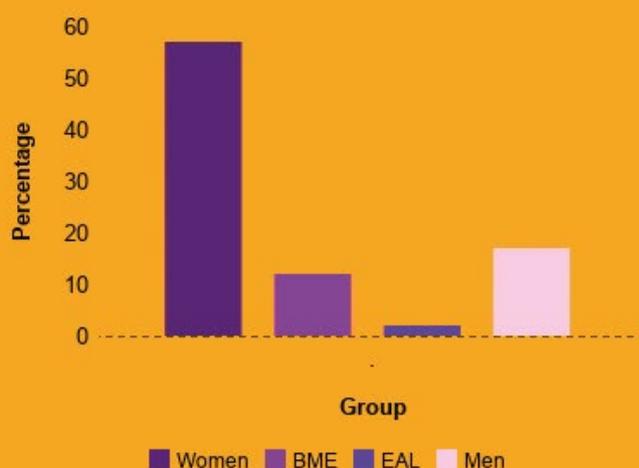
5 training courses



3 new volunteer roles created



Diversity of Volunteers



Other Volunteer Roles

	11 trustees		2 work experience volunteers
1 website developer		5 team support volunteers	

Thank You to all Our Volunteers!

Our volunteers form the bedrock of all SAVTE's work. Without their enthusiasm, time and commitment we would not be able to deliver such an extensive and bespoke service in so many settings across the city. Thank you to everyone who has generously contributed their time and expertise to SAVTE this year.

Volunteers of the Year

We have an amazing group of volunteers and this year we would like to recognise 6 volunteers who have gone the extra mile.



HENRIETTA OBAJEMU

"I love the fact that at the end of each lesson, Helena has learnt something new. She gets so excited about learning new things which feels really rewarding and fulfilling. I'm happy that I can make a difference, however small. I'll never forget when Helena called to say the council had found a new home for her and she needed to go to Howden House to discuss the move. I had been to lots of meetings with her but I wasn't able to go to this one as I had to work. I was worried and panicked at first but I encouraged Helena and told her she'd be able to do it on her own. Helena called me straight after the meeting. She was overjoyed that she had got a new flat for her family and that she'd been able to manage the meeting independently. Finally she was going to be able to make a new start and she'd done it all by herself."

IAN BRADDICK



"Although there are difficulties sometimes, it has been an incredibly fulfilling experience. The enjoyment of what I do has built over time. It hasn't always been easy to see the progress one makes in teaching when there are so many barriers, but over the last year I have felt more and more comfortable with the idea that although you might not always get a vast amount of ground covered, just being there as a routine element in someone's life, even if it's just to listen, can be extremely worthwhile to the learner. Understanding this wouldn't have been possible without the support of the SAVTE team and they contribute so much to what makes volunteering enjoyable. Seeing my learner again, happy and smiling with his partner who has moved to Sheffield. This came after a bit of a break over summer, and was really nice to see."



ASHIANA CONVERSATION GROUP

"I started off teaching English one to one in the home of a lovely lady from Libya and since then for the past 3 years or so I have been teaching English as a volunteer with the Ashiana, a charity that provides support to women who come from particularly difficult backgrounds."

Nicole Hewson – Ashiana

"My own family came from Poland as asylum seekers, and I believe strongly that people from different backgrounds need to meet and understand each other, and working for SAVTE is a great way to do that." **Krys Craik – Ashiana**

I enjoy meeting the women and seeing them progress and in turn help each other. "I enjoy involving the women with the "Reading Ahead Challenge " at Sheffield Library. This year was particularly special as the women were presented with their certificates by the Lord Mayor of Sheffield Magid Magid , who himself came as a refugee from Somalia." **Pat Rockett – Ashiana**

KATHLEEN WALLACE



"In the lead up to retirement, I was given some very good advice by a friend – 'keep meeting new people and keep learning'. This I have tried to do. Six years ago I started the SAVTE volunteer training which I really enjoyed and completed the PTLLs course alongside this.

I have continually been teaching 1 to 1 since early 2013 – sometimes teaching 2 students which I do currently. SAVTE is a really good organisation with which to volunteer as there is the opportunity to do follow up training sessions and it now has a comprehensive resource centre. There is always someone who can advise regarding teaching. I needed some guidance when I started teaching one of my students who was illiterate in her own language and had to be taught how to hold a pen, so when she actually started writing that was quite an achievement.

I really enjoy the 1 to 1 teaching and have made some lovely friends through this. As well as being alongside someone as they learn English, it is also a great opportunity to learn about other people's culture, religion and background."

