



Specialist Leader in Education Handbook 2015

Who and what are Specialist Leaders in Education? (SLEs)

Specialist Leaders in Education are outstanding middle and senior leaders such as assistant headteachers, key stage leaders or subject leaders with at least two years of leadership experience. SLEs have an excellent knowledge in a particular area of expertise and a successful record of supporting other middle and senior leaders in other schools. The SLE focuses on developing leadership capacity so that other leaders develop the skills to lead their own teams more effectively. All SLEs are highly trained and hold national accreditation. The work of SLEs is quality assured by NLEs and Headteachers. The Yorkshire Anglican Teaching School Alliance has 6 SLEs

Why would I need an SLE?

- To develop leadership capacity in your school
- To coach and mentor colleagues
- To monitor and evaluate the impact of learning.
- To lead CPD
- To share resources
- To model best practice

Capacity

The Yorkshire Anglican Teaching School Alliance has strong links with other teaching schools alliances and may be able to help broker SLE support if there is insufficient capacity within the alliance, though costs may differ.

Professional Recognition and copyright:

SLEs may prepare and provide exemplars and materials during a deployment. All we ask is that permission is sought first and acknowledgement is given to the SLE, the SLE's own school and the Yorkshire Anglican Teaching School Alliance.

Daily rate/Half day/Twilight:

SLEs will be charged out at £350 per day, £175 per half day or twilight. The SLEs school will receive payment of £300 (to cover supply costs/preparation). The Teaching School Alliance will retain £50 for administrative purposes).

Deployment Forms and Evaluation:

The school requesting support will complete a Deployment Request Form outlining the priorities for development. The SLE will complete a Deployment Form following the initial contact/visit and a Deployment Evaluation at the end of the deployment.

SLE Logs:

SLEs will keep a log of phone calls and visits which will be shared with the Teaching School Manager.

SLE Commissioning Process:

A need is identified for SLE support and a request for support is made. This could come from:

- Local Authority or diocesan body
- Individual school or academy
- DFE, National College or other national body
- Another teaching school alliance



The Teaching School Receives a request for SLE support.



The Teaching School Manager reviews the needs of the school to be supported and matches an SLE with the appropriate area of expertise and sufficient capacity to offer support.



The matching process may also take other aspects of the school into account:

- School phase
- School context
- Location/geography
- Specific experience
- Working style/approach



The Teaching School Alliance, the SLEs own school and the school to be supported agree on the terms and scope of the deployment, including:

- The focus of the work
- Expectations for outcome and impact
- Any funding for the work
- Length of the deployment
- Frequency of contact (eg 1 day per week/1 term..)



All parties sign up to a contracting agreement, reflecting the agree terms for the deployment.



Deployment commences.

Appendices:

- SLE Request Form
- SLE Deployment Form
- SLE Deployment Evaluation Form
- SLE Log of Visits

Cathy Hampshire Yorkshire Anglican Teaching School Director
cathy.hampshire@yorkshireanglicantsa.org

Yorkshire Anglican

Teaching School Alliance



Specialist Leaders in Education (SLEs) Request for Deployment Form

Deployment Details

School Making the Request Details:	
Name:	
School Name:	
Contact:	

Identification of Key focus areas for the SLE

Identification of key focus areas for support (please indicate below the main priorities for the deployment and any other relevant contextual information including expectations of time)

Specialist Leader of Education details:	
Name	
School Name	

Other supportive information:

Signed: Headteacher	
Name of School	
Date	

Yorkshire Anglican Teaching School Alliance



Specialist Leaders of Education (SLEs) Deployment Form

This form can be used by teaching schools to support the SLE deployment brokering process. It is intended that the form will be agreed by all parties (the SLE, the supported school and the teaching school). The form sets out the contracted arrangements and the agreed objectives of the deployment. It will also support the completion of the deployment evaluation form, which should be returned to the teaching school at the end of a deployment.

Deployment Details

Specialist Leader of Education details	
Name:	
School Name:	

Supported School Details		
Supported School Name:		
Local Authority:		
Headteacher Name:		
Name of School Leader(s) being supported:		
Main School Contact:		
Name of Broker:		
Deployment Date:	Start Date:	End Date:

Identification of Key Focus Areas for the SLE

Identification of Key Focus Areas for Support (Indicate below the main priorities of the deployment and any relevant contextual information)

Agreed Objectives/Key Impact expected at the end of the deployment

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Time commitment Agreed (Indicate time commitment in terms of days per week/fortnight)

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Other Arrangements Agreed (This can include funding agreed)

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Signed

_____ (SLE)

_____ (Headteacher of supported school)

_____ (SLE co-ordinator on behalf of teaching school)

Date



Specialist Leaders of Education (SLEs) Deployment Evaluation Form

To be agreed by all parties (the SLE, the supported school and the teaching school).

If helpful, two copies of this form may be completed separately by the SLE (as a self-evaluation) and by the supported school, before bringing the two sets of comments and ratings together for discussion and final agreement.

