

SLE Profile Template

Name	Kerry Williams
Current Position	Lead Practitioner
Current School	The Telford Priory School
Phase	11-16
Area(s) of Expertise	Teaching and Learning
Background and Experience	<p>My current role of Lead Practitioner, and previous role of AST, has afforded me many opportunities to work with others and have a real, measurable impact on Teaching and Learning. A substantial part of this role has been to lead and supervise the work of a group of outstanding teachers, who either hold Aspiring AST or Lead Teacher/Practitioner positions. This work is particularly rewarding as it gives me a strategic overview of T&L and the resources to be able to raise standards through collaborative working and matching need to skill-set. During the 2014/15 academic year whilst at SWB Academy I also coordinated a personalised CPL programme which enabled the <i>Teaching Taskforce</i> to lead on major developments in teaching and learning across the school. The conclusion of which was a T&L Marketplace event, which both enabled and empowered all teachers to make a contribution to the raising of teaching standards. The event brought the buzz back to our staff and generated some exciting professional dialogue. The feedback from teachers was hugely positive, and the event helped establish a template for this year's CPL at Telford Priory School utilising <i>The Development Team</i>. I expect to follow a similar cycle whereby teachers are enabled to develop and share practice this year.</p> <p>Perhaps the most significant single piece of work I have undertaken (during my appointment SWB Academy) is the Marking Policy. Writing the Academy Effective Feedback and Marking Principles has involved extensive research, consultation, book trawls and work-sampling, staff CPD, and has ultimately led to a clear and comprehensive policy being agreed. The implementation of the policy across the piece has seen a dramatic shift in priorities, and the development of quality assurance to regulate the frequency of marking. The most recent book scrutiny saw 95.5% of books marked up to date, this was a significant improvement since the previous</p>

	<p>Ofsted report (September, 2013) had cited inconsistency in many areas as points for improvement.</p> <p>This substantial piece of developmental work was the focus of my NPQSL; a personal CPD programme which is helping prepare me for a role in senior leadership. The feedback from my submitted NPQSL project was extremely positive: a pass without development points, something I am very proud of. The prospect of being able to undertake a range of operational and strategic responsibilities, above and beyond the area of knowledge and expertise I already have is a major driver for me. Whilst I enjoy my present Lead Practitioner work immensely, I am ambitious and eager to build on my experience. I set the highest professional standards and have high expectations of colleagues, and this is evident in my mentoring of new and trainee teachers. Vision and high expectations are essential for creating the best possible opportunities and outcomes for students.</p> <p>I have developed a Quality Assurance cycle for use across the school. This has enabled me to share best practice and support teachers requiring improvement. I have taken advantage of the excellent practice and developed high impact systems of mentoring and coaching for us to deliver. I have created a process with a time-limited flow-diagram and an action plan template, which give clarity and transparency to the intervention. Time limits also support a swift and high impact on the quality of teaching.</p> <p>My current foci is varied and interesting: I am leading on the Dr Ice CPD programme – co-ordinating and quality assuring the sessions; I have a Student Teaching and Learning Committee, allowing evaluative input from the learners’ perspective; I lead the Development Team, and I engage in mentoring and coaching as appropriate with colleagues.</p>
--	--