



# HALLAM TEACHING SCHOOL ALLIANCE

National Teaching School since 2011 at Notre Dame High School

## **SPECIALIST LEADERS OF EDUCATION**

### **PEN PORTRAITS**

**2016/2017**

**FOR INFORMATION PLEASE CONTACT:**

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**JANE BALL**

**St Wilfrid's Catholic High  
School, Wakefield**

**Assistant Headteacher**

**Appraisal, Staff Training,  
Induction, CPD, NQT & ITT**

**Key Stage/Age Range:** 11 to 18 years

Jane is an Assistant Headteacher with responsibility for Appraisal, Staff Training and Induction. She is also involved with Student Voice, T & L and Coaching & Mentoring.

Jane has been involved with outreach support to schools across Wakefield and Kirklees. She has also been an MTL coach for an NQT at a Nationally Challenged School and a GTP visiting tutor.

Jane has experience in raising the profile/attainment and consistency in Social Sciences and secured the 'Good' overall grading from OFSTED in the most recent inspection.

As part of her role Jane has coached SENCO in school, raising awareness of SEN, FLT and co-ordinating a team of LSAs – through this the department/team has flourished with more informed decision making in place, shared and clearly defined roles and responsibilities and raised attainment in FLT.

Jane has also coached, mentored, guided and assessed colleagues with PGCE-FE through GTP to secure QTS.



**MOLLY BARHAM**

**All Saints Catholic High School  
Sheffield**

**Teacher of Religious Education**

**Key Stage/Age Range:** KS3, KS4, KS5

Molly has expertise in the following areas:

- Long and medium term T & L planning.
- Innovative practice – literacy in the classroom.
- Coaching to improve practice.
- Use of data to educate department attainment and inform development planning.

Molly currently works with primary cluster schools on assessment in Religious Education and has previously worked within school on improving teaching and learning via LEARN group. She has supported the music department through development of an A level programme and the results in September should show a significant impact. Molly has also undertaken coaching/collaboration with KS5 teaching staff and career transition coaching.



**LYNNE BIGGS**

**St Catherine's Primary School  
Sheffield**

**Assistant Headteacher**

**Key Stage:** Foundation through to KS1 (including Nursery)

Lynne supports planning, organisation, assessment, moderation and data gathering. She also leads the Family of Schools Meetings developing moderation and co-operation across the schools.

As part of the leadership team Lynne mentors NQTs and RQTs in school, supporting development of T&L. She also leads all student work in schools and works with Leeds Trinity University and local schools to develop T&L. Lynne leads the teaching of phonics across the school using the Read Write Inc programme and as part of this initiative she hosts other schools that are looking to develop the teaching of phonics and reading.

Lynne has experience of supporting a local school that was moved into special measures. By sharing best practice in her own school she was able to develop a clearer awareness of needs within planning, delivery and development of the environment.

Lynne has worked with NQTs and RQTs and this has had a significant impact on raising levels of T&L within school. By organising clear support programmes through observations and specific supportive feedback, teaching has developed well and this has impacted on progress and development across all areas of learning.



**SUSAN BORLAND**

**St Marie's Primary School  
Sheffield**

**Primary Teacher**

**Computing Esafeguarding  
Subject Leader**

**Key Stage/Age Range:** Infant and Junior age

Susan's expertise lies with KS1 and KS2. She is the Computing and Esafeguarding Subject Leader and is experienced in supporting initial trainees, NQTs and RQTs.

Susan successfully supported Infant and Junior teachers to implement the new Computing and Esafeguarding curriculum. She has also supported Infant and Junior teachers to use ICT effectively to produce outstanding lessons in Maths and English.



## **LAURA BULLARS**

**Notre Dame High School  
(The Sheffield SCITT)  
(Hallam TSA)**

**Assistant Headteacher  
Deputy Director of Teaching  
School and SCITT Manager**

**Key Stage/Age Range:** 11 to 18 years

Laura is an Assistant Head with responsibility for Teaching school (HTSA) and The Sheffield SCITT. Through this role Laura is involved in developing teachers in their early stages of their careers. This includes being SCITT Manager (ITT) for both the primary and secondary phases Laura is also involved with both NQTs and RQTs across the teaching school alliance; both accrediting NQTs and supporting in terms of teaching and learning.

