

Pen Portrait for Ruth Dixon, Specialist Leader of Education for ITT & NQT Development



Ruth is an experienced and enthusiastic teacher who has worked for both North Yorkshire and East Riding local authorities in a number of schools. Currently she is the Deputy Head at Drifffield Junior School and has held this post for the past 11 years. She has a 0.2 teaching commitment in years 5 and 6 but has previously taught across the whole KS2 age range. In her management time, as well as deputising for the Head teacher when necessary, Ruth supports trainee teachers, NQTs and teachers who have been identified as needing support to improve their practice. She does this through a 1:1 coaching programme which is bespoke to the needs of the individual.

Ruth is also the school's Assessment Co-ordinator, Pupil Premium Champion and has overall responsibility for curriculum delivery. Working very closely alongside her Head teacher, Ruth is very much aware of wider school issues and is an excellent 'all-rounder'.

Within her own school Ruth delivers quality training at whole staff, group and individual levels depending upon need, and is highly skilled in offering support that has led to some significant improvements. She has shared her skills and expertise via training she has delivered for NQTs and less experienced teachers through the Riding Forward TSA, which has received excellent feedback from attendees.

Ruth is an outstanding teacher who uses a wide range of engaging strategies to motivate and inspire children. She is relentless in ensuring that children at all levels, both in her own class and across the school, make the best progress they can.

***Sally Bearpark, Specialist Leader of Education
for Early Years and transition***



Sally has been teaching for fifteen years, in which time she has taught throughout Foundation Stage and Key Stage One. Sally has taught in the Early Years for 8 years which led her to a research project which formed a Masters Degree on the environment within the Early Years and the transition process. The completion of the Master's Degree led Sally to becoming an Early Years moderator with the Local Authority, a post she has held for the past 5 years.

The research project undertaken for Sally's Master's Degree led to an evaluation of the transition process between the EYFS and Year 1 and a change in policy and procedure in her host school. Sally took on the role of Transition coordinator in order to oversee this process and adapt it to meet the needs of the KS1-KS2 pupils. As part of the role of Transition coordinator Sally delivers CPD to year 1 teachers for the LA and more recently completed the NPQSL qualification on the whole school transition process.

For the past 3 years Sally has taught in year 1 and held the role of pod leader for years 1 and 2 in her host school and has become part of the extended senior leadership team. This role has involved leading and supporting a team of 4 classes, drawing on Sally's organisational skills.

More recently Sally has become part of the maths team, this year successfully implementing a mastery maths programme in her host school. Sally's role is to oversee and evaluate this programme within KS1. This has led to becoming part of the teacher research group and over the next year Sally hopes to take an aspect of the programme and develop this further within KS1.

Catherine McClarron - Specialist Leader of Education - Phonics



Catherine has been teaching for fifteen years, in which time she has taught throughout the Early Years Foundation Stage and Key Stage One. Catherine is currently Key Stage 1 Leader and Year 2 Teacher with a variety of Leadership roles within the school, including Curriculum Design and Gifted & Talented / More Able Provision.

Catherine has completed the Leading from the Middle programme and currently plays an active role within the school Senior Leadership Team.

Catherine enjoys inspiring and motivating colleagues in developing outstanding practice in the teaching of phonics and is driven to maximise the achievement and progress of all children. She also enjoys working alongside parents to share current practice. Catherine has delivered sessions to undergraduates at Hull University (Scarborough Campus) and welcomed the opportunity to inspire new teachers to the profession.

Karen Plumpton - Specialist Leader of Education - English



Karen has taught for 7 years, all of which have been for the East Riding. She became Literacy Co-ordinator at her current school in 2007 and has worked closely with Literacy advisors from the LA throughout that time.

In 2010/11, Karen became a leading teacher for writing and worked with teachers from across the authority on the 'Every Child a Writer' programme.

Within her own school she has developed the literacy curriculum, introduced a personalised target system throughout school, introduced new English initiatives and mentored other members of staff.

Since then she has completed the Middle Leadership Development Programme, and continues to mentor students and NQTs.

Karen has particular interest in the development of the new English curriculum and revised assessment procedures, including Spelling, Punctuation and Grammar.

