



TVTSA SLE DIRECTORY

2018 - 2019

Updated March 2018

Overview

All Senior Leaders of Education (SLEs) have completed SLE training via Harton College.

Cost

£350.00 per day or £175.00 per half day delivery

How to Access Training

For further information on any of the SLEs in this booklet, please contact Brooke Phillips at brooke.phillips@sele.northumberland.sch.uk.

SLE Name: Claire Allman

SLE Area: SEND

School: Horton Grange Primary School

Brief summary of expertise in this area	<p>After my Psychology Degree I worked within the area of Special Needs at the following institutions;</p> <p>An NHS Hospital as a physiotherapy helper with disabled and mentally handicapped adults (Nottingham NHS)</p> <p>A Social Education Centre for SEND adolescents (Nottingham Social Services)</p> <p>MENCAP homes (Nottingham) enabling a group of mentally handicapped adults to live in the community</p> <p>School SENDCO for 8 years in a Teaching School in Northumberland</p> <p>2 years in current school in Blyth, Northumberland</p>
Summary of experiences in schools to date/key responsibilities	<p>In my career I have taken on many roles. These have included the following;</p> <p>SENDCO July 2007- April 2015 Mainstream First School class based teacher</p> <p>SENDCO April 2015 ongoing Non class based SENCO</p> <p>EHA lead for 17 families</p>
Academic background – degree/additional training in school	<p>Certificate of Reflective Engagement – Thinking for learning April 2016</p> <p>Multi Agency Child Protection July 2016</p> <p>SEND training in Dyslexia, ASD, ADHD/Attachment, Thrive and MAPA – May 2017</p>
Additional information	<p>In my current role as SLE I have worked with KS1 staff in a school in Special Measures to strengthen practise, improve work in books, develop moderation skills and improve attainment.</p> <p>Worked with a SENDCO in a school in RI to help consolidate good practise and to introduce systems which help needs of SEND children.</p> <p>Supported a SENCO new to role by termly visits to look at outcomes and provision for children with SEND. Termly action plans produced.</p> <p>Led training sessions in SEND for NQT's and ITT students for TVTSA.</p> <p>Liaised with many SEND professionals to provide the best outcomes for all.</p> <p>I have a special interest in ASD and Attachment Issues.</p>

SLE Name: Julia Brown

SLE Area: Early Years

School: Throckley Primary School

Brief summary of expertise in this area	<p>SLE/support work with schools aimed at raising standards in Early Years.</p> <p>Early Years Leader currently responsible for leading provision for the curriculum, teaching, learning and assessment of two Reception classes, a large Nursery setting that includes two year olds and Rising Three pupils.</p> <p>Led a range of subjects in Throckley Primary School for 7 years.</p> <p>School Direct trainer for Early Years.</p>
Summary of experiences in schools to date/key responsibilities	<p>Assistant Head Teacher January 2018 – present</p> <p>Early Years Leader 2015 – present</p> <p>Art and DT Leader 2015-2017</p> <p>PE and Sports Funding Leader 2014-2015</p> <p>RE Leader 2012-2014</p>
Academic background – degree/additional training in school	<p>Designated SLE Early Years</p> <p>Middle Leadership Training – Claire King Educational Solutions</p> <p>RWI Training</p> <p>Questioning and group talk training</p> <p>Metacognition training</p> <p>Behaviour Training at Trinity Academy</p> <p>Curriculum Development Training</p>

