Together 2 Succeed
Hartlepool Alliance
Developing a school-led system in Hartlepool

Specialist Leaders of Education
The Hartlepool Offer

T 2 S
Together to Succeed

www.t2s.org.uk
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Background

SLEs: Specialist Leaders of Education
SLEs are colleagues who know what outstanding leadership, teaching and impact in their area of expertise looks like. They are senior or middle leaders who are highly skilled in mentoring, supporting, leading and developing others to achieve this in their own context. Committed to outreach work, SLEs have a successful track record of working effectively within their own school or across a group of schools and bring with this excellent communication and interpersonal skills and high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues.

How are SLEs identified?
SLEs are usually nominated by their headteachers in recognition of having a particular area of expertise. They must submit a declaration of interest to Together to Succeed (T2S): Hartlepool via the email address overleaf. The T2S board audit SLE requirements termly and when a significant need arises, they request SLE places from the National College of Teaching and Leadership (NCTL). Applicants subsequently apply and if criteria has been met this is followed by a formal interview and presentation with members of the board including support from a neighbouring TSA. They have:

- first class knowledge in their area of expertise
- a minimum of two years’ experience in a significant leadership role
- a successful track record supported by substantial evidence of impact and sustainable improvements
- the support of their headteacher and chair of governors to be released for a mutually agreed allocation of time each year

They are:

- quality assured as outstanding through an independent panel of heads and senior leaders
- excellent communicators
- sensitive, innovative, proactive and collaborative
- accountable for their practice to the Hartlepool Alliance: Together 2 Succeed
- able to grow leadership in others

How will they support your school?
They can:

- come to your school or invite you into theirs
- work with colleagues in your school
- share their resources
- draw up action plans
- model best practice in the classroom
- coach and mentor colleagues
- develop staff and teams
- observe lessons
- monitor and evaluate learning
- lead CPD
- lead meetings
- lead individuals, groups or all staff
- analyse and identify needs, and are able to prioritise accordingly
Interested in Becoming an SLE?

To enquire about becoming an SLE, contact Leanne Todd:
ltodd@wvps.hartlepool.sch.uk

If you wish to express your interest in person, you can call Leanne on 01429 267466.

If you would like more information about SLEs, please visit:
www.gov.uk/guidance/specialist-leaders-of-education-a-guide-for-potential-applicants

Visit the Together to Succeed website for more information: www.t2s.org.uk
**Together 2 Succeed**  
Commissioning Process Diagram

**How to Request an SLE**  
If you wish to utilise the services of one of our SLEs, the process is as follows:

1. Complete the enclosed deployment request form (A), detailing your specific requirements and SLE preference

2. Email or fax the form back to the SLE co-ordinator – see form

3. The SLE co-ordinator will contact the SLE directly and liaise with their Headteacher on your behalf to finalise arrangements

4. You will be contacted via email to confirm arrangements and costs

5. The deployment takes place and the SLE and supported school agree targets, completing form B together

6. Once the placement is completed, the SLE and school completes an evaluation form (C) for quality assurance purposes

7. The receiving school will be sent an invoice.
Pricing Structure

Daily rate: £280 (from 3-6 hours)

Half day or twilight session: £150 (from 1-3 hours)

These prices contribute to (but do not necessarily completely cover) supply costs to the SLEs’ schools.

The T2S Alliance will retain a 20% administration charge per secondment.

It is expected that SLEs will need time to plan and prepare programmes and materials therefore schools should take this into consideration when booking as preparation time will incur additional costs.

SLE Logs & Notes of Visits
SLEs will keep a log of phone calls and visits which will be shared with the T2S board at timely intervals for quality assurance purposes.

Professional Recognition and Copyright
It could be that SLEs prepare and provide exemplars and materials during their work. All we ask is that you ensure that if these are replicated suitable acknowledgement is given to Hartlepool Teaching Schools’ Alliance and the SLE’s own school.
Specialist Leader of Education Deployment Request: Form A

School making the request details:
Name: 
School name: 
Contact: 

Identification of key focus areas for the SLE:

Identification of key focus areas for support: (Please indicate below the main priorities of the deployment and any relevant contextual information, including expectations of time) 

If you want to request a particular SLE please add details below. If blank 2T2 will broker the support on your behalf:

Specialist leader of education details:
Name(s): 

Other supportive information: (If you know dates and times at this point, please specify) 

Signed: Date: 

NB: A copy to be retained by the school and a copy sent to the SLE co-ordinator before the placement.
Specialist Leader of Education
Agreed Targets: Form B

This form is to be completed jointly by the SLE, before or during the initial meeting, with a member of staff from the supported school.