Laura also has expertise in CPD designing and delivering training programmes to both primary and secondary colleagues. She was previously Head of Mathematics at Notre Dame High School and is a NCETM professional development Accredited lead.

Laura has had experience of:

- *Supporting new HoDs*
- *Working with HoDs and senior staff to review the Maths department*
- *Supporting individual maths teachers*
- *Supporting Maths teachers where Maths is not their specialism*

Laura also has had experience working with primary colleagues in:

- *Embedding the new national curriculum (Maths)*
- *Designing a new Calculation policy (in line with the new curriculum for Maths)*
- *Supporting primary colleagues in the development of their subject knowledge in Maths*



## **JAKE BYERS**

**High Storrs School, Sheffield**

**Teacher of Chemistry**

**Key Stage/Age Range:** 11 to 18 years

Jake has taught all sciences to KS4, however, KS5 is his speciality and he has been the lead KS5 Chemist in the team for 8 years. He has supported others as they become familiar with KS5 teaching (whether ITT, NQT or staff who have moved from an 11-16 school). Jake has a track record for sharing expertise and helping teachers to develop their own style.

Jake is very familiar with ALPS target setting and he has been responsible for overseeing the change to L3VA target setting, monitoring and analysis system, piloting it with KS5 science first. Jake has led on KS5 data analysis and liaised with subject leaders as part of subject review, using both Alps and L3VA. Part of the training delivered has been about the L3VA system to SLT, governor, admin, faculty and full staff.

Jake has TLR responsibility for the sixth form which has achieved Outstanding from Ofsted at the last 3 inspections. He has established links with Cambridge University and he is responsible for Oxford & Cambridge admissions. This also involves presentations to students and parents.

Jake is Science Consultant charged with creating & supporting a new science team, This involved 1 day a week for a year. Some key aspects:

- Auditing all aspects of the science department and writing a report.
- Preparation of the curriculum, timetable & handbook for science.
- Professional guidance & support to the acting head of science.
- Diagnosing CPD needs, delivering CPD and organising external experts to work with the team.
- Providing subject specific support for new staff (NQTs x 2, Teach First, RQT) including joint planning, learning walks, work scrutiny and lesson observations.



**NATALIE CLARKE**

**St Thomas More Primary  
School, Sheffield**

**Deputy Assistant Headteacher**

**Assessment & Data,  
Assessment Co-ordinator, Y6**

**Key Stage/Age Range:** 5 to 11 years

Natalie started working at St Thomas More Catholic Primary School in September 2008. The school went in to the category of Special Measure in December 2011 and Natalie worked with a new leadership team, in close partnership with another Catholic school, to build new systems and procedures to track and monitor progress across the school to ensure all groups and children were making progress.

Natalie has supported assessment in several schools; working with senior leaders to embed detailed assessment methods, which help to set accurate targets and inform whole class teaching and interventions. She has helped schools to analyse and interpret their data, generating data for the different groups which are analysed on Raise Online, to ensure all children are making good progress.

Since the removal of levels in September 2014, Natalie has worked with schools to develop an assessment system which is manageable and effective. The assessment systems and tracking which have been developed focus on whole class progress, individual pupil progress, tracking groups of pupils, identifying areas for whole class planning and intervention planning. The assessment systems have also been developed to support teacher appraisal targets.



**PHIL DARRAGH**

**Bradfield School  
Sheffield**

**Director of English**

**Assessment and RWCM  
SCITT co-ordinator**

**Key Stage/Age Range:** 11 to 18 years

Phil is able to offer support to English Departments especially subject leaders.

Phil's previous roles at other schools have included Head of Year, Head of English, Faculty Manager, responsibility for whole school Quality Assurance and Line Management of MFL and SEN.

Phil has set up and co-ordinated an English Subject Leaders Network which meets three times a year.

Over two years Phil has supported the development of the Director of Learning at Firth Park School. Phil has contributed to improvement in outcomes and the DOL is now Associate AHT.

Phil has contributed to improvement in outcomes at Fir Vale through the support of TLR holders.



**MARIE DARWIN**

**McAuley Catholic High School  
Doncaster**

**Teacher of Mathematics**

**Key Stage/Age Range:** KS3, KS4, KS5

Marie is Head of a large maths department and, as a Lead Practitioner, is doing outreach work for the Authorities supporting maths departments and maths teachers.

