

DEPARTMENT FOR CHILDREN AND YOUNG PEOPLE
LEARNING AND SCHOOL EFFECTIVENESS SERVICE



Primary Leading Practitioner Directory

The South Gloucestershire Council Primary Leading Practitioner Directory co-ordinates the support offered by our team of primary leading practitioners.

Our commitment to you is to provide high quality support through:

- the sharing of practice to enhance teaching and learning
- classroom based support for teachers and support staff
- differentiated support, suited to individual teachers' needs
- building capacity so that professional development is self-sustaining

The main duty of a Leading Practitioner is to provide excellent classroom teaching.

A variety of activities can be undertaken by Leading Practitioners and may typically include any of the following:

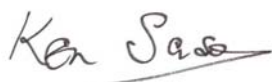
- Supporting a new or existing subject leader in developing their role in school e.g. action planning, work and planning scrutiny, data analysis, pupil interviews etc.
- Providing model lessons to a whole class, or a group of pupils, with staff observing
- Supporting teachers with classroom organisation, lesson planning, and teaching and learning methods including good AfL
- Providing guidance on a range of teaching and learning styles
- Providing subject specific support for teachers
- Leading whole school targeted inset
- Supporting moderation and levelling at whole school level

We also have colleagues who have yet to be quality assured through the programme, who would be willing to offer support at subject leader or individual teacher planning level, but not to be observed or to offer classroom support.

To request the support of one of the team please complete the booking form and return it to leading.practitioners@southglos.gov.uk

We believe that the support offered is comprehensive and enables schools to invest in the professional development of their staff through a tailor made programme that supports the specific needs of the school.

We look forward to working in partnership with you and, as ever, welcome any feedback that you might wish to pass on.



Ken Sansom
Senior Adviser (Primary)

