

Diocese of Sheffield Academies Trust



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Lead Practitioners DSAT

LPD Profiles

Page 2	Karen Staniforth
Page 3	Mel Drake
Page 4	Sandie Chatterton
Page 5	Adam Cornes
Page 6	Holly Wain
Page 7	Matt Walker
Page 8	Becky Trathan
Page 9	Claire Lawrie
Page 10	Val Albutt
Page 11	Paul Frelich
Page 12	Ricky McCurdy
Page 14	Jennifer Shepherd
Page 15	Helen Hall
Page 16	Caroline Barratt
Page 17	Mike Laycock

DSAT LEAD PRACTITIONER PROFILE



Name	Mrs. Karen Staniforth	
School	Wickersley St Alban's C of E Primary	
Position	Lead Practitioner in Mathematics	
Specialism	Maths	
Key strengths as a teacher	<ul style="list-style-type: none"> • Experience • Flexibility • Enthusiasm • Strong Subject Knowledge • Belief that everyone can achieve • Delivery • Use of research 	
Key strengths as a leader	<ul style="list-style-type: none"> • Supportive • Belief that everyone can achieve • Good communication • Listening skills • Organisation • Resilience 	
Areas in which training could be offered	<ul style="list-style-type: none"> • Mathematics: Curriculum, Mastery, Research, leadership and lesson design (S Planning) 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> • Karen has supported teachers to move their practice to good and from good to outstanding. • Support given for NQT development: modelling lessons and planning. 	
Experience of leading a curriculum improvement	<p>Led mathematics mastery initiatives such as:</p> <ul style="list-style-type: none"> • the three strands of fluency • using a Concrete/pictorial/abstract approach • using bar models to support understanding • exposing the structure of mathematics using concrete resources 	
Experience of supporting other leaders	<ul style="list-style-type: none"> • As Maths Hub Lead – the use of retrieval practice – research into classroom practice. • Experience of peer reviews 	
Experience of coaching	<ul style="list-style-type: none"> • Using Goal Free Problems in KS2 • Developing S planning • Use of part-whole models for number bonds 	
Any other information that would be useful: SLE, Moderator, leadership involvement and understanding of OFSTED.	Karen is within her first year of becoming a Primary Mastery Specialist.	

DSAT LEAD PRACTITIONER PROFILE

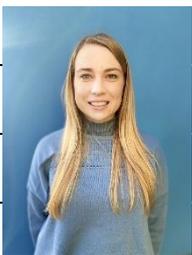


Name	Melissa Drake	
School	Pye Bank CE School	
Position	Assistant Headteacher	
Specialism	Maths KS2 Leadership	
Key strengths as a teacher	<p>Melissa has:</p> <ul style="list-style-type: none"> 17 years experience as a teacher Extensive subject knowledge of maths, PE Used a range of AFL strategies to support pupils progression throughout a lesson Differentiation through <ul style="list-style-type: none"> Adapting planning in light of pupils achievements within a lesson/ series of lessons. Planning and delivery of Maths Mastery Key Stage 1 and 2 Organisation Planning a sequence of lessons to ensure pupil progression within a topic, unit of learning. Working with colleagues- directing TA's to ensure effective support. Behaviour management and positive relationships with pupils. 	
Key strengths as a leader	<ul style="list-style-type: none"> 6 years experience of Assistant Headship Analysis of school data, identifying key priorities. Correlating data, observations, work sampling, analysis of previous action plans and staff discussions to: <ul style="list-style-type: none"> - Create maths action plans, which feed into the school DEP and provide clear strategies and milestones for moving maths forward. - Create phase action plans which identify key priorities to ensure moving forward as a phase Coaching and mentoring a range of teachers at different stages of their career to support and develop as teachers and middle leaders. Based on findings from external reviews and discussions with SLT I have planned, delivered effective CPD on a range of curriculum subjects and teaching topics and pedagogy. Designed and implemented planning OFSTED preparation for subject lead/ Phase lead 	
Areas in which training could be offered	<ul style="list-style-type: none"> Leading of CPD sessions. Support middle leaders with Action Planning use of data, strategies for implementing areas of action planning for a specific subject/ phase Support with Next Steps for Peer Review Coaching and mentoring teachers at different stages of development including middle leaders. Support in the delivery maths mastery across key stage 1 and 2. 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> NQT mentoring Behaviour strategies to support teacher, unqualified teachers and TAs Coaching and mentoring teachers Supporting in the planning and delivery of specific subjects 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> Designed a Maths Mastery programme in line with what school needs as a whole Maths needed significant improvement. Mel redesigned the curriculum and has supported teachers within the classroom and supported their planning. Her impact has been recognised by HMI and within school reviews. 	

