Realise potential
Achieve excellence
Broaden opportunity

National Teaching School
designated by
National College for
Teaching & Leadership

System Leaders
2018-19
School to School support from the RSA Teaching School Alliance

The RSA Academies’ Teaching School Alliance is dedicated to ensuring that the School to School Support Programme provides schools with a significant and extensive level of expertise. The RSA Academies have experience of supporting over 20 schools in the past few years. We strongly believe that the best way of school improvement is through school to school support. Our track record demonstrates that the support we can offer can turn a school around from an ‘Ofsted category’ to Outstanding. We have expertise at all levels of teachers, middle leaders and support staff and at National Leaders of Education (NLE) level. We can offer a variety of support and relationships that can be built on a formal and sometimes informal level through coaching, mentoring and one to one support. The Alliance has two Principals who are NLEs, Specialist Leaders of Education (SLEs), Local Leaders of Education (LLEs) and Lead Professionals. The Alliance has also successfully appointed SLEs covering Teaching and Learning, Middle leadership, Data systems and Mentoring/personal development.

Our School to School Support offer

The School to School Support Programme offer from the RSA Academies’ Teaching School Alliance is extensive and bespoke according to need. It is led by 3 “Outstanding” schools, Whitley Academy, Coventry; RSA Academy Arrow Vale, Redditch; Holyhead School, Birmingham. There are a number of other key strategic partners supporting cross phase capacity including RSA Academy Ipsley, Redditch; RSA Academy, Tipton; Stretton Primary, Coventry (Outstanding); Abbeywood Primary School, Redditch.

The school support offer is led by NLEs in the alliance who will broker the bespoke expertise required. This may be at leadership level of support by experienced NLEs or delivered by SLEs, Curriculum Leaders and / or a wide range of other experienced practitioners who are trained in outreach guidance, including Business Management and non-teaching role support.

The Alliance Partner Schools are highly experienced in delivering efficient, personable and cost effective support, having worked with as many as 25 schools in recent years, to secure improvements at all levels. A number of supported schools have moved from Ofsted Categories to “Outstanding” during this period. The time period of support is entirely negotiable and arranged according to need.

Support Commissioning Process

An outline of the commissioning process is available on page 2 of this booklet.

How to request School to School Support

The best way to engage with the RSAA TSAs School to School Support offer is to complete our request form online. Visit: www.rsaacademiesteachingschool.org.uk

Alternatively you can contact Matthew Purslow via mpurslow@rsaatsa.org.uk or by telephone on 024 7630 2580 ext. 223

Quality Assurance and testaments for previous work and schools worked with are also available by contacting Matthew Purslow.
RSA Academies’ Teaching School Alliance
COMMISSIONING PROCESS

The School to School Support Commissioning Process is outlined below. If you would like to know more about the process or School to School Support please contact Matthew Purslow via email: mpurslow@ rsaatsa.org.uk or by telephone on 024 7630 2580 ext. 223; if you would like to request School to School Support, please complete the School to School Request Form online.

Request Made
Request for School to School (S2S) Support is made to the Royal Society for Arts (RSA) Teaching School Alliance (TSA). This could come for example from a Local Authority/Diocese/School/National College/Department of Education/another Teaching School

Request is received
Request goes to Lorraine Allen, National Leader of Education, in charge of School to School Support Strategy at the RSA TSA.

Work is Brokered
S2S Group Lead contacts school and brokers work. Needs are confirmed and costs presented. Specialist Leaders in Education and/or other members of the TSA team are identified. First meeting arranged and Lead Senior Leader from the TSA is named. This process takes account of: school phase/school context/ location and geography / specific experience / working style and approach.

Initial Meeting
TSA Senior Lead and/or TSA SLEs go to meet Head or nominated lead from the school requesting support for initial discussion with appropriate senior staff. The meeting will cover: focus of work, expectations for outcomes, funding, length of deployment, frequency.

Agreement Signed
All parties sign up to a contracting agreement (including action plan), reflecting the agreed terms for the deployment.

Deployment Begins
SLE completes short summary of action each visit. Time sheets submitted to SLE’s school, and that school sends monthly invoice to supported school.

Mid Term Review
Is the support working? Is it appropriate? Any changes? Next steps. Consider if support should continue? If not, a final timescale and exit strategy agreed.

Final Written Review
Final written review and impact evaluation written by Head of client school. Sent to the TSA’s National Leader of Education in charge of School to School Support Strategy and disseminated to the SLEs and TSA schools involved.
## Outcomes for Schools

- Improved exam results
- Improved progress within specific department or specialist areas.
- Improved attendance
- Improved Ofsted evidence
- Successful Academy transition
- Improved behaviour / discipline
- Progress in closing the achievement gap (particularly in relation to pupils in receipt of FSM and vulnerable groups).
- Reduction of in-school variation
- Evidence of external accreditation

## Organisational Impact

- Improved internal processes and standards
- Improved self-evaluation
- Improved planning, including strategic planning
- Greater focus on priorities
- Improved financial processes and systems

## Impact on Others

- Improved views of parents, governors and others in the community.
- Increased support for the most able pupils.
- Greater progress by individual children
- System leadership developments

## Impact on Staff

- Improved growth, confidence and learning
- Improved quality of teaching and learning
- Improved CPD
- Improved knowledge management
- Falling rates of staff absence
- Improved team ethos / morale
- Increased networks / partnerships and collaboration
- Improved development of ITT / NQTs
- Increased willingness to secure accountability of others
- Increased leadership profile
National Leaders of Education (NLEs) are Outstanding Principals / Headteachers who, together with staff in their schools (designated National Support Schools or Teaching Schools), use their skills and experience to support schools, often in challenging circumstances. Their main focus is to bring about School Leadership improvement and help raise standards.

