

Curriculum vitae

First name	John	Address:	The Vicarage
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Key skills

I'm a creative, innovative and energetic thinker with strong analytical skills and a strategic outlook. I have unusually broad communication and interpersonal skills, including effective listening, motivational and influencing skills. Combined, these make me an effective leader and change agent.

Strategy and leadership

I led on brand development and continuity to provide access to a population of increasing ethnic and religious diversity with the expansion of a school to multi-academy trust, resulting in an enthusiastic reception for the new values and ethos model I designed. Key to achieving this was highlighting the investment and resource needed. The impact was achieved through a continuous progression first, as a senior leader in one school and then as part of a Trust team bridging Trust schools. The outcome was enabled by establishing collaborative interdisciplinary networks at all levels of the organisation to produce integrated resources and consultation with regional and national stakeholders to draw on best practice. I led a variety of teams, including recruiting volunteers, local youth workers, a full time associate and part time support worker as well training and resourcing middle and senior leaders in delivery Spiritual, Moral, Social and Cultural elements of the curriculum.

Educational chaplaincy

The eight years over which I offered chaplaincy in an educational setting allowed me to develop a wide skill set. Recruitment, training and support of a chaplaincy leadership team and creation of student leadership structures were key to establishing an offer attuned to students' needs and to receiving feedback for refinement. I created and refined forms of liturgy apposite to student and organisational needs which both connected with student experience and spoke to it from Christian traditions. I pioneered new activities within the chaplaincy offer tailored to student cohorts, ranging from 'Dance and Prayer' and crafts and art to debating and discussion groups. The chaplaincy also catered for a range of theological convictions and faith commitments; my presence and personal engagement with all groups was vital to a harmonious chaplaincy model, and by extension, for the school. As a senior leader, I was able to draw on these experiences and related insights to inform policy and provision in relation faith-based needs, the curriculum, and pastoral support.

Practical and contextual theology

Best practice in chaplaincy is contextual, in which depth of personal engagement with and knowledge of a chaplaincy setting provides for an insightful theological reading and response. My skill in this discipline enabled St Paul's lay community to be sustainable for its members and an effective prophetic presence in a Cathedral setting; at St Lawrence Eastcote as an interim minister, it has allowed me to establish trust, understand the complexities of the history and interpersonal dynamics there and envision a new future. Contextual theology provided for successive phases of chaplaincy provision in the Twyford Academies Trust and so had formative influence on the Trust and School brand, enabling a Christian foundation to both communicate its worldview and serve a mixed-faith community. Teaching Mission in an Anglican theological college provided the opportunity to gain a systematic overview of this academic discipline, and my doctoral studies to make a significant, distinctive, and novel contribution to this field.

Communication and training

With roles across public and third sector settings, I have fostered an unusually broad range of communication skills. I trained a hundred people of mixed ages in housing policy options facing mayoral candidates. Ethos work in schools has involved training educational leaders in organisational values, coaching them in resource-use and modelling leadership of worship. In the parish, I have taught in Primary Schools and led open outdoor worship.

Employment

2020-2023 **Interim minister, St Lawrence Eastcote**

Enabling a parish community with difficulties in its relationships and mission to take stock of the underlying causes, learn from them, develop a shared vision, and find resources for its delivery.

Responsibilities:

- Provision for continuity in the context of significant existing disruption; during the global pandemic, to set up online and person to person communication and support,
- Pastoral care of a parish community in a situation of conflict and loss, identifying different groups' priorities, the history and genesis of the present circumstances,
- Implementation of sustainable governance and delivery with the widest possible participation.

Achievements:

- Led a reconciliation process; renewed parish governance; collaboratively generated a 5-year strategic plan with 15-year scoping, drawing on a community audit and parish consultation,
- Led and project managed £0.5M church renovation works: heating, electrics, lighting, AV,
- Addressed major active risks (Due Diligence; Health and Safety; Safeguarding).

