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SLE Charges

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To commission SLEs support or find out further information please contact:



Future developments in the area of school support will include:

- A broader range of SLE support across all phases
- The opportunity for schools to commission a full diagnostic review of the whole school community

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Slough Teaching School Alliance

Specialist Leaders of Education Directory for Slough

2017 - 2018





The Educational Landscape is changing

The Schools' White Paper, 'The Importance of Teaching', introduced the concept of the SLE role in 2011. The role aims to help to improve the quality of school leadership through school-to-school support, ultimately raising standards and improving outcomes for children.

The SLEs 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.

SLEs focus on developing leadership capacity. While other roles (e.g. advanced skills teachers) focus on developing classroom expertise, this role is about developing other leaders so that they have the skills to lead their own teams and improve practice in their own schools. This may be done through one-to-one or group support and could involve a variety of activities.



Who is a Specialist Leader in Education?

An experienced middle or senior leader interested in building leadership in other schools who have:

- A successful track record for working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school
- Evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements
- Excellent communication and interpersonal skills
- An understanding of what constitutes 'outstanding' in their field of expertise and the ability and confidence to communicate this
- An understanding of how their specialist experience and skills can contribute to wider school improvement
- An analytical approach in identifying and prioritising needs
- The ability to set and establish new and innovative working practice
- The ability to grow leadership capacity in others.

Who are they and what areas of specialism can they support?

Seann Wilkinson	Slough Teaching School Alliance
School:	Langley Grammar School
Specialism	Music

Support Phase:	Secondary	Position in school:	Director of Music
Number of years			



Biography:

I am currently Director of Music and Pedagogy Leader in charge of creativity in the curriculum. I am an experienced musician, and have worked in a variety of music education settings developing a wide range of coaching skills and musical teaching pedagogies. I teach Music and Drama, coach PGCE students and NQT's, and I am currently part of a team leading the ArtsAward qualification and ArtsMark application.

My areas of expertise are:

- **Development and application of technology** in the music curriculum to facilitate student progress. I have experience of using iPads, cloud-based software, online learning tools and music technology to develop the curriculum, increase student engagement, improve musical attainment and promote independent learning skills.
- **Singing in Schools.** I have developed singing strategies to increase students' engagement across the music curriculum, and have embedded singing as a tool for musical literacy and musical communication. I am an experienced choral director and have confidence in delivering singing workshops across several styles to students across KS2/KS3/KS4.
- **Creativity across the curriculum.** I have worked as part of a whole school INSET programme to develop creativity and creative teaching pedagogies. My Masters-level study has enabled me to trial different approaches to creative learning, from Project-Based-Learning (PBL) to Possibility Thinking Strategies. I have worked with teachers to effectively track, analyse and evaluate the effectiveness of these strategies, and the impact this has on student learning.
- **Strategic development of school musical culture.** I have a range of experiences in developing and improving the musical culture in schools. Under the philosophy of 'Music for All', I seek to challenge the barriers to effective musical ensemble playing, and create avenues for student-led, self-supporting ensembles. I can effectively run workshops and training to set up and enable self-sustaining clubs, for beginners to advanced levels in the following general areas: *Guitar/Bass Guitar groups, String/String Bass Groups, Percussion Groups (Samba/African Drumming), Singing, Ukulele, Clarinet Choir, Jazz Bands, School Bands/Orchestra and Music Technology clubs.*

Who are they and what areas of specialism can they support?

Jessica Theisinger	Slough Teaching School Alliance
School:	Claycots School
Specialism	Primary English

Support Phase:	Primary	Position in school:	English Curriculum Lead
Number of years	5 Years		

Biography:

I am currently an English curriculum lead and member of the school improvement team at a very large primary school. I am committed to making a meaningful contribution to Literacy teaching by supporting other practitioners to improve the quality of teaching and learning in their classrooms. As an experienced middle and senior leader, I have worked in a number of schools with individuals, teams and on whole school initiatives to develop teaching strategies and to plan and implement change. I value the importance of working within the existing frameworks of the school to develop pockets of excellence, which then drive innovation and fresh ideas throughout the school. Working alongside senior leaders, I have acted on evidence-based research to instigate transformational changes that have improved pupil outcomes. Furthermore, my ability to communicate effectively and sensitively with professionals has enabled me to support others in a positive capacity where teachers feel valued.

I have worked as a leader in a range of settings; working in an outstanding school, I was able to refine my own practice, learn from others and see the impact of effective systems. I am also committed to school improvement in order to create sustainable changes that will improve outcomes for children. For the past few years, I have worked in challenging schools using school improvement systems to develop and innovate the English curriculum. I have written schemes of work, Literacy spines and curriculum overviews to make reading and writing engaging and challenging for pupils. I have extensive experience of coaching and mentoring colleagues, including delivering the OLEVI coaching programme to over 80 staff. I am also a trained facilitator of the OLEVI Outstanding Teacher Programme and Improving Teacher Programme, empowering teachers to develop their own practice. I regularly lead whole school CPD in English for two large schools and have delivered bespoke CPD sessions in Outstanding Subject Leadership.

