

## Evidence Leads in Education Deployment Handbook



**Tammy Elward**

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School

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### Introduction

Derby Research School is based at Wyndham Primary Academy, an outstanding primary school serving an area of high social and economic challenge based in inner city Derby. Our transformation is characterised by being outward facing and engaged in evidence-based practice. Exploring what the research shows works best has allowed us to make a difference for our pupils in our context.

*As the Derby Research School, we are keen to work actively within the Opportunity Area and shine a light on evidence to influence and inform teaching.*



**Amy Ford**

Deputy Director of Derby  
Research School

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Our core purpose is to:

### ***Illuminate***

- Shine a light on best practice rooted in evidence
- Make it accessible for everyone

### ***Disseminate***

- Inspire school leaders by sharing 'what works' to drive school improvement
- Nurture evidence-based practice through training and modelling

### ***Accelerate***

- Support schools in research-engagement to promote innovation



# Evidence Leads in Education (ELE)

## What are ELEs?

ELEs are experts in using research and evidence to inform practice in the classroom, and combine their knowledge, interpersonal skills, and coaching skills to help to make evidence-based practice a reality in as many schools as possible.

All of our ELEs are outstanding teachers, who are also middle and senior leaders, with the skills to support individuals and teams in similar positions in other schools.

ELEs have been deployed to support and contribute to the work of the Research School, focusing on encouraging the use of evidence to inform school improvement decisions.

Derby Research School has designated, inducted and deployed its 3 cohorts of Evidence Leads in Education (ELEs). The main purpose of the ELEs is to support school leaders throughout Derby, Derbyshire, Nottingham, Nottinghamshire and beyond in using evidence-based practice in their own context to enable school improvement.

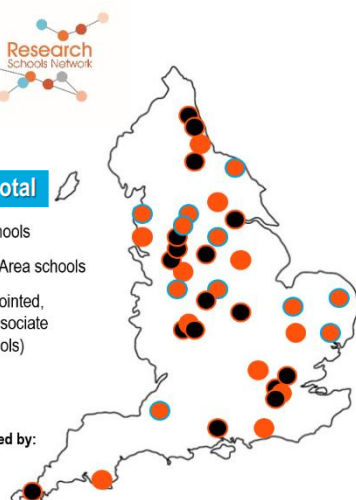


## Research Schools Network

40 schools in total

- 11 founding schools
- 11 Opportunity Area schools
- 18 schools appointed, 2019 (incl. 8 Associate Research Schools)

Funded and supported by:



Through our Research School, we engage in a wide variety of partnership work with Local Authorities, multi-academy trusts, teaching schools and new informal alliances of schools.

Partnerships are long-term collaborations designed to provide practical, hands-on support to help schools understand and use evidence in the classroom through professional development programmes, access to Promising Programmes and wrap around support and coaching.

Find out about some of the Partnerships we have already developed, If you are interested in becoming a partnership, get in touch.



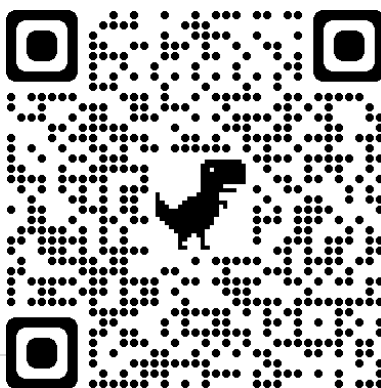
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### More information and Indicative Costings

<https://researchschool.org.uk/derby/school-support-work>



# ELE Directory

## Primary Literacy: Aimee Allen



### ELE Area of Specialism:

- Good practice in nursery and FS2
- Improving reading and writing
- Closing the attainment gap
- NQT Support

Email: [Aimee.Allen@portland.nottingham.sch.uk](mailto:Aimee.Allen@portland.nottingham.sch.uk)

**Current Position:** Derby Research School ELE and Early Years Practitioner at Portland Spencer Academy

**School:** Portland Spencer Academy

### Background and Experience:

Aimee Allen has been teaching for 10 years and has taught and led many year groups and phases including year six, two and foundation stage. Aimee has been an NQT mentor for the last five years and has more recently led on planning CPD for NQTs across the trust. Aimee's key passions are reading and writing. She has led research projects around Literacy, including Loose Parts Theory to develop communication and the impact of oral storytelling on children's vocabulary.

### Key Responsibilities Include:

- NQT Mentor
- NQT Programme lead and co-ordinator for the trust
- Delivering training for NQTs Trust wide and schools within the local authority.
- Pupil Premium coordinator – planning and delivering an engaging project based approach for Pupil Premium groups that rapidly raised attainment.
- Teaching and leading learning in years two and six
- Year Six intervention teacher.
- Year Six Literacy support teacher for the LA supporting schools with planning and delivering writing and reading.
- Research work: Early Years - Loose Parts
- Research work: Effects of oral storytelling on children's vocabulary



## Primary Literacy: Natalie Bladen



### ELE Area of Specialism:

- Phonics and Key Stage 1
- Key stage one teaching, learning and assessment
- Developing Middle Leaders
- Coaching, mentoring, action planning, data
- CPD planning and delivery

Email: [nbladen@satrust.com](mailto:nbladen@satrust.com)

**Current Position:** Academy Angel - Spencer Academies Trust school improvement team

**School:** Spencer Academy Trust

### Background and Experience:

Since September 2016, Natalie Bladen has worked for the Spencer Academies Trust school improvement team as an Academy Angel. She is the lead Angel for phonics and teaching and learning in key stage one across the Trust.

As an Academy Angel, Natalie has the role of supporting schools to ensure high quality teaching of phonics and teaching and learning in key stage one across the Trust. She works closely with senior leaders to drive change, support middle leaders and key stage one teachers to develop their practice and support the implementation of phase and subject specific strategies. Natalie has also supported the implementation of evidence-informed whole school strategies for reading and writing and tailored CPD to individual school's needs.

Natalie leads phonics network meetings, coffee bursts and connects teams together to share best practise and impactful CPD. She delivers CPD as part of the Teaching School for the NQT and SCITT programmes and Trust wide CPD in her specialist areas.

### Key Responsibilities Include:

- Academy Angel role - KS1 and phonics lead at a Trust school
- Member of Senior Leadership Team as a lead teacher for teaching and learning in KS1 for two years
- Prior to working with the Trust, Natalie was phonics lead, literacy lead and Year 2 teacher for 6 years, at a large inner city primary and nursery school in Nottingham.

## Primary Literacy: Michelle Garton



### ELE Area of Specialism:

- English – Subject knowledge and leadership
- Reading
- Writing
- Use of IT in English teaching
- Spelling, Punctuation and Grammar
- Assessment

Email: [mgarton@wyndhamacademy.org](mailto:mgarton@wyndhamacademy.org)

**Current Position:** Vice Principal

**School:** Wyndham Primary Academy

### Background and Experience:

Michelle Garton is a Vice Principal at Wyndham Primary Academy, part of the Spencer Academies Trust. Michelle is an SLE in English and leads the subject across Wyndham as well as the Derby Research School. Her role in driving innovation alongside supporting staff subject knowledge, curriculum design and pedagogy across schools is underpinned by a passion for being outwardly looking and evidence informed. This has been recognised by TES who awarded Wyndham 'English Team of the Year' (2018). Michelle works across the Trust, including SCITT, NQT Programmes and the Teaching School as well as Derby Research School, sharing best practice and supporting other schools.

### Additional Responsibilities Include:

- KS2 English Writing moderator for Derby City
- Facilitator SCITT, NQT Programmes

## Primary Literacy: Emily Hall



### ELE Area of Specialism:

- Phonics and Early Reading in EYFS and Key stage 1
- Leading in EYFS
- Teaching & learning, assessment and learning environment

**Email:** [ehall@sunnysidespenceracademy.co.uk](mailto:ehall@sunnysidespenceracademy.co.uk)

**Current Position:** Assistant Headteacher

**School:** Sunnyside Spencer Academy

### Background and Experience:

Emily Hall has been Assistant Head for five years, mainly leading EYFS but also has extensive experience of Key Stage 1.

Emily's main area of specialism is developing the teaching and learning of phonics. She has introduced and implemented phonics schemes/programmes across the school. She has experience of developing high quality teaching and learning with progressive impact on outcomes. Emily is responsible for developing teacher's leadership qualities to ensure continuity and sustainability over time. She has developed effective assessment processes to ensure pupil progress is monitored and tracked in order for pupils' to achieve the Year 1 phonics screening standard.

### Key Responsibilities Include:

- Designated Safeguarding Lead
- EYFS Lead
- Designated Teacher for LAC Outcomes
- Progress Analysis (leading on assessment of EYFS & Phonics)Teaching
- Learning & Assessment
- Mentoring / Coaching Support: Trainee Teachers, NQT and RQT



### ELE Area of Specialism:

- KS1 teaching and learning
- Reading
- Writing
- Maths
- Phonics
- Pedagogy
- Teaching for Memory

**Email:** [leanne.sheehan1@portland.nottingham.sch.uk](mailto:leanne.sheehan1@portland.nottingham.sch.uk)

**Current Position:** Assistant Headteacher

**School:** Portland Spencer Academy

### Background and Experience:

Leanne Oswin is currently the Assistant Headteacher at Portland Spencer Academy, part of the Spencer Academies Trust, where she is responsible for the pedagogical design of their curriculum. Leanne has extensive experience of Literacy and Numeracy. She has been the Maths, Phonics and Reading lead in school and therefore has a wealth of pedagogical and subject specific pedagogical knowledge to enhance teaching and learning to impact positively upon outcomes.