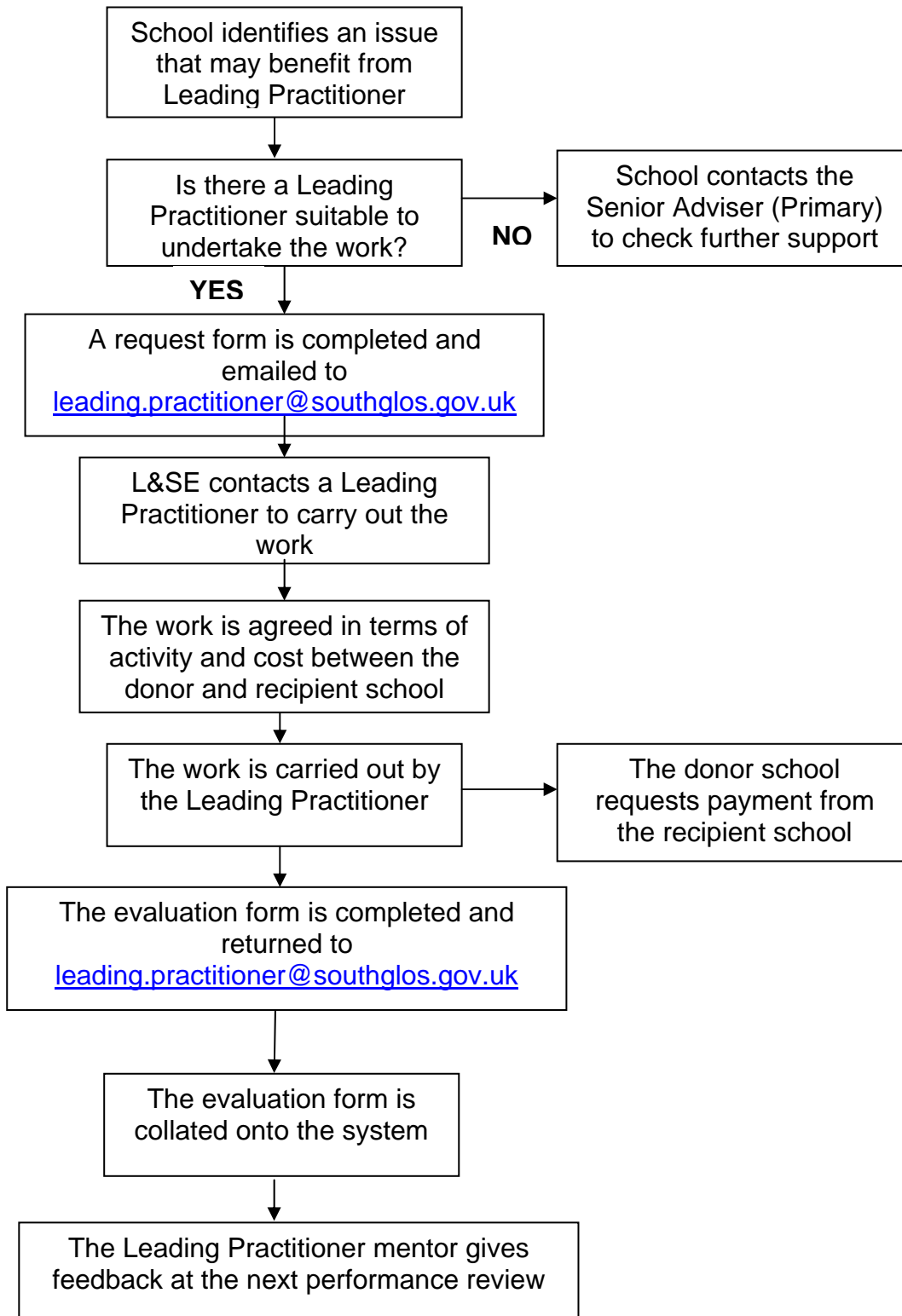
LEADING PRACTITIONER COSTINGS

The current daily rate is £200.

Activity	Cost of Activity	Preparation/Follow-up
Observation of the Leading Practitioner in their own school	None	0.5 day to release the Leading Practitioner to follow-up with the observer.
Team teaching with colleague	0.5 day for the work in school	
Planning	Agreed in half-day blocks	
Staff meetings	0.5 day	0.5 day preparation
INSET	1 day	1 day preparation
Work scrutiny/pupil progress meeting	Agreed in half-day blocks	

All of the above costs are in addition to any costs incurred by the receiving school in releasing their own staff.

FLOWCHART FOR LEADING PRACTITIONERS



List of Leading Practitioners who have been quality assured

NAME	SCHOOL	LOCALITY	SUBJECT	YEAR GROUP
Carol Bond	Cadbury Heath Primary	3	Maths	Yr 2/3
Claire Manning	St Mary's RC VA Primary, Bradley Stoke	2	Maths / ICT	Yr 6
Helen Daone	Christ Church VE VC Primary, Hanham	3	Maths	Yr 4
Jilly Lewis	Marshfield CE VC Primary	3	Literacy/Numeracy	Yr 1
Juliet Richardson	Horton CE VA Primary	2	Numeracy	Yr R, Yr 1, Yr 2
Louise Lund	Rodford Primary	1	Maths	Yr 6
Rachel Sharpe	Frenchay CE VC Primary	2	Literacy	Yr 5/6
Richard Adams	Abbotswood Primary	2	SEAL T&L	Yr 6
Sara Penellum	Our Lady of Lourdes RC VA Primary	3	Literacy	L KS2
Sarah Fairweather	Bowsland Green Primary	1	Literacy	Yr 3/4
Sarah Palmer	Meadowbrook Primary	1	Literacy	U KS2
Sarah Sheppard	Raysfield Infant	2	Maths / KS1 Assessment	Yr 1
Shona Heath	Kings Forest Primary	3	EYFS	EYFS
Suzanne Allsopp	Tortworth VC Primary	1	Literacy	U KS2



Name: Carol Bond

School: Cadbury Heath Primary School

Year Group Currently Taught: Year 2/3

Subject / Theme Being Offered: Numeracy

Background / Previous Experience:

I qualified in 2002 with a degree in Mathematics and since then I have been teaching at Cadbury Heath. I currently have a TLR for leading Years 3 and 4 and am Mathematics subject leader. I also co-ordinate pupil voice throughout the school. I have experience of teaching within both Key Stages 1 and 2, including teaching of both mixed age and streamed classes.

During 2007-2008 I worked in a consultancy capacity for the Local Authority supporting Maths subject leaders.