Kirsty Batty - Specialist Leader of Education - ITT & NQT Development



Kirsty has taught within the East Riding of Yorkshire for the past 18 years and is currently the Assistant Head Teacher of a large primary school. She has taught within EYFS, KS1 and KS2 and has acted as the Phase Leader within all of these Key Stages. This role includes monitoring and leading teaching and learning across the school as well as supporting and carrying out Performance Management. She is also the Maths lead and ITT Co-ordinator.

Kirsty was sought by the LEA as Assistant Head Teacher to support another school that had been placed in Special Measures.

Kirsty worked for the University of Hull as a Partnership Area Tutor for 4 years. This role involved supporting and developing ITT trainees and assessing them against the teaching standards whilst on placement. She moderated final grades and led tutor training for mentors in school.

Kirsty is highly organised and motivated. Her skills to lead and enthuse others enable her to be an inspirational role model for colleagues and students within school. Her keenness to share her knowledge and expertise continues, and for the past 16 years her key responsibilities have included mentoring ITT and NQT's.

She has also coached many experienced teachers participating in the Leading from the Middle course, developing supportive and sensitive relationships as well as contributing to the positive and sustained improvements in all of the projects undertaken.

Kirsty has supported the authority, along with a key member of the Teaching school, with marking and feedback, producing an exemplary portfolio of work ranging from EYFS up to Year 6. Other areas of expertise include EYFS.

Kirsty has previously completed Leading from the Middle, Leadership Pathways, attended the Development Centre, The Outstanding Teacher Programme and more recently the Yorkshire and Humber Stepping Up programme.

In 2018 Kirsty was awarded the Associate Fellow of the HEA award from the University of Hull for mentoring and supporting students. In Kirsty's role as an SLE for ITT and NQT, she is able to support trainee teachers or Newly Qualified Teachers in any area.

Laura Leeman - Specialist Leader of Education - English



For the past 17 years, Laura has taught in both Y6 and Y2 within three Hull Primary Schools. As a result, she has a wealth of knowledge of assessment procedures at the end of KS1 and KS2.

Laura has been an English Leader for 15 years, developing the curriculum, modelling effective practice and monitoring assessment.

She currently works as a Lead Writing Moderator for the Local Authority and moderates end of KS2 writing judgements across the city.

Laura is an experienced NQT mentor and is currently supporting 2 NQTs at Christopher Pickering.

Laura is the Deputy Head Teacher at Christopher Pickering Primary School; providing coaching and mentor support to improve teaching and learning across the school. Within this role she also has a key role in curriculum design, safeguarding and assessment.

Laura is able to support schools with English; Year 6 Assessment; NQT Mentoring; and Curriculum Design.

Alison Hogben - Specialist Leader of Education - Maths



Alison has been subject leader for maths at Springhead Primary School for more than 10 years and also has a TLR for Assessment and Standards. She has wide experience in identifying teaching standards through lesson observation, pupil progress through work scrutiny and tracking attainment from data.

In developing maths, she regularly leads whole school CPD, as well as providing the one-to-one support to both experienced and newly qualified staff in KS1 and 2. Research into using the Lesson study process for coaching has initiated additional support for colleagues, with a focus on the importance of sharing good practice.

Recent in-school projects have included:

- Using questioning for formative assessment
- Embedding maths across the curriculum
- Developing explanation and reasoning skills through problem-solving
- Narrowing the gap through intervention
- Developing pupil self and peer assessment
- Using effective marking and feedback.

Within her own school she is currently undertaking work in developing teaching methods which were initiated by a recent research project to Shanghai for the NCL. In her SLE work she is presently supporting a subject leader in developing their role I leading Maths across the school.

Alison has undertaken the Maths as a Specialist Teacher (MAST) course, which has provided opportunity for an in-depth study into the pedagogy of how children learn maths. Within her own teaching, she strives to inspire children to succeed in maths, whatever their level of ability, and to create confident mathematicians who are equipped with skills for the future.

Alison can support schools in developing the role of the subject leader through working with new subject leaders or those needing support; tracking progress through data; identify progress and standards through lesson observation, book scrutiny and talking to pupils; using the lesson study approach for bespoke CPD with colleagues; working with NQTs or with Teaching Training students in developing focussed areas of maths by providing Maths CPD / workshops, or demonstration lessons.

