

National Teaching School
designated by



National College for
Teaching & Leadership



Specialist Leaders of Education Directory

Professional Learning Network are delighted to have a number of exceptional Specialist Leaders of Education working on our behalf. Covering a range of experiences and expertise, they are available for short to medium term deployments to support school improvement work and to raise the standard of teaching.

If you are interested in using our SLE expertise in your school, please contact Ann Wilks (directorPLN@gmail.com) for further details about our SLEs and their availability

If you are looking for support in an area that does not appear to be represented here, then please get in contact with us, as we may still be able to put you in touch with suitable staff able to meet your needs.

Sue Axon-Eaves



Specialism: Early Years

Phase in which I can support: Infants

Current position: EYFS Lead Teacher

I joined Bocking School in 2001 teaching the Year 2 class before moving into Early Years in 2006. My current role is the EYFS Lead Teacher and IT subject leader.

This year I have organised and equipped a second EYFS classroom to accommodate an additional intake. I am working closely with our NQT and new LSAs in EYFS to develop a strong team.

In 2008 I qualified as a Forest School Level 3 Leader. My passion for the outdoors and the positive impact this has on EYFS has led to developing Forest School through to Year 6. Each year I am involved in hosting a Forest School session for the G&T children of Braintree (TANGO)

Having completed the OTP it has developed me, my classroom practice and my coaching skills.

Last year I developed a simple photographic method of understanding the 'bigger picture of the child' which has been recognised and adopted by other schools. This academic year Foundation Stage is using 'Tapestry' Online Learning Journals for recording observations making them instantly available to parents.

Over the last few years I have had the pleasure of working with colleagues in other schools supporting them and sharing good practise. I am hoping, by leading the termly EYFS Network Meetings that I shall be able to strengthen these links.

I am excited about introducing Talk Boost in January 2015 which aims to improve early communication.

I have worked with Braintree College, Colchester Institute, APU and other universities in providing an effective teaching environment to support their students.

Jacqui Beavis

Awaiting photo

Specialism: Leadership of Curriculum, English, Assessment for Learning

Phase in which I can support: Primary

Current position: Primary Leader for the Stanway Federation Academy Trust

My current roles of responsibility include:

- NQT Mentoring - mentoring three Primary NQT's as well as two NQT mentors across three primary schools.
- Teaching & Learning - supporting the development of teaching & learning (pedagogy) across three primary schools.
- Curriculum development – supporting curriculum development across three primary schools.
- Assessment without levels – Reviewing and developing school strategies for assessment without levels.
- Leadership team support – I Support the leadership teams across three primary schools.
- Training - I am involved in planning and delivering training for NQT's across a wider consortium as well as middle leader training.

In my previous role as Deputy Head teacher my roles of responsibility were:

- Strategic Planning - reviewing and implement strategic management strategies to drive forward whole school improvement.
- Assessment Leader – Reviewing whole school data using Raise on Line as well as monitoring the progress and attainment of each year group. I am extremely passionate about AFL and was a member of the original Essex action research team who worked with Shirley Clarke. I have since run CPD training both in house and for other schools.
- Writing Moderator – for the past two years I have been a KS2 writing moderator for County.

Previously I was seconded to a school in special measures and was delighted to be part of the team which successfully lead the school out of this difficult situation and prepare for the next stage of the schools journey towards 'Good'.

Andrew Butcher

Awaiting photo

Specialism: Computer Science, Data & Analysis, Middle Leadership and Cross Curricular Projects.

Phase in which I can support: Primary and Secondary

Current Position: Subject Development Leader, Computer Science

I joined the teaching profession 5 years ago, after working as a data analyst and consultant. I trained as an ICT teacher, and secured my first job teaching a combination of ICT and Mathematics at a challenging school in Cambridge.

In September 2012, I began working at Honeywood School. I joined the school as a Subject Development Leader in Computer Science, with the remit of working alongside another colleague to roll out a new Computer Science curriculum ahead of the statutory introduction earlier this year. This has been a resounding success, with youngsters in years 7 to 11 confidently writing programs to solve authentic problems and youngsters following the subject to GCSE enjoying measurable success in their final exams.

