

EYFS / PRIMARY SLE PROFILE



JILL BRAMWELL

SLE designation (Date of designation & Teaching School)	<p>July 2013</p> <hr/> <p>Ladywood Teaching School</p>
Current School (LA or Sponsor)	<p>Blackrod Church School Bolton Local Authority</p>
Recent OfSTED judgement (Overall and Leadership)	<p>Overall: Good Leadership: Good Individual teaching grade: Outstanding</p>
Context of School	<p>Blackrod Church School is a one form entry Anglican/Methodist Church School with a nursery. Children are predominantly white British and are from a range of socio-economic backgrounds.</p>
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<ul style="list-style-type: none"> > Developing new to role Deputy / Assistant heads > Improving reading > Improving phonics/spelling across the whole school > Creative curriculum > Raising standards in teaching and learning > Classroom environments to promote independent learning > NQT / ITT development > SEN
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> > Raising standards in teaching across the school Over the last 5 years, I have continued to be a class based practitioner so that I am able to lead by example, trial new initiatives and model best practice for colleagues to observe and learn from. This alongside other staff development procedures has improved general teaching across the school from satisfactory/good to good/outstanding in all classrooms. > Curriculum Development Whilst in role as a deputy I have developed a 3 year curriculum development programme in order to improve the standards of teaching and learning across the foundation subjects. This plan was carefully designed to support and guide staff in the changes and to empower them in the development of a shared, creative curriculum. On completion of the plan, the curriculum was commented on favourably by Ofsted (Feb 2012) and as a leadership team we have seen a huge impact on children's interest, motivation and engagement in foundation subjects. > Staff development Through my leadership roles (TLR and Deputy) I have seen my opportunities to lead staff development as one of my more privileged responsibilities. The positive relationships I create with others are often commented on as strength and I enjoy using these skills to coach and guide others in a supportive yet challenging way. This has been done through performance management, coaching session, leading staff meetings, leading leadership meetings and mentoring NQTs / ITT students. > SEN I worked as a SENCo for 4 years and continue with my passion by working closely with the current SENCo. Through regular meetings and coaching sessions I ensure that she leads this core area to maximum effect. > Phonics/Spelling When I joined the school 5 years ago I had concerns about the way phonics was taught across school and found, upon inspection that children were achieving well below national expectations. I therefore worked with the literacy coordinator (TLR) to plan and provide staff training across key stage 1 and 2 (to ensure we could meet the need of older children who missed this vital stage of development), developed systematic planning and assessment procedures and organised streamed groups to ensure that children's needs were being met. The literacy coordinator worked initially with a great amount of support and guidance but she has now developed her skills to continue making improvements independently. This has made a major impact on attainment and the vast majority of all children are now achieving at or exceeding national expectations.

What was the
Impact of your
support?

> **New to role Deputy Head / Assistant Heads**

Over the last 5 years I have supported two new to role deputies informally and one assistant head within my own school. The role has combined a variety of approaches including observing, monitoring, coaching, learning discussions and shared planning. This, alongside providing a critical friend, has enabled the leaders to take a lead on key initiatives within their schools with increased confidence and assertiveness. The impact of this type of support is difficult to measure but all three leaders felt empowered to innovate, lead and inspire in their own roles.

During the last year I have worked as an SLE supporting the work of two teachers in year 1. The purpose of the support was to move the quality of teaching and learning to consistently 'Good'. Through addressing the environment, continuous provision, planning, creativity in approach and behaviour management we successfully achieved this together. After the process had come to an end both teachers were assessed as being 'good' by the head during performance management and the LA during a mock inspection.