<table>
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<tr>
<th>Target</th>
<th>Action to be taken and staff involved</th>
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**Time commitment agreed** (Please indicate actual dates and times)

|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |

Signed:  
Date:  

NB: A copy to be retained by the SLE, supported school and a copy sent to the SLE co-ordinator before or during the placement.
SLE details:

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<th>Name:</th>
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<tr>
<td>School name:</td>
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Supported school details:

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<th>Supported school name:</th>
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<td>Deployment start date:</td>
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<td>Time commitment agreed:</td>
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**Review of progress achieved during the contract**

For each of the targets that were identified in the original contract for the deployment, please summarise the **impact** made by the SLE and the **evidence** to support this.

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<th>Agreed targets</th>
<th>Progress made and evidence of impact</th>
<th>Rating</th>
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<td></td>
<td>red</td>
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<td></td>
<td></td>
<td>amber</td>
</tr>
<tr>
<td></td>
<td></td>
<td>green</td>
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<tr>
<td>Please evaluate the following using a RAG rating</td>
<td>Rating</td>
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<tr>
<td>-------------------------------------------------</td>
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<tr>
<td>The SLE’s role in facilitating support and influencing change</td>
<td>red: fair</td>
<td></td>
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<tr>
<td>The overall success of the deployment</td>
<td>amber: good</td>
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<tr>
<th>Additional comments (Where unsatisfactory progress has been made, please give reasons.):</th>
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<th>Please suggest how the partner/supported school can continue to make improvements in the focus area and the requirements for any additional support:</th>
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<th>Signed (SLE):</th>
<th>Date:</th>
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<tr>
<th>Signed (Headteacher or SLT of supported school):</th>
<th>Date:</th>
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NB: On completion, please copy for each partner and email to the SLE co-ordinator on behalf of the Together to Succeed Alliance.
Together to Succeed
Primary SLEs

Natalie Boagey
Assistant Headteacher
West View Primary School
Ad Astra Academy Trust

I can offer support with:

- SEND
- Inclusion

Age range: 2-11

I have been Assistant Headteacher at West View Primary School for the past 11 years, during which time I have also acted up to Head of School for two lengthy periods.

My experience has been principally focused upon developing high expectations and rapid pupil progress in Early Years and KS1, teaching diverse groups of children including pupils demonstrating emotional, behavioural and learning needs. I lead in a number of key areas across school including:

- Inclusion
- SEN
- CPD

I am an accredited NQT assessor across Hartlepool as well as a KS1 moderator for the LA. I successfully completed the National Award for SEN Coordination (NASC) with the University of Cumbria and sit on the LA panel for SEN funding.

I am a lapsed OFSTED inspector following training provided when I was a regional Teaching Awards winner.

Working within a National Support School has provided many opportunities to support the wider system, and I have always undertaken this work in a reciprocal way knowing that our school benefits also from the joint professional development.
Jonathon Bull
Holy Trinity C of E Primary School

I can offer support with:

- Mathematics
- Religious Education
- Key Stage 2 Leadership

Age range: Primary

I have worked at Holy Trinity C of E Primary School since 2011, taking on various teaching, learning and leadership roles including, working across Key Stage Two and leading teaching and learning in PE, Computing, PSHE, Mathematics and RE as well as recently being appointed to the SLT. I studied at The University of Sunderland and have been teaching for five years. I have since completed the NPQML and NPQSL national qualifications.

My current role is classroom based and I have been teaching in Year Six for three years. As Key Stage Two leader, my role is to develop CPD strategies, coaching and mentoring of colleagues at various stages in their careers and the development of further leaders. I lead on book scrutinies and mathematics lesson observations in order to ensure whole school and individual priorities are being addressed. I have vast experience in lesson observations for staff development purposes and meeting OFSTED expectations.

As mathematics co-ordinator, I worked as part of the ‘Assessment without Levels’ working party; developing assessment across the town. I have since moderated mathematics attainment, town wide, in years 4 and 6. As RE co-ordinator, I worked collaboratively with Newcastle and Durham Diocese in order to create a new joint syllabus. This has been successfully implemented across all Church of England schools in both Diocese and I have since made changes to the assessment to suit the locality of our schools in Hartlepool. In our 2014 SIAMS inspection, as RE co-ordinator, our school achieved ‘Outstanding’ in all categories.
Hello my name is Caroline Derbyshire and I teach at Springwell School. I have worked there for 9 years now and prior to this I taught at another special needs school in Durham.
I currently teach a KS1 autism specific class but over the years I have taught across lots of different areas of special needs education (including severe learning difficulties, moderate learning difficulties, severe communication issues and emotional and social difficulties).
My specific area of expertise is autism but I can help with special needs as a whole. I have specific qualifications in autism – a level 3 NVQ certificate and I hold an advanced certificate in autism from The University of Birmingham. I am pleased to offer advice for any child working within the primary phase of the curriculum.
I can offer guidance as an SLE in terms of the curriculum and working environment for children with SEN.

