**FOREWORD**

The Buckinghamshire Learning Trust places a very high value on its Headteachers and the quality of the support that is available between the various partners in the service.

To help you identify key people within the service we have produced this Directory of Services which gives you an insight into the Learning Trust team.

The BLT school improvement work is a flexible service, with a range of options, allowing you to choose the element(s) most suited to your school and situation.

Engaging the services of the BLT offers a number of advantages including:

A flexible, bespoke programme which can be as extensive or as focused as required to meet the needs of the individual schools and academies support and challenge - elements valued by schools, academies and governors; Our staff are up to-date with the latest developments in teaching and learning and school improvement strategies.

All BLT staff are rigorously quality assured and held to account for the quality of their work.

Where a school or Academy requires intensive support this is carefully coordinate by the deployment of a ‘team around the school’, drawing on the range of expertise that is available within the BLT and across the wider range of schools within Buckinghamshire. This includes Teaching Alliances, NLEs, LLEs, SLEs and other experienced school leaders and subject specialists.

Yours Sincerely

Amanda Taylor-Hopkins        Kate Rumboll
**Director of Education**     **Director of Standards and Intervention**
**Buckinghamshire Learning Trust**  **Buckinghamshire Learning Trust**
## Key Contacts

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<th>Team</th>
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Please direct all email queries to enquiries@learningtrust.net and your email will be forwarded to the appropriate team.
THE SCHOOL IMPROVEMENT SERVICE
TEAM STRUCTURE
Strategic Intervention Area Teams
The Aylesbury Vale Team

Contacts

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Rebecca Tooze
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Kevin Burrell

Strategic Intervention Manager

Kevin has worked in Education for 28 years. This has included experience as Head of English, Head of Sixth Form and Deputy Head in secondary schools, and as Executive Head and Chair of Governors in Primary Schools. Since 2009 Kevin has worked for first the BCC and then BLT School Improvement team, and currently leads a team of advisors and consultants who support the sixty seven primary schools and academies in North Buckinghamshire. In this capacity he has been the Review Officer for schools in ‘Special Measures’ and ‘Requires Improvement’, initiated the Aspire partnership in Aylesbury and has led the setting up of three IEBs. Kevin has published two school text books, one on English Language and the other on Media Studies.

Julie Halley

Strategic Intervention Adviser

Julie has worked in Education for 33 years. This has included experience in Secondary and Middle schools teaching Design and Technology from KS3 to ‘A’ Level and in leading the examinations team. In 2002 she became an Advanced Skills Teacher and supported schools across her authority. She joined BCC in 2004 to roll out the KS3 and Secondary strategy as a subject consultant. She has maintained her subject expertise by continuing to moderate GCSE controlled assessments throughout her time as a consultant and adviser. Her role within the authority has developed as part of the BCC and BLT School Improvement team, becoming an Adviser in 2011. She is a Level 3 qualified trainer for the Food Safety Level 2 and runs this training for teachers across Buckinghamshire. She gained NPQH in 2008 and qualified as a Coach in 2010. She is an experienced Coach, leading training and coaching individuals and groups at all levels in education. Julie led Coaching for the Aspire partnership in Aylesbury for 2 years.
Julie is a facilitator and facilitated for the Thames Valley Schools Partnership on their National Professional Qualification for Middle Leadership Programme in 2014. Julie has led the training and conferences that have supported vulnerable schools in the authority for the last 2 years.

Julie worked for the Oxonbucks Partnership from 2006-2014 as a visiting tutor on their GTP and SCITT programmes and for Buckingham University from 2010-2013 on their PGCE programme as a visiting tutor.

Julie worked as part of a team advisors and consultants from 2012-2014 successfully supporting the primary schools in the Wycombe Area of Buckinghamshire. In this capacity she has been part of Review Teams for schools and has supported schools in ‘Special Measures’ and ‘Requires Improvement’.

She is part of the IEB for a Secondary School in ‘Special Measures’.

Mark Broadbent

Mark has been engaged with teaching for over 26 years, initially in the North East and then in Yorkshire. This has included experience as Acting Headteacher, Project Director in Transforming Schools, Senior Consultant on the Greater Manchester Challenge, teacher trainer on the curriculum, teaching and school leadership, LEA School Improvement Officer and being on two school governing bodies. Mark is currently training to be an accredited Ofsted Inspector.

Over the past 4 years, Mark has worked with over 60 schools across England on school improvement, at both secondary and primary phases. He has delivered numerous inset days on School Improvement and has taken motivational days with Year 11 students.
**Becky Ellers**

Becky Ellers is the Headteacher at Buckingham Primary School, a large ‘Outstanding’ primary and nursery school. Before Headship, Becky worked as a Maths Consultant for Bucks County Council for 8 years, supporting the improvement of teaching and learning in schools.

Becky’s strengths lie in school improvement and preparation for OFSTED, being Ofsted trained herself and having been Interim Head of a school moving from ‘Special Measures’ to ‘Requires Improvement’ working alongside HMI, Head of a school moving from ‘Requires Improvement’ to ‘Good’ and more recently ‘Good’ to ‘Outstanding’.

Becky is the Head of the Primary SCITT as part of the Buckinghamshire Partnership as well as leading the Maths CPD for the teaching schools partnership and the Maths Hub based at Buckingham Primary School. Working alongside Buckingham University, Becky tutors students on the IPGCE and delivers training to students from around the globe in innovative and dynamic teaching strategies.

**Louise Eaton**

Louise Eaton has been Headteacher at High Ash CE, a medium-sized village school, for 13 years. High Ash was judged as ‘Outstanding’ in June 2011 by Ofsted in which it stated; “The Headteacher provides exceptional leadership and direction”. The school was also judged as ‘Outstanding’ in the SIAS inspection. Louise is a Local Leader of Education where she has been privileged to mentor new Heads and support substantive Heads within the LA and Milton Keynes. Last year, she also supported a school with the Pupil Premium initiative in County and acted as a moderator for Key Stage One. She is an accredited OFSTED inspector, and regularly undertakes inspections in other authorities. She is also a trained SIAMS inspector.
Pippa Brand-Benee  Strategic Intervention Adviser

Pippa has been Headteacher of Grendon Underwood Combined School, a primary school of 220 students, for 18 months and has taken the school from ‘Requires Improvement’ to ‘Good’ in this time. The last Ofsted report in July 2014 stated: “Leaders, under the direction of the inspirational Headteacher, are relentless in their pursuit of excellence... and are fully aware of what needs to be done to make the school ‘Outstanding’ in the future.”

