



2021-22

# The Guild of Mercers' Scholars Online Manual

A summary of practice guidelines, policy positions and expectations

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## 1. Aims and Objectives of the Guild of Mercers' Scholars

These are in the spirit of the Constitution (revised 2012), which can be viewed on our website at <https://theguildofmercersscholars.com/constitution/Constitution-of-the-Guild-of-Mercers-Scholars.pdf> , and are summarised as follows:-

- To encourage former pupils of schools in the Mercers' Cluster of schools and others to become Freeman and Liverymen: and to select, if possible, a Livery Company appropriate to their own trade or profession
- To uphold the ancient customs, ceremonies and traditions of the City of London
- To foster a sense of good citizenship, by service to the Guild, to one's own Livery Company, and to the Corporation of the City of London
- To support in every possible way the ideals of good citizenship
- To do such things as shall be conducive to the ethos of the Guild.

Additionally, by engaging with pupils and former pupils of the Mercers' Cluster of schools, the Guild of Mercers' Scholars aims to demonstrate and promote helpful reciprocal communication, outreach and recognition with the Worshipful Company of Mercers and amongst all members and partners.

## 2. Equality and Diversity

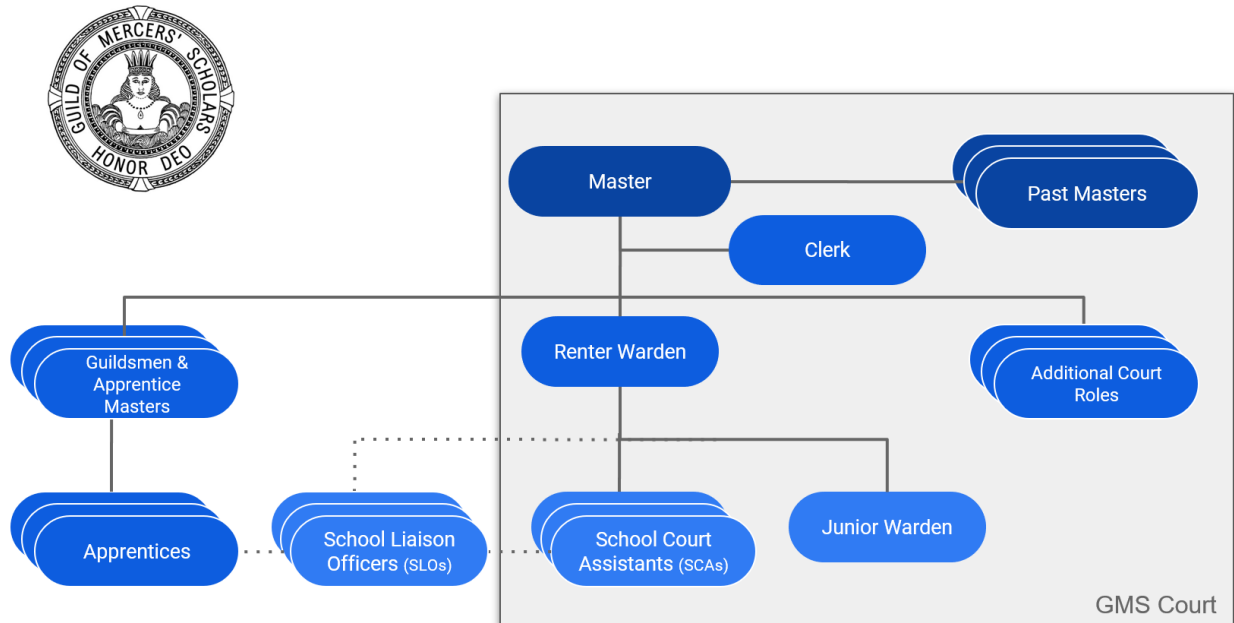
It is the policy of the Guild to treat candidates [applicants] and Guild fairly, taking account of differences according to race, religion or belief, sex, gender reassignment, marriage and civil partnerships, pregnancy and maternity, sexual orientation, disability, or age.

We are committed to ensuring our Guild is inclusive and all its members promote:

- an environment in which individual differences and the contribution of all our Guildmen and Apprentices is recognised and valued,
- dignity and respect for each other and all our partners,
- a total absence of intimidation, bullying or harassment,
- training, development and progression opportunities for each other and especially our Apprentices,
- equality in our partnership working, regularly reviewing all our policies and procedures to ensure fairness.