Expertise:

I feel deeply passionate about Mathematics and enjoy all aspects of the subject. My particular interests lie in developing assessment for learning, including target setting and self and peer assessment, as well as using tools such as success ladders to support children's learning.

I have taken an active role within my own school and others' to develop the use of the Renewed Framework, which has included developing whole school calculation policies, incorporating Using and Applying within lessons and providing provision for more able pupils.

I am also interested in developing assessment within schools using the APP materials.

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Name: Claire Manning

School: St. Mary's Catholic Primary School

Year Group Currently Taught: Year 6

Subject / Theme Being Offered: Numeracy /ICT

Background / Previous Experience

I have taught year six for the past eight years and during this time have also worked for one afternoon a week in Year 2, supporting more able children.

As Subject Leader I have led literacy, numeracy, RE, music and PSHE and have also mentored NQTs. This has included supporting colleagues with a variety of initiatives such as implementation of the numeracy Revised Framework and levelling writing. I have also provided support for teachers in other schools with developing numeracy and literacy planning and have modelled numeracy lessons as part of this.

Expertise:

- Cross-curricular literacy
- Planning – sequence and being creative
- Levelling of writing
- Pace and Challenge
- Monitoring
- Support and training of other staff.

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Name: Helen Daone

School: Christ Church Primary School Hanham

Year Group Currently Taught: Year 4

Subject / Theme Being Offered: Numeracy

Background / Previous Experience

I have been teaching since 1989, both as a full time teacher and a supply teacher, and have had experience of both Key Stages 1 and 2; although my main expertise is with Key Stage 2 children. For the last eight years I have been part of a job share teaching Year 6 children and have therefore had plenty of experience of SATs and booster groups. Throughout this time I have had responsibility for leading both mathematics and music across the whole school and have recently become part of the School Improvement Team.

My experience also includes mentoring PGCE students and being a 'Teaching and Learning' mentor within my current school.

Expertise:

As subject leader for maths I have a thorough understanding of the Revised Framework and have guided staff from both my own school and other schools with medium and short term planning. I have also recently reviewed our school's calculation policy with staff and re-written this linked to the Revised Framework.

I have an interest in the learning environment and have developed our school's learning walls for maths as well as looking at Assessment for Learning and 'Steps to Success' within the daily maths lesson.

Part of my mentoring role within school has meant that I have been able to help colleagues reflect and improve upon current practice, encouraging them to develop their teaching further.

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Name: Helen Shepherd

School: Beacon Rise Primary School

Year Group Currently Taught: 5

Subject / Theme Being Offered: Literacy

Background / Previous Experience:

I completed my PGCE at Bath Spa University in 1999. For the first six years of my career, I taught in a very challenging school in Withywood, South Bristol, where I was leader of ICT, behaviour, gifted and talented and was a member of the Senior Leadership Team.

I have taught at Beacon Rise in South Gloucestershire for four years and am Literacy Subject Leader and Leader of Key Stage 2. I have taught in Years 3, 5 and 6 during my time here. Although I have taught mainly across Key Stage 2, I have also spent some time in Key Stage 1 and Foundation Stage.

Expertise:

- Planning from the Revised Framework and training others to do so, including the use of Talk for Writing, drama, role play and speaking and listening strategies
- Assessing and moderating writing
- Using the APP reading grids to focus guided reading teaching
- Using marking to move children's learning on
- 'Rapid Reading' programme
- Use of VCOP to improve writing
- Use of ICT/film within literacy
- Supporting SEN and underachieving children with writing

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Name: Jilly Lewis

School: Marshfield CE VC Primary

Year Group Currently Taught: Year 1

Subject / Theme Being Offered: Literacy/Numeracy

Background / Previous Experience

I have been teaching since 2001. Currently I am Literacy and RE subject leader, FS & Key Stage 1 leader & part of the SMT. I have been teaching within South Gloucestershire for eighteen months, previously having taught in North Somerset. This is my third year in Year 1 and I work closely with the Foundation Stage teacher. I have had experience of teaching both Year 2 and Year 2/3 also. Although I am literacy subject leader I enjoy teaching numeracy and work closely alongside the numeracy subject leader to ensure good practice in FS & Key Stage 1. I have also mentored NQTs and PGCE students and am currently supporting a TA through the HLTA course.

