

Qualifications and Training

Since achieving **QTS** status, I have always wanted to develop and have undertaken **postgraduate qualifications** to achieve this. In 2018, I completed an MA in Education with a specialisation in leadership and management, achieving a distinction grade. In 2020, I completed the NPQSL qualification at UCL, which has been voted the best for education 8 years running. In 2021, I completed the Chartered College's course in Evidence-Informed Practice and started the **NPQH**. These qualifications have aided me in my own leadership roles by deepening my understanding of how to successfully lead others and enabling me to apply leadership theory in daily practice.

Experience

I have **recent, significant and successful experience as a teacher in the primary phase** across KS1 and KS2. This includes **raising and sustaining exceptionally high rates of progress and excellent SATs attainment**. While a year 6 teacher, the progress scores my classes achieved were in the top 5% in the country in 2017 and the top 3% in 2018 and 2019, for which I received two commendations from the Secretary of State for Education. These results established my school as the best in the borough for maths progress three years running. This was particularly notable, as the school is in the top 10% of deprived areas of the country, according to the Income Deprivation Affecting Children Index.

I hold **many strategic responsibilities in school leadership and management**. I currently lead on teaching and learning, assessment, coaching staff, and performance management of all staff. This has developed my understanding of how to maintain stability in a school, but also how to promote growth through achievable goals and strategic planning.

I have successful experience of leading aspects of the curriculum as both a middle and senior leader. As a maths lead, I re-designed our curriculum to include more fluency practice and explicit vocabulary instruction. As an Assistant Head, I have developed our science curriculum, and the subject lead's knowledge of sequencing and core knowledge, so that the curriculum is more effective. This has led to moving units before others so that children could take advantage of prior knowledge (e.g., Forces before Earth and Space in year 5) and a curriculum that better reflects our demographic by decolonising it (e.g. A Scientist Just Like Me). Throughout this process, I have trained our Curriculum Lead, so that she can then go on and apply this same approach to our other curricula.

I have **successfully improved the quality of teaching and learning, through processes of monitoring and support**. Through my leadership roles, I have led core and foundation subjects, led teaching and learning across a school, and I have developed subject leads to be able to better support staff. This has taught me to prioritise areas that will have the highest leverage impact on children's learning, to create a timeframe for which to have this impact, to plan out actionable steps to achieve our goal, and to check in with staff regularly to monitor and hold them to account. I found this strategy to be particularly useful when I worked with four job-shares, who led a subject, but only worked part-time. The monitoring and support process had to be individualised for them so that they were not overwhelmed with workload. To develop subject leads, I have mapped curricula with them, taught them how to monitor their subject, arranged for them to go on CPD courses, and conducted lesson observation and feedback sessions with them. This has allowed me to delegate some of the monitoring responsibility, so that leaders felt more empowered and responsible for their subject. Subject leaders have commented that they feel supported and now better understand how to lead their subject. Throughout this monitoring process, I would step in and coach subject leaders when needed, so that I ensured I held them to account.

I have **worked closely with governors**. I have presented to governors regularly: on data; on areas for development; my plan of action for the school going forward; and ongoing updates on each of these areas. I also encouraged governors to observe me teaching, so that they better understood our practice. I have found this useful as it allowed the governors to hold me to account and provided me with the opportunity to justify my actions. This has also developed my presentation and communication skills.

I have **significant experience in the process of school development and improvement planning**. I have been involved in the early stages of issue identification, formulating the SIP and I have overseen the later stages of implementation for teaching and learning. For example, I noticed behaviour for learning needed improvement. I laid out strategies to implement (Threshold and Do Now), dictated how I would implement these strategies in the SIP and then revisited the SIP with SLT to explain what progress had been made against this goal, **allowing me to**

evaluate and prioritise elements. This work developed my ability to work collaboratively with other members of senior leadership, ensuring we were united in our vision and approach for the school.

I believe in a **team approach to management, including change management.** Utilising our leadership team is how I changed and improved behaviour management across the school. Working with senior leaders, I identified behaviour issues, such as lining up at playtimes. I proposed how we could tackle these issues and potential strategies to put in place. With the support of the team, we were able to maintain a consistent approach across the school. Teaching and support staff have commented a recent survey that they believe behaviour has improved across the school and that they feel supported by SLT in dealing with behaviour issues.