Caroline is currently on maternity leave.
Charlotte Haylock  
Head of School  
West View Primary School  

I can offer support with:  

- Teaching & Learning  
- Pupil progress  
- Data analysis & assessment  

Age range: EY – Y6  

I currently work at West View Primary School in Hartlepool as Head of School, having recently been seconded to Acting Head Teacher at a school which requires improvement.  

West View Primary has a high percentage of disadvantaged pupils and children with SEND. My main responsibilities include: teaching and learning, pupil progress, data analysis and assessment. Alongside this, I also work very closely with staff on behaviour management, with multi-agencies for Child Protection issues and also coach teachers across school with different learning and teaching styles.  

I have been teaching for 13 years and previously worked in Durham Local Authority. Most of my teaching has been within Key Stage 2; most recently, leading the Year 6 team whilst being KS2 Assistant Head teacher. My experiences as a ‘fast-track’ teacher, international placements and leadership programmes such as NPQH have enhanced my pedagogy and learning. My passion is for ensuring the best for every child – both academically and pastorally and I believe that I go above and beyond in order to deliver this.  

I am happy to work cross phase and in different sectors.
Sue Henry  
Deputy Headteacher & SENDCo  
Stranton Primary School

I can offer support with:

- SEND  
- Inclusion  
- Data

Age range: 3-11

I am Deputy Head teacher at Stranton Primary School having worked here for the last 15 years. Previously I taught for 11 years in several primary schools across Hartlepool. Throughout that time I have held various leadership roles and responsibilities across the curriculum. My main area of expertise is SEND and the wider role of Inclusion and I extend this support across the Stranton Academy Trust. I have a passion for inclusion, supporting all children to achieve their potential. I adopt a “can do” and collective team approach whereby adjustments are made and practice is reflected upon to enable all pupils to achieve and be the best that they can be.

I hold a Postgraduate Certificate in Teaching Pupils with Specific Learning Difficulties (Dyslexia) AMBDA and a Postgraduate Certificate, National Award for SEN provision. I have supported numerous schools in developing their SEND Provision as well as supporting others through the Ofsted process.

I sit on the Local Authority SEND panel assessing requests for Statutory Assessments as well as the Individual Pupil Support Panel. Through my role within the Stranton Academy Trust I support the Speech and Language Provision at Eskdale Academy.

Specific Support:

- As an experienced SENDCO I am able to support new SENDCO’s in their role and develop SEND procedures in school
- Experience supporting middle and senior leaders in promoting inclusive practice and wider leadership responsibilities
- Promote best practice and effective communications between teachers and teaching assistants
- Educational Provision for LAC children
- Develop practice to support pupils with Social, Emotional Mental Health Needs
- Use of data to identify needs across school
- Engagement with external agencies and the development of multi-agency approach across school
- Support in addressing needs of pupils with significant difficulties - including accessing support through the Individual Pupil Support Panel and requesting a Statutory Assessment.
Katy Hill  
Deputy Headteacher  
The Federation of St. Peter’s CEVA and Hart Primary Schools

I can offer support with:

- English
- Teaching & Learning

Age range: 6-11

I have been an SLE for two years and have been seconded to 3 schools during that time. I have been teaching for sixteen years and recently became the Deputy Headteacher of the Federation of St. Peter’s CEVA and Hart Primary School.

My passion is for Literacy and I have a wealth of experience in this area. During my teaching career, I have always been able to demonstrate outstanding practice and pupil progress. I thrive on creating a love for learning in the children I teach.

Within my own school settings, I have led and supported teachers in various ways across the school to drive forward the acquisition and development of sustainable literacy skills. I have had extensive experience of assessment in KS1 and KS2.

Beyond my own school, I have been a lead writing moderator for the local authority, a lead KS1 moderator, a designated Literacy Leading Teacher and a member of the DFE L3-5 Reading Panel 2016 as well as the KS1 DFE Literacy Panel.

I look forward to working with other colleagues and children across the alliance and beyond.
Nicola Hodgson  
Springwell School: Special Provision

I can offer support with:

- SEND
- ASD

Age range: 4-11

I am a teacher at Springwell School in Hartlepool. I currently teach in an Autism Specific Class covering KS1 and 2. I have previous experience working with all areas of special needs including mild learning difficulties, severe learning difficulties, behaviour, social and emotional difficulties and autism. I have worked at Springwell School for nine years and have a lot of experience with all areas of SEN.

I have experience in both mainstream and special schools and I can offer you advice and support with all aspects of SEN. I can provide guidance and examples of inclusive teaching at all levels while providing individualised learning for your students.