Before Grendon, Pippa was seconded Headteacher at Haddenham Infant School, and Deputy Head at Quainton - both ‘Outstanding’ during her time as the incumbent. Pippa has worked with a number of schools improving T&L through the philosophy of the Growth Mindset. She has been in Education for 20 years and has been involved in two published Ofsted case studies; ‘Raising achievement of Boys in Reading’ and ‘Sustainable Schools’. 
STRATEGIC INTERVENTION AREA TEAMS
THE WYCOMBE TEAM

Contacts

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01296 383030

Jo Donnellan  
Consultant Leader  
Strategic Intervention Manager

Jo Donnellan joins the Trust with a wealth of school improvement experience, having worked in a wide range of schools, both in the UK and abroad. Jo is passionate about social mobility, having been a “free school meal” student herself and is determined to continue to reverse national statistics through transformational leadership. As a Head of Mathematics in the West Midlands, Jo led a team that radically changed outcomes for students in a 2 year period and placed the school in the top 5% of most improved schools nationally. She then joined the Future Leader programme on the recommendation of OFSTED inspectors and has continued to raise achievement and attainment significantly in different schools, improving progress exponentially and closing gaps between disadvantaged students and other. Most recently, Jo worked closely with HMI in a large Academy in ‘Special Measures’ as part of an interim team brought in to support the existing Leadership Team. Jo is delighted to have joined BLT and looks forward to the challenges ahead.

Tim McLoughlin  
Strategic Intervention Adviser

Tim has over 20 years’ experience of teaching in junior and primary schools in four contrasting areas in the UK.

Tim has been Headteacher of three schools; in Tower Hamlets and Buckinghamshire. In his first Headship he took over a challenging school which had been placed into ‘Special Measures’, here he galvanised the efforts of staff and reenergised the school to emerge from the category within five terms. Since 2009 he has been a lead inspector for Ofsted and currently leads inspections in the south of England each year. He is also an accredited School Improvement Partner.

Tim’s areas of interest include supporting Governors, Headteachers and all levels of leadership to help secure ‘Good’ and ‘Outstanding’ outcomes for pupils. The use of Pupil
Premium to raise achievement, subject leadership, Early Years Foundation Stage practice and assessment, and inspection and self-evaluation.

Joanne Garlick

Strategic Intervention Adviser

Jo is a Headteacher of a large (420 pupils) Church of England Primary School on the edge of High Wycombe, Buckinghamshire. She was previously Headteacher of a small rural C of E school for 8 years also within Buckinghamshire. During recent years, she has been seconded to the local authority on a part-time basis supporting other schools in a variety of different circumstances. This has enabled her to evaluate practice in other settings and also to develop her own skill base. This is a role she enjoyed immensely and she also became a trained LLE during that time which has given her the opportunity to pursue opportunities in that area too. This year, she has been involved in working with schools on an innovative Narrowing the Gap project supported by HMI and working with identified schools to support pupil achievement.

Jo is particularly interested in the development of staff at all levels and in bringing innovative ideas into the curriculum. She has seen the excitement and interest this affords the pupils and is always open to new ideas. The cycle of school improvement is a topic Jo can talk confidently about, having taken both schools to positive OFSTED outcomes despite many challenges. Jo chairs the Primary Executive Board with other Headteachers which enables her to debate local and national issues and to help agree the decisions that are made to make a difference for the children and young people of Buckinghamshire.

For 5 years, Jo has chaired a successful school-to-school collaboration and has seen the benefit of schools working together to improve outcomes and opportunities for pupils. She has undertaken an Advanced Facilitator’s course through the Thames Valley Schools Partnership and is a facilitator on the new NCTL Leadership Curriculum.
Ruth Goddard

Strategic Intervention Adviser

Ruth has been Headteacher at St Paul's Church of England Combined School for the past 12 years. St Paul's is an oversubscribed, single form entry primary school with an attached Nursery. The school is at the heart of the community which is ever-changing as it sits in the commuter belt for London. St Paul's is an ‘Outstanding’ school (Ofsted and SIAMS, 2012) which welcomes teachers to come and observe and to engage with the school in order to help support professional development and expertise.

Ruth has trained as a Professional Partner and as a Local Leader of Education. She has been deployed in a variety of different settings, essentially providing support to the Headteacher and/or Leadership team. This support has included periods of Acting Headship and LA secondment. Committed to ‘education for life’, Ruth states that there is always something new to learn, there are always fresh ideas, or even old forgotten ones, which help can help all. Ruth further believes that professional development is vital if schools are to move forward. She enjoys supporting others as she too always learns something new and believes that experienced Headteachers can be used like reference books: dipped into as and when required.

As a BASL board member, Ruth is committed to supporting the aspirations of new leaders and promoting quality professional development and opportunity for all educational leaders.

Debbie Williams

Strategic Intervention Adviser

Debbie has taught in Buckinghamshire for the last 17 years and has been at her current school as Headteacher since April 2011. Prior to this, she was a Deputy Headteacher at a large two form entry primary school. She holds an Advanced Skills Teacher (AST) qualification with which she has worked closely with Bucks Advisors and the Primary National Strategy as well as presenting at a number of conferences and training events for teachers across the county. She has experience of teaching across the primary age range, has held Senior Leader positions within a range of different primary schools and is an LA External Moderator for Key Stage 1. Having successfully moved her current School, which faced challenging circumstances, from ‘Satisfactory’ under the March 2012 Ofsted framework to ‘Good’ in all areas in April 2014, she is keen to share the good practice that has been developed in her own school with others.
Geraldine O’Brien  Strategic Intervention Adviser

Geraldine is a very experienced Headteacher with a strong track record of school improvement both in her own school and through her contribution to the wider schools led self-improving system. She is a coach to serving and aspiring school leaders. Throughout her leadership career, Geraldine has always been actively engaged with a range of professional partnerships committed to improving educational opportunities and outcomes for the young people of Buckinghamshire. As a Local Leader in Education, she has supported schools to move out of Ofsted categories working alongside senior leadership teams and school governors. She has been part of the successful Buckinghamshire Pupil Premium Challenge narrowing the attainment gap for the most disadvantaged pupils in the county.
The School Improvement Service

STRATEGIC INTERVENTION AREA TEAMS
THE CHILTERN AND SOUTH BUCKS TEAM

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Dave Preston
Strategic Intervention Manager

Dave began his working life teaching at Beaconsfield Secondary School where he taught Science and was a Head of Year. He then spent 2 years working in the pharmaceutical industry and then as a Marketing Executive before returning to teaching as a Head of Science. In 1991, he moved to set up the Psychology department and became Head of Sixth Form at Beaconsfield High School. In 2000, he was appointed Deputy Headteacher at Beaconsfield High School and was Acting Headteacher in 2003. He joined Buckinghamshire County Council as Area Adviser in 2005 and became Area Manager for Southern Area Schools in 2007. He is now Strategic Intervention Manager for Chiltern and South Bucks schools within the Buckinghamshire Learning Trust. He has 30 years’ experience in senior management within schools and expertise in monitoring and evaluation, working with category schools, governor support and strategic development.