My interest in promoting quality English teaching spans beyond the classroom; I have been heavily involved in a recent All Party Parliamentary Group commission in conjunction with the Literacy Trust to investigate ways to support children surrounding the issue of Fake News and developing critical Literacy skills. I am particularly interested in the most recent research around vocabulary instruction and have been part of the Slough Vocabulary project. Wanting to capitalise on the networking and collaborative thinking that this has promoted among English teachers in Slough, I have recently set up a Primary English Network with the STSA in order to share and celebrate best practice. I look forward to the opportunity to share best practice more widely through my work as an SLE.

Who are they and what areas of specialism can they support?

Jo Barnes	Slough Teaching School Alliance
School:	Beaconsfield High School
Specialism	Data

Support Phase:	Secondary	Position in	PA to Head & Data Manager
Number of years teaching:	10 Years		

Biography:

I am an experienced data manager with 10 years of experience in the Secondary Sector. My focus to date has been on Data Systems & Management, Data Analysis, Timetabling and management of courses. I have had the opportunity in collaborating with and supporting 6 Secondaries, 1 Middle & 1 Primary School over last couple of years. I have also recently undertaken a specific data project for a local PRU. My ongoing work as a governor with primary schools has also given me an insight to school needs in an ever-changing educational landscape.

I have the expertise to support teachers to achieve their moral purpose to ensure the best possible outcomes for students of all abilities. My logic and long term experience can release schools and their teams to focus on learning and progress by creating and using robust systems of assessment that support rigour and impact. I am able to support classroom staff, Middle Leaders & SLT with their use of data to build confidence in the use of data tools and analysis strategies. I am also able to up skill Support Staff so that they are also able to offer more support to HODs / class teachers when needed and therefore feel more empowered to follow through with school systems.

I have the skills to help staff change the educational conversations within the staff body to allow focus on student learning progress and have helped support and mentor subject leads during this transition. I am an effective problem solver and communicator and can find, adapt and develop solutions to the needs of the institution. I enjoy working with different types of people and build trust and empathy very rapidly. This is particularly important with the negative perception of data to many colleagues.

By collaborating and developing bespoke assessment and analysis systems within the schools that I have worked has allowed staff to focus on their primary responsibilities and also allowed the Leadership Teams to maintain their effective strategic and operational control. In my role I have been able to work closely with members of various SLT's to help enhance their understanding of performance measures, providing information and support on key challenges. I am able to inform on strategies and how they could be implemented and provide advice and guidance on key school projects. I am also able to provide MIS initial training and context to staff. I have previously implemented a schedule of key meetings within the school calendar to provide opportunity for staff to engage with data and to have key conversations about progress. At each of these meetings staff continue to receive training and support to influence these conversations.

Who are they and what areas of specialism can they support?

Narinder Basra	Slough Teaching School Alliance
School:	Upton Court Grammar School
Specialism	Mathematics - Subject Knowledge & Curriculum Development

Support Phase:	Secondary	Position in school:	Maths Teacher; School Governor; Head of Cross Curricular & Enrichment (to Aug 2018); Head of School (from Sept 2018)
Number of years teaching:	3 Years		Years 7 to 13

Biography:

As a career mathematician I believe that all pupils should enjoy and engage in Mathematics. When this happens progress and attainment should follow.

As an SLE I can support you with the following:

- Refreshing and developing subject knowledge for teaching staff, including for Additional Maths in Year 11 and Further Maths in Years 12 and 13.
- Developing the core curriculum to promote problem solving, collaborative learning and flip learning.
- Leveraging seating arrangements and classroom activities to promote different types of interactions and learning in the classroom.
- Linking the curriculum to the real world. For example, for year 8 using cubes to explain why the TARDIS is bigger on the inside than the outside, and for year 12 considering how $y = mx + c$ is used in the City to model risky assets.
- Developing the co-curriculum of visits and other events, both for more able and other students.
- Developing links between Maths and other subjects.
- Reviewing your provision. As a Staff Governor I have acted as a reviewer in an internal Trust Review.