Expertise:

I am confident when planning from the Revised Frameworks and have supported staff with implementing these. I use my smart board for most literacy and numeracy sessions as both a teaching and interactive tool for learning. I use AfL to encourage the children to self assess. At present we are part of the APP (assessing pupils progress) pilot so I am leading and developing writing assessment throughout the school.

I use a variety of teaching methods to include all children such as talking partners and group practical activities. I work collaboratively with both the Foundation Stage & Year 2 teachers to ensure smooth transition between year groups. Through teaching Year 2, I have had experience of Key Stage 1 SATs. I have attended various Letters and Sounds training and feel that this programme has been implemented fully in Key Stage 1. Guided writing has been a focus in our school and I have lead various training sessions to support staff and improve writing throughout the school.

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Name: Juliet Richardson

School: Horton C of E VA Primary School

Year Group Currently Taught: Year Reception, Year 1, Year 2

Subject / Theme Being Offered: Numeracy/ Mixed age teaching

Background / Previous Experience

I have been teaching for at Horton since 2003. I am currently the Numeracy Subject Leader and have teaching and learning responsibilities for Key Stage 1 and Foundation stage. I came to teaching through completing a degree course in Psychology as a mature student in my thirties. A PGCE specialising in Early Years quickly followed. In a small school, I have been given more experience and responsibility than may have been the case in a larger school. I am the school based mentor with responsibility for support and training both post graduate and undergraduate students in partnership with the University of the West of England (UWE). I have also supported teaching assistants in their professional development (Cache level 2 and 3 and HLTA), liaising with local colleges. I have also taught numeracy, literacy, art, science and dance in mixed Key Stage 2 classes.

Expertise:

With the exception of one PGCE placement I have only ever taught mixed age groups. I am used to delivering personalised learning based on children's skills, abilities and developmental stage. I see a mixed age and cross phase setting as a challenge but I feel the benefits with regard to knowledge of the children and smooth transfer between Reception and Key Stage 1 outweigh the potential disadvantages. I am implementing the EYFS curriculum and understand the pressures of combining a play based approach with the expectations of the National Curriculum at Key Stage 1, both with regard to planning as well as delivery. As Numeracy Subject Leader I have led presentations to staff and parents introducing the Revised Framework for mathematics and acted as a mentor for other members of the teaching staff. I have taken part in the South Gloucestershire initiative to improve the delivery of guided writing and have found this very effective at raising standards.

My mentoring style is based on helping people find existing strengths and build upon them, rather than suggesting that they adopt practice that is either impractical or alien to them.

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Name: Louise Lund

School: Rodford Primary

Year Group Currently Taught: Year 6

Subject / Theme Being Offered: Numeracy

Background / Previous Experience

I have taught across Key Stages 1 and 2 and led Numeracy for the last ten years.

As Numeracy Subject Leader and Key Stage 2 Coordinator I have been a member of the Senior Leadership Team, taking a part in the strategic development of the school, over the last few years. I have led staff meetings and in-service training and supported mathematics training for the Local Authority on several occasions. I have carried out performance management of colleagues and acted as a mentor for NQTs.

Expertise:

Strong subject knowledge means I am able to lead specific training on areas of Numeracy. I am confident in using the Revised Framework to plan and am involved in the APP pilot scheme. I am confident in the use of ICT to support Numeracy. My monitoring role has meant that I have developed skills in scrutinising work and conducting observations of staff; through this I am able to coach and advise colleagues on points to develop. I have recently carried out several series' of team teaching in Numeracy to support staff in developing confidence, skills and knowledge in planning and delivering Numeracy lessons to challenge and engage pupils.

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Name: Rachael Sharpe

School: Frenchay C of E Primary

Year Group Currently Taught: Year 5/6

Subject / Theme Being Offered: Literacy

Background / Previous Experience

I graduated from Plymouth University, Rolle College with a BEd (Hons) Physical Education, in 2005 and moved straight up to Nottingham to begin a teaching post. Whilst in Nottingham I taught Year 3 in a very challenging school. During my time there I worked with children who had a range of abilities and needs; emotionally, academically and behavioural. It was here, when working with an AST in literacy, that I developed my passion for the subject. I spent a whole year working with the AST, gaining a good understanding of the Revised Framework.