### 3. Organisation: structure, membership and roles

#### a) Structure



### Membership

#### Apprentices:

Membership usually begins with apprenticeship. Apprentices are those progressing to Guildman. They will be bound to an Apprentice Master in the Chamberlain's Court. Safeguarded Apprentices are those still attending a school or college.

After four years, apprentices progress to Freedom of the City of London by **servitude** and become full Guildmen.

#### Direct entry as a Guildman or Honorary Guildman:

Direct entrants to the Guild as ex-pupils of the Mercers' Cluster of schools gain Freedom of the City of London by **redemption** in the Chamberlain's Court and then become full Guildmen.

Those who become Guildmen as relatives of Guildmen first gain Freedom of the City of London by **patrimony** in the Chamberlain's Court.

Honorary Guildmen are usually Heads or senior staff at the Mercers' Cluster of schools who first gain Freedom of the City of London by **redemption**.

## b) Roles at The Guild

### **Guildmen:**

Are Freemen of the City of London and form the body of the Guild. They are responsible for the good name and fame of the Guild and can be elected to the Court.

### **Apprentice Masters:**

Are Guildmen who mentor apprentices and encourage their participation in the Guild and conversion to Freedom of the City of London and full Guild membership.

### **Junior Warden:**

The first step on the journey to Master. The Junior Warden supports both the Renter Warden and the Master in the annual duties. The post is held for a year, and usually progresses to become the Renter Warden.

### **Renter Warden:**

This is the second year of progression to Master. In addition to other duties the Renter Warden chairs the Membership Committee (MemCom). The post is held for a year, and usually progresses to become Master.

### **Master:**

The Master ensures the smooth running and development of the guild. They are responsible for chairing court. They hold the post for a year before progressing to become the Immediate Past Master (IPM).

### **Past Masters:**

The cohort of those that have previously held the position of Master.

## b) Membership Committee (MemCom)

### **Membership Committee:**

- Chaired by the Renter Warden, and exists to assist the Honorary Membership Clerk with all duties and responsibilities, including reviewing the allocation of apprentice applications from each school/college and the admission process to the apprenticeship scheme

### **Honorary Membership Clerk:**

- Is a member of the Court and receives fully completed Application Forms (etc.), from candidate Apprentices & candidate Guildmen (via a school's SCA) and process them, communicating with candidates (and with SLOs & SCAs) to ensure smooth admission to Indenture, Freedom of the City of London and the Guild.
- Maintains comprehensive files on each candidate in accordance with GDPR and the Guild's Privacy Policy, to pass on appropriately to the Guild's Clerk or Archivist once full Guild membership is achieved.
- Liaise with the Chamberlain's Court regarding the organisation of binding and Freedom ceremonies and keep admission records up to date.
- Alongside the Clerk and the Deputy Honorary Membership Clerk, keep the online database of Guild members up to date.

### **School Court Assistant (SCA):**

The SCA is an existing Guildman with a wide knowledge of, and involvement with the school's alumni in order to be able to nominate suitable candidates as Guildmen who are interested in and able to participate in City life. They are full members of the court.

**School Liaison Officers (SLOs):**

These officers of the GMS are usually nominated by a school's Head, notified to the school's Court Assistant and noted by the GMS's Court. The SLO is usually a member of the Common Room Staff of their school. They are expected to have a wide knowledge of their school's pupils, with an ability to access them in order to put forward appropriate candidates as Indentured Apprentices, and also to have a close working relationship with their School Court Assistant.

**e) Additional roles and definitions:****Senior Court Assistant**

- An experienced Guildman and member of the Court who provides input matters such as website management or legal matters, depending on their area of expertise.

**Designated Safeguarding Lead**

- The DSL is responsible for all aspects of safeguarding policy, procedures and training within the Guild.

**Safeguarded Apprentice**

- An Apprentice still at school/college (usually in Year 13) whose relationship with the Guild is governed by safeguarding regulation equivalent to that of a school/college under the terms of the Guild's Safeguarding Policy.

**Associated Past Master**

- A Past Master connected with a particular school or college, often as an alumnus/alumna, whose role is to support Apprentice Masters and/or Apprentices in successful fulfilment of the Apprenticeship programme.