	<ul style="list-style-type: none"> • She demonstrated a strong vision and understanding of maths teaching. Staff have embraced the change over time, having been led in high quality PE.
Experience of supporting other leaders	<ul style="list-style-type: none"> • Mel has been accredited as an NCETM Professional Development Lead and has supported Maths leaders with lesson design work. • Mel has been an improvement Champion within Locality peer reviews, leading school leadership teams in identifying the next steps in addressing the review outcomes.
Experience of coaching	<ul style="list-style-type: none"> • Mel has coached a number of staff as a phase leader and as a Maths Lead. This has included student teachers, teachers and TAs.
Any other information that would be useful	<ul style="list-style-type: none"> • Mel has completed NPQML and NPQSL

DSAT LEAD PRACTITIONER PROFILE



Name	Sandie Chatterton	
School	Pye Bank CE Primary School	
Position	Assistant Headteacher with responsibility for Curriculum	
Specialism	<ul style="list-style-type: none"> • Curriculum Development and leadership 	
Key strengths as a teacher	<ul style="list-style-type: none"> • Sandie has a range of teaching experience, particularly across Upper Key Stage two in a range of contexts. This includes working in a high performing outstanding school, an independent Boys school, an Australian school specialising in Behaviour and a school with high level of EAL children. • High expectations supporting rapid progress. 	
Key strengths as a leader	<ul style="list-style-type: none"> • Sandie has a specialism in Curriculum design linked to Foundation Subjects. She has designed and led the implementation of a bespoke curriculum for Pye Bank, supporting subject leaders to develop excellence. • Sandie is knowledgeable about current educational research and her curriculum leadership is led by this. 	
Areas in which training could be offered	<ul style="list-style-type: none"> • Curriculum leadership: design and stages of implementation • Excellence within teaching in Years 5 and 6 • Developing outstanding teaching in History, Geography, Science and computing. • Monitoring of the wider curriculum 	
Experience in working one to one to support a teacher	<ul style="list-style-type: none"> • Sandie has supported a number of teachers in their delivery of History and Geography, building on from monitoring outcomes to target appropriate areas for development. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • Significant experience in developing the wider curriculum with external verification of quality. • Sandie has developed an implementation plan for the wider curriculum based on research. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> • Sandie's focus within her role is development of subject leaders and she has secured good impact overall. 	
Experience of coaching	<ul style="list-style-type: none"> • Sandie is coaching a number of subject leaders, modelling processes for curriculum design and monitoring. 	

DSAT LEAD PRACTITIONER PROFILE



Name	Adam Cornes	
School	Pye Bank CE Primary School	
Position	Phase leader for Years 3 and 4	
Specialism	<ul style="list-style-type: none"> • Senior Leadership and School Improvement • Curriculum Development • Whole School Coaching cultures and systems 	
Key strengths as a teacher	<ul style="list-style-type: none"> • Teacher Knowledge • Behaviour Management and developing learning behaviours • Supporting children with complex needs • Assessment and addressing individuals needs • Pace and challenge • Developing independence 	
Key strengths as a leader	<ul style="list-style-type: none"> • Adam has proven experience at a senior level as a Deputy Headteacher and Vice Principal in very challenging contexts. (Recent relocation to Sheffield means he has taken a less senior role but in a large school as an interim position) • He has key strengths in school improvement planning, understanding data, leading OFSTED and developing teaching and learning. • He uses coaching and mentoring to gain the best from staff. 	
Areas in which training could be offered	<ul style="list-style-type: none"> • Curriculum development • Coaching and mentoring • Maths • Middle and Senior Leadership • Use of Data • Undertaking Deep Dives 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> • As a lead Maths teacher, within his role as a phase leader, AHT and DHT Adam has supported colleagues using Performance Management to consolidate good practice and moving to outstanding teaching but has also worked with individuals to secure good. • He has led on support plans for teachers who may be struggling and has also supported students and NQTs. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • Following OFSTED Adam led his school in the development of English, particularly Writing, working alongside the English leader to support them in implementing a new writing system, establishing a clear intent. • The system focused on development of SPAG and increasing children's fluency to write at greater length, extending the quality overall. This led to a significant increase in the % of children achieving both the expected and greater depth standard. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> • Adam has supported a range of leaders of subjects, such as the Maths Lead. His support enhanced the expertise of the leaders and supported them to maximise the impact of involvement in the TRG. He has supported Maths leaders in introducing new schemes and approaches. He led a programme of CPD. • Adam led an assessment project across his cluster, working with Senior Leaders across a number of high performing schools, to introduce and implement a new approach to assessment and tracking. 	
Experience of coaching	<ul style="list-style-type: none"> • Adam has used coaching for a number of years in his work at all leadership levels. In his last post he successfully set up a system of coaching across the school, using action research and evaluating the impact over time. 	
Any other information that would be useful	<ul style="list-style-type: none"> • Adam has recently achieved a distinction within his Masters Degree in School leadership (Linked to Coaching) 	