Deployment details

Specialist Leader of Education details:	
Name:	
School Name:	

Supported School Details	
Supported School Name	
Local Authority	
Headteacher Name:	
Main School Contact:	
Name of Commissioner:	
Deployment Start Date	
Time Commitment Agreed (eg Length, Number of Days a week)	

Review of progress achieved during the contract

For each of the targets that were identified in the original contract for the deployment, please summarise the **impact** made by the NLE and the **evidence** to support this.

Agreed Targets	Progress Made and Evidence of Impact	Rating (Red, Amber or Green)

Please Evaluate the following using a RAG rating	Rating (Red, Amber or Green)
The SLEs role in facilitating support and influencing change	
The overall success of the deployment	

Additional Comments (Where unsatisfactory progress has been made, please give reasons):

Please suggest how the partner/supported school can continue to make improvements in the focus area and the requirements for any additional support

Signed _____ (SLE)

_____ (Headteacher of supported school)

Date _____

On completion, please copy for each partner and email to Yorkshire Anglican Teaching School Alliance
cathy.hampshire@yorkshireanglicantsa.org.uk



SLE Notes of Visit

National Teaching School:	Scissett CE (A) First School	Specialist Leader of Education:	
Client School		Headteacher:	
Date of Visit:		Time of Visit:	
LA		Length of Visit:	

Persons Seen:
Agreed Agenda Items:
Summary:
Impact:
Future Actions/Recommendations:
Date and time of Next Visit:

Cathy Hampshire

Deputy Head Teacher Scissett First School

Director of Yorkshire Anglican Teaching School Alliance

SLE: SEN, ITT, NQT & Maths



I am currently Deputy Head at Scissett First C of E (A) Primary School. I have been in this role since 2007, until recently teaching Y2. Within the school, I am also the Senco and have responsibility for Maths, PE, NQT and KS1 assessment.

I am part of the leadership team and have experience in monitoring and evaluation, lesson observations, performance management, pupil progress reviews/ target setting, work scrutiny and coaching and mentoring colleagues. I have been involved with writing and evaluating the school self-evaluation and development plans.

I have been a teacher since 1997 and have taught all year groups across a wide range of primary schools. I have undertaken a range of outreach work, including Y2 moderation for the LA, working with Maths leaders, SENCOs etc.

I am a student co-ordinator working alongside colleagues from Leeds Beckett, where I am a trained Link Tutor and School Based Tutor. As such I have mentored a range of students from a variety of backgrounds.

I am NQT mentor for 2 NQTs this year and have mentored many NQTs in the past. I also work with Kirklees LA as a Y2 SATs Moderator.

I recently qualified as a facilitator to deliver NPQML and OTP/ITP programmes.

As part of the Teaching School, I am director of the TSA with responsibility for School Direct Trainees, SLEs, CPD as well as being part of the strategic board.

Areas of Expertise

- Maths
- NQT/ITT
- PE
- Leadership & Management

Michala Uttley
SLE : LITERACY



I am a teacher with 15 years' experience, working in a range of socio-economic settings. I have been teaching at Christ Church Academy since 2006 and was appointed Assistant Head in 2013. As part of the Senior Leadership Team, I have experience in a wide range of monitoring and evaluation, including lesson observations, work scrutinies, performance management, pupil progress meetings and coaching/mentoring colleagues. I am also involved in action planning and in writing and evaluating the school development plans.

As a Literacy Leader, I have a love of Literacy and plan and deliver lessons with enthusiasm and rigor. I am extremely passionate about "Talk for Writing" as I strongly believe if a child can't say it, they can't write it.

As an SLE I am keen to share my knowledge and experience in these areas to work collaboratively with colleagues in different settings.

Kirsty Hacker
SLE: SCHOOL BUSINESS MANAGEMENT
INCLUDING FINANCE & ACADAMIES



I have worked in a primary school for over 10 years in the finance and have developed, over time, to become the School Business Manager. In April 2015 the school converted to Academy status and I was a key member of staff helping the school through the conversion process. This involved setting up the office systems for the Multi Academy Trust such as a new finance package, accountants, pupil information database, dealing with solicitors with regards to land transfer and common transfer agreements for the Surestart Centre and an area in school belonging to the Local Authority Leisure Services Department. Since conversion I have now become the Company Secretary for the MAT.

I have been on the Senior Leadership Team for over 4 years with responsibilities for Pupil Premium and Sports Premium

My qualifications include a BA (Hons) Business Administration, a certificate and diploma in School Business Management (CSBM & DSBM) and I am currently certified in IOSH safety in schools.

I am passionate about sharing my knowledge and experience to help other school and academies to develop staff and systems and would be happy to discuss your requirements.

Terry France
SLE: SCHOOL BUSINESS MANAGEMENT
INCLUDING FINANCE



I am the School Business Manager at Scissett C.E. (A) First School. I have been in post for more years than I care to remember and am grateful to have been allowed to develop my career from a very part-time, unqualified, school office assistant to my current position with a range of skills and qualifications under my belt (including the Certificate in School Business Management). I am a member of the Senior Leadership Team. In addition the Yorkshire Anglican Teaching School Alliance appointed me as their Project Manager in September 2014. Both posts run concurrently.