National Leader of Education (NLE) Directory

<table>
<thead>
<tr>
<th>Forename</th>
<th>Surname</th>
<th>Phase</th>
<th>School/MAT</th>
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<tbody>
<tr>
<td>Lorraine</td>
<td>Allen OBE</td>
<td>Primary/Secondary</td>
<td>RSA Academies</td>
</tr>
<tr>
<td>Sarah</td>
<td>Bates</td>
<td>Primary</td>
<td>Diocese of Coventry MAT</td>
</tr>
<tr>
<td>Guy</td>
<td>Shears</td>
<td>Cross</td>
<td>Central RSAA Trust</td>
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<tr>
<td>Di</td>
<td>Smith</td>
<td>Primary/Middle</td>
<td>Church Hill/Abbeywood, Worcestershire</td>
</tr>
<tr>
<td>Nicola</td>
<td>Walters</td>
<td>Secondary</td>
<td>Handsworth Girls’ School, Birmingham</td>
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</tbody>
</table>
INTRODUCTION

Lorraine’s expertise covers all aspects of school leadership and management as an NLE. She has a reputation as someone with a clear vision, who can engage with others to ensure change management is effective. Lorraine has the capacity to create loyalty and commitment, promoting “high equity as well as high excellence”.

BACKGROUND AND EXPERIENCE

- Director of school to School Support (RSA TSA)
- Consultant with RSA Teaching School Alliance (NLE System Leader since 2008)
- Principal of Whitley Academy, Coventry 2004 – 2015 (Ofsted ‘Outstanding’ 2010 and 2013)
- DfE Pupil Premium Reviewer
- Ofsted Inspector; School Improvement Partner since 2011

SPECIALISMS

- Leadership and Management : Quality Assurance
- All aspects of School Improvement:
  - Primary
  - Secondary
  - Ofsted preparation
  - Performance Management and Accountability

INTRODUCTION

Guy is Chief Executive officer of the Central RSA Academies Trust, having been a successful Headteacher in two secondary schools. He has a strong commitment to opportunity for all and significant expertise in School Improvement.

BACKGROUND AND EXPERIENCE

- Executive Principal/CEO Central RSA Academies Trust
- Principal RSA Academy Arrow Vale 2011-2017 (Ofsted outstanding 2014)
- Accounting Officer of RSA Academies Teaching Schools Alliance
- DfE Pupil Premium Reviewer
- Former Ofsted Inspector

SPECIALISMS

- Leadership and Management : Quality Assurance
- All aspects of School Improvement (Secondary)
- Multi-academy Trust and Governance
- Ofsted preparation
- Performance Management & Accountability
- Middle leadership development
- Teaching and Learning Strategy
- Data Analysis
NICOLA WALTERS
National Leader of Education

INTRODUCTION
Nicola has been Headteacher of Handsworth Wood Girls’ Academy since September 2010. Since then she has supported the opening and development of an alternative provision free school, which achieved a good judgement in its first Ofsted inspection in May 2015, as well as supporting another school in a category. Before joining Handsworth Wood Girls’ Academy she gained eleven years’ experience as a senior leader working in an outstanding school and supporting two other schools through Black Country Challenge.

BACKGROUND AND EXPERIENCE
- Head teacher of Handsworth Wood Girls’ Academy – Ofsted Outstanding 2014
- National Leader of Education 2015
- Ofsted Inspector 2015

SPECIALISM
- Leadership and Management
- School Improvement
- Governance
- Ofsted Preparation
- Teaching and Learning
- Professional development
- Initial Teacher Education

DI SMITH
National Leader of Education & Executive Head teacher

INTRODUCTION
Di is an NLE who has supported Head teachers and Leaders across Worcestershire, and has been involved in significant curriculum development. Di has also been an advisor for Teaching and Learning for the Local Authority.

BACKGROUND AND EXPERIENCE
- Local & National Leader of Education
- Advisor for Teaching & Learning
- Ofsted trained
- Executive Head teacher of Abbey Wood First School & Church Hill Middle School since 2008.

SPECIALISM
- Leadership and Management – Primary
- Teaching and Learning
- School Improvement

Realise potential, achieve excellence, broaden opportunity
Sarah Bates
National Leader of Education

Introduction

Sarah is a member of the Education Team with Coventry Diocesan MAT, a Church of England Trust with 14 schools (13 Primary and one Secondary school). She has been an Executive Head across two schools for the last few years and in her current role has responsibility for eight schools across Coventry and Warwickshire. She is also a National Leader for Education.

Background and Experience

Sarah is an experienced leader, after ten years of Deputy Headship she led on ‘Leadership and Management’ professional development for Coventry Local Authority before becoming Headteacher of a school in Special Measures. Along with her leadership team, she led the school out of a category to achieve an ‘Outstanding’ OFSTED judgment two years later. Within her current role she works with schools across Coventry and Warwickshire, developing practice and improving outcomes for young people.

Specialism

- Leadership and Management
- School Improvement
- Governance
- Ofsted Preparation
- Teaching and Learning
- Professional development
- Initial Teacher Education
Specialist Leaders of Education (SLEs) are outstanding middle leaders who have the skills to support individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context.

The SLE role was created to help raise standards and improve the quality of school leadership through school-to-school support and peer-to-peer learning. This designation recognises the important role that senior and middle leaders play in improving schools and outcomes for children.
## Coventry & Warwickshire

<table>
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<td>Maguire</td>
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<td>Willenhall</td>
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<td>Mandeep</td>
<td>Dhesi</td>
<td>Nursery</td>
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<td>Stretton</td>
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<td>Susan</td>
<td>Samra</td>
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<td>Kelly</td>
<td>Joyce</td>
<td>Literacy &amp; CPD</td>
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<td>Shenton</td>
<td>SEN</td>
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<td>Affinity Federation</td>
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<td>Andy</td>
<td>Taylor</td>
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<td>Ruth</td>
<td>Roberts</td>
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<td>Wright</td>
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<td>Jo</td>
<td>Webb</td>
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<td>Sarah</td>
<td>Morgan</td>
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<td>Sarah</td>
<td>Blyth</td>
<td>Music</td>
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Realise potential, achieve excellence, broaden opportunity
EMMA MAGUIRE
Year 1 Leader

INTRODUCTION
Emma is a Specialist Leader of Education with specialist knowledge of Phonics teaching and provision. Her expertise includes ensuring outstanding Phonics teaching at EYFS and Key Stage 1.

