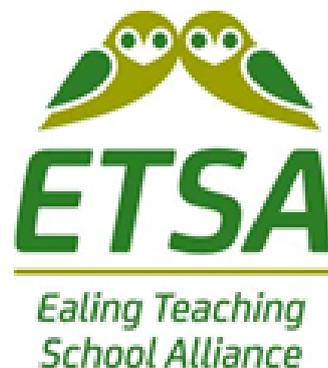


# Ealing Teaching School Alliance

## Handbook 2018-19



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## About ETSA

Twyford CofE High School is the lead school for the Ealing Teaching School Alliance (ETSA). ETSA works in partnership with the London Borough of Ealing and an alliance of secondary and primary schools from across the borough.

Teaching Schools are part of the government's drive to move to a school-led system and are charged with three areas of focus: Initial Teaching Training; Continuing Professional Development; and School to School Support. These three areas still encompass the previous work focused on Talent Management & Succession Planning; Specialist Leaders of Education and Research & Development.

ETSA is a collaborative alliance which began in 2013. It works for the benefit for all students and teachers in Ealing schools. It is involved in a range of training and development activities for staff and is also engaged in research to support the raising of standards. ETSA successfully bids for collaborative funding which allows it to design and deliver training to suit the needs of the local schools and their teachers. ETSA is committed to the development of confident professionals through collaboration. It is focused on defining, developing and sharing expertise to ensure student outcomes are consistently high across the alliance.

### ETSA Steering Group

Sharon Moody – Head of Teaching School

Angela Doherty - Principal Adviser 11-19

Alice Hudson – Executive Headteacher, Twyford CofE Academies Trust

Mathew Cramer – Headteacher, Greenford High School

Tracie McNeil – Headteacher, Ealing Alternative Provision

Arwel Jones – Headteacher, Brentside High School

Gerry Wadwa – Headteacher, Featherstone High School

Mike Kiely – Headteacher, Cardinal Wiseman High School

Roisin Walsh – Headteacher, Dormers Wells High School

### Key contact details:

Sharon Moody – [smoody@twyford.ealing.sch.uk](mailto:smoody@twyford.ealing.sch.uk)

Administrator – Polly Williams [powilliams@twyford.ealing.sch.uk](mailto:powilliams@twyford.ealing.sch.uk)

[www.etsa.org.uk](http://www.etsa.org.uk)

## Initial Teacher Training (ITT)

### School Direct – Information for 2019-20

<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Much greater control over recruitment of trainees</li> <li>• Trainees who have chosen your school</li> <li>• Teachers trained in our context</li> <li>• Well trained and well prepared NQTs</li> </ul>	<p><b>Issues to be aware of and solutions</b></p> <ul style="list-style-type: none"> <li>• Time and administration implications – managed by ETSA</li> <li>• NCTL’s allocation process – schools can recruit until national allocation is filled – schools must respond quickly to applications in order not to miss out</li> </ul>
<p><b>Salaried</b></p> <ul style="list-style-type: none"> <li>• Trainees gain QTS but no PGCE</li> <li>• Minimum of 3 years of post-graduate work experience (flexible in shortage subjects)</li> <li>• Must have at least a 2:2 in a relevant subject</li> <li>• Funding available (varies according to subject and not published until the autumn term)</li> <li>• Trainees employed by schools &amp; paid on Unqualified Teacher Scale</li> <li>• Do not have to be supernumerary (teach up to 80% of a timetable)</li> <li>• Greater training input from school</li> <li>• 2<sup>nd</sup> placement of 6 weeks in contrasting context required – arranged by ETSA</li> </ul>	<p><b>Unsalared</b></p> <ul style="list-style-type: none"> <li>• Trainees gain a PGCE and QTS</li> <li>• Trainees pay fee (£9000) – split between the school and ITT provider (amount varies depending on ITT provider)</li> <li>• Must have at least a 2:2 in a relevant subject</li> <li>• Bursaries are available to the trainees dependent on subjects &amp; class of degree</li> <li>• Trainees are supernumerary (teach about 50% of a timetable by Christmas)</li> <li>• Greater training input from ITT provider</li> <li>• 2<sup>nd</sup> placement of 6 weeks in contrasting context required – arranged by ETSA</li> </ul>
<p><b>Application Process</b></p> <p>The application process is managed by UCAS. There are two rounds of applications. In Apply 1, applicants can apply for three places (three alliances, three subjects, three routes etc). Apply 2 is for applicants who have been through Apply 1 and hold no offers. They then apply for one place at a time. Once an application is received, the applicant must be shortlisted, interviewed, accepted or rejected by both the alliance/school and the ITT provider within <b>40 working days</b>.</p>	
<p><b>Recruitment</b></p> <p>This varies depending on the ITT provider. The two models below are based on the St Mary’s as ITT provider.</p>	
<p><b>Salaried</b></p> <ul style="list-style-type: none"> <li>• Initial sort against criteria by school</li> <li>• Successful applicants referred to St Mary’s to be invited to their next interview date</li> <li>• St Mary’s also carry out paper check on qualifications</li> <li>• Successful interviewed applicants then invited to interview at school</li> <li>• If successful at school interview, St Mary’s make offer or consult school if there is an issue with qualifications</li> </ul>	<p><b>Unsalared</b></p> <ul style="list-style-type: none"> <li>• Initial sort against criteria by school</li> <li>• Successful applicants interviewed by St Mary’s</li> <li>• Successful interviewed applicants interviewed by school</li> <li>• If successful at school interview, St Mary’s then make offer or consult school if there is an issue</li> </ul>

There are some differences in training and processes with other HEIs.