Linda Lewins
Strategic Intervention Adviser

Working in an Advisory role for School Improvement in the last 3 years, working extensively with school leadership teams, Headteachers and governing bodies, Linda has a wide range of experience in school improvement strategies with proven expertise in successfully working alongside HMI in supporting schools to emerge from ‘Special Measures’ to ‘Good’.

Linda successfully managed a large School Improvement team of METAS Consultants and outreach staff in the previous 9 years. She has expertise in implementing effective BME, EAL and GRT national strategy in schools and settings – including those in ‘Requires Improvement’.

She has enjoyed a wide range of experience in successfully supporting school leadership teams and EYFS practitioners in raising the achievement of black & minority ethnic, Gypsy, Roma, Traveller and English as an Additional Language speaking pupils using effective strategy, policy & practice.
Linda has much to offer teachers in developing Talk for Learning through academic language development for all pupils through EAL pedagogy, collaborative working and developing an inclusive curriculum.

As President of the National Association of Teachers of Travellers and other Professionals (NATT+) & Chair of Policy and Strategy, Linda is a National Lead on Gypsy Roma Traveller education, regularly advising DfE and Government ministers. She is co-author of the published National Strategy GRT materials for schools and is passionate about closing the gap for underachieving groups.

Her work with vulnerable pupils and families has given her significant experience in narrowing the gap, overcoming barriers to learning, engaging and developing effective home-school-community links and working to safeguard children’s learning opportunities and outcomes.

Her recent work on ‘What is Good Support’ has enabled a number of schools to develop effective performance management and improve support for pupils.

**Linda offers school improvement strategies on:**

- Effective school improvement strategies;
- Headteacher performance management;
- Appointing senior staff;
- Developing support staff;
- New Arrivals - including refugee and asylum seeking pupils;
- EAL pedagogy and Advanced Bilingual Learners;
- Gypsy Roma Traveller pupils and families;
- Black & Minority Ethnic pupil achievement;
- Cultural Inclusion – developing policy, practice, resources & strategy;
- Challenging racism through an inclusive curriculum.

Daniel Knuckey

**Strategic Intervention Adviser**

Daniel has 12 years’ experience of teaching in a range of primary contexts including most recently a junior school setting. In that time, he has gained valuable senior leadership experience resulting in a track record of raising standards and outcomes for pupils. As a Headteacher, he has successfully led a school through both Section 8 (Special Measures) and Section 5 Ofsted inspection frameworks. He has also provided tailored support to a range of schools on developing Quality First Teaching and supporting senior leaders with data analysis.

Daniel’s areas of interest include teaching and learning pedagogy and the development of ‘Talk for Learning’,
Assessment for Learning and the development of middle leadership in primary schools.

Daniel has responsibility to act as the lead technical expert for a portfolio of schools in a locality ensuring provision of agreed intervention is effectively delivered, coordinated and monitored. This will involve working with a range of practitioners to support the development of best practice in schools and provide effective and inspirational leadership to help schools perform at their absolute best. Furthermore, to assume monitoring officer responsibilities for schools in a category of concern.

Jennifer Gamble

Strategic Intervention Adviser

With 18 years’ teaching experience, plus time working in industry, Jen has a wide range of skills to bring to her role as Strategic Intervention Adviser and joined BLT in September 2014. Jen has been a Headteacher in Buckinghamshire for 8 years, leading a school in an area of social and economic deprivation through a period of significant improvement, raising standards in all areas and attaining an Ofsted ‘Good’ grading for the first time in the school’s history. Prior to moving to Buckinghamshire, Jen was in Bradford, first as a class teacher and later as subject leader, Assistant Head and then Deputy Head. Her final post in Bradford was a two-year secondment as Acting Headteacher of a large, inner-city primary school. Jen has a track record of managing and driving forward whole-school improvement: utilising data to inform decisions and priorities, raising standards of teaching and learning and implementing systems and processes which support lasting and sustained change. Jen has particular skills in securing improvement through effective engagement with the school community, building a positive learning ethos and developing staff expertise through coaching and professional development. As a Consultant Headteacher in the Chiltern and South Bucks Team, Jen is looking forward to supporting schools on their journeys of continual improvement, and building upon the excellent practice evident within the county.
SECONDARY SUPPORT

Contacts

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Richard Woods

Secondary Lead – Strategic Intervention Manager

Richard Woods joins the Trust from a Headship in Hull with 23 years’ experience of secondary teaching initially as a physical Education Teacher and 15 years senior leadership including developing a new build school and sixth form leadership.

He has extensive school improvement experience and has led in schools in all ofsted categories from Special measures to Outstanding. He has worked for a large academy chain as well as LA schools mostly in urban challenging areas.
Chris Lloyd-Staples  Strategy and Excellence Manager

Chris taught science in secondary schools for 20 years, working as a senior middle leader, before joining Buckinghamshire as Science Adviser. Chris became responsible for the secondary National Strategy in the county, deploying a large team of specialists to provide support for subject teachers and other staff in schools. After the end of the Strategy in 2010, Chris became Deputy School Improvement Manager in the Wycombe area, with county-wide responsibility for Curriculum Development. Chris has extensive experience in all areas of school support, including leadership, assessment, and health & safety. Chris currently manages the workforce providing support in schools, providing specialist support for curriculum areas.

Chris has conducted research into educational change, and has studied classroom practice in several other countries around the world, exploring the different approaches used. Chris has carried out training in Buckinghamshire, in other parts of the UK, and overseas, covering aspects from primary phase through to A level. Chris has a particular interest in curriculum design, and in the implementation of changes within the school system. Chris is a strong supporter of out-of-classroom learning for young people of all ages.

