
TELA SCHOOL SUPPORT TEAM

RAKESH PATEL

**MENTORING, COACHING, ITT/NQT SUPPORT,
CAREERS, VOCATIONAL IT & COMPUTER SCIENCE**

INTRODUCTION

I am an experienced computer science teacher that has built and led several successful IT/ Computer Science departments ranging from KS2 to KS5 . I am currently an Assistant Principal responsible for assessment and reporting as well as careers education.

SLE ROLE

This year I have been deployed to support three local schools improve outcomes for students studying computer science within those establishment. There has been different types of impact in each of the schools and these are listed below

Restructuring the teaching in KS3 in order to support further progress at KS4

Restructuring the qualification offers and matching them to staffing strength in order to promote better outcomes

Coaching a newly appointed Middle Leader to develop and build a department that gears students to achieve good outcomes.

I regularly deliver pedagogical teacher training in computer science both to qualified teachers and to ITTs at Nottingham Trent University. I quality assure the NQT induction process and Initial

Teacher Training for schools that are part of the Thomas Estley Learning Alliance. These are both extremely important parts of my role as recruiting ,retaining and training high quality teachers is a national challenge.

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Peter Mattock

Secondary FCCT

INTRODUCTION

I have been teaching maths since 2006 and been a Head of Department since 2011. I am an accredited PD lead and also Secondary Mastery Specialist with the NCETM/East Midlands Maths Hub. I am the author of “Visible Maths: Using representations and structure to enhance Maths teaching in schools”.

SUPPORT ROLES

I have led a variety of CPD on different aspects of mathematics education both locally and nationally. I recently spoke to 200 people as a keynote speaker at the Collaboration Counts conference for the Boolean Maths Hub in Bristol, and next month will be delivering a key note at the TMMathsIcons first conference, which is supported by the TES.

I have supported a total of 7 schools through my work, all with a focus on adopting teaching for mastery approaches to mathematics. All schools report that their attitudes and planning practices to maths lessons have changed as a result, and that their pupils are developing a deeper understanding of maths as a result.

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Priya Parmar

Secondary Maths

INTRODUCTION

My name is Priya Parmar and I work as Faculty Leader for Mathematics at the Brookvale Groby Learning Campus. I have worked as a Faculty Leader on the campus since January 2013. Over the past 5 years I have led and managed a number of changes to the teaching and learning of Mathematics 11-19. The achievements I am most proud of include increasing attainment at KS4 in Math's from 67% to a high of 84% as well as the successful collaboration of the 11-14 and 16-19 Math's departments that have resulted in the high quality 11-19 teaching team I lead today.

SUPPORT ROLES

Over the past year I have worked with a Head of Mathematics at a school in Hinckley. The aim of my deployment was to improve outcomes by improving the level of challenge experienced by students in lessons at a school that was new to preparing students for GCSE style examinations. I was able to negotiate and implement a plan of action with the Head of Mathematics which involved reciprocal work scrutiny and learning walks with the aim of gauging more specifically what the strengths and areas for development were within the department. Over the course of the year I led a CPD session for the department on examination marking, utilizing my experience of being an exam marker. The session gained positive feedback and the school now has a member of the maths team involved with exam marking. One of the strategies implemented to improve pace and challenge in lessons was encouraging members of the department to make better use of google classroom. For example, instead of class teachers going through every question of a mock exam/assessment with an entire class, teachers made use of question level analysis to address whole class weaknesses and then posted solutions to a google classroom for students to work on individual areas for development. The practice of creating student friendly solution PowerPoints for exam papers and utilizing google suite is now something the department has adopted and continues to develop. As a result of some of the work I carried out the school experienced a 5% increase in attainment in Math's compared to their 2017 results. I

continue to support this school and this year we are developing an 11-16 scheme of learning which encompasses challenge for all and promotes teaching for mastery.

In addition to the support work I have been involved with, I have also used my experience to deliver sessions on 'Using progress data to improve outcomes' to NPQML cohorts this year.

As a faculty leader, leading a team of 11 teaching and 4 support staff has enabled me to develop my people management skills. I am a team player that believes in leading by example. I have been able to bring the Maths departments of two schools together to be able to work cohesively and in doing so I have also developed my skills in being able to implement strategies to keep us at the forefront of developments in the teaching and learning of mathematics. I am passionate about Mathematics and strongly believe that all students deserve to have a quality experience in the classroom. The work I do on a daily basis encompasses these beliefs and any and all support work I do, both inside and out of my own establishment is driven by my passion for the right of all students to a quality Mathematics education.