SLE Name: Jessica Comrie

SLE Area: Maths

School: Rickleton Primary School

Brief summary of expertise in this area	<p>I am an experienced Maths lead in a large primary school which has an EYFS and Nursery. I have teaching knowledge of Year 1-6.</p> <p>I have a comprehensive knowledge of the use of concrete resources to support the teaching of mathematics.</p> <p>Secure knowledge of the Mastery approach to Mathematics including embedding reasoning and problem solving.</p> <p>I have experience of working to support staff who require support to improve the quality of their teaching in particular in relation to adopting a maths mastery approach.</p>
Summary of experiences in schools to date/key responsibilities	<p>I have delivered Mathematics training for School Direct students for TVTSA and other institutions including the University of Sunderland, which included the requirements of the national curriculum, assessment, planning and resources.</p> <p>I have recently worked abroad on a secondment in a through school training teaching in the application of the new National Curriculum and its increased demands, the use of Numicon in lessons as well as introducing the Mastery approach. During the week, I observed lessons, supported teachers with planning and supported in lessons. In addition to this I give the Maths Lead and Head Teacher feedback and suggestions for further improvement.</p> <p>I have delivered extensive CPD to teachers and support staff within my own school to fully embed the maths mastery approach across school and have knowledge of its application within the Early Years. An often-overlooked area.</p> <p>I am responsible for the development of maths within our primary school. I am knowledgeable in carrying out learning walks and observation, work scrutiny and other monitoring activities in order to assess teacher and pupil learning. I am able to use a range of data to analyse success and areas of challenge for inclusion in action planning and school development plans.</p>
Academic background – degree/additional training in school	<p>National Professional Qualification Middle Leadership</p> <p>Accredited SLE for Maths</p> <p>Bar Modelling Training</p> <p>Numicon Training</p>
Additional information	<p>I also work part-time for Sunderland University to plan, deliver and assess the ITT module on the mathematical knowledge and pedagogy around ‘The nature and importance of proof’ for second year Primary Education students. This has given me further insight into training adults with the necessary subject knowledge and elements of reflective practice.</p>

SLE Name: Sylvia Dubery

SLE Area: English

School: Prudhoe West First School

Brief summary of expertise in this area	English teaching particularly Key Stage 2
Summary of experiences in schools to date/key responsibilities	<p>More than 20 years' experience in a variety of schools from inner city to rural schools.</p> <p>More than 10 years' experience as English Subject leader at Prudhoe West First School, leading on new initiatives in English teaching and training in New Curriculum.</p> <p>I have worked in SLE role with three other first schools, providing Literacy support and training.</p> <p>Experience leading RE, History, Art and French.</p>
Academic background – degree/additional training in school	<p>MA Literary Studies (distinction) Newcastle University.</p> <p>Participated in Arvon Foundation/Exeter University Teachers Writing pilot.</p> <p>Led our school's accreditation as a Primary Talk supportive school.</p>
Additional information	Currently on secondment providing support to an English Subject lead.

SLE Name: Bethan Davies

SLE Area: EAL and Behaviour

School: Westgate Primary School

Brief summary of expertise in this area	<p>I am a teacher and school leader at Westgate Hill Primary Academy, where we have a high percentage of our pupils classed as EAL.</p> <p>I am well placed to give practical guidance and support based around real experiences and best practice.</p> <p>I have a personal interest in positive behaviour management as this is something I found challenging at the start of my own teaching career.</p> <p>I am able to emphasise with teachers and support them in finding practical ways to improve the behaviour of pupils in their care.</p>
Summary of experiences in schools to date/key responsibilities	<p>I provide an annual training day for School Direct TVTSA students based at Westgate Hill Primary Academy. The morning session is about EAL and the practicalities of supporting EAL pupils at different stages of proficiency in English. The session is very practical and is centred on real experience in a primary school.</p> <p>I provide a forum for students to ask questions and to clarify any potential concerns. The afternoon session is about positive behaviour management. Again, the session is very practical and allows students to explore real-life situations and possible ways to manage them.</p> <p>We also look at some of the theory behind positive behaviour management. In the past I have successfully supported school leaders from local schools in developing bespoke behaviour management strategies for their own schools.</p>
Academic background – degree/additional training in school	<p>I have been EAL Coordinator, French Coordinator and English Coordinator</p> <p>I am currently Assistant Head with responsibility for English and the Curriculum</p> <p>SLE for EAL and Behaviour</p>
Additional information	<p>As well as being designated an SLE for behaviour and EAL, I also have an expertise in English, particularly around reading comprehension and writing.</p>