Chris manages the Strategy and Excellence Team. Chris is currently responsible for the deployment of support into schools, whether from BLT staff or from external agencies. Chris ensures that school needs are met, and he is responsible for ensuring that the provision is Quality Assured.

Current Offer

- Advice, guidance and support for all aspects of the national Curriculum;
- Guidance on changes within education, including changes in assessment;
- Headteacher Performance Management;
- Governor, staff and stakeholder training;
- Advice, guidance and support for the use of school grounds, health & safety;
- School reviews, preparation for Ofsted, and general school support.
Karen Crinyion

Strategy and Excellence Lead (STEM)

Karen taught Science for 8 years in 2 secondary schools in Bath and Oxford. As Head of Biology and a Science Subject leader, Karen has taught science across Key Stages 3 and 4 and Biology and Psychology at A level. As a Subject Leader, Karen was responsible for leading a large department during a period of significant change and significant increases in attainment across all key stages. After delivering CPD sessions for science subject leaders across Oxfordshire, Karen developed a passion for developing pedagogy in Science and consequently, was appointed as a National Strategies Science Consultant in Buckinghamshire. With the end of the National strategy, Karen remained with the School Improvement Service, continuing to support science at both a primary and secondary level and also supporting whole school improvement as a School Improvement Consultant. Alongside, work in Buckinghamshire, Karen has worked as an independent consultant for the Learning Skills Network and Science Learning Centre delivering primary and secondary phase training across the South East. In 2013, Karen was appointed as the Regional Development Lead for Surrey and was instrumental in setting up the Surrey Science Learning Partnership, setting up a network of schools to deliver high quality school based CPD. As a Triple Science Adviser, Karen has worked with a number of schools to introduce, implement and improve Triple Science provision. Karen has now taken on the role of Strategic and Excellence Lead for STEM subjects, and will be introducing and implementing STEM initiatives across Buckinghamshire and leading on Science, Maths, Computing and Technology.

Karen’s interests include developing literacy through Science, increasing the uptake of girls to STEM subjects, skills progression in STEM, curriculum development, working scientifically, learning outside the classroom and developing challenge for more able learners.

Karen’s role has strategic oversight of strategy for the Trust for the STEM subjects, namely Science, Technology, Engineering, Maths and Computing which includes leadership of the STEM team of Excellence Advisers. Karen coordinates the CPD and support programme for this area, and is responsible for the deployment of TEPs and SLEs for these subjects. She leads and develops training and bespoke support for individual and groups of schools.

Current Offer

- Introducing and implementing STEM initiatives across Buckinghamshire;
The School Improvement Service

- Developing literacy through Science;
- Learning Outside the Classroom;
- Curriculum planning for Science;
- Data analysis and developing subject leadership in STEM subjects;
- Working with pupils to narrow the gap;
- Implementing Working Scientifically;
- Working with individual or small groups of teachers on specific areas for development relating to STEM subjects;
- Responsible for STEM networks;
- Brokering specific support from Excellence Advisers, TEPs and SLEs;
- Department/teacher reviews;
- NQT/department development support.

Rachel Ayres

Strategy and Excellence Lead (Communications)

Rachel has 11 years’ experience of teaching in a range of secondary contexts including grammar, comprehensive and upper schools. In that time she has graduated from the Fast Track programme, been Head of Upper Sixth, KS4 Coordinator for English, Head of English in three schools and Assistant Principal in charge of Teaching and Learning, CPD and staff induction. She has a track record of improving results at KS3, 4 and 5, and shaping the teaching of English in order to enthuse and engage all learners. She began at the BLT in March 2014 as Strategic Lead for English, and her remit of subjects now includes Humanities, MFL and EAL.

Rachel’s interests include Shakespeare pedagogy, debating, whole school literacy, curriculum planning, creative teaching approaches, Assessment for Learning, staff development, the use of technology in the English classroom, educational research and stretch and challenge for high ability learners in English.

This role has strategic oversight of strategy for the Trust for the communication based subjects, namely English (and its subsidiary subjects), MFL, Humanities and EAL, which includes leadership of the Comms team of Excellence Advisers. Rachel coordinates the CPD and support programme for this area, and is responsible for the deployment of TEPs and SLEs for these subjects. She leads and develops training and bespoke support for individual and groups of schools.

Current Offer

- Currently working on a pilot project targeting underachieving groups in KS4 English;
- Use of social media, blogging and discussion forums to
The School Improvement Service

- Developing writing at Key Stages 2, 3 and 4;
- Strategies to develop whole school reading;
- Creative approaches to assessment in English/Literacy;
- Curriculum planning for English;
- Development planning and data analysis for new Heads of English/Literacy Coordinators;
- Working with pupils to narrow the gap;
- Working with individual or small groups of teachers on specific areas for development relating to English (assessment/strategies for teaching novels, developing writing, use of speaking and listening across the curriculum etc);
- Developing debating;
- Responsible for the Heads of English Network Group meetings;
- Brokering specific support from Excellence Advisers, TEPs and SLEs;
- English department/teacher reviews;
- NQT/department development support.

**Shane Clark**

**Education Excellence Adviser (Science)**

Shane has over 16 years’ experience of teaching in a variety of educational settings including Comprehensive, Upper, Academy, and Primary schools. He has had a range of successful leadership roles including Head of Science in two schools, Assistant Headteacher in two challenging schools, and Assistant Principal with line management responsibilities for science, work related learning, business studies and technology. In every leadership role, he has contributed to improvements in academic progress – moving from ‘Inadequate’ to ‘Outstanding’ provision in science, and from ‘Special Measures’ to ‘Good’ and ‘Outstanding’ in overall school judgements. More recently, he took on a role acting as interim Headteacher, supporting a school in a category of concern. He is a strong believer in continuous educational development, and has self-funded several further qualifications, including at diploma and masters level, to ensure his skills and expertise remain current.

Over the last 8 years, as a consultant and Adviser, Shane has developed and applied his expertise in the education sector providing rigorous support, advice and guidance in science, curriculum development, leadership and management, assessment and whole school improvement. He is happy to roll his sleeves up, working alongside school-based colleagues, to drive change and improvement.

