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Mathematics

Alex Copple

Primary Mathematics SLE



Alex has been teaching for 12 years and is currently the Reception class teacher and EYFS lead at St Thomas of Canterbury RC Primary in St Helens. She has been the Mathematics subject leader for 10 years and is a member of the Senior Leadership Team, as well as the school staff governor. Since taking over the leadership of Mathematics, Alex has overseen numerous developments to the curriculum, including the implementation of the 2006 Primary Strategy and the 2014 National Curriculum.

St Thomas of Canterbury RC Primary is a single-form entry primary school with approximately 210 children on role. The school has a record of outstanding KS1 and KS2 SATs results and in 2010 was rated 'Good with outstanding features' during an Ofsted Mathematics subject survey. As subject leader, Alex 'provides enlightening examples of how mathematics should be taught' (Ofsted 2010).

Alex is an experienced student mentor and has mentored the School Direct trainee teachers based at her school. She also delivers Mathematics training workshops for the St Helens Teaching School Alliance. *'Great in-depth training, covering a range of topics allowing for great and useful discussion.'* *'You learn a huge amount and are guided on how to include examples in a lesson. Delivered with enthusiasm and inclusion.'* School Direct Trainees April 2015.

Alex has experience of analysing RAISEonline data, and interpreting it in the context of in-house school tracking data, in order to identify areas of strength and concern in Mathematics across a school, key stage and cohort. She then designs appropriate and achievable action plans, involving whole staff teams where necessary, and adapts her leadership in order to support colleagues in achieving the best outcomes for pupils and themselves.

Alex is highly skilled in carrying out scrutiny of work and planning and feeding back to staff. She has vast experience of planning CPD tailored to the needs of individual staff, pupils and the whole school. She has delivered reports to the full governing body at St Thomas of Canterbury and led workshops for governors to update their understanding of current practice in primary Mathematics.

In 2012/13 Alex was seconded to Edge Hill University as a Senior Lecturer on a part-time basis. She joined the Professional Development department in the Faculty of Education, where she delivered lectures to approximately 100 in-service teachers as part of the DfE Mathematics Specialist Teacher programme (MaST). Topics of these lectures included the use of concrete, pictorial and symbolic modes of learning (linked to Bruner's theory of learning), action research in the primary Mathematics classroom, and the impact of coaching and mentoring in the role of Mathematics subject leader. Alex tutored over 50 in-service teachers through workshops and online support, facilitating their professional development as teachers of primary Mathematics and emerging subject leaders.

Alex is a MaST herself, and has recently completed an MA in Specialist Primary Mathematics Practice at Edge Hill University. Her dissertation involved researching leadership theory and planning CPD in order to examine her own practice as a primary Mathematics specialist. During this element of the programme, Alex supported Teachers and Teaching Assistants at St Thomas of Canterbury RC Primary in their own subject and pedagogical knowledge development through a specific coaching method – a skill in which Alex is very experienced.

Matthew Houghton

Primary Maths SLE

Matthew has been teaching for 5 years and has taught across Key stage two. However, the large proportion has been spent in Year 6. During his time in Year 6, he supported a wide range of children, but had a key focus on developing the gifted and talented, helping to develop their higher level thinking skills. He has been Mathematics subject lead for the past three years. Matthew's current school is Plantation Primary School, which is a large, three form entry school that serves in one of the highest deprivation bands in the country. In its latest OFSTED report, the school was judged good with outstanding. Leadership within the school was judged as outstanding.

Matthew is currently the full time year 4 teacher at Plantation Primary School in Halewood. He has worked closely with the Teaching School Alliance to implement a 'Mastery' curriculum in Plantation Primary School. Within his role he has supported numerous staff with planning and team teaching to develop their subject knowledge and help support

them in the embedding of a 'Mastery' approach. He has also carried out a variety of staff meetings to support staff in developing their skills in Mathematics.

Last year Matthew participated in the Excellent Maths Teacher Programme. This involved him completing seven full day sessions with Tara Loughran and the rest of his cohort. During these sessions, he developed his expertise within the subject. On the final session, he delivered a presentation to the rest of his peers, reflecting on the impact that the course had on him and his school.

Matthew has worked closely with the Mathematics Mastery Organisation and is currently the Mathematics Mastery School Lead at Plantation Primary. He has embedded this programme in both Reception and Year 1. Within his role, he has worked closely with both year groups and supported them with teaching and planning. Next year, he will be working as an SLE for the Mathematics Mastery Organisation in implementing the programme in other schools across the North West.

Matthew has also worked with the Schools Direct Programme and is currently a mentor for trainee teachers within the programme. Within his role, he has supported trainee teachers with planning and teaching.

Within Plantation Primary School Matthew has created a philosophy of whole school leadership across the Key stages. Currently he has a range of staff working on a variety of initiatives including, The Excellent Maths Teacher programme, Mastery Teacher Research Group and Edge Hill University Intervention Programme. He thoroughly believes in and is committed to building leadership across the school.

Matthew has completed peer-coaching training and likes to use the method to support others in identifying needs and overcoming obstacles with a solution focussed approach. He has the emotional intelligence to support and develop staff at all stages of their career.

Rachel Hulley

Primary Mathematics SLE



Rachel qualified as a teacher in 2013 having achieved a first class degree in Primary teaching and Mathematics. She has since taught across KS2. The majority of her training was in EYFS and KS1 and this means she has developed a strong understanding of the mathematics curriculum across the whole primary phase. Currently Rachel teaches in year 5 at St Theresa's Catholic Primary in St Helens.

Rachel became Maths co-ordinator two years ago. As maths lead in school she has helped to develop a consistent, broad and challenging approach to the delivery of the new maths curriculum. She has introduced the shanghai approach to teaching maths. With a strong passion for the subject and excellent subject knowledge, Rachel has supported staff with the barriers they have faced including helping them to unpick their year groups objectives.

Rachel has also worked closely with other teachers in St Helens and other boroughs, who have visited her school to observe the teaching of maths and to discuss the expectations of the new curriculum. Rachel has provided training for a range of schools previous to this role, where planning, questioning and differentiation were explored.

Rachel's motivation to become an SLE was to offer the knowledge and skills she has gained through having taught and implemented the new curriculum throughout her own school. Rachel has refined her skills through continuous CPD and by building strong professional relationships with other teachers across different boroughs, which in turn has increased her passion for mathematics and her thinking that all children should receive at least good maths teaching.

Cormac McCaughley **Primary Mathematics SLE**



Cormac has been teaching for 10 years during which time he has also been employed by St Helen's LA as an Advanced Skills Teacher and by the Standards and Testing Agency.

Having attained a level of distinction in the Mathematics Specialist Teacher programme, Cormac went on to attain the standard of Advanced Skills Teacher and was employed as an AST for St Helens LA. Working in a number of different schools in a variety of contexts, he has provided CPD for individual teachers as well as whole school training in Mathematics.