I have a PGCert in Specific Learning Difficulties (Dyslexia) and an Advanced Certificate in Autism (Children).
Ann-Marie Kirk
KS2 Teacher
Computing and Website Manager
St Bega’s RC Primary School, Hartlepool

I can offer support with:
- Computing Curriculum & Assessment
- Computer Literacy

Age range: primary

I have been teaching for 12 years both in the UK and in Asia, spending the majority of that time teaching in Key Stage 2. I have taught a range of both multicultural and bilingual children.

I have been Computing and Website leader at St Bega’s for nearly 4 years, responsible for leading training in Computer Coding and Programming, Computer Literacy and Computer Science. I have developed planning, assessment and whole school progression using a range of both software and hardware.

My passion lies in new technology and the challenges it brings, not only to everyday life but to the new generation of children in school today. I am committed to enhancing learning through the use technology, while developing new skills and understanding.
Adam Merritt
Assistant Headteacher for Inclusion
Grange Primary School

I can offer support with:

- SEND
- ASD
- Behaviour
- Interventions
- Diagnostic Assessment (Reading & Spelling)

Age range: EY – Y6

I became an SLE on the second national intake in 2012 whilst working within Middlesbrough Local Authority. Throughout my career I have been fortunate enough to ascertain a wealth of experience pertinent to my specialism, Special Educational Needs.

Following four years working within KS1 and the EYFS I moved from Stockton LA to Middlesbrough and became a SENCO and lead teacher of an Autism Resource Base. I then spent two years working for Middlesbrough’s Learning and Language Team and gained a PGC in Specific Learning Difficulties (Dyslexia). In this role, I worked across a range of both primary and secondary settings, supporting SENCOs and carried out both assessments and tailor made interventions.

Keen to develop my leadership skills I then joined a mainstream primary school and taught a discrete Y5/6 SEN group and as well as other whole school responsibilities, I was also a member of the senior management team. Whilst in this role, I became an SLE and played an active role in delivering CPD, developing the role of the SLE within Middlesbrough and completing successful deployments, supporting colleagues in other schools.

Now I am the Assistant Headteacher for Inclusion at Grange Primary School here in Hartlepool. Building on my experience here at Grange and from previous roles I can offer support in developing the role of the SENCO, establishing effective whole school systems as well as identifying and implementing strategies to support individuals or small groups with specific learning difficulties, ASD or behavioural needs.
Emma Miller
Maths Coordinator
West View Primary School

I can offer support with:

- Maths
- Teaching & Learning
- More Able Pupils
- Transition from Primary to Secondary

Age range: Y1-Y6

I have worked at West View Primary School for the last six years and after spending my first year in a Year 1/2 class, I have spent the following five years teaching in Year 6. As the maths coordinator, I am passionate about improving maths understanding, enthusiasm and attainment throughout school by ensuring that the teaching and learning in each classroom is engaging and challenging and that any issues that may be preventing children from progressing are overcome quickly.

My current role has provided me with opportunities to lead CPD sessions, implement interventions to improve results, develop the teaching and learning in all year groups, introduce new methods of assessment and to coach and mentor students and NQTs. As well as this, I also have experience of completing lesson observations and feeding back to staff in order to develop practice.

Recently, I have worked alongside primary teachers, secondary school leaders, and the local authority to devise an effective year long transition programme, which is now being used by many of the schools in Hartlepool. Furthermore, I have been involved with the North Hartlepool Family of Schools for the last four years, which enables collaboration between both primary and secondary schools and the opportunity to share good practice.
Sam Musgrave  
Assistant Headteacher (EY Lead)  
Grange Primary School  

I can offer support in Early Years with:  

- Tracking children and data analysis  
- Parental involvement  
- Improving experiences for children  
- Creating a high quality environment  
- Leadership of Early Years  
- Quality of Teaching  
- Transition  
- Introducing 2 year olds  

I can offer primary school support with  

- Teaching Assistants  

Age range 2-11  

I have worked at Grange Primary School since 2006, taking on various teaching & learning roles including ICT Coordinator and KS1 Team Leader before being appointed as Assistant Head with my main responsibility being EY Team Leader. I also have responsibility for teaching assistants across the school.  

My current role has provided me with experience of improving the quality of Early Years provision through creating stimulating environments, improving parental involvement, improving experiences for children both in and out of school as well as ensuring the quality of teaching. I lead on the facilitation of the Early Years south cluster group to ensure that there is a forum to discuss issues relating to Early Years and allow practitioners to meet to discuss and moderate judgements.  

Grange Primary School is a school that has places for 2 year old children and because of this; I have the knowledge and skills to support schools to begin their journey with 2 year olds.  

Being responsible for teaching assistants in my current school has given me the experience of developing the skills of teaching assistants across the school through a detailed CPD programme including school and peer observations, review meetings and tailored training.
Laura Rowsthorn  
Assistant Headteacher/ Teaching School Manager  
St. John Vianney Primary

I can offer support with:

- ITT
- NQT

I am currently Assistant Headteacher at St John Vianney Primary School with responsibility for science and Gifted and Talented. However my main role is in relation to the Teaching School, with particular emphasis placed upon the support of NQTs and Initial Teacher Training. I am responsible for coordinating and overseeing the placements of trainees across Hartlepool as well as the overall development of trainee teachers (both PGCE and BA routes) through School Direct and within a partnership with Durham University.