**Chair of the Nominations Committee**

- Usually a Past Master or senior Guildman who advises the Master and his Committee on all matters related to succession in the roles of Junior Warden, Renter Warden and Master. The postholder attends Court Meetings.

**Clerk Emeritus/Emerita:**

- A previous postholder who advises the Master and his Committee on the administration of the Guild.

**Deputy Honorary Clerk, Membership:**

- Assists the Honorary Membership Clerk with a previous post holder who advises the Membership Committee and the current post holder on all aspects of the administration of membership. The post holder may attend Membership Committee and Court Meetings.

**Honorary Treasurer and Deputy Honorary Treasurer:**

- manages the flow of money into the Guild and oversees how that money is spent to run the Guild, keeping appropriate records and reports to the Court.

**Clerk**

- ensures the smooth running of the Guild and supports the Court, the Master and succession; the role includes being the point of contact with the City of London Corporation, liaison as appropriate with other Guilds and Livery Companies in the City of London, overseeing admission ceremonies, administering Court meetings and assisting with data protection.

## 4. Guidelines for Apprentices

### Expectations

The GMS Apprenticeship scheme offers members of the cluster schools the chance to become involved in the Guild and its affairs, to gain early insights into the life of the City and to take the first step towards becoming a full Guildman and Freeman of the City of London.

The scheme follows a historic and formalised process, starting with an indenture ceremony at the Guildhall where Apprentice Master, a current Guildman, and Apprentice are bound. The scheme is completed after another ceremony when the Apprentice turns twenty-one or completes their four years of servitude.

The origins of Apprenticeships started when a master craftsman was allowed to employ a young person in order to provide them with formal training in a particular craft or trade. In addition, the Master was tasked with developing the young person's general understanding of life, the appropriate manners and wider skills necessary to conduct their business. Therefore, the apprenticeship was not just about the mastery of craft skills or an introduction into the mysteries of the particular trade, but equally about gaining business and social skills.

This element is strongly reflected in the present day as each year the Guild of Mercers Scholars aims to select two students from each of the cluster of schools and provide them with the opportunities to develop, both personally and professionally, from a wide range of activities, networks, grants and formal ceremonies.

### What is involved in being an Apprentice?

- Apprenticeships normally last for 4 years. It will start whilst the Apprentice is still at School or College and will end either when the Apprentice is still at University, or in whatever trade or profession is being pursued.
- During the 4 years, the Guild aims to organise activities in the City of London for Apprentices to attend. The activities would cover both social and educational elements and provide a great opportunity to build contacts through the broad spectrum of members involved.
- Charity is a large part of the Guild, and Apprentices are actively encouraged to get involved in charitable activities. To support this there are grants available and Apprentices are encouraged to apply for them.
- There are a certain number of formal ceremonies. These include the initial acceptance in the Guildhall in the City of London, and a similar introduction to the Guild, immediately afterwards, and again when the Apprentice completes their Apprenticeship to become a Freeman of the City of London.
- The Apprentice will also be invited to the Annual Installation Dinner which is usually held in one of the Livery Company Halls.
- Each Apprentice will have a Master. The purpose of the Master is to give help or advice on education, career and life events and/or other matters. It is expected that the Master and apprentice will communicate at least quarterly via – e-mail, LinkedIn or other methods they choose.
- The only other requirement is to produce an essay of between 1000- 2000 words in the final year, on a subject of the Apprentice's choosing. This is typically to do with their main study subject, or something to do with the City of London.
- At the end of the apprenticeship the Apprentice becomes a Freeman of the City of London. The Apprentice, now a Freeman, is welcome to take a more senior role in the Guild, or to become a member of one of the other City Livery Companies.

## 5. Code of Practice for Apprentice Masters

It is hoped that an Apprentice Master will have an active role in fostering their Indentured Apprentice's understanding of and interest in the Guild and its activities. This is an extension of the mediaeval concept of 'Instruction in the mysteries of his trade'. More particularly, the Apprentice Master will be in a position to assist the Apprentice in his or her educational or career ambitions and introduce the Apprentice to the workings of the Guild and possibly also to act as an intermediary to aspects of life in the City of London.