Marie is coordinator for PGCE and ITT students, and NQTs in her school. She is also an NCETM professional development Accredited lead.

Marie also runs NQT days for the Authority and termly HODs meetings.

Marie has experience of working with:

- New maths teachers where maths is not their specialism
- NQTs including ones who are failing maths teachers who are capability
- New HODs
- Use of IT (smartboard) in mathematics and graphical calculators

**EMMA DICKEY**

**Notre Dame High School  
Sheffield**

**Head of Department**

**Teacher of History  
Learning Improvement Leader**

**Key Stage/Age Range:** 11 to 18 years

Emma supports senior leaders and HODs by implementing, reviewing and developing whole school policy in terms of T&L. She has been involved in developing personalised mentoring and support programmes. Emma has also worked extensively mentoring trainee teachers. Additionally Emma is responsible for the NQT programme and has implemented a new programme and resources to support and develop new staff in the school. Through this programme Emma was able to offer personalised support and extension programmes which helped staff develop into confident and able practitioners.

Emma has delivered training to NQTs and also their Mentors in terms of guiding them on supporting new staff.

Emma recently completed a review of the History Department in a large secondary school, She was able to recommend where expectations were being met, but also short and long term action points to support the new HOD.



**PETRINA DRURY**

**All Saints Catholic High School  
Sheffield**

**Teacher of English**

**Advanced Practitioner for  
Literacy**

**Key Stage/Age Range:** 11 to 18 years

Petrina's previous roles were Head of Department, AST, extended SLT and Leadership Pathways. Petrina offers support to current HODs and ASTs as well as bringing her expertise to whole school literacy. Petrina has offered the following:

- Supported a HOD in a 'notice to improve' school for two terms – this raised results, empowered the HOD and the second in department
- Supported colleagues in failing departments across a range of schools with an impact upon results through consistency by a review of systems including data
- Supported staff who were heading towards/in 'competency' discussions with the headteacher by observing, planning and evaluating together
- Mentoring of NQTs
- Mentoring of PGCE/GTP students
- Carried out departmental reviews ahead of Ofsted to highlight areas of strength and areas to address



**SAMIA EL-HAKAM**

**Sheffield Park Academy**

**Associate Senior Leader for  
Teaching Standards**

**Key Stage/Age Range:** 11 to 18 years

Samia has supported a range of staff including NQT's, RQT's and experienced staff considered 'requiring improvement' in their journey to becoming outstanding teachers. This has included:

- Coaching, mentoring and provision of CPD. Including delivery of a 'Good to Outstanding' pathway.
- Utilising lesson observation feedback and student progress data to identify and resolve areas for development within individual teachers' performance.
- Devising and providing bespoke training for groups of teachers.

Samia has played an integral role in developing the quality of teaching and learning in The Academy's progression from a 'Special Measures' school in 2009 to an Ofsted graded 'Good' school. The Academy has been recognised as the most improved secondary school in Sheffield over the last 8 years.

Samia has developed a 'Teaching and Learning Working Party' who work together to improve T&L throughout the school. Samia has also played a crucial role in establishing a T&L Hub to support a culture of 'kaizen' in teaching with every teacher committed to sharing best practice and developing their pedagogy.

In her previous role as Head of Year 9, Samia worked closely with the Ever 6 pupils to ensure attainment. She did this by taking the strategic lead on developing a Form Tutor Intervention Programme which she launched in 2013. The scheme saw a significant increase in the progress made by the pupils and as a result of this success, the Form Tutor Intervention Scheme is now used across year groups 7-11.



**GILLIAN FLINTON**

**All Saints Catholic High School  
Sheffield**

**Teacher of Mathematics  
Strategic Subject Leader**

**Key Stage/Age Range:** 11 to 18 years

Gillian's previous role was Head of mathematics at All Saints and leadership within the sixth form. She now leads other departments as Strategic Subject Leader and has led geography, history, ICT, art, business, social sciences and English. She currently leads science. Gillian has worked with the whole school on wellbeing, self-review and evaluation, development of the SEF, whole school data and currently is leading teaching and learning including action research projects and lesson study. Work within the mathematics department also included National curriculum development, raising standards in the mathematics through focused GCSE teaching, development of A Level teaching and working as lead teacher for mathematics. Under Gillian's leadership the mathematics department was a lead department in Sheffield. Gillian has also developed teaching programme support for aspiring HODs.