Prior to his career in education Shane trained at Sandhurst and
served as an engineering Officer in the British Army, leading and managing diverse and talented groups to achieve organisational excellence in challenging conditions and environments. From the Arctic to the desert and from UN observer to active service, his military experiences underpin his personal ethos to seize the day and the opportunity, happy to go outside of his comfort zone to broaden insight and experience. Shane has been with the Bucks Learning Trust since its establishment, initially as a School Improvement Adviser and now as the Education Excellence Adviser for science.

Shane’s areas of interest include working as a mentor and coach to develop outstanding classroom practice in science as well as working with and developing outstanding middle leadership. Shane is also interested in developing new and innovative approaches to assessment, monitoring and evaluation in schools and working with schools to develop the outdoor classroom through Forest School provision.

As the Science Adviser, Shane is responsible for supporting and advising schools on up-to-date current practice and procedures in science to ensure schools carry out fun, enjoyable science in a safe and appropriate way, ensuring all pupils make sustained progress through their educational career. He is also responsible for developing and supporting colleagues by providing science CPD, mentoring, and coaching to improve pedagogy and practice.

**Current Offer**

- Provision of high quality and informed advice and guidance for science to school leaders;
- Provision of support, mentoring and coaching for middle leaders in science;
- Support professional development of colleagues;
- Developing science across all key stages;
- Strategies to develop whole school reading;
- Creative approaches to assessment in science;
- Curriculum planning for science;
- Development planning and data analysis for leaders of science;
- Working with pupils to narrow the gap;
- Working with individual or small groups of teachers on specific areas for development relating to Science (assessment/ strategies for teaching working scientifically/examination preparation);
- Responsible for developing the science subject leader’s network;
- Science department and teacher reviews;
- NQT/department development support.
Andy Dickson

Education Excellence Adviser (Computer Science)

Andy has a broad and diverse career in education having taught in both Primary and Secondary schools and all ages from 5 to 18. He taught Mathematics and ICT at Secondary level and all subjects across KS1 & KS2 at Primary level. Andy has been an ICT Coordinator in two Primary schools and was a member of the SMT in one school. Andy has worked for the School Improvement Service in Buckinghamshire since May 2000. For 11 years he was an ICT Consultant. In this role he has supported ICT across all Key Stages. This included ICT curriculum advice and support, hardware and software advice and support, delivering bespoke INSET in schools, delivering centralised CPD courses, centralised and school-based VLE training and support, school-based videoconferencing training, running termly ICT Coordinators Meetings, organisation and support for the Jaguar Cars Maths Challenge within Buckinghamshire and editing a monthly e-Update newsletter. Following the restructuring of the School Improvement Service, Andy remained in a new role of School Improvement Consultant for 3 years. During this time he continued to support ICT in schools as well as whole school improvement issues.

Andy has now taken on the role of Education and Excellence Adviser – Computer Science, allowing him once again to focus on the subject that he loves.

Andy's areas of interest include e-learning, programming in primary and secondary, digital imaging, e-safety, curriculum support and development, hardware and software support and development, website support and development.

This role has strategic oversight for the subject of Computer Science for the Trust. Andy also has responsibility for e-safety in the Trust, also working with Buckinghamshire County Council’s e-safety sub-committee to support this. In addition he has responsibility for the BucksGfL website and in supporting IT infrastructure and systems development for the Trust. Andy leads and develops training and bespoke support for individual and groups of schools.

**Current Offer**

- Programming training and support in primary schools;
- e-safety training and support;
- e-learning development;
- VLE (Moodle) training and support;
- Adobe Connect videoconferencing training and support;
- Curriculum planning for Computer Science;
- Website support and development;
- Software and hardware support and development;
- Support for cross curricular ICT;
- Responsible for Computer Science networks;
- Computer Science department/ teacher reviews;
- NQT/department development support;
- Schools Linking Network Model United Nations (SLN-MUN).

Geoff Roberts

Education Excellence Adviser (MFL)

Geoff has taught English in France, Germany, and SE Asia, then worked for the BBC World Service and in the travel sector before returning to teaching Modern Foreign Languages (MFL) in the UK secondary sector. His later job titles have included Principle Examiner (for Cambridge IGCSE), Advanced Skills Teacher, Schools Consultant and Modern Languages Adviser in Oxfordshire and then Buckinghamshire. He is a member of the National Association of Language Advisers. He has taught various languages and aspects of literacy across diverse age ranges from Key Stage 2 to adults. He has worked as a link adviser for primary and secondary schools in a monitoring and evaluation role and on whole school as well as subject reviews. He has a proven track record in delivering effective training to teachers, leaders and governors in areas such as differentiation, self-evaluation and as part of the developing middle leaders programme.

The thread that continues to drive him is the learning of languages, the link with literacy and the wider social, cultural and educational benefits these bring. He is the author of a course on introducing China and Chinese (primarily as a project to raise intercultural awareness).

Geoff has a county overview of MFL in terms of leading on advice and support to governors, leaders and teachers across all key stages. He has a national overview of MFL through professional links and research. The area of MFL exploits links, in terms of school support, with literacy, the teaching of English as a foreign language, the international dimension and in delivering effective spiritual, social and moral education.

Current Offer

- Currently working on research projects on task based learning (with KCL);
- and on research in base-lining primary language learning in Year 7 (with Reading University);
- Departmental reviews / individual teacher support;
- Running county network meetings (primary and secondary);
- Designing and delivering bespoke support as required by schools and teachers for MFL;
- New curriculum and planning of MFL in Key Stage 2;
The School Improvement Service

- Assessing without levels in primary languages;
- French phonics (for teachers and learners) and understanding sound-spelling system;
- French for primary teachers courses (language boosters);
- Working with Language Coordinators on their role, self-evaluation, Ofsted;
- Getting learners to speak with confidence using the target language;
- Raising boy’s motivation and results in MFL;
- Linking MFL with literacy and raising outcomes in English for learners;
- Thinking Skills;
- The power of storytelling;

Carol Stottor

Education Excellence Adviser (EAL)

Carol has 25 years’ experience of working in the field of multicultural education in a range of schools in Berkshire and Buckinghamshire. She trained as a primary teacher in Leeds specialising in EAL and multicultural education. As a class teacher she has worked in Foundation stage, KS1 and KS2 and has held middle, senior leader and deputy posts in a variety of primary schools. She has also had responsibilities for EAL and Minority Ethnic Achievement, SEN, Curriculum Coordination, RE, SMSC and PHSE. Most of her experience has been gained in urban, culturally diverse settings. Carol has also worked for the Raising Equality and Achievement for Learners project, teaching and developing good practice in a number of primary schools. She has worked extensively in challenging schools in Buckinghamshire and has developed significant school improvement skills as a result.