BACKGROUND AND EXPERIENCE
- Year 1 Leader of a 3 form entry primary school (Courthouse Green Primary, Coventry)
- Outstanding practitioner
- Outstanding Phonics results
- Supported other primary leaders in both Phonics teaching and accelerating progress in Year 1

SPECIALISM
- Improving Phonics outcomes in EYFS and Key Stage 1 phases
- Coaching and staff development
- Intervention planning and assessment strategies to diminish the difference
- Transition from EYFS to Key Stage 1, including devising continuous provision opportunities in Key Stage 1 that builds on foundation stage principals, whilst providing the progression of skills and challenge of the national curriculum
- Teaching and learning in Year 1 that accelerates progress and creates confident, independent, and reflective learners

MANDEEP DHESI
Curriculum Leader - Nursery

INTRODUCTION
Mandeep is a Specialist Leader in Education with an expert knowledge and understanding of supporting the Early Years curriculum and development in nursery.

BACKGROUND AND EXPERIENCE
- Willenhall Community School - Coventry
- Curriculum Leader in Nursery
- Outstanding Practitioner
- Supported several Nurseries and managers.
- Outstanding Early Years development results.

SPECIALISM
- Curriculum Leader in Nursery
- Mentoring and staff development
- Improving Nursery outcomes and environments
- Sharing best practice with practitioners
INTRODUCTION
Susan is a Head of School and a Specialist Leader of Education for Inclusion and CPD, who has a proven record of exemplary practice leading to outstanding outcomes for both children with SEN and non SEN.

BACKGROUND AND EXPERIENCE
- Head of School (Stretton Church of England Academy)
- Supported various West Midlands and Warwickshire Schools
- Achieved National Professional Qualification for Headship

SPECIALISM
- Narrowing the Gap
- Inclusion
- CPD
- Pupil Voice

INTRODUCTION
Kelly is an Assistant Head teacher and a Specialist Leader of Education for Primary Literacy who has a toolkit of strategies for enhancing teaching and learning.

BACKGROUND AND EXPERIENCE
- Assistant Head teacher (Stretton Primary)
- Key Stage 2 Standards Leader
- Outstanding Practitioner
- Supported various West Midlands and Warwickshire Schools with a focus on questioning and Literacy leadership

SPECIALISM
- Literacy
- Teaching and Learning
- Year Six
- Coaching and Mentoring
- Questioning
- CPD
KELLY SHENTON
SENCO

INTRODUCTION
Kelly is a Specialist Leader of Education with an expert knowledge in providing provision for children with MLD, SLD & ASD within a mainstream setting. She has a proven track record of improving provision within Key Stage 1, with particular emphasis on Phonics.

BACKGROUND AND EXPERIENCE
- SENCO (St Michael's, Bedworth)
- SENDCO award
- Outstanding Practitioner
- Management & Leadership Program for Coventry
- Delivering CPD at school
- Data analysis and tracking to support provision and progress

SPECIALISM
- SEN provision and best practices
- Inclusion
- Differentiation
- Phonics
- Transition from EYFS to Year 1, KS1 to KS2

MICHAEL MCCORMICK
Maths

INTRODUCTION
Michael is a Specialist Leader of Education with an expert knowledge in supporting Mathematics teaching from KS1 to KS2 and curriculum development.

BACKGROUND AND EXPERIENCE
- YR3 teacher—Whitmore Park
- Curriculum Leader Maths
- Outstanding Practitioner
- Supported other primary schools

SPECIALISM
- Delivering CPD at school and to external audiences, including:
  1. Deepening Mathematical thinking and understanding
  2. Developing assessment systems to track progress and attainment
  3. The use of data to inform leaders and teachers
  4. How to share best practice within and across Key Stages
  5. Developing practice of NQTs
  6. Planning outstanding lessons
ANDY TAYLOR
Maths

INTRODUCTION
Prior to joining St Gabriel’s CofE Academy, Andrew worked as an Assistant Headteacher in the Affinity Federation of two large Coventry primary schools. He holds a BA Honours degree and Qualified Teacher Status; he is also a designated Specialist Leader of Education and has a track record of ‘Outstanding’ primary teaching and extensive experience of school improvement at senior leadership level.

BACKGROUND AND EXPERIENCE
- Headteacher for St Gabriel’s CofE Academy, a new MAT in Houlton, Rugby
- Curriculum Leader Maths
- Outstanding Practitioner
- Assessment Leader
- Supported Primary Schools from Inadequate to Good with Outstanding features

SPECIALISM
- Delivering CPD at school and to external audiences, including:
  1. Developing pupil collaboration to deepen Mathematical thinking and reasoning
  2. Building informative assessments
  3. The use of data to inform classroom practitioners and senior leaders
  4. Using manipulatives and visual resources to develop problem solving
  5. Auditing and improving teacher subject knowledge in Maths
  6. Curriculum Leader coaching

RUTH ROBERTS
Lead for PSHE English

INTRODUCTION
Ruth’s expertise includes working with schools to develop their PSHE curriculum both inside and outside the classroom; creating PSHE rich schools. Expertise in the teaching and learning of English includes improving children’s attitudes to reading and developing teachers’ skills in raising attainment in this subject; creating environments which support sustained change for improvement.

