

Support Offer to Schools and Education Providers



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Our Support Offer to Schools

In a rapidly changing and challenging educational landscape, getting the most appropriate and impactful support is crucial.

From safeguarding to school improvement, results to recruitment, and delivering a fully inclusive education, Essex County Council has services to support every aspect of your education provision.

We are experts in education, so you can rest assured that you can rely on our quality, capability and customer service. Our breadth of experience enables us to offer a wide range of cost-effective, relevant support, tailored to meet the precise needs of your school. Choose from the extensive menu of programmes to meet your school's needs, either as standalone items or as part of a suite of school improvement programmes to form your personalised Bronze, Silver or Gold subscriptions.

Together, we can make the difference.

Traded Overview

Essex County Council's traded offer to schools reflects prices that remain highly competitive because we remain committed to providing best-in-class service to all schools through our bespoke school development offer.

Schools can take advantage of ECC's different subscriptions model, increasing value for money by purchasing a higher number of days, in advance.

Subscription	Cost	Number of days	Equivalent day rate
Bronze	£650	Individual days	£650
Silver	£1240	2 days	£620
Gold	£2340	4 days	£585

Bronze – Schools can purchase individual days, costed at a daily rate, to spend on programmes selected.

Silver – Schools can purchase 2 days to spend on programmes selected; if schools wish to purchase more than 2 days, then the total number of days will be costed at the reduced, Silver subscription daily rate of £620.

Gold – Schools can purchase 4 days to spend on programmes selected; if schools wish to purchase more than 4 days, then the total number of days will be costed at the reduced, Gold subscription daily rate of £585.

The pricing structure of days is inclusive of travel expenses, preparation and report writing time.

Each programme provides details of the cost (in days) as well as details of approximate duration so schools are clear regarding onsite delivery as well as offsite administration.

In addition, this model allows all schools to benefit from an **'Early Bird' discount of a further 5%** when days of support are purchased before **Friday 20th October 2023**. All days / subscriptions purchased must be used within the academic year (September 2023/24) or they will be lost; there will be no carry-over of unused days.

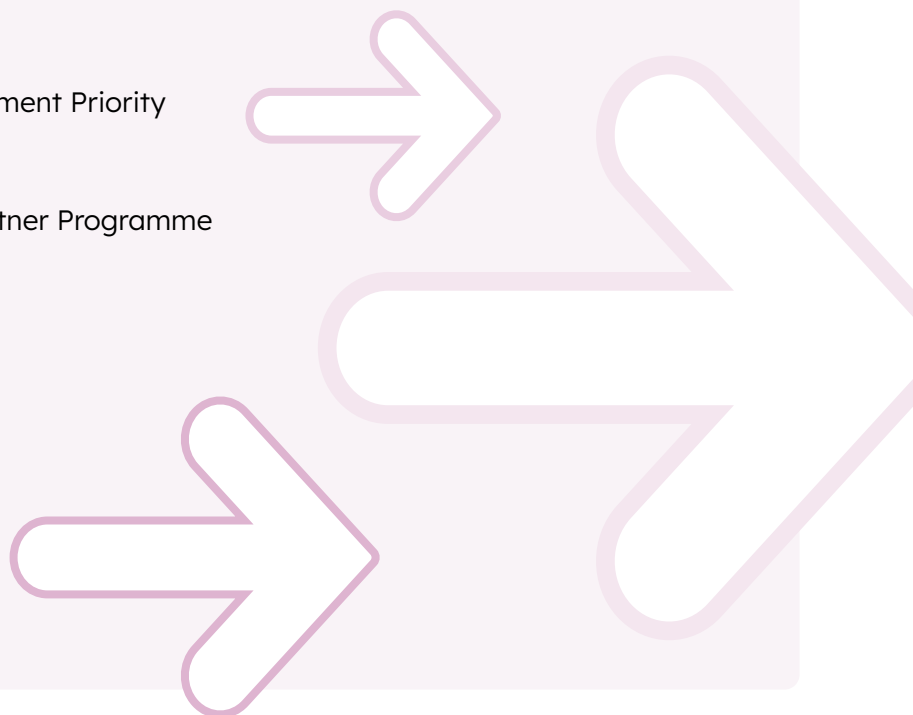
The LA offers a Quality Assured Service that is committed to ensuring the workforce is comprised of high-calibre individuals with up-to-date knowledge, skills and expertise.



[Click here to buy and/or book a subscription or programme](#)

Programmes

- 6** Action Planning and SEF Writing - A 'Health Check'
- 7** Assessment for Impact - Evaluating the Impact of Pupil Feedback
- 8** Assessment - How to Ensure the Effective Use of Formative and Summative Assessment
- 9** Curriculum - Building an Effective Curriculum
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Action Planning and SEF Writing - A 'Health Check'

Is your action plan fit for purpose? Is it having significant impact on improving your school? How effectively does it inform the accuracy of your self-evaluation?