In 2007 she joined the Minority Ethnic and Traveller Achievement Service as a Consultant working across EYFS, KS1, 2, 3 & 4. In 2011, Carol was appointed to the post of School Improvement Consultant with a specific responsibility for raising EAL and Ethnic Minority Achievement in schools.

Carol is interested in EAL pedagogy, engaging with parents and communities, celebrating the richness of community languages and cultures, identity, belonging and citizenship, P4C and preparing all pupils for life in a global society. Carol is also a member of NALDIC (National Association for Language Development in the Curriculum).

This role has a strategic oversight for raising the achievement of EAL pupils across Buckinghamshire and to provide expertise, training, support and development for senior leaders, EAL Coordinators, teachers and TAs to ensure all EAL pupils
fulfil their full academic potential, and that all pupils are taught an inclusive curriculum that prepares them for life in modern Britain.

**Current Offer**

- Whole schools bespoke training, working with individual practitioners, listed CPD Courses.
- New arrivals – EYFS, Primary and Secondary:
  - New Arrivals: Pedagogy and Practice;
  - Isolated learners and teachers new to EAL pupils;
  - Induction and assessment;
  - NQT training;
  - Working with parents.
- Advanced bilingual learners – Primary and Secondary:
  - Advanced bilingual learners: Pedagogy and Practice;
  - Analysing writing and closing grammar gaps;
  - Ensuring the attainment of more advanced bilingual learners - cognitive and linguistic development.
- Cultural Inclusion and reflecting cultural diversity - EYFS, Primary and Secondary:
  - Auditing current provision;
  - Developing a culturally reflective curriculum;
  - Who are your pupils? – identity and belonging;
  - Understanding cultures;
  - Barriers to community cohesion - Radicalisation and Extremism.
- EAL Coordinators:
  - Roles, responsibilities and good practice;
  - Analysing data and raising achievement of groups and individuals;
  - Auditing, learning walks and action planning;
  - TA training.
- Responsible for EAL termly network meetings across the county:
- Buckinghamshire schools may request an hour of BLT funded support from the Adviser for guidance on New Arrivals. Specialist Support Workers to support Newly Arrived pupils in school are deployed by the EAL Adviser.
Lindsey Thomas  

**Education Excellence Adviser**  
**(English and Literacy)**

After teaching and leading English in a range of secondary contexts for 15 years, Lindsey joined the School Improvement team in 2005. As well as her role as a National Strategy Consultant supporting primary, secondary and special schools, she has devised and led a range of innovative projects across the County, including Bucks SLAMbassadors and The Buckinghamshire eAnthology – an eLearning programme which won a national Research Award. More recently, Lindsey led the Bucks Grammar Project, working with David Crystal, and is currently leading the Bucks WRITE programme looking at how innovative approaches to grammar, structure and pedagogy can be combined to increase pupils’ learning and enjoyment of writing in primary schools. Lindsey sits on the Secondary Committee for NATE.

As well as her work for the Trust, Lindsey is also an experienced senior examiner and moderator at GCSE and KS2. She is employed by OCR for whom she designed the Spoken Language component of the current GCSE and is currently a Principal Moderator. As well as setting Controlled Assessment Tasks, she writes teacher support materials and is a Fellow of the Chartered Institute of Educational Assessors.

Lindsey’s interests include developing oracy; supporting developing readers; writing pedagogy; literacy across the curriculum; eLearning; using media, film and image in English; effective assessment and feedback; teaching grammar; developing stretch and challenge for all learners; increasing learners’ engagement; and creative curriculum approaches.

This role leads development and support for English and Literacy across all phases and contexts. As well as offering bespoke support and CPD for individual schools and groups of schools, Lindsey devises and delivers the central CPD programme and leads developmental programmes.

**Current Offer**

- Currently working on The WRITE Project to support expertise and pedagogy in writing in primary schools;
- Developing reading and writing at Key stages 1, 2, 3 and 4;
- Teaching Speaking and Listening at Key stages 1, 2, 3 and 4;
- Teaching grammar;
- Whole school literacy;
- Effective approaches to assessment in English/Literacy;
- Curriculum planning for English;
- Development planning and data analysis for Heads of English/Literacy coordinators;
- Working with pupils to narrow the gap;
- Specific intervention training: Boosting Reading at Primary and Secondary (BRP), Talking Partners at Secondary;
- Responsible for the Primary Literacy Leaders Network Group meetings;
- English department/teacher reviews;
- NQT/department development support;

Alison Arber  
Strategic and Excellence Lead  
(Physical Education)

Ali has over 20 years’ experience of teaching in both middle and secondary grammar school contexts. After graduating from the University of Exeter, she spent a year as an independent learning research assistant: conducting over 150 lesson observations in 16-19 education establishments in Exeter, Yeovil, Canterbury and Jersey.

Ali has been Head of Physical Education, Geography and Assessment in Middle School settings. She is currently Subject Team Leader for Physical Education and Curriculum Manager for the Creative Arts at an all-girls grammar school. In her current post she has achieved Gold Partner status from the Youth Sports Trust and was the highest ranking girls’ school (11th overall) in the School Sports Magazine top 30 best state schools 2013. Ali has presented at the Youth Sports Trust National Conferences in 2010 and 2013. She has sat on Youth Sport Trust working parties for the classroom quality standards, National Curriculum 2014, competition and assessment. She began her secondment at the BLT in September 2008 as Strategic Lead for PE and Swimming.

Ali’s areas of interest include supporting the PE and Sport primary funding, subject leadership in PE, assessment in PE, use of iPads to enhance learning, curriculum planning, putting the physical back into PE, creative teaching approaches, Assessment for Learning, leadership pathways through the key stages, learning to compete and competing to learn in PE.

