

SPECIALIST LEADERS OF EDUCATION

Directory



Carmel College
Teaching School
Alliance



“We are committed to school-to-school Improvement and collaboration. There is a genuine recognition, that by working with other schools, sharing the strength and depth in the range of their experience: their learning, excellent practice and innovative ideas, that all schools will benefit from the learning and improved practice that inevitably follows. Our SLEs are outstanding middle or senior leaders with at least 2 years’ experience and first class knowledge in a particular field of expertise and the same experience in a leadership role. All our SLEs are committed to outreach work and have a successful track record of working in their own school or across a group of schools. We are delighted with feedback which highlights the impact that this team of experts has had so far in a wide variety of schools and areas and we look forward to continuing to share their excellent practice with you in the future.”

**Maura Regan, CEO Carmel Educational Trust
Principal Carmel College**



The Role of the SLE

Specialist Leaders of Education (SLEs) are proven experts in their field who know what outstanding leadership and teaching looks like. They have had great success in their own schools and disciplines in leading mentoring, coaching and in developing others to achieve outstanding results. They have outstanding interpersonal skills and high levels of emotional intelligence as they work sensitively and collaboratively with colleagues and peers across a wide variety of schools. Each SLE will have an outstanding personal track record of achievement across all areas which is supported by powerful evidence of impact and sustainable improvements.

Naturally, they are fully supported by their head teacher and governors to be released to carry out essential outreach work throughout the year.

How can an SLE support my school?

SLEs are:

- Carefully selected by an independent panel of head teachers and senior leaders
- Excellent communicators with outstanding interpersonal skills and high levels of emotional intelligence
- Creative, innovative, proactive and collaborative
- Able to use data analytically to identify needs, and are able to prioritise accordingly
- Able to empower others to develop their own leadership skills
- Able to make a difference by sharing resources, coaching, modelling and thus making a life changing impact on attainment and achievement for the students in your school

SLEs are flexible

They can:

- work with colleagues in your school
- share their resources
- draw up action plans
- model best practice in the classroom
- coach and mentor colleagues
- develop staff and teams
- observe lessons
- monitor and evaluate learning
- lead CPD
- lead meetings

Get In Touch...

Contact a member of the team:

01325 523455

Or email

teachingschool@carmel.org.uk

We have SLEs in the following areas...

-  Assessment For Learning
-  Behaviour & Discipline
-  Continuous Professional Development
-  Curriculum
-  Early Years
-  English
-  Geography
-  History
-  ICT
-  ITT Development
-  Mathematics
-  Modern Foreign Languages
-  Music
-  PE
-  Primary
-  RE
-  School Business Management
-  Science
-  SEN
-  Teaching & Learning



Assessment For Learning

Chris Parker

Assistant Principal

St John's School & Sixth Form College

Chris is a Science teacher by trade with a specialism in Physics and has previously been Head of Science at St John's and at Longbenton Community College in Newcastle-upon-Tyne. He is really interested in developing systems and practices that use school data as a valuable tool in helping young people make genuine progress throughout their time in education; the use of data, the ability to communicate and motivate both teachers and students are skills which Chris has. His wide range of experiences both in management and in science teaching mean he could be valuable to other colleagues facing challenges or those reviewing or seeking to adjust their practice.



Behaviour and Discipline

Mandy Payne

Behaviour for Learning manager

Longfield Academy of Sport

Mandy has been involved in improving school attendance by working closely with pupils, parents and external agencies. She also deals with incidents of challenging behaviour and provides mentor support and guidance for pupils. Mandy supports teaching staff and colleagues both inside and outside of the classroom environment. In June, 2012 Mandy became a member of the Senior Management Team as Behaviour for Learning manager. She deals with complex and delicate situations which many pupils face and she uses effective strategies to support their learning and progress.



Behaviour and Discipline

Ruth Frank

Pastoral Learning Manager

Carmel College

Ruth has worked at Carmel as an MFL teacher for 18 years and has been in the role of Pastoral Learning Manager for almost 9 years. This has given her a wide experience of managing behaviour, analysing data, dealing with pastoral and academic concerns, building established relationships between college and home and liaising with multi agency colleagues.