In my life before teaching I completed a PhD in Applied Mathematics and then worked as an Actuarial Analyst for 11 years. My PhD was sponsored by the Ministry of Defence and completed at the University of Cambridge. As an Actuarial Analyst my roles included working as a consultant for KPMG and modelling risks for a reinsurer. My impacts as a teacher have included:

- Raising attainment in Additional Maths from an average of grade C in Year 1 to an average of grade A in year 3. This improvement has resulted in Additional Maths moving out of our co-curriculum and into our core offering for Year 11.
- Developing more collaborative approaches to learning, with some reference to the research of Burton. This has resulted in greater pupil enjoyment and engagement in my lessons.
- Developing flip learning, and rolling this out to the department.
- Developing the departmental More Able programme. From a starting point of simply running the UK Maths Challenges we now access Team Maths Challenges, Maths Masterclasses, and Maths Circles.
- Developing links with other subjects. For example we now run joint visits to Bletchley Park with the Computer Science Department.
- Securing additional funding. I secured £1,000 of external funding from the Ernest Cooke Trust, which was used to buy resources for our Maths Club.

Achieving the above impacts has required me to work closely with Senior Leaders, the Heads of my own and other departments, and my colleagues. I believe that there is no one approach that will work for every class, and as teachers we should have a toolkit from which we select appropriate approaches for each class. I would bring my flexible and collaborative mindset to any deployment with your school.

Who are they and what areas of specialism can they support?

Pauline Sweetman	Slough Teaching School Alliance
School:	Claycots School
Specialism	Primary Curriculum

Support Phase:	Primary	Position in	Director of Studies
Number of years teaching:	15 Years		



Biography:

As of Director of Studies and lead of the internal School Improvement team at a very large primary school, I work with colleagues to plan, design, innovate and evaluate all areas of curriculum, assessment and CPD; ensuring lessons are vibrant, creative, current and relevant.

I have been involved in curriculum design and innovation since the start of my teaching career. I have designed and implemented new or innovated curriculums in each school I have worked in through my varied roles from Phase Leader to Head of school. This has included introducing different types of curriculum approaches, depending on the need of the schools, for example: creating creative curriculum design from scratch, the implementation of the IPC, responding to the needs of the 2014 National Curriculum and Maths No problem.

Qualifications gained since attaining QTS include NPQH and a MEd in Educational Leadership. I have recently started a Doctorate in Education in order to further enhance my effectiveness as a leader. I therefore have a deep understanding of teaching practices and the curriculum, school leadership and management, enabling me to be reflective and innovative.

Over the past eleven years, I have held senior leadership and Head of School positions at schools in different urban and diverse settings. During this time, I have effectively assisted and led my schools through Ofsted inspections and HMI monitoring visits ensuring positive outcomes for children, families, staff and governors. I have successful strategic leadership and management experience in a range of schools for primary aged children. As a result of working in very diverse schools, I have an inclusive approach to teaching children across a spectrum of needs such as EAL, SEN, G and T and those with more complex physical or medical needs. My focus is always improving outcomes for all.

I have extensive experience of leading whole school change, from new behaviour systems to new curriculum and assessment to improvements in teaching and learning to name only a few. All changes I have led have been well planned to ensure success. I consult and communicate well with all staff that will be affected and expected to come on board with any change, ensuring everyone knows why the change is necessary and how it will be implemented. The impact of this is that change is sustainable and understood by all. If necessary, I will meet with parents, governors or other stake holders to communicate the vision. Always, I set a time-frame for review of the change; this allows constructive feedback and enables us to make any necessary improvements.

I have created a comprehensive Career Pathways programme for all levels of teachers and leaders in our school- responding to different development needs, adopting a bespoke approach to development.

As an SLE, I can support with: improving curriculum leadership on all levels through training, coaching and mentoring; teaching and learning; systems leadership; developing and embedding robust policies and practices relating to appraisal, quality assurance, curriculum design, assessment; planning and implementation of quality continuing professional development including training leaders as mentors, coaches and facilitators.

Who are they and what areas of specialism can they support?

Antonia Spinks	Slough Teaching School Alliance
School:	Upton Court Grammar School
Specialism	Leadership (of curriculum), Leadership (of CPD), Assessment

Support Phase:	Secondary	Position in	Acting Joint CEO
Number of years	15 Years	In Secondary Phase (11-18)	

Biography:

I am an experienced leader having held a variety of middle and senior leadership posts in a variety of school settings, from a first-phase all-through academy to the grammar school system, and am currently taking a lead on improving standards and leadership in a primary school that was placed in category in 2013.

I have always had a passion for improving standards in the schools in which I have worked; all children deserve the best education possible and, in my work, I have focused relentlessly on ensuring that high standards are met by all in the achievement of that goal. As a teacher and leader with a track record of results, I have the experience and expertise to both model outstanding practice and to proffer advice, guidance and direction on continual improvement.

Throughout my career, I have demonstrated a commitment to outreach work: I worked as a Lead Teacher for English in the boroughs of Hillingdon and Ealing; as an Advanced Facilitator, I undertook the delivery of the NPQML on behalf of the Slough Learning Partnership; and, currently, I am leading at a primary school to improve standards in all areas of the school's practice.