Leanne is an SLE in Key Stage 1 teaching and learning and is passionate about early years and teaching for memory. As part of her current role, Leanne works across two schools in the Trust supporting in driving the education and curriculum of EYFS. Leanne facilitates the 'Teaching for Memory' programme for Derby Research School, which involves delivery and ongoing coaching for delegates. Leanne's role in driving change for school improvement has impacted positively upon staff's subject knowledge, curriculum design and pedagogy across school. She is passionate about research and all of her decisions and thinking is evidenced informed.

Leanne has supported schools and shared best practise extensively across the Trust; including SCITT, NQT Programmes, Teaching School and Derby Research School.

### Key Responsibilities Include:

- EYFS and Key stage 1 phase leader for 4 years
- Responsible for teaching and learning phase 1
- Maths Lead
- Reading Lead
- Phonics Lead



## Primary Literacy: Katherine Bulleid



### ELE Area of Specialism:

- Phonics
- Reading
- Teaching and Learning
- Developing subject and system leaders

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**Current Position:** Vice Principal

**School:** Chetwynd Primary Academy

### Background and Experience:

Katherine Bulleid is a Vice Principal at Chetwynd Primary Academy, part of the Spencer Academies Trust. Katherine is an ELE, specialising in Phonics, Reading and Teaching and Learning. She is an advocate for the key principles of instruction and is committed to embedding mastery across the curriculum. Katherine is excited to support others in their drive towards excellence, drawing upon research to shape any reflections and to inform next steps.

She has supported subject and system leaders in a range of schools, collaborating to share best practice and to develop thinking. She has delivered SCITT, NQT and RQT training as well as mentoring students. This year, Katherine will spend some of her time as one of a team of 'Phonics Champions', working to support school improvement in the Derby opportunity area.

### Key Responsibilities Include:

- Phonics Lead
- Reading Lead
- Spelling Lead
- Facilitator on SCITT, NQT and RQT programmes
- Member of the Senior Leadership Team with shared responsibilities for consistency in teaching and learning and assessment.

## Primary Literacy: Tracey West



### ELE Area of Specialism:

- Primary English
- Teaching and Learning
- Behaviour Management

Email: [twest@chetwyndroad.notts.sch.uk](mailto:twest@chetwyndroad.notts.sch.uk)

**Current Position:** Senior Vice Principal & Teaching and Learning Lead

**School:** Chetwynd Primary Academy

### Background and Experience:

As an experienced teacher who has taught across both Key Stages (but predominantly Upper Key Stage Two) Tracey West has specialist knowledge in Primary English, Teaching and Learning and Behaviour Management. Tracey has played a major role in driving whole-school improvement. She has been a successful English Lead for many years, and is currently leading on writing within the school. Key foci for leading on writing include: developing the structure for writing; planning; looking at moderation and Greater Depth writing and grammar. Tracey is heavily involved in the SCITT programme, delivering sessions on grammar subject knowledge and writing across the curriculum. She is passionate about the teaching of English in a creative and innovative way, developing the use of deliberate practice and mnemonics as a tool for 'interrupting the forgetting'.

As Teaching and Learning Lead, Tracey is incredibly passionate about what happens on the 'shop floor', observing lessons and providing feedback in a supportive but constructive way in order that all children experience Quality First Teaching and that no child is held back.

### Key responsibilities include:

- Behaviour management - 20 years in Inner City Nottingham
- Keeping relationships at the heart of behaviour management and leading by example
- Developing relationships with children and families who need additional support
- Supporting children with additional behaviour needs to access the curriculum

## Primary Literacy: Katy Crawford



### ELE Area of Specialism:

- Phonics and Early Reading

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**Current Position:** Assistant Principal

**School:** Fairfield Primary Academy

### Background and Experience:

Katy is the Assistant Principal at Fairfield Primary Academy with responsibility for exemplifying excellence in teaching, learning and assessment, implementation and impact of the curriculum, supporting/coaching curriculum teams, leading the phonics team and promoting health and wellbeing.

Katy is passionate about promoting achievement through high quality teaching of Phonics and Early Reading. She has developed a school-wide phonics program to promote progress in reading for all children. When making changes she has utilised research to ensure that any changes made are proven to be effective.

In her role as Assistant Principal, Katy has developed curriculum leaders to ensure that a broad and balanced curriculum is promoted at the school. She uses coaching strategies to develop curriculum leaders and ensure that the knowledge engaged curriculum at Fairfield is having an impact on pupil progress.

### Key responsibilities include:

- Phonics Lead
- Leading Curriculum Action Teams and developing curriculum leaders
- Implementation and impact of a broad and balanced curriculum
- Delivering training on the SCITT program
- Promoting health and wellbeing across school

## Primary Numeracy: Lewis Horsley



### ELE Area of Specialism:

- Primary Mathematics
- Teaching for Mastery in Mathematics
- Improving mathematics in the Early Years through to Key Stage 3

Email: [lhorsley@chetwyndroad.notts.sch.uk](mailto:lhorsley@chetwyndroad.notts.sch.uk)

**Current Position:** Phase Lead and Mastery Specialist

**School:** Chetwynd Primary Academy

### Background and Experience:

Lewis started out his career as a Teaching Assistant in a school in Nottingham City before going on to do the George Spencer SCITT programme, where he was based at Chetwynd Primary Academy. Lewis then went on to secure a job at Chetwynd, somewhere that he has stayed ever since. Since then Lewis has completed the Leadership Pathways and achieved a qualification in middle leadership (NPQML). A few years ago Lewis trained to become a Cohort 4 Primary Maths Mastery Specialist with the East Midlands West Maths Hub, which has allowed him to network and collaborate with many other primary practitioners. His passion is Teaching and Learning and using a wide range of research and evidence informed reading to inform his knowledge of changes in education and classroom practice.

### Key responsibilities include:

- Year ½ phase lead
- Maths lead
- Supporting teaching and support staff in the delivery of maths lessons in a primary setting
- Providing whole school maths professional development
- Supporting and leading on SCITT and ECF programmes
- Coaching – Data focus
- Whole school CPD planning and delivery

## Primary Numeracy: Nicol Winfield



### ELE Area of Specialism:

- Improving mathematics in the Early Years through to Key Stage 3
- Putting research evidence to work – effective implementation
- Working with parents

Email: [nwinfield@wyndhamacademy.org](mailto:nwinfield@wyndhamacademy.org)

**Current Position:** FS2 teacher, Phase Director and Mastery Specialist

**School:** Wyndham Primary Academy

### Background and Experience:

Throughout her teaching career, Nicol Winfield has taught across each of the primary phases. At the beginning of this year, she stepped away from her role as Primary Lead for the East Midlands West Maths Hub to teach and lead in the Early Years Foundation Stage (EYFS), the one key stage that she had not yet explored. In doing this, Nicol hopes to deepen her knowledge and understanding of how children learn and develop most effectively at each stage of their entire primary journey.

Nicol continues to work with the Maths Hubs and National Centre for Excellence in the Teaching of Mathematics (NCETM) as a Mastery Specialist, and the Derby Research school as an ELE, to support schools across the region in thinking about, preparing for, delivering and sustaining change. She also supports schools nationally in working with their parents through her programme 'Maths Masterclasses for parents' which is funded by SHINE Trust, a charity working with teachers and schools to support the most disadvantaged young people.

### Key responsibilities include:

- Reading and researching to explore the most effective, research-informed strategies for learning
- Developing the approaches taken to teaching and learning in the Early Years and KS1
- Supporting school staff across the region to make changes to their practice in mathematics and more generally, whether that be classroom, departmental or whole-school changes
- Supporting school staff in working with parents

Nicol regularly facilitates twilights on her specialism for Derby Research School.



## Primary History: Rebecca Harries



### ELE Area of Specialism:

- History subject knowledge
- Leadership Curriculum design
- Skill progression
- Knowledge mapping
- Developing a schema across a range of subjects
- Memory and metacognition

Email: [rharries@wyndhamacademy.org](mailto:rharries@wyndhamacademy.org)

**Current Position:** Curriculum Director & Year 2 Teacher

**School:** Wyndham Primary Academy

### Background and Experience

Becky Harries is a Curriculum Director and Year 2 teacher at Wyndham Primary Academy, part of the Spencer Academies Trust. Becky is an SLE in History and leads the subject across Wyndham. As a Curriculum Director, Becky has worked alongside a range of subject leaders and their teams to develop and implement a knowledge rich curriculum with clear knowledge and skills progression based on the latest research. Within her role of developing the curriculum, Becky has developed other subject leaders' subject knowledge and skills as leaders, such as monitoring, driving change and giving feedback.