I have **analysed pupil attainment** extensively as both a teacher and leader. I currently oversee all pupil attainment across the school. It is important to scrutinise attainment so that we can close the attainment gap between pupil groupings. My analysis of attainment has allowed us to track and monitor progress of all pupils, to identify pupils who are at risk of falling behind and to measure the impact of interventions and teaching generally. I have learnt that ensuring teachers have a shared understanding of what progress looks like is essential, otherwise there could be a negative impact on pupils.

I have only ever worked in schools in inner London and so have worked with **children from a variety of social backgrounds.** I passionately promote the accessibility of all through curriculum design and firmly believe in the curriculum representing our demographic. As such, I have conducted work around decolonising our curriculum and sent teachers on CPD for this. As an ECF facilitator for Teach First, I have also included work around racial literacy from a working party of heads from Lambeth, Lewisham and Southwark. Along with our Literacy lead, I have developed our reading curriculum so that it better represents our diverse cohort, and that the curriculum is both a mirror, reflecting our children, and a window, showing them the opportunities available to them.

I have **taught in more than one Key Stage.** Most of my teaching experience falls in years 2 and 6, which has provided me with a strong understanding of external statutory assessments and the moderation process. I have been moderated, moderated for Bromley borough and I am currently a KS2 moderator for Lewisham. This experience has developed my subject knowledge and enabled me to support the subject knowledge development of others.

I have **mentored and coached colleagues** at different stages in their teaching and leadership journeys: I have mentored NQTs under the old framework and ECTs under the new framework; I have coached mentors of ECTs in how to best support their mentee; and I have coached subject leaders in how to lead, monitor and improve their subject. These experiences have taught me that you must be knowledgeable in the area you are supporting others in, so that they can rely on you, trust in your judgement and so you can demonstrate the path from novice to expert for them. I believe being a good coach or mentor requires patience and good communication skills.

I currently lead on **performance management of teachers and support staff.** I oversee the use of our performance management system and organise interim reviews. I am also a line manager for five support staff. I have set targets with staff, suggested actionable steps for meeting those targets and helped them to evidence against those targets. This has helped me to support staff in pursuing the CPD necessary for their development – as such, I have been able to coach support staff in the science of learning and how best to approach interventions.

I currently **lead on many whole activities and initiatives.** These include CPD and performance management, teaching and learning, assessment, behaviour for learning, and training of ECTs and trainees. Leading a wide variety of things has taught me to prioritise, to delegate where possible and to develop others in their understanding of these areas so that provision can improve. For example, I introduced a playground behaviour curriculum – this outlines routines to help support staff in maintaining consistency (e.g., such as how children should line up). Support staff say it has been instrumental in improving playground behaviour across all phases.

I have significant experience in **developing and leading CPD for teachers and other staff.** I am experienced in training both experienced and new staff. I have led CPD at school level, at the all-through phase across a federation and trust. I have also led CPD across the borough as an Early Career Framework facilitator for Teach First, training 25 Early Career Teachers. This has developed my presentation skills and allowed me to utilise what I know about the science of learning, as it is just as useful for training teachers, as it is for education pupils.

Until recently, my school attempted to introduce a new element of CPD in each weekly staff meeting. I have replaced this with a calendar that introduces, implements, monitors and evaluates a single strategy over a sustained period of time. This approach has fostered continual improvement and ensured strategies have become fully embedded by ensuring all staff contribute to the quality of provision.

I have **managed budgets**. As a maths lead, I invested in textbooks and ready-made schemes to not only support reasoning and problem solving, but to also reduce workload. I also secured income, equal to half of my budget, by partnering with an external testing agency to trial tests for them. As an Assistant Head, I have worked closely with our business manager to manage multiple budgets. Along with what I have learnt from my NPQH, this has shown me the importance of having someone in place to question financial orders, to allocate budget to prioritised SIP areas and to seek out accurate information about current financial status.

Knowledge and Understanding

I am intimately aware of the **current best practice in teaching and learning**. As Teaching and Learning lead, and as an Evidence Lead in Education for London South Teaching Hub, it has been my responsibility to remain abreast of the current best practice. As a facilitator for the ECF, I am very knowledgeable about the research that underpins the training ECTs receive. Teach First observed one of my sessions and commented that I 'showed great clarity in my explanation' and 'understood the content intimately'. I read education books and have spoken at weekend conferences such as ResearchED National, Surrey and Berkshire. I share my knowledge of best practice through free resources and blogposts online. These have been accessed over 154,000 times in over 100 countries. I have found Twitter to be an incredible resource to keep me informed and abreast of educational developments, as well as my subscription to emails from Ofsted and the Department for Education. During my visit, X commented that the school is looking for someone with 'a fresh pair of eyes'. I believe I fit that mould. X also mentioned that if you are to do something, 'then you should do it well'. I believe that basing our work on evidence-informed practice is the best way to achieve this.

