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# TELA SCHOOL SUPPORT TEAM

## ALY STEELE

## EYFS

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### INTRODUCTION

I am currently the Deputy Head Teacher at St Margaret's CE Primary School which is part of IPAT (Inspiring Primaries Academy Trust). I have had extensive experience in working within a leadership role where I have helped support and lead the school forwards. As well as being the Deputy Head, I also work as the Early Years lead and Reception teacher within our school, where our Early Years setting has been judged to be Outstanding by OFSTED in our last two inspections. I have a real passion for Early Years and strongly believe that it is essential in our schools to get the provision right, whilst recognising this will look different in every school. The children need a strong and secure start to their learning in order to ensure those skills have been put in place to enable them to thrive throughout their time at school.

### SUPPORT ROLE

I work hard to ensure that there is a relentless drive towards school improvement and I am continually striving to ensure all learners achieve to their true capacity which is reflected in high quality results.

During this last year, I have also worked as the Early Years lead across our trust. This has involved supporting, coaching and advising colleagues, leading meetings as well as disseminating knowledge to ensure the development of teachers within settings to promote the same quality high outcomes. I have worked with other EYFS practitioners across our trust to bring our assessments in line so that we are all working consistently, which means moderation is much more accurate. This enables practitioners to then create appropriate target groups and next steps for children in order to maximise their progress and inform what might be missing in the classroom.

Recently, I have had more experience in supporting and coaching staff who are new to leadership roles and other roles within the EYFS and I am able to offer support on all aspects of the Early Years curriculum including teaching and learning, planning and developing the environment. I can also offer knowledgeable expertise in the matter of EYFS assessment.

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## TELA SCHOOL SUPPORT TEAM

**Nicola Cox**

**Early Years**

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### INTRODUCTION

Nicola Cox is currently the Early Years Foundation Stage coordinator and class teacher at Cosby Primary School.

### SUPPORT ROLE

Nicola has supported a local school, working with the Foundation Stage staff to consider ways in which to develop their reading and writing in their early years provision. Staff were able to observe a lesson and reflect upon the children's interactions within the learning environment. Staff

discussions focused on how activities are well thought out and planned so that learning opportunities are maximized throughout every day.

Within school, she has worked to establish the pre-school setting so that children benefit from learning key skills, which will prepare them for school. She has provided effective support and training for the pre-school Lead Practitioner so that the provision is effective in developing school readiness.

Recently she has taken part in an Early Number Sense Research Project and she has been particularly successful in implementing new mastery strategies to teaching Maths in the early years.

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# TELA SCHOOL SUPPORT TEAM

## Sally Allen

### SCHOOL FINANCE & BUSINESS MANAGEMENT

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#### INTRODUCTION

Sally has extensive experience in finance and school business Management gained over 27 years. She first began working with primaries, high schools and upper schools when Local Management in Schools (LMS) was first introduced.

#### SUPPORT ROLE

She is the Business Manager and a member of the Senior Leadership Team at Cosby Primary School. This has allowed her to make a major contribution to the strategic development of the school, especially when Cosby converted to Academy Status in 2012. In February 2017 she again led on change from single

academy status to joining and being part of and forming the multi academy trust when Cosby became one of the founder schools of Success Academy Trust.

Sally now also fulfils the role of Trust Business Manager, working closely with the Trust Operations and Finance Officer (CFO).

Her roles allow her to work on due diligence, financial compliance and consolidation of accounting returns. She continues to support the CFO by playing a significant part in developing systems within the multi

academy trust, to achieve value for money and working towards centralisation of various services. Support to the schools within the trust is also part of her Trust role. At Cosby she is responsible for all finance

operations, including budget planning. Other responsibilities and include Human Resources, leading on nursery funding and administration along with capital projects.

In 2010 she set up a local support group for Finance, Admin and Business Managers which she continues to chair. She has also been a mentor for a participant on the CSBM course and has carried out coaching for school business and admin staff. She runs the TELA SBM network together with Ann-Marie Willett

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## TELA SCHOOL SUPPORT TEAM

### Carly Bates Primary Maths

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#### INTRODUCTION

Carley Bates is currently a class teacher, phase leader and leader of mathematics at Cosby Primary School.