Gillian has supported a Head of Science at a new Academy in Sheffield, been part of a team reviewing the effectiveness of a History department at a school in Sheffield and completed reviews of the sixth form and the science department of a school near Huddersfield.



**JEMMA FISHER**

**High Storrs School,  
Sheffield**

**Head of English  
KS5 Specialist Literature  
Teacher**

**Key Stage/Age Range:** 11 to 18 years

Jemma considers developing Teaching and Learning as fundamental in supporting the growth and progression of teaching practitioners and ensuring schools continue to provide excellent teaching for all students. Jemma has been an active member of T&L development groups, participated in ideas exchanges and Teachmeets, as well as writing a research narrative on marking and feedback in the high ability classroom. As both HOF and previously as Litco Jemma has worked closely with EAL teachers to develop and share good practice

Jemma has previously been a TLR holder for both KS4 & KS3 English (piloting the APP scheme when it was introduced). She has also been Head of Media Studies, whole-school Literacy Coordinator and is currently a key member of a whole-school RAP initiative working with SLT and other subject leaders to raise attainment, as well as completing a year on SLT in a SLOT role.

Jemma has mentored both ITTs and NQTs. She is an active member of the English Subject Leaders' network, a teaching and learning coach and has recently been a coaching triad pioneer. Jemma has supported and trained colleagues, ensuring their confidence to deliver new English exam specifications. As whole school literacy co-ordinator Jemma has delivered both subject specific literacy CPD sessions and whole school Inset sessions aimed at inspiring colleagues and establishing innovative new practices.



## **ALASTAIR GITTNER**

**Stocksbridge High School  
Sheffield**

**Assistant Headteacher  
Teacher of Science  
T&L, Staff Appraisal, ICT and  
E-Learning**

**Key Stage/Age Range:** 11 to 16 years

Alastair is an experienced trainer and has led courses nationally in a variety of aspects of teaching & learning applicable to science and the whole school. He has been involved nationally with the Association of Science Education and is a Chartered Science Teacher.

Alastair has extensive experience as a subject leader in science in a range of schools. He has led departments in large comprehensive schools and faith schools. Though his current school is 11 to 16 years he has led departments with sixth form students.

Recently Alastair has planned and led the school's teaching and learning development using the 'Lesson Study' methodology. Using this strategy there has been a noticeable improvement in the quality of teaching and learning in the school.

As an increasingly experienced member of a school leadership team Alastair has experience of working closely with subject leaders and departments to initiate change and monitor student progress and attainment.





**DANIEL HEALEY**

**Meadowhead Academy  
Sheffield**

**Assistant Headteacher**

**Key Stage/Age Range:** 11 to 18 years

Daniel is an Advanced Skills Teacher in ICT and Assistant Headteacher responsible for Performance Management and CPD. He leads on computerised appraisal with Bluesky and analysis of teaching standards and professional standards. Daniel organises large scale CPD events focused on teaching and learning, coaching models and whole school action research projects. He is also a moderator for OCR and WJEC.

Daniel's experience in whole school action research for all staff has had an impact on T & L through better attainment and better lesson gradings. He has experience of moving all appraisals (PM) and lesson observations onto a new web based system. He does coaching training and develops teams within the school such as middle leaders, leadership and teaching staff.

**KAREN JOHNSON**

**Birley School  
Sheffield**

**Teacher of Chemistry**

**Director of Learning for  
Science**

**Key Stage/Age Range:** 11 to 16 years

Karen has over 10 years' experience in teaching science with a specialism of chemistry. She has been head of science since 2006 leading on curriculum/specification changes, raising achievement and improving teaching and learning.

Karen has worked as part of a team in Rotherham Local Authority that developed schemes of learning for triple science for national publication. She is an experienced examiner with two of the main exam boards acting as a team leader. Karen has also completed a Masters in Teaching and Learning through Sheffield Hallam University.

Karen has supported staff to develop a range of KS3 homework tasks to encourage dialogue between students and parents as well as encouraging independent learning. The projects were recognised as good practice and were published by Rotherham LA. They are now in use in a number of schools nationally.