Ruth's SLE status was granted 2 years ago - for Pastoral. Since acquiring that role, she has been asked to deliver MFL lessons in a school which was having their OFSTED inspection. Whilst there, she delivered lessons and also advised staff on strategies that would enable active learning to take place. Within the SLE role, Ruth is able to offer advice and guidance on both academic and pastoral matters

John Southeran

Co-Principal

Teesdale School

Throughout John's career he has taken opportunities to extend his knowledge of education through undertaking a variety of leadership roles and engaging with other agencies in order to undertake successful outreach work. John has experience of managing change at a senior level over the last nine years and prior to returning to the North East in 2007, he worked extensively in the South East of England in schools rated as outstanding through to those in special measures, including specialist PRUs.

In each setting he has a successful track record of implementing effective change and works effectively in his own school and across a range of other providers. For example his work in Teesdale in leading the change to vertical tutoring has been used as an example of whole school success.

Continuous Professional Development

Sara Crawshaw

Assistant Head

Carmel College

In Sara's previous role she was the director of the Hexham & Newcastle Catholic Partnership, facilitating collaboration across all curriculum areas for both staff and students in 12 schools.

Through this she supported the professional development of teachers in all phases of their career in terms of subject knowledge, pedagogy and leadership. From September 2015 Sara will be an Assistant Head in charge of ITT at Carmel College, Darlington.

Curriculum

Emily Millward

Early Years Teacher

St Bede's RC Primary School

Emily has been an Early Years Teacher for a period of 14 years. In her current role at St Bede's R.C. Primary School, she is responsible for Early Years and is part of the School's Leadership Team. She has worked as a Lead teacher in Reception, Nursery and Key Stage One.

Previously Emily worked as an Early Years' Moderator for Darlington L.A, moderating assessment judgements in Reception classes.

As an SLE with an Early Years Specialism, Emily has run a GTP training course for 4 days, using St Bede's as a base.



Curriculum

Nick Trenholm

Curriculum Leader For Music
Longfield Academy of Sport

Nick has been in his post for 8 years at Longfield Academy for Sport, Darlington. He is responsible for KS3 teaching and curriculum development and has developed the KS4 curriculum to best meet the needs of the pupils. Nick has taught both AQA & OCR GCSE music, BTEC extended certificate and diploma in music and AQA Performing Arts. By developing the KS4 curriculum, numbers and results have enjoyed a three year upward trend.

Last year Nick was seconded to the senior leadership with a particular whole school focus on curriculum development and options. He successfully completed the Aspiring Heads North East programme. His skills include the ability to motivate and manage change and to bring out the best in colleagues .



Early Years

Helen Mulholland

Early Years Teacher
St Bede's RC Primary School

Helen is a successful Early Years teacher, currently working in a Reception class. Prior to this she worked for a Local Authority, initially as a Communication Language & Literacy Development (CLLD) Consultant. Her role is two-fold: supporting Early Years' staff and teachers who need phonics / early reading guidance. As an SLE, Helen's responsibilities include supporting staff to plan and deliver phonic sessions. She has also planned and delivered CPD in the form of cluster meetings and school based training.

Helen can offer a diverse range of skills to support teachers and teams of Early Years practitioners. Her diverse experience of the education system equips her with the relevant skills and knowledge to undertake such roles.

Leanne Hodgson

Assistant Head Teacher
Heathfield Primary School

Leanne is a successful Assistant Head Teacher with responsibility for Early Years and Key Stage One, having previously taught in all stages of Primary education. During her time in Senior Leadership she has worked closely with staff to identify areas of weakness and to develop change programmes to achieve improvements. Leanne has recently collaborated to develop a school-wide assessment structure for the 2015 curriculum changes. In addition to this, she is also a line manager for a number of teaching staff and teaching assistants, and mentors NQTs and teaching students.



English

Jane Christie

Director of English, Literacy and Media
Framwellgate School

Jane has taught English for over 10 years. She has had various posts of responsibility and has previously been in the role of Deputy Director for 5 years where her key responsibility was managing KS4 and Literacy across the Curriculum. Jane has leadership and management experience in Key Stages 3, 4 and 5 but, as stated, her key responsibility has been at KS4. Under her leadership the department has developed new teaching and learning strategies, monitoring procedures and curriculum approaches which have seen results go from strength to strength. Jane has established and led the Literacy Focus Group which has had a considerable impact on learning : identifying areas and implementing action plans for intervention across the school, creating cross curricular resources, running cross curricular literacy days, embedding good shared practice in the teaching of literacy skills, running whole school CPD sessions and supporting writing across the curriculum.