	<ul style="list-style-type: none"> Adam was a lead teacher in Sheffield for Maths and was deployed to a school in Special Measures to support improvement.
--	---



DSAT LEAD PRACTITIONER PROFILE

Name	Holly Wain	
School	Flanderwell Primary School	
Position	Year 2 Teacher, English Leader, DSAT Year 2 HUB Leader	
Specialism	Year 1- Year 3 English- Phonics, Spelling, Reading and Writing	
Key strengths as a teacher	<ul style="list-style-type: none"> Holly is deeply passionate about the children in her class and is fully committed to seeing progress of all groups of children. She is very organised and well prepared as a teacher. She has a strong knowledge of the curriculum. She is an excellent listener and problem solver. She is very solution focused and finds ways to solve any problems that may arise in the classroom. Holly is friendly and approachable, for children, other teachers and parents. 	
Key strengths as a leader	<ul style="list-style-type: none"> Holly's main strength as a leader is her communication skills. She communicates regularly and effectively. She is a good listener and is very willing to listen to any feedback from teachers. She leads by example, consistently meeting deadlines. She is approachable this helps staff feel comfortable asking for guidance. 	
Areas in which training could be offered	<ul style="list-style-type: none"> RWI Spelling and RWI Phonics Reading fluency and ways to improve this in school: content domains, individual reading questions and use of Cracking Comprehension. 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> Proven NQT mentor experience Supporting two Year 3 teachers from another school: meeting with them monthly to support with planning, lessons and assessment, leading to improvements within teaching and learning. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> Holly is a member of the DSAT English HUB focused on development of the English Curriculum across all year groups. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> Holly leads English alongside a colleague. They use their different areas of expertise to support each other. Holly has worked effectively with other leaders during the English HUB, sharing good practice and working together. Holly works collaboratively with other English Leaders within her group of schools and they support each other to impact on school improvement. 	
Experience of coaching	<ul style="list-style-type: none"> Holly has attended coaching training, gaining and using many coaching strategies. She coached an NQT, regularly teaching her class, for her observe and gain strategies on how to work with her own children. She has also coached other teachers on RWI Spelling, where teachers have watched a week of spelling in her class, developing this back into their own classes. Additionally, Holly has coached teachers at another school, meeting regularly to discuss ideas. They were given the opportunity to observe Holly and Holly observed their teaching. 	
Any other information that would be useful:	<ul style="list-style-type: none"> Holly currently leads the Year 2 HUB across DSAT. Holly lead English during the most recent Ofsted inspection, where the school received an Outstanding judgement. As part of her role, Holly had to speak to the Ofsted Inspectors regarding English and was involved in joint book scrutiny. SLE, Moderator, leadership involvement and understanding of OFSTED. 	

DSAT LEAD PRACTITIONER PROFILE



Name	Matt Walker	
School	Rossington St Michael's Primary School	
Position	Class Teacher, PE Lead and Pupil Premium Champion	
Specialism	<ul style="list-style-type: none"> Year 4 PE Pupil Premium 	
Key strengths as a teacher	<ul style="list-style-type: none"> Matt has taught in year 4 for 4 years and has developed excellent practice. He has a strong understanding of the year 4 curriculum. He is a creative teacher and this is evident within the English planning for the year group. He is part of the White Rose Hub's second wave of Teacher Research Groups, which is enabling him to support the maths leader at the school. Having originally trained as a secondary school PE teacher, this is also a particular strength in Matt's teaching. 	
Key strengths as a leader	<ul style="list-style-type: none"> Confident in being able to identify areas to help and support other practitioners. Supportive of teachers and leaders by recognising barriers to success and working out ways to overcome these. Personable and able to get along with other teachers through a shared commitment to doing the right thing for the children in the trust. Determination to ensure that all have high standards of themselves and the children. Understanding of the constraints that each individual teacher faces on a daily basis and the pressures faced within a school at a local and national level. 	
Areas in which training could be offered	<ul style="list-style-type: none"> Before starting at St Michael's, Matt worked alongside 9 primary schools in the South of Leeds, working with staff to upskill their subject knowledge and confidence in PE. He also worked with PE Subject Leaders to look at curriculum design and increasing the profile of the subject across their schools. Included in his work, was preparing and working with staff to make sure their impact statements were up-to-date met the requirements set out by the government and Youth Sport Trust. 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> In his previous role, Matt worked with many individual teachers across a number of schools to support and work with them, providing them with supportive feedback and a model to help improve their subject knowledge in PE. He has also developed staff within his own setting. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> The profile of PE at Matt's current school has significantly improved over the last 4 years. This was achieved through the deployment of sports coaches and initiatives such as sports personality of the week. The children became increasingly engaged. Matt used pupil voice surveys to ensure that the curriculum matched children's interests. The school has entered more competitions over recent years to encourage the children to take pride in representing the school. Matt also worked with staff to plan schemes and units of work and discuss plans and ideas collaboratively. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> Matt has worked with a number of PE leaders in his previous line of work, developing their confidence and ability to deliver a broad and balanced PE curriculum across the school. 	
Experience of coaching	<ul style="list-style-type: none"> Matt has coached year 4 teachers from other schools within the trust, modelling good practice. This involved modelling and supporting professional dialogue within a lesson study context. Matt is now the pupil premium champion, coaching staff who are unsure how to fill in optimum learning plans for the pupil premium children. 	