The extent to which individual Apprentice Master relationships with Apprentices develop will necessarily vary greatly from case to case according to the 'fit' of personalities and the accidents of geography and circumstances. It is impossible to identify any precise criteria of success for Apprentice Mastership -- other, perhaps, than recruiting into the Guild a succession of well prepared, sociable and interested young people who can be expected in due time to strengthen the life of the Guild and also possibly for some to go on to seek roles on the Court and to become Liverymen.

The following may be seen as some of the commitments and roles of Apprentice Mastership:

- Attending the apprentice's Binding Ceremony in the Chamberlain's Court and then a meeting of the Guild's Court (which follows on immediately) and then accompanying them to the informal tea or supper thereafter. Similarly, upon completion of the Apprenticeship (usually after four years), attending the Apprentice's City of London 'Freedom' and Guild Admission ceremonies.
- Accompanying the Apprentice at an Installation Dinner(s) during their Apprenticeship. For Apprentices this is/are subsidised by the Guild during the Apprenticeship. Thereafter encouraging the Apprentice to attend a Dinner upon becoming a Guildman after completion of their Indentures.
- Joining the Apprentice at Guild social events of their mutual choice during the period of Apprenticeship.
- Assist and advise the Apprentice in completing the GMS Grant Application, and to monitor the project.
- Encouraging the Apprentice to submit a short piece of written work upon completion of their Indenture, as suggested in the Admission Pack, and nominating them for election as a full member of the Guild.
- Countersigning any application that the Apprentice may make for an eligible grant to the Guild's charities.

The following could be regarded as potentially valuable activities which might assist in the development of the Apprentice's interest in the Guild and its objectives:

- Maintaining contact with the Apprentice at least four times a year, by means of a video-conference call on Zoom or the equivalent, telephone or email, with a view to encouraging them to see the Guild as a source of friendly and worthwhile support.
- Encouraging the Apprentice to visit the City of London (e.g. the Guildhall Art Gallery and museum, Livery Halls, St Paul's Cathedral, etc.) and to attend suitably City-related activities (e.g. Gresham Lectures, the Lord Mayor's Show, etc.), whether or not the Apprentice Master is able to be present at the same time.

- Consulting the Apprentice's views on the activities of the Guild and, where appropriate and convenient, finding ways to involve the Apprentice in the Guild's activities in an appropriate capacity (e.g. helping with the administration of a Guild event, etc.).
- Offering whatever expertise or range of suitable contacts the Apprentice Master may have to assist in encouraging and forwarding of the Apprentice's educational and career aspirations.

None of this will be onerous for either the Apprentice Master or Apprentice concerned. Apprentice Mastership involves duties which will only be successfully discharged if they are fully enjoyed. Apprenticeship offers opportunities which will only become worthwhile if they are cheerfully sought.

**Accountability:**

For the GMS Apprenticeship scheme to achieve its aim of inducting Apprentices into the professional life of the City and into the ethos of the Guild itself, it is vital that Apprentice Masters appreciate the responsibility they have to support this aim.

They will do so in practical ways, as outlined above.

Secondly, they will conduct themselves in a way that is properly attentive to their own and their Apprentices' safeguarding needs.

Thirdly, they will manage the relationship with the Apprentice with transparency and rigour.

To assist in the successful fulfilment of the Apprentice Master role, the following key expectations can be emphasised:

Apprentice Masters must:

1. Confirm with their School Court Assistant that they have read and understand the Guild's Safeguarding Policy.
2. Participate in annual Safeguarding training and be aware of policy updates.
3. Provide an annual report to MemCom on their Apprentices' progress towards successful completion of the Apprenticeship programme, indicating in outline the frequency and outcome of meetings with Apprentices.

In order to protect Apprentices from abuse and protect Guild members from false allegations, they must:

- treat all Apprentices with respect and respect their right to personal privacy.
- not hold scheduled coaching/mentoring activities with a Safeguarded Apprentice in a private location. It is strongly recommended that these take place in a public place or in the form of an online meeting with a third party in attendance (parent or other Guild member) while the apprentice is still in full time school/college education.
- not hold private 1 to 1 discussions/meetings with Safeguarded Apprentices, including video-conference calls without the knowledge of another Guild member, a member of school/college staff or a parent/guardian.
- only contact Safeguarded Apprentices by letter, phone, email, text or social media if it is directly related to Guild matters and activities; while the apprentice is still in full time school/college education, where possible, copy in a third party like a parent/guardian, the SLO or SCA.
- exercise caution when discussing sensitive issues with Apprentices.