Pen Portrait for Laura Leitch, Specialist Leader of Education for Teaching & Learning -Thinking Skills



For the past 4 years Laura has worked as a Leading Teacher of Thinking and Learning Skills in the East Riding. This role involves modelling lessons, leading whole staff CPD and one to one support. More recently Laura has also become a Leading Practitioner. Laura has spent 18 months leading an outreach project with the Hunsley Primary Cluster to develop the integration of Thinking Skills into the Primary Curriculum and through Let's Think and CAME materials. The project resulted in shared use of vocabulary and resources, improved questioning techniques, the use of dialogic teaching and a shared skills progression ladder.

In a recent article for *Creative Teaching and Learning Magazine*, Laura documented the outcomes of the development of Thinking Skills at Welton Primary and beyond.

Laura is motivated by providing the highest possible standards of Teaching and Learning in her own classroom, which has been her drive to support others in providing opportunities for maximum pupil learning to happen. She strives to achieve pupil independence, self-reflection and productive co-operative learning. She plays an active part in leading CPD to both teaching and support staff, and leads workshops for parents.

She has recently completed Leading from the Middle, Leadership Pathways and The Outstanding Teacher Programme.

Laura is currently enjoying using Numicon to explore ways of developing understanding of number in Maths, trialling new ways to teach and assess reading, researching how muscle memory can aid learning and developing effective methods of marking and target setting in Literacy.

Laura is able to support schools in:

- Assessment, target setting and marking
- Teaching & learning (productivity and engagement)
- Thinking skills & cognitive acceleration across the curriculum
- Literacy (writing, guided reading, Write Away Intervention etc).

Pen Portrait for Kay Sullivan, Specialist Leader of Education for Safeguarding



Kay has worked within the East Riding of Yorkshire for the past eight years, supporting young people and their families with a diverse range of complex needs. She has also supported authority wide areas of development, including a model of helping for Young Carers and a support group for grandparents who have adopted a full time caring role for their grandchildren (GAP).

As well as being a Restorative Facilitator, Kay has extensive experience with conflict resolution and developing community, and has developed specific programmes for schools to support areas including Community Cohesion, Parental Engagement and Identification of Risk Factors within the school environment.

Kay's thorough and robust knowledge has made her invaluable to many Head Teachers who seek her perspective on the complex and evolving areas that fall within the safeguarding arena.

Pen Portrait for Suzanne Coxon, Specialist Leader of Education for Maths



Suzanne has had a varied career teaching in a number of schools and age groups. She currently works as deputy head at Parkside, a large primary school in Goole.

Suzanne has a passion for mathematics and, following a visit to Shanghai in 2014, she has worked as a Teaching for Mastery Specialist, Mastery Lead and LLME for the Yorkshire & Humber Maths Hub. Her work involves supporting schools and teachers in developing a mastery approach to the teaching of mathematics through a teacher research group. In addition, her role at the hub involves supporting a team of sixteen mastery specialists and delivering a comprehensive five day programme for maths subject leaders.

Suzanne has been actively involved with the NCETM as an author of the Professional Development Materials. She has written materials for the EEF Same Dame Intervention Project and delivered training on this efficacy trial.

Suzanne has proven success in supporting a number of schools, including several requiring improvement or inadequate. She has particular skills in diagnosing what needs to be done and prioritising actions around this. This has involved delivering training for whole staff, supporting colleagues in teams and offering one to one coaching and mentoring opportunities.

In addition to her strengths in maths, Suzanne has skills in curriculum development and design and is able to support schools in developing a progressive curriculum.

***Pen Portrait for Michelle Bradley, Specialist Leader of Education
for
Maths & Assessment***



Michelle has been a maths leader for 4 years and is part of the leadership team at Parkside Primary. She initially began her role on the senior leadership team when the school was placed in a 'notice to improve' category and worked to accelerate progress across school in maths.

Over the past four years Michelle has had the opportunity to greatly improve the teaching and learning and practice of mathematics at the school. Her passion for teaching, good strategic planning and sensitive approach to supporting and coaching colleagues have been major reasons for the achievements attained.