#### Checklist if you’re recruiting School Direct Trainees

- Decide on a recruitment process (example below)
- Advertise training places on your website, especially in Vacancies section

- Ensure a link from your website to ETSA website and UCAS

## Marketing Ideas

- Website
- Twitter
- Flyer to all parents and schools leavers from 3 or 4 years ago
- Advertisements in press (local and national)
- Open Day/Evening
- Attend Recruitment Fairs and Train to Teach Events with Head of Teaching School

<b>Timeline &amp; Instructions for Recruitment for 2019-20</b> <b>Based on working with the St Mary's, other institutions vary</b>	
Summer 2018	UCAS entry profiles updated by ETSA administrator
October 2018 onwards	<p>ETSA administrator will monitor application database at least weekly (we only have 25 working days to process applications, this leaves the St Mary's with 15 working days for their part)</p> <p>As soon as an application appears, administrator will forward the application to you. Please then save or print for your records</p>
Applicants who meet your criteria	<p>Invite for interview – email the ETSA administrator to confirm you would like the applicant to be referred to interview at St Mary's</p> <p>ETSA administrator will email St Mary's to request they are invited to the next interview day. St Mary's will update UCAS via Weblink with the interview date.</p>
Applicants not meeting you criteria	Inform ETSA administrator, providing the reason, who will reject via Weblink – this informs the applicant
Applicants successful at St Mary's interview	<p>St Mary's will email to confirm they would be happy to offer a place to the applicant should the school wish to and will detail any conditions they would make to the offer. ETSA Administrator will confirm this to the school and the school then contacts the applicant directly to arrange an interview in school.</p>
Applicants unsuccessful at St Mary's interview	<p>If the applicant does not pass their interview at St Mary's, they will email the reason to the ETSA administrator who will pass this back to the school.</p> <p>Please retain notes in case the applicant requests further feedback (they often do)</p>
Offers	<p>Once the applicant has then been interviewed at school, please email the ETSA administrator to confirm that you would like to make them an offer of a training place.</p> <p><b>Only accrediting bodies can make offers</b> but you can request conditions for that offer if necessary – include them in the email to the ETSA administrator when informing them of the success of the interview.</p> <p>Once ETSA has been informed of the offer, the ETSA administrator will inform St Mary's who will make the offer via Weblink with any conditions that they or the school have requested.</p>

Applicant accepts offer	<p>Proceed as you would with any other employee – draw up a contract and carry out DBS checks (salaried only), and, invite to new staff induction etc</p> <p>St Mary’s and NCTL advise staying in touch with applicants to ensure they are still fully on board – ie invite them to Awards Evening, Sports Day etc</p>
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## Example UCAS Entry Profile – headings etc are determined by UCA

*Below is an example of a school profile for School Direct that will be seen by applicants on the UCAS website:*

### **Why train with us?**

Dormers Wells High School is part of the Ealing Teaching School Alliance (ETSA). This is an exciting and innovative collaboration based in the London Borough of Ealing. It is made up of twelve secondary schools, one pupil referral unit and the local authority and is in partnership with King’s College and the Institute of Education (IOE). Many of the schools in the alliance have achieved Outstanding Ofsted ratings.

ETSA is an outward-looking organisation which values and invests in the training of those new to the profession. Schools within the alliance have well-established training programmes and an excellent track-record of induction. There are 3 School Direct place available at Dormers Wells High School for 2014-14 but the 2<sup>nd</sup> placement in a contrasting context could be in any of the ETSA schools. ETSA is a diverse and exciting place to teach, train and study and its commitment to ensuring all trainees, regardless of subject or route, are able to benefit from the experience and expertise of the very best practitioners makes it an excellent place to train and procure employment once qualified.

Dormers Wells High School is a good, improving and expanding multi-cultural comprehensive school with 1220 students from ages 11-19 of which 185 are in the sixth form. We are a vibrant learning community where students value their education. We put our students first and wholeheartedly believe that every child matters and that every child should have the best chance to achieve. We provide a wide range of educational opportunities. We want our students to do their best.

We wish to appoint dynamic and creative teachers who share our passion and vision to inspire students in our thriving, inclusive school. We are an Investors in People school and professional development is at the heart of our work. We have a long history of training successful teachers.

We have recently moved in to a new building with state of the art facilities and there is also specialist provision for 15 Hearing Impaired students.

### **About this training programme**

All schools in ETSA are highly supportive and inspirational environments where you will develop the necessary skills and acquire a true appreciation of the practice essential for outstanding teaching and learning.

Training will be delivered by expert teachers at Dormers Wells High School. You will participate in weekly professional development sessions which will cover a wide range of topics and school policies which will be of use to you in your subject area and in the school as a whole. As well as your main training school placement, you will complete a six-week placement in a contrasting context within ETSA; this will afford you the opportunity to experience working with different students, within different structures and with a wider range of colleagues. There are also alliance wide professional development opportunities, such as TeachMeets, to which you will be invited.

You will be assigned an experienced mentor from within your subject area at Dormers Wells High School who will support and challenge you as you develop over the course of what will be a challenging and rewarding year. All mentors are excellent teachers who are well-trained in mentoring, coaching, lesson observations and feedback skills. You will also work closely with a member of the Senior Leadership team who will oversee a great deal of your training and will provide an invaluable perspective on your role as a teacher and the wider issues of education leadership.

You will join the highly successful secondary PGCE course at the Institute of Education and have full access to the University’s facilities. During the PGCE you will work with national and international experts in secondary education and in the teaching of your subject, and draw on the results of major IOE research studies in education. As part of the programme you will be assigned a university tutor who will support your development as a teacher through tutorials, visits to school and guidance with assignments. Successfully completing all aspects of the course will gain you the award of Postgraduate Certificate in Education (PGCE) which also carries 60 M level credits that may be used towards a subsequent masters degree. The course also leads to the award of QTS (Qualified Teacher Status).

### **Biology School Direct PGCE**

The PGCE course will help you to develop the professional skills and knowledge you need to teach all aspects of science to pupils at least up to age 16, as well as biology to pupils aged up to 18. We are committed to creative approaches to teaching science, and you will be encouraged to develop resources during the programme. The experienced tutors have previously

been classroom teachers and heads of school science departments, and have worked in industry. They are actively involved in science education research, work on national curriculum development, and lead sessions for Science Learning Centre London. You will acquire a critical understanding of current debates and issues relating to science education and, particularly biology, and we will guide and support you in developing your subject knowledge. You are expected to engage with reading and research in science education and to regularly reflect upon your own progress.