- avoid any inappropriate discussion and insensitive, disparaging or sarcastic comments or jokes, whether that be verbal or written down, including via email and social media.
- avoid physical contact with a Safeguarded Apprentice-
- ensure permission is sought from the Safeguarded Apprentice and their parent/guardian to take photographs, films or any other image of them, and make clear how they will be used
- use discretion in conduct with non-safeguarded Apprentices and consult with the SCA or DSL if in doubt.

**Most importantly**, following any incident where a Guild member feels their actions or comments have been misconstrued, they must discuss the matter with the DSL or DDSL

It is strongly recommended that Apprentice Master correspondence and communications with the Safeguarded Apprentice is shared with the Apprentice's family so that the 'mentoring' relationship is fully understood and supported, especially while the Apprentice is in attendance at school or college.

## 4. Safeguarding and Child Protection Policy Statement – policy update, 4/3/21

Apprentices can expect their Apprentice Master to treat them with respect and consideration at all times, ensure their safety and wellbeing in the context of Guild activities, and maintain high professional standards. In the unlikely event an Apprentice has any concerns about the conduct of their Apprentice Master, or of any other apprentice or Guildman, they should contact the Designated Safeguarding Lead (email address?) at GMS.

### 1.0 CONTEXT (See SAFEGUARDING APPRENTICES: POLICY AND PROCEDURES at <https://www.theguildofmercersscholars.com/legal>)

The aim of Guild's Policy is to comply fully with the Children Acts 1989 and 2004 and with government publications of: 'Working Together to Safeguard Children' (March 2015) and 'Keeping Children Safe in Education' (as updated for January 2021) (KCSIE). It is also informed by 'What to do if you are worried a child is being abused – advice for practitioners' (December 2020) and 'What to do if you are Worried a Child is Being Abused - Advice for Practitioners' (March 2015).

The Guild recognises that the safeguarding and promotion of the welfare of children and young people is **everyone's** responsibility. **Everyone** who comes into contact with those under the age of 18 and those over the age of 18 who are still in full time school/college education (**Safeguarded Apprentices**) has a role to play in identifying concerns, sharing information and taking prompt action.

Guild members (both Guildmen and apprentices) are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned and always act in the **best** interests of the young person.

1.0 The Guild of Mercers' Scholars recognises that it has a statutory duty to report disclosures of allegations of abuse and neglect. It also has a moral duty to promote and safeguard the welfare of its apprentices who are under the age of 18 or who are over the age of 18 and still in full time school/college education (referred to as Safeguarded Apprentices). This includes helping to protect them from situations in which they might be abused or harmed.

2.0 The Guild is Safeguarding against abuse and neglect by:

- a) Establishing a safe environment in which all apprentices can learn and develop.
- b) Practising safe Apprentice Master recruitment procedures built around Disclosure and Barring Service (DBS) checks which all Apprentice Masters of Safeguarded Apprentices are required to complete. A single central record of DBS checks undertaken will be held.
- c) Maintaining clear procedures to identify and report suspected cases of abuse or neglect.
- d) Ensuring all Guild members (Guildmen and apprentices) are made aware of their responsibility to safeguard apprentices and this policy and procedures, and the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) receive training.
- e) Providing appropriate support to Safeguarded Apprentices who have been harmed.

## **2.0 SOME GENERAL PRINCIPLES**

The Guild has a statutory duty under the Children Act 1989 and Section 175 of the Education Act 2002 to safeguard and promote the welfare of its Safeguarded Apprentices covered under the Guild's Safeguarding Policy

For Safeguarding and Child Protection purposes, a child is classed as a person under the age of 18 although the Guild's policy covers all Safeguarded Apprentices who are still receiving full time education at a Mercers' Company "Educational Cluster" of schools and who may be aged 18 and older..

All Guild members and Safeguarded Apprentices have been made aware that it is a criminal offence under the Sexual Offences Act 2003 for a person over the age of 18 in a position of trust to enter into a sexual relationship with any Safeguarded Apprentice even if the relationship is consensual.