I have enjoyed working with two local primary schools on the development of KS2 curricula in Computer Science, with a focus on producing designs for learning which can be delivered by non-specialists. The impact of this work is being seen in the enthusiasm youngsters who have been taught the fundamentals of programming have demonstrated for the subject.

Separately, I am investigating whether computer science could be used as a vehicle for teaching mathematics. Equipped with a body of academic research supporting this conjecture, as well as evidence from my own practice, I believe that teaching mathematics in this way could change youngsters' attitudes to the subject by introducing a layer of previously unseen authenticity.

Charlotte Butcher



Specialism: Maths

Phase in which I can support: Secondary

Current position: Subject Development Leader for Mathematics

From September 2013 I have been a Subject Development Leader at Honywood Community Science School. Part of this role has included leading the department through various curriculum changes and designing a new curriculum for KS3 and KS4. Part of the ethos at Honywood is to encourage our learners to become independent and to break down the barriers to support cross curricular learning. The new curriculum for KS3 has been designed in a way that puts real life at the forefront of learning.

During this time I have also worked with Prof. Ian Benson as he has been exploring the use of Cuisenaire rods to support maths learning. This has been done alongside a primary school from Burstled Wood.

I also have a background in music and have taught music at a local primary school.

Currently I am also the Lead Subject Mentor for maths at Colchester Teacher Training Consortium. This is a role I started in September 2014 having mentored several trainees in maths during the last 4 years.

Mark Darling

Awaiting photo

Specialism: English, Talk for Writing

Phase in which I can support: Primary

Current position: Teacher

I am a teacher at Lyons Hall Primary in Braintree, Essex and a consultant for TT Education, a provider of Talk 4 Writing training. Since taking part in the Teachers and TAs as Writers course, led by Pie Corbett, I have run training throughout Essex and across the country. I have worked extensively with my own local delivery group and have supported numerous schools in the Pie Corbett approach to Literacy as well as providing training for Essex and North Lincolnshire LEAs.

Gabrielle Deed

Awaiting photo

Specialism: ICT, NQT support

Phase in which I can support: Primary

Current position: Teacher and facilitator for the Improving Teacher programme

I am currently a year 6 teacher, ICT coordinator and a facilitator for the Improving Teacher Programme we run at Lyons Hall School. I have been an AST specialising in KS2 and ICT across the curriculum. I have worked on developing assessment for learning in my own classroom and across my school and am currently developing applying visible learning strategies into my classroom and taking a lead to roll out use of mobile technologies to enhance teaching and learning across Lyons Hall School with the support of an Apple Education Specialist. I have supported many teachers from a variety of schools as part of the Developing Teacher Programme, I have worked as a Literacy consultant helping to deliver Talk for Writing to teachers across the county and going into different schools supporting lead Literacy Teachers roll out Talk for Writing in their own schools. I have also worked 1 to 1 support to class teachers from different schools, coaching them to help them develop a range of teaching and learning strategies to enhance children's progress in their classes.

Hannah Ellis



Specialism: Early Years

Phase in which I can support: Primary

Current position: Teacher

I am currently an Early Years Coordinator, as well as a key stage one leader. My main area of expertise is Early Years. I have worked with cluster schools, during the implementation of the revised Early Years Foundation Stage Profile, in order to share an understanding of expectations and how to achieve them. I have knowledge, and experience, of teaching phonics in a memorable way in order to assist the children with reading.

I have experience of supporting schools in my capacity as an Advanced Skills Teacher. I enjoy using a coaching approach as I have found that it results with teams thinking deeply about areas to develop, as well as taking ownership of their targets and seeing them through to the delivery stage.

Nikki Emrich



Specialism: Phonics, Early Years, Mentoring, Coaching and NQT mentoring

Phase which I can support: Nursery and Primary

Current Position: Senior Teacher & Phonics co-ordinator

I have been employed at my current school for 16 years, I first started out working in the school nursery as a nursery nurse and then later progressed on to teaching in the Early Years where I have gained the majority of my teaching experience. I went on to lead a team of 4 reception teachers in Foundation stage and the unit went on to achieve an outstanding rating from Ofsted.

