



## SLE - Profile



Name	<b>Katy Pearson</b>
SLE designation date	December 2018
Current School & Role	Moorlands Schools Federation, Bath Acting Deputy Head – Teaching and Learning lead NQT Trainer for TBMPTS 2015-2019 KS1 Moderator for Somerset
Recent OFSTED judgement (Overall and Leadership)	Moorlands Junior School 2015 & Moorlands Infant School 2014 Overall: Good    Leadership and Management: Good
Context of School	Two form entry primary school catering for ages 4-11
Area(s) of Expertise / Strength  (Refer to guidelines over the page)	English Having worked as English lead, I have experience of raising teaching standards in reading, phonics and writing across the schools I've worked in. I have made improvements and led the rise in attainment and profile of phonics, reading and writing across the school. I have changed whole school practice to more efficient methods of reading. As NQT trainer and mentor, I enjoy the planning process and making cross-curricular links, making learning fun, real and purposeful. I am always keeping up to date with changes in primary education, particularly in the teaching of English.
Track Record Summary  (Raising achievement / improving teaching & learning)	I have experience of supporting schools in cluster meetings sharing planning and teaching ideas about writing. I was asked to lead this as a result of the above national outcomes for children in my previous school for writing whilst as a Y2 teacher and KS1 leader. <i>'As a result of extensive staff training, teachers are skilled in guiding and showing pupils how to improve their work and achieve these targets'</i> from OFSTED report after leading Guided Writing training at a primary school in BANES. I have led NQT training for TBMPTS for the last four years; <i>"Katy developed, planned and led a range of CPD sessions for NQTs, working alongside colleagues to provide high quality focussed input to help develop practice as well as offering opportunities to for NQTs to reflect on their own practice and develop new ideas together. Feedback has always been very positive"</i> from TBMPTS Director of Teaching and Learning. I have led MITA training; leading INSET, PDMs and TA twilights



	and worked across school to embed best practise research to utilise TAs effectively and to maximise the impact of TAs to improve teaching and learning outcomes.
Track Record Summary  (Supporting other schools and/or leaders in your own school)	I was invited to participate in BLINK short inspection visit with two Head Teachers to audit, assess and analyse the impact of the English provision at a local primary school. During a visit as a KS1 Moderator <i>“Katy was warm, pleasant and personable whilst maintaining a high level of professionalism, particularly during the difficult discussions when evidence was not found for a specific standard. She dealt with it superbly, put the teacher at ease and was empathetic and well organised in her approach; she was also able to ask probing questions when necessary to delve deeper. Katy demonstrated a thoroughness in the moderation process and was very clear in her explanations and instructions about necessary procedures and any further courses of action required.”</i> – Feedback from KS1 Moderation Quality Assurance visit, by an Independent Primary Advisor.
Availability and travel distance	Available to support schools in BANES, Somerset and West Wiltshire. Please contact to check availability for individual requests.
Philosophy and approach to projects	Like to work with colleagues, supporting them to be able to make improvements themselves. Happy to model good practice in the classroom, lead staff training in school or for clusters, 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