In 2007 I moved back to the South West and started a teaching post at Frenchay, which is where I am currently teaching. This is the second year I have taught a mixed Year 5/ 6 class and I am thoroughly enjoying the different challenges that this post offers.

Expertise:

I believe my expertise lies in the planning and delivery of literacy lessons. I have a thorough understanding of the Revised Framework at Key Stage 2 and can use this to plan accordingly with good differentiation.

Within my lessons I ensure I use a wide selection of ICT, including film, and enjoy incorporating a range of speaking and listening – including role play and drama techniques – into my lessons. This, I believe, enables all children to access and enjoy literacy lessons.

Recently I have worked alongside staff in my school to implement a new layered target system for pupils. This has included breaking targets down into achievable, child friendly steps and ensuring that all classrooms have interactive displays to promote them.

I have a good understanding of assessment for learning and incorporate this into my planning and lessons. In every lesson, I ensure all children understand their objective, have success criteria and can assess whether they have met the objective. I also have expertise in ensuring layered targets are constantly reflected in planning, teaching and learning.

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Name: Richard Adams

School: Abbotswood Primary

Year Group Currently Taught: Year 6

Subject / Theme Being Offered: SEAL/T&L

Background / Previous Experience

I am currently 'Leader of Learning' and a member of the school's SLT. In this role, I am developing a strategic and operational plan to strengthen teaching and learning across the whole school. I have been the lead in implementing and developing the SEAL programme, as well as strengthening my practice through post graduate study in emotional literacy and I hold a certificate in introductory counselling skills. I have responsibility for developing the school's approach to teaching more able children and have been part of the G&T lead teacher program.

Expertise:

My expertise is in curriculum development related to SEAL. I have practical knowledge of using the G&T lead teacher tools to support quality in teaching and learning.

My general teaching expertise is in the use of challenge through questioning and supporting the emotional intelligence of children as learners.

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Name: Sarah Fairweather

School: Bowsland Green Primary School

Year Group Currently Taught: Year 3 / 4

Subject / Theme Being Offered: Literacy

Background / Previous Experience

I am Literacy Subject Leader at Bowsland Green Primary School and am currently teaching a mixed Year 3/4 class. Within the school, I have also taught Year 4 /5 and 5 /6 classes.

Previously, I worked at a school in the Royal Borough of Windsor and Maidenhead, also as Literacy Subject Leader, teaching pure year group classes from Years 3 –5.

Expertise:

As Literacy Subject Leader at Bowsland, one of my main responsibilities is to outline termly curricular targets for all year groups based on end of year analysis and to support teachers in differentiating these for pupils and to review the progress made.

In monitoring standards in literacy, I also have experience of completing both work and planning scrutinies across all year groups, which has enabled us to see both strengths and next steps in order to develop and improve. I have also monitored lessons across all year groups.

I have experience of implementing new reading and spelling programmes into school and ensuring an impact has been made.

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Name: Sarah Palmer

School: Meadowbrook Primary

Year Group Currently Taught: Year 5

Subject / Theme Being Offered: Literacy

Background / Previous Experience

I have taught Key Stage 2 since 2001, beginning my teaching career in Dorset before moving to South Gloucestershire. I have experience of teaching Year 3 but more recently I have taught in Year 5 and Year 6, with some experience of teaching mixed age Year 5/6 class. I have been Literacy Subject Leader for the last five years in two different schools and in September 2008 I was appointed as Assessment for Learning subject leader at Meadowbrook.

In 2004 I became a Literacy Leading Teacher as part of the South Gloucestershire Leading Teacher programme and as a result of this in 2005 I completed a secondment with the Local Authority, supporting a variety of schools throughout the county.

Expertise:

As a Literacy subject leader, I have been involved in implementing and managing a wide range of approaches and practices within the subject. This has included Revised Framework planning, tracking through objectives, guided reading and writing, speaking and listening and assessment.

More recently, I have focused on Assessment for Learning, developing effective curricular target setting procedures and approaches to marking.