DSAT LEAD PRACTITIONER PROFILE



Name	Becky Trathan	
School	Pye Bank CE Primary School Sheffield	
Position	English leader, SLT member and Year 6 teacher	
Specialism	<ul style="list-style-type: none"> • Teaching and leadership of English • Development of a teaching programme for Vocabulary teaching 	
Key strengths as a teacher	<ul style="list-style-type: none"> • Becky's practice is seeped in research • Precision within modelling and explanation • Pace of learning and ability to engage all children. • Support for children with additional needs. • Becky's teacher knowledge is exemplary 	
Key strengths as a leader	<ul style="list-style-type: none"> • Credibility within leadership of teaching due to excellence within her classroom practice. This allows Becky to model practice to others. • Ability to articulate effectiveness to others to support their development. • Understanding of what good and outstanding outcomes are in English. • Becky is systematic and thorough in all she does. 	
Areas in which training could be offered	<ul style="list-style-type: none"> • Development of reading, particularly across Key Stage 2 • Development of Vocabulary teaching • Teaching of spelling • Moderation: comparative judgement 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> • Becky has supported a number of teachers across school with moderation, planning, assessment and classroom delivery. • Becky has supported the development of subject knowledge and used monitoring outcomes to support improvement. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • Becky has brought about significant improvements to the English curriculum across school ensuring there is a systematic approach to the teaching of reading and writing. • She implemented a rigorous approach to the teaching of Vocabulary, based on research by Alex Quigley and Beck. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> • Becky has worked with the KS 1 Phonics lead to take on a more holistic role within leadership of English. 	
Experience of coaching	<ul style="list-style-type: none"> • Becky experienced high quality coaching as an NQT and has replicated this throughout her role as English lead, refining her skills in feedback and supporting staff in the classroom. 	

DSAT LEAD PRACTITIONER PROFILE



Name	Claire Lawrie	
School	Emmanuel Junior Academy Sheffield	
Position	Assistant Headteacher and SENDCO	
Specialism	<ul style="list-style-type: none"> • Inclusion 	
Key strengths as a teacher	<ul style="list-style-type: none"> • Claire demonstrates excellence in terms of her teacher knowledge, her explanations and modelling. Her knowledge of additional needs and SEND strategies means her quality first teaching is inclusive and engages all children. • SEND provision within the classroom for supporting individuals • High expectations • Questions and feedback 	
Key strengths as a leader	<ul style="list-style-type: none"> • All things inclusion! Claire understands a range of effective strategies to support SEND pupils in the classroom and has extensive knowledge of the systems and processes within Sheffield • Working with parents of SEND children • Supporting staff to understand the needs of children and to plan their provision accordingly. • Claire's communication: Claire is concise and has clarity when working with others and develops positive relationships with other practitioners. 	
Areas in which training could be offered	<ul style="list-style-type: none"> • SENDCO processes and systems • Range of interventions • Understanding need • Trauma informed practice and Mighty Minds • Use of the Birmingham toolkit to support assessment • Support for TA deployment 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> • Extensive experience of working alongside teachers to support SEND pupils or to work positively with parents within support plans. • Claire supports individuals with planning and assessments. • Claire is an NQT mentor and has mentored NQTs very successfully. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • SEND provision within school has been enhanced across a range of subjects, but particularly core subjects. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> • Claire has supported the SLT with their understanding of inclusion and SEND provision within classrooms. 	
Experience of coaching	<ul style="list-style-type: none"> • Claire has coached NQTs, RQTs and experienced teachers in how to support identified children with complex needs within school. This has led to significant impact and positive outcomes for many children, as well as impacting on teacher knowledge and skills. 	