It is my understanding that the **role of the leadership group within school** is to ensure that all staff are supported in delivering the best provision possible. Through formulating aims and objectives, establishing policies, coaching and monitoring staff, and leading by example, the leadership group will be establishing the conditions conducive to successful learning and, therefore, outstanding pupil outcomes. The leadership group will establish unashamedly high expectations for all children and not place a ceiling on any pupil's opportunity to learn. The group therefore requires reflection, engagement with evidence-informed practice and acceptance of professional disagreement. This role must also extend to supporting parents and families, ensuring they understand how to support their child in learning successfully.

I am intimately aware of the **Ofsted Inspection Framework and the process and place of self-evaluation**. In my previous school, I spent the final two years preparing for an upcoming inspection. It was my role to stay informed of any updates from Ofsted and to disseminate this to colleagues. I also worked closely with a school consultant, who is a moonlighting Ofsted inspector. As such, I am very familiar with what constitutes best practice and how to achieve it. I have undergone mock deep dives and have been interviewed by this inspector about leading a subject and how I support others as a senior leader.

Part of my remit is **curriculum management and overseeing the school's role in providing for all pupils**. As such, I have added sections to our medium-term plans, where staff must explicitly lay out how SEND, pupil premium and EAL children are supported in each lesson. This has ensured that no child is left behind, and that provision is designed as accessible for all. I have also worked on our school's personal development offer, so that our curriculum extends beyond the academic. I have utilised pupil voice to improve our playground provision, ensured pupil premium children are accessing our extra-curricular clubs and trips, invited NSPCC and TFL to school to prepare pupils for adult life, and worked with our secondary phase to support transition. It is important to develop the whole child beyond what they learn in the classroom.

Part of what I mentioned in the previous paragraph has been dependent on understanding **the principles of community education and parental involvement**. I have introduced parental workshops – these provide them with the opportunity to learn what their child will learn that year and how to support at home. Our school uses Class Dojo to keep parents informed, and while this works well, I have proposals to make it even more effective – such as teachers posting questions for parents to ask their children after school (e.g., ask your child who Emmeline

Pankhurst was) to act as retrieval practice for the child, but to enable parents to feel greater involvement in their child's education. We must acknowledge that many parents may not have had a successful education, find difficulty in interacting with schools and therefore require support from us.

I understand that **whole-school issues** can have **implications for financial management**. This is why we must prioritise the areas that will have the highest leverage impact on outcomes. This will dictate not only the formulation and implementation of the SIP, but how finances are allocated to address these issues. This has taught me that we must regularly monitor if spending is having the impact we desire, and if the spending could be better spent elsewhere. It is here where we must consider how we can maximise economies of scale with other schools, how contracts are managed, so that we get the best value for money, and how the school can generate additional income.

I am conscious of **equality of opportunity issues and how they can be addressed** for both pupils and staff. This means removing barriers. We can address this for pupils by keeping an accurate record of pupil characteristics, having a clear anti-bullying and SEND policy in line with the **SEND code of practice**, having a fair admissions policy, and making both the building and curriculum accessible. This is something that the Curriculum Council could help with through pupil voice. For staff, having a staff conduct policy, addressing grievances appropriately, and providing them with the necessary training and knowledge to pursue whichever jobs they choose to. Having undertaken Safer Recruitment training and conducted interviews, I am aware of the correct practice for ensuring equality of opportunity during the hiring process. X sounds like it has made great progress with its Anti-Racist work and this is something I would look forward to participating in.

I have led on **monitoring and assessment across all key stages**. I have been the Reception Baseline Assessment Lead, have led on phonics assessments, the multiplication tables check, and both KS1 and KS2 external assessments. I am aware of the pitfalls of assessments and have endeavoured to utilise assessments that provide greater reliability and validity, such as Comparative Judgement in writing.

Skills

I have consistently **demonstrated outstanding classroom practice**. My lessons have been graded outstanding by three separate Ofsted inspectors. During a religious denominational inspection, the inspector commented that my teaching was 'some of the best' he had ever seen.

I am aware of how one must **use vision, initiative and leadership in making change, to enhance and raise standards**. The Deputy Headteacher must not be intolerant of staff and their development, but sensitive to their individual needs and capabilities. One must avoid a top-down, 'what I say goes' approach and recognise staff as stakeholders in the school vision. Only once the Deputy has secured staff commitment to the school vision can they be successful in supporting staff effectively. This is something staff commented I have done successfully in our most recent school survey.