Audience

Primary and secondary senior leaders

This programme for your school could be developed around the following elements:

- Reflecting on your current evidence base and whether this provides the information you require
- Considering which of the key priorities will have the greatest impact on learners and how planning drives continuous school improvement
- Planning for impact with clearly defined milestones
- Aligning your action planning to feed directly into your SEF to ensure you have an accurate and informed basis for your judgements
- Establishing links to the Ofsted criteria

Programme outline:

Session 1: Gathering evidence

- Is your evidence baseline suitably rigorous and accurate?
- Is your evidence fit for purpose?
- How are you triangulating your evidence to determine priorities for improvement?
- How are you communicating priorities to stakeholders to ensure everyone is on the same page?

Session 2: Planning for improvement (maintaining objectivity)

- How can you ensure your action plan is linked tightly with your school's cycle for school improvement?
- How can milestones support leadership in communicating progress to date to stakeholders?
- How joined up is the school improvement thinking across all your teams?

Session 3: Making the most of your Self-Evaluation Document

- What tools are you using to evaluate the progress of your action plan to inform your SEF writing and your Headteacher's Report to Governors?
- Are you seamlessly linking your action plan evidence to accurate judgements in your SEF?
- Is your SEF linked closely to your school improvement priorities and can you see the impact?



Cost

2 days (includes SEP preparation)



Onsite Delivery

1.5 days

Assessment for Impact - Evaluating the Impact of Pupil Feedback

Is feedback to pupils meaningful and manageable in your school or trust? Is feedback effective in supporting pupils' next steps in learning as well as recognising progress in their learning?



Audience

Headteachers, senior and middle leaders, classroom practitioners.

This programme will be **personalised to suit the needs of your school.**

Alternatively, it could be suitable for a partnership of schools.

This programme for your school could be developed around the following elements:

- A facilitated session, ascertaining the impact of your current policy for inclusion, assisting the teaching of the curriculum; checking pupils' understand effectively, identifying and correcting misunderstandings and providing clear next steps for pupils
- Considering the implementation of feedback policy on teachers' workload

- Effective work scrutiny – focusing on knowledge gained and skills acquired
- Developing teachers' professional judgements
- Effective recording keeping and evaluation for evidence – further planning

Programme outline:

Extended Twilight/half day facilitated session with staff and/ or governors



Cost
1 day



Onsite Delivery
Half day/ Extended twilight



Assessment – How to Ensure the Effective Use of Formative and Summative Assessment

Are you looking to ensure that formative and summative assessment is used well?



Audience

Headteachers, School Leaders, Teachers

This programme will be **personalised to suit the needs of your school or trust – a guided learning opportunity.**

Examples of areas of bespoke support could include:

- Using aspects of formative assessment in teaching and learning
- Developing a whole school approach to marking and feedback
- Analysing data to inform strategic priorities
- Developing whole school assessment systems
- Supporting subject leaders to develop assessment in their subject
- End of key stage moderation in reading, writing and mathematics

- Year group moderation of standards in reading, writing and mathematics
- Moderation of standards in non-core subjects
- Supporting teachers to prepare for statutory end of key stage moderation
- Training for headteachers/school assessment leaders to be confident in moderating standards in core subjects



Cost

The charge for this programme will depend on the needs of the school trust.



Programme Delivery Options

- **Standalone twilight session.** For example, year group moderation
- **One to one support.** For example, preparing for end of key stage moderation



Curriculum – Building an Effective Curriculum

Is your curriculum fit for purpose? Does it suit all your learners' needs? How do you identify when it is not working?

What sources of evidence do you use to evidence the impact of the curriculum?



Audience

Headteachers, senior and middle leaders

- Reflecting on current curriculum
- Considering the role of the school context in designing the curriculum
- Ensuring your curriculum is inclusive and enables progression for all pupils, including SEND
- Considering progression in learning, outcomes and provision and application of core skills across the curriculum
- Whole school reflection and review of impact and establishing structures to determine longer term implementation
- Establishing links to the Ofsted criteria

Session 2 (How):

- What is your rationale (vision) to your chosen curriculum
- How does your curriculum ensure progression?
- How seamless are your transition points?
- What are the building blocks required to aid transition points?

Session 3 (Why):

- Tools to evaluate the effectiveness of your new curriculum
- How do you know what changes are required?

Programme outline:

Session 1 (Who):

- Who are your pupils?
- What is your school context?
- Current curriculum - How do you know the curriculum is not working?