In the last 3 years I have been leading year one and raising the standard of phonics across KS1. When I took on the role of phonics co-ordinator the phonics result from the statutory year one test was 20%, 3 years later we have just achieved above national average with 81% of the children passing the test to the required level.

As part of my role as a senior teacher, every year I am buddied with an NQT to mentor. This involves me not only providing support and advice but working alongside them each week to team teach, model and coach. As well as NQTs, I have also mentored other members of staff to improve their own teaching and practice. Over the years I have also had the pleasure of working with many local schools supporting their teachers with best early years practice and phonics teaching.

As part of the link with Lyons Hall School, I have had the opportunity to coach colleagues on the Developing Teacher Program (DTP). This allowed me to develop different skills as it meant I had to take a coaching role as opposed to a modelling role. I learnt about supporting teachers to think for themselves and to find the answers to their own professional development by listening and giving them the opportunity to find the best solutions themselves plus empowering them and enabling them to buy into the process.

I am a highly motivated teacher who loves teaching, I have particular passion for Early Years and phonics and believe that it can be taught in an exciting and engaging way to best optimise learning. I enjoy working and supporting colleagues in my school and other schools and think having the opportunity to reflect and discuss your practice is crucial in quality teaching.

Hayley Frid



Specialism: Modern languages

Phase in which I can support: Secondary

Current Position: Subject Development Leader in MFL

I have worked at Honywood Community Science School since September 2012 when I joined the school as a Subject Development Leader in Modern Foreign Languages. I teach Modern Foreign Languages (French, German and Spanish) throughout KS3 and KS4.

My responsibilities centre around curriculum development and most recently I have focused on designing, modifying and delivering a new curriculum for Modern Foreign Languages. I have successfully worked with a number of colleagues, both within MFL and otherwise, in order to improve practice and confidence.

I have also designed and led training to colleagues both within my school and externally, focusing on a wide variety of topics, from “Thinking Skills” to “Understanding OFSTED”.

I enjoy using a coaching style of approach and I have found that it results with colleagues thinking deeply about areas for development, as well as taking ownership of their goals.

Becky Keitch

Awaiting photo

Specialism: Leadership of Curriculum, English, Assessment for Learning

Phase in which I can support: Primary

Current position: Deputy Head.

I have been Deputy Head of a one form entry Primary School for 6 years. I also teach full time in Key Stage Two. I have experience of a wide range of whole school issues with a particular focus on the quality of learning and teaching, including curriculum design. I am passionate about school improvement and have supported my school in moving from 'Satisfactory' to 'Good' in a recent OFSTED.

My particular areas of interest and expertise are:

- Assessment

Classroom: AfL, dialogic teaching, close the gap marking

Whole school: Embedding assessment procedures, empowering teachers

- Philosophy for Children (SAPER Level 1 and 2 trained)

- Cross-curricular planning, particularly with a focus on Writing

I have recently been supporting teachers in a large Junior School to develop their practice.

Ann Mitchell



Specialism: Modern Foreign Languages

Phase in which I can support: Primary and Secondary

Current position: AST in Modern Foreign Languages

I joined the Honywood School in 2004 where, three years later, I became Head of the MFL Department. I then took the opportunity to become an Advanced Skilled Teacher in 2010.

I have a real passion about learning and sharing good practice. I have always believed that the best ideas can only exist if they are created in collaboration, in an ongoing cycle of invention, sharing, practice, experiment and reflection carried out by all people involved. My main roles and responsibilities in my new position, have been to create, develop and implement our new Design for learning following the New Curriculum at KS3.

I have also delivered training to the Department on pedagogy and specifics of new curriculum.

Three years ago, I created and led a new MFL Cluster group which the main aim was to share good practice, ideas and resources with other MFL colleagues from our partner schools and feeder primary schools. Due to the popularity of this, this opportunity was expended further afield to colleagues in Suffolk.