DSAT LEAD PRACTITIONER PROFILE



Name	Val Albutt	
School	Flanderwell Primary School	
Position	Y6 Teacher KS2 English Lead DSAT English Hub Lead	
Specialism	<ul style="list-style-type: none"> English 	
Key strengths as a teacher	<ul style="list-style-type: none"> Val is a very reflective practitioner and is constantly striving for excellence. Formative assessment: Val carries out extensive analysis of assessments to then plan and prepare for their next steps, ensuring that gaps within their learning are minimal. Lesson observation feedback provides evidence of outstanding teaching throughout the last 4 years. Val has been asked on many occasions to model lessons for other members of staff within school and from trust schools. 	
Key strengths as a leader	<ul style="list-style-type: none"> Val has impacted significantly on the standards across her school and supported the school in becoming outstanding overall. Val is an outstanding practitioner so is able to model and team teach within English. Her knowledge of the English curriculum supports excellence within planning for others. She uses a coaching style to support staff, securing their full engagement. 	
Areas in which training could be offered	<ul style="list-style-type: none"> English curriculum development: progression in reading, SPAG and writing Developing quality of teaching within English English leadership: supporting monitoring Preparing for English Deep Dives/OFSTED 	
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> Val attended coaching and mentoring courses to develop her own knowledge and understanding of how best to work with others in a supportive and sensitive manner. This has led to very effective working with individuals within her own school and across the trust. She has been able to offer a range of support: modelling lessons, delivering lessons within their classes, support with planning and assessment and support with subject knowledge. Feedback from staff has been positive and they felt that it has been supportive and purposeful. Val has worked alongside a range of colleagues who had either been new to year group or needed support in a certain area. 	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> Within her role as KS2 English Lead, Val has had the opportunity to collaborate regularly with the KS1 English Lead and with other English Leads from partnership schools. One example of this, was working with others to introduce a clear structure for the teaching of genres across school, focusing on areas for improvement. Through research and discussion, the leaders were able to develop a thorough document, which ensured consistency, progression and allowed staff to be innovative with their own practice. Working together, the team delivered a staff meeting and modelled effective ways of teaching fiction. As a result, writing outcomes for children improved and there was an improvement in attitude towards writing. English outcomes within Flanderwell improved significantly as a result of Val's exemplary leadership. 	
Experience of supporting other leaders	<ul style="list-style-type: none"> Val leads the DSAT English Hub very effectively, working with leaders to support them in identifying areas for next step development and in supporting their understanding of up to date research and development. Following the very successful introduction of a new approach to spelling in her own school Val was then asked to support leaders in other trust schools to introduce a similar approach. She was able to empower the English leaders to do this effectively. 	

Experience of coaching	<ul style="list-style-type: none"> Val attended coaching and mentoring courses to develop her own knowledge and understanding of how best to work with others in a supportive and sensitive manner. Val coaches and mentors English leads through her hub work.
------------------------	---

DSAT LEAD PRACTITIONER PROFILE



Name	Paul Frelich
School	Wickersley St Albans CofE Primary
Position	Y6 Teacher (Assistant Head)
Specialism	<ul style="list-style-type: none"> Y6 Assessment / Data English and SPAG Computing
Key strengths as a teacher	<ul style="list-style-type: none"> Subject Knowledge Pitch & Expectation Good progress & outcomes with children Clear & concise objectives within lessons Well-structured lessons with good pacing Questioning techniques Behaviour Management
Key strengths as a leader	<ul style="list-style-type: none"> Clarity of Vision Understanding of how change impacts staff Confidence Willingness to listen / admit when I've made a mistake Subject Knowledge Can make the hard choices / willing to challenge Can adapt leadership style depending on the situation.
Areas in which training could be offered	<ul style="list-style-type: none"> Writing – teaching sequence, guided / modelled, editing, text types, genres, assessment, moderation, literacy devices. SPaG – Subject knowledge, terminology, how it fits into big picture, progression. Computing – curriculum, assessment, progression, coverage, scheme of work Y6 – SATs, statutory training, assessment, GDS,
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> Paul supported a Year 6 team within a school in Special Measures. He undertook lesson observations, book scrutinies and discussions with teachers. Standards were very low overall. Paul worked with the teachers to identify what improvements were required within teaching. He offered advice and support about their pedagogy: planning, lesson structure and most importantly, having higher expectations of the children. He built trust and a sense of pride and this led to significant improvement to teaching and standards at the end of the year. 2016: 'At Standard' results: 33% in reading, 47% in SPaG and 51% in maths and 67% in writing. 2017: 'At Standard' results: Reading = 74% (+41%), Writing = 71% (+4%), Maths = 78% (+27%) and SPaG = 81% (+34%)
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> Leadership of Computing. Paul identified through a staff questionnaire that there was a lack of confidence in large portions of the staff. Paul created a new scheme of work that fit the new curriculum as well as planning resources for each unit of work. He held staff meetings and modelled the changes. He observed each member of staff and provided feedback. One of the biggest challenges for this process was motivating staff, who had not consistently taught this subject for a number of years, to start teaching new concepts such as coding, programming and debugging. Paul's approach was straightforward: keep it simple and easy to use for all staff. By doing this Paul made the work accessible to all.