As both a middle and senior leader, I have a proven track record in raising standards. The English department that I led when working at a first-phase academy was graded in the top 1% for contextual value added. Since completing work at Upton Court Grammar School, the school's results have placed the school in the top 10% for value added.

In a review of standards at Upton Court Grammar School, completed by Ofsted inspectors in April 2014, the school was judged to be 'outstanding' in all categories and the impact of the work completed on my areas of responsibility were commented on as below: *"The school has developed an excellent framework to support performance management and performance related pay, which has the backing of staff. The systems in place ensure that staff are rewarded appropriately for the quality of their teaching and contribution to the wider life of the school. Through robust performance management reviews, continuing professional development for staff is tailored to individual needs and linked appropriately to the school priorities."*

"The school has excellent systems in place to track and monitor students' progress, which enable teachers to identify students falling behind very quickly."

My work undertaken as both Head of English and AP with responsibility for Literacy Across the Curriculum was praised in an HMI Inspection in 2007 highlighting that "... students made exceptional progress in English."

As an SLE, I can support with: improving standards of leadership on all levels through training, coaching and mentoring; coaching and mentoring to improve the standards of teaching and learning, and assessment; systems leadership of curriculum, assessment and quality assurance; developing and embedding robust policies and practices relating to appraisal, quality assurance, curriculum and assessment; planning and implementation of quality continuing professional development including training leaders as mentors, coaches and facilitators.

Who are they and what areas of specialism can they support?

Emily Butzen	Slough Teaching School Alliance
School:	The Langley Academy
Specialism	Mathematics

Support Phase:	Secondary	Position in	2 i/c Mathematics
Number of years teaching:	7 Years	Ages 11-19	

Biography:

I joined The Langley Academy as a teacher of mathematics back in 2009 moving from the United States. Although the transition to a new country had its difficulties, with the support of the mathematics staff I grew to become very happy with the decision to come to Langley to teach. Within the school year I was given the opportunity to be year 7 math's coordinator and the teaching supervisor of the academy council. Working with the students both inside and out of the classroom helped me build relationships with the students that solidified that The Langley Academy is the place for me. Since then I have been promoted to second in charge of mathematics and key stage 4 coordinator of the mathematics department.

The students and staff here at The Langley Academy help keep me enthusiastic and create a positive working environment. I have supported many staff with analysing data and planning lessons to engage students. I enjoy working with foldable, museum learning and cross-curricular projects. I have been fully involved in the internal professional development program by delivering sessions on AFL, museum learning, talk for writing, pivot tables, using data to guide lessons, linking STEM, and using your time affectively.

This academic year I had the opportunity to mentor year 12 students in the delivery of geometry sessions to year 6 students. I have also been involved in researching an in-house leadership development course and a plan for life after levels.

I am a creative and innovative practitioner, which some would argue is rare for a mathematician.

Who are they and what areas of specialism can they support?

Ben Clark	Slough Teaching School Alliance
School:	Wexham School
Specialism	Teaching and Learning Development

Support Phase:	Secondary	Position in school:	Director of Learning and Improvement
Number of years teaching:	12 Years	Taught all Key Stages in a range of subject areas, including PE, Dance, Science and Geography	



Biography:

I have been involved in education for a number of years and trained at Borough Road, West London Institute of teaching. I am a secondary trained practitioner and have taught all key stages in a range of subject areas including PE, Dance, Science and Geography. I believe in the value of education for all pupils and staff, which lead to me becoming an SLE for Teaching and Learning and CPD.

Throughout my career I have held a range of leadership responsibilities including Leader of subject, Head of Faculty, Advanced Skills Teacher (AST), Assistant Head teacher and Director of Learning Improvement. I have extensive experience in coaching and mentoring colleagues at varying levels and I have been an associate Lecturer for Brunel University for a number of years. Having taken an active lead on CPD I have focused on my own professional development since achieving QTS and I have successfully completed an SSAT Diploma, PGCE, NPQSL and I was also awarded an MA in Educational Leadership and Innovation in Education.

I have a charismatic approach to leadership with a clear focus on improving standards in teaching and learning to improve achievement. I have the skill set to develop sustainable programs, which develop the leadership capacity of colleagues within schools. I am able to carry out quality assurance visits, conduct audits, develop policies, create plans and suggest strategies, which can be implemented in the following areas:

- Teaching and Learning development
- Lesson observations
- Induction
- Initial Teacher training
- Coaching and Mentoring
- Learning walks
- Improving behavior for learning
- Action research
- Using data to improve standards at the classroom level
- Active learning
- Creative curriculum planning.

Who are they and what areas of specialism can they support?

Rachel Smith	Slough Teaching School Alliance
School:	Beaconsfield High School for Girls
Specialism	Leadership of Curriculum, English

Support Phase:	KS4 and KS5	Position in school:	Headteacher
Number of years teaching:	20 Years	In all year groups	



Biography:

Having taught in a number of schools with very different cultures towards learning, from challenging but improving to outstanding, I have learned the impact of effective management of learning and teaching.