This role has strategic oversight of strategy for the Trust for Physical Education which includes working with key partners to implement the Buckinghamshire PE, Sport and Physical Activity Strategy and membership offer. Ali coordinates the CPD and support programme for this area, and is responsible for the deployment of SLEs for these subjects. She leads and develops training and bespoke support for individual and groups of schools.
Current Offer

- Currently working with key partners Buckinghamshire PE, Sport and Physical Activity strategy and primary PE membership offer
- Self-Review Action Planning – Primary PE
- Active Learning – Literacy and numeracy
- Strategic Leadership and Management of Primary PE
- Use of iPads to enhance learning in PE
- Playground Leader Training
- Mid-day supervisor playground training
- Observing lessons in PE
- ‘Good’ to ‘Outstanding’ PE
- Ideas for orienteering in a school setting
- Ideas for healthy competition in PE
- Confidence in delivering primary PE
- Assessment in PE
- PE department/teacher reviews
- NQT/department development support

Mandy Carey

Education Excellence Consultant (Swimming)

Mandy has worked in various schools as a Physical Education Teacher. She has also undertaken a range of roles, including Key Stage 3 Coordinator and PSHE Coordinator. The latter led to her involvement in the National Healthy School Scheme and subsequent role as Healthy School Adviser for Bedfordshire. She moved to Oxfordshire, where she coordinated the scheme for the County.

Mandy currently holds two positions, PE teacher at Aylesbury High School, where she coordinates the school’s Swimming Programme, and BLT School Education Excellence Consultant, Swimming. In her Consultant role, she has been responsible for the development and launch of the updated Safe Practice in School Swimming Policy and coordination and development of the Bucks Swim Star Awards. Mandy chairs the Bucks School Swimming Focus Group, comprising members of the ASA, Headteachers, swimming clubs, leisure providers and swimming teachers. This group has brought new initiatives and good practice to school swimming in Bucks.

Mandy works closely with the ASA and has been involved in pilot courses for the national body including the IOS Competitive Starts CPD and Young Aquatic Leaders Course. Last year, Mandy worked with the ASA to coordinate the filming of the updated ASA Stages as part of the National Plan for Teaching Swimming. Bucks pupils were filmed during their school swimming lessons for development of updated website and DVD resources. Last year, Mandy presented at the ASA
National Get People Swimming Conference.

More recently, Mandy secured the contract with Oxfordshire County Council to help re-design their Swimming Service. To date, this has involved the development and launch of an updated Safe Practice in School Swimming Policy and their own County Swim Star Awards, recruitment of Area Team Leaders and subsequent training and appraisals. Currently, the roll out of the policy involves delivery of Module 1 to OCC staff and subsequent support.

Mandy strongly advocates a Partnership approach to the delivery of School Swimming - the work of the Bucks School Swimming Focus Group has been vital to this aim. She continues to promote the need for School Staff and Leisure Providers to utilise their strengths in NC and Swimming Expertise respectively to plan effective progressive and fun programmes together. She encourages the school staff she trains to bring their PE lessons into the pool to ensure the development of confidence in both pupils in the water and staff on poolside, through a broad and cross curricular aquatic approach to the delivery of school swimming.

Current Offer

- Advice, guidance and support for all aspects of school swimming (based on local and National Policy).
- Provision of the following Courses for School Staff:
  - ASA Module 1 Certificate for Teaching School Swimming;
  - ASA Module 2 Certificate for Teaching School Swimming;
  - Bucks Shallow Tank Rescue Test (for school staff with their own shallow tank pools);
  - Bucks Disability Swimming (based on Module 1);
  - Mini Polo, Synchronised Swimming, Games Based Approach to Delivery of Swimming Twilights.
- Guidance on changes within NC Swimming.
- Advice on the Bucks Swim Star Award as an assessment tool.
- Termly newsletters to all schools on developments and Case Studies on School Swimming.
Marc Berrett

Marc has nearly 20 years’ experience as a Subject Leader of Art and Design at Waddesdon Church of England School. Also within that period he has been the Director the school’s Visual Arts Specialist Status for 9 years, worked as a Head of Year, acted as Professional Tutor for NQT colleagues, managed the schools Community Partnership’s Programme and been a key member of the schools Strategic ICT Management Team. He is a highly regarded and experienced leader who has run a department that consistently achieves outstanding results for boys and girls. Marc has worked with QCDA on each of the National Curriculum's "Programmes of Study for Art and Design" at KS3, KS4 and KS5. He has also written case studies for them on “Transition between KS2 and KS3”, “Assessment in Art and Design” and “APP in Art and Design". He has run a number of CPD courses for Primary, Secondary and PGCE colleagues, mentored a number of Heads of Department, run subject reviews and has spoken at the Achievement Show in the Outstanding Departments section on raising achievement in boys through the use of digital media. He is currently an OFQUAL subject expert for Art and Design.

More recently, Mandy secured the contract with Oxfordshire County Council to help re-design their Swimming Service. To date, this has involved the development and launch of an updated Safe Practice in School Swimming Policy and their own County Swim Star Awards, recruitment of Area Team Leaders and subsequent training and appraisals. Currently, the roll out of the policy involves delivery of Module 1 to OCC staff and subsequent support.

Primarily, Marc likes to see colleagues and pupils grow in confidence both in delivery and in learning. To help achieve this his interests include staff development, coaching and sharing good practice, effective use of data and Assessment for Learning, raising achievement in boys, narrowing the gap, new and traditional media in Art and Design, Digital Photography, Graphic Design, technology in the classroom, curriculum planning and managing departments.

As a Teaching Excellence Practitioner (TEP) Marc will work with Middle Leaders by offering coaching, support and guidance to support colleagues, their teams and pupils. He will offer subject expertise both within Art and Design, related subjects and digital media as well. Marc runs a number of CPD courses aimed at both Primary and Secondary level.

**Current Offer**

- Support, advice and guidance for Middle Leaders in Schools;
Narrowing the gap with boys by utilising digital media as an engaging and effective learning tool;
Use of data as an effective targeting tool to raise achievement;
Managing departments;
Art Department/Teacher Reviews;
Curriculum planning for Art and Design;
Working with new technologies in the classroom;
Guidance on Digital Photography;
Guidance on Graphic Design;
Developing art skills for primary teachers.

Shelley Hancock

Teaching Excellence Practitioner

Shelley has 8 years’ experience teaching science in secondary schools. In that time she has been STEM Coordinator, Head of Chemistry and been accredited as an Advanced Skills Teacher.

Prior to teaching, Shelley worked as an Analytical and Research Chemist and in the charitable sector.

Shelley joined the BLT in September 2014 as a Teaching Excellence Practitioner.

Shelley is interested in all aspects of teaching and learning, with a particular focus on teacher development to support student progress, through classroom management, questioning, feedback and the encouragement of independent learning skills.

As a Teaching Excellence Practitioner Shelley has responsibility for addressing identified areas of need through bespoke school support directly with teachers.