Cormac's teaching has been graded as Outstanding in three different Ofsted inspections and on two different occasions by Local Authority inspectors. As a result of this, he was asked to speak at an improving schools conference in 2015 on his main area of interest and study, 'Mathematical Creativity'.

In 2015, Cormac was asked to attend the 'Expert Review Panel' by the Standards and Testing Agency in their development of the new KS2 SATs tests, having sat on a number of teacher panels for test development.

Currently, Cormac is a Deputy Head teacher at St Austin's RC Primary School with the additional responsibility for Assessment, Computing and Mathematics. In these roles he has implemented programmes ranging from the Singapore method of teaching mathematics to more strategic elements such as new tracking systems as well as the performance management of staff.

Still classroom based in Year 5, Cormac has taught across both KS1 and KS2 and has accrued a wealth of experience within and outside the classroom. With a working knowledge of motivational theory gained in his MA in Marketing Management, training in emotional intelligence theory and diverse experience in collaborative practice-based development, Cormac has the expertise to support and develop staff no matter what their needs are.

Stacey McDowell **Primary Mathematics SLE**



Stacey has over 5 years of experience working in primary schools in St Helens. She has been the Maths Subject Lead for over 3 years and currently works at Rainhill St Ann's CE Primary School in St Helens as the Assistant Head Teacher. This school was graded as Outstanding by Ofsted (2014) and still retains this status.

Stacey is a Mathematics Specialist Teacher (MaST), a qualification she gained after completing a two year project with Edge Hill University in 2012. She is also a Mastery specialist teacher who has developed teaching for mastery approaches in her own school as well as working with interested schools through pilot Teacher Research Groups (TRG). Stacey is a Maths Mastery School Lead which involves the successful implementation of Mathematics Mastery in Years 1 and 2.

Stacey has supported a wide range of schools in improving planning, quality of teaching, supporting continuity and progression, development of long term plans and supporting subject leaders in developing their role to help raise standards. She has particular expertise in introducing and embedding the Shanghai 5 part lesson approach across FS-Y6, the planning of high quality resources and the use of questioning to stimulate mathematical thinking.

Charlotte Foster BA QTS with honours Primary Education with Mathematics **Mathematics SLE**



Charlotte qualified as a teacher in July 2013, achieving first class honours in Primary Education with Mathematics. Charlotte began her career teaching at St Ann's CE Primary School, as part of the Three Saints Academy Trust, and has extensive experience of teaching in UKS2. Charlotte became Maths co-ordinator two years ago and since then has successfully led and implemented a number of changes to Maths provision at St Ann's. Charlotte is also a Mathematics Mastery School Lead which involves successfully implementing 'Mathematics Mastery' within Y1, Y2 + Y3 at St Ann's, supporting staff with their planning, teaching and assessment of Maths. To further support staff,

Charlotte also regularly teaches in these year groups to model good practice to both teachers and teaching assistants, further enhancing their own practice. Following her success with this role, in September 2017, Charlotte became a PDL (Primary Developmental Lead) for 'Mathematics Mastery' and has a range of partner schools that she supports with their successful implementation of the Mathematics Mastery programme. Through coaching and mentoring of allocated partner schools, Charlotte has been able to ensure that the 'Mathematics Mastery' programme meets the individual needs of staff and pupils.

Over recent years, Charlotte has delivered Maths Training on behalf of the TSA and has received extremely positive feedback regarding this. In addition to this, Charlotte has supported a number of schools with their Maths provision organised through the TSA. Charlotte has an open door policy and regularly invites colleagues into her classroom to observe her own Maths teaching. Charlotte shows a strong passion and natural enthusiasm for Maths, her subject knowledge is excellent. As a result of her detailed subject knowledge, Charlotte is able to support staff in not only enhancing their own subject knowledge but also unpicking year group objectives to ensure that small steps and progression is planned for. Charlotte is committed to her own CPD and has attended a wide range of training events and courses to ensure that she is kept up to date with current initiatives in Education. In 2016-2017, Charlotte completed the Excellent Maths Teachers Programme and regularly attends training to ensure that she is kept up to date with current initiatives in education.

Alex Cooper - Head of Mathematics at Rainford High Technology College Secondary Mathematics SLE



Alex has extensive experience in teaching and leading Mathematics in secondary schools. Alex received a first class degree with honours in Mathematics from the University of Liverpool in 2002. Her combined passion for Mathematics and education led her to a PGCE at Liverpool Hope University. She has developed into an excellent teacher and leader who's motivation comes from student achievement, enjoyment and the leadership of a successful department. She thoroughly enjoys teaching and aims to make learning for children as rewarding and enjoyable as possible. She is always interested in testing and promoting new ideas and strategies within the classroom.

Alex is passionate that Mastery is the way to develop a greater depth of student understanding, allowing all students to achieve and love Mathematics whilst ensuring students are better prepared for the new GCSE and A'level examinations. Alex introduced the ARK Mathematics Mastery Programme to years 7 and Year 8 at Rainford High School and it has proved extremely successful. Weekly team planning meetings have helped staff better understand previous mathematical misconceptions and allowed them to deliver more joined up lessons where the focus is on depth of understanding as opposed to process and often rushed content. Teaching Mastery at Rainford has allowed her to develop as a teacher and now regularly bring Mastery style lessons and problems into other lessons.

Alex has a strong record of success as a Leader. As a Director of Learning at Priestnall School in Stockport and Head of department at Rainford High school students have made outstanding progress in Mathematics and achieved record results She has lead by example to develop teaching and learning through her clear vision.

Jenny Potter Secondary Mathematics SLE



Jenny has been a Secondary Maths teacher for 7 years and has spent the last 2 years as a Lead Practitioner.

Jenny began her teaching career in an outstanding teaching school. Within two years she was given a Year Coordinators position within her department and was responsible for tracking the progress of the Year 8 cohort and devising strategies for intervention. As a result of her consistently delivering outstanding lessons in observations, she was identified as a candidate for the role of Lead Practitioner. Having successfully secured this position, Jenny then went on to manage the teaching and learning needs of her department. This involved setting up an internal Teaching and Learning blog where staff were able to share good practise, delivering CPD sessions to both her own school and others involved in the teaching school alliance and developing a Schools Direct Mathematics Programme. Jenny also developed a Moving Teacher Forward programme which supported members of staff who had failed aspects of performance

management observations. Jenny understands the importance of continual professional development and has facilitated and completed Action Research projects.

Jenny is now a Lead Practitioner at Bebington High Sports College. She is responsible for improving teaching and learning within her department and assists with whole school teaching and learning initiatives. She also has the responsibility of being the NQT Induction Tutor, supporting and facilitating the development of eight NQT's. In the past, Jenny has been involved in Action Research projects and this is something she wishes to develop in her current school. She is also involved in the design and implementation of a Mastery curriculum for KS3 maths.