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Name: Sara Penellum

School: Our Lady Of Lourdes Catholic Primary School

Year Group Currently Taught: Year 4 /5

Subject / Theme Being Offered: Literacy /IWB (Smart)

Background / Previous Experience:

I undertook a four year Primary BEd course and qualified in 2000. I joined Our Lady of Lourdes in September 2007 as Key Stage 2 leader, teaching a mixed class of Year 4/5 children. I have previously taught at two different schools in Torbay Local Authority, one of which was a Band 3 school.

I have had experience in both Key Stages and have taught both single year group classes as well as different mixed year group classes. I currently have responsibility for Literacy across the school but in the past I have also been subject leader for both Numeracy and RE.

Expertise:

I am particularly interested in the effective use of the Interactive Whiteboard across the curriculum. I have taken a leading role in developing the use of the Smart Board interactively across a range of subjects, especially Literacy. I am competent in producing notebooks for daily lessons that are interactive and contain a variety of media eg. film.

Having attended a cine-literacy conference I enhanced my Literacy planning/teaching to include film narrative where appropriate. I am confident planning from the Revised Frameworks for both Literacy and Numeracy and I am developing the use of AfL within our school. Having taught in a variety of schools and age groups; including mixed year groups I have experience of differentiating for children with a wide variety of abilities and needs.

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Name: Sarah Sheppard

School: Raysfield Infant School

Year Group Currently Taught: Year 1

Subject / Theme Being Offered: Numeracy /KS1 assessment

Background / Previous Experience

Over the last nine years I have taught in both Cardiff and South Gloucestershire.

In Cardiff I taught in a large inner city Primary School (470 pupils) situated in a deprived area with high numbers of EAL and SEN children. I had experience teaching in Key Stage 2 including teaching in the MLD unit. I led Key Stage 1 literacy and training in an initiative called 'CAL – Cardiff achieving in Literacy.' I also gained valuable SEN experience including behaviour management, IEPs, statmenting and supporting EAL children.

I joined Raysfield Infant School in 2004 as a Year 2 teacher and SENCo. Since then my role has grown and I now hold a TLR for Learning. I am responsible for inclusion, monitoring vulnerable groups, leading HLTAs and teams and am also Numeracy Subject Leader I am currently a member of SLT and enjoy mentoring students and NQTs. In 2007-2008 I completed an NCSL middle leadership course focussing on 'The Road to Happiness' where I worked to improve both my own and colleagues' happiness levels!

Expertise:

As part of my role in school I have:

- Introduced whole school SEN initiatives including fine and gross motor skill groups, behaviour management strategies and policies, provision mapping and dyslexia friendly classrooms;
- Set up an Integrated Working Group in school to monitor and support vulnerable groups;
- Led training and supported staff with numeracy target setting and planning including 'girl friendly' strategies.

I am currently working on developing and improving our learning environment and I am working with our HLTAs to promote change within school.

Outside of school I have enjoyed working as a Key Stage 1 SATs moderator for the last two years and will be doing so again this year. I have worked as part of a group of Leading Teachers and Local Authority Advisors developing numeracy problem solving and target setting projects. I have also worked as part of a group to plan the 2008 SENCo conference and this year will be hosting a seminar on dyslexia friendly classrooms.

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Name: Shona Heath

School: Kings' Forest Primary School

Year Group Currently Taught: Reception

Subject / Theme Being Offered: EYFS

Background / Previous Experience

I have been teaching since 2001 following a four year degree at the University of the West of England specialising in Early Years. I have taught a range of year groups within differing demographic locations both in South Gloucestershire and Bristol, covering SATs at both Key Stages. In the past I have been subject leader for the Early Years Foundation Stage, Literacy and Music.

I have been at my present school in Kingswood for two years and am currently teaching an Early Years Foundation Stage class within a two form entry intake. I am responsible for leading Religious Education within the school and will become Early Years Foundation Stage leader from February 2009. I am currently undertaking a Masters at Bath Spa University and am participating in coaching and mentoring modules.

Expertise:

My specialist area is the Early Years Foundation Stage focusing on a play based approach to child development and learning. When teaching the Early Learning Goals I have a particular interest in Communication, Language and Literacy with an emphasis on phonics following Letters and Sounds.