Current Offer

- Assessment for Learning;
- Coaching for improvement;
- Classroom Management for Behaviour Management;
- Good Laboratory Practice;
- Higher Order Thinking Skills;
- Independent Learning;
- Intervention Strategies;
- Marking and Feedback;
- NQT/ITT support;
- Practical Science;
- Questioning Techniques;
- Scheme of Work development;
- SOLO Taxonomy;
- Stretch and Challenge;
- Systematic Review;
Afsheen Nawaz

Teaching Excellence Practitioner

Afsheen has 8 years’ experience in the education sector. In that time she has been a successful primary school classroom teacher and demonstrated her excellence by attaining Advanced Skills Teacher (AST) status and more recently as a Specialist Leader of Education (SLE). Shortly after qualifying as a teacher, Afsheen undertook her Masters in Education with a particular focus on the purpose and value of assessment. The findings of her research not only informed her practice but also had a direct impact on school policy and procedures. Since then Afsheen has gone onto manage and lead a number of whole school initiatives across the county: supporting the development of teachers, creative curriculum planning, developing SMSC, performance management of support staff, marking and feedback and embedding positive cultural change. She is also an experienced writing moderator for county and has been a member of the Senior Leadership Team for a number of years.

Afsheen is a passionate advocate of the Philosophy for Children (P4C) movement and has extensive experience in supporting schools introduce, develop and embed practice and pedagogy. She has championed the subject in its own right and is promoting it as an engaging and innovative approach to teaching. She was most recently awarded an international research grant to conduct an action research project on the development of moral education.

Current Offer

- Philosophy for Children (P4C);
- KS1;
- Creative curriculum design and planning;
- Assessment with a particular focus on marking and feedback and APP;
- Developing role of support staff: Teaching assistants;
- Pupil Council, pupil voice, student cabinet;
- Embedding SMSC across the curriculum;
- Improving standards of teaching and learning;
- Planning;
- Developing the role of a subject coordinator;
- Behaviour Management;
- Ethos, vision and values of a school;
- Purpose, use and implementation of action research;
- PSHE (Developing understanding).
Joanna Peters

Teaching Excellence Practitioner

Joanna started her teaching career 18 years ago in Tower Hamlets. Since then she has worked in a number of schools in the Buckinghamshire area, mainly teaching in EYFS and Key Stage 1. She has held a number of key positions of responsibility in schools and for BCC including Nursery Coordinator, History Coordinator, English Coordinator and Key Stage 2 writing moderator. She is currently studying for an MA in Inclusive Education at the University of Reading after having been awarded a scholarship from the Teaching and Learning College. She has a particular interest in supporting pupils who have reading difficulties and in 2008 she trained as a Reading Recovery teacher. In 2012, she was a finalist in the national Reading Recovery Award for ‘outstanding contribution to children’s literacy’ and a finalist in the ‘innovative practice to sustain the gains made through literacy intervention’ Reading Recovery School of the Year 2013. Joanna is also about to gain her PGcert SENCO qualification. Joanna works part-time for BLT while continuing to teach in a local primary school.

Joanna’s interests include English national curriculum planning at primary level, supporting pupils with specific literacy difficulties, early reading strategies (including phonics), training support staff, guided reading, early writing strategies and English Coordinator support.

In this role Joanna will be working closely with the Education Excellence Adviser (English) on a number of projects, as well as offering support in primary schools.

Current Offer

- Currently working on the Write Project for BLT;
- Writing long term and medium term English plans using the new curriculum (primary);
- Supporting early readers and writers;
- Training support staff, parents and volunteers in Boosting Reading at Primary (BRP);
- Book banding;
- Using the PM Benchmark Kit;
- Running Record Training;
- Support for English Coordinators;
- Grammar support;
- Writing moderation;
- Parent workshops in phonics and reading.
Hannah Suggitt

Teaching Excellence Practitioner

Hannah has 6 years’ experience of teaching in Buckinghamshire and Oxfordshire, ranging across secondary comprehensives, grammar and upper schools. She has developed her practice as an outstanding classroom teacher in English and holds responsibilities at both middle leader and whole school strategic levels. Hannah has been appointed the Lead Practitioner at her current secondary school for the last 3 years and with this is responsible for the whole school improvement of feedback and marking, coaching and mentoring of colleagues across all curriculum areas, supporting and delivering training for NQT’s, promoting and sharing innovative teaching practice (including the development of flipped learning), and supporting the move from ‘Good’ to ‘Outstanding’ in teaching and learning. Hannah has worked closely with Ofsted inspectors in other Bucks projects including ‘Star Lesson’, accumulating over 6 hours of filmed Outstanding lessons to use for further staff development and discussion, and has used these resources in other training sessions across the county (including SCITT training sessions for The Buckinghamshire Partnership and the Ox and Bucks Partnership for trainee teachers). Hannah continues to develop her research within Education to tackle current pedagogical and educational concerns; currently, her research is focused on the national underachievement of white working class boys, particularly in English, and is preparing to complete her third year of a five year Doctorate degree in this area.

Hannah’s areas of interest include the development and impact of positive whole school ethos, impact of teacher – student relationships, growth mindset in the classroom setting, the concept of grit in learners, engagement and motivation in all learners, challenging disaffection within education, the national underachievement of white working class boys, the power of aspiration, innovative teaching practices, outstanding teaching practice, ITT and NQT training, all aspects of the classroom experience, and other educational research.

In this role Hannah will work under the direction of the Strategic and Excellence Lead (Communication) to provide bespoke training and support for secondary schools across Bucks in addressing identified areas of need. Support offered includes mentoring, coaching, guidance and training to support teachers, team leaders and pupils. She will offer subject expertise for both English Language and English Literature across Key Stage 3, 4 and 5.

Current Offer

- Currently supporting on a pilot project targeting
underachieving groups in KS4 English;

- Growth Mindset;
- Innovative teaching practices and creative approaches to English / Literacy;
- ITT development;
- Moving from ‘Good’ to ‘Outstanding’;
- Re-engagement of disengaged students;
- Strategies to develop whole school marking/feedback;
- Working with pupils to narrow the gap;
- Working with individual or small groups of teachers on specific areas for development relating to English (assessment/ strategies for teaching novels/ developing writing/ use of speaking and listening across the curriculum, etc);
- Support for the Heads of English Network Group meetings;
- English department/ teacher reviews;
- NQT/department development support.