Jenny has experience in

- Monitoring and tracking the progress of pupils using data.
- Working closely with members of staff to improve their teaching and learning practise.
- Working with School Direct Maths students and developing their pedagogical and subject knowledge needs.
- Supporting NQT's and PGCE students in providing evidence against the teaching standards.
- Delivering CPD sessions.
- Developing and implementing a Mastery curriculum in Maths.
- Facilitating Action Research projects.

Jenny has experience of working in a range of educational settings and feels she has the ability to support both staff and departments in developing their teaching and learning practices.

Amy Pierce

Secondary Mathematics SLE



Amy has over 7 years' experience of working in secondary schools in St Helens. She is currently Head of Mathematics at Hope Academy, St Helens and is part of the associate senior leadership team. Prior to this Amy was a Lead Practitioner in Mathematics.

Amy has been Head of faculty for 3 years during this time she has overseen a successful transformation of the faculty playing a significant role in moving the Academy from an Inadequate to Good Ofsted rating.

Amy is passionate about developing the teaching and learning of mathematics and improving pedagogy, she holds a firm belief in providing high quality CPD for all staff. She has a successful track record of moving teachers from inadequate or requires improvement outcomes to at least consistently good overtime. Amy is experienced in developing mathematical curriculums and has implemented a system of life after levels in mathematics.

Amy is committed to improving the quality of numeracy provision for all. She has led the development of numeracy across the curriculum. This has included action planning, facilitating whole school CPD sessions and engaging subject leaders and teachers in identifying their priorities.

Amy has effectively lead and developed strategic intervention programmes within her faculty which have had significant impact. In summer 2016 the number of pupils making expected progress in mathematics rose by over 15% ultimately leading to improved whole school headline figures.

She has completed the NPQML programme and is part of the Teaching Leader Fellows cohort 2015. Amy gained accredited coach status in summer 2015 following the 'Coaching in Schools' programme.

Amy has experience of leading successful teams, supporting and developing staff regardless of their stage of career.

English

Huw Foulkes

Primary English SLE



Huw has been teaching for 9 years and is currently teaching year 6 in Rainford Brook Lodge. He is the Key Stage 2 manager and English leader for the school and has been in this role for over 4 years. He is part of an outstanding leadership team (OFSTED February 2013). Rainford Brook Lodge is a one form entry primary with approximately 160 children. The school consistently achieves very good SATs results with children making more than expected progress.

Since taking over English, Huw has lead the curriculum and implemented changes to improve standards. This has resulted in progress and attainment changing from satisfactory (OFSTED June 2010) to outstanding in reading and writing being described as a strong subject (OFSTED February 2013). He has identified both strengths and areas for development for the school in English. Huw has worked hard to develop a consistent approach across the school to the teaching of writing so that children can use prior learning and make progress at a quicker rate. He has also developed progression documents for each genre so that staff can pitch the learning at the correct level and also offer a level of challenge. He is very experienced in carrying out work and planning scrutiny and feeding back to staff. He can also identify whole school issues and ways to address these. Huw has lead staff training in many areas of English. He uses his excellent subject knowledge to help train staff in the propriety areas. Examples of training he has provided are: shared and guided writing, progress in a literacy unit, consistency in guided reading, cross curricular writing, how to challenge the higher ability children and levelling writing. Huw frequently leads whole school moderation so that staff are secure on what a level looks like. He has also developed the use of writing targets in school so the children are taking on a level of independent within improving their writing. Huw has more recently addressed the need for children to edit and improve their writing and has introduced new strategies to trail in this area.

Huw has been an NQT mentor and supported staff members to improve their teaching and develop the curriculum they teach. He is an experienced coach as well as mentor. As he is the SENCO for the school, Huw has lead on implementing intervention within English. He has also tracked the progress of this intervention using data and feedback meetings with learning support assistants. He is experienced in data analysis, in particular looking for the progress and attainment of groups of children.

Amy Hughes

Primary English SLE



Amy has been English coordinator, PE coordinator and a member of the Senior Leadership Team at Queen's Park Primary School since January 2016. She is also a Key Stage 2 writing moderator for the Local Authority. Prior to this, she worked at St Richard's Primary School in Lancashire, where she was Key Stage 2 leader with various other responsibilities such as PE, Dance, Drama, NQTs and student teachers. She worked closely with the West Lancashire School Centred Initial Teacher Training (SCITT) programme, delivering training sessions in both Literacy and PE for the trainee teachers.

Having spent five years as a primary school teacher, during which time she has held several positions of increasing responsibility, Amy has an array of classroom experience in Years 2, 3, 5 and currently, Year 6. Amy has a proven track record of being an outstanding teacher in all lesson observations by her headteachers, the LA and OFSTED.

Amy's knowledge of teaching of English is secure across all year groups. Whilst working at 'Read Write Inc' schools, Amy has a very secure knowledge of phonics; with both teaching and assessment strategies, particularly with Phonics Screening. She works closely with consultants on development days and oversees English from a whole school perspective, confidently analysing strengths and areas for development.

Amy has used her skills to lead staff training days in English (the importance of spelling and handwriting, inspiring writing, successful guided reading & reading for pleasure) and over the past few years, teachers have been invited to observe her lessons as part of their CPD. Amy has coached many people with different teaching backgrounds and experiences.

In her current school, Amy has rejuvenated their English vision by training staff to teach through quality texts, has created a new planning format and a new stance on choosing texts to ignite interest in English (particularly boys' reading and writing). Through her guidance, staff have taken a whole new approach to the delivery of English and in the past year, a positive difference has been noticed in children's progress and staff's attitudes to teaching English. Amy has worked closely with the local authority's Literacy consultant and collaboratively formulated action plans for schools as well as new effective ways of teaching Guided Reading.

Amy is passionate about keeping up-to-date and being fully in-the-know about recent initiatives and continues to attend training sessions to develop her expertise. Her aim is to inspire all children and teachers to feel enthused by reading and writing.

Amy is a warm, compassionate, approachable person and aims to create a happy, positive morale in her classroom, her school and beyond. At the heart of her teaching and leadership style is a focus on excellent coaching and facilitation skills, and the children's best interests being at the heart of everything.

Katie Middlehurst

Primary English SLE



During her career, Katie has gained experience of working in both Key Stage 1 and Key Stage 2 at Rainhill St Ann's CE Primary School. Currently, Katie is a Year 4 Class Teacher who works closely with the English Co-ordinator and Communication, Language and Literacy Development (CLLD) Team at the school to continually develop an English Curriculum that provides the opportunity for all children to achieve mastery in Reading and Writing.

At St Ann's, Katie is a Middle Leader with the Teaching and Learning Responsibility for Personal Development and Wellbeing. With this responsibility, Katie's roles include: PE Co-ordinator, PSHE Co-ordinator, Children's University Co-ordinator and Healthy Schools Co-ordinator. Katie is also a member of CLLD, Curriculum, Social Enterprise and Extra-Curricular Activities Team.