With a passion for metacognitive approaches and underpinned by attending the Derby Research School Metacognition Programme, Becky is focussed on developing long term schema within the children of Wyndham, ensuring these build not only within a year group, but throughout their education in subsequent years.

### Key responsibilities include:

- Teaching experience at Key Stage 1
- Teaching experience Key Stage 2
- Network and facilitation of PD trust-wide
- Supporting and leading on SCITT and NQT Programme
- Curriculum Director and Curriculum Mapping

## Primary SEND: Ian Armstrong



### ELE Area of Specialism:

- SEND
- Behaviour

Email: [iarmstrong@ivyhouse.derby.sch.uk](mailto:iarmstrong@ivyhouse.derby.sch.uk)

**Current Position:** Headteacher

**School:** Ivy House School

### Background and Experience:

Ian Armstrong is the Deputy Headteacher at Ivy House School, which caters for children with profound and multiple learning difficulties and severe learning difficulties aged 2-19. Ian is Ivy House's Manual Handling trainer, a Specialist Leader in Education for SEND and Behaviour and has more recently been facilitating on the NPQML course. Ian has worked in a wide range of settings in both teaching and leadership roles including mainstream, alternative provision, independent, SEMH and residential schools.

Ian has a passion for training, staff development and research informed practice.

### Key responsibilities include:

- Practitioner Enquiry (Action Research)
- Developing Middle Leaders
- CPD and Training
- Staff Wellbeing Manual Handling

## Primary SEND: Dylan Murphy



### ELE Area of Specialism:

- SEND
- Behaviour

**Email:** [Dylan.Murphy@portland.nottingham.sch.uk](mailto:Dylan.Murphy@portland.nottingham.sch.uk)

**Current Position:** SENDCo and Disadvantaged Achievement Lead

**School:** Portland Spencer Academy

### Background and Experience:

Dylan is the SENDCo and Disadvantaged Achievement Lead at Portland Spencer Academy. Dylan has been SENDCo for 3 years, working within Spencer Academies Trust for 6 years. He has experience working across the Primary phase having taught in EYFS, Key stage 1 and Key stage 2. Dylan has an SLE in SEND and is SEND reviewer trained, enabling him to complete SEND reviews and pose purposeful actions for schools. Dylan has also been part of funding panels to allocate resources for children with SEND across a local authority.

Dylan is passionate about children with SEND making good progress, both academically and holistically, and is driven to support and work together with other practitioners to remove barriers to learning. He has worked with a variety of SEND needs having experience in primary and specialist provision settings.

Dylan has worked with children with behavioural difficulties and has experience in supporting children through the use of de-escalation strategies, pre-emptive strategies and providing the child support in self-regulation. He has a particular interest in making learning accessible for all children through the use of reasonable and smart adaptations.

### Key responsibilities include:

- SENDCO
- Disadvantaged Achievement Lead
- EYFS Phase Leader for 1 Year
- Science Lead

## Primary SEND: Euan Holden



### ELE Area of Specialism:

- Inclusion
- SEND
- Curriculum

Email: [eholden@wyndhamacademy.org](mailto:eholden@wyndhamacademy.org)

**Current Position:** Vice Principal

**School:** Wyndham Primary Academy

### Background and Experience:

Euan has experience at FS2, Y1, Y2 and Y4 as class teacher. Euan has held numerous leadership roles such as: SENDCO, Phase Leader and Vice Principal. Euan has been involved in supporting schools within the Trust and outside of the Trust as part of Derby Research School through face to face coaching sessions, delivering CPD and monitoring the implementation of action plans.

Euan has significant experience in systems and strategic leadership for inclusion, including developing systems to support a culture of exceptional behaviour (conduct) and attitudes to learning and improve attendance.

In his role as SENDCO Euan has implemented successful systems and led the strategic direction of SEND. Within his leadership capacity Euan is responsible for supporting the identification of children with SEND, using evidence-based approaches to develop inclusive teaching practice for children and developing provision to meet the needs of complex SEND students including students with attachment needs.

Euan has extensive curriculum and pedagogical knowledge, linked to current research and teaching practices, including developing a progressive, sequential curriculum with cross-curricular themes and the strategy for implementation.

### Key responsibilities include:

- SENDCO
- Curriculum
- Phase Leader
- SEMH/SEND

## Primary Behaviour and Wellbeing: Natasha Birch



### ELE Area of Specialism:

- Behaviour for Learning
- Wellbeing

**Email:** [natasha.birch@portand.nottingham.sch.uk](mailto:natasha.birch@portand.nottingham.sch.uk)

**Current Position:** Assistant Headteacher

**School:** Portland Spencer Academy

### Background and Experience:

Natasha Birch is Assistant Headteacher at Portland Spencer Academy with responsibility for behaviour for learning. Natasha has been in this role at Portland for six years. Her role encompasses promoting behaviour for learning through developing emotional intelligence in learners, understanding learners' needs and positive behaviour management strategies. As part of this role, as well as supporting teachers with behaviour management, she leads the nurture program for the school.

Natasha's main ELE specialism is Behaviour for Learning. She is able to offer a variety of support approaches, for example, working with SLT, reviewing, developing and evaluating whole school behaviour strategy and nurture provision. She can also facilitate CPD during INSET days, staff meetings or network meetings on different aspects of behaviour management including emotion coaching and positive behaviour strategies both inside and outside the classroom. Another area where support can be offered is through coaching individual teachers and creating and implementing personalised programmes for children.

### Key responsibilities include:

- Phase Leader KS2
- English Lead
- Maths Lead
- Key Stage Two moderator
- Maths specialist teacher



## Primary Mental Health and Wellbeing: Katie McCabe



### ELE Area of Specialism:

- Mental Health and Wellbeing
- Personal Development

**Email:** [kmccabe@wyndhamacademy.org](mailto:kmccabe@wyndhamacademy.org)

**Current Position:** Associate Senior Leader

**School:** Wyndham Primary Academy

### Background and Experience:

Katie McCabe is an Associate Senior Leader at Wyndham Primary Academy, part of the Spencer Academies Trust. Katie is an ELE, specialising in Personal Development and Mental Health and Wellbeing. She is the Designated Senior Lead for Mental Health at Wyndham, where she utilises her expert knowledge and skills to lead and drive the school's Pastoral Team, as well as ensuring that whole school, targeted and specialised provision within this area is exceptional.

Katie is passionate about using evidence-based approaches and strategies to improve the personal outcomes and life chances for all children, particularly those who are disadvantaged (for example, children who have experiences Adverse Childhood Experiences, ACES).

This academic year, Wyndham was accredited the Silver Status School Mental Health Award by the Carnegie Centre of Excellence for Mental Health in Schools, recognising Katie's work in supporting and sharing best practice with other schools in Derby. Katie is also the PSHE/RSHE Lead at Wyndham, as well as a Phase Leader and Year 3 Teacher.

### Key responsibilities include:

- Whole school approaches to Mental Health and Wellbeing
- Mental Health and Wellbeing assessments
- Careers related learning
- Pastoral and Personal Development Leadership

## Cross Phase Teaching and Learning: Georgina Wharton



### ELE Area of Specialism:

- Cross-Phase School Improvement
- Curriculum Leadership and Design
- Design Technology & Engineering Subject Knowledge

**Email:** [gwharton@parkside.derbyshire.sch.uk](mailto:gwharton@parkside.derbyshire.sch.uk)

**Current Position:** Senior Leader at Parkside Community School

**School:** Parkside Community School

### Background and Experience:

Georgina Wharton has a strong and varied leadership background, having previously held responsibilities for curriculum design and implementation, student progress, pastoral and behaviour management along with development of middle leaders. Georgina has also taught in both primary and secondary settings, giving her a select understanding of cross-phase school improvement that can be implemented in both sectors, she understands the challenges which face the transition between these phases, the opportunities for cross-phase growth and the pedagogical gains to be had from both sectors working collaboratively.

Georgina has led teaching and learning research projects in disciplinary literacy, pupil oral communication, cross-phase collaboration and improvement, student led learning and metacognition. Georgina led a further project exploring student led learning to unlock their potential, in collaboration with Harvard University and Project Zero. Georgina has facilitated and 'Guest lectured' as part of the trainee D&T teacher course at Nottingham Trent University.

Georgina has an in-depth subject knowledge of Design Technology and Engineering, she has used this to support primary schools in the community in their delivery of technology and planning a successful curriculum. She has also worked collaboratively with secondary colleagues across the county to create a hub for Design Technology and Engineering planning and moderation.