The PGCE course covers health and safety, management of teaching and learning in laboratories and outdoors, the use of ICT, facilitating small group discussion, meeting pupils' special needs, and assessment. The facilities include a suite of laboratories and a micro-computing laboratory. You will also have the opportunity to teach outside the classroom in a variety of London venues such as Kew Gardens.

## About this training provider

For more information please use the following links: [www.dwhs.co.uk](http://www.dwhs.co.uk) [www.ioe.ac.uk](http://www.ioe.ac.uk)

### Child care facilities

The Institute of Education has a nursery available (which is run by our neighbour, University College London). However for student teachers we recommend you look into childcare options near your place of residence or host teaching school.

### Disability access

The Institute of Education has full disabled access and is committed to admitting and supporting students with disabilities. The Institute has a well-established Disability and Wellbeing team who provide support for students with a range of conditions. Every person is treated as an individual, and the Institute invite you to contact them as early as possible so that they consider your needs and tailor their support to meet them.

### Accommodation

The Institute of Education has a range of accommodation available for student teachers, although often it is better to find accommodation near the school/cluster. For more information visit their website [www.ioe.ac.uk/studentInformation/5305.html](http://www.ioe.ac.uk/studentInformation/5305.html)

### Where to find us

Dormers Wells High School is in the London Borough of Ealing. The Institute of education is located in the centre of London near Russell Square. The London Underground station at Russell Square is minutes from the main building and King's Cross, St Pancras and Euston stations are also close by.

### Entry requirements

**Dormers Wells' entry requirements:** You should have a good honours degree in a relevant subject area from a well-respected institution. It is also preferable that you have at least 3 Bs at A level or the point equivalent. Candidates with other qualifications may be considered if it is judged that your experience in other areas compensates. All applicants must have at least a C in GCSE English, Maths and Science at the time of application. You must also have some experience of working with young people.

**The IOE's entry requirements:** You should have a good degree in biology or biology related subject (including psychology), or a joint degree with biology as the major component (ie at least two years of biology studies at undergraduate level). The IOE expect you to have a good basic knowledge of biology, chemistry and physics, and be willing to learn more.

The IOE normally expect you to have an A level in biology and one other science subject at minimum grade D, or the equivalent. Candidates without these qualifications may be accepted if they have acquired knowledge through other routes (e.g., work experience). You must have good practical skills and technical know-how. The IOE particularly welcome applicants who have worked with young people in a variety of settings.

The IOE expect you to have at least observed science lessons in secondary schools before your interview.

Successful candidates will need to meet the entry requirements of both Dormers Wells High School and the IOE.

### What we're looking for

We seek to appoint applicants who exhibit a passion for and excellent knowledge of their subject and a commitment to the education of all young people. It is anticipated that all successful applicants will participate fully in the life of the school by becoming involved in extra-curricular activities, therefore it is essential that trainees are very well organised, hardworking and enthusiastic. We look to appoint those with the potential to become outstanding teachers, with this in mind, it is crucial that applicants are resilient, reflective and responsive to advice.

### How we select

Shortlisted applicants should expect to spend a day at school and to take part in some or all of the following activities: a presentation; a written task; small group teaching; curriculum discussion and an interview. You will be told in advance if you are required to prepare a presentation or to teach. The IOE will also be involved in the recruitment process and will hold a separate interview.

It is a rigorous and thorough process designed to ensure successful applicants are well placed to succeed.

## Example recruitment day for a School Direct trainee

### School Direct Recruitment for 2019-20

#### Geography – Wednesday 13<sup>th</sup> March 2019

##### Programme for the day

11am	Arrival and introduction to the school
11.10am	Tour of the school
11.25am	Geography Office – please be prepared for an A level written task based on rivers
12.15pm	Student-based activity. Please prepare a session to be delivered to six year 7 students on the following topic: The weather and climate of Great Britain (this fits into a unit about Britain and Nepal). This session should last 30mins.
12.50pm	Conference Room

Presentation and interview. Please prepare a presentation of no more than 10mins on the topic of 'What has inspired me to want to teach/be in the classroom'. You will have access to a computer and projector for your presentation.

## Training for School Direct teachers, PGCE students and Teach First, NQTs and RQTs

### BT Days 2018-19

Open to all trainees across  
ETSA (PGCE, School Direct,  
Teach First – all routes)

Effective Questioning  
Date: TBC  
Dormers Wells High School

Planning and Assessment  
Date: 15<sup>th</sup> March 2019  
Twyford CE High School

Pupil Power  
Date: 25<sup>th</sup> April  
William Perkin CE High School

### NQT Twilights 2018-19

Open to all NQTs across ETSA

NQT Twilights – Brentside High  
School

NB. All 3 sessions must be  
attended

1. Behaviour for Learning  
Tues 30<sup>th</sup> Oct, Tues 13<sup>th</sup> Nov,  
Tues 4<sup>th</sup> Dec
2. Assessment for Learning  
Tues 5<sup>th</sup> Mar, Tues 19<sup>th</sup> Mar,  
Thurs 4<sup>th</sup> April
3. Differentiation  
Thurs 25<sup>th</sup> April, Tues 7<sup>th</sup>  
May, Wed 5<sup>th</sup> June

## Strategic Network for those responsible for ITT in ETSA schools

Strategic Team	The Developing Teachers Network
<b>Leadership</b>	Sharon Moody, Head of Teaching School
<b>Membership</b>	ITT, NQT and RQT co-ordinators, 2 members of the Research and Development network
<b>Frequency</b>	Termly, with additional summer meeting to finalise plans for the following September
<b>Objectives</b>	To ensure a consistently high standard of training is delivered across all ETSA schools for trainees (all routes), NQTs and RQTs To develop and share the best practice in teacher training
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Review each other's programmes</li> <li>• Joint planning of programmes and sessions</li> <li>• Co-ordinate and deliver ETSA training – Golden Days, N/RQT Days and subject training for Salaried School Direct</li> <li>• Review recruitment strategy and materials</li> <li>• Carry out joint observations</li> <li>• Design and deliver mentor training</li> <li>• QA each other's Professional Studies sessions</li> <li>• Explore what the research tells us about teacher training</li> <li>• Design effective models to support and develop teachers in their RQT year</li> </ul>