As far back as 2002, I gained Leading Practitioner status in Hampshire and delivered area INSET and individual school 1-1 support in the management of English departments. Subsequently, I have developed a broad set of tools that can be used in any subject area to help leaders to focus on the quality of learning. In 2011 I completed a Masters in Education, Leadership and Management and presently I am a National College trained Coach and Advanced Facilitator for the NPQML and gained my NPQH early 2015. I am able to provide practical and strategic advice and guidance in a variety of areas that will lead to effective communication between and amongst teams and build opportunities for success to improve morale and team effectiveness.

As well as help with reviewing or developing policies and procedures, areas include:

- Observation—both formal, informal and self observation as well as effective feedback
- Learning Walks—policies, procedures, effective use of time and training others
- Book scrutinies—useful ways to make the most of assessment, marking and feedback and how to follow up for best impact to learning
- Student voice to inform learning
- Using data to inform progress of whole cohorts, groups of students and strategic planning
- Developing whole school CPD and INSET programmers to improve levels of practitioner development
- Supporting of staff to move to 'Ofsted good' or 'Ofsted outstanding'
- Building team morale
- Managing difficult conversations—both students and staff
- Improving positive behaviour for learning
- Development planning for impact

There are other areas of expertise—do make a request and I can see what I can do!

Who are they and what areas of specialism can they support?

Janet Roberts	Slough Teaching School Alliance
School:	Langley Grammar School
Specialism	CPD and ITT/NQT Induction

Support Phase:	Secondary	Position in school:	Professional Development Manager
Number of years	20 Years	With Years 7-13	



Biography:

I am an experienced MFL teacher, having taught in a variety of schools for 11- 18 year olds in both comprehensive and selective schools. I was Head of Faculty for 10 years and I also have experience of leading whole school working parties as part of my school improvement project for my NPQH qualification.

More recently my experience in school has been in organising the whole school INSET programme, including middle leadership and improving teaching programmes. I am also experienced in running ITT and NQT support programmes.

As part of my SLE work I have run training sessions for NQTs and new mentors, including support with assessment writing.

I am also an NPQML facilitator with a coaching background.

Who are they and what areas of specialism can they support?

Jemma Green	Slough Teaching School Alliance
School:	Beaconsfield High School
Specialism	History

Support Phase:	Secondary	Position in school:	Head of History
Number of years teaching:			



Biography:

If you are looking for someone to support your History team, be it with individual teachers, systems, pedagogical innovation or curriculum design then please do consider making contact. I am an experienced Middle Leader, currently working as Head of History at a high- achieving and successful 'outstanding' Buckinghamshire state school, but also with prior experience as a Head of Year, Head of House and Learning Coach. This background means that I am fully aware of the need to make History teaching and learning the best it can be whilst not losing sight of the bigger picture within your school context.

My approach is based around my fundamental commitment to fostering effective pedagogical techniques and supportive team and student-teacher relationships, which I believe are at the heart of any successful department. With this, and my experience as a learning coach in mind, you can expect me to adopt a supportive 'coaching' style as opposed to a managerial or judgemental approach. Whilst examinations in themselves are by no means the only measure of success, I hope that my faculty's 2017 results being in the top 2% nationally will go some way to assuring you of the secure foundations on which these principles are built. As a department, we have worked to establish a more streamlined intervention system which prevents duplication, measures impact and fosters personalisation. Another popular innovation (including via student voice) is our departmental FAM documentation, which we feel strikes an effective balance between constructive teacher feedback and student ownership, enabling systematic tracking of progress and skill development.

My particular areas of expertise within History lie in 'stretch and challenge', embedding higher order skills across a 5 year curriculum, developments in pedagogical theory and establishing effective and personalised intervention. I unashamedly consider myself a lifelong learner and contribute articles to the school's Teaching & Learning newsletter on emerging educational insights. As such it would be fantastic to establish links with other schools to share articles or new ideas collaboratively across the network. I have experience in working supportively with other local schools, including via the local Side by Side project and conducting departmental reviews as part of a local internship programme. I look forward to hearing from anyone interested in working with me on any of the above!



Who are they and what areas of specialism can they support?

Isaac Howarth	Slough Teaching School Alliance
School:	Cippenham Primary School
Specialism	Maths

Support Phase:	Primary	Position in	Deputy Principal
Number of years teaching:			



Biography:

Experience

I am currently deputy principal at Cippenham Primary School, responsible for curriculum and was Assistant Headteacher for maths from January 2015 to September 2017, and was a maths coordinator since 2012. I have experience teaching the range of year groups from EYFS to Year 6.