Karen has worked with a group of science leaders in Rotherham LA to develop a project to improve literacy in science. She led on one aspect to produce a magazine that focussed on developments in science and scientific discoveries that were made in the South Yorkshire region. The magazine was published across the LA and received a Rolls Royce Special Merit award.



**REBECCA JOHNSTON**

**Sheffield Springs Academy  
Sheffield**

**Teacher of Science**

**Curriculum Leader for T & L in  
Science**

**Key Stage/Age Range:** 11 to 18 years

Rebecca has experience with improving Teaching & Learning, delivering & planning whole school and subject specific CPD. She has led whole-school initiatives to raise quality of teaching & learning and has designed and implemented feedback policies. In her previous school Rebecca developed a CPD programme to improve teaching across the science department.

Rebecca works in a challenging school with high levels of disengagement and some challenging behaviour.

Rebecca has experience of mentoring NQTs and working to support NQTs in a challenging school.



**EDWARD LARRINGTON**

**St Wilfrid's Catholic High  
School, Wakefield**

**Head of Physical Education**

**Key Stage/Age Range:** 11 to 18 years

Ed is the head of a PE department that has significantly increased its attainment within GCSE PE. He is responsible for overseeing a large curriculum that includes KS3 and 4 core PE, BTEC Level 2, GCSE examination courses, A Level and BTEC Level 3 courses within the sixth form. Ed's department also delivers a primary PE teaching and training package to 10 primary schools. His work with primary schools includes teaching, assessment and empowering primary teachers to deliver quality and active lessons (CPD). Ed is a great believer in the integration of IT into lessons to continue to drive performance and stimulate learning and he was responsible for the integration of iPad's into both practical and theory PE lessons.

Ed has interviewed, mentored and link tutored School Direct trainees. He has also worked with local schools in sharing and developing practice across the PE curriculum and he currently chairs the termly PE Hub meetings.

Ed has worked with a local high school to develop their provision for personal exercise plans, schemes of work and crucially data analysis. He also shared with them the use of a detailed tracking spreadsheet he has developed to track pupil progress and compare to target grades with the aim being to increase the accuracy of 'current' attainment grades and ensure that appropriate interventions can be put into place, either academic or practical.



**JENNA MCGEE**

**Notre Dame High School  
Sheffield**

**Teacher of Religious Education**

**Secondary SCITT Co-ordinator**

**Key Stage/Age Range:** 11 to 18 years

Jenna has expertise in CPD including designing and delivering training programmes. Jenna has an MA in teaching and learning and is a T & L lead at Notre Dame High School Sheffield.

Jenna's roles have included; Learning improvement Leader, Link tutor, KS3 Co-ordinator of RE, NQT/RQT Co-coordinator and Coach.

Jenna has experience of supporting collaborative working across a network of schools – developing action plans that meets the needs of all schools involved. She has supported with the running and development of training packages on many different aspects of teaching and learning including a national drive on 'maximising the impact of TAs'.

Jenna has also been involved in coaching candidates through the Outstanding Teacher Programme and has completed the OFP programme. Jenna has experience in coaching and developing others from those in early stages of their career to more experienced colleagues – Helping to move colleagues and departments forward to achieve consistent quality first teaching.

In her role as a Learning Improvement Leader, Jenna provides bespoke training for six different departments, including staff and departments who have been identified as needing extra support. This involves having to address issues where individuals are not getting the right amount or type of support that they need and develop a strategic coaching plan to address issues. In her role as link tutor, she also has to address similar issues but across different schools.



**ELIZABETH MCGRATH**

**St Wilfrid's Catholic High  
School, Wakefield**

**Assistant Headteacher**

**Assessment & Intervention  
Teacher of ICT & Computing**

**Key Stage/Age Range:** 11 to 18 years

Elizabeth works with the SLT on whole school improvement, in particular in developing strategic assessment procedures that assist in shaping the progress and attainment of students. Working with the SLT, HODs & HOYs, she leads on the implementation of strategies for maximising student progress to raise levels of attainment, offering support, guidance and coaching. She leads and manages support staff in recording pupil attainment and ensuring that information is available in an appropriate format for students, parents and stakeholders, to review pupil learning and monitor and evaluate achievement. As part of this work she has reformed the process of reporting student progress and attainment to parents and the presentation of analysis of trends and gaps in the progress of students. Elizabeth works with HODS ensuring appropriate and timely intervention is put in place to support students in making progress.