#### SUPPORT ROLES

As Maths lead, specific areas of maths have been developed in school such as problem solving and assessment tasks. Teachers across the school have been supported through modelling excellent practice, leading staff meetings and coaching staff, leading to a change in mind-set and improved practice. Good procedures to use when being a subject leader have been modelled through the triangulation of data; using learning walks, assessments, book and planning scrutinies.

Support of staff both within own and other schools to improve teaching and learning by supporting staff in precise planning, differentiation, marking, assessment for learning and in the delivery of lessons. Teachers in other schools have been supported, focusing on the delivery of high quality teaching and learning, including planning sessions. Moderation meetings have been led across the Multi Academy Trust, allowing teachers to confidently assess children and use this information to improve progress.

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## TELA SCHOOL SUPPORT TEAM

**Vicky Otway**

**Primary Maths**

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### INTRODUCTION

I am a Year 4 Primary Teacher who is also Maths Lead, joint KS2 lead and Higher attainers Lead. I have been teaching for 15 years and I am a Mathematics Specialist teacher. I have an interest in mastery and how the principles can be adapted to suit the differing needs of schools.

### SUPPORT ROLES

Within our Multi Academy Trust, I support Maths leads by completing joint learning walks, book looks and identifying areas of strength and areas to develop as a result, schools have implemented 'Diving Deeper' challenges for rapid graspers incorporated more problem-solving and reasoning into each lesson and have used manipulatives more successfully to support and deepen understanding.

I also support Maths Leads with how they can use their school data to track and provide support for those children who are not making expected progress.

Along with another SLE, I run half-termly MAT Maths leaders group meeting. These focus on sharing national updates, recent research, and areas of interest that concern our MAT.

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# TELA SCHOOL SUPPORT TEAM

## Jeanette Starbuck

### Inclusion & Behaviour

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#### INTRODUCTION

I am a full time SENDCo in a large primary school in Hinckley. Prior to this year I was splitting my week between the SENDCo role and class teacher in KS2. I have been teaching for just over 10 years, having previously worked in retail and insurance.

This year my own school were successful in securing a grant from the High Needs Inclusion Fund to equip and run the Place 2 Be and the Place 2 Work. The Place 2 Be is a Nurture style room for KS2 children and the Place 2 Work a low sensory classroom, intervention space and resource facility. Both facilities are staffed by two LSAs, overseen by myself. These rooms are used flexibly:

- to support high needs SEND children who struggle to access learning within the mainstream classroom at times.
- to support any children who are struggling with the classroom environment due to their own SEMH, whether it be on a one-off occasion or because of a more longer-term issue.
- ELSA work
- for the 'Morning Meet-Up' - a Nurture style breakfast intervention for specifically identified children needing a calm and supportive start to the day, in order to regulate their emotions and be ready to learn.
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#### SUPPORT ROLE

The facility we now offer means that a number of high needs children (ASD, ADHD, Attachment and Trauma, SEMH) are able to continue their education in a mainstream school within a more adapted environment, spending time in the mainstream classroom when they are able but also can continue their learning in a different environment if needed without disturbing the learning of the mainstream classroom. This also means that there is less risk of fixed term exclusions for these children. Our Morning Meet-Up groups have helped settle children into school in the morning, meaning they are able to access learning when they return to the classroom.

I have also supported new SENDCos, helping them get to grips with the role, supporting them to review the current practice in their schools with particular emphasis on what constitutes QFT for children with SEND and what additional support they can provide to meet with the Code of Practice. This has included arranging CPD and delivering training for interventions for teachers and LSAs. I am an active member of TELA SENDCo Network and am also currently completing my post graduate qualification for specific learning difficulties—dyslexia.