I was also given the opportunity by a tutor at the Anglia Ruskin University in Chelmsford to create and deliver training sessions aimed at the PGCE students on the course. This received very positive feedback both from the tutor and the students.

I have been mentoring PGCE, GTP and SCITT students for the last five years whilst being Head of Department, subject development leader and AST.

I have always enjoyed mentoring students and I am still in touch with the teachers that I have helped and mentored in the past. I have had excellent feedback from professional tutors and course leaders.

Whilst working at Honywood, I have had the chance to create, lead and deliver many training sessions and led Research and Development groups.

I have also attended the training sessions for mentors (PGCE, GTP) and I always ensure that I keep up to date with the latest development, such as the recent change of standards and methods of pedagogy.

I have recently created KS2 overviews and schemes of work for MFL in response to the New Curriculum.

I am currently offering support to primary school colleagues who are teaching or coordinating the MFL New Curriculum.

My support and guidance includes:

School visits:

- One to one guidance offered on how to improve Teaching and learning, Curriculum planning, Assessment and reporting, International links, use of ICT in MFL sessions
- Lesson observations and peer teaching

Online and distance learning

- Our Primary language blog where we can all communicate through our forum, ask, answer questions and share ideas and resources.

CPDs taking place throughout the year

- Accelerating Language Learning through Phonics –
- Storytelling and how to improve reading and writing skills-
- On our way to Independent learning
- Mind your language! How to improve speaking and spontaneous talk in the target language

Leading and organising an MFL Primary cluster group

Marion Powell

Awaiting photo

Specialism: ITT and NQT development

Phase in which I can support: Junior

Current position: Assistant Head Teacher

I am an Assistant Head Teacher at John Bunyan Junior School. My responsibilities include pastoral care, behaviour support, Literacy Subject Leader, School Assessment Leader, mentor, Able, Gifted and Talented Leader, EVC and Year 6 Leader. I am also a School Governor. As a member of SLT I have worked in my own school to lead positive change which has been positively commented upon by Ofsted and resulted in improved attainment in all children. In order to do this I have audited provision, researched and looked at different solutions and resources before identifying interventions that will support staff and children alike. I write short term, targeted action plans and rigorously monitor them. I regularly lead training and moderating events for staff and governors. My strengths include my relationship with children and people. I have mentored staff and I am able to deliver support and strategies to help improve their teaching. I use similar strategies with children to engage and motivate them which is shown by the progress they make in my class.

I have delivered workshops on improvements in literacy and target setting for the local authority and have mentored staff in my own school and a local school who have been on the ITP course.

Louise Sage



Specialism: Leadership of CPD, Leadership of Curriculum, English, ICT, ITT and NQT Development

Phase in which I can support: Primary

Current position: English Leader

Over the last 2 years I have been teaching in a mixed year 3 and 4 class at St. Peter's Primary School in Coggeshall and am now the English Leader. Before that I taught for 12 years in London, 10 years of which were in an Outstanding multi-cultural Primary school in Southall, where I was ICT Leader, LKS2 Leader and Literacy Leader. I also have experience of teaching in UKS2 and being part of a school in School Measures, so I understand the pressures and difficulties which schools and teachers can go through.

During the last 14 years I have been a Team Leader, NQT Mentor, Student Mentor and a Lead teacher for Every Child a Writer (ECAW). Through ECAW I gained valuable experiences working alongside teachers, mainly in their 2nd year of teaching, on planning, assessing and teaching of writing. Through my Leading from the Middle Training Course (NCSL) a few years ago, I developed my own Leadership skills and now want to support other leaders.

Since becoming an SLE, I have supported NQTs in our alliance, through regular insets and training. Having gained vast experience in training individuals, groups and the whole school in ICT, AfL, T4W, Guided Writing and Reading, SPAG and the Planning, Teaching and Learning of English, I believe this is where my strengths lie. This year, I have been fortunate enough to be involved in AfL training for Sciit students, working with Anglia Ruskin University.

I am passionate about inspiring and developing competent and confident teachers for the future.