### All Strategic Team Meetings will include:

1. Training element and/or engagement with research
2. Review of work and monitoring of actions and progress
3. Planning of next steps and identification of action points

### Expectations of members:

- Attendance at meetings
- Commitment to support delivery/hosting of events
- Commitment to peer review and QA

### Dates of Meetings (all at EEC, 4.30pm-6.00pm)

- Wednesday 6<sup>th</sup> February 2019
- Wednesday 22<sup>nd</sup> May 2019

## **RQT Research and Development Network**

### **Introduction**

During this time of huge change within the education sector, one of the greatest challenges facing teachers is ensuring their approaches to teaching and learning meet the needs of the new linear GCSE and A level syllabi.

For most secondary schools this means ensuring their students are able to remember aspects of their course which will be taught to them initially two years before they sit their exam and in some cases (as in FHS) three years before. Of course, there will be intensive revision lessons in the immediate build up to exams but we must structure our lessons and schemes of work in each subject in ways which aid retention. The question is: how best should each subject approach this challenge?

### **Purpose**

This project is therefore designed to help schools in the LB Ealing to meet this challenge and harness the power of collaboration to see what really works in assisting our students to study in a way which embeds learning in the long-term memory.

In order to achieve this, it is proposed to bring a group of RQTs together from across LB Ealing to engage in reading and small-scale research into teaching and learning strategies which work in the delivery of the new linear exam.

### **Process**

Schools which are interested, to send list of names to Catherine Toms (SLE) and Jo Trewin (Head of ETSA). They will be contacted by CT with a view to setting up an initial meeting in March 2017 and then timetable as follows:

### **Proposed timeline**

March: First meeting with reading on different strategies provided by Catherine Toms.

April: Each RQT to identify one strategy from their reading and all to meet again to agree their chosen intervention to trial and with which class – suggested Year 9/10.

May: 6 week research trial begins. Start with qualitative/quantitative baseline investigation.

July: Meeting to discuss results and how to disseminate findings.

September: Briefing provided for all participating schools on 'what works' in teaching strategies to aid long-term retention.

### **Outcomes**

The purpose of this proposal is to provide valuable early professional development for RQTS and for schools within the borough to work collaboratively to harness current thinking and research in order to trial strategies to meet the challenges of the new linear exam system. Valuable findings will then be disseminated across the borough to aid schools in deciding which approaches are the most effective in progressing student outcomes.

Catherine Toms (ETSA SLE)

## Continuing Professional Development (CPD)

### Strategic Network for Senior Leaders responsible for CPD and T&L

Strategic Team	Effective Teaching and Leadership team
Leadership	Sharon Moody and Teaching and Learning SLE(s)
Membership	Senior leaders with responsibility for CPD including leadership development, senior leaders with responsibility for Teaching and Learning, subject network leaders (or representative of group), 2 members of the Research and Development network
Frequency	Termly
Objectives	To ensure that first wave teaching is effective for all students in all ETSA schools To ensure all teachers beyond the RQT are developed, including leaders To develop and share the best practice in CPD and Teaching and Learning To use ETSA school improvement targets to inform work of the team
Activities	<ul style="list-style-type: none"> <li>• Review impact of training programmes</li> <li>• NPQML and SL</li> <li>• Leadership Diversity Programme</li> <li>• Career Development workshops</li> <li>• Joint planning and delivery of training sessions</li> <li>• Co-ordinate and deliver Open Days</li> <li>• Develop programmes/shadowing experiences etc in response to CPD audit</li> <li>• Contribute to strategic vision of subject networks</li> <li>• TeachMeet</li> <li>• LeadMeet and workshops</li> </ul>

#### Strategic Team Meetings will include:

1. Training element and/or engagement with research
2. Review of work and monitoring of actions and progress
3. Planning of next steps and identification of action points

#### Expectations of members

- Attendance at meetings
- Commitment to support delivery/hosting of events
- Commitment to sharing practice and developing peer review

#### Dates of Meetings (all at EEC, 9.30am-12.00pm)

- Thursday 4<sup>th</sup> October 2018
- Wednesday 13<sup>th</sup> February 2019
- Thursday 16<sup>th</sup> May 2019

**Subject Leaders' Networks 2018-19 (all at 4.30-6.00pm\*):**Wednesday 13<sup>th</sup> March 2019Wednesday 19<sup>th</sup> June 2019

\*Core 4-6.00pm in autumn term and 2-5pm in spring and summer terms

Subject	Lead / School	Email	Venue
Art	Kelly Craig, Cardinal Wiseman	<a href="mailto:CraigK@wiseman.ealing.sch.uk">CraigK@wiseman.ealing.sch.uk</a>	Cardinal Wiseman Catholic High School
Business Studies	Gurvinder Nayyar Greenford High School	<a href="mailto:gnayyar@greenford.ealing.sch.uk">gnayyar@greenford.ealing.sch.uk</a>	Greenford High School
Computing and ICT	Yatish Parmar, Dormers Wells High School	<a href="mailto:yparmar@dwhs.co.uk">yparmar@dwhs.co.uk</a>	Dormers Wells High School
English	Kelly McCarthy, Greenford High School	<a href="mailto:kmccarthy@greenford.ealing.sch.uk">kmccarthy@greenford.ealing.sch.uk</a>	Greenford High School
	Fiona Oakley	<a href="mailto:Fiona_oakley@hotmail.com">Fiona_oakley@hotmail.com</a>	LA Associate English and Literacy
Geography	Dave McCarthy, Dormers Wells High School	<a href="mailto:dmccarthy@dwhs.co.uk">dmccarthy@dwhs.co.uk</a>	Dormers Wells High School
History	Alex McGhee (SLE), Featherstone High School	<a href="mailto:AMcGhee@featherstonehigh.ealing.sch.uk">AMcGhee@featherstonehigh.ealing.sch.uk</a>	Featherstone High School
Maths	Karl Woodham, Ealing Fields High School	<a href="mailto:kwoodham@ealingfields.org.uk">kwoodham@ealingfields.org.uk</a>	Ealing Fields High School
MFL	Ben Bird, Ealing Fields High School	<a href="mailto:bbird@ealingfields.org.uk">bbird@ealingfields.org.uk</a>	Ealing Fields High School
Music	Melissa Wickens, Elthorne Park High School	<a href="mailto:mwickens@ephs.ealing.sch.uk">mwickens@ephs.ealing.sch.uk</a>	Elthorne Park High School
RE	Emma Lauder, Brentside High School	<a href="mailto:e.lauder@brentside.ealing.sch.uk">e.lauder@brentside.ealing.sch.uk</a>	Brentside High School
Psychology	Ani Gilbert, Twyford CE High School	<a href="mailto:aGILBERT@twyford.ealing.sch.uk">aGILBERT@twyford.ealing.sch.uk</a>	Twyford CE High School
Science	Matt Cowing, Dormers Wells High School	<a href="mailto:mcowing@dwhs.co.uk">mcowing@dwhs.co.uk</a>	Dormers Wells High School