In her Maths role Michelle has used coaching and facilitating skills on a daily basis. She spent a lot of time supporting colleagues, especially NQT's in school with anything related to the subject specialism. She has also mentored student teachers. Within her staff training time, Michelle allows colleagues time to come together and share experiences and allow time for contributions to be made to share good practice in a collaborative way. Along with this she directs the practice of the teachers based on the long term plan and priorities of the school. As a facilitator Michelle provides colleagues with new and up to date material and ideas to fuel the staff so that they leave with an excitement to apply new resources in their own classroom environments. She has also completed team teaching exercises with teachers of concern in school and enjoyed opportunities to plan together and enable them to build on their existing skills.

Michelle has also performed model maths lessons for teachers to observe and has visited other schools to support their leaders with specific issues related to Maths specialism.

Michelle has a passion for assessment and has developed many systems for short and long term assessment in school. She initially introduced APP in school for maths and has provided training about assessment for learning in staff meetings. Assessment of/for learning is now a very strong component of all maths teaching within her school. Michelle is a competent user of the schools assessment manager system and completes termly and half termly data collections from across the whole school to identify any potential areas of underachievement. The data is then used to work with colleagues to decide on interventions to use to narrow the gap of underachievement amongst sub-groups of children. She has developed new systems in assessment and guided other senior leaders in using the schools assessment manager system to track progress across all sub-groups, identify pockets of underachievement and target children who are underachieving. I feel that should a school require any support with managing assessment.

Pen Portrait for Sam Henderson-Tucker, Specialist Leader of Education for

Modern Foreign Languages



Sam has been teaching at Molescroft Primary School for 9 years and currently works in Year One and is the MFL Co-ordinator for the school, having held this role for 8 years. This involves the planning, delivery, organisation and assessment of languages across the school for French and Spanish, from Foundation Stage to Year 6.

During this time, Sam has held the role of Cluster Co-ordinator working for the LA, involving work with local Primary schools in Beverley and the local surrounding area. Sam has delivered training for schemes of work and has worked closely with other MFL Coordinators in their schools to help improve, develop and push forward languages.

Sam has helped to deliver training within her own school to develop language confidence amongst the staff. As well as organising events, clubs and special language days, Sam has been able to share her expertise with visiting students from Hull University and delegates attending training through Riding Forward.

Sam is passionate about languages and teaching and uses inspiring, progressive and engaging activities to move language learners forward.

Pen Portrait for Claire Hegarty, Specialist Leader of Education for Early years, Outdoor Learning and Forest Schools



Claire is a Foundation Stage Teacher. She has an Early years PGCE and degree. Claire has a sound knowledge of Early Years Practice and documentation. Claire currently leads moderation within her schools cluster and she is confident in driving change.

She recently led the development of Forest and Beach Schools in her school. Claire ensured all staff were on board and developed relevant Risk Assessments and Planning. The development of Forest/Beach School has had a positive impact on the schools data.

Claire is passionate about the outdoors and believes this is paramount to developing children's creative and critical thinking skills. Claire is highly skilled in developing differentiated learning environments both indoors and outdoors. She works well within a team and has a commitment to collaborative working.

Claire can support schools in Early Years, Beach Schools and Forest Schools.

***Pen Portrait for Jenny Sherlock, Specialist Leader of Education
for***

Gifted & Talented and the More Able



Jenny has been teaching for nearly ten years and has worked across a range of classes in Key Stage Two. She currently teaches in Year Six as well as enjoying an active role in the Senior Leadership Team as Key Stage Two Coordinator. Jenny also has a variety of other responsibilities, including being Gifted and Talented Lead Teacher, working both in her own school and throughout the local cluster.

Jenny is passionate about inspiring others to achieve, whether she is working with fellow staff or the children in her care. She has supported staff in her own school and across the local cluster to develop a whole school strategy for Gifted and Talented and More Able children, focusing on areas such as identification of children, innovation of best practice in and out of the classroom, monitoring and action planning next steps. This has included supporting staff through whole school and group training events, as well as mentoring individual leaders in local schools.

