

SECONDARY SLE PROFILE



MARTIN REID

SLE designation (Date of designation & Teaching School)	April 2017 Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Mount St. Joseph Secondary School, Bolton Local Authority
Recent OfSTED judgement (Overall and Leadership)	Overall: Good Leadership: Outstanding
Context of School	Mount St Joseph is a mixed gender, 11-16, over-subscribed (900 students) Roman Catholic Secondary School. It is a voluntary aided school in the local authority of Bolton. It has well above average numbers of pupils who 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. "The Head Teacher and other leaders are passionate about the care for and success of students." "Students enter school with attainment that is well below that national average and with low levels of literacy. By the end of Year 11 the proportion of students gaining at least five GCSE's at grade C or above, including English and mathematics is well above national average." Ofsted 2014
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<p>- Science Teaching and learning</p> <p>I am an outstanding Science teacher with innovative, creative teaching practices that have achieved superb results at KS3 and KS4 (e.g. 2016 GCSE Chemistry results: 79% A*-A, 100% A*-C, achieved in Y10 with only 3 lessons a week). I have developed lessons/SoWs with engaging contexts. AfL is embedded throughout and opportunities for PASA are plentiful, which enables students to be responsible for their own learning. I have developed an effective marking and feedback strategy in which key pieces are embedded in SoWs enabling progress to be assessed and students are given feedback enabling them to improve.</p> <p>I have supported staff within the department with implementing these strategies, which have led to results rocketing from being way under the national average to on/above over the past few years (many doing BTEC instead of GCSEs). I have also led whole school training as a Professional Development Communities (PDC) leader as well as delivering sessions to NQTs and Schools Direct trainees. In addition, I have used IRIS Connect (videoing of lessons) to show-case my teaching for whole-school training as examples of outstanding practice.</p> <p>- Science departmental improvement</p> <p>As Assistant Head of department/acting head of department over the past four years, I have had a significant role in driving the improvement of the science department from significant under-achievement to some of the best results in the LEA. I am proficient at troubleshooting where a department needs to improve and putting in place initiatives/strategies designed to drive progress of students, following action plans to completion and evaluating their effectiveness.</p> <p>Science department improvement has been achieved through effective quality assurance, appropriate use of resources, staff recruitment/retention, precisely planned SoWs, effective marking and feedback, assessment, tracking and intervention. I am the whole school Assessment Coordinator responsible for the development of effective assessment frameworks within each department, fit for 'life after levels' and 1-9 grading system.</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	I have been supporting a local school's Science department leadership team with the teaching of their most able. This is due to the outstanding results we get with our most able students. I have delivered training sessions introducing a number of effective strategies and led discussions between staff from both schools. I have also been an active participator in the LEA Science heads of department HUB meetings, engaging in topics such as the new curriculum.
What was the impact of your support?	The school I have supported have implemented a number of strategies that we have developed as a result of our training sessions. Excellent mid-term results have been achieved with the most able students and expected GCSE results have been highly positive. In addition, both departments have benefitted from the continued dialogue and sharing of ideas.