



SLE - Profile



Name	Victoria Langan
SLE designation date	September 2018
Current School & Role	Paulton Junior School. SLT member, English Co-ordinator
Recent OFSTED judgement (Overall and Leadership)	Outstanding January 2015
Context of School	Junior School catering from Year 3 to 6, Three form entry.
Area(s) of Expertise / Strength	English and newly qualified teacher development.
Track Record Summary (Raising achievement / improving teaching & learning)	Through my English co-ordinator role in my own school, I am constantly reviewing ways that standards can be raised. I regularly hold staff meetings and INSET training on areas that have been identified; most recently I am leading development in spelling and reading – moving towards a whole class approach to Guided Reading. I also carry out lesson observations as part of my leadership role and have carried out good to outstanding staff meetings to improve teaching. Specifically, looking at teaching to higher ability children and the impact of modelling from the class teacher. I also have led NQT training days and twilights.
Track Record Summary (Supporting others schools and/or leaders in your own school)	As an established line manager, I have empowered colleagues through coaching and mentoring to allow them to become good subject leaders in their own right, here they have flourished to create their own leadership style and subsequently lead their own initiatives within school. Equally, I have supported English subject leaders in other settings. I supported colleagues by: sharing good practice, planning and carrying out learning walks to improve reading and writing. Consequently, I created an action plan to drive progress and impact in these areas within a specific time frame.
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 like to work alongside colleagues, supporting them to be able to make improvements themselves - reflecting appropriately; coaching colleagues to find their individual style that drives learning and leadership forward effectively. I am happy to model good practice in the classroom, lead staff training in school or for clusters and provide support and development for subject leaders or member of SLT.

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