We are thrilled with the high quality expertise, knowledge and talent that our SLEs so clearly demonstrate. They have been deployed to share resources, coach colleagues, draw up action plans, deliver training and monitor progress. Feedback from our alliance partners and beyond has been extremely positive. We look forward to sharing this ‘army’ of proven excellence with you.”

Lesley Powell, Executive Principal
The Academy at Shotton Hall
WHO AND WHAT ARE 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. They are highly skilled in mentoring, supporting, leading and developing others to achieve this in their own context.

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.

WHAT WILL THEY DO FOR MY SCHOOL?

They are:
- quality assured as outstanding through an independent panel of secondary heads and senior leaders
- excellent communicators
- sensitive, innovative, proactive and collaborative
- analytical in identifying needs, and are able to prioritise accordingly
- able to grow leadership in others
- able to impact on attainment and achievement in your school by sharing resources; modelling, coaching and supporting your staff and teams
- accountable for their practice to the Shotton Hall and Hermitage Teaching School Alliances
- brokered through an experienced secondary headteacher, who was also a Local Authority School Improvement Officer.

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.

HOW TO GET IN TOUCH...

Telephone Elizabeth Ayres, Teaching School Lead for SLEs on 07775 503253

or email Elizabeth at elizabeth.ayres@shottonhallacademy.co.uk
### THE DIRECTORY

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHAVIOUR AND DISCIPLINE</td>
<td>7</td>
</tr>
<tr>
<td>BUSINESS AND FINANCE</td>
<td>7</td>
</tr>
<tr>
<td>CONTINUING PROFESSIONAL DEVELOPMENT (CPD)</td>
<td>8</td>
</tr>
<tr>
<td>ENGLISH AND LITERACY</td>
<td>10</td>
</tr>
<tr>
<td>INITIAL TEACHER TRAINING (ITT)</td>
<td>13</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>13</td>
</tr>
<tr>
<td>HISTORY</td>
<td>14</td>
</tr>
<tr>
<td>ICT AND COMPUTING</td>
<td>14</td>
</tr>
<tr>
<td>LEADERSHIP OF THE CURRICULUM</td>
<td>15</td>
</tr>
<tr>
<td>LEADERSHIP OF TEACHING AND LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>MATHS</td>
<td>17</td>
</tr>
<tr>
<td>MODERN FOREIGN LANGUAGES</td>
<td>19</td>
</tr>
<tr>
<td>MUSIC</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>20</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>23</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>23</td>
</tr>
<tr>
<td>SPECIAL EDUCATIONAL NEEDS (SEND)</td>
<td>24</td>
</tr>
<tr>
<td>TECHNOLOGY AND ART</td>
<td>25</td>
</tr>
</tbody>
</table>

### BEHAVIOUR AND DISCIPLINE

**Pauline Clark**  
Assistant Headteacher  
The English Martyrs School and Sixth Form College, Hartlepool

Pauline has developed both the pastoral and academic aspects of student support and intervention. Her key areas of work include behaviour and discipline, admissions, transition, student tracking and interventions. Pauline also leads on *Closing the Gap* (pupil premium, more able students and SEND) and has led training on topics including: behaviour for learning, positive and assertive discipline, *The Optimistic Child* (developing emotional intelligence), *Every Child Matters* and differentiation.

### BUSINESS AND FINANCE

**Lee Alexander**  
Head of Finance and Business Development  
The Academy at Shotton Hall, Peterlee

Lee was initially employed as a consultant to the Academy in its conversion process. Lee's experience includes purchase management, financial accounting, management accounting, payroll management and auditing. Lee has seventeen years’ accounting experience, most of which was gained in the commercial sector.

**Nikola Flint**  
Director of Corporate Services  
Acklam Grange School, Middlesbrough

Nikola is an experienced school business manager of ten years. Her experience includes finance and business, human resources, community, facilities management, ICT strategy, operational services, marketing and communications and project/programme management. Nikola also effectively led all aspects of Acklam Grange’s *Building Schools for the Future* programme from 2007 to the opening of the new school buildings in 2010.
Paul Fleming
Assistant Headteacher
Sedgefield Community College, Sedgefield

Paul leads CPD at Sedgefield Community College and has extensive experience of working with colleagues in other schools. Since summer 2010, his innovative approach to teaching and learning has been implemented across the school resulting in a significantly positive whole school impact.