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Kat Toon

Secondary English

INTRODUCTION

I'm Kat Toon and I have been a Secondary English teacher for 11 years. As well as my teaching role, I have been Head of Year and my current role is Second in Department, with a focus on developing and improving provision at KS3. I am a firm believer in the power of collaborative working practices, evidence based research and the benefits of mixed ability teaching (although not everyone may share my enthusiasm for this!). I have a Masters in Education, with a focus on developing effective coaching, and I have a particular interest at the moment in how we can work more closely with our local Primary Schools to provide a truly cohesive and progressive curriculum.

SUPPORT ROLES

In my most recent support role, I have worked closely with our Literacy Coordinator to develop her leadership within this role. Through regular coaching sessions, we completed a SWOT analysis and developed an action plan for how she could improve key areas within Literacy, such as encouraging students to read more to develop their vocabulary and ability to access a range of texts across subjects. Although a work in progress, this has resulted in an increase of library books being borrowed through the introduction of reading challenges and a more consistent use of Accelerated Reader to track progress. Furthermore, having conducted book scrutinies from across the school, our current sessions are targeted at developing strategies to encourage all departments, through their Literacy representatives, to promote, more rigorously, the importance of literacy in order to raise standards.

As part of my current position, I have successfully facilitated several CPD sessions, both within my own school and others. Sessions have included developing coaching skills among teaching and support staff; how to design and deliver an effective curriculum at KS3 and how to use research theories to improve teaching and learning. I have also led sessions at Heads of English meetings, as well as delivering CPD to NQTs on stretch and challenge. In addition, I am also a qualified facilitator of the Outstanding Teacher Programme delivered through the Rushey Mead Teaching Alliance.

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Philip Kruse

Closing the Gap

INTRODUCTION—I am an assistant head at a secondary school in Melton Mowbray and have been in teaching for 20 years. I oversee attendance and pupil premium spend, Impact and strategy.

My role centres around supporting schools in writing strategies and reviews for pupil premium spend and the impact this has on progress of this key group.

I am also responsible for improving attendance within the trust which encompasses one secondary school and five primary settings.

SUPPORT ROLES— I have recently supported two primary schools in the writing and reviewing of their pupil premium spend and impact statements and have undertaken a review of how the schools have allocated their budget and the effect this

allocation has had on progress and reducing barriers to learning such as attendance and parental engagement.

In my own setting I annually write a send and impact statement, review the previous years impact and set strategy to improve the attendance of disadvantaged students.

Examples of impact include a reduction in the gap between NPP and PP students for GCSE P8 scores year on year since I took the role at my current setting and improved results for PP students in their

KS2 SATs .in each primary I have worked with.

Attendance is above national expectations in all settings and amongst disadvantaged students PA is reducing significantly and

comfortably below the national average.

I have just delivered an NPQH session for delegates describing my commitment and support for the progress of disadvantaged students within our trust and the journey we have taken and strategies employed to improve relationships and life chances for this group.

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TELA SCHOOL SUPPORT TEAM

Anna Butler

Secondary Maths

INTRODUCTION

My name is Anna Butler and I am the Maths Lead for the Mowbray Education Trust. In this role I work across both primary and secondary settings.

SUPPORT ROLES

I have recently been providing coaching support for members of a secondary Maths department. One focusing on teaching and learning and the other on leadership within the department. I have also moderated mock exam papers and completed learning walks to identify good practice and areas for development.

I have been working closely with the Maths co-ordinators in the Trust primary schools to develop their action plans and support them in developing Maths Mastery across their settings. Initial monitoring has shown this is starting to have a positive impact on pupils' mathematical reasoning skills and on progress. I have delivered CPD sessions to SLAs on the Language of Mastery and also to teaching staff on developing reasoning skills. I am also involved in a research project with the Derby Research School delivering Parent Maths Masterclasses.

I have been involved in developing a central CPD offer for staff within the Mowbray Education Trust and have facilitated sessions for aspiring middle and senior leaders. I also facilitate regular network meetings for Maths coordinators across the Trust.

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TELA SCHOOL SUPPORT TEAM

Natalie Teece

**KS2/4 outcomes, Coaching, English curriculum,
Teaching & Learning support & CDP**

INTRODUCTION

My name is Natalie Teece and I currently work as English Trust Lead across the primary and secondary phase for Mowbray Education Trust.

SUPPORT ROLES

I have recently been involved in a number of successful supporting roles including coaching with a secondary Head of Department, working together to Action Plan, support colleagues in the team and improve outcomes for students.