Elizabeth led the review of assessment at Key Stage 3 at St Wilfrid's and developed a system to Assess without Levels. This system for Assessment without Levels is now in place in Year 7 and Year 8. Elizabeth has provided opportunities for staff to collaborate, cascade training at head of faculty and head of subject level to provide support for the development of schemes of learning and assessment opportunities.

Elizabeth monitors the impact of the Pupil Premium Budget, recommending where intervention is needed.



**REBECCA MOLSON**

**Sheffield Park Academy**

**SENCO,  
Teacher of Business Studies  
and ICT**

**Key Stage/Age Range:** 11 – 18 years

Rebecca is SENCo and Leader of additional needs including G & T and EAL. She is also responsible for the transition of students with additional needs alongside her role

Rebecca has mentored and facilitated a number of colleagues, with the objective of inspiring them to develop their own practices to ensure students attainment. Within The Academy, she has mentored both a new member of staff and the Curriculum Area Leader for English as an Additional Language. She has supported the newly appointed SENCo at a Sheffield Secondary School, who has recently implemented an intervention programme that she devised and led within her Academy. The programme enables students to accelerate their reading scores, thus enabling access to the wider curriculum.

Rebecca has led her team in terms of collaborative working with two of the Academy's main feeders. As a result of this work, two members of the SEN department now spend half a day a week at local primary schools.

Rebecca is the Academy's representative for the SSELF SEN group. Through attending meetings for the SSELF group and Sheffield SENCo forums, the opportunity to network with a wide range of colleagues has enabled her to share and gain combined knowledge and expertise. It has also helped to develop collaborative working with a number of professionals who are working towards the shared vision of improving outcomes for all students with SEN.



**LISSA OLDCORN**

**Holy Trinity School  
Barnsley**

**Assistant Headteacher  
Teacher of Religious Education**

**Key Stage/Age Range:** 3 to 18 years

Lissa is a teacher of Religious Education and is responsible for all religious aspects of school life, timetabling, curriculum options and Alternative Curriculum Days. Her previous role was Head of Religious Education and Chaplaincy Co-ordinator at Yorkshire Martyrs Catholic College. She is also Section 48 Inspector for Hallam Diocese

As Head of Religious Education, Lissa raised standards from 'Satisfactory' to 'Outstanding' (40% to 80%) in three years.

Lissa has supported trainee teachers to outstanding plus inadequate to good.





## **CLAIRE PENDER**

**High Storrs School, Sheffield**

**Assistant Headteacher  
Director of Professional  
Development  
Teacher of Drama & A Level  
Theatre Studies**

**Key Stage/Age Range:** 11 to 18 years

Claire currently delivers the Aim Awards Level 3 accredited 'Co-Development Coaching in Teaching and Learning' course and she has experience of leading CPD in Teaching and Learning.

During her teaching career Claire has held several responsibilities including Head of Department, Head of Year, Education Liaison Officer at Sheffield Theatres during a secondment year, TLR post holder for Creativity across the Curriculum, Head of Performing Arts, Director of Specialisms, Director of Teaching & Learning and Acting Deputy Headteacher.

In her current role Claire delivers the Outstanding and Improving Teacher Programmes at Notre Dame High School.

Claire has delivered training on Leadership and Coaching at High Storrs and in other schools. She has a range of experience of mentoring and coaching staff. This has led to improved outcomes and a wider repertoire of teaching and learning strategies. Claire has introduced research based projects at High Storrs and two volumes of 'Research Narratives' have been produced as a result of this work. Claire has worked with schools to use 'Learning Walks' as a tool for school improvement.



**PETE SIDES**

**Notre Dame High School  
Sheffield**

**Standards Consultant  
South Yorkshire Maths Hub**

**Key Stage/Age Range:** 11 to 18 years

Pete is Maths Hub lead for South Yorkshire, coordinating the Maths development in Primary & Secondary schools across the region.

Previously role Head of Department at Notre Dame he has expertise in Secondary Maths and leading CPD in T & L with particular a focus on maths. He is OFP trained and has experience in both the Improving Teacher & Outstanding Teacher Programmes.

