



SLE - Profile



Name	Emma Cooper
SLE designation date	December 2012
Current School & Role	The Mendip School Assistant Principal (primary)
Recent OFSTED judgement (Overall and Leadership)	Overall: Good Leadership and Management: Good
Context of School	A special school providing for pupils aged 4 – 19.
Area(s) of Expertise / Strength (Refer to guidelines over the page)	Supporting effective inclusion of children and young people with ASD into mainstream schools. Training and leading the professional development of colleagues. Supporting senior leaders to implement whole school evaluation (contribution to SEF) and school improvement.
Track Record Summary (Raising achievement / improving teaching & learning)	I am originally a primary school teacher with more than 15 years' experience. After working with a succession of children with autistic spectrum disorders during my time as an infant teacher I was seconded by the Local Authority to coordinate the pre-school and primary ASD Support Service. As well as working in mainstream schools I also teach KS2 at the special school where I am based. I am trained in a variety of approaches including TEACCH, ABA, PECs and Makaton. I am National Autistic Society EarlyBird and EarlyBird plus trainer.
Track Record Summary (Supporting others schools and/or leaders in your own school)	I have worked with a team of colleagues who support mainstream preschool, primary and secondary schools to best meet the needs of their pupils with ASD. I regularly deliver training to colleagues in mainstream schools which is consistently judged as good or outstanding.
Availability & travel distance	Available to support schools in BANES and close surrounding area. Please contact to check availability for individual requests.

Philosophy & Approach to
Projects

I have regularly worked with schools and management teams to implement cohesive systems for managing children on the autistic spectrum. I have been involved in strategic planning with the local authority.
I am passionate about ensuring that every child is able to maximise its potential and every teacher and teaching assistant is confident in supporting these pupils.

SLEs have:

- a successful track record of working effectively within your own school and/or across a group of schools, or working with a range of leaders within a single school
- evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements
- excellent communication and interpersonal skills
- an understanding of what constitutes 'outstanding' in your field of expertise and the ability and confidence to communicate this
- an understanding of how your specialism and skills can contribute to wider school improvement goals
- an analytical approach in identifying and prioritising needs
- the ability to set and establish new and innovative working practices
- the ability to grow leadership capacity in others