

SECONDARY SLE PROFILE



KIMBERLEY ANGHELIDES

SLE designation (Date of designation & Teaching School)	November 2015 Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Mount St. Joseph Secondary School Bolton Local Authority
Recent OfSTED judgement (Overall and Leadership)	Overall: Good Leadership: Outstanding
Context of School	Mount St Joseph is a Roman Catholic High School. 990 students are currently on roll aged 11-16. The school was graded Good during the Ofsted inspection which was completed in February 2014. Behaviour and teaching are graded Good with some outstanding aspects. The school was graded outstanding for Achievement in English and Leadership and Management.
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<ul style="list-style-type: none"> > Teaching and Learning: Consistently graded as Outstanding since completing NQT year in 2007. Graded as outstanding in recent Ofsted inspection. > Art Outstanding results year on year. Highest residual and APS across the school and 25% above national averages with pupils averaging a B in 2014 2015 GCSE results > Head of faculty for Art/Music/Drama Feel confident in all of these 3 areas
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>Over the past couple of years I have supported staff who have been given an RI in their observations. Staff are put on an action plan cycle with the aim to improve their grading to good or better. The cycle consisted of weekly meetings where we would focus on different elements of their teaching and learning. A crucial part of this cycle was to share good practice, therefore peer observations were implemented alongside regular formal and informal observations by myself. We also use Iris technology regularly to aid reflection and discussion during our weekly meetings. I have also taught a lesson outside my specialism to clearly highlight structure and strategies within a good lesson. It was important to work sensitively with my colleagues to show understanding and compassion in order to achieve good results. The impact of this cycle resulted in both members of staff securing "good" in their lesson observations.</p> <p>I am a regular leader of our PDC'S (Professional Development Community) whole school training sessions within school. These training sessions focus on a variety of Teaching and Learning based strategies. The PDC team meet to plan and devise the training sessions and create the agenda, resources and reflection ready to deliver in our PDC session. We are then responsible for facilitating the session, questioning and developing staff's own pedagogy. The PDC's make a clear impact on staff's development. This is evident in the peer observations set by the PDC and in the group discussions. Staff have commented on how well these sessions run and how they enjoy working with a buddy from a different department. The PDC's allow the team to tailor the training needs to the needs of our school and staff.</p> <p>This has allowed me to support colleagues from a variety of departments and team teach with an English specialist. I believe this experience has widened my own knowledge in teaching and learning and allowed me to facilitate the professional development of my peers as well. I believe that with every initiative I have been pro-active in my approach in being the driving force for the Creative Arts department and have been regularly highlighted as demonstrating good practice in whole book scrutinies. As a department we have shown strength in AFL, marking and feedback, questioning and the implementation of literacy strategies.</p>
What was the impact of your support?	I have been fortunate to work with a variety of leaders in other schools and leaders within my own environment. During 2014 – 2015 academic year I supported a staff member from a local school (Harper Green). My lesson observations have been graded as "Outstanding" since completing my NQT year. I was able to share good practice by inviting the member of staff in to observe me teach. After the observation I led feedback and we set some targets for improvement together. We kept in contact through emails to discuss her progress and sharing of SOW through a mentoring system. Feedback from the staff member included that she felt more confident in her teaching which inspired her to create new strategies and resources. She has now recently been appointed Head of department. Through this experience the Assistant Head Teacher from the school was also invited in to observe my lesson. Her specialism was Music however through the feedback we were able to set targets based on the structure of a good lesson which enabled her to apply this to her own subject.

**What was the
Impact of your
support?**

I have also supported a Head of Department at Bolton Muslim School For Girls. Our main aim was to look at her consistency in standardisation. We looked at the departments marking policy and SOW. We discussed the GCSE criteria and developed ways in which she could ensure that all her pupils' needs were being met. Through this the HOD acquired a sounder knowledge of the specification. We continue to support this department every Friday afternoon where the HOD comes in to observe and work with the department to continue to develop her pedagogy.

In my own school I lead regular PDC training sessions (Professional Development Community). My lessons have been filmed and used in whole school training. I also lead training sessions for NQT's and Schools Direct students. I have also mentored and coached a number of NQT's and PGCE's within my department.