As a Middle Leader, Katie has gained experience of monitoring through book and planning scrutiny, implementing new initiatives, managing budgets, writing and reviewing action plans, line managing and mentoring other members of staff and developing a whole-school curriculum.

Katie has recently completed her National Professional Qualification for Middle Leadership (NPQML). To complete the qualification, Katie carried out a project based upon the priority of developing the children's growth mindset to learning, impacting on the school at a strategic level.

To date, as a Specialist Leader in Education, Katie has carried out work in relation to:

- GPS: Preparing pupils to meet the Key Stage One Expected Standard.
- Writing: Preparing pupils to meet the Key Stage One Expected Standard.
- Writing: Ensuring accurate, consistent and moderated teacher assessment.
- Reading: Preparing pupils to meet the Key Stage One Expected Standard.
- Reading: Ensuring accurate, consistent and moderated teacher assessment.

Sarah Byrne

Secondary English SLE



For over 8 years at Rainford High Technology College, Sarah has taught successfully across the ability ranges at KS3, KS4 and KS5. Her current role at Rainford High is Lead Practitioner of English and she has also worked closely with other schools to further progress departments and to develop staff skillsets.

Sarah regularly delivers bespoke CPD and moderation sessions tailored towards staff needs.

Through coaching and mentoring, on an individual and group level, she has helped staff in their own development to enrich their knowledge and skills in order to meet the demands of the changing curriculum. She has trained and supported staff to help them develop in specific areas such as questioning, AFL, differentiation and challenge. Sarah has conducted many observations, work scrutiny sessions and learning walks, offering advice and constructive feedback on a regular basis. She manages Teaching and Learning Briefings within the department, pinpointing key areas for development and then she organises, prepares and leads sessions which fulfil these needs. As an effective Lead Teacher of English, she is adept at strategically utilising pockets of excellence within a department in order to benefit the whole team and, as a result, raise the standard amongst everyone. It is this high standard and level of consistency which she always strives to achieve in order to ensure excellent progress is made by all students, no matter which classroom they are in or which teacher is stood in front of them.

Sarah has worked collaboratively with other schools - their Senior Leadership Team, Heads of Departments and Key Stage Managers to develop teachers and leaders and play a role in their day-to-day management, planning and implementation strategies. She has delivered subject-specific training and has supported departments in delivering quality, highly relevant and engaging lessons that focus on key skills and content but also enable students to thrive through challenge, creativity and exploration. Sarah has also assisted them with the moderation of their coursework and examination pieces and, in doing so, advised them with ways to move forward with their teaching in order to meet the challenges of the new specifications. Sarah ensures that all staff are supported and encouraged to strive to be 'Outstanding' practitioners, dealing compassionately and diligently with any concerns that arise.

Sarah has liaised with KS3 Managers and feeder primary schools to develop challenging schemes of learning which ensures progress from KS2 and prepares students for the demands of the curriculum and linear courses at KS4. Sarah has also played a key role in writing schemes for KS4 and KS5 at her own school ensuring stretch and challenge at all levels.

For the past two years, she has worked closely with a current English consultant and OFSTED inspector in order to develop her own knowledge, skills and understanding. Sarah has the desire, commitment and enthusiasm to inspire English teams and she welcomes the opportunity to be a leading force in helping to create environments where all students thrive and become the best that they can be.

Helen Lancaster **Secondary English SLE**



Helen has been teaching secondary English for over 12 years. Her career began in Knowsley where she taught at Bowring Community Sports College and Huyton Arts and Sports Centre for Learning. Helen held a Teaching and Learning responsibility for KS3 English in each of these schools. For the past 4 years Helen has worked at Rainford High Technology College where she is currently KS3 Manager for English and curriculum mentor for PGCE students.

Helen is experienced in leading on KS3 transformation, having been faced with the task of ensuring that all students experience an outstanding KS3 in order to prepare them for the demands of the new curriculum at KS4. She has led her current department on rewriting schemes of learning to ensure high stretch and challenge, as well as catering for the needs of the differing abilities of learners, encouraging students to be resilient and independent learners. Helping to design an assessment without levels system has been something that Helen has also worked on within her department, ensuring that assessment objectives are being met and that clear progress can be evidenced. She has worked with a current English consultant and OFSTED inspector in order to verify and validate this work.

Helen has also acted as a curriculum mentor for student teachers for the last 7 years. She has relished the opportunity to work with new teachers, moulding and nurturing them to be the best that they can be. Having undertaken an 'outstanding teacher programme' has enabled Helen to further develop her skills as a classroom practitioner, reflecting on her own practice and sharing new ideas and strategies with others. Helen has mentored and coached a number of PGCE students who have now secured permanent positions within her current department.

During Helen's time at Rainford, she has also delivered a training session for Year 6 teachers from across the borough in order to demonstrate the demands of a KS3 curriculum. She has also worked at building relationships with feeder primary schools in order to gain a more thorough understanding of the expectations of the KS2 curriculum and how this can be built upon at KS3.

Helen continuously promotes high expectations across the team she leads and is resolute in her desire to drive standards and raise outcomes for all.

EYFS Pen Portraits

Kate Holding

EYFS SLE



Kate has fourteen years' experience of teaching in an Early Years setting. She has been Foundation Stage Manager at Blackbrook St Mary's Catholic Primary School, St Helens for the past seven years.

As a member of the Senior Leadership Team Kate's other responsibilities also include joint lead for whole school Numeracy and lead of the Behaviour and Safety Team. She contributes to the school self-evaluation procedures by conducting a cyclical process of observations, book, planning and learning environment scrutinies, feedback, performance management, data analysis and peer coaching. In addition she has led joint moderations and cluster group meetings.

Within her Early Years setting, Kate has brought about improved outcomes from satisfactory to good to outstanding and has also taught in school under challenging circumstances.

She has experience of creating an environment supportive of individuals in the process of change and has been successful in developing teaching and support staff by bringing them up to the required standard by highlighting strengths and challenging underperformance.

Kate has experience of coaching and mentoring staff and is adept at recognising the capacity of growth and development in adults primarily by creating positive relationships that are built on trust and mutual respect.

Kate is particularly aware of the challenges linked to school readiness and consequently recognises the importance of fostering good relationships with parents and carers.

Bev Benyon

EYFS SLE



Bev has been working in Education for over 25 years, first as a teaching assistant for 14 years and teaching for 12 years. During her career Bev has worked at a number of Primary Schools, currently teaching year Reception in Sutton Manor Primary. She is the Key Stage Leader of the Early Years Foundation Stage and currently manages a large and popular FS Unit. Bev also leads a curriculum team comprising of 5 subjects across all three key stages. She has been in this leadership role for 5 years and has been part of a good leadership team (OFSTED October 2013). Sutton Manor Primary is a one form entry primary with approximately 205 children.