Pete has supported other teachers throughout Sheffield and beyond through his Raising Achievement in Maths Programme, a programme that gives leaders and teachers of maths the opportunity to reflect on pedagogy and prioritise improvement strategies.

Pete is also Area Coordinator for the Further Maths Support Programme, South Yorkshire region.



**KATHY SIMPSON**

**High Storrs School, Sheffield**

**Teacher of Government &  
Politics and Sociology**

**Initial Teacher Training**

**Key Stage/Age Range:** 11 to 18 years

Kathy's strengths are managing NQTs and ITT students, inducting new members of staff into the school to ensure they develop to the best of their abilities.

Kathy is currently co-leading the Co-Development Coaching group which is hosted at High Storrs and consists of 10 members of staff from other schools across the city. This course enables staff to collaboratively work together and gain experience from other schools. The teachers are paired up and observe each other three times throughout the year. Most teachers are used to taking on the role of a mentor however, co-coaching allows teachers to self-reflect and ask the appropriate questions to tease out true analysis of the lesson. By leading and delivering the course Kathy is motivating staff on a collaborative basis and empowering staff to improve their teaching.

Kathy has led the Pathway to Middle Leadership course and 50% of teachers who have completed the course in the past have been promoted to leadership roles. The course covers a range of leadership topics and allows teachers to reflect on their potential leadership styles and their future roles. The positive impact is the course allows the teachers to be empowered and feel they can develop in the teaching profession by gaining a promotion.



**LIZ SMITH**

**St Catherine's Catholic Primary  
School, Sheffield**

**Primary Academy Business  
Manager**

**Key Stage/Age Range:** N/A

Liz has worked as School Business Manager for 6 years at St Catherine's, a two form entry Catholic Primary School.

Liz has experience in the analysis and successful implementation of office staffing structures, to inform and redesign. She also has experience with supporting schools in special measures. This involved the analysis and design of systems and processes including HR, finance, extended school activities and support for a new headteacher.

**IAN SMITH**

**St John Fisher Catholic Primary  
School, Sheffield**

**Acting Assistant Headteacher  
(Assessment & Data)  
Coach**

**Key Stage/Age Range:** Years 5 & 6

Ian has been acting Assistant Headteacher since September 2014. Ian is the lead on English and Assessment and in the past has led on Maths and ICT. Ian's specialism is Maths and Writing. As English co-ordinator he has brought a system of writing to the school called White Gold. Ian has developed the school website and introduced and led Positive Assertive Mentoring into the school.

Ian has supported teachers in school with their day to day teaching – going back to basics from planning, preparation and teaching. He has demonstrated what he does in practice, team taught and observed the results. Ian has mentored a colleague on the Improving Teacher Programme which they passed successfully.

Ian has recently supported a colleague who had an RI observation in maths and who has now improved to Good.

**SUZANNE WOODWARD**

**Notre Dame High School  
Sheffield**

**Teacher of Geography  
Learning Improvement Leader**

**Key Stage/Age Range:** 11 to 18 years

As part of the Senior Management Team, Suzanne supports senior leaders and HODs by implementing whole school changes to curriculum and assessment policy. This involves planning and delivering whole school training on approaches to assessment, as well as supporting departments with development work on formative and summative assessment.

Suzanne has experience of leading the NQT and RQT programmes within school. By organising structured support programmes and offering personalised support, new staff have developed into confident practitioners. Leading and coaching RQTs through the process of action research has had a positive impact on the teaching and learning within school.

As a Learning Improvement leader, Suzanne has been involved in developing mentoring and support programmes, coaching individual staff, as well as departmental teams. This has impacted on progress across a range of departments, helping colleagues to achieve consistent quality first teaching.

Suzanne has worked as the Geography Subject Co-ordinator for the SCITT, leading subject specific sessions to Geography trainees, in addition to delivering generic teaching and learning training sessions to the full cohort or SCITT trainees.

Suzanne has also worked in an outstanding Geography department for over ten years, having experience of implementing new courses and schemes of work, as well as taking the lead within the team on different areas such as marking and feedback, fieldwork enquiry and active learning.

**JANET WRIGHT**

**High Storrs School  
Sheffield**

**Teacher of Maths**

**Key Stage/Age Range:** 11 to 18 years