Malcolm Patrick

Assistant Principal
Hummersknott Academy

Malcolm leads an outstanding English Faculty at Hummersknott Academy. He also has a whole school responsibility for developing Teaching and Learning through the use of student data. Prior to working at Hummersknott Academy, Malcolm was an Advanced Skills Teacher in Thornaby. In one year, under his leadership, the English results almost doubled and the school saw a shift in the way literacy was taught across the school.

Emma Patience

Assistant Curriculum Leader for English.
Carmel RC College

I have been an Assistant Curriculum Leader for the last two years at Carmel RC College with responsibility for literacy across the curriculum, transition, progress throughout all key stages. This has given me a greater understanding of strategies used to aid pupil attainment at each stage. This awareness means I have modified assessment at key stage 3 in acknowledgement of the changes at key stage 4 to ensure a streamlined transition between the key stages. I have been able to share best practice and research with curriculum leaders and teachers from a number of different schools resulting in the development of a literacy resource which was designed to aid lower ability Year 11 pupils' access non – fiction source material. Significantly, students in their English Language exam attained 91% at grade C or above. I have implemented a school wide literacy scheme to help raise both staff and pupil confidence in literacy and encourage best practice throughout the curriculum. In addition the work I have done with Year six teachers has helped improve attainment of level 5 reading and writing assessments.



Geography

Joanne Walker

Curriculum Leader for Geography
Carmel College

As a successful curriculum leader of geography, Joanne believes that her subject helps students understand the complexities of the world in which they live. She is committed to supporting students in reaching their potential and confidently participating in a highly competitive world.

Initiatives and strategies she has been involved with include tracking, improving assessments and introducing a range of thinking skills and enquiries. Joanne has also helped plan and deliver CPD programmes specifically to support Middle Leaders.



ICT

Simon Roberts

Curriculum Leader for ICT
Carmel College

Simon has been teaching since 1996 and is a curriculum leader at Carmel College. His focus is staff professional development; computing curriculum development; introducing students to the principles of programming and developing creative thinking and problem solving through the use of computing. Simon is therefore well placed to provide to support and guidance to other colleagues and schools.

Gavin McIntyre

Curriculum Leader for ICT
St John's Catholic School & Sixth Form College

Gavin is subject learning coordinator for ICT with responsibility for whole school e-learning. His role involves the vision, development and deployment of "Teaching & E-Learning" strategies including VLE and iPads. As subject learning coordinator he has also had experience of leading a successful ICT department. He has experience of many vocational and academic courses including GCSE ICT, CiDA+, iMedia, Nationals in ICT Levels 2 and 3 and A Level ICT. Gavin has previously been a Lead Teacher in Durham and currently leads on the HNCPS ICT Network. He is interested in Web 2.0 technologies which help to connect students and schools with experience of using many Web 2.0 tools. This includes Edmodo, Google Docs and Twitter and he has expert knowledge of the common software applications used in schools including Photoshop, Dreamweaver, Flash, Excel and Access.



ITT Development

Leeane Mersh-Roberts

Deputy Director of Social Sciences

Framwellgate School

Leeanne has been working in education for the past twelve years and has been in her current post for 7 years as Deputy Director of Social Sciences (RE, Philosophy and Ethics PSHCE, Psychology, Sociology) with specific responsibility for RE. In addition to this role, she has responsibilities for ITT provision across the school. In her previous post Leeanne was Key Stage Three co-ordinator in RE and held a pastoral role in the Sixth Form.

Currently she has led and managed the department in implementing a new GCSE specification and a new KS3 curriculum (Durham Agreed Syllabus). Leeanne has successfully led intervention strategies to support lower achieving students and has implemented teaching and learning activities to ensure that students are stretched and challenged.



Mathematics

Robert Mitchell

Assistant Vice Principal
Carmel College

Robert is Assistant Vice Principal at Carmel College and has worked on Curriculum design for over 10 years. This has given him the ability to support schools and colleges with their curriculum design, option model process, timetabling needs and in some cases, writing a full timetable for implementation. Robert is a teacher of maths and has supported schools in the delivery of this subject to help them improve results and outcomes for students. He has been involved in full Maths reviews of departments and supported the implementation of action plans to help move Maths departments from RI to Good.