### Key responsibilities include:

- Leadership of the Science and Technology Curriculum areas at Parkside (including, Combined and Separate Science, Health and Social Care, Enterprise and Business, Engineering, Hospitality and Catering, Design Technology and Computer Science.
- Developing Middle Leaders, coaching, mentoring, action planning, data
- Experiences beyond the curriculum, including vocational links and trips
- Developing independent learners, including distance learning, homework and use of metacognition to develop pupil's autonomy skills.
- Community links
- Leading STEM

## Primary Teaching and Learning: Cara Miles



### ELE Area of Specialism:

- Teaching and Learning
- Cognition and Learning
- Professional development

**Email:** [cmiles@chetwyndroad.notts.sch.uk](mailto:cmiles@chetwyndroad.notts.sch.uk)

**Current Position:** Senior Leader & CPD Lead at Chetwynd Primary Academy and Early Career Framework Primary Lead for Spencer Teaching School Hub

**School:** Chetwynd Primary Academy

### Background and Experience:

Cara has worked as a primary teacher in Nottingham City and Nottinghamshire for over ten years, with a particular passion for supporting colleagues with their pedagogical skills and knowledge. She believes whole-heartedly in sharing best practice and has been involved in delivery of CPD for colleagues across the East Midlands. Through leading on professional development at Chetwynd Primary Academy, she has implemented an outstanding package of CPD and provided bespoke support for colleagues, all centred on a bedrock of evidence-led research. She is committed to supporting trainee teachers and teachers early in their careers to ensure the highest quality experiences for all children.

### Key responsibilities include:

- Co-ordinating internal and external CPD for colleagues
- Supporting trainee teachers
- System Leadership
- Upper Key Stage 2 Coordinator
- Early Career Framework Lead

## Primary Teaching and Learning: Nikita Harris



### ELE Specialism:

- Teaching and Learning and Remote Learning

**Email:** [nikita.harris@ladybrookfha.org](mailto:nikita.harris@ladybrookfha.org)

**Current Position:** Teaching and Learning Lead

**School:** Ladybrook Primary

### Background and Experience:

Nikita Harris is the Teaching and Learning Lead at The Flying High Academy Ladybrook, part of the Flying High Trust. She is also the lead for Remote Learning. Nikita's role includes embedding lesson sequences alongside supporting staff subject knowledge and assessment for learning techniques across schools this is underpinned by a passion for being outwardly looking and solution focused. During the Coronavirus Pandemic Nikita was appointed as Remote Learning Lead as her passion for blended learning through the use of communication platform was recognised by the senior leadership team. Nikita supported the staff to develop their understanding of Remote Learning and how to offer support at home virtually.

### Key responsibilities include:

- Assessment for learning
- Teaching and Learning
- Lesson sequence
- Remote Learning

## Primary Teaching and Learning: Lindsay Trail



### ELE Specialism:

- Phonics
- Maths
- Assessment
- Teaching and Learning

**Email:** [lindsaytrail@castlewardspencer.com](mailto:lindsaytrail@castlewardspencer.com)

**Current Position:** Principal

**School:** Castleward Spencer Academy

### Background and Experience:

Lindsay is the Principal of Castleward Spencer Academy, a brand-new school in the centre of Derby. Prior to this, Lindsay worked as a strategic senior leader in a local academy trust. Her role was to support headteachers and their academies on the journey to sustained school improvement. Lindsay's aim is to provide all pupils with a rich, diverse and challenging education through excellent and innovative teaching and learning, that is based on proven research.

As part of Lindsay's role, she has provided strategic leadership support in a range of schools within Derby city, ensuring that the quality of education for all pupils significantly improved whilst the schools continued on their improvement journeys. This included devising a new system for performance management, leading on behaviour and the quality of teaching and learning. During her time in one of the academies she supported, there was an increase of 24% of pupils being awarded the expected standard in reading, writing and maths at the end of year six.

As an SLE, Lindsay has supported schools in a variety of ways, including developing subject leadership, data and assessment, pupil progress, coaching and successfully supporting NQTs. The feedback she has received has always been extremely positive and impacted on pupil progress and attainment in a variety of ways. Lindsay has supported a range of schools in Derby City, focusing on improving outcomes in the Phonics Screening Check. Her knowledge and expertise has enabled these schools to overhaul their current practice, ensuring that the quality of education received meets the needs of all learners, but is also sustainable over time.

Lindsay is passionate about working with disadvantaged pupils and their families. Throughout her career she has worked in schools with a high proportion of disadvantaged pupils, some of whom have found learning challenging for a variety of reasons. Lindsay has had a fundamental, strategic role in improving outcomes for all pupils, ensuring that a diagnostic approach is used to ascertain gaps in learning, making the necessary changes to provision to ensure that all pupils make good progress.

### Key responsibilities include:

- Phonics
- Maths (Early Years – KS2)
- Assessment (Whole school)
- School improvement (focusing on high quality teaching and learning)



## Primary Curriculum Design and PD: Aimée Tinkler



### ELE Area of Specialism:

- Curriculum Leadership and Design
- Professional Development Curriculum (Whole school)
- Developing classroom practice: action planning,
- Coaching, mentoring
- Whole school CPD planning and delivery
- Evidence based use of technology
- Metacognition and self-regulated learning.

Email: [mrstinkler@thevillagefederation.co.uk](mailto:mrstinkler@thevillagefederation.co.uk)

**Current Position:** Head of School

**School:** Carsington and Hopton Primary School

### Background and Experience:

Aimée has been a teacher for almost 20 years and in that time has taught across the entire primary age range. She is currently Head of School and teaches in a mixed age class of EYFS, Year 1,2 and 3 four days a week. She has wide ranging expertise in the challenges and advantages of teaching mixed age classes and has been able to support colleagues across the country with this.

Aimée leads curriculum development and research across the Village Federation and has successfully coached and developed subject leaders in all subjects encouraging autonomy and ownership in their new roles.

Aimée has written and facilitated various NPQ qualifications and delivered training sessions for teachers across Derbyshire and beyond as part of her work with the Chartered College of Teaching.

She is passionate about a collaborative model of school improvement where teachers and leaders at all levels are offered the support and guidance they need to improve their practice.

Aimée has worked on a number of projects supporting and developing NQTs and RQTs for Derbyshire Local Authority and a number of Teaching Schools. She is currently carrying out her own research through her doctoral studies and is committed to the positive impact teachers' own research projects can have within their own school contexts.

### Key responsibilities include:

- Federation Curriculum lead
- Federation Research Lead
- Teaching learning and assessment lead
- School Improvement
- CPD design and delivery

## Primary Curriculum Design: Lauren Brooker



### ELE Area of Specialism:

- Curriculum

Email: [lbrooker@wyndhamacademy.org](mailto:lbrooker@wyndhamacademy.org)

**Current Position:** Year 2 teacher and Curriculum Director

**School:** Wyndham Primary Academy

### Background and Experience:

Lauren Brooker is currently a Year 2 teacher and Curriculum Director at Wyndham Primary Academy, part of the Spencer Academies Trust. Lauren has experience of teaching in Key Stage One and Key Stage Two, as well as previously working as a Phase Lead within Lower Key Stage Two.

In her current role as a Curriculum Director, Lauren has worked closely with a range of subject leaders and their teams to develop and implement a sequential knowledge-rich curriculum with clear progression of subject knowledge and skills that is based on the latest research.

Within her role of developing the curriculum, Lauren has established strong working relationships with colleagues through delivering effective CPD and coaching sessions to help develop their subject knowledge and skills as leaders.

Additionally, Lauren has a passion for memory and metacognitive approaches. She is keen to ensure that colleagues are aware of best practice for teaching for memory and that children are taught and equipped with strategies which enable them to remember more and do more.

### Key responsibilities include:

- Curriculum design and implementation
- Leadership of Curriculum
- Knowledge mapping
- Skill progression
- Memory and Metacognition

## Primary Curriculum Design: Verity Lee



### ELE Area of Specialism:

- Curriculum Leadership and Design

Email: [vlee@satrust.com](mailto:vlee@satrust.com)

**Current Position:** Assistant Headteacher

**School:** Sunnyside Spencer Academy

### Background and Experience:

Verity Lee has worked within the Spencer Trust for the past nine years and has experienced a variety of roles. In her current role at Sunnyside Spencer Academy, she is the Assistant Head and Curriculum Champion. Verity has also taught effectively in Foundation Stage 2, Key Stage 1 and Key Stage 2. During 2018-19, Verity gained valuable experience as acting Head of School.

Verity has led on curriculum design at all primary key stages and has introduced new strategies such as IT using a cross curricular approach. She has been instrumental in the implementation and use of Ipads across school leading the project from initial infrastructure requirements of the school to the pupils leading the learning and supporting the adults. Verity runs a successful Digital Leaders club for Key Stage 1 and 2 children and network meetings for ICT and Computing Leaders from the Local Area and Teaching School Alliance. Verity is the whole trust lead for Year 6 network meetings where Year 6 teachers network, moderate and access valuable CPD. In addition, Verity has led sessions for SCITT and NQTs in a variety of subjects.

In her current role as Curriculum Expert, she has redesigned a broad and balanced curriculum using current research to meet the requirements of the recent OFSTED framework. Her developed curriculum is planned around the knowledge, skills and understanding of history and geography. Verity uses global themes, such as: Global Awareness and Sustainability which are thread throughout the curriculum to help develop pupils moral, spiritual, social and cultural understanding. Verity also supports skilled development and use of knowledge organisers to strengthen links within and across the curriculum.