SLE Name: Julie Hamilton

SLE Area: Computing

School: SELEfirst

SLE for: Brief summary of expertise in this area	Responsible for the development of the Computing curriculum from EYFS to Y4. Developed staff expertise and confidence for the teaching of Computing Currently supporting school in developing Online Safety scheme of work. Led NQT training in iPads and Coding Worked in partnership with NCC ICT team to develop OZOBOTS scheme of work. Lead sessions for TVTSA schools direct students about the importance, implementation and effectiveness of Computing. Gained ICT Mark in 2014 and 2018
Summary of experiences in schools to date/key responsibilities	Computing & Online Safety Lead – 2012 – present 12 years' experience teaching across KS1, KS2 and currently EYFS Experience leading Humanities Delivered CPD to teachers and support staff within my own school to fully embed Coding as a tool to raise attainment in English and Maths.
Academic background – degree/additional training in school	NPQML – 2014 CEOP Online Safety training Thinking Skills Accreditation Level 1 (Newcastle University) ASD training

SLE Name: Darren Kidger

SLE Area: EAL and Behaviour

School: Throckley Primary School

Brief summary of expertise in this area	<p>Assessment – I believe I have a good understanding of the current assessment system for First and Primary school and can analyse data effectively from Raise, ASP or local authority data. The majority of assessment work that I have already undertaken is to produce bespoke trackers that will analyse groups within school or to predict what future data may look like.</p> <p>Mathematics – I have overseen the implementation of a mastery curriculum in my current school accessing relevant training, as both teacher and senior leader from the Great North Maths Hub. This has seen an increase in progress and attainment scores within my school.</p>
Summary of experiences in schools to date/key responsibilities	<p>Role in current school: Deputy Head teacher (1 day as Acting Head Teacher). As part of this role I am also Mathematics Leader, Assessment Leader, Initial Teacher Training Lead as well as managing class teachers' performance management within school.</p> <p>Previous support completed in a wide range of schools includes the following:</p> <p>Creation of bespoke trackers to track the progress of different groups such as gender, disadvantaged, ethnic origin and mobility of pupils.</p> <p>Delivering whole school staff training to support the implementation of mathematics mastery and the use of White Rose Maths materials.</p> <p>Working with Year 6 staff to support the school in its transition from a first school to a primary school. This involved setting challenging targets to ensure that the school achieved positive value added for their first Year 6 cohort. In addition to this I supported staff to undertake a book scrutiny to ensure that the children's Year 5 data was an accurate baseline.</p>
Academic background – degree/additional training in school	<p>NPQH</p> <p>Great North Maths Hub Training and delivery in leadership workshops</p> <p>SLE Core training</p> <p>MaST training (Mathematics Specialist Teachers Programme)</p>

SLE Name: Stephanie Milburn

SLE Area: PE and Visual Arts

School: SELEfirst

Brief summary of expertise in this area	Experience of leading on PE and Sport in school for 8 years. Developed staff expertise in multi skills and gymnastics. Worked in partnership with a range of sports coaches and sports professionals. Supported in-school arts initiatives for 10 years including Take One Picture with particular focus on the visual art. Worked in partnership with local artists. Developed staff expertise and confidence for the teaching of Art
Summary of experiences in schools to date/key responsibilities	Over 10 years' experience teaching in KS1 - Y1 and Y2. PE and Sport team lead for 8 years. Member of the Arts team with focus on visual art. School Direct mentor which has included being part of the interview panel for TVTSA.
Academic background – degree/additional training in school	NPQML and NPQSL School Direct mentor training - Northumbria University Thinking Skills training - Newcastle University
Additional information	Gymnastics coach Qualified gymnastics judge Level 1 Netball and Rugby coach Swimming teacher- level 1 and 2 Experience at supporting the coaching of sports including tennis, lacrosse and cricket