Rose-Marie Rochester

Assistant Curriculum Leader Of Maths
Carmel College

Rose-Marie has been teaching for thirteen years, nine of which have been in her current post as assistant curriculum leader of the maths department at Carmel College. Rose-Marie is Maths Lead of the Archimedes NE Maths Hub based at Carmel. This new and exciting role has provided an opportunity to work with a number of maths specialists across the North East. The team has created and delivered courses and provided support to colleagues across all phases, in response to the maths needs in the North East.

Rose-Marie is well placed to assist in all areas of maths education. She thoroughly enjoys working with other teachers and sees all of these opportunities as a privilege and chance to continue learning.

Michael Ruddick

Assistant Vice Principal
Castle View Enterprise Academy

Michael has responsibility for whole school Data, intervention, subject line management and is director of Mathematics. In this role he implemented huge changes to the running of the department which brought about a massive impact on results. Michael has experience of driving through change in difficult situations and motivating teams to perform to their best. Whole school external and internal data is now an essential tool for improving outcomes for both pupils and schools. In Michael's current role he has successfully implemented and embedded new systems and working practices for utilising data. All departments, SLT, Heads of Year, and individual class teachers know what is required and how to incorporate data into their everyday planning and longer scale development plans. Michael would be very confident in helping schools in their planning and use of data systems as well as the strategic intervention process to run alongside this.



Mathematics

Rosslyn McFadden

Deputy Director of Mathematics
Framwellgate School

Rosslyn is Deputy Director of Mathematics and has been successful in this post for 6 years. During that time she has been responsible for KS3 & 5 Maths, STEM and more recently, KS3 & 4 Computing. She has strong links with external maths groups including FMSP and runs “Sharing Best Practice” sessions for the North East Edexcel Hub. Rosslyn has a proven track record of outstanding teaching across all key stages; in particular 6th form practice where she supported and developed a wide range of staff in raising attainment. She is also a very professional and proactive person who is extremely passionate about her subject area and through this passion is able to inspire both colleagues and students. She has supported colleagues in several schools with identifying and implementing strategies that are effective in creating sustainable improvement. Additionally Rosslyn has experience of developing and mentoring less experienced colleagues as well as implementation of rigorous and intelligent monitoring procedures and strategies to increase the involvement and accountability of colleagues.

Paul Rolston

Lead teacher of Mathematics
St John’s School and Sixth Form College

Paul is currently an SLE and Lead teacher of Mathematics at St John’s School and Sixth Form College with responsibility for the improvement of Teaching and Learning across both the Maths department and the school as a whole. To this end he is a facilitator on both the Improving Teaching Programme and the Outstanding Teacher Programme as well as having extensive experience in coaching techniques. He has been very successful working with colleagues to improve their lesson gradings in schools that are in an Ofsted category. He also has had personal experience of working in a school in Special Measures where he worked closely with a lead Ofsted inspector to ensure colleagues in the Maths department achieved the highest average gradings for their lesson observations when compared to every other department in the school.

In his previous role, Paul was Subject Leader in Maths which he was heavily involved with raising achievement and strategic planning across all key stages. He was responsible for curriculum developments in mathematics, including the writing of schemes of work, assessments and evolving teaching practices to include a more investigative approach to teaching. Paul also have extensive experience mentoring both ITT students and NQTs through their induction period



Mathematics

Anthony McGeeny

Maths Coordinator and SENCo
St. Augustine's RC Primary

At St. Augustine's RC Primary, Paul has been on the Senior Leadership Team, SENCo and Maths Coordinator for several years, with experience across the primary age range. He has supported a number of schools ranging from outstanding to special measures, and has recently worked with trainee teachers on ITT courses.

Along with other leaders, Paul has also developed a maths curriculum and assessment framework which is in line with the new national curriculum. He strongly believes that maths is a subject which all children can enjoy.



Modern Foreign Languages

Dawn Hale

MFL & The International Dimension
Framwellgate School

Dawn has experience of teaching and leading Modern Foreign Languages for over 20 years, with a particular emphasis on raising achievement and introducing quality assurance measures. She has published innovative Schemes of Work for the Association of Language Learning journals. Dawn also has experience of teaching and leading French, German and Spanish from KS2-5 and is currently an Examiner for AQA (AS French). Dawn has responsibility in school for the Most Able Students and has created systems and procedures which have enhanced provision for these students. She has recently applied for the NPQSL programme and will use this opportunity to develop leadership capacity on whole school issues..