Additionally, I am currently part of two SSIF projects in round 1 and 2 working with a small cluster of primary and secondary schools to improve disadvantage boys writing and Primary Reading. We have been working to improve pupils' outcomes and enjoyment of reading across the primary phase.

Within my own trust, I lead an English Network and work closely with colleagues in both primary and secondary settings to improve teaching and learning outcomes by facilitating a CPD calendar.

TELA SCHOOL SUPPORT TEAM

Ann-Marie Willett Business Manager

INTRODUCTION

Ann-Marie has over 20 years experience as a School Business Manager (SBM) at Thomas Estley Community College. Since September 2016 she has also taken on the role of Trust Operations and Finance Officer (CFO) for Success

Academy Trust.

College responsibility for support functions including Finance/Budget planning, Admin, HR, Resources; Premises including n-house cleaning, catering teams; Property Management and development including capital bids. Led on site and finance readiness through age range change.

Trust responsibility for central operations and finance function—leading on centralisation development plan to achieve efficiencies across the MAT and increase MAT readiness for growth. Led on due diligence and operational changes for Trust; supporting existing single academy and maintained schools transfer into the Trust.

She is a designated Coach for Adfecto/SBM Partnership's School Business Professional Apprenticeship (supporting level 4 Apprenticeships in SBM); an Executive member for the [Leicestershire Academies Group](#); As a Fellow of the ISBL she sits on the ISBL's Fellowship Assessment Panel and is a Trustee of another Secondary Academy Trust.

SUPPORT ROLE

She was designated as a Specialist Leader of Education (SLE) by Thomas Estley Learning Alliance in September 2014 for School Business Management and Financial Management and deployments have included working with other SBMs and Heads across the alliance to review strategic budget planning; advising on Muiti Academy Trust core operational teams/Job

Descriptions; Peer review of financial procedures; member of interview panel for Alliance partner schools SBM appointments; and interim support for another academy year end.

She runs the TELA SBM network together with Sally Allen. CPD delivery has included GDPR and HR Considerations;

Importance of Emotional Intelligence and Resilience for SBMs; Joining and forming a MAT; Financial appraisal and monitoring tools; benchmarking and Risk Management

TELA SCHOOL SUPPORT TEAM

Cathy Cornelius

Closing the Gap

INTRODUCTION—

Teacher of languages - Spanish and French

Advanced Skills Teacher (accredited in 2008)- Languages and Behaviour Management

I currently overview the TELA network 'Ensuring Outcomes for Disadvantaged students. This is a fantastic opportunity for colleagues to come together to share best practice.

In 2016 I was the TELA lead for the LEEP Closing the Gap project. This involved me working collaboratively with primary and secondary schools across Leicestershire. Case studies of our projects are available on the East Midland Teaching Schools website.

In 2017 I successfully achieved Pupil Premium reviewer accreditation.

I have previously featured in a Leading Edge directory as a support for schools across the country on aspects of pupil premium.

SUPPORT ROLES -

Support Roles - Closing the Gap

I have led a variety of CPD on different aspects of Closing the Gap. In 2014, I had the opportunity to showcase my work at the Achievement Show in London. I have undertaken several pupil premium reviews in schools across Leicestershire.

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Christopher Tongue

Behaviour & Attendance

INTRODUCTION

My name is Chris Tongue and I am an Assistant Principal for behaviour and rewards. I work in a large secondary school in the county.

I have worked with staff in my own school and in other schools in Leicestershire, recently with a colleague in Loughborough who needed some support in teaching a more difficult class... I have also worked to support the implementation of attendance routines in both my own school and others.

SUPPORT ROLE

I have worked with and help NQT's and RQT's with good classroom practice.

I have delivered behaviour and attendance CPD to a variety of staff both internally and externally.

Most recently to a group of PGCE students who I have worked with a school in Loughborough to help support a member of staff who was struggling with classroom management. I have delivered behaviour and attendance CPD to a variety of staff both internally and externally. Most recently to a group of PGCE students to SUPPORT ROLES (Write about any support roles recently with IMPACT shown. This can be within your own school or within TELA. Also add CPD you have facilitated. This is where head teachers can view your success stories)

TELA SCHOOL SUPPORT TEAM

Lucy Neath

Secondary English

INTRODUCTION

My combination of passion and enthusiasm has enabled me to build upon the areas needed for an excellent delivery of English lessons. Throughout my 12 years of teaching I have had experience of being KS4 coordinator, NQT mentor and Literacy coordinator. I am currently Head of English at John Ferneley College and a GCSE examiner for Eduqas.