Learners of the Year



FATIMA SHEIKO

"Fatima is Syrian and came to the UK in 2017 after living in Lebanon for three years. When she started one-to-one lessons in May 2018 she couldn't read or write in her own language and had very little spoken English. Since then she has made incredible progress. Fatima's spoken English has come on dramatically and she is now writing and reading simple starter books.

Denise, Fatima's tutor, writes: 'Fatima is such a pleasure to work with. She is so enthusiastic and eager to learn. She has a real hunger to learn the language and wants to get it right.'

Fatima has developed the confidence to progress onto further learning. She now attends a class at SYAC as well as conversation groups at St Mary's Church."

Denise Carter – SAVTE Volunteer



QURA TALAIN

"I'd like to nominate Qura. She's overcome so much and her English has really come on. She was pregnant when we started, with a one-year-old as well. She's now got a toddler and a six-month-old. She's managed to get the family a council house and they've

moved to Deepcar, Qura managing everything herself. What a woman!"

Linda Lee Welch – SAVTE Volunteer

HELENA POKUTOVA

"Helena has had a very challenging year but has managed to keep a brave front while ensuring this doesn't interfere with our lessons/learning goals. I am super proud of her for all her hard work and the progress she has made."

Henrietta Obajemu – SAVTE Volunteer



RAGEL

"Ragel is a regular attendee at Ashiana's Conversation Group, she is very committed to learning and engages herself totally in the conversation and any associated activities. She is a very positive person and lights up the room when she enters. She always has a smile on her face, and is welcoming to new learners. She is an inspiration to the other members of our group.

Pat Rockett – SAVTE Volunteer

IFRAH AHMED

Ifrah, my Somalian learner, is so keen to learn English. She does regular homework, enjoys picking up words in a phonic dictionary and has fun reading to her children. Her sense of humour is evident when we tackle stories in the Oxford Reading Tree and Songbirds. Her family encourage her to speak in English at home and she also attends a local community discussion group where she can also take her lovely little toddler. I always enjoy my sessions with Ifrah.

Joan Giles – SAVTE Volunteer

AMIR FALAHATPOOR AND MARIAM SHAPOURI

Separated for 30 years, husband and wife Amir and Mariam did not know they were both living in the same refugee camp.

Amir became politically active at the age of 15 appalled at the inequality and cruelty he saw around him. He was in and out of prison and refugee camps for the next 34 years. During that time Mariam and Amir were actually in the same refugee camp but separated and not allowed to meet. The camp was ruthlessly bombed and both he and Mariam were hit and wounded.

Eventually Amir paid smugglers to escape. His journey to England was dangerous and terrifying. Meanwhile Mariam was resettled in Sweden. After 30 years Mariam found Amir on Facebook and they were reunited at last. They are now living in a beautiful flat in Crookes.

They found their way to the New Beginnings Project based at The Circle in Rockingham Lane, and then to SAVTE. Because of Mariam and Amir's difficulties in getting out, SAVTE allocated Bob and Annette to help them learn English at home.

Amir: Now I want to be able to speak to my neighbours. I'm working on my driving licence. I'd love to be able to take Mariam to other places. Because of our past it isn't good for us to stay in our house all the time. Apart from teaching us English, Bob and Annette have become really good friends. They have helped us to start a new season in our lives. We haven't seen such kindness before.

What gives them hope?

Amir: According to Mariam, now that we are in Britain, there is a sense of peace although the nightmares don't abandon us. There are many nights when I wake up in fear but then I remember that I am in a safe country and those things won't reoccur.

Amir: I see in Britain that the World has not been created for war, hate and greed. I am determined to do something with my life in Sheffield and create a positive, active life for Mariam and myself.



A Day in the Life of SAVTE

What goes on behind the scenes



VOLUNTEER TRAINING PROGRAMME

Hannah, Hazel and Jenny all take it in turns to deliver SAVTE's bespoke volunteer training programme which

runs throughout the year. We encourage volunteers to apply whether they have teaching experience or not, the main thing is that they want to volunteer for SAVTE. The training programme is tailored to introduce our volunteers to the SAVTE approach which involves understanding the needs and circumstances of our learners, exploring a range of ESOL teaching skills which are appropriate for a one to one setting and ensuring that both our volunteers and learners are protected through our safeguarding information and resources.