Alex Hook
Vice Principal
The Academy at Shotton Hall, Peterlee

Alex leads and manages the school’s CPD programme, ensuring whole school development needs are met as well as providing stimulating and appropriate development opportunities for staff. Alex also has the responsibility for student achievement, data and targets, line management for core subjects and teaching and learning. Alex has been involved for some time in offering guidance and training to other schools and is also a qualified and practising inspector.

Joanne Lain
Deputy Headteacher
Durham Sixth Form Centre, Durham

Joanne’s main senior leadership focus has been the strategic leadership of CPD with the specific goal of raising attainment through the development of high quality and innovative teaching and learning. Joanne has also led the development of whole school appraisal and performance management systems resulting in the award of The CPD Mark in 2010.

Charlotte Wardle
Deputy Headteacher
Richmond School and Sixth Form College, Richmond

Charlotte has used professional development to implement change and support school improvements in teaching and learning and middle leaders. This has included using CPD to address school improvement priorities, developing middle leaders to make sustainable change to improve the quality of teaching and learning, introducing personalised programmes that broaden the skills and confidence of support staff and establishing a structured programme for new entrants to the profession that leads them to teaching good to outstanding lessons.

Joanne Welch
Assistant Headteacher
King James I Academy, Bishop Auckland

Joanne is a specialist in leading teaching and learning CPD. She has coached and supported individual teachers, creating action plans to support and improve practice. Joanne has also created and steered the TaLL Team (Teaching and Learning Leaders), a group of outstanding and creative practitioners who lead and develop cutting edge strategies.

The notion that a school has nothing to learn from another school is thankfully rare in education, and informal collaboration and sharing of ideas is something that is not common place.

However, the benefit of having a network of SLEs is that headteachers no longer need to spend time making endless phone calls to other heads in an attempt to track down someone who has the pedigree to provide the specific support needed. It is now simply a case of choosing from the SLEs available in the knowledge that these people have a proven track record and the ability to offer quality support.”

Dave Davies, Headteacher, Sedgefield Community College
Marianne Andriot
Leader and Manager of English
The Hermitage Academy, Chester-Le-Street

Marianne has led significant and sustained improvement in English at Hermitage Academy. She uses data to differentiate lesson planning, together with a wide range of creative and appropriately challenging schemes of work, and assessments, to underpin student progress in Key Stages 3, 4 and 5. Coaching skills and modelling have been successfully applied to develop her team of staff.

Danielle Dakers
Subject Leader of English
Dene Community School, Peterlee

Danielle is an innovative classroom teacher and Subject Leader of English. She has experience of significantly raising standards of achievement in English at both Key Stage 3 and 4. As a subject leader, she has developed a range of creative strategies to improve the quality of teaching and learning, curriculum, marking, assessment and quality assurance. Danielle uses rigorous data systems to track, monitor, intervene and differentiate. Over the last five years, Danielle has delivered a range of CPD sessions on outstanding lessons, questioning, differentiation and assessment to both her department and as part of whole school initiatives.

Rose Hall
Assistant Headteacher
Sedgefield Community College, Sedgefield

Rose is an Assistant Headteacher in charge of English and whole school literacy. Prior to this, Rose undertook a number of leadership roles in schools including work as an Advanced Skills Teacher to improve whole school teaching and learning. Rose is strategic in her approach to improving Key Stage 4 results with a successful track record in raising attainment and achievement in English. In 2014 92% of students achieved an A*-C grade in English language – an improvement of 11% from 2013. Rose has also developed a number of intervention and tracking strategies to improve student performance. Rose leads the whole school approach to literacy with a focus, this year, on improving spelling and a culture of reading for enjoyment.

Lindsay Maughan
Intervention Lead for Key Stage 3 and Key Stage 4
The Academy at Shotton Hall, Peterlee

Lindsay specialises in raising attainment and achievement in English at Key Stage 3 and 4, and leads and promotes the development of whole school literacy and numeracy. She can provide support with schemes of work, assessing student progress and assessment for learning. In addition, Lindsay leads whole school literacy and numeracy intervention and can advise on strategies that support rapid progress in English and maths.