BACKGROUND AND EXPERIENCE
- Assistant Head Teacher (Affinity Federation)
- Leader for PSHE and English
- Outstanding practitioner across all three primary phases
- Masters degree in Education (Distinction)
- Supported several primary schools

SPECIALISM
- Devising tailored PSHE curriculums
- Supporting schools to fulfil their responsibilities in terms of PREVENT and the teaching of British Values
- Developing schools’ abilities in delivering high quality Primary Sex and Relationships Education
- Assessing Reading without levels at Key Stages 1 and 2

Realise potential, achieve excellence, broaden opportunity
KATHRYN WRIGHT
Senior Vice Principal

INTRODUCTION
Kathryn is a Senior Vice Principal and a Specialist Leader of Education with an expert knowledge in teaching and learning, curriculum planning and time tabling.

BACKGROUND AND EXPERIENCE
- Senior Vice Principal (Whitley Academy)
- Ofsted Inspector
- Outstanding Practitioner
- Supported numerous West Midlands Schools – Primary and Secondary phase

SPECIALISMS
- Teaching & Learning
- Curriculum & Timetable
- Coaching, Mentoring, CPD
- MFL
- Data Analysis

JO WEBB
Vice Principal

INTRODUCTION
Jo is a Specialist Leader of Education with an expert knowledge of building capacity and expertise in English and Literacy.

BACKGROUND AND EXPERIENCE
- Vice Principal (Whitley Academy)
- M.A. in Educational Innovation and Leadership
- Ex English Curriculum Leader
- Worked in several West Midlands Schools

SPECIALISMS
- Whole school Literacy
- English department support:
  1. Leadership
  2. Outcomes
- Data use and tracking
- Whole school marking and feedback
RSA Academies’ Teaching School Alliance
SPECIALIST LEADERS OF EDUCATION

KERRY SECKER
Director of English

INTRODUCTION
Kerry’s expertise includes supporting English teachers, curriculum leaders and faculties to build and sustain capacity for improvement.

BACKGROUND AND EXPERIENCE
- Curriculum Leader English (Whitley Academy)
- Outstanding Practitioner
- AQA Examiner
- Supported several middle and secondary schools
- Outstanding GCSE results

SPECIALISM
- Curriculum Leader coaching
- Improving KS4 outcomes
- Mentoring and staff development

MARC SKELTON
Assistant Vice-Principal

INTRODUCTION
Marc is a Specialist Leader of Education with an expert knowledge in supporting Mathematics teaching from KS2 to KS5 and curriculum development.

BACKGROUND AND EXPERIENCE
- Assistant Vice-Principal (Whitley Academy)
- Masters in Mathematics Education
- Curriculum Leader Maths
- Outstanding Practitioner
- Supported several primary and secondary schools

SPECIALISM
- Delivering CPD at school and to external audiences, including:
  1. Deepening Mathematical thinking and understanding
  2. The use of data to inform departments and teachers
  3. How to share best practice within a department
  4. Best practice for trainee teachers
  5. Planning outstanding lessons
  6. Supporting non-specialist mathematics teachers
CARLEY LATUE
Lead Practitioner

INTRODUCTION
Carley is a Specialist Leader in Education with experience of curriculum development at KS3 and KS4 Drama. She also regularly works with teachers to support development in teaching and learning.

BACKGROUND AND EXPERIENCE
- Curriculum Leader for Performing Arts (Whitley Academy)
- Lead Practitioner in Teaching and Learning
- ITP and OTP trained facilitator

SPECIALISM
- Teaching and Learning coaching and support
- Curriculum development for Performing Arts and Drama
- The use of assessment in Performing Arts and Drama

DANIELLE OWEN
Director of ITT & NQTs

INTRODUCTION
Danielle is a Specialist Leader of Education and her specialisms include supporting senior leaders of Newly Qualified Teachers (NQTs) and Professional Mentors to support and improve standards for Initial Teacher Training within schools. She has expert knowledge is developing training programmes for both trainees and NQTs.

BACKGROUND AND EXPERIENCE
- Director of RSA Academies’ Teaching School Alliance (2014-2017)
- Director of ITT and NQTs
- ITT Professional Mentor
- Outstanding Practitioner
- Supported middle and senior leaders

SPECIALISM
- Initial Teacher Training Programmes
- Newly Qualified Teacher Training Programmes
- Mentoring and staff development
- Coaching
INTRODUCTION
Matthew is a Specialist Leader of Education, with a wealth of experience in leading an MFL curriculum and managing successful outcomes from KS3-5; additionally he can provide expert support for the delivery, management and evaluation of a comprehensive and effective CPD package demonstrating a real impact on student outcomes and stakeholder commitment.

BACKGROUND AND EXPERIENCE
- Outstanding practitioner – Ofsted
- Post Graduate Certificate in Leadership & Management (Masters Level)
- MLDP/RSAA Leadership
- Lead Practitioner
- Induction and mentoring of Initial Teacher Training & School Direct
- Training provided for Warwick & Leicester Universities

SPECIALISM
MFL & Internationalism
- Curriculum design and maintenance of curriculum self-evaluation/improvement
- Development of range of teaching/learning materials including communicative strategies

CPD
- Comprehensive and inclusive CPD design bespoke to school setting
- Facilitation of CPD programme including on-line evaluation tools and event management
- Time Management and effective Team Building

BACKGROUND AND EXPERIENCE
- Assistant Vice-Principal (Whitley Academy)
- Outstanding practitioner
- Supported and worked in cross phases
- Chartered Geographer (Teacher) with the Royal Geographical Society (with IBG)
- Writes for the Geographical Association on curriculum leadership and teaching and learning in Geography

SPECIALISM
- Leadership development
- Geography and wider Humanities teaching and learning
- Mentoring and staff development
- Supporting Early Career Teachers and Initial Teacher Education
- Post-16 and Careers Education

Realise potential, achieve excellence, broaden opportunity
INTRODUCTION

Emma is a highly experienced and qualified SENCO and is a Specialist Leader of SEN. Emma’s expertise includes identifying students with SEN and ensuring interventions are targeted at narrowing the gap. Emma is able to coach, facilitate and provide expert support to staff members to develop their knowledge and confidence of SEN.