SLE Name: Sarah Porter

SLE Area: Maths

School: SELEfirst

<p>SLE for: Brief summary of expertise in this area</p>	<p>I have been the Maths Coordinator at SELEfirst School for 6 years. In my role I am responsible for delivering school INSET training, managing resources and supporting teaching and learning in Maths. A significant amount of time is spent monitoring pupil progress through classroom observation, book scrutiny, pupil voice and data analysis.</p> <p>Implementation and development of the 2014 National Curriculum in Maths.</p> <p>On-going development of a maths mastery curriculum with a particular focus on developing opportunities for problem solving and reasoning in all key phases</p> <p>My NPQSL project was linked to the development of models and images to support mathematical understanding.</p> <p>Lead teacher for the Every Child Counts programs</p> <ul style="list-style-type: none">- 1stclass@number 1 and 2- Talk4number
<p>Summary of experiences in schools to date/key responsibilities</p>	<p>R.E. Coordinator 2008</p> <p>Maths Coordinator 2012</p> <p>Key Phase 2 Leader 2015</p>
<p>Academic background – degree/additional training in school</p>	<p>NPQSL</p> <p>SKE Maths (University of Plymouth)</p> <p>Level 1 Thinking for Learning (Newcastle University)</p> <p>Mentor Training (Newcastle University)</p> <p>Mathematics for SLT and subject leads</p> <p>SEND Training: Attachment theory Sensory support hearing ASD training</p> <p>FirstClass@number and Talk4number support teacher training</p>
<p>Additional information</p>	<p>I have provided support for a number of teachers and schools with a focus on improving standards in Maths and English. This has involved planning learning walks, book scrutiny and analysis of data leading to the formation of action plans for the teacher to implement in their own school setting.</p> <p>I have worked within the year 4/5 partnership team on moderating Reading, Writing and Maths for transition.</p> <p>I have attended Maths training events on</p> <ul style="list-style-type: none">- Supporting parents with maths activities around number- Fractions- Bar methods- Big ideas in Maths education- Supporting mastery- Developing algebra in Key Stage 2

SLE Name: Ellie Sewell SLE Area: Phonics & ICT Curriculum Development.

School: Throckley Primary School

Brief summary of expertise in this area	SLE/support work with schools aimed at raising standards in phonics. Responsible for the phonics provision and interventions across school. Devised our schools own scheme of work. Monitoring and teaching and effectiveness of phonics across school. SLE/support work with schools aimed at raising standards in ICT. ICT lead responsible for the development of the ICT curriculum from EYFS to Y6. Currently working within the OWL Harnessing Technology team.
Summary of experiences in schools to date/key responsibilities	In house phonics training which includes a generic refresher training for all staff and then more specific phase input for particular areas identified from staff questionnaires. Lead sessions for TVTSA Schools Direct about the importance, implementation and effectiveness of phonics. Currently supporting another school (Key Stage One Leader) to revise the organisation and delivery of phonics in year 1 and effectiveness of transition from EYFS to KS1 to ensure positive improvement is made from their previous Ofsted report. Key Stage One Lead (Throckley Primary School) 2016 – present Phonics Lead (Throckley Primary School) 2015 – present ICT subject leader (Throckley Primary School) 2013 – present
Academic background – degree/additional training in school	Claire King Leadership training in Throckley Primary School NETS Leadership programme Questioning and metacognition training Designated Phonics and ICT SLE

SLE Name: Amy Shepherd

SLE Area: Early Years and Phonics

School: Whettonstall and Broomley First Schools Federation

Brief summary of expertise in this area	<p>EYFS Lead across a Federation of two first schools containing 2 Reception classes and 1 Nursery.</p> <p>Lead Phonics Teacher and Coordinator across a Federation of two first schools, including a responsibility for Phonics intervention.</p> <p>Highly experienced EYFS and KS1 teacher.</p>
Summary of experiences in schools to date/key responsibilities	<p>EYFS Lead at Whettonstall and Broomley First Schools Federation- January 2015 to present.</p> <p>Responsible for delivering regular in school CPD training for all members of staff; including sessions focused on effective teaching and learning in the Early Years and delivering a creative curriculum across key stages.</p> <p>Phonics Lead Teacher and Coordinator at Whettonstall and Broomley First Schools Federation- September 2016 to present</p> <p>Responsible for revising the teaching and assessment of Phonics across the Federation, ensuring smooth transition from EYFS to KS1. Deliver regular in school CPD training, including termly TA sessions and Parent Workshops.</p> <p>Key Stage One Teacher at Hadrian Park Primary Schools- September 2011 to January 2015</p> <p>Experienced leading a range of subjects, including Music and Creative Arts.</p>
Academic background – degree/additional training in school	<p>English Literature Degree, University of Sheffield</p> <p>PGCE, North Tyneside Early Years and Key Stage One SCITT</p> <p>Mentor Training</p> <p>Numicon Training</p>
Additional information	<p>Highly experienced supporting students on placements from Newcastle University, Northumbria University, Schools Direct and SCITT providers.</p>