Peter Mason
Teaching Professional Development Leader
The Hermitage Academy, Chester-Le-Street

Peter has been responsible for implementing a number of strategies within English, significantly improving outcomes for students and developing staff within the department. Peter now works across Hermitage leading on a range of teaching and learning programmes including managing action research teams, leading the school’s coaching programme and exploring the use of 21st century technology.

Louise O’Carroll
English Consultant
Easington Academy, Easington

Louise is an innovative teacher and leader with experience in Key Stage 4 leadership as well as in subject leadership, where leadership and management were judged to be outstanding. She has provided support to the Head of English in curriculum planning and mapping, and in the development and implementation of rigorous tracking and monitoring systems with intervention opportunities.

As SLEs have been involved in improvements within their schools, they are able to give tried and tested advice which gives them credibility.”
Ellen Beveridge, Headteacher, Durham Sixth Form Centre
**Amanda Parkes**  
Head of English  
Oxclose Community School, Washington

Amanda has led a very successful department for seven years where C+ passes have risen from 37% to 91%. Amanda uses data to provide targeted intervention across the department, whilst maintaining a creative approach within the classroom. Amanda also has responsibility for whole school literacy and has worked with several other schools across Sunderland Local Authority.

**Morag Stead**  
Director of Learning for English and Associate Assistant Headteacher  
King James I Academy, Bishop Auckland

Morag is a specialist in teaching and learning, researching new initiatives, providing for more able students, and developing best practice. She has also provided extensive training for both secondary and primary schools, focused around gifted and talented provision, thinking skills, promoting the sharing of best practice in English and developing working symposiums across England.

**Darren Stewart**  
Assistant Headteacher  
The English Martyrs School and Sixth Form College, Hartlepool

Darren has worked at The English Martyrs School since September 2006, firstly as Second in English, then Head of English and now as Assistant Headteacher with responsibility for teaching and learning, school self evaluation and Ofsted coordination. He specialises in English, quality of teaching, school self evaluation, leadership and management, using data for strategic improvement and curriculum planning.

Darren has coordinated and led residential conferences focusing on:
- Improving the quality of teaching and learning
- Lesson observation, feedback and moving forward
- Developing capacity with middle leaders
- Effective school self-evaluation (departmental and whole school)

Darren is also a qualified and practising section 5 and section 8 inspector.

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**INITIAL TEACHER TRAINING (ITT)**

**Jo McShane**  
Associate Assistant Principal and Director of SCITT  
The Academy at Shotton Hall, Peterlee

Prior to being director of Shotton Hall SCITT, Jo was the Director of Secondary ITT at Newcastle University and religious education PGCE course leader for seven years. Jo has led the development of innovative ITT partnership work and has a reputation for the development of shared systems for supporting and monitoring trainee progress towards the teachers’ standards and newly qualified teacher support beyond ITT. Jo’s leadership has secured outstanding performance of the SCITT (measured against regional and national benchmarks). Jo is a communicative, committed, resilient and innovative professional who uses a coaching technique to yield the best outcomes when working with trainees and peers.

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**GEOGRAPHY**

**Kelly Bonar**  
Curriculum Leader of Geography  
Easington Academy, Easington

Kelly’s strategies have led to a significant and sustained improvement in geography. She has designed a curriculum which includes opportunities for enquiry based learning, independent learning and strategies for successful differentiation. She has worked as an examiner for AQA for several years and has provided coaching and supported middle leaders and departments in other north east schools. Kelly has worked with Durham Local Authority to raise the profile of geography, working on *The Durham Geography Challenge*. She has presented to other leaders regarding successful strategies that could be used to raise achievement.
**History**

**Stephen Roe**  
Assistant Headteacher  
Parkside Academy, Willington

Stephen is in his eleventh year at Parkside Academy and his sixth as Assistant Headteacher. History results at Parkside are well above national averages, currently 90% A*- C. Stephen’s specialist areas are teaching and raising attainment in history as well as having a detailed knowledge of the new Ofsted framework. Stephen is experienced at observing lessons and leads Parkside’s quality assurance procedures. Stephen is a confident user of data, and has a wide range of knowledge on intervention strategies.