BACKGROUND AND EXPERIENCE

- SENCO (Whitley Academy)
- MA in Educational Leadership – University of Warwick
- SENCO award
- Curriculum Leader for A Level Psychology
- Outstanding practitioner
- Completion of the National College MLDP
- Supported primary and secondary schools
- Regular attendee to Coventry Council SEN Assessment Panels

SPECIALISM

- Data Tracking, Provision and SEN Intervention
- Narrowing the gap
- Early identification of SEND
- Maximising the Impact of Teaching Assistants
- Implementation of the Graduated Approach
- Application and reviews of EHC’s
- Mentoring and staff development

INTRODUCTION

Jenny is a Specialist Leader of Education with an expert knowledge in the teaching and learning of KS3 to KS5 Mathematics, supporting improvement and development.

BACKGROUND AND EXPERIENCE

- Outstanding practitioner
- Mentoring and supporting trainee teachers
- DCL Maths (Whitley Academy)
- Supporting newly and recently qualified teachers to improve pedagogical practices
- Engaging pupils through the use of mathematics
- Stretching MALs in mathematics (MALs Coordinator)
- TSST facilitator

SPECIALISM

- Deepening mathematical thinking and understanding
- Teaching and Learning: planning and delivering outstanding lessons
- Coaching and mentoring
SARAH MORGAN  
Vice Principal

INTRODUCTION
Sarah is a Vice Principal and a Specialist Leader of Education specialising in Leadership.

BACKGROUND AND EXPERIENCE
- Vice Principal (Whitley Academy)
- Outstanding practitioner
- Ex Science Curriculum Leader
- Supported and worked in cross phases
- NPQSL
- Trainer for NPQML and NPQSL
- BTEC Quality Nominee

SPECIALISM
- Leadership development
- Science
- Inclusion and pastoral support
- Pupil Premium
- Mentoring and staff development
- Quality Assurance
- Whole School Marking and Feedback

SARAH BLYTH  
Curriculum Leader - Music

BACKGROUND AND EXPERIENCE
- Experienced Curriculum Leader of Music (Henley High School)
- Outstanding Practitioner
- Outstanding GCSE results
- Outstanding practitioner

SPECIALISM
- KS3 curriculum design and development
- Active and innovative learning of theoretical musical concepts
- New GCSE specifications: planning and assessment
- The use of audio and video evidence to track progress in performing arts subjects
- Teaching and Learning coaching and support
Specialist Leaders of Education (SLEs) are outstanding middle leaders who have the skills to support individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context.

The SLE role was created to help raise standards and improve the quality of school leadership through school-to-school support and peer-to-peer learning. This designation recognises the important role that senior and middle leaders play in improving schools and outcomes for children.
# Specialist Leader of Education (SLE) Directory

## Redditch & Worcestershire

<table>
<thead>
<tr>
<th>School</th>
<th>Phase</th>
<th>Forename</th>
<th>Surname</th>
<th>Specialism</th>
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<td>Deena</td>
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<td>Reeves</td>
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<td>Coley</td>
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<td>Amy</td>
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<td>Central RSAA Trust</td>
<td>Cross</td>
<td>Paul</td>
<td>Harvey</td>
<td>Finance</td>
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</tbody>
</table>
INTRODUCTION
Deena has an expertise in leadership within the Primary Phase, particularly in learning and teaching and curriculum innovation and always with a focus on ensuring best possible outcomes for children.

BACKGROUND AND EXPERIENCE
Head of School at Abbeywood First School
MSc in Educational Leadership and management
Outstanding Practitioner
Ex Maths Curriculum Leader
Supported teachers and middle leaders within the Primary Phase in other schools

SPECIALISM
Mentoring and coaching to support staff development
Curriculum Design
Learning and Teaching
Maths
CPD
Using data and action planning to close the gap

INTRODUCTION
Sarah’s expertise includes phase leadership, KS1 and faculties to build and sustain capacity for school improvement.

BACKGROUND AND EXPERIENCE
• Deputy Head - Church Hill & Abbeywood
• Outstanding practitioner
• Deputy Head in several schools
• Supporting primary Phase leaders
• Innovative curriculum

SPECIALISM
• Phase leader
• School improvement
• Mentoring and staff development
• Generic learning and teaching
• Early years, KS1 & KS2

Realise potential, achieve excellence, broaden opportunity
INTRODUCTION
Marie is a Specialist Leader of Education with an expert knowledge in ensuring personalised provision for SEND pupils. Further, Marie is a Local Leader of Education for SEND in Worcestershire and has experience in all areas of special needs and looked after children.

BACKGROUND AND EXPERIENCE
- Qualified SENCO (Church Hill & Abbeywood)
- Local Leader Education—Worcestershire
- Outstanding Practitioner
- Ex-Assistant Head Teacher
- Supported other First and Middle schools
- Access & Inclusion lead

SPECIALISM
- DSEN
- Delivering CPD at school
- Data use and tracking to support provision and progress
- Coaching and Mentoring staff
- LAC

INTRODUCTION
Alun has over 20 years’ experience of embedding the use of technology within creative curriculums. Alongside constantly developing his own classroom practice, he enjoys sharing his expertise in supporting other teachers to achieve the highest possible outcomes for learners, through quality teaching and learning.

BACKGROUND AND EXPERIENCE
- Assistant Headteacher for Teaching & Learning.
- Curriculum Leader – Computing.
- Outstanding practitioner.
- Mentoring of Initial Teacher Training and School Direct.

SPECIALISM
- Developing outstanding teaching and learning.
- Promoting best practice for trainee teachers, NQTs, RQTs and beyond.
- Embedding creative use of technology to improve learning outcomes.
- Delivering CPD.
- Creative curriculum design.
David Dathan
Vice Principal

INTRODUCTION
David is a Specialist Leader of Education in mathematics with expertise in developing mathematics teaching, curriculum development, supporting non-specialist mathematics teachers and utilising data to drive KS2 and KS3 outcomes.