Verity has experience in whole school curriculum design, supporting staff with medium term planning and weekly planning. This has also involved developing capacity for subject leaders to have an overarching understanding of their curriculum area's learning journey throughout the school. Additionally, Verity has experience in the use of ICT across the curriculum and for assessment. She has taken part in a number of peer reviews and whole school improvement where she has used her coaching skills to develop staff.

### Key responsibilities include:

- Moderator for the Local Authority
- Year 6 experience
- ICT Computing knowledge
- PD

## Primary Professional Development : Aimée Tinkler



### ELE Area of Specialism:

- Curriculum Leadership and Design
- Professional Development Curriculum (Whole school)
- Developing classroom practice: action planning,
- Coaching, mentoring
- Whole school CPD planning and delivery
- Evidence based use of technology
- Metacognition and self-regulated learning.

Email: [mrstinkler@thevillagefederation.co.uk](mailto:mrstinkler@thevillagefederation.co.uk)

**Current Position:** Head of School

**School:** Carsington and Hopton Primary School

### Background and Experience:

Aimée has been a teacher for almost 20 years and in that time has taught across the entire primary age range. She is currently Head of School and teaches in a mixed age class of EYFS, Year 1,2 and 3 four days a week. She has wide ranging expertise in the challenges and advantages of teaching mixed age classes and has been able to support colleagues across the country with this.

Aimée leads curriculum development and research across the Village Federation and has successfully coached and developed subject leaders in all subjects encouraging autonomy and ownership in their new roles.

Aimée has written and facilitated various NPQ qualifications and delivered training sessions for teachers across Derbyshire and beyond as part of her work with the Chartered College of Teaching.

She is passionate about a collaborative model of school improvement where teachers and leaders at all levels are offered the support and guidance they need to improve their practice.

Aimée has worked on a number of projects supporting and developing NQTs and RQTs for Derbyshire Local Authority and a number of Teaching Schools. She is currently carrying out her own research through her doctoral studies and is committed to the positive impact teachers' own research projects can have within their own school contexts.

### Key responsibilities include:

- Federation Curriculum lead
- Federation Research Lead
- Teaching learning and assessment lead
- School Improvement
- CPD design and delivery

## Primary Leadership and Professional Development: Janine Drewry



### ELE Area of Specialism:

- EYFS Leadership and Practice

**Email:** [jdrewry@satrust.com](mailto:jdrewry@satrust.com)

**Current Position:** EYFS Academy Angel

**School:** George Spencer Academy

### Background and Experience:

Janine Drewry has 6 Years' experience as an EYFS Teacher and Leader across Nottingham City Schools. She has over 4 years experience in her current role as an EYFS Academy Angel for the Spencer Academies Trust. Janine works with teachers and leaders in schools across the Trust to develop and drive outstanding EYFS provision and practice. This role has allowed her to make a significant impact on outcomes for children, learning environments, assessment and moderating systems, and teaching and learning within Early Years.

Beyond the Trust, Janine has successfully completed two Steps to Success programmes with schools in the midlands. She supported EYFS leaders to create bespoke plans of strategic improvements, which led to quality first teaching, learning and provision for all children.

### Key responsibilities include:

- Co-run our Trust EYFS Networks, sharing research driven best practice and developments in our phase. I create and deliver impactful CPD that is tailored to the needs of our teams.
- Support with the planning and development of our new schools from EYFS staff induction to environment design and set up.
- Facilitate Trust wide EYFSP moderation to ensure consistency and accuracy in data.
- Ongoing creation of the Trust EYFS guiding principles e.g. manuals and policies
- Support schools to implement continuous provision in Year 1 and beyond.
- Mentoring and developing EYFS NQTs (two of her mentees have become EYFS leaders)



## Primary Leadership and Professional Development: Kate Green



### ELE Area of Specialism:

- Leadership

**Email:** [kategreen@satrust.com](mailto:kategreen@satrust.com)

**Current Position:** Executive Headteacher

**School:** Portland Spencer Academy

### Background and Experience:

Kate Green is the Executive Headteacher of Portland Spencer Academy and Glenbrook Primary School – both schools are part of the Spencer Academies Trust.

Prior to her appointment in May 2019, she was headteacher of Portland Spencer Academy. Both schools are situated in Bilborough, Nottingham and are placed within the bottom 5% on the IDACAI score in multiple areas.

Kate is passionate about providing a high-quality education to disadvantaged children and families and has created an ethos of aspiration and success. This has led to higher than national results, with disadvantaged children making accelerated progress in recent years.

Kate's knowledge and understanding of system leadership has allowed her to be successful in identifying potential leaders and developing them. The leadership at Portland was graded as outstanding in their most recent inspection. She is a true advocate of coaching models as an effective way to develop leaders. It supports them to think creatively and allows them to be empowered to solve problems when faced with adversity. Kate has developed evidence informed systems which are rigorous, effective, constantly reviewed but primarily have children at the centre.

Kate has facilitated NPQSL for a number of years, to develop Senior Leaders who have the skill set to initiate and confidently deliver change within their schools.

She firmly believes that collaboration is one of the most powerful tools in school improvement and has prolific experience in developing and leading successful peer review programmes, across Nottingham City and within the Trust.

### Key responsibilities include:

- System Leadership
- Coaching
- Change management
- Development of culture and ethos
- Sustainability

## Primary Leadership & Professional Development: Beth Greville-Giddings



### ELE Area of Specialism:

- Professional Development

Email: [b.greville-giddings@raleighlearningtrust.co.uk](mailto:b.greville-giddings@raleighlearningtrust.co.uk)

**Current Position:** Learning and Development Lead

**School:** Westbury Academy/ Raleigh Learning Trust

### Background and Experience:

Beth is Learning and Development Lead for the Raleigh Learning Trust, and Research Lead and Art Lead at Westbury Academy (SEMH). She is a Teacher Development Trust Associate in CPD Leadership with extensive knowledge of high-quality professional development, and has experience of programme development and delivery as Derby Research School Innovation Hub Lead.

Beth has a wide professional network including work with Transform TSA and the University of Nottingham School of Education. She has presented nationally and internationally with organisations including researchED, Teacher Development Trust, Chartered College of Teaching and the Research Schools Network on the subject of professional development and research engagement, including journal clubs, and has established a website to support the development of education journal clubs internationally. Beth has had articles published for the Teacher Development Trust and in the Chartered College peer-reviewed print journal, Impact, on the subject of professional development.

### Key responsibilities include:

- Whole-school research engagement
- Whole-school CPD planning, delivery and assessment
- Coaching
- Art (KS3/4)
- SEMH support

## Primary Leadership and Professional Development: Kirsty Ryan



### ELE Area of Specialism:

- Leadership
- Professional Development
- School Improvement

Email: [headteacher@wyndhamacademy.org](mailto:headteacher@wyndhamacademy.org)

Current Position: Headteacher

School: Wyndham Primary Academy

### Background and Experience:

Kirsty Ryan is headteacher of Wyndham Primary Academy, an outstanding primary school at the heart of Derby city. As a Research School, a World Class School and Ofsted outstanding school, she is committed to creating systems which are transparent and owned by all staff. This results in her, as Principal, being able to leave the school, safe in the knowledge that systems will continue. The school ethos of 'Everyone a Leader' is a strong thread, ensuring that all staff are accountable and responsible, and work with integrity. The vision and values for the school are shared and simple, ensuring continual ownership and drive from all stakeholders.

The two Vice Principals are clear with the strong system leadership necessary to continually lead and manage the school in her absence. As a trained Olevi coach, Kirsty has had many opportunities to coach a substantial number of colleagues. This has included teachers, Assistant Heads, Deputy Heads, and (informally) Heads. She has also trained a wide number of teachers in coaching so they could better support the progression of NQTs. Kirsty is passionate about delivering the NPQs and supporting the next tier of leaders. This is where she believes we can benchmark excellence and support all our schools to achieve the best outcomes for all our learners.

Kirsty's passion for school improvement comes from seeing the difference it makes in the lives of her pupils and their families. Kirsty has worked with fabulous leaders who have inspired her to drive change. She's had the opportunity to work with school leaders as an SLE and a Primary Lead for the Spencer Academies Trust. Coaching is a powerful tool to open up thinking and honest dialogue.

### Key responsibilities include:

- Coaching Lead
- Primary Lead for the Spencer Academies Trust
- SLE

## Primary Leadership and Professional Development: Shamara Sadler



### ELE Area of Specialism:

- Primary Leadership
- Implementation and Change Management
- Leading Learning – CPD
- Pupil Premium

Email: [headteacher@fairfield.notts.sch.uk](mailto:headteacher@fairfield.notts.sch.uk)

Current Position: Principal

School: Fairfield Primary Academy

### Background and Experience:

Shamara Sadler is a Local Leader of Education (LLE) and has been a senior leader for the past twelve years. She is currently in her second headship at Fairfield Primary Academy, a large primary school with over 600 children in Nottinghamshire. Her previous schools have been in Rochdale, Derbyshire and Derby City serving communities with high levels of disadvantage.

She has experience of being a Lead Teacher in English for the Primary National Strategies and led an inner city school to achieving National Model School Status for Read, Write, Inc. Phonics. She is a trained Pupil Premium Reviewer and has supported schools through PP Reviews and outreach work delivering Pupil Premium CPD.