	<ul style="list-style-type: none"> At the end of the project observations showed an increase in the % of good and outstanding teaching and a follow up staff questionnaire showed the staff were much more confident in this subject and that they had started to take ownership of their work.
Experience of supporting other leaders	<ul style="list-style-type: none"> Paul has shared the computing curriculum with computing leads from other DSAT schools for the last year and a half, discussing progressions and assessment. Since September 2019, Paul has taken on the role of English Hub Lead for DSAT. He aims to give the leaders a platform to discuss and share their experience but also inspire or encourage them to investigate new areas.
Experience of coaching	<p>Paul has undertaken the role of NQT and Schools Direct mentor. Both the NQT and student were very successful overall. He used a range of strategies</p> <ul style="list-style-type: none"> Regular scheduled meetings to support, challenge and review. Supported planning Observed regularly and gave manageable next steps. Gave opportunities within and across schools to observe outstanding practice.
Any other information that would be useful	Paul has completed NPQSL

DSAT LEAD PRACTITIONER PROFILE



Name	Ricky McCurdy
School	Rossington St Michaels Primary School
Position	Maths Lead Computing Lead
Specialism	<ul style="list-style-type: none"> • Maths Leader • Leadership of professional development • Moderation • KS 1 Leadership • Computing • School improvement in challenging circumstances (Special Measures)
Key strengths as a teacher	<ul style="list-style-type: none"> • Built a 'safe' classroom where children enjoy learning. • Displays are relevant and appealing celebrating latest work. • Good behaviour management skills with a 'fun but firm' approach. • Consistent application of policies and schemes to support classroom development. • Development of Kagan structures and building those into practice.
Key strengths as a leader	<ul style="list-style-type: none"> • Ricky's leadership style means he leads by example, acting as a positive role-model at all times. He believes in the importance of taking into account the opinions and views of the team. • Rapid improvement in school has seen standards rise in all areas with Ricky working closely with the Senior Management Team. • Supporting teaching to impact on progress and attainment. • Ricky works collaboratively taking opportunities offered within the trust, enabling him to enhance his own practice, trialling new concepts before modelling and supporting other staff in school.
Areas in which training could be offered	<ul style="list-style-type: none"> • Maths • Teaching and learning from Years 1-4
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> • Ricky has supported several teachers in school with their mathematical development. He believes that as a coach and mentor, it is key that he frequently allows others to observe his teaching. Since starting at Rossington St Michaels, Ricky has modelled lessons for teachers from Reception – Year 6.
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • Ricky has led maths for the past four years. He has led the subject in school during a period of rapid change with results moving from well below national average to above national average. • He is very passionate about his 'everyone can' approach to teaching maths. He has supported teachers in providing the scaffolds and models to help all children further their mathematical development. • Ricky has continually evaluated the work through learning walks, observations and taking day-to-day feedback from teachers and children. The impact of this can be seen in the amount of children now achieving greater depth in Maths.
Experience of supporting other leaders	<ul style="list-style-type: none"> • Ricky has worked alongside another colleague this year taking part in Teaching for Mastery course in order to enhance their development and leadership potential. • He has worked alongside other maths leads in academy to share practice and develop resources and teaching principles that will effectively benefit each setting.
Experience of coaching	<ul style="list-style-type: none"> • Ricky has supported ITT students, and NQT and RQT colleagues in school for a number of years. They have observed practice, modelled lessons and sought advice and guidance to impact on their own development in the classroom. Other colleagues from the trust have been to visit lessons to model maths scheme.
Any other information	<ul style="list-style-type: none"> • Recently completed NPQSL through Learners First. • Ricky has been involved in two moderation processes as part of the Y2 team.

that would be useful:	<ul style="list-style-type: none"> Ricky has experience of Ofsted inspections, as Maths Lead and has attended most recent training provided by DSAT on wider curriculum.
-----------------------	---