Jenny has developed innovative ideas in her own school such as Gifted and Talented Challenge Plans to challenge and support individual children and she has organised a wide range of enrichment programmes and activities in order to enhance everyday provision in the classroom. She is committed to giving children the skills and opportunities to think for themselves and believes that there should be challenge and high expectations for all children in every lesson.

More recently, Jenny has also trained as an Outstanding Facilitator, running the Improving Teacher Programme, as well as devising and facilitating a training event for Riding Forward entitled 'Inspiring and Challenging Gifted and Talented Pupils'.

Jenny is friendly and approachable, loves to work with others and is keen to support and motivate others to succeed. She is happy to work in any area of Gifted and Talented or More Able Provision.

Pen Portrait for Alison Taylor, Specialist Leader of Education for

Early Years / SEN



Alison has been teaching at Hornsea Nursery School for 5 years teaching children aged 2 to 4 years old. She is the Literacy and Communication and Language Co-ordinator and believes passionately that all children need an enabling, language rich environment in order to develop crucial early language and literacy skills. She leads regular in-house training sessions to develop staff skills and knowledge in developing language and the pre-verbal fundamentals of communication.

Over the last 4 years Alison has worked closely with other members of the Senior Leadership Team to develop the school's outdoor area to raise the attainment and boost key skills in all areas of the curriculum. She is a Level 3 Forest School qualified Leader and has supported others to establish their own Forest School programmes. In addition, Alison has planned and delivered regular training sessions entitled 'The Outdoor Classroom - supporting children's learning through Forest School principles and practice' as part of the Riding Forward Teaching School Alliance.

Alison became the school's SENDCo over 3 years ago and has completed the Masters Level National Award for SEN Co-ordination. Alison promotes inclusion for all children and has close links with outside professionals such as Portage and Speech and Language Therapy. She has led regular in-house training sessions on the Early Support process, Portage Principles and the SEN Code of Practice.

Alison strongly believes that all children deserve the best start to their education and is committed to providing high-quality teaching and a nurturing, inspirational environment.

***Pen Portrait for Hannah Midgley, Specialist Leader of Education
for
English***



Hannah has been teaching for 4 years, all have which have been for the East Riding. She has taught throughout Key Stage 1 and currently teaches Year 1 at Hutton Cranswick Community Primary School. She has been part of the Senior Leadership Team for 2 years, and has a variety of roles within the school, including Leader of Learning for English, KS1 Team Leader and PE Leader.

Hannah has attended the Leadership Development Centre and has been utilised by the LA for delivering training in writing and assessment for learning strategies.

Hannah is a positive role model who leads by example. She enjoys inspiring and motivating colleagues in developing outstanding practice in English and works collaboratively as a team.

Within her own school Hannah has developed the English curriculum and implemented new initiatives based on rigorous monitoring and evaluation. These have made a positive impact of pupils' attainment and progress.

Hannah is motivated and committed to ensuring that the curriculum meets the needs of all children and that each child has an education that is enjoyable, challenging and successful.

Pen Portrait for Becky Monk, Specialist Leader of Education For Mentoring ITT / NQT / Early Years



Mentoring ITT / NQT - Having worked in teaching since 1989, Becky has extensive experience in mentoring. Primarily, she has worked with Initial Teacher Training students, but has also been involved in NQT support. Becky has been involved in mentoring students for School Direct since its inception and has a strong belief in the value of the school based model. She has been able to support students to develop their expertise in areas such as planning, assessment and behaviour management. She has also worked extensively on understanding and interpreting the Teaching Standards and how these may be evidenced.

Becky believes that the role of the mentor is crucial in developing skills, expertise and confidence in new teachers to enable them to become motivated and enthusiastic teachers who aspire to achieve the best outcomes for their pupils. The outcomes of successful mentoring can provide long term benefits for our pupils and schools in the East Riding.

As an SLE, Becky would be happy to offer support not only to trainee or newly qualified teachers, but also to new mentors.

Early Years - Becky has taught in Foundation Stage for many years, both at her current school and in previous posts. She has a strong belief in the power of learning through play and first-hand experience and is committed to the provision of relevant, engaging and exciting opportunities for learning. Becky is dedicated to driving forward improvement and has moved her own practice forward through constant reflection and revision of ideas and approaches. A recent Ofsted report described the EYFS at her current school as being, "exceptionally well-led and managed".