Shamara specialises in transformational leadership and has experience of leading schools requiring improvement and moving these to at least good/outstanding. As a leader she is committed to system wide development and promotes working collaboratively with others, using evidence-informed innovative and strategic initiatives to drive improvement.

Shamara is an Evidence Lead in Education Co-ordinator and leads ELE network meetings, and supports on SCITT and NPQ programmes. Shamara delivers the 3 day 'Leading Learning/Training and Retaining Great Teachers Programme' and will be a facilitator on the 'Making the Difference for Disadvantaged Pupils Programme' during the current academic year. Within her ELE role, Shamara works with Senior Leadership Teams providing tailored coaching and mentoring programmes focused on implementation and change management.

### Key responsibilities include:

- Leading Learning through effective continuous professional development: Training and Retaining Great Teachers
- Making a Difference for Disadvantaged Pupils
- School Improvement
- System Leadership
- Curriculum Design



### ELE Area of Specialism:

- Primary Leadership
- Implementation and Change Management
- Leading Learning – CPD

Email: [head@chetwyndprimaryacademy.co.uk](mailto:head@chetwyndprimaryacademy.co.uk)

**Current Position:** Headteacher

**School:** Chetwynd Primary Academy

### Background and Experience:

Lorraine is Principal at Chetwynd Primary Academy, the Lead School for the Spencer Teaching Hub. She has led the team at Chetwynd Primary Academy for just over seven years and remains committed to providing all children with the best possible experiences, ensuring that they achieve their full potential - both academically and holistically. She is passionate about excellence in teaching and learning, working with many schools in the East Midlands to spread knowledge and evidence-based practice. This includes working with the Maths Hub after becoming one of the first schools to roll out the Mastery approach.

Her passion for research resulted in Chetwynd changing their curriculum in 2015 to a knowledge-based curriculum, designed to maximise opportunities for children to revisit learning and remember more.

She was incredibly proud to lead the first primary school in the county to earn an Outstanding grading under the new Ofsted framework in 2019, knowing that her investment in teaching and leadership development lies at the heart of outstanding teaching and learning.

### Key responsibilities include:

- System leadership
- Teaching & Learning

## Secondary English: Katie Pattinson



### ELE Area of Specialism:

- English and Literacy
- Teacher Education (including Early-Career Teachers)
- Whole school CPD planning and delivery
- Developing Middle/ Senior Leaders: action planning, coaching, data.

**Email:** [KPattinson@deferrerstrust.com](mailto:KPattinson@deferrerstrust.com)

**Current Position:** Trust Lead for School Improvement and Educational Research

**School:** De Ferrers Trust

### Background and Experience:

Katie Pattinson has successfully led English teams at Department and Multi-Academy Trust level. She is an experienced English Literature examiner and was also appointed and trained as a Lead English Expert for AQA. She has more recently facilitated and 'Guest Lectured' on the Subject Knowledge Enhancement English PGCE Course at Staffordshire University.

She has worked across the Primary and Secondary phase and has significant experience in both Middle and Senior leadership roles.

Katie has devised and led training for Early Career Teachers and Newly Qualified Teachers at individual, school and Multi-Academy Trust Level, including: mentoring, planning and delivering training and supporting individuals in the classroom. Katie is committed to improving Teacher Education and supporting the development of Teaching and Learning at both Primary and Secondary levels. She is currently completing her Fellowship in Teacher Education with The Ambition Institute.

Katie is currently the Trust Lead for School Improvement and Educational Research for The de Ferrers Trust and is particularly passionate about improving the outcomes for disadvantaged students in their community.

### Key responsibilities include:

- English/ Literacy
- Developing Middle Leaders: action planning, coaching, data
- Teacher Education and Whole school CPD planning and delivery
- EAL
- Making the difference for Disadvantaged learners
- Learning Behaviours



## Secondary English & Post 16 Education: Peter Monk



### ELE Area of Specialism:

- Post 16 and English
- Leadership support
- School Improvement support with preparation for inspection

Email: [peter.monk@sky.com](mailto:peter.monk@sky.com)

**Current Position:** Educational Consultant

### Background and Experience:

Peter Monk is the recently retired headteacher of Friesland School. Friesland School is an 11-18, co-educational, genuinely comprehensive school on the Derbyshire/Nottinghamshire border. The school was judged as 'good' in all areas by OFSTED in May 2015 under his leadership.

Since 2018, the school has been part of 'The Two Counties Trust'. Peter was Head at Friesland for eleven years having progressed from Assistant Headteacher leading on Post-16 (two years) to Deputy Headteacher (four years). Previously, he had held various leadership responsibilities at De Lisle Catholic School in Loughborough. In total, he has worked in education for 35 years.

Peter is now working as an educational consultant, including as a Link Advisor for four schools in Derbyshire, a PD consultant for ASCL and delivering on NPQs for the Spencer Academy Trust. The NPQ work has involved delivering on NPQH and taking on the role of coach for NPQML and NPQSL participants. He has worked as a contracted OFSTED Inspector since 2015. His subject specialisms are English, Drama and he has a wealth of experience Post-16.

### Key areas of specialism include:

- Post 16 and English
- Leadership support
- School Improvement support with preparation for Inspection

## Secondary English: Sumayya Kazi



### ELE Area of Specialism:

- English
- Teaching and Learning

**Email:** [skazi@lwlat.org.uk](mailto:skazi@lwlat.org.uk)

**Current Position:** Director of Teaching and Learning with the Learning without Limits Academy Trust

**School:** The Lancaster Academy

### Background and Experience:

As an English specialist, Sumayya Kazi has been teaching for fourteen years in Secondary and FE colleges across Leicester. She has been successful in various leadership roles, including Head of English, Media Studies and Film Studies, and has also been Standards Leader for KS5 and Leader of Teaching and Learning. She is currently Director of Teaching and Learning with the Learning without Limits Academy Trust.

Sumayya is committed to developing teaching and learning, championing students from disadvantaged backgrounds and using research and evidence-based approaches to improve student outcomes. Since completing her NPQSL, Sumayya has enjoyed developing teaching staff and middle leaders to get the best out of their students and teams. She is an advocate for the power of coaching for continuous professional development.

### Key responsibilities include:

- English (KS3 - KS4)
- Teaching and Learning pedagogy
- Staff development: action planning, coaching, data
- Whole school CPD planning and delivery.

## Secondary English: Lauren Carter-Cooke



### ELE Area of Specialism:

- English
- Teaching and Learning
- Staff Development

**Email:** [lcartercooke@rushcliffe.notts.sch.uk](mailto:lcartercooke@rushcliffe.notts.sch.uk)

**Current Position:** Assistant Principal leading on Staff Development

**School:** Rushcliffe School

### Background and Experience:

Lauren Carter Cooke is currently Assistant Principal leading on Staff Development and has a strong curriculum background having previously held responsibilities as Lead Teacher of English, Head of English Faculty and Trust Associate English Subject Director.

### Key responsibilities include:

- English (leadership, teaching and learning, curriculum mapping, marking and assessments, intervention, quality assurance)
- ITT
- NQT
- New leaders

## Secondary Maths & PE: Paul Carpenter



### ELE Area of Specialism:

- Primary Maths
- Teaching and Learning
- Primary PE and School Sport

**Email:** [pcarpenter@grampian.derby.sch.uk](mailto:pcarpenter@grampian.derby.sch.uk)

**Current Position:** Assistant Headteacher

**School:** Grampian Primary Academy

### Background and Experience:

Paul is Assistant Headteacher at Grampian Primary Academy with responsibility for Key Stage 2 through modelling good practice in teaching, supporting assessment and developing staff. Paul is an advocate for coaching as a tool for continued development and is currently training in this area for the NCE. Paul also has responsibility for maths throughout the school, supporting teachers to develop subject and pedagogical knowledge, monitoring and continued development of the subject.

Paul is also the school sport and PE lead and has mentored the school's sports apprentices to develop the profile of PE and healthy lifestyles including through positive play. He also supports leaders with development planning and implementation. As part of his NPQSL, Paul has lead the development and implementation of Accelerated Reader and the assessment of KS2 reading.

Beyond the school, Paul is a teaching for mastery specialist for East Midlands West maths hub. He is passionate about the development of maths teaching through evidence informed practice. He is also a Lead Learner for the Anthem Schools Trust, providing support for schools and professional learning networks.

### Key responsibilities include:

- Year 6 teacher
- Key Stage 2 Lead including learning and assessment
- Mentoring and Coaching: Early Career Teachers, School Sports Apprentices, Class Teachers, Leaders
- Facilitating teacher research groups and lesson study
- Facilitating and supporting professional learning networks to engage and reflect on research in practice
- Maths Lead (Early Years – KS1)
- Assessment (Whole school)
- Developing Middle Leaders: action planning, coaching, data
- Whole school CPD planning and delivery
- Staff Wellbeing

## Secondary History & Teaching and Learning: Claire Sutton



### ELE Area of Specialism:

- Teaching and Learning
- History
- Staff Development

**Email:** [csutton@lwlat.org.uk](mailto:csutton@lwlat.org.uk)

**Current Position:** Director of Teaching and Learning

**School:** Learning Without Limits Trust – Babington Academy

### Background and Experience:

As a History specialist, Claire Sutton has been teaching for over 11 years across Secondary schools in Derby and Leicester city. She is the Director of Teaching and Learning across the Learning Without Limits Trust and has responsibility for quality assurance of teaching and learning, professional development, CPD and Equity of the Curriculum. Prior to this she has held a number of leadership roles, including Head of History, SLE (T&L, assessment and curriculum) and Assistant Vice Principal. She has also been Raising Standards Leader for KS3, and ITT Coordinator for Derby Teaching Schools Alliance.