Cost

2 days (includes SEP preparation)



Onsite Delivery

1.5 days

Sixth Form Support – How to Ensure your Sixth Form is as Effective as Possible

Are you looking for some support for your sixth form or an external view of your development plans and ideas?



Audience

Headteacher, post-16 School Leaders

This programme will be **personalised to suit the needs of your school or trust – a guided learning opportunity.**

Examples of areas of bespoke support could include:

- analysing data to inform strategic priorities and early interventions
- developing your study programs and curriculum offer
- supporting students to develop their skills and independence
- supporting transitions
- making the most of tutor time
- how to stretch and challenge post 16 students

Programme Delivery Options:

- Standalone twilight session. For example, staff training on skill development / independence
- One to one support. For example, data analysis, curriculum design support
- Review of teaching and learning in the sixth form



Cost

The charge for this programme will depend on the needs of the school / trust



Governance – How to be Effective in Governance

Are you looking to enhance the impact of governance in your school or trust? Do you wish to enhance your governing body's ability to meet its statutory responsibilities?



Audience

Governors, Headteachers

This programme will be **personalised to suit the needs of your school or trust – a guided learning opportunity.**

Choose from the following sessions or bespoke to your board:

- Facilitated self-review of governance, helping you to identify your key strengths and the right areas for development
- Vision, Values and Key Performance Indicators – How to monitor and evaluate your school's/trust's vision, values and key priorities
- Implications of the Ofsted Framework for your school/trust – Questions to ask leadership about the intent, implementation and impact of your curriculum
- Preparation for inspection; How well are governors informed about the intent, implementation, and impact of the curriculum

- Strategic Use of Data – what questions to ask to monitor outcomes
- Evaluating the impact of specific funding, e.g. the use of Pupil Premium Grant, Sports Premium, SEND
- Evaluating your school or trust safeguarding culture
- Facilitating governance peer review
- Supporting a culture of well-being in your school
- Training for Headteacher/CEO performance management
- Training for Headteacher/senior staff recruitment



Cost

0.5 day (includes cost for SEP preparation)



Onsite Delivery

Twilight session

Governance Review

Do you want to reflect on how effectively your governing body fulfils its statutory responsibilities? Do you require a Review of Governance? This could be in response to, or in preparation for inspection.



Audience

Headteachers, Governors

The Review of Governance for your school will include evaluation of the effectiveness of the following elements for competent governance:

- Strategic leadership, accountability, building an effective team, roles and responsibilities, statutory compliance and managing and developing the board's effectiveness
- A written report identifying strengths and clear areas for improvement against the national governor competencies

This review could be **personalised to suit the needs of your school** through the provision of bespoke follow up training, closely aligned to the identified priorities.

This could include:

- Strategic Use of Data – what questions to ask to monitor outcomes
- How to monitor and evaluate your school's vision, values and key priorities

- Questions to ask leadership about the intent, implementation and impact of your curriculum
- Evaluating the impact of specific funding, e.g. the use of Pupil Premium Grant, sports premium, SEND, catch-up, bursary funding
- Evaluating your school's safeguarding culture
- Supporting a culture of well-being in your school

Delivery:

Review of Governance including half day face to face interviews with governors and scrutiny of key documentation and written report.



Cost

1 day (includes SEP preparation and report writing)



Onsite Delivery

0.5 day

Headteacher Performance Management

Governors, do you provide and evidence the right support for your Headteacher and ensure that they are held to account for effective performance of the school?



Audience

Headteachers, Governors

Headteacher support

Performance Management is a key element of a secure and effective working relationship between Governing Bodies and Senior Leaders. Within an open discussion about the performance of the school in general, the successes throughout the year and the plans to further improve the school, Governors can be assured that the school is continuing to improve under its current leadership and can be supported to ask challenging questions. Equally, Headteachers have the opportunity to assess and evaluate their own effectiveness, identify areas for improvement in their practice and share evidence of impact throughout the course of the year.

The programme includes:

- A constructive discussion with Headteachers gathering evidence of impact and identifying areas for whole school and individual improvement
- A constructive discussion with Governors gathering perceptions and evidence of impact
- A quality assurance of the evidence base presented by Headteachers
- A facilitated discussion between Headteachers and Governors to celebrate achievements and impact and to identify areas of development individually and as a school
- A full write up of discussions, targets and expected evidence base linked to [National Headteacher Standards \(2020\)](#)
- A mid-point review of impact and next steps



Cost

1.5 days (includes SEP preparation and report writing)



Onsite Delivery

1 day spread across the year – includes a short mid-year review

Headteacher – New to Role

How well do you know your school? Will your chosen priorities and actions have the biggest impact? Are your most vulnerable, disadvantaged learners' needs truly met?