BACKGROUND AND EXPERIENCE
- Vice Principal (Church Hill School)
- Development of engaging, real-life/context driven curriculum
- Curriculum Leader Mathematics
- Outstanding practitioner
- Mentoring of Initial Teacher Training and School Direct

SPECIALISM
- Curriculum development
- Curriculum Leader coaching
- Developing outstanding teachers
- Best practice for trainee teachers
- Utilising data to drive outcomes

Cherie Lewis
Deputy Head

INTRODUCTION
Cherie has expertise in English, particularly looking at Literacy across the curriculum. She also has expertise in leadership, focusing on teaching & learning and using data to drive change.

BACKGROUND AND EXPERIENCE
- Masters in Education
- Curriculum Leader of English
- Outstanding practitioner
- Deputy Head teacher (Church Hill School)

SPECIALISM
- Leading in English
  - Developing literacy across the curriculum
  - Supporting non-specialist staff
  - Coaching and mentoring
  - Using data to drive change
  - Best practice in learning and teaching
- Generic Learning and Teaching

Realise potential, achieve excellence, broaden opportunity
INTRODUCTION
With a background in Primary education, Leigh’s expertise cover all aspects of English, particularly raising standards in reading and writing, raising the profile of reading, and working with teachers to raise standards in the teaching of these subjects. She is skilled in embedding English across the curriculum, and designing cohesive and engaging learning opportunities within the Primary curriculum.

BACKGROUND AND EXPERIENCE
- Assistant Principal (Ipsley CofE School)
- Primary teacher
- Previously Head of English across KS2 and KS3
- Outstanding practitioner
- KS2 Writing moderator
- English lead KS2
- Worked in middle and Primary schools, supporting transition across KS3
- RSA SL Development Programme

SPECIALISM
- Leadership of English
- Curriculum design
- English across the curriculum
- Raising standards in Reading
- Teaching and Learning
- Year 6

INTRODUCTION
Tracy Darby is an Assistant Principal with responsibility for leading teaching and learning at Key Stage Three, and Religious Education. Tracy is able to coach and provide personalised support to staff to develop their confidence and classroom practice.

BACKGROUND AND EXPERIENCE
Assistant Principal at Ipsley CE RSA Academy (Middle School).
- KS3 T&L.
- RE lead.
- Outstanding practitioner.
- Outstanding SIAMS contributor.
- TEEP 3 trained.
- Experience supporting colleagues through coaching.

SPECIALISM
Developing and delivering creative, engaging Religious Education.
- Coaching staff (teachers and middle leaders).
- Year 7 and 8 T&L.
- Collaborative learning and team culture in lessons.
INTRODUCTION

Angela is a Vice Principal with responsibility for teaching and learning, standards and outcomes in KS2. She is a Specialist Leader of Education with an expert knowledge of improving standards in teaching and learning, developing middle leaders and improving outcomes in KS2.

BACKGROUND AND EXPERIENCE

- Vice Principal (Ipsley CofE School)
- Experience in primary and middle schools
- Outstanding practitioner
- Designated Safeguarding lead
- Experience of supporting staff through significant change and improvement

SPECIALISM

- Improving teaching and learning
- Improving attainment in KS2 outcomes
- Year Six
- Middle leader support
NICOLA COLEY
Curriculum Lead - Drama

INTRODUCTION
Nicola’s expertise includes supporting Drama teachers, curriculum leaders and faculties to build and sustain capacity for improvement.

BACKGROUND AND EXPERIENCE
- DLS of Performing Arts (RSA Arrow Vale)
- Outstanding Practitioner
- Outstanding GCSE and A level results

SPECIALISM
- Curriculum Leader coaching
- Improving KS4 and 5 outcomes
- Mentoring and staff development
- Targeting HPA students within the subject
- Best practice for trainee teachers
- Planning outstanding lessons

THOMAS PRESTON
Assistant Principal

INTRODUCTION
Tom is a Specialist Leader of Education in mathematics with expertise in developing mathematics teaching, curriculum development, supporting non-specialist mathematics teachers and utilising data to drive KS4 and KS5 outcomes.

BACKGROUND AND EXPERIENCE
- Assistant Principal (RSA Arrow Vale)
- Masters in Educational Leadership
- Curriculum Leader Mathematics
- Outstanding practitioner
- Edexcel examiner
- Mentoring of Initial Teacher Training and School Direct

SPECIALISM
- Curriculum Leader coaching
- Developing outstanding teachers
- Best practice for trainee teachers
- Utilising data to drive outcomes
- Supporting non-specialist mathematics teachers

Realise potential, achieve excellence, broaden opportunity
INTRODUCTION
Amy is a Specialist Leader of Education with expert knowledge of raising attainment and progress in English.

BACKGROUND AND EXPERIENCE
- Director of Learning and Standards for English and Media Studies (RSA Arrow Vale Academy)
- Outstanding Practitioner
- Past and current experience in coaching and supporting other practitioners in English and other subject areas
- Outstanding GCSE results
- AQA Examiner

SPECIALISM
- Curriculum development
- Formative and summative assessment
- Data use and tracking
- Strategies to raise attainment
- Mentoring and staff development
INTRODUCTION
Tim is a Specialist Leader of Education with an expertise in supporting the teaching and learning of History to raise achievement and improve outcomes across Key Stages 3, 4, and 5.

BACKGROUND AND EXPERIENCE
Director of Learning and Standards for Humanities (RSA Academy Arrow Vale)
Teaching Leaders Fellow (now Ambition School Leadership)
NPQML Qualified
Masters Degree in Education (Distinction)
Outstanding practitioner
Past and current experience in coaching practitioners and supporting departments in other West Midlands schools

SPECIALISM
Strategies to raise achievement and improve outcomes across Key Stages 3, 4, and 5
Curriculum design and development through Key Stages 3, 4, and 5
Mentoring, coaching, and staff development
Use of assessment in History to drive progress
Sharing best practice of teaching and learning

INTRODUCTION
Sarah is a Specialist Leader of Education with an expert knowledge of raising achievement, attainment and outcomes in MFL.