DEVELOPING AND SUPPORTING COMMUNITY CONVERSATION GROUPS



SAVTE makes an important contribution to community development in Sheffield. Not only do our groups provide opportunities to practice English and

develop confidence, they also enable people to connect with other members of their communities and with community organisations. We aim to work in partnership, so when a community organisation identifies a need for ESOL in their community, SAVTE will help develop a new group through providing the training, support and resources for volunteers. Kerry's aim is to recruit volunteers from within the community, as our successful model in Winn Gardens demonstrated. This way we are also helping build skills and relationships, an important facet of a "resilient community".

SAVTE DELIVERS ESOL CLASSES

These classes provide important progression routes for our learners to gain qualifications and continue into employment or volunteering. Hannah and Maymona, manage the learner enquiries, waiting lists, exams procedures, reporting and quality control which are all essential for delivering successful classes. This year SAVTE employed five fully qualified sessional ESOL teachers and supervised one trainee teacher. One of our level 2 learners 'Samar Mohammed' volunteers in the SAVTE resource centre.





VOLUNTEER SUPPORT AND DEVELOPMENT

The biggest job for the team is providing support to our growing number of volunteers. All volunteers receive bi-monthly reviews which includes lesson planning, resources and help with other teaching issues. Through these sessions we keep in touch with our learners, ensuring that their learning needs are met. The team provide ongoing volunteer development sessions, which help volunteers further their teaching practice as well as providing opportunities to meet other volunteers.



LEARNER ASSESSMENTS AND SUPPORT

Everyone at SAVTE loves going out to visit new learners in their homes. These visits are important for us to meet learners and understand their needs and check that a one to one lesson is best suited for their needs. This approach is very personal, but by meeting learners individually, we can pair them with the best volunteer tutor for them and help tailor a bespoke learning plan to help them achieve their learning goals. SAVTE will help develop a new group through providing the training support and resources for volunteers.



PARTNERSHIP WORKING

SAVTE are very open to working in partnership with other organisations that support ESOL learners in the city, as we recognise that we are part of the bigger “jigsaw”. The team participates in the Refugee and Migrant Forum, Learning Champions Group and Local learning Partnerships. SAVTE is an active member of Sheffield’s ESOL Forum where the need for sharing information about ESOL provision was identified in 2014. SAVTE has compiled and distributed the ESOL Directory for all providers for four years. This coming year we are looking forward to working with City of Sanctuary, Voluntary Action Sheffield, Solace and the Citizens Advice Bureau on the Sheffield Project for Refugee Integration and Growth (Asylum and Migration Integration Fund).

“I was level zero when I first came to the UK as a refugee from Somalia, It was like being blind and deaf, I knew people were asking me questions but I couldn’t answer. I had to have an interpreter, I needed someone to help all the time – it wasn’t good. When my child was 5 days old he became ill and my Health Visitor referred me to SAVTE. SAVTE gave me a teacher who came to teach me for 7 months. I then had enough English to be able to go to an Entry 1 class that had a crèche, I passed my exams and moved to Entry 2. I stopped going to classes for 2 years as I had more children, but I taught myself for 2 years by watching YouTube and the ‘Learn English’ from the BBC, because if I stopped I would have to start again from the beginning.



After this time SAVTE invited me to their Entry 3 class. I passed all my exams and now I’m studying Level 1 Functional Skills.

Learning English has made so much difference to me, now I don’t need anyone to help me ...I’m free! I have passed my driving test I want to go to University & I want to be a nurse, that would be my dream come true! “

Nimo Ibrahim

Statement of Financial Activities

INCORPORATING THE INCOME & EXPENDITURE ACCOUNTS FOR THE 16 MONTH PERIOD ENDED JULY 2018

The 16 month accounting period provides a transition to align Sheffield Association for the Voluntary Teaching of English (SAVTE) accounts with the academic year, with the period ending 31 July 2018, as the majority of SAVTE's activities work on the academic year basis.

	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL 2018	TOTAL 2017
INCOME FROM:	£	£	£	£
Incoming resources from generated funds				
Donations, legacies and grants	392	-	392	200
charitable activities	23,976	227,751	251,727	158,433
Investment income – bank interest	-	-	-	9
Other income	7,203	-	7,203	111
TOTAL INCOMING RESOURCES	31,571	227,751	259,322	138,408
EXPENDITURE ON:				
Charitable activities	6,907	202,369	209,276	145,026
TOTAL EXPENDITURE	6,907	202,369	209,276	145,026
Net income/expenditure	24,664	25,382	50,046	6,618
Net movement in funds	24,664	25,382	50,046	6,618
Total funds brought forward	35,826	16,828	52,654	59,272
TOTAL FUNDS CARRIED FORWARD	60,490	42,210	102,700	52,654



Looking Forward 2018-2019

To meet the continued growth in demand for our services, SAVTE's main objects for the year ahead are:

- **Grow organisational capacity to meet continued demand for our services**
- **Raise the profile of SAVTE to attract volunteers from across the city**
- **Diversify our offer to meet a broader range of need and circumstances of our learners**
- **Contribute to enhancing the skills and experience of our volunteers**

BARRIERS TO LEARNING

All of our learners experience barriers to accessing ESOL whether it is childcare, mental health or finance. We plan to develop new initiatives to help address these issues.