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# TELA SCHOOL SUPPORT TEAM

**Vicki Laws**

## **Maths & Computing**

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I currently work full time in a single-form entry school in Leicestershire, teaching year 3. I am the Maths and computing lead, and have previously been the science lead. Before working in my current school, I worked in a unit for children who were

being reintegrated into mainstream education— usually after experiencing some behavioural difficulties. This is when I found my passion for practical Maths and computing as a way of engaging these children who found schooling difficult. As I moved into mainstream schools, I have tried to bring with me the passion for creative and practical ways of working with children of all abilities.

Three years ago I became a Specialist Leader of Education, supporting schools with anything from data and leadership to mixed year groups, staff meetings or TA training. I have also taught on the local SCITT programme, delivering Maths lectures and workshops to the next generation of primary teachers. There have been opportunities for me to provide workshops at a number of Maths conferences too and these have included work on language in Maths, interventions, higher attainers and use of concrete, pictorial and abstract methods across all year groups.

Lately, I have begun to support more schools within my role as academy lead, providing advice, chances to observe good practice, the use of team teaching to support and really whatever is needed under the heading of Maths and computing. I lead regular subject leader meetings across our academy and help to set up events for our group of schools— both for staff and for pupils.

I have been fortunate enough to be involved with a number of projects, both within my school/academy and also as part of another teaching alliance. I have helped to organise and lead moderation events, conferences for staff and groups such as higher attainers and training for all of the schools. Within my own school, I have introduced a number of new initiatives after careful research. These include Maths interventions, spelling interventions, computing courses and ensuring that staff have access to the latest research to inform their teaching. In previous years, as science lead, I have also ensured that our school has been accredited with the silver level Primary Science Quality Mark.

Recently I have completed my NPQSL project, focusing on the teaching of spelling across the school and in particular on how we allow children to explore spelling patterns in key stage 2. As part of this qualification I have had to complete work on leadership models, pupil premium and other vulnerable groups, and the use of data and allocated funding, amongst many other things.



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## TELA SCHOOL SUPPORT TEAM

**Kellie Kirby (Roche)**

**English & Moderation**

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### INTRODUCTION

Kellie Kirby (nee Roche) is an SLE for English and is also a Lead KS2 Moderator for the Local Authority. She currently works as Deputy Head Teacher at Sherrier CE Primary, a large primary school on the southern Leicestershire/Warwickshire border. Her role includes leading English Subject Leader network meetings, leading NQT/RQT

English training, an advisor through school to school support, delivering CPD in aspects of English, leading on a nationally funded SSIF reading project and advising Primary trainee teachers on English through Leicester University.

### SUPPORT ROLE

Kellie is currently leading a cluster of six primary schools to raise standards in Reading at KS1 and KS2 as part of the SSIF Reading funding. Although the project is not yet complete, the schools in the cluster have already shown progress through raising awareness of discrete vocabulary teaching in class to enable children to understand key texts. A better understanding of reading strategies for both teachers and parents has also raised an awareness of reading in schools. Lesson observations and discussions with pupils have shown reading lessons are more

enjoyable and teachers are really focusing on what they are teaching through whole class reading techniques.

Kellie has led various CPD training sessions from NQT/RQT training in 'Boy's Writing' and 'Reading to the Class' to English Subject Leader network meetings involving data analysis patterns and trends to keeping abreast with new developments and raising awareness of new initiatives in English.

Kellie has also worked as a Key Stage Two Lead Writing Moderator for the Local Authority for the past six years. This has involved supporting a wide range of schools in the moderating process and facilitating and leading courses for Key Stage Two teachers. Kellie has gained a wealth of experience having worked in both Key Stages over the past twenty years in both good and outstanding schools.

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# TELA SCHOOL SUPPORT TEAM

## Andrew Shields

### Computing

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#### INTRODUCTION

I have been a computing coordinator at my school for the past

eighteen years and during this time I have moved the school from having a computer at the back of the room to one that encompasses the use of tablets, green screening, Chromebooks, G Suite for Education, Crumbles. I currently teach computing to years 2 to 6.