Music

Michael Lamb

Subject Leader for Music
Framwellgate School

Michael is subject leader for music at Framwellgate School Durham where he has taught for 7 years. He has worked in a variety of areas including responsibilities for KS3, 4 and 5 teaching and curriculum development. This included significant successful work on increasing uptake and improving results. Other areas of his responsibility include primary music liaison, where he worked in primaries to introduce and/ or develop music teaching, KS2 to KS3 Music transition, instrumental teaching/ working with external music based service and, extracurricular activities. Under Michael's leadership, the department has developed new teaching and learning strategies, monitoring procedures and curriculum approaches which have seen results go from strength to strength



Primary English

Amy Henderson

Senior Leader
Heathfield Academy Trust

Amy has been at Heathfield Academy Trust as a Senior Leader with responsibility for English for the past five years. She has supported three schools by adding additional leadership capacity around developing the quality of teaching, raising standards in English, monitoring and evaluation and strengthening and training Middle Leadership. Her most recent work is in supporting a school that requires improvement. She played a key role in programmes of support for teachers. Amy is moving on to Deputy Headship in September and has been accepted into cohort 2015 of the Future Leaders Programme.



Primary Maths

Lily Unsworth

Management of Primary Maths, Curriculum and Assessment
The Rydal Academy

Lily was identified by Ofsted as an Outstanding classroom practitioner in 2011 and an Outstanding senior leader in 2014. She has worked across two Local Authorities with experience in rural and urban schools in affluent and deprived communities covering the spectrum of Ofsted grades. She has extensive academic qualifications in the field of education including a Masters in Educational Research. Assistant Head Teacher within a large primary school she has Phase Leadership responsibility for Year 1 - 3 and has been responsible for leading significant school improvement within the areas of teaching and learning, marking and feedback and approaches to provision.

Lily has extensive experience of working with teachers to support the development of their teaching and learning provision. The work she has undertaken has included modelling, team teaching, leading various CPD events and personalised coaching sessions using video self-reflections. Her commitment to providing a custom-made approach when working with individual teachers has transformed teaching and learning within her setting. Lily has also lead the successful development of a new curriculum, established a research based ethos to continued professional development and developed the leadership skills of subject leaders as well as being a School Training Centre Coordinator for Durham University.



Physical Education

Simon Hannaford

Curriculum Leader for Physical Education
Carmel College

Simon has been teaching PE for over 20 years in a variety of schools and has led a department since 1994. As Curriculum Leader for Physical Education at Carmel College, he leads a large successful department both academically and practically and enjoy fantastic results in GCSE, A Level, BTEC and Sports Leadership. The department excels in many sports at district, county, regional, national and international level. He also has extensive experiences as a GCSE moderator and exam marker for AQA. Simon is also able to assist with A2, AS, GCSE level Physical Education curricula.

For over twenty years Simon has been involved with the Durham County Schools Athletics Association. He organises the County XC Championships and team manage both the Track and XC County teams. He has a vast experience of leading school trips at local and international level including over thirty ski courses to Italy, Spain, France and Austria. It is his desire as an educator to help students meet their full potential by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas.



Religious Education

David Pinnock

Pastoral Learning Manger
Carmel College

David is a successful Pastoral Learning Manger and is fully committed to providing all students with the skills to succeed. Through demonstrating outstanding behaviour and classroom management he has lead by example in providing productive and meaningful learning environments. David has also completed Safeguarding training at Level 3 and is aware of current legislation and procedures that are necessary in this area.

Previously his role was Assistant Curriculum leader in Religious Education and has a good understanding of good practice in terms of diocesan expectations and preparing for Section 48 inspections. He has an excellent understanding of exam criteria and has been employed by Edexcel for 8 years. Using this knowledge and experience David provided training in a number of different schools which supported them in raising attainment.



School Business Management

Jennifer Moorhouse

School Business Manager
Carmel College

Jennifer is the Business Manager at Carmel College and has worked there for over 14 years and in her current role for 9 years. She is a graduate of the National College completing CSBM (Certificate of School Business Management) as part of the first cohort, DSBM (Diploma of School Business Management) two years later and more recently in 2008 the BA (Hons) in School Business Management. She also facilitates the Finance and HR modules of the CSBM through Teesside University.

Her role is constantly changing due to the College recently converting to Academy status. This has brought many new challenges and opportunities -working with banking, legal and accountancy professionals. Her role as a Business Manager involves finance (producing management accounts, cash flow forecasts, investments), HR (performance development, recruitment & selection, induction, disciplinary, capability), payroll (liaising with the payroll provider, making payments to HMRC, Teachers Pensions and producing statutory returns), facilities management (procuring contracts such as catering, grounds maintenance, policy & procedure and Governance.