Jenni Saward



Specialism: Phonics, reading, Early Years, KS1, Middle Leadership, Senior Leadership, Lesson Observation, NQT Mentoring.

Phase which I can support: Nursery and Primary

Current Position: Early Phase Leader (EYFS, Year One and Year Two), Phonics Leader

Before becoming an SLE, I was an AST for 4 years. This has enabled me to undertake significant outreach work in many different schools in EYFS and KS1 classrooms. I have supported many teachers and support staff. I have guided them to reflect on their practice and coached them to find their own solutions to teaching and learning barriers. This has had significant positive impacts on the teaching and learning in their classrooms.

I have passion for Phonics teaching. I have reviewed the way in which schools track the progress of phonics. I have created an effective tracking method which has proved successful. It enables all children and specific groups to be monitored closely and those children who needed explicit intervention are quickly identified.

I have many specific teaching strategies that have had a huge impact on the way in which children access areas of their phonics. These strategies have also proven to increase results of Year One phonics check.

I have written and continue to lead several different training courses for teachers, LSA's, parents and children. I have had positive feedback from all of these. Examples of these are:

- 'Effective Introductions' for teachers and support staff.
- Phonics for teachers, support staff and parents.
- PSE development for parents of children in the EYFS
- EYFS introductions for NQTs and those teachers new to EYFS.
- EYFS introductions for parents.
- 'More Able' Literacy days

I am currently a member of the SLT and am phase leader to EYFS, year one and year two. I lead phase meetings and deliver important messages to all the team members.

Peter Stafford



Specialism: Maths

Phase in which I can support: Primary

Current position: Teacher

Over the previous 3 years, I have worked as a teacher in year 6 at Lyons Hall. This role has involved supporting both NQTs and teachers new to upper Key stage 2 with planning, assessment and behaviour management. Along with this I have supported both GTP and University students towards achieving their QTS status and I'm currently on the SCITT steering group board, contributing to the direction of the course. I have the additional duties of PE Co-ordinator here at Lyons Hall along with a role in the local delivery group, which involves league organisation across the district and event planning such as the local large schools yearly swimming gala. Lastly, I am the schools EVC and lead co-ordinator for offsite residential.

This academic year, I am teaching year 3 and have a particular interest in assessment capable learners, following research into John Hattie's work. I've been working on how we can involve pupils fully in their learning by supporting them to be able to identify where they are, how they're doing and where they're going. I have been introducing this approach in upper KS2 since November 2012 and as a result of this practice, I've seen the pupils make significant progress (achieving the highest SATs results in the school's history). I'm looking forward to further developing this approach in year 3 over the 2013/2014 academic year.

Davina Willson



Specialism: Reading, Writing, English, NQT Development, Lesson Observation, NQT Mentoring

Phase in which I can support: Secondary.

Current position: Subject Development Leader in English

I trained at an outstanding teacher training provider at UEA, Norwich in 2009. I attained a high grade overall as a trainee and took my NQT post at secondary school in Essex. During this time, I focused solely on excellent English teaching (attaining a successful track record in observations and results) and quickly got a responsibility for whole school CPD early in my career. I introduced concepts such as the flipped classroom and encouraged the use of technology within the classroom. My role was to champion excellent teaching and learning within the school and this is an area I feel very passionate about.

Since that appointment, I secured my current role as Subject Development Leader in English at Honeywood. I line manage members of staff and feel confident in helping others build effective working relationships within an English team. I have co-ordinated various English trips, organised and delivered resources for Year 7, 8, 9 and 10 which I have held responsibility over, mentored GTP and NQT teachers as well as managing a complete redesign of a new curriculum for English in Years 7 & 8. I have lead team meetings, and have been wholly involved in the day-to-day management of an outstanding English department.

Outside of the English department, I have lead various NQT training in the Colchester Consortium, run whole school assemblies and liaised with primary feeder schools in regards to Level 6 reading and writing. In addition, I've recently completed an action research investigation regarding reading and writing, and I spoke about this process at Winchester University for potential schools interested in running action research within their schools.