**Pedagogy Workshops**

Open to all teachers and leaders across ETSA

**TeachMeet**Tuesday 19<sup>th</sup> March 2019

4.30pm-6,00pm, William Perkin CE high School

**LeadMeet**Thursday 13<sup>th</sup> June 2019

4.30pm-6,00pm, Dormers Wells High School

**Subject Best Practice Conferences**Wednesday 14<sup>th</sup> November 2018, 2-5pm, various venues

## Talent Management and Succession Planning (TM&SP)

National Professional Qualification for Middle Leaders (NPQML)

National Professional Qualification for Senior Leaders (NPQSL)

**Lead contact:** Sharon Moody – [smoody@twyford.ealing.sch.uk](mailto:smoody@twyford.ealing.sch.uk)

<b>Leadership Open Days/ Workshops</b>
Open to all leaders across ETSA
TBC

## Specialist Leaders of Education (SLEs)

Currently, we have 9 designated SLEs.

Please email [teachingschool@twyford.ealing.sch.uk](mailto:teachingschool@twyford.ealing.sch.uk) if you would like the support of an SLE or for further information about the models of deployment.

SLEs ready for deployment are:

### Angela Bryant - Music Curriculum



I am Head of Academic Music at Twyford Church of England High School in Acton. I graduated from Sheffield University with a Bachelor of Music honours degree. I am also a Licentiate of the Royal Academy of Music (LRAM) and have a Master's degree in Educational Management from the Institute of Education, London. I play the piano and clarinet and enjoy choral singing with the Thames Philharmonic Choir.

I have a vast experience of teaching secondary school music. Throughout my teaching career I have been renowned for the quality of my schemes of work and teaching resources, which resulted in me becoming an Advanced Skills Teacher 2004-2008. During this period I was also a lead music consultant for the piloting of and dissemination of the KS3 Music strategy. When Twyford gained its specialism in music, I returned to my role as head of department in order to develop the school as a centre of excellence in music education. I lead a department that has large numbers of students from a range of different musical backgrounds studying GCSE and A level Music.

My roles as an AST and Head of Music have provided me with considerable experience of coaching and mentoring music teachers and I have led INSETs based on curriculum design and teaching and learning styles. I always enjoy mentoring Beginning Teachers and NQTs many of whom have gone on to be successful heads of department.

## Jan Salter - SEN and SENCO Support



I began my career as an English teacher. As well as a degree in English and History, I have a level 7 Diploma in Specific Learning Difficulties.

I have held various positions within Twyford High School including literacy co-ordinator and inclusion co-ordinator. I have been the school SENCO for 8 years and part of the senior leadership team at Twyford for the last four. I currently work across the Trust in both William Perkin and Twyford Schools. As part of my role I will be working to establish the ARC from September 15, a unit for high functioning autistic students within William Perkin School.

I am passionate about the acquisition of literacy skills and believe in early intervention to support students catching up with their peers. The LIT programme is offered in both schools to develop reading comprehension and writing skills. I am part of a Year 6 transition project to develop literacy skills that will be needed in Year 7. I am also working to support an MFL project, with our feeder primary schools, providing classical stories and literacy activities.

I am able to offer training related to SEN issues including the role of SENCO; the effective deployment of Teaching Assistants; Specific Learning difficulties and autism. I am also keen to share my knowledge about literacy and the importance of early intervention work.

## Alex McGhee - Head of History, Co-Head of Year 12 and Curriculum Development



I have been teaching history at Featherstone High School, Southall since 1997. I graduated from the Strathclyde University, Glasgow in Modern History and Politics. I am the head of history (since 2002) a co-head of year (since 2006). I also successfully led the RE department for two years (2000). For the past two years I have been seconded into Senior Management at Featherstone High School with a whole school responsibility for the gifted and talented programme.

I have had a wide range of experiences and responsibilities as a leader at Featherstone. The history department is rated triple star across the borough. GCSE and A-level results in the department have consistently improved on an upward trajectory. The creation of a new sixth form (2008) was another key curriculum change that as a lead teacher I had to implement research, plan and deliver AS and A2 history courses. I have mentored many different members of staff and subjects successfully through their NQT

year, many who have become leaders later on. I am the Professional Coordinating Mentor for the student teachers with the responsibility of quality assuring and standardising the training programme. As a member of the senior leadership team I have line managed two departments. I have led training to other leaders on a range of topics including action planning to increase the number of A/A\*s. I regularly observe and grade other teachers and colleagues' lessons.

I am very excited to begin sharing my experience, energy and creativity to inspire and motivate other leaders of history towards greater success.

## Aansa Ali - Head of Geography and Head of Trips, Visits and Enrichment

I graduated from Kings College London having received a BA Hons in Geography and completed my teacher training at the Institute of Education. I began my teaching experience 7 years ago at Greenford High School as a student teacher, shortly after which I was appointed as an NQT.