Overview of specialism

As an SLE, I have thought deeply about the purposes of teaching maths, with my MA dissertation, about developing wider meaning in maths: *Mathematics and its uses: how does a primary school’s focus on real world application of mathematics change Year 3 teachers’ practice integrating maths teaching with real life contexts?* As a senior leader and in conducting research, I have experience developing teacher subject knowledge, maths pedagogy and philosophy.

Approaches I use

Amongst my most recent successes I have had as a maths leader was introducing the concrete-pictorial-abstract approach and enhancing vocabulary, which improved dramatically our Key Stage 2 results. The changes I have implemented, and have been carried on were noted positively by Ofsted in January 2018:

“The Teachers use their strong subject knowledge in mathematics to enthuse and engage pupils and to develop their mathematical skills effectively...Pupils are able to explain the reason for the method they have used and the results they have found.”

When I introduced the concrete-pictorial-abstract approach, it was accompanied by curriculum documentation to show the progression in concepts and the related manipulatives and mental images across years. I have a strong background worked with other school leaders to develop a series of staff training sessions. I make training sessions effective by planning hands-on sessions with relevant take-aways at the end of each session so teachers have something they could try in the classroom the next day. This development was combined with expert demonstration lessons and peer observations of teachers.

When working in school improvement, I take an analytical approach, to identify areas for improvement. I work with implementation teams to drive practice and serve as good models. This builds sustainability by developing expert practitioners who have the capacity to continue driving improvement. My approach to monitoring implementation is to lay out a cycle of: plan, implement and evaluate; with anticipating barriers to implementation at the planning stage. This cycle sets clear goals, outlines what will be the visible impact and builds in systematic review.

Along with implementing the concrete-pictorial-abstract approach, I also developed teaching strategies, tasks and vocabulary for mathematical reasoning. As part of examining and demonstrating impact, I have also written for the Chartered College of Teaching on how to develop [mathematical reasoning](#) and its impact on attainment, and been profiled by [GL Assessment](#) on how I use assessment data to inform decisions about improvement. I use a coaching style to develop capacity amongst leadership and ownership amongst teachers. Using the GROW model and open questions to help leaders and teachers develop their own solutions that work in their school.

Who are they and what areas of specialism can they support?

Gemma Rehal	Slough Teaching School Alliance
School:	Chestnut Lane School, Amersham
Specialism	Assessment, Closing the Gap, Phonics, Special Educational Needs, ITT and NQT Development

Support Phase:	Primary/Infant	Position in	Headteacher, SENCO, Year 1
Number of years teaching:	8 Years		Across Year 1 and 2 (Key Stage 1)

Biography:

I have been teaching and leading in the infant aged phase (Early Years & Key Stage 1) for the past 8 years, and have experience from outside of Slough/Berkshire. During this time I have held a number of responsibilities and am currently an Deputy Head teacher, Staff Governor and SENCo (with a PGCE in SEN, and National Award in SEN co-ordination). I am passionate about making learning accessible for all children, and about developing school’s practice to ensure that this is effectively led.

I have supported leaders in rigorously and regularly analysing assessment data in order to identify progress and to implement interventions and strategies to close the gap for a number of groups, including SEN, EAL & PPG. As a senior leader it is essential to know the impact that each of these has had and therefore I have successfully developed a system for producing whole school impact maps, tracking individual’s progress within interventions and ‘catch-up’ sessions. “...all groups of pupils, regardless of their level of ability or special educational needs, are doing very well throughout the school.” (Ofsted 2014, p.1)

Most recently I have implemented an approach of Personalised Learning across Early Years & Key Stage 1 which has ensured that teachers and middle leaders are putting into place learner-centered actions for all abilities, through high quality teaching and learning, interventions and pupil groupings.

For a number of years I have been responsible for the development of ITTs and NQTs in a coaching and mentoring role. I have established trusted working relationships with the teacher training department at the University of Hertfordshire. As part of the professional development for staff I have introduced a model of Lesson Study which was recognised by an Ofsted inspector, during a Local Authority review, as “...providing individual teachers with tailored professional development opportunities, and enriching the learning opportunities and the curriculum for the pupils.” (2015). Through leaders and class teachers working together to plan, deliver and evaluate the learning of predetermined focus pupils there has been vast staff training opportunities and a significant impact on teaching and learning overall. “Senior leaders, along with very effective middle managers, focus sharply on ensuring that all pupils fulfill their potential...” (Ofsted 2014, p.5).

Who are they and what areas of specialism can they support?

Karen Pooley	Slough Teaching School Alliance
School:	Lynch Hill School Primary Academy
Specialism	Music

Support Phase:	Primary/ Secondary	Position in school:	Leader of Music and the Creative Arts
Number of years teaching:	7 Years	Specialism	Music



Biography:

Karen has a BA Honours Degree in Music and plays the flute, piano and guitar. The extensive training that she has undertaken in her role as a Primary Music Specialist gives her expertise in Kodaly and vocal coaching, leading choirs and whole school singing, whole class instrumental tuition, curricular music and assessment.