SUPPORT ROLES

- Changes to the delivery of GCSE English Language and English Literature teaching consisting of scrutinizing recalled GCSE papers, cascading necessary information and training to ensure specific teacher delivery, creating a countdown for the GCSE
- exams and implementing regular moderation. Our 2016 results put the English department in the top 5% of the country (3 LOP 95.05%, 4 LOP 70.79%) , 2017
- Attainment 8 was 0.40 and 2018 Attainment 8 reached 11.00 (4 LOP 90%, 5 LOP 73.4%)
- School support provided to schools in Leicestershire and Lincolnshire
- Visits received from lower achieving schools where lessons were observed, strategies discussed and resources shared
- Presentation delivered at LSH conference for LEEP Progress 8 project where
- successful strategies were shared.

TELA SCHOOL SUPPORT TEAM

Jon Barton

Raising Attainment/Progress and Curriculum

INTRODUCTION

I am currently the Vice Principal at Brockington College, Enderby where I am responsible for curriculum, standards and college processes. I have also worked as a head of humanities in a large secondary school in Birmingham and as assistant principal (curriculum) at Brockington. I am passionate about creating curricula that support all students to reach their full potential and in supporting leaders at all levels in raising attainment and progress through precise, targeted interventions.

SUPPORTING ROLE AND IMPACT

One of my main roles at Brockington has been to oversee the development of a brand new Key Stage 4 curriculum, including the introduction of vocational education, to the college as it converted to an 11-16 provider. This has also involved work to ensure that our secondary Key Stages dovetail in terms of content and skills through a constant process of re-evaluation. The result has been a Key Stage 4 curriculum that is as broad and rich as possible, whilst providing the very best opportunities for progression for students of all abilities. I have also led regular curriculum reviews to improve our offering across our five secondary years to match the changing needs of cohorts and have also led sessions for the NPQSL on curriculum design.

My role has also involved overseeing the introduction of new systems and processes for examinations, academic and pastoral intervention, and data analysis. In terms of data analysis, I have supported many middle leaders in developing a data-driven approach to intervention and in supporting their subject staff to use tracking data to best effect. I have been responsible for introducing and new methods of cross-college intervention, particularly at Key Stage 4, and in evaluating their impact and suitability for each cohort. This has resulted in an increase in the college Progress 8 score year on year. I have led CPD sessions with subject staff on best practice for data-driven intervention and in reengaging disaffected students with their studies.

TELA SCHOOL SUPPORT TEAM

Becky Higgs

Head of Key Stage 4/Director of Science/ITT

INTRODUCTION

I am currently working at Wigston Academy as the whole school Key Stage 4 lead and also supporting in the leadership of the Science department.

I have been teaching for 14 years and in that time have progressed from a classroom practitioner of science, to Head of Department and now to a Pastoral lead.

As part of my role within the school I have also worked as PGCE/ITT mentor within the department.

SUPPORTING ROLE AND IMPACT

Within our Multi Academy Trust, I support and lead Science by completing joint learning walks, book looks and identifying areas of strength and areas to develop as a result our department is improving and this has improved our outcomes.

As the Head of Key Stage 4 I have implemented new behaviour policies and strategies, throughout the whole school, to improve behaviour and its impact on learning.

I have also launched a whole school rewards strategy to help engage pupils in their learning—this has been hugely successful.

Within my role as an SLE this year I have also visited TELA schools to Quality Assure their ITT provision. This is alongside supporting the ITT provision within our own schools and also within the department; support of or NQTs.

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Amanda Rashleigh

Pastoral & Curriculum Leadership & CPD

INTRODUCTION

Amanda Rashleigh has over 25 years of middle curriculum and pastoral leadership and is a specialist Drama teacher at Countesthorpe Leysland Community College.

Currently a Head of House for years 11—13, Amanda has extensive experience in developing and sustaining systems for monitoring progress, attendance, behaviour and welfare for students and has been strategic lead on transition from year 6—7, creating the college's Step Up to Secondary Programme. She has significant experience in curriculum development, teaching and learning, assessment and Quality Assurance procedures as a curriculum leader. She also has been strategic lead on, homework, marketing and events, student and parent voice and mentoring.

SUPPORT ROLE

Amanda has worked to support schools with their Quality Assurance processes including lesson observations and feedback, work scrutinies and auditing schemes of work. Amanda has also worked with colleagues to develop and lead the Outstanding Teacher Programme, a bespoke package to move teachers from Good to Outstanding. She has supported Heads of Department in developing teaching and learning strategies and rewriting schemes of work to improve differentiation and run workshops on Effective Parent Partnerships and Making the Most of Parent's Evening.

To find out more information about School to School support or to broker an SLE contact-

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Look at our website telaonline.co.uk