I was appointed KS4 lead of the (then new) curriculum in my second year of teaching and the following year was appointed as Acting Head of Department. Within two years of responsibility for the KS4 area, results improved by +20% to 90% A\*-C grade with 50% of these at an A\*-A grade. Since then I have been appointed as Head of Department and have managed the department through various transitions including the move from a two year GCSE to a one year GCSE.

I am also a successful graduate of the Teaching Leaders programme. Participation in the course included developing leadership and management expertise as well as successfully carrying out an improvement initiative within the department. During my time as Head of Department I have mentored several student teachers as well as mentoring two NQTs and a Teach First colleague in their first year.

I have recently been appointed with whole school responsibility for Trips, Visits and Enrichment. This involves managing enrichment activities throughout the year as well as planning, organising and ensuring the successful organisation of three days' worth of activities at the end of the school year.

I look forward to working with colleagues from across Ealing borough and beyond to raise standards of teaching and learning. By doing so I hope to be part of a wider team that positively impacts the lives of the young people we work with.

## Joanne Leaver-Cole - Teaching and Learning SLE



Lead Practitioner at Greenford High School

Jo created and leads Excellent Teacher Programme using coaching, action research and innovative CPD models. Through leading a whole-school consultation, Jo and her team have created a "Teaching... The Greenford Way" observation guidance in lieu of Ofsted grading of individual lessons which has supported leaders to improve and monitor the quality of teaching across the school and, crucially, is a vehicle to develop all teaching staff at all stages of their career. She works with Heads of Department, Year Leaders and other post-holders across her school to support them to develop their leadership skills, improve the quality of teaching, learning and assessment and supports them to run consultations and bespoke CPD in their departments/areas of expertise. Jo is a Senior NQT Mentor and previously led and developed ITT as the Professional Co-Ordinating Mentor. As well as sharing excellent practice through coaching and observations, she has delivered many well-received and impactful Inset sessions across the school and presented her work at national conferences. Changing culture and strategic planning are areas that Jo is interested in and has successfully shown impact in her school.

Jo has previously had responsibility for: creating and leading Thinking Skills, both the curriculum design, implementation, training and whole-school development; Nurture; and Gifted and Talented. She is a member of Learnus (Learning Skills Research: Neuroscience). Over the course of her teaching career, Jo has taught a range of subjects from Music to Politics but specialises in the Humanities and in particular GCSE and A-Level Sociology.

Joanne holds a PGCE from University of London Institute of Education (Social Science: History and Sociology), NPQML from the National College of Leadership and LPSLBA qualification.

## Robert Massey - Assessment SLE

## Catherine Toms - Teaching and Learning SLE

## Andrea Hetherington - Literacy and whole school projects



In 2006, I completed my PGCE and since, I have been teaching in Ealing. In 2010, after a few years as Lead in KS3 English, I secured my role as Head of Whole School Literacy. In 2011, I joined the Teaching Leaders programme and completed my second MA degree in Educational Leadership. Then, in 2016, I became a Lead Practitioner. As a consistently outstanding teacher, I am always exploring ways to innovate within my own practice as well as improve whole school teaching and learning.

As Head of Whole School Literacy, I designed a strategy and delivered whole school CDP to achieve staff buy-in as well as motivate and inspire staff. One reason for my success, is through innovation and leading by example. The impact of my literacy initiative can be seen when visiting lessons. Staff promote and use literacy to help create learning environments that are purposeful and effective where students are supported, and challenged. According to recent staff surveys, all my training sessions have been considered very useful in helping to improve teaching and learning.

I work with departments and HoDs to create and review individualised department action plans. To support the improvement of teaching, learning and assessment I deliver bespoke training to each department. In addition, I support students' progress by overseeing numerous interventions that help to close the gap in attainment.

As an SLE, I could support staff who are looking to create or improve literacy interventions as well as re-designing a skills focused curriculum. I have experience sharing practice through the Ealing lead practitioner programme as well as being a key speaker at the recent Ealing Reading Conference. I can support staff within a department, or who are looking to launch a whole school literacy initiative by sharing my successful model and helping them personalise a development plan appropriate for their school. In turn, I can also help evaluate the literacy climate and help leaders make the 'next steps' to improve literacy. My expertise lies on all levels: within the classroom planning and practice, developing departments with coaching or personalised training, delivering whole school CPD, writing new policies and practices, and working with SLT.

## Amandeep Phull – Maths



I graduated from King's College London with a BSc and PGCE in Mathematics and Education in 2001 and that is when my career began. I have always been passionate about teaching but it was when I was in year 10 I was inspired to continue with mathematics.

During my fifteen years of teaching (2001-to present), I have gained valuable experience through my role as a classroom teacher (Greenford High School 2001-2007), Head of Mathematics at Cranford Community College (2007-2008) and as both Deputy Head of Mathematics and now Head of Mathematics at Greenford High School. I have lead KS4 since 2008 and each year the GCSE mathematics results have been positive (85% A\*-C, 2016). I am aware of the various interventions that need to take place and how to support students with their revision. I have devised a differentiated programme of revision that allows all students access to revision material. This is crucial, as revision must be personalised and meaningful for students to succeed and feel confident. I have also constructed a clear structure for Booster Mathematics that ensures consistency across the department as well as allowing students to 'boost' their mathematics grade.

I believe a strong Mathematics department is one that is well balanced and which will enable every pupil, whatever their ability, to fulfil their potential. In order to achieve this, members of the department should strive to make their teaching clear, positive and inspiring. Teachers should highlight the relevance of Mathematics in everyday life, where possible, and aim to provide teaching that is committed to the pupils and their individual needs.

As a classroom teacher, I have lead by example by teaching the C/D borderline cohort as these students were the most challenging students yet very important for school figures, too. I have had very good value added for all my year classes.

Through my various roles I have acquired many skills. I have good time management and communication skills, which have enabled me to be flexible, approachable and open to views from other perspectives. I am focussed, organised and positive and would welcome new ideas to succeed further.

I believe I have the skills and characteristics to support other Mathematics departments to be successful and motivated.