2017-2019 **St Augustine's College of Theology, tutor**

Teaching one hundred and seventy adults - independent learners or training for Church of England ministry (lay or ordained) in a faculty of five core teaching staff deployed across two sites.

Responsibilities:

- Course design, delivery, and assessment of Durham University-validated modules in Mission, Pioneer ministry, Theological Reflection, and Reflective Practice,
- Design, set up, and training and support of supervisors and students for placement-based learning in four academic disciplines across four administrative regions,
- Oversight of a Reader training pathway, including supervising five regional tutors, orchestrating and leading residential events, delivering formational as well as academic content,
- Vocational supervision of students training for ordained ministry, including work-life balance, work coaching, pastoral support with production of an annual report on development.

Achievements:

- Renewal of all course materials; design of a new pathway to meet external stakeholder needs; revision of college ethics approval process and consequent training for external tutors,
- Initiated training for placement supervisors; revised administrative process with a focus on identifying agreed outcomes to meet learning requirements; standardised assessment outcomes across modules for specialist placements,
- Satisfaction survey with external stakeholders, identifying preferred areas for development.

2013-2017 **Trust lead, Ethos and Spiritual, Moral, Social & Cultural, Twyford Academies Trust**

Delivery of specialist Trust functions as part of a Trust team across two schools and senior leadership teams. Leading teaching staff of two hundred with two thousand students in formulation and delivery SMSC curriculum. Accountable to governance structures, also maintaining a key role in external stakeholder engagement.

Responsibilities:

- Renewal and development of organisational values and ethos to serve the educational purpose and vision of a new multi-academy Trust,
- Leading and training staff in values and ethos, for these to be communicated in every aspect of organisational life; drawing on external stakeholder engagement to support this,
- Orchestration of community and charitable engagement, including establishing a global partnership and relationships with NGOs, local politicians and councillors and volunteers,
- Ensuring that statutory requirements were met (Ofsted and Religious designation inspections), including those in relevant curriculum areas and the national Prevent Strategy.

Achievements:

- Orchestrated a Secondary schools Ethos symposium (June 2016) having securing funding from the Culham St Gabriel Trust and Canterbury Christ Church University to share best practice,
- Invited to be an expert witness on theology in Collective Worship (April 2016) for the National Church of England Education Office's Schools Development Group,
- William Perkin Church of England High School opened (September 2013) with new Trust ethos model embedded; Ofsted 'Outstanding' (June 2015); SIAMS 'Outstanding' (October 2016).

2009-2013 Chaplain, Twyford Church of England High School

Development of ethos to enable participation by all members of the school community.

2006-2009 Assistant curate, Poplar team ministry

Established a youth group in the parish by recruiting and training volunteers.

2001-2003 St Paul's Lay Community, St Paul's Cathedral

Pioneered drawing on a Benedictine balance of prayer, study, and work (as a cathedral verger).

1999-2001 Senior House Officer, Medicine, North Bristol NHS Trust

A general medical rotation with study directed to Membership of the Royal College of Physicians.

Academic

2013-2023 PhD, Curriculum, Pedagogy and Assessment, University College London

Thesis title: A Trinitarian history of the creation of a new school.

The thesis offers a case study of a High School being established within a Multi-Academy Trust. A key contingency for conceiving the school's ethos and curriculum was its intake, as the Trust is a Christian foundation derived from an existing school with a very selective, faith-based admissions policy, yet the Trust had undertaken for its new school to have an open admissions policy in a setting of significant religious diversity.

The history is written by a participant observer who has a Christian worldview. Organisation and analysis of the historical data demanded a prior framework of theory attending to liberalism as the history's social and political context, to the characteristics of a liberal educational model across different worldviews and to a critical appraisal of historiographic methodology.

These theoretical considerations give rise to a Trinitarian model for education which provides a framework for the history and for appraising the new school.