Karen is a trained Arts Award Discover and Explore Advisor and in 2012 she won a bid to become an Artwork Arts and Culture Champion. She worked alongside Slough Music Service to deliver a music and arts project for gifted and talented year 5 pupils across Slough with the theme of migration. In the same year she was selected by Musical Bridges, a special initiative of the Paul Hamlyn Foundation which aims to provide a continuous and progressive musical experience for 9-13 year olds, to film a series of whole class instrumental lessons for their website.

Karen continues to work alongside Slough Music Service to deliver projects to primary school children and provide CPD opportunities for schools and music teachers in the area.

As a Specialist Leader of Education, Karen wishes to share her passion of music, to lead and motivate teachers to use it in their classrooms and to demonstrate the potential impact that music can have on general learning and personal, emotional and physical well-being.

The ability to set and establish
new and innovative working practice

Who are they and what areas of specialism can they support?

Rhodri James	Slough Teaching School Alliance
School:	Herschel Grammar School
Specialism	Science

Support Phase:		Position in school:	Head of Department
Number of years	10 Years	Specialism	Science Support for Most Able Students



Biography:

I am passionate about teaching, compassionate in my treatment of both students and colleagues, determined that all students reach their full potential. I have the skills, experience, personal characteristics and qualities, to help support and guide colleagues as well as students develop their full potential.

I have been a head of department for 10 years with a long established track record of exam success and year on year improvement for students under my care.

I have experience in developing staff both within my own school and also with others from the local community. I am able to offer support and advice either individually or to a group to raise performance and to improve learning outcomes.

I have experience of developing appropriate SOW at all levels to generate excitement, engagement and learning. In addition I have experience of helping colleagues address issues related to their own teaching and offering support in an environment of total confidence.

I have a flexible but inclusive approach and I am able to adapt my support to address the relevant needs of issues as they arise.

An understanding of
how their specialist experience
and skills can contribute to wider
school improvement



Who are they and what areas of specialism can they support?

Stacey Jenkins	Slough Teaching School Alliance
School:	Langley Grammar School
Specialism	ICT and Computing

Support Phase:	Primary/	Position in	Lead Practitioner and Subject Leader
Number of years teaching:			



Biography:

I am a Specialist Leader in Education, a level 2 CAS Master Teacher, a Lead Practitioner and the Subject Leader for ICT & Computing at Langley Grammar School.

Over the last two years I have delivered training sessions to teachers, ICT coordinators and PGCE students to promote the inclusion of computing into the primary and secondary ICT curriculum in a creative and cross curricular way. I have also supported Subject Leaders and ICT coordinators with schemes of work and planning for the new computing curriculum.



An analytical approach
in identifying and
prioritising needs

Who are they and what areas of specialism can they support?

Michelle Morales-	Slough Teaching School Alliance
School:	Langley Grammar School
Specialism	Post 16 Assessment

Support Phase:	Secondary	Position in school:	Head of Psychology & Sociology
Number of years teaching:	15 Years +		



Biography:

I have been teaching for eighteen years and my subject specialisms are A level Psychology, Sociology and Critical Thinking. I am also qualified to teach KS3 Humanities (Geography, History and Religious Studies). During my teaching career, I have taught at Saint Charles Catholic College in London; Piggott Secondary C of E School and Langley Grammar School.

I have been a Head of Psychology and Sociology for over fifteen years of my teaching career and I have gained a wealth of experience in assessing AS and A2 level work for both subjects. I also completed an MA in Teaching and learning at Reading University which I thoroughly enjoyed, and I would love one day to go onto study for a PhD in an education/sociology/psychology related field.

In the past I have been an examiner for AQA Psychology, so I have a good working knowledge of mark schemes and how they are applied when assessing student work.

I am willing to work collaboratively with staff to share subject specific knowledge (Psychology/ Sociology) or for any assessment related issues connected to Post 16 subjects in general.

I am currently a lead practitioner. It has allowed me to utilise my research skills and liaise with staff about new teaching and assessment strategies, whilst also encouraging the trialling of new ideas and initiatives.

I have worked closely with other lead practitioners and one project I worked on was called, "Assessment, Marking and Feedback." My main role was to plan, deliver and implement different strategies which included learning walks, book scrutiny, learning logs, self and peer assessment, deep marking and reflection. These strategies helped students identify and understand their own misconceptions and errors, which can have positive outcomes for them achieving high grades in their A level exams. I have adopted some of these strategies in my own teaching that have helped to strengthen the role of assessment in teaching and learning.