Her commitment to giving children the very best start to their school journey has led to the development and implementation of a highly personalised and individual approach, which considers the emotional well-being and academic needs of each child. She has worked hard to develop provision in her current school, both indoors and outside. The impact that this has had on the progress of learners has recently been recognised by Ofsted, which rated the early years provision as outstanding, stating that the team,

"...understand the needs of the children exceptionally well and provide activities which ensure that they make the maximum progress over time."

Becky has had experience of supporting Foundation Stage staff in other schools while acting as a leading teacher for early years and would welcome the opportunity to share practice and support colleagues as an SLE.

***Pen Portrait for Rebecca Lee, Specialist Leader of Education
For Phonics / Early Years***



Rebecca has been teaching at Burton Agnes Primary School for 9 years and currently works in the Foundation Stage with a mixed Nursery and Reception class. She is the early years and phonic lead in the school, having held this role for 6 years. This involves supporting staff, delivering training and monitoring progress across the school.

Rebecca has a passion for phonics and early years education. She has been proactive in inspiring a team to provide outstanding provision for pupils in EYFS. She has a wealth of experience in transition, tracking and data and early years pedagogy.

Rebecca is motivated by ensuring that every child has their needs met and has been successful in supporting teachers and teaching assistants across the school to develop their understanding of phonics and their ability to teach it, particularly in key stage 2 where often children still need to develop this essential skill. Rebecca has delivered training within her own school to develop phonic confidence amongst the staff, as well as organising workshops for parents to enable them to support their child's learning at home.

Rebecca has been able to share her expertise with students from Hull and Scarborough University, and has provided support to Newly Qualified Teachers in school. She has recently taken part in the two day Leadership Development programme.

Rebecca is an outstanding practitioner who is highly organised and motivated. Her skills to lead and enthuse others enable her to be an inspirational role model for colleagues and students within school and beyond.

Pen Portrait for Ben Rowsell, Specialist Leader of Education For History & English



Ben Rowsell started at Molescroft Primary School teaching in Year 4 in September 2012. Following his NQT year, Ben became subject leader of history at Molescroft and was immediately given the task of rearranging, redesigning and re-distributing new curriculum units across the school.

Ben then moved on to Year 5 where he has taught for the past 4 years. Ben has also shown the value in celebrating the subject of history, and has successfully implemented an annual celebration of history across the school where children live for the day in their studied time period. He has also shown the importance of using history to inspire writing with a history writing competition which Ben has now taken to other schools. Ben has developed his expertise in primary history teaching by understanding what makes an effective history lesson and the core values that should be at the centre of history teaching. Ben has shared this expertise in training sessions at Hull University as part of the PGCE programme as well as within Molescroft both to its staff and delegates from other schools.

Most recently, Ben has conducted an audit of history teaching across the school and is finding new ways to structure assessment so children of all abilities are challenged and inspired in every history lesson.

*Pen Portrait for Victoria Nordberg,
Specialist Leader of Education for Science*



Victoria began her career in Newcastle after completing a P.G.C.E specialising in Science. She is truly passionate about the subject and really wants to ensure that all children get the chance to experience and enjoy science. She believes that children need to move away from the stereotypical view of what Science/a scientist is and that teachers/ schools should try to illustrate to the children in school the many different roles science plays in our lives at every opportunity.

During her time at Holme on Spalding Moor, the school has been on an intense Ofsted journey from inadequate to good, and staff have been through a difficult time but it is through this journey she can appreciate the impact of good leadership and the importance of the role. Victoria believes that leaders can and should inspire and having gone through the process feels she has the understanding and approachability that would be needed to help others and guide them. She has worked with students and NQT's helping them to develop their skills and regularly attends moderation sessions with teachers from the local authority.

Victoria has embedded an enquiry based approach to science across the key stage 1 and 2 following some of the early years' principles of self-discovery. Delivering science in this way allows for learners' curiosity to develop and their own questions follow readily; this then promotes independent learning and is a big step away from 'the old school thinking' of science is just proving things are right.

Victoria made a number of outreach connections in her role as science leader and has been lucky enough to connect with stem ambassadors from York university and work on projects collaboratively. She has run projects funded by the Royal Society with local stem ambassadors.

