



WCTSP

Specialist Leaders of Education

Information Booklet
2016/17

The Role of the Specialist Leader of Education

This role was introduced in the Schools' White Paper (2010) and its aim is to improve the quality of school leadership through school-to-school support and peer-to-peer learning with the ultimate goal of raising school standards and improving the outcomes for children.

Specialist leaders of education (SLE) are outstanding middle and senior leaders with specialisms in a particular field who have the skills to support individuals or teams in similar positions in other schools. They have at least two years of leadership experience with a successful track record of supporting middle and senior leaders in other schools and they therefore understand what outstanding leadership practice in their area of expertise looks like.

The SLE role focuses on developing leadership capacity so that those supported have the skills to lead their own teams and improve practice in their own schools.

All SLEs have gone through a strict assessment process to ensure that they meet the eligibility criteria. Applications are first assessed by the National College for Teaching and Leadership before being passed to the Teaching School for further assessment and interview. Once appointed to the role the SLE attends a mandatory core training day which provides an introduction to the role and helps equip them with tools and techniques for effective school-to-school support.

Deployment of an SLE

Each deployment will be tailor-made to meet the needs of the supported school. Deployments may be one-to-one or facilitated group support and examples of what this may include are coaching, mentoring, facilitation skills, data analysis and training or joint action-planning. The deployment will always focus on sustainable leadership development and school improvement.

Schools are invited to request the deployment of one of our SLEs and in the first instance you should email our SLE Co-ordinator, Rachel Carter (rxcc@wellingtoncollege.org.uk). The deployment will be agreed more formally by completing our deployment form (Appendix I). The work of the SLE will revolve around two central themes:

1. That an evidence based need has been identified by you in your school for which an SLE can be deployed to help address this need.
2. That an SLE is deployed with clear objectives based on this identified need and success criteria are created to show the progress made from their deployment.

The Teaching School is responsible for managing the deployment process from start to finish, supporting the SLE throughout their deployment, including identifying the most appropriate SLE when a request for support is received.

We are committed to Child Protection and Safeguarding and as such our SLEs have current DBS checks.



The benefits of being an SLE:

- An enrichment and confirmation of current leadership skills.
- Further enhancements to your knowledge from working in other school contexts.
- Aiding the raising of standards in education.

The benefits of requesting the support of our SLEs:

- SLEs will offer credible peer support which is rooted in current best practice and draws on their real experience.
- Outstanding and innovative practice is shared and developed.
- It is based on a collaborative, coaching approach, which helps develop other leaders to ensure long-term, sustainable improvement.
- SLEs can provide a fresh perspective on specific challenges or issues, as well as specialist knowledge and expertise.
- SLEs can offer the opportunity for leaders to learn about different school contexts and systems.
- Their expertise should contribute to continuing professional development, enhancing leaders' knowledge, skills and abilities in a variety of ways.

Wellington College Teaching School Partnership

Specialist Leaders of Education

Biographies

Tracy Baker
Maths Teacher
The Holt, Wokingham

SLE Designation 2014
Maths

Tracy has been teaching since 2003. She has been involved in outreach work in a variety of schools since being awarded AST status in 2007. Following her move to the Holt School (from Slough) in September 2015, she is looking forward to working with schools in the partnership.

Supporting teachers by working on implementing numeracy across the curriculum policies, gifted and talented provision, organising mathematics clubs, or helping teachers implement new teaching strategies in the department, are all part of Tracy's offerings.

She has experience with assisting with lesson observations, undertaking learning walks of a department, feeding back to teachers and subject leaders, then supporting the creation of action plans for departmental improvement.

Tracy has also provided departmental training in a number of schools, worked with individual teachers on improving subject knowledge, and teaching and learning in mathematics. She has spent a good deal of time supporting NQTs during their first year of teaching, working individually with them using a plan - teach - review cycle, or leading training for groups of teachers.

Cressida Henderson
Deputy Headteacher, Co-curricular
Wellington College, Crowthorne

SLE Designation December 2013
Academies and Academy Transition, MFL,
Leadership of Curriculum,
Behaviour and Discipline Attendance

Cressida joined Wellington College in 1993 and worked part-time at The Wellington Academy from 2010 to 2014, representing the sponsor, Wellington College, on SLT in this state-independent school partnership. She set up teachers at each school with a teaching partner to share good practice, resources and knowledge. Joint CPD, teacher exchanges, teacher training placements have all been organised to further develop teaching and learning. She has also set up a number of student events and activities with a range of objectives including raising attainment, service learning and artistic and sporting collaboration. She has developed the school's strategy for Forces children in receipt of Pupil Premium (some 40% of the school population).

She was part of the project team for the new Wellington Academy Primary School which opened in September 2014.

Cressida has previously been a Head of Modern Languages, leading that department to significantly improved results: an average 15% increase in A*-A at GCSE, A*-B at A level and 6-7 at IB as well as overseeing the department's first cohort of Middle Years Programme (MYP) through to some of the highest scores worldwide in a variety of languages. She has also been Head of Key Stage 4 in charge of pupil achievement for these year groups. She is a trained coach and a trainer of coaches.

Sophie Jobson
French Teacher
Wellington College, Crowthorne

SLE Designation December 2013
MFL

Sophie is a French national and graduate of University of Rouen and IFI Business School, France.