My current role has provided me with a wealth of experience relating to ITT. I am confident in the various different routes into teaching which was has led to me speaking at regional Train to Teach events. My current role involves guiding and advising teachers, with varying degrees of experience, in teaching/learning and behaviour management. I am passionate about ITT and raising standards within schools. I am confident in using various technology systems, alongside coaching and mentoring, to help support both trainee teachers as well as those new to the profession.

I am an accredited NQT observer and undertake moderation with other colleagues to ensure a consistent approach to NQTs. My other role includes the quality assurance of provision for NQTs as well as providing support for mentors/induction tutors as well as the NQTs themselves. I also coordinate the primary NQT programme of CPD and process all documentation and liaise with the NCTL on behalf of the Appropriate Body.
Valda Varadinek-Skelton
Class teacher, Maths Subject Lead & Middle Leader
Eldon Grove Academy (part of Extol Academy Trust)

I can offer support with:

- Mathematics
- CPD

Age range: 5-11

I am an experienced primary school teacher employed within a larger than average academy (approximately 500 pupils) and have taught across the full primary range (Year 1 to Year 6). Teaching mathematics is my passion.

As part of my role within my own school I am heavily involved in school self-evaluation and contributing to the school improvement plan. I am a member of the Standards Team where data is shared and analysed with the focus on raising attainment for all.

I lead CPD in order to develop teachers’ knowledge and understanding of Mathematics and ensure sessions are current, practical and tailored to meet the needs of the group. I lead moderation workshops across the year groups in school and personally moderate assessment judgements within school. A key part of my role involves supporting colleagues with planning for progression in pitch and learning, as well as also ensuring challenge for the More Able Mathematicians. I am currently supporting NQT’s in all aspects of mathematics and am about to begin the Primary Mathematics Teaching for Mastery Specialist Programme with the NCETM in order to lead the development of mastery teaching in primary schools within the locality.

I am a member of the Local Authority Key Stage 1 moderation team and have frequently undertaken outreach work.

I am an approachable person who will listen, question, coach or offer advice in order to achieve the very best outcomes for the children we work with. I am flexible and adapt to situations as they arise. I am a reflective practitioner and I value the importance of being a lifelong learner and am always open to suggestions and new ideas in order to develop my own practice and knowledge in order to better support others.
John Tennant  
St. Cuthbert’s RC Primary School 

I can offer support with: 

- Teaching and Learning 
- Development of curriculum and personalised learning- specifically for underachieving boys 
- Impacting on literacy attainment; engagement of boys through texts/technology 
- NQT mentor 

Age range: 3-11 

I am currently a KS2 teacher and member of the Senior Leadership Team – supporting school self-evaluation and school improvement. 

I have previously focused on bridging the attainment gap for boys and am always working towards raising standards in FSM boys’ writing. 

I have a TLR for Reading, Writing and being Lower KS2 Leader. 

I have undertaken the role of NQT mentor, completed the Middle Leader Development Programme and the Tees Valley Aspirant Leader Programme. I have previously verified colleagues’ submissions to TLA; having a sound understanding of action research. 

I have undertaken the following support work: 

- Development of ICT throughout the curriculum; through rigorous SSE and leading CPD 
- Moving “stuck” pupils in Literacy and numeracy 
- Developing an innovative curriculum within his team 
- Support for NQT’s 
- Behaviour Management- specifically ‘challenging’ boys.
Neil Voisey  
Deputy Headteacher  
Eskdale Academy

I can offer support with:  
- Mathematics  
- Assessment

Age range: 4-11

I am Deputy Headteacher at Eskdale Academy and lead directly on mathematics, assessment and curriculum. I have 8 years teaching experience in Year 6 and have consistently during this time achieved Maths attainment and progress consistently above national average at levels 4, 5 and more recently 6. I am currently studying for an MA in ‘Developing Mathematics for the Primary Classroom’, and I am personally motivated to share creative ideas to enhance attainment for all pupils through the use of rich engaging maths lessons.

I have experience of implementing successful whole school changes to the mathematics curriculum, planning structures and assessment processes within my own school, and in a variety of schools within Hartlepool in my role as SLE, most recently in preparation for the 2014 curriculum. I was fully involved in developing the Hartlepool tool for ‘Assessing without Levels’, leading on the maths component of this scheme and have assisted in its implementation in a variety of schools.

