

SLE - Profile

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| Name | Hayley Sweetman |
| SLE designation (Date of designation & Teaching School) | April 2019 Ladywood Teaching School Alliance |
| Current School (LA or Sponsor) | Mount St Joseph Bolton Local authority |
| Recent OfSTED judgement | Overall: Good (March 2018) |
| 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</p> <p>“The leadership team has maintained the good quality of education in the school since the last inspection. You, senior leaders, governors, staff and pupils have worked together to achieve ‘a community of learners, believers and friends’”.</p> <p>“The most successful subject departments in the school, including English and humanities, use assessment information carefully to make sure that the work that teachers set does not repeat what pupils already know and understand well. The electronic planning system allows teachers to share the best practice in planning for pupils’ learning.”</p> <p>“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 | Leadership and Management - Humanities |

Expertise/Strength
(please show supporting
data/information)

I have had experience of Middle Leadership for 10 years as a Head of Humanities and Head of History. In both roles I was able to lead the departments to be graded as outstanding. All staff in the department, have become highly dynamic, accurate, reflective practitioners. These outcomes firmly hold testament to my belief in leading by example. I achieve this through pedagogical practice which is constantly evolving and underpinned by honest self-reflection. I am innovative, forward-thinking; constantly seeking and embracing new pedagogical approaches, enabling pupils and staff to progress at a faster rate.

One area of significant improvement has been with the most able cohort. This group regularly exceeds performance targets and in 2017 33% of the cohort achieved grade A*-A and in 2018 and 2019 exceeding the department target. In 2019 the department exceeded national average and produced excellent results.

Teaching and Learning / CPD

I have been a member of the Teaching and Learning team, I have supported and led whole school CPD for colleagues across school, that underpins the whole school's priorities through professional development communities. This has allowed staff to make improvements to their teaching and reflect on their practice allowing for sustained growth in teaching and learning and this was highlighted as a strength by Ofsted in 2018.

I have also been a member of the assessment focus group and have led whole school initiatives to improve the quality of assessment under the 9-1 framework. To ensure consistency across departments and pupil understanding is strengthened.

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."

I have undertaken a Masters in Teaching and Learning and this has allowed me to have thorough knowledge of modern approaches to pedagogy, through which I have developed a wealth of experience, resources and tools making me a strategic leader of educational innovation, who is highly adept at working both collaboratively and independently to produce results.

How have you supported

I have worked in collaboration with the Senior Leadership

other schools or middle leaders and senior leaders in your own school?

Team at local schools to develop the teaching and learning within the History department. Looking specifically at the development of their curriculum and facilitating more collaborative approaches to teaching and learning.

I have led on the Head of Department's meetings which has allowed me to identify the whole school priorities according to the School's Improvement Plan and shape training so that best practice can be shared and the needs of the Middle Leaders be identified.

Further still, I have supported senior leaders by mentoring and supporting those staff which need additional support in order to achieve good outcomes across all of the teaching standards. In particular, marking and feedback and engagement in lessons.

I am a member of the History Hub which is a cluster of Bolton school's which share good practice. This supports my own practice but also other leaders across Bolton. Key aspects which I have led on include exam technique for the Edexcel specification, marking and feedback strategies and strategies for more able students.

Having a Masters in Teaching and Learning this has allowed me to have thorough knowledge of modern approaches to pedagogy, through which I have developed a wealth of whole school training materials, resources and have been able to support middle and senior leaders across the school.

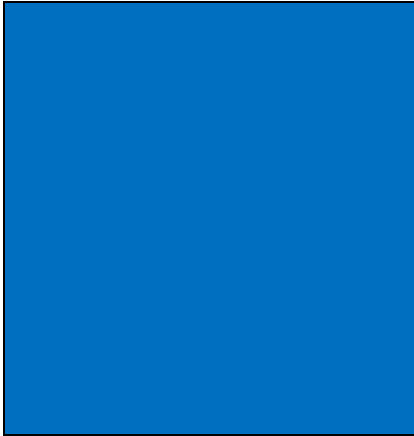
What was the Impact of your support?

The performance at the school I was supporting has developed. Mock exam indicators and predictions highlighting more than 20% improvement based on the 2018 exam series data. Staff now have a consistent approach to working and share best practice.

Quality assurance indicates that staff value the CPD they have been offered and that it has had a significant impact on their standard of teaching and learning. This has largely been supported by Ofsted 2018 and Diocese inspection in 2017 which was graded as outstanding.

Middle leaders within my own school have been able to voice their opinions and have an impact on the development of their own training needs. This has filtered into new systems of CPD which have given staff more ownership by creating their own research projects.

Middle leaders through the History Hub have been able to support each other in sharing resources and good



practice mainly around exam technique. This has a significant impact on results with Bolton being ranked number one as first place across the Greater Manchester Authorities.

One on one mentoring meetings have been successful with staff that require additional support. Movement to the coaching model has allowed staff to have ownership over their training needs and have become more reflective practitioners.