I am a firm believer of team teaching and group planning so that teachers can share good practice. I like to encourage members of the department to liaise regularly with support staff to demystify Mathematics and show pupils that Mathematics does not have to be either incomprehensible or boring and can even be fun; as well as sharing good practice by visiting and working with my mathematics department to move everyone forward. I like to focus on specific strengths and skills of the department as well as their needs to support them so that they can feel empowered to strive collectively and take the department forward. I believe there should be transparency across the department so everyone feels supported and knows of the high expectations we have of them and students. I often encourage teachers to use their strengths, empowering them to take more responsibility and develop less experienced teachers so that we are always striving to be 'Outstanding'. This year I have attended a course on 'Aspiring Head of Mathematics' with the STEM learning group at the University of YORK. This was an excellent course that delivered sessions to many current Head of Mathematics. This included how to implement the new changes to the GCSE

mathematics course as well as coaching and mentoring of staff and TLR holders. I believe that this course has given me the skills to be reflective on my own practice as well as inspire others to better themselves in their practice.

I like to encourage more independent and personalised learning, inspiring students to take ownership of their learning as well as support them through an important journey in their lives. I believe to teach pupils skills that they will need for the rest of their lives is vital as well as prepare students for an examination. There must be a balance between preparing students for life yet ensuring they have success at GCSE mathematics to secure their future. Pupils need the skills to succeed in the future more so than the here and now!

## Theodora Wilmot - Supporting those new to the role



I have worked as a History teacher in West London for a number of years, first in Hillingdon and then in Ealing. Now as a Curriculum Leader for History I am not only focused on ensuring the very best quality of teaching and learning within the department but also its development more holistically, both in regards to its smooth management and pedagogical improvement. The team that I lead is diverse, including both very experienced teachers, as well as a number of those new to teaching. Nevertheless, it has been one of my priorities to offer development opportunities for all and to foster a collaborative, transparent ethos, through which every member of my team feels invested in the department's overall achievements. Most recently these include a number of students gaining places to study History at top universities, a substantial increase in the number of students selecting History as an option at all academic levels, and finally some outstanding GCSE and A Level grades.

Linked to the NQT development I have been focusing on within my own department, more widely I help to lead the school's internal CPD program and have taken a leading role in supporting those training to teach through the Teach First program, both inside and outside of my own school. This has included coaching those in other subject areas during their first two years of teaching, as well as supporting established History teachers with their career progression. This emphasis on the development of new teachers is something that I am particularly interested in, and as such I chose to focus the dissertation for my Masters in Educational Leadership (IOE) on the impact had by subject mentors on the development of trainee teachers. I hope to continue my professional development in this area.

## Specialist Leaders of Education (SLEs)

### Models of Deployment

One Off Meeting/Training	Intensive Support	Coaching
<p>This model might be used to:</p> <ul style="list-style-type: none"> <li>• Support the launch of a new initiative or curriculum development</li> <li>• Review SOWs or assessment practices</li> <li>• Deliver training to a department or team</li> <li>• Support subjects without a subject network</li> </ul> <p>Duration of Deployment: Approximately ½ day – 1 day Cost: £175 - £350 (may be higher depending on level of experience of SLE)</p>	<p>This model might be used to:</p> <ul style="list-style-type: none"> <li>• Bring about change or improvement quickly</li> <li>• Review, redesign and plan new SOWs or assessment practices</li> <li>• Support a new subject leader or school leader</li> <li>• Support a subject leader or school leader in challenging circumstances</li> <li>• Review a department and support the subject leader in designing an action plan for improvement</li> </ul> <p>Duration of Deployment: Approximately 2-5 days Cost: £700 - £1750 (may be higher depending on level of experience of SLE)</p>	<p>This model might be used to:</p> <ul style="list-style-type: none"> <li>• Bring about change or improvement over a short period of time</li> <li>• Provide on-going support with a project or initiative</li> <li>• Coach a subject leader or school leader where intensive support is not appropriate</li> <li>• Enable teachers to embed changes to practice in their teams</li> </ul> <p>Duration of Deployment: Weekly/fortnightly/half termly meetings for an appropriate length of time (6 weeks/12 weeks/3 terms) Cost: £840 – £1050 (approximately and may be higher depending on level of experience of SLE)</p>
<p>All models involve some level of evaluation, reflection and follow-up. This will vary depending on the model and the nature of the deployment.</p>		

## Specialist Leaders of Education (SLEs) Deployment Agreement

<b>SLE Co-ordinator</b>	Jo Trewin	<b>E-mail</b> <a href="mailto:teachingschool@twyford.ealing.sch.uk">teachingschool@twyford.ealing.sch.uk</a>
<b>SLE Name</b>		<b>E-mail</b>
<b>SLE's Area of Expertise</b>		
<b>SLE's School</b>		<b>Tel</b>
<b>Supported School</b>		<b>Tel</b>
<b>Headteacher of Supported School</b>		<b>E-mail</b>
<b>SLT Contact at Supported School</b>		<b>E-mail</b>
<b>Name of teacher(s)/ school leader(s) being supported</b>		<b>Job Title of supported teachers(s)/ school leader(s)</b>
<b>Deployment Start Date</b>		<b>Deployment End Date</b>
<b>Schedule of Visit(s)</b>		
<b>Type of Deployment (tick appropriate box)</b>		
<input type="checkbox"/> One off	<input type="checkbox"/> Intensive	<input type="checkbox"/> Coaching
<b>Details of Deployment</b>		
<b>Key focus area of support (Please indicate below the main priorities of the deployment and any relevant contextual information)</b>		

Agreed Targets
Type of evidence to be gathered to demonstrate impact
Key indicators to be identified (e.g. improved exam results, attendance, Ofsted evidence, reduction in in-school variation)
Funding arrangements and total costs to be invoiced

Signed ..... SLE

Signed ..... Headteacher of Supported School

Signed ..... Head of Teaching School/SLE co-ordinator

## Specialist Leaders of Education (SLEs) Impact Review

SLE Name

Type of Deployment (tick appropriate box)

One off

Intensive

Coaching

Details of Deployment, including dates

Focus/Aims of Deployment

Evidence of Impact

Evaluation of Impact

SLE co-ordinator review

## Models of School-to-School Support

### School to School Support

The Ealing Teaching School Alliance is committed to the development of confident professionals through collaboration. It is focused on defining, developing and sharing curriculum expertise to ensure student outcomes are consistently high across the borough.