Many of our learners live with mental health needs such as anxiety or effects of trauma.

We intend to develop new resources and training to raise greater awareness of mental health issues amongst our learners and volunteers.

We plan to establish a SAVTE Learner Support Fund - this will be a small grant that we can grant to learners to help them overcome financial barriers to learning. We will allocate public donations towards this fund and establish a fair process of allocation.

Childcare is a major barrier (children in different schools, cost, or multiple children under 5) and many of our learners find themselves isolated as a result.

We would like to develop ESOL and family learning resources and training for our volunteers, and provide smaller group learning opportunities for women and their children.

COMMUNITY INTEGRATION STRATEGIES

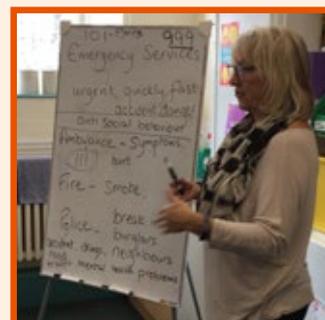
Nationally, ESOL is recognised as an important factor to support non-English speakers to integrate into community life.

Through partnership working with Sheffield Council, Sheffield's City of Sanctuary, Sheffield's Volunteer Centre and Sheffield Citizens Advice Bureau we will be developing bespoke ESOL courses to support new arrivals in the city.

We plan to reach communities who are currently not accessing our services, such as the Roma Community and older women of South Asian origin, through understanding their needs more fully and tailoring provision that is appropriate.

EVALUATION

We plan to develop more robust assessment and evaluation tools which demonstrate the impact that SAVTE has not just on our learners language skills but on their health and wellbeing.



TARGETS FOR 2018/19

1. **Recruit and train 60 new volunteer tutors and 20 volunteers to facilitate conversation groups.**
2. **Support 16 conversation groups.**
3. **Develop work in new areas such as Tinsley and Broomhall.**
4. **Establish an ESOL resource and learning centre for volunteers and sessional teachers.**
5. **Create new resources for conversation groups.**

WE WOULD LIKE TO THANK ALL OUR VOLUNTEERS. WITHOUT THEIR CONTRIBUTION, COMMITMENT AND ENTHUSIASM MOST OF OUR WORK WOULD NOT BE ACHIEVED.