DSAT LEAD PRACTITIONER PROFILE



Name	Jennifer Shepherd
School	Flanderwell Primary School
Position	Assistant Head teacher Year 5 Class teacher Maths lead Assessment lead
Specialism	Maths / supporting with teaching and learning, particularly within KS2
Key strengths as a teacher	Building positive relationships with children and parents Teaching lessons which challenge all children and generates a love for learning, in a motivated environment
Key strengths as a leader	Approachable and reflective Supportive for those who need it Organised and efficient with implementing change and monitoring the impact of it
Areas in which training could be offered	Coaching to support with developing teaching and learning Working alongside maths leads to look at target setting and change and improvement, for those new to the role or looking for other ideas
Experience in working one to one to support an individual teacher	I have coached teachers, including NQT's within my own school and also in Year 3 and 5 at other schools. The process involved support with planning, team teaching in the classroom and sharing of resources.
Experience of leading a curriculum improvement	I have been the maths leader at my current school from our first OFSTED inspection whilst I was at the school, where I was new to the role, until currently. Maths has gone from an area of weakness to a real strength of the school. Throughout the years I have introduced new changes and also adapted what may have currently been in place to ensure they still worked effectively.
Experience of supporting other leaders	I have worked alongside other maths leads to support them with learning walks and identifying next steps to improve maths within their own setting. I have also been into other schools and provided CPD maths training during staff meetings.
Experience of coaching	I have worked 1:1 with some teachers to improve teaching and learning within my own school and in other schools I have worked with both teachers from the year group. I have also supported TA's who have been new to their roles.
Other useful information	Masters Award for Teaching and Learning SLE for Maths During my career I have experienced 3 OFSTED full inspections. During the second, I met with an inspector as maths subject leader. During the third inspection, I met with an inspector as maths subject leader and also assessment lead. I also conducted a work scrutiny alongside the inspector during this inspection. I have been on some Learners First courses and passed both the NPQML and NPQSL in recent years too.

DSAT LEAD PRACTITIONER PROFILE



Name	Helen Hall
School	Treeton CE Primary School
Position	Assistant Headteacher, EYFS and RE Lead
Specialism	<ul style="list-style-type: none"> • RE • Church School development • SIAMs framework and inspection • EYFS • Moderation KS 1
Key strengths as a teacher	<ul style="list-style-type: none"> • Supporting individual teachers • Managing change • Understanding strategic planning • Use of data
Key strengths as a leader	<ul style="list-style-type: none"> • Supporting EYFS leads and EYFS moderation • Supporting school improvement at whole school level • Supporting RE leadership and SIAMs preparation • Supporting AHTs new to role • Leading CPD linked to Curriculum and the new OFSTED framework • Change management
Areas in which training could be offered	<ul style="list-style-type: none"> • EYFS strategic planning, teaching and curriculum development • Leading a Church School and Leadership of RE • SIAMs framework
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> • Helen has worked individually with teachers, using support plans to bring about improvements, working with staff in classrooms and supporting planning. This led to effective change in teaching and leadership. • Helen has supported RQTs to develop pedagogy, using performance management to precisely identify areas for development.
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • Development of the EYFS curriculum and bringing about significant change following OFSTED. Helen used precise strategic planning to bring about change • Helen focused on curriculum development, timetabling and organisation, use of data to challenge, regular observations, deployment of staff and development of outdoor provision. • Helen led her school to an outstanding SIAMs judgment. She has effectively led the introduction of Understanding Christianity in her school.
Experience of supporting other leaders	<ul style="list-style-type: none"> • Helen leads the DSAT EYFS Hub. • Helen has supported other schools to prepare for SIAMs inspection and has also lead EYFS moderation.
Experience of coaching	<ul style="list-style-type: none"> • Support for RE leader in another school. • Coaching of EYFS staff in own school, leading to a very positive outcome and much improved provision.
Any other information that would be useful	<ul style="list-style-type: none"> • Completed NPQML. • Working with Stakeholders including Governors to gain commitment to the vision