SLE Name: Joe Speed

SLE Area: PE

School: SELEfirst

Brief summary of expertise in this area	<p>Five years in school experience as PE teacher and team member/Lead.</p> <p>Ten years of experience working with Sports Development in Northumberland. Worked with schools in Northumberland delivering multi skills and specific sports coaching.</p> <p>Led in school and out of school training in PE and multi skills. Qualified coach of football, swimming, floorball (uni-hockey) and qualified gym instructor.</p>
Summary of experiences in schools to date/key responsibilities	<p>Worked alongside individual teachers with the aim of raising the quality of teaching in other schools.</p> <p>Delivered in school CPD training for all staff in Early years, KS1 and KS2. Model lessons, ideas for activities, PE curriculum, extra-curricular activities.</p> <p>Delivered training and model lessons for TVTSA school direct trainees</p> <p>Liaison for school with Active Northumberland and Sports Development – contacts that schools can buy in to, to provide further CPD or extra-curricular activity.</p> <p>Events co-ordinator for Go Run for Fun (Old Tesco fun run) – school liaison officer.</p>
Academic background – degree/additional training in school	<p>FA Qualified Football Coach</p> <p>ASA Qualified Swimming Instructor</p> <p>GBFUA Qualified Floorball Coach</p> <p>YMCA Gym Instructor</p>
Additional information	<p>Very enthusiastic and passionate about sport and active living.</p> <p>A wealth of contacts in different fields of sport and exercise in Northumberland.</p> <p>Have worked in sport on a voluntary basis outside of school and in the community for 15 years.</p>

SLE Name: Katy Yoxall

SLE Area: Creative Curriculum

School: SELEfirst

Brief summary of expertise in this area	<p>My expertise within Creative Curriculum (English, Drama and the Performance Arts) stems from an early background in performance based learning. Throughout my own education I have engaged in theatre based performance and dance school.</p> <p>I studied A Level Performing Arts and continued this study through university at Liverpool Institute for Performing Arts (LIPA). As part of my final year dissertation I studied the work and explored the practices of Dorothy Heathcote and her work in Mantle of the Expert. Working in this particular style in the schools within Liverpool. Training at LIPA included voice coaching, dance training, script writing and directing.</p> <p>Since working at Sele First School, Mantle of The Expert has allowed me to develop my own style and practice, without the audience! I now have seven years of experience working in this way and feel confident in saying that this method of teaching truly is theatre-education for the masses. It allows all children to work in role and make progress within a lesson under the guidance of a teaching director/facilitator.</p> <p>After delivering full day, half day and staff meetings on my SLE area for the last 2 years I have been able to gain feedback from external staff. Staff and students have said that my training has been 'inspiring' and teams have left the room 'buzzing with ideas' and 'excited to get going in their own classrooms'. Although this is rewarding for me to hear, I am more excited for the children who will gain the biggest benefits in the classroom.</p> <p>My main focus within this area is rich stimulus and the importance to share theory as well as giving practice ideas. I find it extremely important to differentiate between Cross – curricular learning and Creative Curriculum. Two very different approaches!</p>
Summary of experiences in schools to date/key responsibilities	<p>I have taught at Sele First School for seven years. I have spent the last five years as the Arts Team Lead; this has allowed me to work across the whole school planning with each primary key phase.</p> <p>During my time as Arts Lead I have facilitated Open Days, leading external staff through the planning process. I took part in the Tyne Valley Teaching School Alliance – Middle Leaders Arts Triad days. This supported the lead up work to Artsmark Application.</p> <p>For the last 2 years I have been part of the SLT. Taking on the TLR for English across the school. This has allowed me to conduct scrutinies, observations and feedback to staff at different stages within their career.</p> <p>I have worked with NETS to support targeted leadership programmes for staff members from three different schools within the TVTSA. This has allowed me to design programmes suited to the individual schools needs and requirements to improve leadership and overall have impact on the teaching and learning within their own settings.</p> <p>I have completed BSQM for Sele First School.</p>
Academic background – degree/additional training in school	<p>Thinking Skills Accreditation Level 1 (Newcastle University)</p> <p>SLE for Creative Curriculum NPQSL Completed Nov 2017</p>
Additional information	<p>I continue to work primarily within lower KS2. I can offer quote and evidence from staff working within the creative curriculum approach across all key stages.</p>