**ICT and Computing**

**Stephen Downing**  
Subject Leader for Computing and ICT  
Walker Technology College, Newcastle

Stephen's work is underpinned by a strong background in computing and he is currently leading the introduction of this at Walker following the successful implementation at his previous school - St Bede’s, Lanchester. Stephen has experience of leading CPD on ICT, digital literacy and computing and recently led a Python programming CPD for schools in County Durham. Stephen has a track record of outstanding outcomes for learners and for carefully developing a curriculum which allows learners to move seamlessly through Key Stages 3, 4 and 5.

“\nThe contribution of SLEs has been key in driving forward improvements and helping us to secure an outstanding judgement from Ofsted”

**Paula Hegarty**  
Deputy Headteacher  
Oxclose Community Academy, Washington

Paula has experience as a deputy headteacher in three very different schools specialising in self evaluation, leadership and management, the use of data for intervention and leading teaching and learning. Paula’s current work includes developing active CPD and the professional development of staff using action research and developing impact analysis systems for self evaluation and Key Stage 4 strategic and tactical intervention.

**Shelley Heseltine**  
Assistant Principal  
The Academy at Shotton Hall, Peterlee

Shelley has responsibility for the whole school Key Stage 3 curriculum planning, data analysis, target setting and assessment. Recently she has been involved in the National College Assessment Project focusing on assessing without levels. Shelley also leads the whole school monitoring of marking and planning, ensuring consistency both within departments and across the Academy. As an outstanding head of department, Shelley led science for a number of years, achieving exceptional results at both A*- C and A*- A. This has led to her overseeing a range of other departments to support and develop performance.

**Leadership of the Curriculum**

**Brian Burlinson**  
Head of School  
The Academy at Shotton Hall, Peterlee

Brian has been curriculum manager for the last twelve years, designing a curriculum which is flexible and tailored to suit the needs of students enabling them to follow appropriate courses leading to greater motivation and improved outcomes. Brian has provided support to several partner schools by working with curriculum leaders advising them on how to develop and tailor their own curriculum. Many of these schools are now seeing the impact of the changes in their curriculum.
Nathan Powell
Assistant Headteacher
Bishop Barrington School, Bishop Auckland

Nathan leads the Key Stage 3 curriculum, meticulously monitoring and reviewing progress across the key stage, including coordinating school intervention programmes and the pupil premium strategy. His strategies have been nationally recognised by the Department for Education and in 2012 Nathan led the launch of a reading school, the first of its kind in the local authority.

LEADERSHIP OF TEACHING AND LEARNING

Rachel Potts
Assistant Headteacher
Bishop Barrington School, Bishop Auckland

Rachel’s main role is as leader of teaching and learning, including oversight of school self evaluation activities linked to teaching and learning. This includes subject quality assurance weeks, senior leadership team work analysis, newly qualified teacher induction, coaching programmes, research and development, and the cycle of teaching and learning meetings. Rachel is also responsible for Key Stage 4 guidance and support, together with behaviour.

Jennifer Roscoe
Assistant Headteacher
St Bede’s Catholic School and Sixth Form, Lanchester

As an outstanding head of history, Jennifer has transformed the curriculum, assessments, tracking and teaching and learning to produce consistent GCSE outcomes of over 90% A*-C for cohorts of over 100 students. Similar achievement was reproduced at A level, where students regularly progress to Russell Group universities, including Oxford and Cambridge. In her current role as lead teacher for teaching and learning, Jennifer is responsible for creating and delivering CPD, as well as coaching staff from trainee teachers to senior staff in all subject areas. Jennifer’s areas of specialism are history, teaching and learning, coaching and CPD.

MATHS

Stephen Gregory
Assistant Headteacher and Head of Department for Mathematics
Parkside Academy, Willington

Stephen has been a leader of maths since 2008, having worked in this role in two schools. He has implemented a variety of teaching and learning strategies to encourage independent learning and improved methods of assessment, tracking, intervention and monitoring of students. His work has resulted in student progress improving significantly over time. In his current role, Stephen has also improved the number of students achieving A - A* grades to a figure that is above both the national and county average.