2010 Foundation Certificate, Psychotherapy & Counselling, Regent's University, London

Undertaken as a month-long, intensive, full time course, providing a theoretical introduction to the historical evolution of the schools of psychotherapy and counselling and extended practical sessions in which students were immersed in corresponding therapy practices. Facilitated groups provided for reflexivity and deepening self-awareness arising from the learning and practical exercises.

2003-2007 Certificate in Theology for Ministry, Cambridge Theological Federation

In addition to courses in Pastoral Theology and Practical Theology in Cambridge, at the Pontifical University of St Thomas in Rome I studied John of the Cross, Roman Catholic Spirituality and Theology of the Laity, and Late Patristic Mystical Theology.

2003-2006 BA, Theology and Religious Studies, II.1, (MA Cantab 2023), University of Cambridge

Biblical studies were complemented by courses in Christian Theology, Modern Christology and Hellenism and Judaism. My dissertation examined metaphysical and linguistic approaches to Negative Theology with the title, "Hyper-essentiality in Denys the Areopagite and Jacques Derrida".

2001-2003 **MA, Philosophy and Religion**, Heythrop College, University of London

Taught modules were assessed essays on the Philosophy of Religion, God and the Good and Wittgenstein. I used my dissertation to explore the relationship between Liberal Theology and Non-Realist Christianity with the title, "Revisionary Christianity: Stewart Sutherland and D. Z. Phillips".

1992-1998 **MB ChB**, University of Bristol

The Medical School ran a traditional curriculum with Medical Sciences taught in the first two years and Clinical Specialisms following in the subsequent three years with placements across the Southwest of England. I undertook elective study examining the provision of care for the homeless.

1994-1995 **BSc, Biochemistry, II.1**, University of Bristol

The final year undergraduate Biochemistry was open to medical students to read for an intercalated degree. I studied the Protein Structure Analysis, Plant Biochemistry, Advanced Cell Biology, and DNA Structure and Function. My laboratory-based research project was on the pathology of Alzheimer's Disease; I undertook experiments to examine the influence of beta-amyloid protein on the production of superoxide radicals in the mitochondrial Respiratory Chain.

Volunteering

2023- **Trustee, Veritas Educational Trust**

- Appointed to the Trust board, which was seeking theological and school leadership expertise for development and simplification the Trust's Christian ethos model.

2016-2019 **Board member, OneBodyOneFaith charity**

- At board level, I provided strategy for merger of the two most longstanding UK Christian LGBT campaigning organisations, the Lesbian and Gay Christian movement and Changing attitude (October 2016-February 2017). I also advised on values and identity of new organisation,
- Launch of OneBodyOneFaith (February 2017), with a successful challenge to church policy.

2013-2017 **Leadership team, West London Citizens**

- Completed national, six-day training in Citizens Organising (November 2015),
- Co-delivered 6000 strong accountability event (April 2016) before London Mayor elections.

2011-2017 **Schools Officer, Diocese of London Angola, London, Mozambique Association link**

- Mozambique to London school and curriculum link established (July 2011),
- REwithSoul website launched (January 2015) Primary and Secondary school RE enquiry-based-learning, using a Mozambican partnership to support creation of further church-school links.

2006-2011 **English Anglican Roman Catholic Committee**

- Appointed to the formal ecumenical body for dialogue between the Roman Catholic Church and the Church of England
- Contributed an essay reflecting on a five-month exchange visit to a Roman Catholic seminary thereby supporting the group's work on the Eucharist and Spiritual Communion (May 2008)

Personal achievements

I am a regular at CrossFit and am proud of having completed an Olympic length triathlon (2013) and a half marathon (2015). I enjoy visiting contemporary art and am a regular visitor to London-based exhibitions. I practise Bikram yoga.

I find international travel stimulating and am glad to have a network of friends and colleagues engaged in education and inclusion work in India, Israel, Mozambique, China and Malaysia.