Jennifer's areas of interest include: developing partnerships with feeder primary schools; supporting staff professional development; parental engagement; staff well-being and developing systems and procedures to secure and maintain externally



Science

Heather Ward

Science Teacher
Framwellgate School

During her 23 years teaching experience Heather has always focused on improving her own practice in the classroom. She therefore believes that one of the most effective ways to ensure improvements is to develop and share this good practice. Leading a team of colleagues responsible for the delivery of the chemistry curriculum, has meant that Heather has been able to introduce a collaborative approach to planning lessons, particularly useful for the challenges faced with the constantly changing curriculum. Her SLE role has meant that she has had the opportunity to be involved in co-delivering the successful "Standing Out in Science" courses run in collaboration with Sheffield Hallam University..



Special Educational Needs

Margaret Doyle

SENco
Carmel College

Margaret is an established primary teacher and SENCo. She transferred to the secondary sector and helped build Carmel College's original SEN provision. She has been a qualified Advanced Skills Teacher for over 9 years. Margaret taught young offenders and adults and delivered training in NE prisons. Invited by the Specialist Schools and Academies Trust to coordinate the writing of their Inclusion Award, Margaret became mentor-verifier, whilst also supporting SLTs in special schools nationally. Returning to Carmel, she developed the Support Team's effectiveness, contributing towards the schools' outstanding status. Now she provides support to SENCos across Carmel Education Trust.



Teaching and Learning

Kevin Beston

Maths Lead For Archimedes NE Maths Hub
Carmel College

Kevin is a successful Deputy Head teacher with more than 18 years of experience across the primary age range. An observation of his teaching from OFSTED in July 2013 confirmed he was an outstanding teacher who led school improvement by example. Kevin has supported a number of schools which have ranged from Special Measures to Outstanding. Within each organisation he has worked with teachers and leaders to improve performance, expectation, standards and progress. His work has included working with leaders in supporting the implementation of policies around mathematics, assessment, and curriculum design and pupil premium. A high proportion of his time has been in supporting school improvement; currently work has centred on the implementation of the new curriculum, specifically design, pedagogy and assessment.

Lucy Collins

Curriculum Leader of Religious Education/ Assistant Vice Principal
Carmel College

Lucy is in her ninth year of teaching and her fourth year as Curriculum Leader of Religious Education at Carmel College. She is also an accredited Advanced Skills Teacher and Assistant Vice Principal. Lucy enjoys the challenges and opportunities within the educational landscape. In particular, her work in her own school and across other schools provides a solid foundation for her involvement in this new role as she regularly organises, manages and resources CPD and training sessions. To quote Einstein; "Insanity is doing the same things again and again expecting different results" and in this respect, she is flexible and enthusiastic in adopting different approaches. Lucy strongly believes that leadership skills become supplemented and strengthened by coaching, facilitating, nurturing and support skills all of which she can offer.



Teaching and Learning

Melanie Kane

Curriculum Leader of Art / Assistant Vice Principal
Carmel College

Having taught for over 15 years Melanie has enjoyed the challenge and creativity required to meet a constantly evolving curriculum. As curriculum leader for art she has brought about rapid and sustained change in the quality of teaching and learning and has significantly improved the standards reached by all pupils from KS3 to A level. Melanie has embraced new initiatives and innovative practices within the department that have significantly enhanced the leadership of teaching, learning and assessment. In her role as AST Melanie has fine-tuned her pedagogy and vision for achieving and maintaining high standards in art and has enjoyed the challenge of sharing excellent practice with other staff at Carmel and with schools from across the North East. This has also given her the opportunity to learn from others and work in a collaborative way.

More recently she has had the opportunity to enhance her coaching and facilitation skills by achieving National College accreditation to facilitate National College middle leadership training and certification to deliver Olevi Improving Teacher Programme and Outstanding Teacher Programme. As an Assistant Vice Principal, Melanie has also been involved in developing teaching and learning programmes for staff at Carmel, facilitating National College middle leadership training and writing materials for a new North East Training schools initiative to improve teaching and learning. She is also working in my SLE role with curriculum leaders across the region to develop their leadership skills.

What else could Carmel College Teaching School Alliance offer you and your school?



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