The Guild is clear that it is not the responsibility of any individual member of the Court or Membership Committee to investigate any suspected cases of misconduct or abuse. All cases must be referred to the DSL and/or the DDSL who will liaise with appropriate external agencies.

## **3.0 PEOPLE WITH RESPONSIBILITY FOR SAFEGUARDING**

Ultimately, the Court has responsibility for ensuring that the Guild fulfils its legal obligations. The delegated Safeguarding Team comprises of:

- i. Designated Safeguarding Lead (DSL) – who is also a member of the Court
- ii. Deputy Designated Safeguarding Lead (DDSL)

The DSL and DDSL must undertake safeguarding training which will be made available by the Guild. The training will be compulsory for the safeguarding team and will be available on-line; for example, online training provided by the NSPCC. Update training should be completed at least every two years. The Guild Master has the responsibility of ensuring that the Safeguarding Apprentices Policy and Procedures are adopted by the Court and are fully implemented.

All Guild members have a responsibility to report their concerns to the DSL and the DDSL if they suspect that abuse or neglect is taking place.

Through the Guild apprentice programme, the Guild will ensure that all School Apprentices are made aware of the Safeguarding Team, the safeguarding responsibilities of the Safeguarding Team and how they will support Safeguarded Apprentices.

## 6. The Apprentice Master-Apprentice relationship: best practice in Coaching and Mentoring

### Coaching and Mentoring defined

The Institute of Leadership and Management define coaching as ‘the process of enabling individuals to acquire the knowledge, skills and techniques needed to perform effectively in their occupational role by motivating, inspiring, challenging, stimulating and guiding them’.

Mentoring has been defined as *“a process whereby one senior individual is available to a junior; to form a ... developmental relationship; to seek information from; to regard as a role model; to guide the performer; to provide feedback and appraisal; to teach ... facts that will enable the individual to perform effectively...”* (MacLennan, Coaching and Mentoring, 1999)

The Guild considers the Apprentice Master-Apprentice relationship to have a strong resemblance to a coaching and mentoring function. The coach must be able to recognise the needs of individuals being coached, develop a programme appropriate to meet those needs, and help individuals to achieve their potential as Apprentices and graduate successfully to Guildman.

### Guiding Principles for Apprentice Masters

Because of their area of expertise, Apprentice Masters are invited to help Apprentices to make the most of their Apprenticeship by motivating, inspiring, challenging, stimulating and guiding them. The Guild aims to provide Apprentice Masters with the knowledge, skills and confidence to perform effectively as coaches and to help gain an awareness of how coaching can be successfully deployed into the workplace.

### Translating Learning into Performance

One of the most important features of the Guild’s apprenticeship programme is that it is designed to enable Apprentice Masters to coach and mentor effectively and Apprentices to gain relevant knowledge, skills and confidence as a result.

Moving the theory of coaching and mentoring into the practice of the Guild it can be said that the conversations envisaged between Apprentice Master and Apprentice focus on:

- Concrete Experience – trying out practical ideas.
- Reflective observation – thinking about the experience of planned activities and what has been learnt from it.
- Active experimentation – planning how to apply what has been learnt.

### Undertaking coaching as an Apprentice Master

Recommended beneficial steps in taking on this role from a coaching perspective can be summarised as follows:

- Establish and build an effective coaching relationship with Apprentices which explores outcomes and options
- Discuss and evaluate the Apprentice’s development and support needs and goals and agree a programme of activities
- Plan, prepare and maintain accurate records for a minimum of four of coaching/mentoring sessions with Apprentices annually for the duration of the programme.
- Review the Apprentice’s’ support needs and progress towards achieving their goals, and outcomes

- Give and receive feedback on own performance as Apprentice Master to SCA and MemCom members including the Master
- Collect feedback from Apprentice to develop your own performance as a coach
- Critically reflect on the feedback and activities completed to identify own strengths and development needs.

**At all times, Apprentice Masters must put the welfare and safety of their Apprentices first, in accordance with the safeguarding policy and procedures set out within.**

## 7. Grant applications

Every Guild apprentice bound after 1st January 2016 is eligible to apply to the Guild for one £400 grant, kindly donated by the Mercers' Livery Company, to be drawn down at some period during their apprenticeship.