Bev has undertaken various training to develop and hone her leadership skills including Leading from the Middle and Leading for Results NCSL and Visions of Leadership with a top consultant, Simon Cooper Hind.

As the Foundation Stage Leader, Bev has led a large team for five years. Her role has involved setting up a newly adapted Foundation Stage Unit in terms of purchasing and organisation of resources, layout of the learning environment both indoors and outdoors, and establishing systems and routines. In her current role she has led the key stage through three successful Ofsted Inspections and although in the last inspection EYFS was not given a separate grade the feedback to the Head Teacher was that both provision, progress and leadership were outstanding.

Both as part of her current role in school and as an SLE Bev has provided a range of training for teachers, students and teaching assistants. Examples of training she has provided are: Characteristics of Effective Learning, Letters and Sounds, Balance between Adult Led and Child Initiated learning, Higher Order Thinking Skills, General overview of EYFS the Value of the Outdoor Classroom.

Bev is an experienced mentor and coach and she has worked with staff and students on a number of levels. Bev has been an NQT mentor and supported staff members to improve their teaching and develop the curriculum they teach. She has undertaken coaching with staff to help improve their performance and has mentored staff and students across the whole school. Bev is responsible for ITT at the school and has mentored teacher training students both in the EYFS and KS1.

Bev is also pastoral lead in school and is the Designated Teacher for Looked After Children.

Diane Neilson
EYFS and SEND SLE

Diane has been teaching for 14 years and has taught across the primary age range, however the larger proportion of her career has been spent in Early Years. She has been SENCO for 6 years and has been co-ordinator for a range of subjects over the years.

Diane is currently the full time reception class teacher at St Mary and St Thomas' Primary School in St Helens. She has supported federated schools and worked alongside private nurseries to evaluate and improve their provision of both Early Years and SEND. She is also Early Years Lead and SENCO and leads a small intervention team in school. The School was judged as outstanding in January 2008 and has retained its status, serving in the highest deprivation band in the country whilst developing as a Teaching School and Maths Hub, dedicated to training teachers to provide the best possible start in education for our children.

Diane has completed the National SENCO award, has earned Masters level accreditation for Early Years, Provision for Able & Gifted and has successfully completed the Leading from the Middle programme. She has led training within the Teaching School Alliance linked to both Early Years and SEND, including contributions to the NQT and RQT programme.

Diane is now a very active member of the Senior Leadership Team at St Mary and St Thomas', and has recently taken part in Live Action Research, working with two partner schools to develop Fluency in Mathematics in the Early Years, aimed at preparing children for a Mastery curriculum in KS1. The research was very successful and is now being rolled out to a further 12 schools in its second year.

Diane has completed peer-coaching training and likes to use this approach to support others in identifying needs and overcoming obstacles with a solution focussed approach. She has the emotional intelligence to support and develop staff at all stages of their career.

Itang Ekoku
EYFS SLE

Itang has been teaching for eight years, both in KS1 and in EYFS although majority of the time in EYFS. As part of her role in school she has been NQT mentor to eleven NQT's and Professional Learning Coordinator for the past three years to a range of students from different universities. As part of these roles she has successfully introduced new systems and procedures for the way new teachers and students are supported.

Currently Itang is a full time Reception class teacher at Plantation Primary school in Halewood. The Early Years Department was graded as outstanding in 2014 with the rest of the school being good with outstanding features.

Itang has worked as part of the steering group at Liverpool Hope University, helping to put together the Early Years PGCE course. This Year, Itang jointly led a physical development training session for the PGCE students on the EYFS pathway. She has also worked alongside members of the SLT rolling out a peer coaching programme with a focus on learning to learn strategies.

Itang has successfully completed the NPQML (National Professional Qualification for middle Leaders) course. As part of the course she led a team of NQT's to successfully improve phonics teaching, raising results across Foundation stage and Key stage One.

Itang has had both peer coaching and mentoring training .She likes to use a mixture of both approaches to support other teachers or students in identifying their own needs and finding a way to overcome any obstacles.

Science

Jabin Madahar **Secondary Science SLE**

Jabin has been teaching for 4 years and is currently a Science teacher at Rainford High Technology College.

Rainford High Technology College is a community secondary school and sixth form college with 1,586 number of students. The most recent OFSTED report has rated the school as 'Good' with 79% of pupils gaining at least 5 A* to C grade GCSEs, including English and Mathematics, in comparison to the national average of 57.1%.

Prior to her appointment at Rainford High, Jabin lived in Birmingham and during her NQT year created and ran a successful science curriculum for the new BTEC science course. This led to her appointment as Key Stage 3 Science Lead at RSA Academy. This role included managing her own team in order to successfully construct and integrate a KS3 development plan for Science and record its progress whilst meeting deadlines. This involved scrutinising student work and progression and setting interventions to ensure all students succeed. To ensure her team implemented strategies effectively, she also carried out lesson observations of all staff including the Senior Learning Team. In addition to this, Jabin mentored PGCE students in Science and provided them with suitable targets which would support them on their career path.

Jabin has carried extensive research into Problem Based Learning and its implementation into the current curriculum model as she has recently completed a Masters Degree in Education. This has allowed her to assess its effectiveness as she carried out a practical assessment of the incorporation and suitability of Problem Based Learning with a detailed evaluation of the outcome. This consisted of formulating her own curriculum which compared traditional curriculum methods with Problem Based Learning. One purpose of this was to observe how Problem Based Learning could bridge the gap in the transition between KS2 and KS3 in order to aid students in their development, whilst providing them with essential skills which can be implemented in further education and potential employment. This was partly accomplished by liaising with primary schools.

Currently, Jabin has been through the NPQML course where she learnt about managing difficult conversations, self-awareness as a lead and managing others. This has further aided in her journey to become an effective teacher who can have a successful and positive impact on the lives of students.

Throughout her teaching career she has constantly considered her own teaching methods and reflected on her execution of these methods in order to discover the best approach to managing students and aiding them in realising their full educational potential.

MFL

Sara Wheelock

Modern Foreign Languages SLE



Sara has been teaching for nine years and is currently the Curriculum Leader for MFL and Associate Principal at Rainford High. Sara has achieved a BA French & Spanish (2:1) from the University of Bristol and a Masters in Education, Edge Hill University.

Sara started her teaching career in Sandbach High and Sixth Form College, an Outstanding school, which had several specialisms including Language College. At the end of her NQT year, she became Assistant Curriculum Leader for MFL, a role which she continued for three years, before being promoted to Curriculum Leader. The learning of languages at KS4 in at least one language was compulsory and Sara successfully led a team of 11 members of staff for a further four years. Under her leadership, the KS4 A*-C headline data increased considerably from 59% (2011) to 88% (2012) and 84% (2013).

