

### **LLE Kate Wilkins – Pen Profile**

I have a BA (hons) degree in English and Music although much of my previous teaching career has been spent specialising in Maths, including being a former Leading Maths Teacher for BaNES. My main area of expertise lies in KS2.

Since September 2006, I have been working as Headteacher at a 2 form entry (240 on roll) Junior School, in the centre of Bath, at a school that had always previously been graded 'satisfactory'. Under my leadership, the school underwent a 'radical transformation' to achieve 'outstanding' with 'good' for quality of teaching (Ofsted Sept 2010). The school has continued on this journey of self-improvement and we were delighted, in October 2014, to be awarded 'outstanding' in all areas.

Under my leadership, our October 2014 inspection recognised key areas of strength for the school which included the visible impact of our school vision; rigour of our school assessment systems and how well data is used to identify next steps; the rapid progress that all pupils make from their varied starting points; high quality performance management procedures; quality of CPD and leadership in English and Maths; the quality of teaching; positive relationships with pupils; the 'broad and stimulating' school curriculum; the effectiveness of teaching assistants and our whole school 'relentless drive for excellence'. I believe that our school improvement stems from realistic, high quality self-evaluation and detailed, manageable action planning and could offer my experience in all the above areas.

I am highly aware of the challenges that school leaders face in a journey of self-improvement. These challenges contain a kaleidoscope of issues including the impact of change on staff motivation; ensuring a quality curriculum; managing practical every day issues; negotiating the many external pressures of new initiatives; meeting the demands placed by parents and Governors and creating a harmonious community where every child is enabled to achieve their potential. I would welcome the opportunity to work with other schools, at different stages in their cycle of school improvement, and believe it would be a rewarding experience for all parties involved.