I have 11 years’ experience of teaching throughout Key Stage 2 and I am passionate about raising standards through promoting and delivering problem solving based creative maths lessons and in sharing this approach to maths teaching with my colleagues. This approach is proving to have a significant impact on attainment and progress. I have experience of developing purposeful maths feedback, marking and assessment, and on raising attainment in the application of maths throughout all phases of the primary school.
Together to Succeed
Secondary SLEs

Gina Barnes
Head of English
English Martyrs School & Sixth Form College

I can offer support with:

- English
- SEND

Age range: 11-18

I joined EMS in 2005 and have held a number of positions within the English/SEND Departments.
At the beginning of my career I implemented Key-stage 4 interventions and was tasked with ensuring that the tricky C/D borderline students were able to achieve; at this time I was also lead teacher for Media A level. I then moved to Key-stage 3 Co-ordinator, where I was responsible for the planning and implementation of the APP framework across the three year groups. After a short term as Second in Department, I moved to Head of the SEND Department for three years and from there to Head of English.

I can offer support to develop, plan and implement schemes of work and assessment for KS3/4/5 in English Language and Literature. I can offer support and guidance in terms of interventions and various techniques that can aid progress in English lessons and across the department. In KS4 I have marked for the exam boards and can share this experience as well as collaborate to develop assessment processes for new specifications. As a department we have excellent A/A* results at both GCSE and A Level, the foundation for which comes from our More Able and Talented provision and support.

In terms of SEND, I can offer support in intervention planning for success, raising attainment at KS4 and planning for life at KS5. I have been involved in delivering SEND whole school training and enjoy the challenge of changing mind-sets and expectations in relation to these key but vulnerable students. I have also been involved in TA training and believe this sometimes underused and undervalued asset can be invaluable to an effective SEND department.
Lindsay Carling
Faculty Leader of Technology and Enterprise
High Tunstall College of Science

I can offer support with:

- ITT
- CPD
- NQT
- Leading computing
- Leading Design & Technology
- Quality of teaching
- Business & Enterprise

Age range: 11-18

I have worked at High Tunstall College of Science since 2014, appointed as Faculty Leader of Technology and Enterprise. The Faculty includes Business Studies, Enterprise, Food Tech, Textiles, Product Design, Construction, ICT and Computing. I have been in teaching since 2007, beginning my career at Whitley Bay High School where I was Assistant Head of Year. I moved to Mortimer Community College in South Shields as Head of Business and ICT and also Literacy Co-ordinator. These roles have given me a great overview of curriculum and pastoral roles within a school.

I am lucky enough to have worked in 3 different schools and feel that this has given me an excellent insight into a range of support, strategies, understanding and experience. I have helped staff at all stages of their careers to develop and feel supported, improve results and feel confident in their posts. I lead on whole school CPD new initiatives which support the whole school improvement plan. I have experience of teacher observations and the OFSTED process and expectations. I have had links with universities to support them with their ITT programme and developed this within schools too. I am a team leader for the Exam Board and have experience in marking papers and supporting other schools in delivering exam support.

I have been the lead in setting up new courses and ensuring this process goes smoothly to support staff and students and ensure they are fit for purpose; my business degree and background help me have a holistic understanding and approach to implementing change. I am currently part of a working group looking at life after levels and supporting the school with a new assessment framework.
Sarah Dickinson  
Head of History  
English Martyrs School & Sixth Form College

I can offer support with:

- History
- CPD
- Teaching and Learning
- Literacy across the curriculum
- Cooperative and independent learning techniques
- More able and talented

Age range: 11-18

I joined EMS in 2011 having previously worked in Middlesbrough Local Authority as a Lead Teacher with a focus on Literacy and improving the quality of teaching and learning. I have taken on various Teaching & Learning roles in my current and previous role including literacy coordinator, MAT coordinator and lead teacher. I have a particular specialism focusing on History teaching at all key stages. Working for exam boards as a team leader at KS4 and 5 has provided me with invaluable experience of how to raise attainment in History at these key stages. Working in close partnership with primary schools, I also have experience of History teaching at KS2 particularly progression in History without levels. I can also support with improving the quality of teaching and learning in History and ITT in History having worked in partnership with Durham University and Carmel SCITT.

Another area of specialism is the development of literacy in the foundation subjects in particular but also across the curriculum having worked as literacy coordinator for four years. I can offer support for non-specialist teachers in supporting the teaching of literacy in their subjects and about how to embed literacy skills across the curriculum. I have also offered LA training focusing on cooperative learning strategies and independent learning strategies which can help with developing questioning, teacher talk and resilience in learning.