#### School Visits

Outstanding practitioners and/or departments who wish to host visits are shared across the alliance via the ETSA website. School visits are supported and monitored by ETSA through the Guidance for Sharing Good Practice documentation.

#### Open Mornings/Afternoons

Outstanding practitioners and/or departments who have a high number of requests for visits may prefer to offer an open morning/afternoon in order to more effectively share their good practice.

#### Specialist Leaders of Education (SLEs)

There are three models for the deployment of SLEs:

- 1) One-off visit or training
- 2) Intensive support of 2-5 days over a very short period of time
- 3) Coaching – regular sessions over a set period of time

#### Subject Networks

Networks for core subjects continue to support subject leaders through termly meetings. The introduction of networks for other subjects is to support those subject leaders tackle the challenges posed by changing curriculums and assessments.

#### Peer Reviews

In 2015-16 we will be developing a model of peer review for senior leaders on a range of themes.

#### Secondments/Internships/Shadowing Opportunities

## School to School Support – School Visits

### Arranging a School Visit

School/LA identifies an area for development – email copies of form to all T&L / CPD leads and ask them to fill in for all visits



School visits ETSA website <http://www.twyfordacademies.org.uk/ealing-teach-school-alliance/> or emails [teachingschool@twyford.ealing.sch.uk](mailto:teachingschool@twyford.ealing.sch.uk) to find a school to visit



Colleague wishing to visit downloads and completes the Pre-Visit Form section [http://www.twyfordacademies.org.uk/documents/ETSA\\_Guidance\\_sharing\\_good\\_practice.pdf](http://www.twyfordacademies.org.uk/documents/ETSA_Guidance_sharing_good_practice.pdf)



Email form to [teachingschool@twyford.ealing.sch.uk](mailto:teachingschool@twyford.ealing.sch.uk)



ETSA liaises with SLT contact at school hosting visit



Host school and visitor(s) arrange a visit and inform ETSA via email

## Ealing Teaching School Alliance Guidance for Sharing Good Practice

### School Visits, Showcases and School-to-School Support

2017-18

#### Gathering Examples of Good Practice

- Use data to identify areas of strength
- Volunteers
- Evidence from Learning Reviews/ other reviews

#### Promoting Examples of Good Practice

- Use of data to identify areas of need
- Directory available on the ETSA website
- Direction from the school improvement team

#### Before a School Visit

Both parties should be clear as to the exact focus and purpose of the visit. To maximise the impact of the visit, arrange to visit with another colleague from your own school or from within the alliance.

##### Host

- Read the pre-visit form
- Clarify any points to ensure focus of the visit is clear and can be met
- Communicate necessary practical information

##### Visitors

- Complete pre-visit form
- Prepare for visit by researching a little about the school/dept
- Be very clear about what you hope to gain

#### During a School Visit

Both parties should have a copy of the pre-visit form with them.

##### Host

- Plan a focused experience which might include:  
An introduction to the school/project/practice  
Examples – observations in lessons, student work or interviews, input from other colleagues  
A task for the visitor (this might work better for small groups of visitors)  
Plenary – to return to pre-visit form and allow time for reflection
- Prepare something for the visitor to take away with them if appropriate

##### Visitors

- Keep in mind your focus but be open to what else you might learn
- Ask questions
- Make notes – come prepared to do so

#### After a School Visit

This will vary depending on the nature of the visit.

##### Host

- Follow-up with an email to see how the learning from the visit has impacted on practice
- Arrange a follow-up visit if appropriate
- Arrange a reciprocal visit if appropriate

##### Visitors

- Complete both parts of the reflection form
- Trial/implement/change practice as a result
- Feedback results of visit to host school
- Arrange a follow-up visit if appropriate
- Arrange a reciprocal visit if appropriate for the host school to see the impact
- Share your findings with colleagues in your setting

#### Other Models for Sharing Good Practice

Successful departments, teams and teachers might find it more effective and efficient to hold open mornings or afternoons. This could be requested by the ETSA and school improvement team to address an issue affecting more than one school.

**ETSA  
School Visit Request**

Name:

School :

Email address:

Subject / role:

SLT contact (name and email address):

Host School (if known):

What is the purpose/focus of your visit?

Please tick as many as is applicable.

Strategies to raise attainment

Observe outstanding practice

Curriculum changes and schemes of work

Department systems (ie marking, setting, differentiation etc)

Moderation

Other  
Please specify:

Date and time of visit (once agreed):

## Post-Visit Form

To be completed by the Visitor(s) within 5 days of the visit.  
Please return a copy to the host school and to [teachingschool@twyford.ealing.sch.uk](mailto:teachingschool@twyford.ealing.sch.uk)

**Name:**

**School :**

**Email address:**

**Subject / role:**

**SLT contact (name and email address):**

**Host School:**

**Date of visit:**

**Brief outline of the visit:**

**In what ways did the visit fulfil its purpose/address its focus?**

**What else did you learn in addition to your planned focus?**

**What do you plan to do as a result of your visit?**

**Is there any way that the visit could have been improved?**

**Ealing Teaching School Alliance (ETSA)  
Sharing Outstanding Practice**

**Details of Outstanding Practice**

**Impact**

**School/Department/Colleague**

**Contextual Information**

Courses delivered:

Exam Board:

No. of Teachers:

No. of Students at KS4 (non-core):  
%A\*-C

No. of Students at KS5:  
%A/A\*-C/ALPs Score

**Ealing Teaching School Alliance (ETSA) Research and Development Project**

**Outline of Project**

**Time scale**

**Lead School(s)**

**Aims & Objectives**

**Outcomes**

**Impact**

**Dissemination**

**Sustainability**