Anna Pickover
Maths Teacher
The Academy at Shotton Hall, Peterlee

Anna is an outstanding maths teacher with a strong focus on developing enriching and creative teaching and learning approaches in maths. She has seen success in significantly improved engagement and attainment of students. Anna is particularly skilled in successful differentiation, intervention and ensuring student involvement with their learning.

Emma Rodham
Assistant Subject Leader for Mathematics
Wellfield Community School, Wingate

Emma is passionate about engagement in maths. As Assistant Subject Leader she has been responsible for the implementation of various teaching and learning and data strategies in her department. She is also responsible for numeracy across the curriculum. One of Emma’s strengths is her ability to coach staff in order to help them improve and develop their practice.
Lee Sowerby
Subject Leader of Maths
Dene Community School, Peterlee

Lee has been a Subject Leader of Mathematics at Dene Community School since 2012. During this time, he has implemented many strategies to improve the quality of teaching, and subsequently the outcomes, of students in mathematics. This has resulted in the department’s results now being significantly above national average. Lee has used a creative approach to deploying and developing staff to ensure sustainability. Lee believes that although every school has its own individual challenges, many of the strategies used by his department could be utilised by any school whatever their stage of development.

Steve Taylor
Assistant Principal
The Academy at Shotton Hall, Peterlee

As maths is a shortage area, Steve has worked hard to maximise the flexibility and scope of his staff. Coaching and working closely with staff in a supportive but constructive manner has meant that they have flourished. Steve ensures that good practice is shared and opportunities for improvement are given. Listening, watching and working with them so they are empowered to deal with difficulties themselves means that Steve now oversees an outstanding, and resilient group of staff.

Joanne Wood
Leader and Manager of Mathematics
The Hermitage Academy, Chester-Le-Street

Joanne has implemented a variety of teaching and learning systems as well as improving methods of assessment, tracking and monitoring. Her work has resulted in student progress improving significantly over time. Joanne is skilled at handling data, and differentiating teaching and learning to meet the needs of individual students. She fully understands what outstanding practice is in maths, and can model it to others. She has a wide range of exemplar materials to share with prospective partner schools.

MODERN FOREIGN LANGUAGES

Victoria Da Gama
Head of Modern Foreign Languages
The Venerable Bede Academy, Sunderland

Victoria has been a teacher of Spanish up to Key Stage 4 and French up to Key Stage 3 for nine years and has also been lead teacher for gifted and talented. Before becoming a teacher, Victoria worked in the commercial sector for a multi national logistics company. As Head of Modern Foreign Languages, her passion for providing a stimulating learning environment in which students feel supported and challenged has led to outstanding progress from students in a previously struggling department. Victoria has introduced many improvements such as personalised spiral learning, robust assessment and tracking systems, as well as rigorous monitoring and intervention.

Rachel Heer
Director of Culture and Languages
Easington Academy, Easington

Rachel has taught German to Key Stage 5, French to Key Stage 4 and Spanish to Key Stage 3 over a period of seventeen years. Rachel has been part of a whole school lead learners’ group, delivering inset to other staff on generic teaching and learning. She has also led the Gateshead Local Authority Modern Foreign Languages Network Group. Recently she has been part of a national, Department for Education funded languages project to encourage take up in modern foreign languages at Key Stage 5.

Fran Swinburn
Deputy Headteacher (Acting)
Wellfield Community School, Wingate

Fran has responsibility for the development of teaching and learning, including achievement for learning and the development and monitoring of the coaching programme. She is also responsible for most able and talented provision. She fully understands what outstanding practice is and models it consistently to others. She has coached and supported individual teachers across the curriculum for many years.
**Jocelyn McMullen**  
Leader and Manager of Music and Durham County Music Consultant  
The Hermitage Academy, Chester-Le-Street  

Jocelyn leads and manages a successful music department and also holds the role of Local Authority Music Consultant. She has a thorough understanding of key issues and national initiatives in musical education, and leads diverse and inclusive extra curricular activities which impact upon personal wellbeing. In her capacity as the Local Authority Music Consultant, Jocelyn has a proven track record of motivating subject leaders, supporting them in planning, devising personalised schemes of work to improve student progress as well as improving methods of assessment, tracking and monitoring. This impact of transforming musical learning in County Durham has been recognised in the *National Plan for Music Education*.