As well as working with Durham University, I also have links to the Hexham and Newcastle Catholic Partnership and Carmel SCITT.
Jonathan Heath  
Deputy Headteacher  
High Tunstall College of Science

I can offer support with:

- Curriculum Design  
- CPD  
- Teaching and Learning  
- Leadership Development

Age range: 11-16

I am currently Deputy Headteacher at High Tunstall College of Science and have a wide range of responsibilities, but specialise in curriculum design, teaching and learning, CPD and leadership development. High Tunstall has seen a dramatic improvement in the quality of provision over the past few years and much of this is down to the emergence of a highly effective middle leadership team that I have supported through the development of systems around quality assurance, self-evaluation and performance management.

Prior to my current post I was assistant Headteacher at Mortimer Community College in South Shields and before this was Head of English at Ponteland High School. Overall I have been teaching English for 17 years and still find this element of my job the most rewarding.

School to school support is central to improvement and I have been lucky enough to be involved in this as an SLE, but also more recently I was seconded as Interim Executive Headteacher at James Calvert Spence College in Northumberland to oversee the transition to new leadership and put in place systems and practices to help the federation move forward.

School improvement is also driven by quality CPD and as well as overseeing the programme at HTCS I arrange training across phases for our partnership and other schools and in addition to this I am currently delivering the NPQSL programme.

My belief is that every child has the opportunities and support they need to succeed and that this is best achieved through quality teaching, quality curriculum and quality leadership.
Ben Holden
Head of Physical Education
High Tunstall College of Science

I can offer support with:

- Physical Education Subject Specialism
- Primary Physical Education Provision
- ITT and NQT Support
- GCSE Physical Education Reform from 2016
- ICT within Physical Education
- Gifted & Talented Programmes
- Physical Education Department Leadership

Age range: 11-16

I have worked at High Tunstall College of Science since 2008, during my time at High Tunstall I have experience working within a variety of roles such as programme leader (curriculum design and delivery), progress leader (using data to support student attainment), ICT across the curriculum before being appointed as faculty leader in 2013. Since taking on this role, I have ensured that faculty results at GCSE PE have remained at least 15% above national average at both A*-A and A*-C grades. In addition, I have overseen the development of our hugely successful Advanced Performance Programme that supports our most talented athletes utilising a local further education provider whilst offering bespoke guidance to allow each student to achieve their sporting potential.

Whilst in post as Head of Physical Education, I have also worked closely and extensively with our feeder Primary schools to improve Primary Physical Education provision. This has been achieved through the development of a unique partnership that includes Primary Physical Education specific CPD, sharing of best practice and KS1 & KS2 PE curriculum design and assessment support. In addition, I have also introduced a Junior Advanced Performance Programme to increase the sporting opportunities for the Partner Primary’s most talented KS2 athletes whilst also acting as an invaluable transition tool for our college.

I possess a great passion for Sport and Physical Education and fully believe that it should be utilised in each educational establishment as a vehicle to drive attainment and increase aspirations of young people.
Liam Murray  
Head of Mathematics  
St Hild’s Church of England Secondary School

I can offer support with:

- Mathematics  
- Further Maths, Use of Maths and Statistics  
- Data analysis and maximising intervention  
- Behaviour management  
- Curriculum

Age range: 11-16

As Head of Maths I have led the department at St Hild’s to its current successful position. I am motivated by the success which comes from working as a team with the shared goal of improving outcomes for children.

Having been graded outstanding in the last two Ofsted inspections, I have used this experience to support and mentor colleagues within my department and across the school. In April 2014, when inspected by the local authority, 100% of lesson observations in maths were grade as good or better and 80% of lessons were graded as outstanding. This has created a good working ethos within the department and we have worked closely with our ITT and NQT staff in the department to help achieve the same outcomes when inspected by Ofsted in February 2015. I believe a contributing factor is the collaborative development of detailed schemes of work, not only in maths but in further maths, statistics and the use of maths, tailored for pupils to make at least good progress every lesson.

I have already been a part of cross-borough initiatives and I am greatly looking forward to leading the LA collaborative group to develop maths teaching across the region. In the summer term I was asked to work as part of the leadership team at St Hild’s developing systems and structures to improve teaching and learning across the school and writing the whole-school SEF and the action plan.
Maria Murray
St Hild’s Church of England School

I can offer support with:

- Religious Education
- Leading a department

Age range: Secondary

I have worked at St Hild’s Church of England School since 2006, taking on various teaching, learning and leadership roles including, subject lead of RE, developing literacy across the curriculum and SMSC coordinator. These roles have given me an opportunity to work across a range of curriculum areas. I have been teaching for eleven years. I have recently completed the NPQSL national qualification.

I have worked with staff at all stages of their careers to develop and feel supported, improve results and feel confident in their posts. I have experience of marking for two different exam boards, which has offered me insight into the development of GCSE schemes of learning, and better equipped me for improving progress within my school.

As subject lead for RE, I worked collaboratively with Newcastle and Durham Diocese in the development of their joint syllabus. I have worked alongside colleagues in school to ensure the most effective implementation of the syllabus for our students. In the December 2014 SIAMs inspection, the report stated that as a subject lead I am an excellent ambassador for RE and that my drive for excellence has made a crucial contribution to RE’s current position as a major plank in the schools drive for raising attainment.