In 2014, Sara relocated to Rainford High, as Curriculum Leader for MFL. Upon her appointment she conducted a thorough and systematic self-evaluation of the department, led on the development of T&L and introduced robust monitoring and tracking systems. These clear leadership strategies, coupled with her good interpersonal and communication skills, have not only raised morale in the MFL department, but also improved outcomes for pupils. In comparison to 2013, when 55% of pupils attained a grade A*-C in Spanish, the headline figures for GCSE in 2015 were 97% A*-C and 33% A*-A. These results were further improved in 2016 to 100% A*-C and 53% A*-A, which comfortably exceed national outcomes and levels of progress.

Sara believes that one of the main reasons for the rise in attainment in her departments is due to the robust monitoring and tracking systems that she introduced. Having worked in IT before pursuing a career in teaching, she has advanced IT skills, and as part of my Masters, she focussed on the effective use of IT in MARRA.

Sara has supported various schools in improving planning, quality of teaching, development of mid and long-term plans and supporting Curriculum Leaders in developing the MARRA systems in place to ensure they can closely track pupil progress and effectively monitor the frequency and quality of staff assessment in order to raise standards.

Computing

Emma Greenough

Computing SLE



Emma, who has a BA (Hons) in ICT/Fine Art, has over 12 years of experience working in primary schools in St Helens. She has been the ICT/Art Subject Lead for three years and currently works at Rainhill St. Ann's CE Primary School in St Helens as a Year 4 class teacher. This school was graded as Outstanding by Ofsted (2014) and still retains this status.

This year, her responsibilities include leading ICT, Art, D&T and developing the newly implemented LUNAR Curriculum throughout the school. In her role as ICT lead, she manages a team consisting of teachers and Teaching Assistants and liaises extensively with outside agencies in seeking additional ICT resources and support for the school.

She has developed partnerships with FACT (Foundation for Art and Creative Technology) Liverpool, working with digital artists to explore links between Art and Technology. Emma has led Arts Award in her own school and supported other schools in achieving this in their own setting. Emma has been a key role in supporting the school in their Arts Mark journey which led to them achieving Arts Mark Gold.

Emma is responsible for the organisation of annual Arts weeks. This involves planning differentiated activities for every class, providing CPD for every teacher to develop individual Art skills and ordering bespoke high quality resources to ensure effective delivery. There is usually an overarching theme to the week but the T&L is very much skills based.

Emma has supported schools in improving planning, quality of teaching, supporting continuity and progression, development of long term plans and supporting subject leaders in developing their role to help raise standards.

RE

Michael Bennett **Secondary Religious Education SLE**



Michael has taught for eighteen years working across the primary, secondary and university sectors. Michael has a deep sense of vocation to education and a passion for delivering excellence in the art and science of pedagogy. Michael has held both middle and senior leadership roles and is currently a member of SLT at Savio Salesian College Sefton for Mission, Ethos and Spirituality and Teaching & Learning.

Michael is an outstanding classroom practitioner who consistently delivers outstanding lessons leading to outstanding outcomes for his pupils. In 2016 100% of Michael's pupils made 3LOPs with 72% making 4LOPS; Michael's Progress 8 score was +0.69.

Michael regularly leads INSET both in his own school and across the secondary and primary sectors. Michael specialises in pedagogies for the delivery of Religious Studies such as, Philosophy for Children and Constructivism, HOTS questioning and differentiation in RS. He has sat on a number of advisory committees relating to Religious Studies, and has supported a range of secondary schools with the new GCSE RS framework.

Michael has a particular interest in KS1 & 2 Religious Studies especially in the delivery of World Faiths and has led inset in over fifteen primary schools across three LEA's, supporting specialist and non-specialist teachers in the creation of schemes of learning, resources and assessment materials. In 2015 Michael was praised by Ofsted for his work on Islam and Islamophobia which was raised for supporting the Prevent Strategy.

Michael has served as Head of Religious Education in two very different secondary schools. In seven Inspections Michael's leadership of: Curriculum, Teaching and Learning, Collective Worship and Spiritual Life of the School/SMSC & British values have been judged as 'outstanding'. Michael strives to be at the cutting edge of pedagogy, his work is research based - Michael holds postgraduate degrees and diplomas in Theology, Religious Education and Leadership. Michael regularly delivers lectures in the university sector on teaching and learning in RS at under graduate and post graduate level. Michael not only 'talks the talk, he also walks the walk' and is held in high esteem by his colleagues as a professional and successful teacher.

Michael is Ofsted trained in lesson observations and regularly conducts learning walks, book scrutinise, formal lesson observations and feedback across all departments within his own school. Since 2012 Michael has served of Middle Leaders Coach where he has supported colleagues on their development from 'RI' to 'Outstanding'. In the course of Michael's career he has held the roles: NQT - Mentor, PGCE – Mentor and GTP – Mentor.

More Able

Danny Hubball

Secondary More Able SLE



Danny has been teaching secondary Business studies for over 15 years. His career started at Rainford as a subject teacher at KS4 and 5. Danny quickly moved onto the Sixth Form, where he took charge of a number of projects including 'The Most Able'. Danny was eventually appointed Head of Sixth Form as an Assistant Principal and has been part of the Senior Leadership Team at Rainford for over 10 years. Danny still has strategic responsibility for the Sixth Form but also has responsibility for CEIAG, Transition through all Key Stages and the 'Most Able' program.

Danny is experienced in leading on whole school strategies both within Rainford and across Secondary and Primary schools. The CEIAG program has gone from strength to strength at Rainford and is now focussing on 'The Gatsby Benchmarks' as an award for outstanding CEIAG.

The Transition work at Rainford has seen the school move to 'oversubscribed' over the last 3 years and Danny has led a number of projects with both feeder and non-feeder Primary schools to ensure the Transition to Secondary school is as smooth as possible.

The 'Most Able' program has been a project that Danny has led on for the past number of years. This project has been led across the school within both a pastoral setting and the curriculum. The role with Progress leaders was to inspire and motivate students with significant academic qualities, whilst also working with departments to ensure that the 'Most Able' were challenged to achieve their best. The curriculum areas have focussed on stretching the 'Most Able', and are now focussing on working across key stages and with Universities, under-graduates and post-graduates. Regarding impact, there has been a significant increase in the number of students applying and gaining access to Russell group Universities.

Danny has a wealth of experience working on diverse projects and is able to offer support and development of staff regardless of their stage of career.

SEND / Behaviour / Safeguarding / Attendance

Linda Smith

Behaviour and Safety SLE



Linda has over 19 years of experience working in primary schools in St Helens. She is currently Director of Wellbeing for The Three Saints Academy Trust in St Helens. Linda is now across the schools in the Trust having been based in St Mary & St Thomas' CE Primary until recently. This school has retained its Outstanding status since 2008. The school is in the highest deprivation bands in the country.