- | | | | | |
|-------------------|-------------------|------------------------|------------------------|---------------------|
| Gemma Aktekin | Rachel Crowley | Julia Goodband | Maggie Lowry | Grazina Pavtel |
| Adrian Alker | Robert Steele | Chris Gordon | Zuzana (Zuzka) Majcova | Liz Perry |
| Laura Allen | Kim Stephenson | Georgina Gowans | Jeremy Mander | Julie Pyburn |
| Tom Allen | Christine Taylor | John Hallam | Ethel Maqeda | Christine Raby |
| Gillian Ambler | Linda Lee Welch | Margaret Halstead | Sharen Mathers | Tahra Rafique |
| Denise Annett | Caroline Welsby | Blanche Hammond | Michael McDonald | Malcolm Reed |
| Kate Barker | Annette Whiteley | Linda Hamza | Miranda McDonald | Dorota Reynolds |
| Annie Barnes | Sue Curtis | Ruth Hanson | Thomas McFarlane | Philippa Richardson |
| Narjis Bathool | Clive Davies | Rosemary Telfer | Alex Mckenzie | Liz Rick |
| Amanda Baxter | Kerstin Day | Columba Timmins | Marc Meyer | Pat Rockett |
| Heike Becker | Rebecca Dean | Diana Tottle | Stephanie Milton | Katie Rockett |
| David Beedall | Gareth Dent | Paul Wilcox | Karen Minors | Sarah Ross |
| George Bellamy | Jim Antony Dimond | Georgina Wilde | Abdulkafi Nassar | Heather Rostron |
| Ian Braddick | Julie Eckford | Elisabeth Wingate-Gray | Tracey Nation | Rebekah Rotheram |
| Cheryl Bryant | Helen El Ghannay | Brian Helsdon | Kathryn Newton | Anne Scott |
| Andlib Butt | Helen Elleker | Sonia Henry | Tony Trippett | Julia Shergold |
| Tim Byrom | Jane Emson | Nicola Hewson | Sophie Turnbull | Penny Simons |
| Christine Carney | Tina English | Emma Hickman | Dawn Lee Vatcher | Lucy Sinclair |
| Denise Carter | Bryony Evans | Megan Horsfall | Fei Wright | Ruth Smart |
| Emma Cartledge | Semra Fawcett | Jim Janagal | Allan Wright | Paula Smith |
| Hannah Cawley | Sheena Field | Christine Jones | Sarah Zadik | Rose Smith |
| Linda Chamberlain | Ian Flemming | Samira Kassim Saleh | Janet Nicholls | Jack Spacey-Helder |
| Jenny Christie | Jill Ford | Richard Kingsnorth | Laura O'Neill | Rosalyn Wallace |
| Heather Clarke | Jen Foster | Babak Kouravand | Henrietta Obajemu | Kathleen Wallace |
| Hugh Clough | Debbie Fox | Wendy Laycock | Mary Owen | Sharon Wallwin |
| Jean Cookson | Sophie Gallagher | Margaret Lewis | Maddalena Pallotti | Maeve Largey |
| Paul Cossham | Svetlana Gencheva | Debbie Lewis | Lucy Palmer | Jon Cressey |
| Alison Coult | Sharon Ghosh | Callie Long | Janeen Parker | Samar Mohammed |
| Krys Craik | Joan Giles | Giselle Lowe | Rebecca Parker | Joe Cleobury-Jones |



Acknowledgments

MANAGEMENT COMMITTEE

Behind the scenes, but incredibly committed to SAVTE is a Board of Trustees who bring skills, experience and knowledge to the running and forward planning of SAVTE, ensuring that the organisation stays viable and accountable.

Brian Helsdon
Cherry Daniels
(until June 2018)
Derek Grover
Gareth Dent
James Dimond

Jess Elmore
Lyn Brandon
Rosemary Telfer
Sylvia Ashton
Val Boulding

FUNDERS

Reaching Communities Fund
Sheffield City Council
Voluntary Sector Grant Fund
Sheffield City Council
Adult Community Learning

STAFF TEAM 2017-2018

Cath Wigget • Hannah Thornton
Hazel Leigh • Jenny Rist
Kerry Cressey • Lucy Kitto
Maymona Ghannam
Sara Saxon • Stella Burton

SESSIONAL TEACHING STAFF

Amanda Stebbing • Hajar Alzoubi
Jane Huckerby • Martina Bramhall
Mary Sewell • Zeinab Mahmoud



JON CRESSEY WEBSITE DEVELOPER

When Jon heard that SAVTE wanted to raise their profile in the city, he offered his time and expertise to rebuild the SAVTE website. Jon's business analyst background has helped us consider new ways of using the website such as setting up online application forms, creating a volunteer's forum and generally modernising the look and feel of the site.



MAEVE LARGEY TEAM SUPPORT VOLUNTEER

Maeve started volunteering with SAVTE to help with data inputting, but very quickly got involved with all aspects of the team and started meeting learners and understood that many learners experience a lot of barriers to learning due to their mental health. Maeve supports volunteers who teach people suffering with mental health issues such as PTSD, anxiety and depression. Maeve is now training to be a volunteer tutor.



SHEFFIELD ASSOCIATION FOR THE VOLUNTARY TEACHING OF ENGLISH

Tel: 0114 253 6644 • Email: savte@savte.org.uk

www.savte.org.uk



@savteesol



@savte2

LEARN WITH SAVTE

We can arrange for a volunteer tutor to teach you English in your home, if it is difficult to get to English classes.

You can refer yourself, a family member, a friend or a client by filling in an application form on our website.

For partner organisations:

<http://savte.org.uk/partnerships/>

For learners:

<http://savte.org.uk/learners/>

TEACH WITH SAVTE

SAVTE will **TRAIN** you, **MATCH** you with a learner and **SUPPORT** you to **TEACH** English

Apply to volunteer online:

<http://savte.org.uk/volunteering/>



"My teacher really helped me"



"I can help my children"



"I am going to college now"



"I am independent now"



NATIONAL LOTTERY FUNDED