Since completing her NPQSL, Claire is an advocate for Continual Professional Development at all levels including her own, and is now completing her MA in School Leadership and Management. She is deeply passionate about the development of staff and enjoys working with teaching staff and middle leaders to get the best outcomes for students in order to make a profound positive difference.

### Key responsibilities include:

- History (KS3, KS4, KS5)
- Teaching and Learning (theory and practice)
- Staff development: action planning, coaching, data
- Whole school CPD planning and delivery

## Secondary Modern Foreign Languages: Natalie Campbell



### ELE Area of Specialism:

- MFL and Technology for Teaching and Learning

Email: [ncampbell@bemrose.derby.sch.uk](mailto:ncampbell@bemrose.derby.sch.uk)

**Current Position:** Learning Director

**School:** The Bemrose School, Derby

### Background and Experience:

Natalie Campbell began teaching in 2000 and has been a middle leader since 2001. Straight after her NQT year she became an Assistant Head of Year and became Head of Year the year after that at Merrill College. Natalie became Subject Manager for Spanish at The Trinity Catholic School (TTCS) in Nottingham in 2011. In 2015 she became an Apple Distinguished Educator, joining a select group of educators from around the world. As part of this role, she led the student Digital Leaders across the Saint Barnabas Academy Trust.

Natalie became the Association for Language Learning's Secondary Language Teacher of the Year in 2016. Natalie became a Showbie Champion in 2017 and delivered virtual training on its use in MFL as well as writing articles and speaking at conferences such as the Association for Language Learning's Language World conference, about its implementation.

Currently, Natalie is a Learning Director at The Bemrose School. She leads a team of A-level and GCSE community language tutors and teaches primary languages. Natalie has delivered CPD for the other teachers of MFL in their primary phase. Natalie has been responsible for setting up the Spanish curriculum for year 5 and 6 as well as planning the French curriculum for year 3 and 4 alongside the teacher in charge of MFL at their primary.

Natalie mentors colleagues through the NPQML course and is a Teaching and Learning Community Lead.

### Key responsibilities include:

- Mentor for NPQML course participants
- Teaching and Learning Community Lead
- MFL (KS2 – KS5)
- Role of digital technology in Teaching and Learning
- Staff development: action planning and coaching
- Whole school CPD planning and delivery



## Post 16 Education: Alison Brown



### ELE Area of Specialism:

- Post 16 Education

**Email:** [abrown@george-spencer.notts.sch.uk](mailto:abrown@george-spencer.notts.sch.uk)

**Current Position:** Head of Psychology

**School:** George Spencer Academy

### Background and Experience:

Alison Brown's specialism is in KS5 teaching, which means that she is well placed to develop teacher skills and confidence in how to effectively teach subjects at sixth form.

Alison is able to support a range of teachers, from those new to KS5 teaching to those with many years of experience who want to make improvements.

Having received excellent feedback on the Dynamic Sixth Form Teaching training sessions, Alison can offer sessions / support in:-

- General strategies for successful teaching and learning, including adapting teaching to new research in cognitive load and retrieval practice.
- Stretch, challenge and support to enable a range of learners to effectively study
- Effective and efficient assessment
- Independence and motivation e.g. effective transition from GCSE to A level

### Key responsibilities include:

- Joint Head of Psychology
- KS5 TLR holder for Social Sciences
- SCITT – many roles from mentoring, moderating, SBT, trainer & Final Assessor
- Training School role - designing and delivering
- Dynamic Sixth Form Teaching training sessions

## Secondary SEND: Ian Armstrong



### ELE Area of Specialism:

- SEND
- Behaviour

**Email:** [iarmstrong@ivyhouse.derby.sch.uk](mailto:iarmstrong@ivyhouse.derby.sch.uk)

**Current Position:** Headteacher

**School:** Ivy House School

### Background and Experience:

Ian Armstrong is the Deputy Headteacher at Ivy House School, which caters for children with profound and multiple learning difficulties and severe learning difficulties aged 2-19. Ian is Ivy House's Manual Handling trainer, a Specialist Leader in Education for SEND and Behaviour and has more recently been facilitating on the NPQML course. Ian has worked in a wide range of settings in both teaching and leadership roles including mainstream, alternative provision, independent, SEMH and residential schools.

Ian has a passion for training, staff development and research informed practice.

### Key responsibilities include:

- Practitioner Enquiry (Action Research)
- Developing Middle Leaders
- CPD and Training
- Staff Wellbeing Manual Handling

## Secondary Science – Teaching & Learning: Dan Hardy



### ELE Area of Specialism:

- Science
- Teaching and Learning
- Data
- Cognitive Load Theory

**Email:** [d.hardy@theredhillacademy.org.uk](mailto:d.hardy@theredhillacademy.org.uk)

**Current Position:** Head of Science Faculty

**School:** Redhill Academy

### Background and Experience:

Dan has been teaching since 2007 and before moving to The Redhill Academy in 2016 has held numerous responsibilities within the Science faculties at schools in both Birmingham and Rotherham. This has included KS3 Lead, KS4 Lead, Head of Faculty and Specialist Leader in Education (SLE)

He has designed and delivered CPD to staff within the Redhill Trust and beyond through the Redhill Teaching Alliance. This has included both science specific courses, aspects of teaching and learning and middle leadership.

Dan has a particular passion for the effective use of data and for the ways that cognitive science can inform the successful implementation of a curriculum. In his faculty leadership role, he has implemented change that is evidence based to maximise the attainment of students but also address staff workload and well-being.

### Key responsibilities include:

- Secondary science KS3 and KS4
- Chemistry KS5
- Data
- CPD
- Science curriculum SCITT

## Secondary Science – Teaching & Learning: Shuna Neave



### ELE Area of Specialism:

- Teaching and Learning
- Cognitive Science
- Science

**Email:** [sneave@george-spencer.notts.sch.uk](mailto:sneave@george-spencer.notts.sch.uk)

**Current Position:** Science teacher and Excellence Pioneer

**School:** George Spencer Academy

### Background and Experience:

Shuna has been teaching for 11 years as a secondary science teacher, specialising in biology. She has the role of Excellence Pioneer at George Spencer, with responsibility for embedding research-informed pedagogy into our staff CPD and classrooms. She is interested in using cognitive science principles in teaching and learning, effective feedback, educational technology and metacognition. She is a core pedagogy and subject knowledge tutor on the George Spencer SCITT programme, and has supported the ECT training programme with sessions on pedagogy.

### Key responsibilities include:

- Science (KS3, 4 and 5)
- Teaching and learning
- Whole-school CPD planning and delivery

## Secondary Science: Jules Gordon



### ELE Area of Specialism:

- Science
- Teaching and Learning
- ITT
- Leadership

**Email:** [jgordon@george-spencer.notts.sch.uk](mailto:jgordon@george-spencer.notts.sch.uk)

**Current Position:** Vice Principal

**School:** George Spencer Academy

### Background and Experience:

Jules Gordon is currently Vice Principal at George Spencer Academy with previous roles and responsibilities including Assistant Principal, Curriculum Leader for Science and Deputy Director of Teaching School. Jules is the Maths Hub senior Leadership Link within the East Midlands West Maths Hub. Jules has been a local authority consultant for Teaching, Learning and Assessment which was funded by National Strategies to support schools in the East Midlands area to improve. Jules continues to support science education as a Chartered Science Teacher through the Association of Science Education and runs the NQT coordinator network supporting beginning teachers. Jules has established numerous networks to support the teaching in both primary and secondary schools. As part of this network Jules has delivered CPD to ITT trainees, pre-ITT students, NQTs and leaders equally. This also includes supporting leaders with quality assurance regarding aspects of teaching and student achievement.

### Key responsibilities include:

- Middle leader development
- Leading STEM
- Data
- QA
- Curriculum
- AFL
- Assessment
- Literacy in Science
- Science
- Differentiation
- CPD
- Research in Education
- High achievers

## Secondary Science: Ulupi Barnett



### ELE Area of Specialism:

- Science KS3 – KS5 Biology and Chemistry
- ECT induction, coaching
- Implementation planning
- Coaching
- ITT subject specific support

**Email:** [u.barnett@derbymoors.derby.sch.uk](mailto:u.barnett@derbymoors.derby.sch.uk)

**Current Position:** Head of Science

**School:** Derby Moor Academy

### Background and Experience:

Ulupi is currently Head of the Science Faculty at Derby Moor Academy. Ulupi has a strong research background and has worked for over 8 years as a research scientist. She has worked for a range of companies such as the MOD and has also lead on scientific breakthrough research such as Dolly the Sheep before moving into teaching. Ulupi's wider experiences outside of education supports her approaches to implementing system change with schools in her network.