Linda's responsibilities include child protection, safeguarding and all aspects of pastoral care including mental health and wellbeing for children and families. She managed a team consisting of teaching assistants trained as quasi-therapists offering therapeutic interventions and a family support worker responsible for attendance and early intervention family support. She liaises extensively with outside agencies whether statutory or voluntary in seeking additional resources and support for the school. She is responsible for challenging, supporting and ensuring schools in the Trust are compliant with legislation, as well as keeping the schools in the Trust up to date with safeguarding, attendance, mental health and wellbeing as well as behaviour guidance and research and implement new initiatives. Linda is trained in numerous therapeutic, behaviour and safeguarding interventions. She is a trained Mental Health First Aider, a CEOP Ambassador, a Stonewall School Champion Trainer, a Webster Stratton Incredible Years Parenting Instructor, a qualified Level 2 Practitioner in EFT (Emotional Freedom Technique) and a qualified Massage in Schools Programme Instructor, Advanced Practitioner in CSE with an extensive knowledge covering aspects of the effects of trauma and impact on brain development, foetal alcohol syndrome, domestic abuse, child abuse, mental health, substance misuse, suicide and self harm prevention, neglect, behaviour management, family support, looked after children and therapies to support such as SFBT, CBT, Play skills, nurture groups and nurturing principles, lego therapy non-clinical creative and expressive tools and techniques, drawing and talking therapy to name a few. She also is accredited by SAPERE to Level 1 Philosophy for Children, a NWIAT Accredited trainer for LSCBs and lead trainer for the Minds Ahead "Leading a Mentally Healthy School" programme.

She has successfully completed NCSL Leading from the Middle and NPSLBA – National Programme of Schools Leadership in Behaviour and Attendance

Linda has been a school governor and a primary spokesperson on LA Working Parties for safeguarding as well as focus groups for LA Ofsted Inspections. Her work has been used for JAR inspections as well as Assessments used by the LA with other LAs (Manchester) as examples of good practice. She is regularly involved in devising new protocols and procedures, Quality Assessing EHATs (ECAFS) and PEPs and been a member of various groups such as LAC PEA panels, Re:new Neighbourhood Management Board.

She has regularly facilitated training for the local authority in respect of LAC and all areas of Safeguarding to multi agencies including schools as well as induction training for school liaison social workers. She has hosted workshops at Governor's Conferences in respect of Extended Services and how to maximise in schools and the impact. Linda has sat on the St Helens LSCB Training and Workforce Committee and Child Sexual Exploitation Sub-Groups.

Linda facilitates training for Designated Safeguarding Officers, whole school INSETs, as well as Induction Training for NQT's/School's Direct students in Safeguarding, CEOP and Behaviour Management including all aspects of bullying as well as providing school to school support on behalf of Teaching Schools. She is a trainer for the Minds Ahead Leading a Mentally Healthy School Programme and has delivered training to schools across the whole of the North West.

Linda is sought by other agencies as part of recruitment processes and interview panels such as managers for Social Care and Liverpool University Widening Participation Team student advocates.

She has played a lead role in Liverpool University Widening Participation AimHigher programme in raising aspirations. This resulted in her school being a pilot school for the Teaching Pack with Liverpool University, contributing to and devising some of the programme as well as contributing to its roll out. She was invited to speak at the House of Lords Launch on how this programme has impacted on raising aspirations in economically deprived areas and invited to speak at a Presentation to Greater Merseyside schools and educational establishments in respect of the Widening Participation Programme.

She has also been involved in consultancy and piloting resources for the Ariel Trust (educational charity) in the production of new primary anti-bullying resources – Cybersense. Consulted, piloted and launched new primary CSE resources – Safeskills and interviewed by radio and TV featuring on Granada Reports about the importance of such

resources. She has also been involved in the consultation and piloting of new resources to prevent violent extremism (PREVENT resources)

Linda was invited to present at the launch of St Helens Public Health 5 Way to Wellbeing Conference in June 2016 as well as speak at a Mental Health and Emotional Wellbeing Conference in Halton in February 2018. Linda hosted a Mental Health and Well-being Conference on World Mental Health Day 10 October 2019 which was sold out with over 100 delegates from schools across the North West and has since launched a MHWB Network which is held 3 times a year to support the drive of Mental Health and Well being in schools and involved in developing the relationship between North West Learning Partnership and Carnegie Centre of Excellence in School Mental Health becoming Strategic Partners.

Linda has liaised with the National Children's Bureau and Anti-Bullying Alliance on behalf of St Helens Teaching School to host the AllTogether Anti-bullying Award for schools in St Helens and St Helens was the only Teaching School to be selected nationally with schools able to access free training. Linda has written a 3 part blog which has been posted on the DfE website.

She has worked and attained Gold Standard in The All Together Anti Bullying Award, Gold Standard on Respecting Rights School Award with UNICEF and Gold Standard School Mental Health Award with The Carnegie Centre of Excellence in School Mental Health at Leeds Beckett University and because of the exemplary practice was asked to submit a case study as part of their research.

Diane Neilson **Primary EYFS and SEND SLE**

Diane has been teaching for 14 years and has taught across the primary age range, however the larger proportion of her career has been spent in Early Years. She has been SENCO for 6 years and has been co-ordinator for a range of subjects over the years.

Diane is currently the full time reception class teacher at St Mary and St Thomas' Primary School in St Helens. She has supported federated schools and worked alongside private nurseries to evaluate and improve their provision of both Early Years and SEND. She is also Early Years Lead and SENCO and leads a small intervention team in school. The School was judged as outstanding in January 2008 and has retained its status, serving in the highest deprivation band in the country whilst developing as a Teaching School and Maths Hub, dedicated to training teachers to provide the best possible start in education for our children.

Diane has completed the National SENCO award, has earned Masters level accreditation for Early Years, Provision for Able & Gifted and has successfully completed the Leading from the Middle programme. She has led training within the Teaching School Alliance linked to both Early Years and SEND, including contributions to the NQT and RQT programme.

Diane is now a very active member of the Senior Leadership Team at St Mary and St Thomas', and has recently taken part in Live Action Research, working with two partner schools to develop Fluency in Mathematics in the Early Years, aimed at preparing children for a Mastery curriculum in KS1. The research was very successful and is now being rolled out to a further 12 schools in its second year.

Diane has completed peer-coaching training and likes to use this approach to support others in identifying needs and overcoming obstacles with a solution focussed approach. She has the emotional intelligence to support and develop staff at all stages of their career.

Claire Hill **Primary SEND and attendance SLE**

Claire has 14 years of experience as a teacher in two different primary schools. She is currently Deputy Headteacher at Sutton Oak C.E. Primary School.

Sutton Oak C.E. Primary School has 62% Pupil Premium pupils, 17% SEN and 38%FSM. Claire has worked as a SENCO for more than ten years and is now further developing the role at Sutton Oak by leading a team of pastoral staff.

Claire's current responsibilities involve leading the pastoral team, data analysis, performance management and pupil premium funding.

Claire is responsible for identifying children who are underperforming and putting in intervention/support packages to help them make progress. This progress is then monitored and impact measured to ensure pupil premium funding is spent effectively. She is responsible for the deployment of staff to ensure the needs of the children are being met.