Following her PGCE in French, at the University of Surrey in 1995-6, she spent 12 years teaching in the maintained sector, latterly as Head of Modern Language at Reading Girls' School. Later Sophie became the MFL lead teacher for the Secondary National Strategy in 2006 for the Reading LEA.

Sophie joined Wellington College in 2008 as Head of French with responsibilities for the introduction of the IB and the MYP with the MFL department. In her role at Wellington College she was engaged in 2013 to co-author Hodder Education's first IB French textbook for the UK, US and international markets.

Some of Sophie's skills include being Ofsted trained and an accredited coach. She has demonstrated and shared best practice across the spectrum of the maintained sector schools, including 'failing' schools in special measures and two of the UK's top performing grammarschools. In addition she has supported graduate trainees and NQT development within her department and those of other network schools. Some of this support has included off-site meetings at Oxford Brookes and Reading universities.

Janet Perry
School Business Manager
The Holt School, Wokingham

SLE Designation December 2013
School Business Manager and
Financial Management

Janet joined The Holt School in 2011 as School Business Manager, just in time to lead changes as it became an Academy. All areas of finance, premises, I.T., catering and administration have been re-structured since that time and Janet has also been successful in securing over £1.3 million from the Academies Capital Maintenance Fund for building projects.

Janet has previously worked in three other schools. This includes holding the post of Finance Director of Chelsea Academy, a brand new school for London where she was

responsible for setting up all finance systems and staff recruitment prior to the school opening, and was part of the project steering group for its £42 million new building.

Janet is an enthusiastic advocate of the benefits a SBM can bring to a school and is able to offer a wealth of practical support based on her experience and coaching to others in similar roles.

Yvonne Smith Assistant Head, Professional Development and Training The Holt School, Wokingham	SLE designation December 2013 Leadership of Continuing Professional Development, Initial Teacher Training and NQT Development
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Yvonne is an experienced Teacher of Geography and Head of Department. She joined The Holt School as Head of Geography in September 2006 and was appointed Head of Humanities in January 2007. Following a successful year as a Development Assistant Head she was appointed to her current role of Director of Professional Development and Training in September 2010.

As CPD lead Yvonne organises, implements and facilitates the CPD programme. She regularly attends CPD Lead meetings and has worked very closely with the Wokingham Secondary Federation, helping to plan and coordinate events including Federation INSET days. She has planned numerous CPD programmes in school and has recently introduced a series of Teaching and Learning Groups which encourage staff to take a more proactive role in their own development (CPDs).

Yvonne is an experienced NQT Induction Co-ordinator and ITT Coordinator. An active member of the School Direct Steering Group, working as part of the team to plan and implement the current extremely successful application and selection process. She has worked with ITT HE providers including Reading University, OU and Oxford University. She has used her coaching skills to support and guide mentors, trainee teachers and new teachers as they move through their ITT and NQT years.

Yvonne is passionate about the development of all teachers and aspirant teachers and can provide bespoke advice and guidance.

Richard Staton Assistant Headteacher Bulmershe School, Reading	SLE Designation December 2014 Closing the Gap, Science, Behaviour Management
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Richard joined Bulmershe School in 2013 as Assistant Headteacher, he joined as part of a new Leadership team having previously served on a leadership team of an outstanding academy for three years. All areas of Bulmershe School have been restructured in the last 18 months and these developments have helped secure a hugely improved Ofsted report in the most recent inspection, moving the school to good in all areas. Richard's

leadership in the use of the pupil premium to close the gap for disadvantaged pupils at Bulmershe has been recognised as excellent and he has presented to other local schools, both primary and secondary in West Berkshire and Wokingham.

Richard has previously worked in three other schools in a variety of contexts. He has experience of State boarding, outstanding Academies and Local Authority schools. In each of these sectors he has held Pastoral leadership roles and taught Science. During his time as a teacher he has consistently offered outreach work in Science to other schools to help develop best practice. He has a passion for sharing the very best practice between schools in the most effective, thoughtful and practicable ways possible.

SLE Charges and Breakdown

Time frame	Brokerage/ Admin Fee	Reimbursement to SLEs School	Overall Charge
Full Day:	£100	£275	£375
Half Day:	£65	£135	£200

Note:

1. The role of the SLE focuses on developing leadership capacity so that those supported have the skills to lead their own teams and improve practice in their own schools.
2. A full day consists of 6 hours of support and a half day is 3 hours of support. Use of this time is to be agreed between the SLE and the supported school and may be divided over several days. A minimum deployment of one day is required.
3. Each deployment is tailor-made to meet the needs of the supported school. Deployments may be one-to-one or facilitated group support, and examples of what this may include are coaching, mentoring, facilitation skills, data analysis and training or joint action-planning. The deployment will always focus on sustainable leadership development and school improvement.
4. For each SLE request a SLE Deployment Form and an SLE Evaluation Form must be completed.
5. The admin fee will cover the cost to the Teaching School of administering the deployments, the on-going support of the SLE by the Teaching School and the quality assurance for each deployment as required by the National College for Teaching and Learning.
6. The reimbursement to the SLE's school can be used as the SLE school sees fit but it should assist with the teacher supply cover costs and must cover travel costs and expenses incurred by the SLE.



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