**Angela Brinton**  
Deputy Headteacher  
Red Rose Primary, Chester-Le-Street  

Angela has lead responsibility for teaching and learning, literacy, maths and assessment across Early Years, Key Stage 1 and Key Stage 2. Over the last five years she has taught in Year 6, Early Years and Year 2, developing a wealth of knowledge and experience including mentoring and supporting teaching staff, support staff, student teachers and working with governors to achieve the *Governor Quality Mark*. She has also played a pivotal role in redesigning the curriculum and developing assessment procedures.

**Catherine Harris**  
Associate Deputy Headteacher and Director of Primary ITT  
The Academy at Shotton Hall, Peterlee  

Catherine has a successful track record in raising attainment and achievement in English and maths. She is responsible for tracking pupil progress and leading core curriculum interventions to ensure rapid and sustained progress across the school. In 2010, Catherine completed a masters degree in leadership and management and is part of the senior leadership teams in both the primary and the secondary setting. Working across these key phases, Catherine models the principles of outstanding teaching and learning and uses this to coach staff and train potential teachers through the school centred initial teacher training programme.

**Nicola Armstrong**  
Early Years Coordinator and Manager for Two Year Old Entitlement  
Acre Rigg Infant School, Peterlee  

Nicola works with outside agencies and manages staff rota, planning, assessment and teaching and learning within early years, as well as supporting colleagues in other schools. As manager for two year old provision, Nicola has established an integrated environment for pre school children, incorporating the planning, assessment and tracking systems from nursery provision to ensure consistency. In 2013, Nicola had a lead role in the first Ofsted inspection of the day care provision.

**Kate Longstaff**  
Deputy Headteacher and Special Educational Needs Coordinator  
Acre Rigg Infant School, Peterlee  

Kate is skilled in the area of special educational needs, creating interventions to narrow the gap and raise standards in education. As a SEND coordinator she has developed systems within school and has shared good practice with neighbouring schools. She uses data effectively to identify target groups and ensures provision meets the needs of each child. Kate led and managed an early years unit, judged outstanding by Ofsted and excels at bringing teams together. Kate has provided support to schools within the county, working closely with senior leadership teams.
### PHYSICAL EDUCATION

**Steven Hepples**  
Head of PE and Sport  
Sedgefield Community College, Sedgefield

Steven has been faculty leader for five years, during which time he has implemented a clear department strategy which has radically improved student attainment and the quality of teaching and student engagement. He has developed student tracking, profiling and intervention systems for Key Stage 3, GCSE PE and BTEC sport. He has devised a radical curriculum for both Key Stage 3 and Key Stage 4 with clear and rigorous monitoring systems. During recent Ofsted and local authority inspections, the impact of his work was recognised as outstanding. Steven has also led work for the local authority subject inspector.

**Sue Hutchinson**  
Learning Director of Sport and Performance  
Consett Academy, Consett

Sue has been a secondary PE teacher for fourteen years and has taught in schools in North Tyneside, Gateshead and Durham. During her career she has been a school sports coordinator, a head of department, a head of faculty and enjoyed a secondment as an assistant headteacher. She is an outstanding teacher. Her current role is as a learning director for sport and performance at Consett Academy. Within this role Sue oversees all aspects of PE and music from primary transition to accredited exam courses in PE and music. She has disseminated good practice through mentoring and allowing teachers from both within Consett Academy and neighbouring schools to observe her teaching.

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"The advantage of using SLEs is that they are in school dealing with current issues in an everyday context. They are able to use this knowledge to initiate effective change which has a direct impact.”

_Toni Spoors, Headteacher, Easington Academy_

### SCIENCE

**Peter Bardon**  
Leader and Manager of Science  
The Hermitage Academy, Chester-Le-Street

Peter has worked successfully in leading the science department at Hermitage Academy to their best results in GCSE and A level. He has developed staff and has contributed to raising achievement across Durham Local Authority as an advanced skills teacher. Whilst he was in this role, he provided support to a variety of different schools including curriculum planning, course development, data analysis, and intervention within science at Key Stage 3, 4 and 5 - all leading to improved outcomes. Recently Peter has helped departments with their move to teaching linear GCSEs.