Claire has developed monitoring systems to ensure pupil progress is tracked throughout the whole school with a particular focus on the vulnerable groups.

Claire has worked with the pastoral team to raise attendance using a range of initiatives. This has improved attendance and lowered the number of persistent absences.

Jane Fallows

Primary & Secondary Behaviour and Discipline SLE and Train the Trainer



Jane Fallows has extensive experience in behaviour, discipline and pastoral support in both Secondary and Primary settings. Jane has gained a Foundation Degree in Supporting Learning and Teaching and BA (Hons 2:1) in Inclusive Education. She has previously worked in an all boys secondary school in Liverpool for 11 years with pupils coming from 30 plus primary schools and very different and varied catchment areas. Currently she is the Learning Mentor at Plantation Primary and Nursery School in Halewood, Knowsley.

In her previous school, Jane was instrumental in establishing and developing a Student Support Centre: a base where pupils with socialisation difficulties could interact with peers in a regulated, non-judgemental environment where appropriate behaviours were modelled. Regular mentoring sessions, small group work and 1 to 1 work was also timetabled here. The Centre was so successful in raising pupil attainment, improving behaviour, supporting vulnerable pupils and raising individual pupils' self-esteem and resilience it was recognised as an example of best practice and staff from other schools, including one from Bulgaria, came to visit. Jane continues to identify need and implement appropriate intervention at Plantation School, for example, a recent business enterprise project for a group of disaffected Year 6 pupils. Having worked with both primary and secondary pupils Jane also has extensive experience and knowledge of the transition process and how best to support and prepare vulnerable pupils and their families during this time in their school journey.

Jane has a breadth of experience and knowledge which allows her to inspire pupils, parents and colleagues to enable pupils to overcome barriers to learning, increase self-esteem, moderate behaviours and in turn achieve and be happy. Jane has worked to support a range of educational professionals. This has included delivering training to a large cohort of PGCE students from John Moore's University, members of the National Executive of NASUWT and whole school staff training.

Jane was recently invited to be part of a steering group to review and re-organise the delivery of social inclusion support services within Knowsley.

Joanne Burgess

Secondary SEND SLE



Joanne has been teaching for 12 years and is currently the Associate Principle and Special Educational Needs Co-ordinator at Rainford High School. Rainford High is a big High school with 1500 pupils on roll. Results at the school are above the National Average. Within both her roles as SENCo and Associate Principle she also takes responsibility for mental health and wellbeing along with medical care within the school.

Joanne has held the National SENCo award since 2014, was awarded 'Teacher of the Year' at the EDUCAT awards 2014 and has been an SLE for SEND since September 2016.

As an Associate Principle, Joanne is involved in:

- the selection, recruitment and induction of staff
- staff development e.g. leading inset, organising support

- the development, implementation and monitoring of key policies, procedures and protocols
- the scrutiny of pupils' work and teachers' planning
- lesson observations and learning walks
- driving whole school initiatives
- the identification of areas of strength and development for the SIP
- the formulation of the SEF
- data analysis

Recent developments in SEND which Joanne has implemented at Rainford High:

- EXCEL curriculum for lower ability pupils to bridge gaps from KS2
- comprehensive selection of intervention schemes/programme mapped with a provision map
- excellent parental engagement and reviews 3 times a year for all pupils on the code of practice or provision map
- successful transition programme for KS2 in to 3 for SEND and vulnerable pupils
- SEND drop in sessions for parents termly
- A confident Learning Support department who proactively support teachers, parents and pupils
- SEND register that is user friendly with access for all staff to up to date info
- support plans for pupils on the code of practice
- CPD for all teaching staff on different areas of need delivered by Teaching Assistants
- mental health and well-being support for staff, pupils and parents
- medical care policies and procedures followed and in place
- access arrangements procedures and protocols followed and in place
- thorough assessment of pupils (CATS, reading tests, spelling tests, dyscalculia screener, dyslexia screener, dyslexia assessments and access arrangements assessments)
- TAs trained to high standard (PAT, counselling, first aid, dyslexia and access arrangements assessments)
- SEND hand book for teachers
- Achievement For All mark achieved

School Business Management

Debbie Bennett

School Business Management SLE



Debbie's professional background is predominantly based within the primary sector. Debbie holds the Certificate of School Business Management, Diploma of School Business Management and was awarded a First Class Honours degree in School Business Management after studying at Manchester Metropolitan University. She has worked as a School Business Manager (SBM) for over ten years and has a wealth of outstanding knowledge and experience in the role.

Throughout her career Debbie has led programmes of continuous self-improvement for the schools in which she has worked.

Debbie currently works in one of the largest primary schools in the North West which in size is equivalent to a small secondary school. The school has faced considerable challenges in a number of significant areas, for example, inadequate teaching and learning, a staffing structure which did not fit the needs of the school, a deficit budget and insufficient systems and procedures in areas such as health and safety, recruitment, finance and customer service. The school has been a complex environment to lead and manage and Debbie is recognised as an instrumental part of the school's journey from an Ofsted judgement of 'Requires Improvement' to 'Good with Outstanding Features' within eighteen months. Her effective strategic management of the school's delegated budget has ensured that the school can deliver high quality teaching and learning. The main areas of focus have been: the staffing structure (both academic and support), internal and external teaching environments, ICT resources and reprographics. Development of each of these areas has assisted the teaching staff to deliver high quality teaching and learning. Debbie has also recently played an instrumental part in a full staffing review.

In a previous school, which was placed in a category by the Local Authority, Debbie played a key role, as a Senior Leader, in moving the school to an Ofsted Judgement of 'Good with Outstanding Features' in only nine months. The school was located within an area of significant deprivation which provided challenge in terms of pupil attainment.

Debbie has previously worked as a consultant in other schools, advising them on areas such as successful Health and Safety management in schools and safeguarding. As a consultant she was able to work effectively with pre-existing teams, often in challenging circumstances.

Debbie has developed, led and managed the process of formulating a new school vision, aims and values. This process culminated in a full stakeholder collaborative working day (which she led) during which stakeholders worked together to reflect and agree upon the school's reason for 'being'.

In a previous Local Authority, Debbie was instrumental in the creation of a working cluster of establishments which consisted of Headteachers from Primary, Secondary and Higher education sectors. The cluster collaborated to raise pupil attainment. Debbie developed, led and managed projects on the cluster's behalf.

Debbie has been a key player in strengthening her current school's governing body, who were recently finalists in the National Governance Awards.

Debbie is very experienced in leading on whole school issues and is used to working on her own initiative in a large school setting. She works well under pressure and is comfortable in leading meetings with large numbers of staff. Debbie has an input into the vast majority of decisions affecting the leadership and direction of her school.

Alongside her role as SBM, Debbie also delivers ILM School Business Management qualification training to existing and potential SBM's throughout both nationally and in the North West.