BACKGROUND AND EXPERIENCE
- Director of Learning and Standards for MFL (RSA Arrow Vale Academy)
- Outstanding practitioner
- Past and current experience in coaching and supporting other practitioners in MFL and other subject areas
- Outstanding GCSE results

SPECIALISM
- Strategies to raise A*-C at GCSE
- Planning outstanding lessons
- Coaching
- Improving KS4 outcomes
RSA Academies’ Teaching School Alliance
SPECIALIST LEADERS OF EDUCATION

PAUL HARVEY
Director of Business and Finance

BACKGROUND AND EXPERIENCE

- Director of Business and Finance for Central RSA Academies Trust
- FCCA qualified Accountant
- Board level positions in commerce and industry
- Local Authority Schools Finance Support Officer, working with maintained and academy schools across Warwickshire

SPECIALISM

- Preparing for academy status including due diligence
- Preparation of management accounts
- Preparing for audit
- Budget review and forward projections
- Financial compliance
- Procurement and value for money
Specialist Leaders of Education (SLEs) are outstanding middle leaders who have the skills to support individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context.

The SLE role was created to help raise standards and improve the quality of school leadership through school-to-school support and peer-to-peer learning. This designation recognises the important role that senior and middle leaders play in improving schools and outcomes for children.
## Specialist Leader of Education (SLE) Directory

### Birmingham & Black Country

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<th>Forename</th>
<th>Surname</th>
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<td>Sally</td>
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<td>Wharton</td>
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</table>

RSA Academies’ Teaching School Alliance
SPECIALIST LEADERS OF EDUCATION

Realise potential, achieve excellence, broaden opportunity
ALEXANDRA GARRAN
Associate Head teacher

INTRODUCTION
Alexandra is Associate Headteacher and a Specialist Leader of Education with an expert knowledge in teaching and learning, CPD and leadership

BACKGROUND AND EXPERIENCE
• Associate Headteacher (Handsworth Wood Girls’ Academy)
• Senior Leadership responsibilities have included Teaching and Learning, Staffing and Curriculum
• Outstanding Practitioner
• Worked in schools in the West Midlands and London – Secondary phase
• Supported schools in the West Midlands – Secondary phase

SPECIALISM
• Developing and implementing whole school initiatives
• Strategic planning
• Implementation of whole school teaching and learning strategies
• Leading and managing staff
• Collaborative working practices
• Coaching and mentoring
• Appraisal
• Professional Development
• Middle Leader accountability

SALLY YATES
Assistant Headteacher

INTRODUCTION
Sally is an Assistant Headteacher responsible for teaching, learning and CPD. She is a Specialist Leader in Education with expert knowledge of teaching and learning, CPD and Initial Teacher Training.

BACKGROUND AND EXPERIENCE
• Assistant Headteacher (Handsworth Wood Girls’ Academy)
• Worked as Assistant Headteacher in a large mixed school in Coventry
• Partnered with Warwick University for Initial Teacher Training programmes
• Delivered citywide CPD within Coventry & Warwickshire for the Partnership Plus Programme
• Coached senior leaders and teachers in secondary and primary schools

SPECIALISM
• Teaching and Learning
• Quality Assurance through coaching and mentoring
• CPD
• ITT
GEMMA ALLDRITT
Design and Technology
Project based learning

INTRODUCTION
Gemma is a specialist lead for Design and Technology. With the additional expertise in developing both Project Based curriculums, developing Teaching and Learning to support and sustain capacity for improvement.

BACKGROUND AND EXPERIENCE
- Curriculum lead (RSA Academy)
- Outstanding Practitioner
- Mentoring and supporting new teachers
- Consultant of Real projects
- Masters in Design and Technology Education

SPECIALISM
- KS3 Curriculum development
- Assessment at KS3- Life after Levels
- Mentoring and staff development
- Curriculum design

NICHOLAS BRADNICK-THOMPSON
Assistant Principal

INTRODUCTION
Nicholas has expertise in English. He also has expertise in leadership, focusing on teaching & learning and CPDL provision.

BACKGROUND AND EXPERIENCE
- Assistant Principal (RSA Academy)
- Lead Practitioner of English
- Whole school CPDL Provider
- MEd from University of Birmingham
- NPQSL
- Supporting staff to improve pedagogical practices

SPECIALISM
- Formative Assessment
- Leadership of English
- Teaching and Learning
- CPDL Provision

Realise potential, achieve excellence, broaden opportunity
INTRODUCTION
Melanie’s expertise include supporting English teachers, curriculum leaders and faculties to build and sustain capacity for improvement. In addition to this, Melanie is also able to support with the whole school development of Literacy and Student Engagement.

BACKGROUND AND EXPERIENCE
- NQT Professional Mentor (RSA Academy)
- Acting Joint Curriculum Leader English
- Outstanding Practitioner
- NPQML qualified
- Extensive whole school CPD experience
- Outstanding GCSE results

SPECIALISM
- Newly or recently qualified teacher coaching
- Improving KS4 outcomes
- Mentoring and staff development

ANDREW BOWEN
Associate Vice Principal

INTRODUCTION
Andrew is an Associate Vice Principal with expertise in assessment systems, data analysis, curriculum design and timetabling.

BACKGROUND AND EXPERIENCE
- Data manager with particular expertise in Alps VA systems, having presented at the Alps National Conferences
- Staff Governor of 8 years, servicing the Quality and Standards and HR sub-committees
- Background working with Facility (CMIS)
- Development of whole schools systems for tracking and monitoring assessments
- NPQSL qualified
- Supported other secondary schools
- Logistics

SPECIALISM
- Staffing, curriculum design and timetabling
- Developing assessment systems to track progress, attainment and motivation
- Data analysis
- The use of data to inform leaders and teachers and to drive outcome
DAVE KNOX
Director of VI Form

INTRODUCTION
Dave is a Specialist Leader of Education, with expertise in leading a successful History Department and a high performing Sixth Form to excellent outcomes.