The grant must be used on a project or activity which supports an apprentice's "educational or career progression, or leadership and charitable activities", with a particular and topical focus on the disadvantages experienced by some Mercers' Cluster school pupils which may have been compounded by the effects of the Covid-19 pandemic.

To apply for the grant the apprentice in the first instance will submit a business plan. The Guild Renter Warden and the Membership Committee will decide whether the project or activity proposed by the apprentice meets the criterion for awarding a grant. It is a strong recommendation of the Guild that this money is applied for early in an apprenticeship. Before applying for a grant the project must be discussed with and approved by the apprentice's parent or guardian, and then discussed with, and approved by their Apprentice Master or, failing that, the School Court Assistant.

The projects most likely to succeed include:

- a. charitable activities, where the Apprentice/Member is actively engaged in fundraising (e.g. sponsored walks, bike rides or other types of physical activity)
- b. leadership activities with an educational focus designed to 'narrow the gap' between disadvantaged students and others in Mercers' Cluster schools (e.g. supporting remote learning, organising after-school subject-focussed clubs etc.)
- c. educational projects and work experience in the UK or abroad.

In order to apply for the grant please give a short description of the project which should include dates, cost, other sources of funding and the benefit you (or a named charity) expect to derive. Also, please add brief details of any other qualifying projects in which you have participated in the past. For apprentices, the form requires parental consent if under 18 and your Apprentice Master will be contacted for his or her approval.

It is a condition of the award of a grant that its recipient must update the Guild on completion of their activity or project, giving a brief report.

Please submit your application on the following form. Applications can be emailed to the Renter Warden.

Candidates will be advised of the outcome of their submission within four working weeks.

## 8. Appendices

### a) Policies and Links:

- Policies (Safeguarding, Data Protection): <https://www.theguildofmercersscholars.com/legal>
- History of the Guild of Mercers Scholars: <https://www.theguildofmercersscholars.com/history>
- Court Dates: <https://www.theguildofmercersscholars.com/court-dates>
- Grant applications and Form: <https://theguildofmercersscholars.com/mercercs-grant>
- The Mercers' Livery Company: <https://www.mercers.co.uk/>
- Cluster schools and web addresses:
  - Abingdon School - [www.abingdon.org.uk](http://www.abingdon.org.uk)
  - The College of Richard Collyer - [www.collyers.ac.uk](http://www.collyers.ac.uk)
  - Dauntsey's School - [www.dauntseys.org](http://www.dauntseys.org)
  - Hammersmith Academy - [www.hammersmithacademy.org](http://www.hammersmithacademy.org)
  - Madeley Academy - [www.madeleyacademy.com](http://www.madeleyacademy.com)
  - The Royal Ballet School - [www.royalballetschool.org.uk](http://www.royalballetschool.org.uk)
  - Peter Symonds' College - [www.psc.ac.uk](http://www.psc.ac.uk)
  - St. Paul's - [www.stpaulsschool.org.uk](http://www.stpaulsschool.org.uk)
  - St. Paul's Girls' School - [www.spgs.org](http://www.spgs.org)
  - Thomas Telford School - [www.ttsonline.net](http://www.ttsonline.net)
  - Walsall Academy - [www.walsallacademy.com](http://www.walsallacademy.com)
  - Sandwell Academy - [www.sandwellacademy.com](http://www.sandwellacademy.com)
- Guild of Freemen of the City of London:  
<https://www.guild-freemen-london.co.uk/freedom-of-the-city>

### a) Current postholders:

Immediate Past Master:	R Thompson
Guild Master:	G Edwards
Renter Warden:	J Weeds
Junior Warden:	D Subramaniam
Honorary Treasurer:	C Cullen
Deputy Treasurer:	E Le Good
Hon Asst Clerk-Membership:	Ms J Tucker
Hon Deputy Asst Clerk-Membership:	A B Taylor
Designated Safeguarding Lead:	t.b.c.
Social Court Assistant:	J Armistead
Hon Asst Clerk Comms:	J Shaffrey
Hon. Archivist:	Dr H Bailes
Apprentice Warden:	S O Drew
Senior Court Assistant:	A Barnes
Court Assistants:	W Jackson
Court Assistants:	C J May
Court Assistants:	Miss H Moxon