***Pen Portrait for Jonathon Williams,
Specialist Leader of Education for Geography***



Jonathon started at Molescroft Primary School teaching in Year 2 in September 2014. Following his NQT year, Jonathon became subject leader of *Geography* at Molescroft and was given the task of leading the current *Geography* curriculum and leading the school's annual International Festival.

Jonathon taught in Key Stage 1 for four years and then moved on to Year 6 in September 2018.

Jonathon has continued to develop the profile of *Geography* across the school and has successfully managed and improved the annual celebration of *Geography* across the school where children embrace and become immersed in our country of study. He has also shown the importance of using *Geography* to inspire writing and bring *Geographical* skills to other areas of the curriculum including PE, Maths and Music. Jonathon has developed his expertise in primary *Geography* teaching by understanding what makes an effective *Geography* lesson and the core values that should be at the centre of *Geography* teaching.

Jonathon has shared this expertise in training sessions at Hull University as part of the PGCE programme and the BEd as well as within Molescroft both to its staff and delegates from other schools.

Most recently, Jonathon has completed a full review of *Geography* teaching across the school and has embedded the school assessment system into the *Geography* teaching so that children of all abilities are challenged and inspired in every lesson.

*Pen Portrait for Claire Leeks,
Specialist Leader of Education for Early Years*



Claire has a PGCE in Early Years and has worked as the EYFS teacher at Hutton Cranswick Community Primary School for 6 years. During this time she has had a significant impact on a range of aspects in EYFS, which have included producing an outstanding learning environment, raising standards, creating an effective tracking system and forming strong links with parents.

Claire is a member of SLT and has various leadership roles within the school which include being SENCo, Disadvantage Champion for Pupil Premium and Humanities lead. She has attended the Leadership Development Centre and has successfully led the whole school on target setting and tracking of SEND children.

Claire is approachable and has excellent communication skills. She is a strong believer in having a supportive, team approach.

Claire is motivated by giving all children the best start to their education and is passionate about creating a happy, engaging environment with high quality provision.

Pen Portrait for Steve Addy, Specialist Leader of Education For Maths



Steve is maths coordinator at Drifffield Junior School and has held this post for five years. He is also a member of the senior leadership team and is currently the year three leader at the school.

In this time, Steve has shifted the school's approach to the teaching of mathematics from a traditional ability-streamed approach to a mixed-ability mastery approach. Steve and his team use the Maths No Problem resource to deliver this. Steve's appetite for learning and his desire to keep abreast of new developments in the subject have seen him involved in numerous projects such as STEM maths events, the Yorkshire and Humber Maths Hub, a SIFF Maths Mastery project and, more recently, a Maths Hub TRG project.

Within his own school, Steve is an outstanding teacher who uses current best-practice and research to motivate both staff and children so that teaching and learning in maths is of an excellent standard. Steve regularly delivers high-quality training at whole staff, group and individual levels. Steve has a passion for teaching and uses effective strategic planning, as well as a sensitive approach to supporting and coaching colleagues. He spends time supporting colleagues with all aspects of teaching and learning in mathematics.

Pen Portrait for Sharron Lazenby, Specialist Leader of Education for

NQT/ITT and Maths Specialist Teacher



Sharron is currently on secondment as Assistant Headteacher at Bay Primary School having worked as a teacher at Molescroft Primary school for 11 years. She is Maths Coordinator and responsible for the development of assessment at the school. She is an assessor on the Leadership Development programme and delivers the SLE induction training for the East Riding.

Sharron has been part of the School Direct mentor and assessing team since its inception and has supported many students in becoming outstanding classroom practitioners through modelling outstanding practice and offering structured support. She has also coached other mentors when their students have struggled with the demands of teacher training. Sharron's development role continues into the first year of teaching where she empowers NQT's to further enhance their practice.

Sharron is an inspirational mentor and has supported individual teachers to build their confidence and renew their passion in teaching. She is happy to offer demonstration lessons but never sets herself up as the expert or thinks she is perfect, feeling she has as much to learn from those she supports as they do from her.

