



Secondary
SLE - Profile



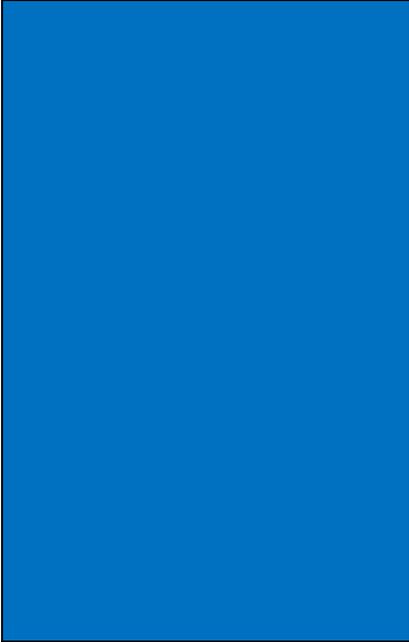
Name	Waqas Javed
SLE designation (Date of designation & Teaching School)	April 2019 Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Harper Green School Leverhulme Academy Trust
Recent OfSTED judgement (Overall and Leadership)	No judgement at present because of academy conversion.
Context of School	Harper Green School is a comprehensive school with 1250 students and an intake of approximately 250 per year. There are increasing numbers of international new arrivals whose language acquisition ranges from no spoken English to fluent in 2 or more languages. Students who have English as an additional language make up approximately 25% of the current cohort and students who meet the Pupil Premium criteria make up approximately 52% of the current cohort.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> • Progress of GCSE cohort. • Curriculum development. • Robust assessment systems. • Development of an effective leadership team. • Marking and feedback.
How have you supported other schools or middle leaders and senior leaders in your own school?	As part of my support to other schools, I have held regular meetings with the Heads of Departments in order to coach them. These have always involved a clear focus on the intended outcome, a review of the current situation or issues and ways of achieving the objective. On occasions, this has involved the development of key leaders within the department as well as the wider teaching staff. A number of key initiatives such as the Year 11 revision programme, marking policy, problem solving and peer assessment have been introduced as a result of my

support. I have also attended departmental meetings to provide perspective from my own achievements of such initiatives, which have then allowed staff to buy into the initiatives launched by the Head of Department. Additionally, I have facilitated the professional development of Lead Practitioners by inviting them into Harper Green to observe a series of lessons, with a specific focus. This has also involved meeting with Lead Practitioners and other key post holders in my department. Subsequently, this has enabled the visiting Lead Practitioners to play a crucial role in ensuring the success in launching and sustaining key initiatives in the Maths department at their own schools.

In the development of my own department, I have regularly coached Lead Practitioners and Assistant Heads of Department in successfully leading on initiatives for which they are responsible. These have included the development, launch and monitoring of: the Mastery Maths curriculum; peer and self-assessment strategies with problem solving; Year 11 revision programme and independent learning. The development and training needs of the newly qualified or more inexperienced members of the department is now also facilitated through the Lead Practitioners whom I have mentored and developed to fulfil this role.

What was the Impact of your support?

Upon joining Harper Green School in 2015, I introduced a number of key initiatives and changes in order to tackle legacy problems within the Maths department. Consequently Harper Green achieved its highest Maths results of 64% at A*-C in the summer of 2016. One of the largest projects I undertook thereafter was to reform the Maths curriculum in order to adequately prepare pupils for the changes introduced as part of the national curriculum. The most prominent amongst these was the focus on problem solving and reasoning. Under the revised framework, in summer of 2017 I secured 61% at 4+ and 32% at 5+. In 2018 the attainment was 60% at 4+ and 38% at 5+. The last being a weaker cohort. Through the implementation of rigorous and robust assessment based systems, all results have been in line with forecasts. We are currently on track to achieve 68% at 4+ and 42% at 5+ in



the summer of 2019.

I have worked closely with the Senior Leadership from another school in supporting the Head of Mathematics to improve their currently underperforming Maths department. Following a review that I led, a number of areas for development were highlighted. Subsequently, providing extensive support to the Head of Department resulted in an improvement of 8% at 4+ and 5+ results in the December 2018 mock examinations, when compared to the previous year. This was the direct result of an improved revision programme, launched by the Head of Department, which I had facilitated. I have also been working alongside the Deputy Headteacher line managing the Maths department, in order to re-deploy Maths staff on key classes, as well as redefining the focus of Lead Practitioners within the department.