BACKGROUND AND EXPERIENCE
- Head of History with experience of leading the department through KS4 and KS5 specification changes
- Previous experience of managing Initial Teacher Training provision
- Outstanding practitioner (Ofsted)
- Outstanding GCSE and A level results
- Director of Sixth Form
- Whole school curriculum and assessment

SPECIALISM
- Curriculum development of History at KS4 and KS5
- The use of assessment to improve teaching and learning
- Data use and tracking to address areas of underperformance
- Strategies to raise attainment at KS5 and to develop a culture of high expectations and challenge for students
- Coaching and team building

HARINDER SIDHU
Business Manager

INTRODUCTION
Harinder is a School Business Manager and a Specialist Leader of Education specialising in Financial Management and Customer Service.

BACKGROUND AND EXPERIENCE
- School Business Manager - Holyhead School
- Birmingham Association of School Business Managers Committee Member
- Advanced diploma in Accounting and Business - ACCA
- AAT

SPECIALISM
- Financial Accounting
- Budget Management and Forecasting
- Human Resources
- Procurement
- Customer Service
JENNY CAMPBELL  
Director of Science

INTRODUCTION
Jenny is a Specialist Leader of Education, with expertise in leading a successful Science Department and utilising data to improve attainment and progress across KS4 and KS5.

BACKGROUND AND EXPERIENCE
- Science Curriculum Leader
- Outstanding practitioner (Ofsted)
- Outstanding GCSE and A level results
- NPQSL
- Whole school curriculum and assessment

SPECIALISM
- Curriculum development of Science
- The use of formative and summative assessment to improve teaching and learning
- Data use and tracking to address areas of underperformance
- Strategies to raise attainment at KS4 and KS5 Science
- Coaching and effective team building

KELLI ROBINSON  
SENCo and Assistant Vice Principal for Teaching and Learning

INTRODUCTION
Kelli is a qualified SENCo who has worked at primary and secondary phases in both mainstream and special educational needs settings. She has a solid understanding about the psychology of learning which she uses to improve the differentiation practice of colleagues. Kelli is experienced at analysing student data to inform both whole school provision maps as well as assess individuals for access arrangements.

BACKGROUND AND EXPERIENCE
- SENCO (Holyhead School)
- NASENCo qualified
- Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
- Outstanding practitioner
- Supported other secondary schools
- Development of whole school SEND systems
- Delivery of whole school CPD
- Restructuring of SEND department

SPECIALISM
- Data Tracking, Provision and SEN Intervention
- Training Teaching Assistants
- Implementation of the Graduated Approach
- Developing Quality First Teaching plans
- Assessing students using standardised tests
- Speech, Language and Communication Needs (SLCN) interventions and training

Realise potential, achieve excellence, broaden opportunity
SADASH BANGER
Associate Vice Principal

INTRODUCTION
Specialist Leader of Education with a proven track record of raising attainment and achieving excellent outcomes in English.

BACKGROUND AND EXPERIENCE
• Experienced English Curriculum leader
• Outstanding practitioner (Ofsted)
• Previous experience of coaching and supporting staff through changes in exam specifications and curriculum developments
• Outstanding GCSE and A Level results
• Edexcel examiner since 2004
• Trained NPQSL facilitator
• Whole school CPD and Appraisal

SPECIALISM
• Integrating strategies to raise attainment and improve outcomes at KS4/5
• Data use and tracking
• Coaching and supporting staff
• Diminishing the difference
• Curriculum development
• Leadership of English

SAMIRAH ROBERTS
Senior Vice Principal

INTRODUCTION
Samirah is a Senior Vice Principal and a Specialist Leader of Education with an expert knowledge in Teaching and Learning, Leadership Development, Curriculum and Closing the Gap and Self Evaluation.

BACKGROUND AND EXPERIENCE
• Senior Vice Principal (Holyhead School)
• NPQH
• DSL
• Advanced Facilitator of NPQML/SL
• Lead on School to School support at Holyhead
• Outstanding Practitioner
• Experience of Faculty and Sixth Form Leadership
• Supported schools in the West Midlands – Secondary phase

SPECIALISM
• Leadership and Management
• Quality Assurance
• All aspects of School Improvement:
  • Secondary Ofsted preparation
  • Performance Management and Accountability

Realise potential, achieve excellence, broaden opportunity
INTRODUCTION

Tracey is Vice Principal at Holyhead School in Handsworth and is a Specialist Leader of Education with expert knowledge in Behaviour Management and Safeguarding.

BACKGROUND AND EXPERIENCE

- Currently Vice Principal for Safeguarding and Well Being
- Has 30 years experience of Pastoral Care
- Supported local junior schools with implementation of PE programmes and Behaviour Management
- Supported Secondary schools nationally, with implementation of Vertical Tutoring and Behaviour Management systems
- Delivers training to secondary school teachers and trainees on Behaviour Management and Safeguarding

SPECIALISM

- Developing and implementing whole school Behaviour Management and Safeguarding
- Leading and managing staff
- Collaborative working practices
- Coaching and mentoring
- Delivering CPD at school and to external audiences
### School to School Support Contract

School(s) providing support: ……………………………………………………………

Headteacher: ………………………………………………………………………………

School receiving support: ……………………………………………………………...

Headteacher: ………………………………………………………………………………

This contract is designed to offer an overview of the support being provided by SLE / colleagues

<table>
<thead>
<tr>
<th>Focus of Support</th>
<th>Success Criteria</th>
<th>Staff responsible for implementation</th>
<th>Timescale</th>
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Any further details of support:

Support Contract: to provide the support in terms and arrangements specified above:

Signed (Headteacher) ………………………………………………………………………

Signed (on behalf of RSAA TSA/WA) ………………………………………………………

The action plan and contract must be copied to M. Purslow, School to School Support Strategy at Whitley Academy (enquiries@rsaatsa.org.uk)