I am confident in my ability to **communicate clearly both orally and in writing with a diverse range of audiences**. I have presented to governing bodies both in writing and verbally, spoken at conferences, delivered CPD sessions online and to hundreds in person, delivered CPD to 25 ECTs, spoken to parents at parents' evenings, through formal letters and via phone or email. I am **confident in my use of ICT** and I am an enthusiastic practitioner in how I use it both in the classroom with pupils and outside of the staffroom with staff, such as through Dual Coding.

I have found that the best way to **support the work of colleagues and promote staff development** is to not only be conscious of staff and their development, but sensitive to their individual needs and capabilities. Maintaining this approach is what fosters both personal integrity towards others and the efficient, positive and happy atmosphere we all seek to work in.

I understand that involving **staff, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school** is essential for securing commitment to the school's ambitions. I have found that formulating our vision with stakeholders has enabled us to secure their engagement and led to greater participation all round. When stakeholders have been initially reluctant, I have utilised 'early adopters' to demonstrate the efficacy of our desired approach. This is something I learnt from my NPQSL.

I value the people I work with and that is why I always **listen and respond to adults and children, using good interpersonal skills**. With staff, I believe leaders must be good listeners, so that staff feel heard, valued and appreciated. With children, I believe we must listen and respond in an exemplary manner, so that we act as good role models and model appropriate behaviours.

I am confident in my ability to **work effectively under pressure, to prioritise appropriately and to meet deadlines**. At one point in my career, I was in class full-time, officially marking SATs papers in the evenings, coaching an NQT, writing a geography curriculum, preparing for writing moderation and planning a school residential simultaneously. These circumstances allowed me to demonstrate my perseverance in the face of challenging expectations and deadlines. I utilise electronic calendars to help me prioritise and meet deadlines effectively.

I believe it is important to **take a positive attitude to behaviour management**. Without positive relationships, we cannot expect children to meet our expectations. We must foster these relationships so that children replicate the behaviours we model for them. It is important to remain positive throughout such a process as behaviour is dependent on culture and this is not something that is achieved, nor maintained, in a short space of time.

I have had **active involvement with the PTA** through extra-curricular events I have organised. When I wrote and directed two school musicals, I invited the PTA to set up a refreshments stand. Across four shows, we raised over £1000.

I am **able to understand, interpret and present school data** and have used this to lead pupil progress meetings. In these meetings, I have identified areas of concern with teachers, formulated responsive plans of action and monitored their implementation in the subsequent months through learning walks and check-ins. I have used a variety of data management systems including Classroom Monitor, Insight, Fisher Family Trust and Integris. I am also intimately familiar with RAISE Online, Analyse School Performance and Inspection Data Summary Reports, having used them to identify trends and potential areas of concern.

Disposition and Motivation

I pride myself in being able to **demonstrate energy, resilience and the ability to enthuse and motivate others**. This is why I believe I have been able to achieve so much in a short maternity leave cover period, improving behaviour, teaching for learning and assessment across the school, which my referee will attest to. I am always **approachable and keen to embrace new ideas and challenges**. X commented that the Deputy should exemplify this and I believe I do. It is precisely because of this attitude that I have been able to excel throughout my career and with my postgraduate qualifications.

I have a strong **understanding of, and commitment to, nurture and inclusion**, which I have gathered from working in three unique school contexts. With each of those contexts in economically-deprived areas, I have developed an acute understanding of how to support and provide for children from a variety of backgrounds, be that economic or otherwise.

I believe **in, and have the ability to foster, a fair, open and supportive culture**. It is obvious that X achieves this, due to its low staff turnover. This culture is something I am passionate about and I have personally flourished in, so I wish to provide others with the same opportunity. I believe in collaboration and a supportive culture, as this is what drives a collective sense of responsibility and the resulting institutional change.

I am **self-motivated and have a commitment to continued professional development**. This is why I have trained as SATs marker, why I have trained as a writing moderator in two boroughs, why I have undertaken a master's degree, the NPQSL and the NPQH, why I now train ECTS across Lewisham, and why I attend conferences in my spare time - all alongside my normal daily practice.

I exemplify a **'can do attitude' and have an ability to solve issues as and when they arise**. This is what characterises my leadership approach – being responsive and flexible so that I can attend to the key issues at hand, prioritising those that will have the greatest impact on outcomes.

I am fiercely **committed to being a proactive member of an anti-racist community** and would like to participate in any training or initiatives that place this at the forefront.