I have lead across humanities subjects in developing teaching and learning to raise boy’s attainment. This has given me opportunity to coach staff to develop their leadership skills to allow them to raise attainment within their curriculum areas. I believe the key to engaging with boys is developing a love for the subject through excellent teaching and learning. One of my strengths is my ability to develop professional relationships that allows me to engage in professional dialogue with staff, which I believe is the key to engaging staff in making change for improvement.

I have a great passion for Religious Education and see RE as adding value to all learners’ experiences. I firmly believe that teaching and learning in RE can be exciting, thoughtful and challenging. I believe that all pupils can develop an enthusiasm for the study of Religious Education and believe that outstanding RE can contribute to raising the attainment and aspirations of all learners.
Laura Ovens  
Assistant Headteacher  
High Tunstall College of Science

I can offer support with:

- Data analysis and interpretation
- Raising attainment and supporting student progress
- Assessment and Curriculum development
- Middle Leadership Support: Leading a Faculty/Subject/Key Stage
- Subject expertise for History, Humanities and Citizenship
- Learning and teaching

Age range: 11-16

I have had the privilege of being a teacher and leader in three very different schools in Surrey, Cheshire and now in Hartlepool. One of my key strengths is my ability to communicate with others, coach and mentor and enable others, forge successful productive working relationships and make valuable impacting contributions to various teams and networks. Frequently I provide peer-to-peer support in my own school and in wider settings.

I have the capability to develop and influence others to improve them as professionals by developing their skills as classroom practitioners and key leaders. I can identify the needs of others, plan and prioritise actions for individuals and teams for whole college improvement. Raising achievement has been a key feature of my roles of responsibility throughout my teaching career and as Assistant Headteacher I currently lead on whole college progress and achievement.
Lyndsay Reavley  
Senior Teacher in Charge of STEM Subjects  
High Tunstall College of Science

I can offer support with:

- Improving attainment in Science
- Curriculum redesign and planning in Science
- Assessment in Science
- CPD in Science
- Leadership and Management
- Quality of Teaching
- Generation of income via grant writing

Age Range 11-16

I have worked at High Tunstall College of Science since 2007 and have been science faculty leader here since 2011. Before taking up post at HTCS, I had the privilege of working in three very different schools. More recently I have been promoted to the post of Senior Teacher in charge of STEM, having successfully achieved significantly above national attainment in all areas of science over a number of years. As well as promoting and driving standards and expectations within the department, I have successfully introduced and trained staff on a number of T&L strategies which include Kagan and Solo Taxonomy. I have also been instrumental in the design and implementation of many science courses and have recently been asked to lead on the development of science across Hartlepool.

My most recent post has enabled me to follow my true passion, which is to raise awareness of the Government’s STEM agenda and to use this to promote STEM to young people and the wider community. I now have significant expertise in engaging with local business and other external agencies to provide programmes that enrich and inspire students to follow careers in STEM. I have recently embarked upon a STEM quality accreditation that is awarded by the business community. This is a rigorous process that is designed to industry proof all areas of the STEM curriculum, ensuring that students are taught the correct skills and knowledge they will need to enter the SCITECH workforce.
Linda Ward
Assistant Headteacher
English Martyrs School & Sixth Form College

I can offer support with:

- ITT
- CPD
- NQT
- Succession Planning
- Leadership and Management
- Quality of Teaching
- Business & Enterprise (previously AST)

Age range: 11-18

I have worked at English Martyrs since 2002, taking on various Teaching & Learning roles including Aimhigher and Enterprise AST, prior to becoming Assistant Headteacher with one of my main responsibilities being CPD. I have been a teacher since 1992, when I started at Dixons CTC Bradford which gave me a great insight into a creative curriculum. I then took on roles of Vocational Co-ordinator (Holy Trinity in Halifax), Head of Department (The Plume School in Maldon) and Head of Sixth Form College (William De Ferrers School in South Woodham Ferrers).

My current role has provided me with experience of introducing potential teachers to the role, developing CPD strategies, and the development of middle and senior leaders, as well as coaching and mentoring of colleagues at various stages in their career. I lead on the development of CPD programmes to ensure whole school and individual priorities are being addressed. I have vast experienced in lesson observations for staff development purposes and meeting OFSTED expectations. The English Martyrs School and Sixth Form College is an ITT lead school, as the senior leader responsible for this area I am able to offer support and guidance to leaders, mentors and trainees.

I am the chair of the Hartlepool Secondary CPD group which enables collaboration of professional development for all career stages. The current focus of raising boys’ achievement is an exciting development encouraging enquiry based pd to narrow the gender gap.