My strengths include planning for personalised learning, involving parental contribution to cater for the unique needs and interests of children. When planning, managing and organising the learning environment I fully involve Teaching Assistants and other adults within the classroom to maximise full learning potential. I have been successful in Assessment for Learning and tracking progress through using individual Learning Journals and detailed Learning Story observations.

I frequently attend relevant courses, including the Early Years (Reception Class) Best Practice Forum, to supplement and update my knowledge.

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Name: Suzanne Allsopp

School: Tortworth VC Primary School

Year Group Currently Taught: Year 4 /Year 5 / Year 6

Subject / Theme Being Offered: Literacy

Background / Previous Experience

I have been teaching since 1989 in Bristol and South Gloucestershire schools, always in Key Stage 2 classes and have previously led maths, science and ICT.

I have been Literacy Subject Leader for the past two years and am also particularly interested in assessment, tracking and assessment for learning. I became a Literacy Leading Teacher as part of the South Gloucestershire Leading Teacher programme and as a result of this in 2005 I completed a secondment with the Local Authority, supporting a variety of schools throughout the county.

Expertise:

- Mixed age planning
- Visual/media literacy
- Embedding ICT
- Gap analysis and subsequent use of intervention, especially 'Rapid Reading'
- Curricular target setting
- Teaching sequence
- Revised Framework planning, monitoring and promoting reading
- use of Ros Wilson's writing strategies and Pie Corbett's story telling strategies

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LEARNING & SCHOOL EFFECTIVENESS SERVICE
REQUEST FOR LEADING PRACTITIONER SUPPORT

School _____

School Contact Person _____

Email address of contact person _____

Direct telephone number of contact person _____

Leading Practitioner requested (if known) _____

Nature of Support Required *(please give as much detail as possible)*

- Model lesson
- Team Teaching
- Planning – FS, Yr1, Yr2, Yr3, Yr4, Yr5, Yr6 (mixed year group / single)
- Subject Leader Support – Maths, Literacy, ICT
- Levelling and moderation
- Staff meeting / inset

Signed _____ Headteacher Date _____

Please fax this form on (01454 868967) or email to leading.practitioners@southglos.gov.uk

Department for Children and Young People

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REVIEW OF SUPPORT

School _____

School contact person _____

Support provided by _____

Term(s): **Autumn / Spring / Summer** (please circle as appropriate)

1. Quality of support provided
(Where possible, please rate the quality of support you received under the following headings using a 1-5 scale – 1=very good, 2=good, 3=satisfactory, 4=poor, 5=very poor)

	1	2	3	4	5
Punctuality					
Providers subject knowledge					
Interpersonal skills of provider					
Relevance and usefulness of support work					
Appropriate style of delivery/working					
Use of practical ideas/exemplars					

Please comment

2. Impact of the support received

*How well did the support work impact on the expertise and/or confidence of the staff?
(1=very good, 2=good, 3=satisfactory, 4=poor, 5=very poor) _____*

Please comment, where relevant, on the impact of individual staff, departments, key stage or whole school

3. Next Steps

As a result of receiving this support, what are your next steps in developing learning and teaching further?

Please comment

Will you be requesting further support from this provider?

YES/ NO

(please delete as appropriate)

Signed _____
(Secondary Schools)

HOD/Co-ordinator/Strategy Manager

Signed _____
(primary and Secondary Schools)

Headteacher

Please fax this form on (01454 868967) or post to Ken Sansom

Leading Practitioner Evaluation Form

Date:	
Time :	
Name of Leading Practitioner :	
Name of Teacher and School supported :	
Focus of the school support: Please circle	<p>Model Lesson</p> <p>Team Teaching</p> <p>Planning FS Y1 Y2 Y3 Y4 Y5 Y6 (Mixed/single)</p> <p>Subject Leader</p> <p>Levelling and Moderation</p> <p>Staff meeting/Inset</p> <p>Other (please specify)</p>
Rating of the support received. Please circle on a scale on 1 to 4. 1 being most useful, 4 being least useful.	<p style="text-align: center;">1 2 3 4</p>
How will the support you have received be further developed in school?	
Follow up support : Please circle	<p>No</p> <p>Yes (please specify)</p>