Ulupi has extensive experience working with ITT and has worked as a mentor for many years as well as leading on ECT training sessions. Ulupi has a secure understanding surrounding the knowledge of the evidence base and takes careful consideration when using different evidence sources. As a research scientist Ulupi's particular strengths surround being a critical consumer of the evidence and supporting colleague to synthesise evidence from a range of perspectives and sources.

### Key responsibilities include:

- Science Biology and Chemistry
- KS3 - KS5 teaching
- ITT subject specific support
- ECT induction



## Secondary Science: Marie Imrie



### ELE Area of Specialism:

- Science (Biology)
- NQT induction moving into the ECF
- ITT subject specific support

Email: [m.imrie@theredhillacademy.org.uk](mailto:m.imrie@theredhillacademy.org.uk)

Current Position: Lead Practitioner

School: The Redhill Academy

### Background and Experience:

Marie has been a science teacher since 2001. She became Head of Biology after teaching for two years and then passed her AST assessment in 2007. She now works as a Lead Practitioner, with responsibility for NQT Induction and the Science Subject training for the Redhill SCITT.

As a Lead Practitioner Marie has worked with many colleagues across the Redhill Academy Trust. This work has involved coaching individual staff members who are struggling with an area of their practice, delivering whole staff CPD and working with Heads of Faculty to design curriculum improvements. Marie also delivers numerous CPD sessions to teachers at varying stages of their careers within the Redhill Teaching School Alliance.

Marie is the NQT Coordinator and has responsibility for NQT development and assessment. She is currently working on the transition to The Early Career Framework.

Marie has a passion for working with her team to ensure that they can be the best teachers possible and can have a positive impact on the outcomes of all students. She also nurtures their leadership skills and encourages them forward in their career paths.

### Key responsibilities include:

- Science (Biology)
- KS5 teaching
- ITT subject specific support
- NQT induction moving into the Early Career Framework

## Secondary Business and LGBT+ Inclusion: Adam Brett



### ELE Area of Specialism:

- Business
- ITT
- LGBT+ inclusion

Email: [A.brett@theredhillacademy.org](mailto:A.brett@theredhillacademy.org)

**Current Position:** SCITT Hub Lead

**School:** The Redhill Academy

### Background and Experience:

Adam Brett has been a business teacher for 12 years and has extensive Teaching and Learning knowledge across KS3, KS4 and KS5. Adam has worked in ITT for five years and is currently the Hub Lead for the Redhill SCITT, supporting 26 trainees and mentors across Trust schools.

Adam is in the last year of his Education Doctorate. Adam's research is identifying and recommending how schools can create more LGBT+ inclusive cultures for colleagues and students.

### Key responsibilities include:

- Business Studies (T & L, assessment)
- ITT (mentoring, training, coaching, delivery of content)
- Developing LGBT+ inclusion

## Curriculum Development & CPDL: Emily Dalton



### ELE Area of Specialism:

- Curriculum Intent and Implementation
- Developing Enquiry and Evidence based practice
- leading CPDL

Email: [Emily.Dalton@arnoldhillacademy.co.uk](mailto:Emily.Dalton@arnoldhillacademy.co.uk)

Current Position: Vice Principal

School: Arnold Hill Academy

### Background and Experience:

Emily Dalton is currently Vice Principal at Arnold Hill Academy and has been supporting its journey of improvement towards a 'good' or better school. Emily has been a Vice Principal for 3 years and one of her most crucial aspects of the role is staff and curriculum development.

Before becoming Vice Principal, Emily was Assistant Head for Teaching and Learning and previous to that, Head of Humanities.

### Emily's areas of specialism include:

- Developing Middle Leaders: action planning, coaching, data
- Whole school CPD planning and delivery
- Staff Wellbeing
- Leading Curriculum Intent and Implementation
- Developing and leading the Appraisal Cycle
- Developing and leading the quality assurance cycle and monitoring the Quality of Education

### Key responsibilities include:

- Curriculum Intent and Implementation
- Quality Assurance and monitoring the Quality of Education
- Overseeing the Line Management and Development of Middle Leaders including Heads of Faculty
- The Appraisal Cycle
- CPDL across school and developing Teaching and Learning
- Staff including the management of HR

## ITT: Caroline Arnold



### ELE Area of Specialism:

- Initial teacher Training
- Coaching and Mentoring

Email: [carnold@george-spencer.notts.sch.uk](mailto:carnold@george-spencer.notts.sch.uk)

**Current Position:** Assistant Director of Spencer Teaching School Hub/ Director of SCITT

**School:** George Spencer Academy

### Background and Experience:

Caroline Arnold is the Director of the George Spencer Academy SCITT. She has designed and implemented a coherent teacher training programme with teaching and learning at its core. Caroline plans and delivers many of these training sessions as well as supporting, co-ordinating and quality assuring a team of trainers, mentors and tutors. Caroline also monitor trainee progress through observation, coaching and mentoring and runs comprehensive training and support for ITT and NQT mentors. Caroline is an accredited deliverer of the NASBTT Teacher Educator Programme and was the subject of a recent case-study on their website. Caroline also teaches MFL (French and Spanish) at George Spencer Academy.

### Key responsibilities include:

- Initial teacher Training
- Teaching and Learning
- Coaching and Mentoring
- CPD and Training

## ITT: Debbie Botting



### ELE Area of Specialism:

- ITT (Initial Teacher training)
- NQT
- SCITT Support

**Email:** [debbie.botting@fairfield.notts.sch.uk](mailto:debbie.botting@fairfield.notts.sch.uk)

**Current Position:** Primary Strand Lead ITT Coordinator

**School:** Fairfield Academy

### Background and Experience:

Debbie Botting is the Primary Strand Lead ITT Coordinator. Debbie is also a school based tutor for SCITT trainees and she devises and structures termly and weekly objectives for NQTs. Debbie is responsible for arranging and supporting lesson observations of NQTs and has redesigned lesson observation and feedback forms to facilitate effective meetings with trainees. Debbie is highly skilled in redesigning lesson planning for trainees as part of the GSA SCITT and has also made numerous improvements to documentation again, as part of GSA SCITT.

### Key responsibilities include:

- Support visits for GSA SCITT
- Primary programme design for SCITT
- Support/follow up visits to NQTs for GSA SCITT
- Interviewing for SCITT
- Curriculum moderation visits for trainees
- Support for mentors

## Leadership, Teaching and Learning: Lisa Harrison



### ELE Area of Specialism:

- ITT and Teaching and Learning

**Email:** [lharrison@archwaytrust.co.uk](mailto:lharrison@archwaytrust.co.uk)

**Current Position:** Assistant Director of Spencer Teaching School Hub

**School:** Spencer Teaching School Hub

### Background and Experience

Prior to her role with Spencer Academy Trust Lisa Harrison was Director of Teaching and Learning across the Archway Trust. She had responsibility for quality assurance of teaching and learning, appraisal, professional development, induction and initial teacher training. Lisa also line managed English, Maths and Science across the Trust.

Lisa has designed the professional pathways course and taught on the NPQ courses. Lisa has experience of ITT including having written a programme that was commended by the accrediting body. Lisa has experience of bid writing. She has been involved in Ofsted inspections including preparing Faculties for inspections. She also leads on the coaching programme and is an accredited coach.

### Key responsibilities include:

- Developing Middle Leaders: action planning, coaching, data
- Developing Senior Leaders
- Whole school CPD planning and delivery
- ITT planning and development
- Appraisal
- Quality Assurance
- Line Management of key areas including English, Maths and Science at Trust level



## Leadership and NPQs: Peter Monk



### ELE Area of Specialism:

- Post 16 and English
- Leadership support
- School Improvement support with preparation for inspection

Email: [peter.monk@sky.com](mailto:peter.monk@sky.com)

**Current Position:** Educational Consultant

### Background and Experience:

Peter Monk is the recently retired headteacher of Friesland School. Friesland School is an 11-18, co-educational, genuinely comprehensive school on the Derbyshire/Nottinghamshire border. The school was judged as 'good' in all areas by OFSTED in May 2015 under his leadership.

Since 2018, the school has been part of 'The Two Counties Trust'. Peter was Head at Friesland for eleven years having progressed from Assistant Headteacher leading on Post-16 (two years) to Deputy Headteacher (four years). Previously, he had held various leadership responsibilities at De Lisle Catholic School in Loughborough. In total, he has worked in education for 35 years.

Peter is now working as an educational consultant, including as a Link Advisor for four schools in Derbyshire, a PD consultant for ASCL and delivering on NPQs for the Spencer Academy Trust. The NPQ work has involved delivering on NPQH and taking on the role of coach for NPQML and NPQSL participants. He has worked as a contracted OFSTED Inspector since 2015. His subject specialisms are English, Drama and he has a wealth of experience Post-16.

### Key areas of specialism include:

- Post 16 and English
- Leadership support
- School Improvement support with preparation for Inspection