DSAT LEAD PRACTITIONER PROFILE



Name	Caroline Barratt
School	Canon Popham C of E Primary Academy St Oswald's C of E Academy
Position	SENDCo Safeguarding Officer Early Help - Lead Practitioner
Specialism	SEND Early Years Early Help
Key strengths as a teacher	<ul style="list-style-type: none"> • Organised and well-prepared • Able to plan & differentiate to include all pupils • Creative and able to plan lessons that remove barriers to learning • High expectations of all pupils • Able to work as part of a team • Able to lead and direct other members of staff • Able to support staff/pupils to build confidence and belief in themselves • Able to build on people's strengths and to identify next steps that are achievable and manageable • Good relationships with parents, staff and pupils
Key strengths as a leader	<ul style="list-style-type: none"> • Good at listening and taking onboard other people's views/concerns • Good at offering support & challenge combined to move a situation forward • Good at supporting people to reflect on their own practice • Good at sharing own knowledge and experiences to reinforce what is being discussed • Able to introduce new procedures within a school and support all staff through the changes. • Good at communicating • Good at recognising specific needs within pupils or staff and arranging CPD from external services etc
Areas in which training could be offered	<p>Wide range of training linked to SEND:</p> <ul style="list-style-type: none"> • SEND identification within school – observing SEND pupils, developing accurate SEND/Vulnerable registers • Provision Mapping – individual pupil or whole school • Planning, implementing and reviewing SEN Support Plans and Writing SMART, medium Term & long-term outcomes • Strategies to remove barriers to learning within and beyond lessons • Strategies to support challenging behaviours • Signposting to external agencies and how to make referrals • Early Help process & support available (Doncaster)/EHCP referrals and the process involved (Doncaster) • ASD awareness and Attachment awareness • Makaton – able to give a basic overview of key signs that would be useful in school/home • Mental Health awareness for children/adults and How to support good mental health – managing your Stress bucket session for pupils or staff • Modelling/sharing interventions, lego therapy, sensory circuit, precision teaching, circle of friends • Solution circles

	<ul style="list-style-type: none"> Exploring ways of engaging with hard to reach parents/families – building relationships within the school community
Experience in working one to one to support an individual teacher	<ul style="list-style-type: none"> Caroline has experience of supporting many different teachers on an individual basis, linked to development of teaching, behavioural strategies and on how to support the whole class or an individual pupil. Caroline has modelled and coached for improvement, alongside them in the classroom. Caroline has supported with planning and differentiating for pupils to overcome barriers to learning.
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> Caroline has led Maths, introducing a new maths framework across school and developed assessments that all pupils could access. Caroline is currently working alongside the PSHE lead in school and developing ways of supporting the pupils and staff's mental well-being. Caroline has recently supported children and staff with Makaton, utilising whole school assemblies to train everyone across school. The school choir even use signing now! Caroline has been a SEND Governor, so has been involved from a governance perspective and been able to offer challenge and support.
Experience of supporting other leaders	<ul style="list-style-type: none"> Caroline has supported the SENDCo at another Trust school. She has worked with school leadership teams to review SEND procedures and effectiveness and offered high quality challenge and support.
Experience of coaching	<ul style="list-style-type: none"> Caroline uses coaching throughout her work with teachers linked to new elements of the SEND provision her schools provide. Caroline supports individual teachers to write good quality SEN support plans and then put these into practice. This support continues across both schools and is ongoing in response to the needs of individual pupils and teachers.

DSAT LEAD PRACTITIONER PROFILE



Name	Mike Laycock
School	Emmanuel Junior Academy
Position	Teaching and Learning Lead, Year 5 teacher and member of SLT.
Specialism	<ul style="list-style-type: none"> Leadership of teaching and Teach Simply Model Coaching and Mentoring Supporting children with additional needs.
Key strengths as a teacher	<ul style="list-style-type: none"> Mike's practice is seeped in research Precision within modelling and explanation Relationships to support engagement within learning Pace of learning and ability to engage all children. Support for children with additional needs.
Key strengths as a leader	<ul style="list-style-type: none"> Credibility within leadership of teaching due to excellence within his classroom practice. This allows Mike to model practice to others. Ability to articulate effectiveness to others to support their development. Understanding of what good and outstanding outcomes are. Excellence within Year 6 teaching
Areas in which training could be offered	<ul style="list-style-type: none"> Coaching and mentoring of individual teachers Support development plans for individual teachers Support for staff new to leadership of teaching and school improvement Development of Teach Simply
Experience in working one to one to support an	<ul style="list-style-type: none"> Mike has supported a number of teachers across school with moderation, planning, assessment and classroom delivery. Mike has previously worked as a SENDCO and supports teachers to develop high quality provision.

individual teacher	
Experience of leading a curriculum improvement	<ul style="list-style-type: none"> • Mike has supported the development of the Maths and English curriculum. • Mike has led on Computing
Experience of supporting other leaders	<ul style="list-style-type: none"> • Mike works as part of the SLT and supports leadership of Year 6.
Experience of coaching	<ul style="list-style-type: none"> • Mike has demonstrated very effective coaching of individual teachers which has led to significant improvement in practice. • He coaches his year group partners through team planning, assessment and teaching.