I am very willing to share ideas, resources, strategies and practices that can improve assessment and attainment in any Post 16 subjects. I am willing to collaborate and offer advice and support in any given context whether this be one to one, group work, running seminars or staff guidance and training.

Who are they and what areas of specialism can they support?

Daniel Mace	Slough Teaching School Alliance		
School:	Langley Grammar School		
Specialism	Geography and Gifted/Talented		

Support Phase:	Primary/ Secondary	Position in school:	Subject Leader for Geography & PCS Lead Practitioner Senior A-Level Examiner
Number of years teaching:	10 Years		



Biography:

Deciding and designing the right classroom experience makes the critical difference between success and failure for children in Slough. All of them can be successful if the right judgments are made about the geographical content and the level of challenge and motivation. Pedagogy is crucial. I have worked in Slough since leaving university in 2006. I love discovering the perspective our students

have and enjoy the dynamism and energy that they bring to our schools. I want to share stories about the world with students to help them understand how it works and the complex management issues that result. I want to hear their stories and give them confidence in their own perspective and handling others.

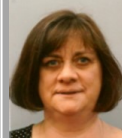
I have always believed in the maxim 'Travel Broadens the mind' and with that in mind have found many excuses to visit other countries, with particular highlights in Somaliland, Russia, India, Lebanon, Kenya, Jordan, USA. During my time at Langley I helped lead significant curriculum design in geography at all Key Stages, resulting in a unique and highly innovative sequence of topics and lessons that really work for children in Slough schools. As a teacher I always try to accrue the best from many pedagogical techniques, whether that be the Accelerated Learning Cycle, SOLO Taxonomy, or just many fun games that promote abstract creative thinking skills. I always endeavor to take advantage of new technology to keep teaching fresh and relevant and importantly, fun for students. I lead a project to integrate iPads into learning at Langley. I am also a Senior Examiner for A-level Geography and write training materials that are delivered online and face to face.

Through all of this I have a particular interest in helping our Most Able students thrive. In reality I want any child from any background to aspire to the best education possible for them. I recently ran a network for Creativity and Aspiration that brought together primary and secondary teachers to develop ways to challenge all students in Slough. I work with Slough's Day a Week Schools and have designed a bespoke programme for students at Langley, as well as finding better ways to track progress that moves beyond just academic scores.

Who are they and what areas of specialism can they support?

Gillian Knight	Slough Teaching School Alliance		
School:	Claycots Primary School		
Specialism	Primary Maths; CPD; Maths Curriculum Development; Teaching for Mastery		

Support Phase:	Primary	Position in school:	Curriculum Lead - Maths
Number of years teaching:	13		



Biography:

I've led maths in four very different schools and in three of these led large scale change in approaches to maths teaching. I therefore have extensive experience of working with colleagues to support them through major changes in their practice. It is not just pupils who suffer from maths anxiety – teachers too (particularly in primary schools) can often worry when asked to take on something new. I am therefore aware of the importance of reassuring colleagues and ensuring they feel supported when working on new strategies in teaching maths.

As an accredited NCETM Professional Development Lead and Teaching for Mastery specialist, I have worked with more than 20 schools, either delivering CPD, working with the leadership team to plan and implement change or with individual teachers and teams to improve practice in the classroom.

I am now a member of the SLT at an 8 form entry primary school, working both as maths leader and a member of our internal school improvement team. An important part of my role is to work with colleagues to improve their maths teaching, using a range of approaches to support colleagues in their professional development. Depending on the needs of an individual or term, the support strategies adopted are chosen from either a consultancy, collaboration or coaching model. It is important that those I am working with feel fully part of the support process so I seek to create an ethos of "done with" not "done to". Having also worked in 3, 2, 1 and 0.5 form entry schools, I am also very aware of the pressures faced by smaller schools.

At Claycots I deliver the OTP & ITP programmes as an accredited facilitator. I also have NPQSL, Maths Specialist Teacher status and am studying for an MSc in Mathematics Teacher Education.

Over the past year we have seen significant improvements in the quality of both teaching and learning in maths lessons across our school. Pupils' engagement, confidence and ability to explain their reasoning, make connections between different areas of maths and resilience to attempt unfamiliar problems has been commented on by a number of visitors. This has been achieved by supporting and empowering teachers to make substantial changes in their practice. Feedback received can be summed up by a colleague who recently commented "Gill is amazing – the ultimate maths guru!" Evaluation comments from other schools I have worked with and CPD sessions I have run have been equally positive.

Our children deserve the best mathematics education possible. Having seen for myself the difference in children's enjoyment and attainment in maths when I changed my approach to teaching first in my classroom, and then across my school and the schools I have worked with, I feel very strongly about the importance of sharing best practice in maths teaching as widely as possible. I look forward to the opportunity to work with you to implement similar improvements in the quality of maths teaching in your school.