



St Patrick's RC High School

A National Teaching School

SLE - Profile

Name	Gerry Reynolds
SLE designation (Date of designation & Teaching School)	May 2015 St Patrick's RC High School
Current School (LA or Sponsor)	Mount St Joseph Bolton Local Authority
Recent OfSTED judgement	Overall: Good
Context of School	<p>Mount St Joseph is an oversubscribed secondary school, with just over 900 pupils on role. Well above average numbers of pupils are eligible for additional pupil premium funding. The proportion of pupils from minority ethnic backgrounds is above average, with most of these pupils speaking English as an additional language.</p> <p>Ofsted 2018 "The leadership team has maintained the good quality of education in the school since the last inspection." "You encourage all staff to learn from colleagues in your school and other local schools." "You have been successful in maintaining and improving the school's good quality of teaching. During the inspection, teachers and teaching assistants spoke highly of the positive impact of continuing professional development on their classroom practice. Teachers new to the school have very positive role models to emulate, and senior and middle leaders support them well in meeting the school's expectations of teaching."</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>English – leadership and management; teaching: As a former head of English, I led a very successful department which consistently achieved positive results for both English Language and English Literature despite a high proportion of pupils' starting points being significantly below the national average.</p> <p>In addition, I lead the Bolton Learning Partnership hub meetings for secondary Heads of English across Bolton. This involves planning and leading meetings, delivering training and addressing department wide issues and</p>

concerns, recommending support or potential solutions.

As part of the SSAT leading innovations grant, I successfully planned and implemented a programme to help improve boys' literacy levels and reading ages. The article outlining this was published in the SSAT journal.

Teaching and Learning/ CPD:

In my current role, as Director of Teaching and Learning, I have developed and delivered a broad and robust programme of CPD for colleagues across school, taking into account the differing needs of staff and their potential career pathways. This has included the completion of research into the latest pedagogical theories, in order to facilitate the progression of teaching and learning across the school.

In addition, I have directly supported teaching staff who have been required to make improvements in their performance, ensuring accurate evidence is collated to support "critical conversations."

Leadership and Management:

I have been a member of the senior leadership team in the role of Assistant Headteacher: Director of Teaching and Learning for the last four years. I have extensive knowledge of rigorous self-evaluation and the mechanisms needed for effective reflection at a strategic level to take place. Coupled with this, I have experience of disseminating a vision and building teams capable of leading and sustaining change across a range of curriculum areas; most recently, I have line managed RE, Humanities, and Computing and Technology. Furthermore, I have developed and embedded the whole school teaching and learning policy, including the refinement of the literacy policy, in response to the changing Ofsted framework.

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

- I have planned, resourced and delivered whole school professional development sessions, which have been reflective of whole school targets as well meeting the needs of individual teachers (performance management targets). In addition, I have helped to develop the leadership skills of middle leaders in a coaching role, through their delivery of training sessions.
- I have line managed middle leaders, supporting their development of provision for NQTs and School Direct.
- I have mentored and monitored staff on informal and formal improvement support packages, ensuring that effective support has been in place to assist

	<p>improvement in performance, whilst also collating detailed evidence of their practice over time.</p> <ul style="list-style-type: none"> • I plan and lead the Bolton Learning Partnership hub for English – including a whole day conference session. Meeting with the HODs several times throughout the year to look at pedagogical strategies to improve pupil performance, developing closer strategical analysis of examinations, and leadership development. Several school across Bolton are involved in these meetings. • I have worked closely with the Head of English and the English department at Harper Green School over a period of several years, supporting their development of curriculum planning, consistency of assessment and marking, and more collaborative approaches to teaching and learning.
<p>What was the Impact of your support?</p>	<ul style="list-style-type: none"> • Mount St Joseph has a well-developed training programme for the development of pedagogy and practice, which is well planned and resourced using technology such as e-planning and IRIS. The standard of Teaching and Learning, can be measured through thorough quality assurance, which consistently shows clear evidence of continued improvement. Staff feedback also consistently reflects their value of the CPD. • Effective coaching, of lead practitioners, has resulted in them leading teams and providing effective provision for more able pupils and pupils eligible for pupil premium funding, which has contributed to the continued rise in the levels of progress made by pupils. • The English department at Harper Green have made significant improvements in the quality of teaching and learning and this has impacted on pupil outcomes. This has resulted in teachers working more collaboratively in their approach to planning, teaching, marking and feedback and making progress explicit.