My areas of experience include all aspects of school administration and financial management which I have acquired and developed in the ever changing education sector. My work involves liaison with a wide variety of governors, other schools, professional agencies, the local authority, community representatives, suppliers, the church Diocese and government departments. I attend local and national networks in connection with Teaching School Alliance and School Business Management through which I have amassed a large network of useful contacts.

I have experience of promoting good peer relationships within the school setting and of team building. Through the Performance Management process I have encouraged staff to attend training to develop their own skills and expertise. Support Staff development is an area that I firmly believe provides significant benefits to overall school improvement.

As the Project Manager for the Yorkshire Anglican Teaching School Alliance I have a lead role in the organisation of CPD and the financial aspects of the Alliance. I am passionate about promoting CPD and development of staff at all levels. I have had Facilitator training to enable me to offer support in a professional, confidential manner. I am happy to share my knowledge, expertise and support to colleagues in other schools in any way that I can.

Vicki McCormick

SLE: EYFS, MUSIC AND COMPUTING



My teaching career began in 1990 and through those years I have taught across the primary age range from EYFS to Year 6 as class teacher. As a result I have a wealth of experience and some very vivid memories!

Without a doubt, Early Years is my passion and I have considerable experience in the development of excellent Early Years practice, and of creating a stimulating and nurturing Early Years environment where children can thrive.

I strongly believe in the power of the arts to inspire and engage young children but also in their capacity to develop key skills such as focused listening, keen observation, communication, appraisal and evaluation. I have a particular interest in the importance of music in children's language development and studied this at Masters level.

I have a love and fascination for the natural environment and feel that learning outdoors holds many valuable opportunities for our children (with a bit of creativity and enthusiasm!)

As ICT/Computing subject leader, I have been instrumental in developing the use of technology to capture and record our children's experiences and have been inspired by its capacity to engage and facilitate learning.

I look forward to working collaboratively with new colleagues.

Judith Inman
SLE: NQT/ITT, Curriculum & Leadership,
SIAMS, RE



I have been teaching since 1995 and have had a varied career. I began teaching in a very small school in the Lake District with only 31 children in the whole school. Over the years I have undertaken roles in planning and record keeping, PHSCE, History and Mathematics Co-ordination. Currently I am a member of the Senior Leadership Team with a TLR2 as Spiritual Moral, Social Cultural Leader. I manage RE within the school and have responsibility for SIAS (Statutory Inspection for Anglican Schools) and lead the steering committee. I am also visiting RE tutor for the Primary PGCE at Leeds University. I am also Mentor for NQTs and the lead teacher for ITT and have worked with providers such as with Outwood TSA School Direct, Leeds University and York St John University. I also have a Master Degree and have undertaken extensive action research to support school improvement.

My areas of specialism are:

Curriculum Co-ordination and Leadership

NQT and ITT

SIAMS and Church school development

Action Research to inform school improvement

Enquiry as a learning methodology

Understanding learning theory and current perceptions of how children learn linked to assessment without levels and the new national curriculum.

Helen Chilton - Early Years, Literacy and Phonics (SLE)



Littletown J, I & N School

Professional Background

I have been teaching for eight years in schools across Kirklees, primarily teaching in Early Years and Key Stage One. I have been Early Years and Key Stage One Lead for two years at Littletown School. Early Years is my real passion and I lead across a Trust of Schools in EYFS to improve practice and attainment through regular CPD.

Areas of Specialism

Early Years, Phonics and Literacy

Special Responsibilities

Deputy Head and SENCO

National Qualifications

MA, PGC SENCO, PGCE, BA (Hons)

CPD

Within Kirklees, I have worked as a Lead Teacher for Talk for Writing and Early Years, I also work as Early Years Moderator. I have delivered training on phonics, Early Years, early literacy and Talk for Writing to schools within Kirklees and further afield, as well as Huddersfield and Leeds Beckett Universities. I regularly contribute articles to Nursery World and I have also written guest blogs sharing good practice.

Why I feel passionate about teaching

I am passionate about children having the best start to their school lives and believe that children deserve the best experience every day. I enjoy seeing the progress children make every day.

**Elaine Watson- NLE, SIP, Professional Partner,
Additional Inspector
Headteacher Scissett C of E First School
Executive Headteacher- Yorkshire Anglican
Teaching School Alliance**



I became a National Leader of Education in 2009 and have worked with schools in challenging circumstances (in an Ofsted Category or vulnerable) to lead and shape the school improvement process.

As an accredited School Improvement Partner & Kirklees Transformation and Quality Improvement Officer I have worked with a range of Kirklees schools with widely differing contexts and needs, liaising with Head teachers, senior leadership teams and Governors to shape and drive forward the school improvement process.

I am an NCTL Professional Partner and have supported a number of new head teacher colleagues in their first year/s of Headship. As a professional partner I tailor support to meet the needs of the supported person and school.

I became an Additional Inspector working for CfBT to carry out Ofsted Inspections in May 2014.

My roles and responsibilities are wide and varied and the challenges and opportunities of the work to raise standards and ensure effective school self-evaluation have been both rewarding and stimulating.