Sharron's other area of expertise is Mathematics and she is a Maths Specialist Teacher. Sharron played a key part in the implementation of an East Riding school improvement project providing strategic direction, training and modelled lessons to several schools introducing Maths-No Problem! adapting her approach to meet the needs of each different environment. She is passionate about encouraging a love of maths for all and the use of maths mastery to deepen learning. She strongly believes that the use of concrete resources and real-life examples should be evident in all year groups and across all abilities deepening everyone's understanding.

Sharron is available to support schools with NQT mentoring, student observations, maths mastery and teaching and learning in the classroom. She is currently supporting Bay Primary school to introduce Maths-No Problem! as their Maths Co-ordinator which over the last few years has become a particular area of expertise.

***Pen Portrait for Jane Coulter,
Specialist Leader of Education for English / Phonics***



Jane has taught for over 25 years in 3 different schools. She has enjoyed a variety of roles, mainly developing the English across the school. Jane is currently the Assistant Headteacher at a large primary school in Hull. Her main roles involve supporting and coaching staff with quality first teaching. Jane is highly motivated and committed to driving standards to ensure that children have the best possible opportunities.

Previously Jane has been responsible for English throughout the school, she has been KS2 phase leader as well as KS1. Her past experience also includes working as a lead English lead for the authority which involved her supporting other teachers with their planning and teaching.

Jane is highly experienced in leading whole school training with an English focus and teaching and learning focus. Her sessions have covered all aspects of English but more recently, the focus has been on phonics. Jane has led the school through many successful academy reviews and recently, an academy deep dive for early reading where the school made huge progress in a very short length of time. She strongly believes that all children have the best possible start in reading and phonics needs to link closely with reading in order to allow children to succeed in reading.

Jane has been a moderator for KS1 for the authority for a number of years and is able to support other schools in preparation for this process.

Jane has spent a great deal of time mentoring NQTs and students. She is passionate that people entering the profession are well supported and have the necessary tools to develop as teachers. She is able to guide, motivate and coach new teachers to become the best they can be.

Jane is able to support with phonics, teaching and learning, English and NQTs.

***Pen Portrait for Emilie Cawthorn,
Specialist Leader of Education for MFL***



Emilie has been teaching at Nafferton Primary School for 3 years and currently teaches in Year 5, following 2.5 years in Year 1. She is the MFL coordinator for the school, which involves planning, monitoring and assessment across the school from Foundation to Year 6.

Emilie has spent the past 3 years raising the profile of languages through whole school initiatives, by creating environments that celebrate languages, creating long term planning, managing projects with their twin school in France and organising French themed days.

Emilie has also carried out French CPD training with all teachers, support staff and lunchtime staff which has improved the quality and consistency of language teaching, increased confidence amongst staff and has created a collaborative team to change the direction of languages at Nafferton. Emilie is passionate about fostering a love of learning for languages in both children and staff.

Emilie's other roles include being a Forest School Leader, supporting other subject coordinators and a staff governor. She has also mentored two teaching assistants in KS1 and KS2.

Emilie is an enthusiastic and confident teacher who uses a range of engaging strategies to inspire children.

*Pen Portrait for Carolyn Cameron,
Specialist Leader of Education for Science*



Carolyn has been a teacher for 25 years and in that time has taught across KS2. She has previously held the position of Assistant Head with responsibility for KS2, English co-ordinator and taught in Year 6 for 14 Years. Currently, Carolyn is enjoying teaching in year 5 and is the subject lead for Science.

Throughout her career, Carolyn has had the opportunity to support other staff members in a variety of ways. As a Leading Literacy Teacher, she worked with teachers in implementing new reading and writing strategies; she has been an NQT mentor and, most recently, successfully worked with a local school to support their Year 6 teacher in preparing the class for SATs.

Carolyn has held the role of Science lead for 5 years and in that time has regularly led CPD in the school with the aim of developing a more investigative approach to the subject. This is celebrated annually during the school's STEM week in which Carolyn has developed contacts with local businesses enabling all children to have the benefit of working with a member of the public whose job relates to STEM. In addition to this, Carolyn has also set up a STEM club which has proved to be particularly popular with the KS2 children. Carolyn believes it is vital for children to have the opportunity to enhance their STEM capital, therefore creating greater opportunities in the future.