

Rebecca Iozzi – MFL and Initial Teacher Training



Rebecca is an Outstanding Middle Leader with responsibility for MFL and Initial Teacher Training at St. James's CE High School. This year, she is also an Associate Assistant Head Teacher and has served as one of the lead teachers in the Transforming Learning Team at St. James's over the past four years. In her role as Professional Mentor Rebecca is fully responsible for the delivery of the School Direct programme; the commitment to which is growing bigger each year across the wider alliance of Bolton schools. Rebecca secured the NPQSL in March this year and is currently researching System Leadership as part of her MA. Coaching middle leaders and colleagues is a significant part of Rebecca's role and she is currently co-facilitating Middle Leader Development Programme cohort at St. James's.

In the five years she has been Subject Leader, she has raised standards in the MFL department at St. James's. Rigorous departmental reviews grade the department as 'Outstanding' and recognise the strength of Teaching and Learning. MFL GCSE results are outstanding. In 2015, 87.5% of pupils achieved A*-C with 25% A*-A in French and in Spanish 84% achieved A*-C with 39% achieving A*-A. Many students exceeded targets and performed significantly better than students nationally. During the school's most recent Ofsted, the inspector commented that she had never seen the level of pupil independence she had observed in Rebecca's lesson in any other MFL lesson she had seen nationally. Rebecca's lessons are consistently graded as 'Outstanding' in all categories.

Having successfully undertaken school to school support and worked with leaders from several schools in Bolton, Rebecca has supported other MFL departments in the task of improving pupil attainment. The positive impact of which can be seen in their 2015 results. Rebecca has completed departmental diagnostic training and has since carried out diagnostic work in another MFL department in the area. Rebecca wants to be able to make a difference to the outcomes for our young people by fostering a culture of high expectation and developing capacity and sustainable self-improvement.