**Rebecca Jenkins**  
Curriculum Leader of Science  
Easington Academy, Easington

Rebecca has worked at Easington Academy as curriculum leader of science for the last five years implementing many changes that have resulted in the department becoming outstanding. Rebecca has introduced many new initiatives including curriculum changes that match the needs of all students, enquiry based learning which has allowed students to become independent learners, rigorous monitoring of teaching, learning and student progress whilst also developing a team who work highly successfully together.

**David Langlands**  
Assistant Headteacher  
Seaham School of Technology, Seaham

David is a specialist in science education working with staff and students from Key Stage 2 to Key Stage 4. David is an outstanding leader of science, developing a team ethos, driving forward teaching and learning standards, and raising attainment. David has improved a struggling faculty in a rapid time frame so that it is competing with the top 20% nationally. He coaches staff to drive forward improvement and personalises the curriculum to improve results. David has a key role in developing others through _IRIS Connect_ and bespoke CPD.
Simon Wainwright  
Assistant Vice Principal  
The Hermitage Academy, Chester-le-Street

Simon has managed and implemented a range of initiatives and strategies to engage and challenge students in science. The initiatives have contributed to the sustained improvement in achievement and attainment. These have included; offering support and resources to primary schools; providing courses to suit differentiated student needs; and assessment processes in each key stage. Simon is also responsible for assessment and quality assurance across the school, and for the development and use of the school’s virtual learning environment.

SPECIAL EDUCATIONAL NEEDS (SEND)

Kelly Martin  
Special Educational Needs Coordinator  
Parkside Academy, Willington

Kelly is in her eighth year of teaching at Parkside and within that time, she has upheld a range of leadership roles. For the past five years, Kelly has developed and led a competency based literacy curriculum devoted to supporting the needs of low ability children and those with SEND.

The teaching of core literacy skills has significantly improved outcomes for those students at Parkside with low levels of literacy and special educational needs (judged outstanding practice by Ofsted in February 2010). The literacy programme has been so successful that all pupils at Key Stage 3 now follow similar programme in order to address whole school literacy.

Kelly has provided support to a number of schools advising them on how to develop and tailor their own curriculum to improve levels of literacy. Over the past year, Kelly has worked with a number of schools to embed the new SEND Code of Practice. She is currently working alongside Durham Local Authority to embed some of the key changes associated with helping pupils prepare for adult life.

TECHNOLOGY AND ART

Sarah Armstrong  
Head of Department  
Bishop Barrington School, Bishop Auckland

Sarah is a highly experienced head of a large technology and art faculty with a thorough understanding of leadership and management. Over the past eight years, at Bishop Barrington, she has endeavoured to develop a faculty which inspires and engages learners whilst developing practical skills and knowledge in a creative way. This continued drive and vision, along with the introduction of robust tracking and assessment systems and rigorous monitoring and intervention, have resulted in sustained and improved results that are above national averages in a department that was previously judged to be under achieving.

Victoria Craggs  
Whole School Coordinator for NQTs and Teaching School  
The Hermitage Academy, Chester-le-Street.

Victoria has transformed technology, specifically graphics, at Hermitage Academy. She has supported colleagues in design and technology departments in other schools across the county. Her work is respected as its impact has been discernible. She has shared high quality resources, together with her specific subject knowledge and external examinations experience in graphics. Victoria is now NQT Coordinator and assists with the teaching school at Hermitage Academy.

Rob Swinbourne  
Head of Department  
Dene Community School, Peterlee.

Rob is an experienced teacher who has been head of art and design at Dene School since 2003. He has consistently led one of the outstanding departments within the school and is passionate about engagement within art and design. He firmly believes that creating a strong team and developing staff who work collaboratively and share good practice are key to success as it leads to the honest and sincere exchange of ideas. His department attracts over 70% of the cohort at Key Stage 4 whilst maintaining high attainment and outstanding progress.
Our SLEs enjoy a wide range of specialisms, are enthusiastic, knowledgeable and are capable of working sensitively and collaboratively with others. They are committed to outreach work and have the ability to communicate appropriately in a wide range of contexts. They have the full support of their headteachers.

We look forward to sharing their excellent services with other partners.”

Jim Murray, Principal
The Hermitage Academy