

## Secondary

### SLE - Profile



<b>Name</b>	<b>Rachel Shiels</b>
SLE designation (Date of designation & Teaching School)	September 2019. Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Mount Saint Joseph High School. Bolton Local Authority
Recent OfSTED judgement (Overall and Leadership)	Good.
Context of School	<p>Mount is Joseph is oversubscribed with approx. 900 students on roll.</p> <p>Well above average numbers of students are eligible for additional pupil premium funding.</p> <p>The proportion of students from minority ethnic backgrounds is above average and most of these students speak English as an additional language.</p> <p>Ofsted 2014:          "The headteacher and other leaders are passionate about the care for and success of students."          "Governors have a good understanding of the school."          "The school's work to ensure that students are safe and secure is outstanding"</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Teaching and learning: consistently graded as 'Outstanding.'</p> <p>English: obtain successful GCSE results year on year despite a high proportion of pupils' starting points being significantly below the national average.</p> <p>I have experience delivering the new GCSE Language/Literature AQA specifications with great success: achievement in English has improved year on year.</p> <p>In 2018, 58% of pupils achieved grades 9-5 in English. 10% above the Bolton LEA average.</p> <p>I have experience in 'Curriculum development for English' and in embedding whole school literacy.</p>

How have you supported other schools or middle leaders and senior leaders in your own school?

Due to the success of the English department at MSJ, I have been asked to liaise with a number of local high schools to outline the systems and processes effectively used within my department to sustain improvement. This has included: supporting colleagues in their Ofsted preparations by helping them to plan effective and engaging lessons; modelling good practice by allowing colleagues to observe my teaching and by providing books and folders for scrutiny to showcase effective marking and feedback. Whilst supporting other HODs, I have helped with curriculum planning, shared schemes of work, lesson plans and PowerPoints and discussed innovative ways to engage reluctant learners through the use of gamification etc. I have supported departments in their marking of mock exams and previous to this controlled assessments.

Most recently, I have coached a newly appointed Head of English. Through lesson observations and work scrutiny, I helped the HOD to audit current practice and analyse areas for improvement. With my support and input, the Head of Department constructed an effective action plan and devised solutions to help improve pupil outcomes. We met regularly to reflect and discuss progress and the Head of English has adopted many of the practices used at MSJ with regards to planning, marking, assessment, moderation, interventions, data analysis, review and monitoring.

Furthermore, I have informally supported colleagues within my own school by leading training sessions on quality assurance, line management preparation and data analysis so they too could adopt successful practice within their own subject areas and departments.

As Head of English, I line manage key stakeholders from within my team (those in charge of KS3 and KS4) or with additional responsibilities at a whole school level. I have used this position to work collaboratively with individuals, to coach and mentor them but also to challenge them to ensure further progress in their development and careers. I have coached the staff in charge of KS3 and KS4, exploring how to develop their strategic and general leadership skills, demonstrating what the role of the head of department entails, exploring how to enhance the department through developing their own key stage, and coaching them through how to deal with challenging situations.

Before my appointment to Head of English, I was a regular leader of the school's PDC (Professional Development Community) whole school training sessions. These training sessions focused on

	<p>improving the quality of whole school teaching and learning. Many of the sessions focused on the successful utilisation of AFL strategies and literacy. As part of this whole school role, I met with other PDC leaders to plan and devise the training sessions; create the agendas; produce resources and reflection sheets ready to disseminate to staff during the sessions.</p>
<p>What was the Impact of your support?</p>	<ul style="list-style-type: none"><li>• Improved systems and practices within departments.</li><li>• Teachers are now working collaboratively in their approach to planning and marking/feedback.</li><li>• Improved schemes of learning and lesson planning.</li><li>• Increased innovation and pedagogy as a result of training.</li><li>• Improved teacher performance.</li><li>• Increased leadership capacity for middle leaders.</li><li>• New leadership talent identified, harnessed and sustained.</li><li>• Improved outcomes for pupils.</li></ul>