Over the years I have been a computing lead for the county, the computing lead for Affinity Teaching School alliance and a Computing Master Teacher for the Computing at School (CAS) group. I was also the lead for the South Leicestershire CAS Hub and have run numerous subject lead meetings together with the occasional workshop.

I am currently looking to launch a CAS Community Group as part of the new National Centre for Computing Education (NCCE) offer.

#### SUPPORT ROLES

I have undertaken computing audits and provided support to computing coordinators.

I have run workshops / staff meetings on aspects of the computing curriculum and run subject lead meetings.

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# TELA SCHOOL SUPPORT TEAM

**Becky Lawrence**

## Primary Maths and Assessment Data

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### INTRODUCTION

I am currently the Maths Leader at Richmond Primary School. I have been teaching for nearly ten years and I am currently the Phase Leader for Key Stage 1.

I teach in Year 1 and I am also a Primary Mathematics Specialist Teacher.

### SUPPORT ROLE

Through my role as an SLE over the past three years, I have worked with several schools in the alliance offering support to both Senior and Middle Leaders. This has included joint lesson observations, learning walks, book scrutinies and data analysis. I have led training days for schools within the alliance and supported schools in improving

standards in Maths. I have also supported Middle and Senior leaders with their data analysis and equipped them with the skills to report this data to external agencies.

I have also led training for support staff and teachers in Year 6. Alongside another SLE,

I have also led the Maths NQT training for the last three years focussing on fluency, problem solving, reasoning, and representation. I have also led moderation sessions within our MAT and led training on the NPQML course around Data Analysis.

I love problem solving and reasoning and can support teachers in providing these opportunities for children. My strengths in the classroom are using assessment for learning within the lesson to ensure children make good progress and using the CPA (Concrete- Pictorial – Abstract) approach to deepen children's understanding.

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# TELA SCHOOL SUPPORT TEAM

## Holly Coull Primary Maths

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### INTRODUCTION

Holly is Assistant Head teacher at Sherrier CE Primary School, Lutterworth and is currently a Mastery Specialist for East Midlands South (EMS) Maths Hub. As an experienced SLE, Holly has supported a number of schools in different contexts to improve subject knowledge, Maths leadership and outcomes.

### SUPPORTING ROLE

In true Maths style, Holly's track record in school improvement can be explained by the following equation...!

$$\text{SLE Track Record} = e ( c + s )$$

Where...

- **e is enthusiasm.** Holly is an enthusiastic practitioner and self-confessed 'Maths geek'! Her passion for the subject is evident in all the school improvement work she has undertaken as well as in her new found 'love for' stem sentences!
- **c is coaching skills.** Holly uses coaching strategies to support teachers and support staff in becoming more reflective practitioners. This is a key skill in leading the Teacher Research Groups for EMS Maths Hub and has led to improvements that are sustainable over time.
- **s is subject knowledge.** Holly has an extensive knowledge and understanding of the Primary Maths Curriculum. In recent years she has developed her pedagogy around the mastery approach. Holly has shared this knowledge in a variety of training formats with NQTS, T.A'S, more experienced teachers as well as other school leaders.

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# TELA SCHOOL SUPPORT TEAM

**Sarah Bishop**

**Assistant Principal**

**Learning and Teaching**

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## INTRODUCTION

Sarah has over 20 years teaching experience at Secondary level. She has been a Head of year and Head of department in Secondary schools and is Assistant Principal for Learning and Teaching.

Her experience is in learning and teaching supporting colleagues on a one to one basis as lead for ITT across Wigston Academies Trust.

She has led courses for both primary and secondary NQTS and RQTs.

Sarah has trained cover supervisors for Leicestershire, again, both primary and secondary.

She leads on whole school CPD to support other schools and departments to improve the learning and teaching, impacting on outcomes.

By supporting individual schools and colleagues across the county in precise planning, differentiation, marking, assessment for learning and in the delivery of lessons, this has impacted on the outcomes for KS1—KS5 students.