Audience

New headteachers (and new to Essex)

- Planning and implementing school improvement
- Effective school self-evaluation and planning strategies
- Ensuring effective statutory compliance is met
- Ensuring effective inclusion

Programme outline:

Session 1: Evaluation of my school's baseline

- How can I accurately and swiftly assess my school's current context?
- How do I communicate this effectively to all stakeholders?

Session 2: Planning for the future and evaluating impact

- How do I identify priorities to make a difference?
- How do I know I am making a difference through action planning?
- How do I demonstrate I am making a difference through effective SEF writing?

Session 3: Effective safeguarding and inclusion practice

- How do I know my safeguarding records are fully fit for purpose?
- How do I know that my school is fully inclusive?



Cost

2 days



Onsite Delivery

1.5 days



Leading a School - Developing Leadership Skills in the Role of Headteacher or Head of School

Do you wonder how effective you are as a leader? Do you want to be the best headteacher you can be? Do you work alongside other headteachers you would like to emulate?



Audience

Newly appointed Heads to support their development, or, can be tailored to Heads needing to develop more effective, high impact practice in a particular area of leadership.

Areas covered:

- **Initial school review** - Gives a clear evaluation of your school and its current strengths and areas for development
- **Evaluation of leadership and management** - identifying separation of duty, holding senior leaders to account for school development
- **Managing change**
- **Setting the vision** - working with governors and senior leaders to formulate a long-term vision for the school
- **Coaching** - holding difficult conversations
- **Writing your SEF** - language use, tying it back the Ofsted framework
- **School development planning** - quality assurance of a school development plan, supporting prioritisation, identifying milestones, gathering evidence

- **Performance management** - setting targets, support in gathering evidence
- **Headteacher performance management** - setting targets, support in gathering evidence, mid-point review, support for Governor analysis of evidence base
- **Data analysis** - Use of external and internal data sets to support judgements and priorities
- **2 bespoke half days** to focus on a school priority

Or

This programme will be **personalised to suit the needs of your school**. The above can be bought separately. Alternatively, it could be suitable for a partnership of schools which share similar areas of development.



Cost

6 days

The charge for elements bought separately will be charged at the daily rate plus SEP preparation time per element.

Pupil Premium Provision

Is your school meeting the needs of all disadvantaged pupils?
Is your school using Pupil Premium funding as effectively, and impactfully, as possible?



Audience

Headteacher, School Leaders,
Governors

Bespoke sessions for your school could be developed and personalised to suit the needs of your school.

- Support to new Pupil Premium Champions
- Coaching Governors - how to spend, monitor and evaluate the pupil premium
- Analysis of how data insights and targeted monitoring can be utilised to raise achievement of disadvantaged learners
- Raising the attendance of disadvantaged learners
- Raising expectations of more able disadvantaged learners
- Support for writing an effective strategy and evaluating the impact

- Supporting middle leaders with monitoring and evaluation
- Provision mapping to align with SEND provision and measuring impact of targeted support and interventions where pupils are both SEND and Pupil Premium

This programme will be **personalised to suit the needs of your school**. Alternatively, it could be suitable for a partnership of schools which share similar areas of development.



Cost

1 day per session from the list (includes SEP preparation)



Onsite Delivery

0.5 days



Review - Disadvantaged

How effective is your whole school provision for disadvantaged pupils? Do you wonder what Ofsted will evidence when they inspect provision for disadvantaged, across the curriculum, at your school? Is leadership of disadvantaged pupil provision at your school as effective as you want it to be?



Audience

Headteachers, School Leaders,
Governors

The overall aim of this is to enable schools to determine the effectiveness of its provision for disadvantaged pupils, ascertaining its impact on outcomes for all disadvantaged pupils, across the three core strands:

- Preparing for the Ofsted Inspection Framework: how leaders know and evidence the curriculum is supporting disadvantaged pupils, to achieve the best possible outcomes
- Supporting strategic leadership, to have a clear and ambitious vision for high quality inclusive education for all pupils, especially for disadvantaged pupils
- Validating judgements with a range of evidence to evaluate intent, implementation and impact of the aspect of education provided

You will benefit from a bespoke approach to the scrutiny and review of the educational provision for disadvantaged pupils in order to secure confidence of all stakeholders in the quality of judgements. It will also support you in planning strategically for the future.

Alternatively, it could be suitable for a partnership of schools in a Multi Academy Trust which share similar areas of development.



Cost

(includes SEP preparation and report writing)

- **Small school (< 210 pupils):**
1 day
- **Medium school (>211 pupils < 540):**
1.5 days
- **Large School (> 541 pupils):**
2.5 days (2 SEPs)



Onsite Delivery

Up to 1 day, relative to school size

Review - Quality of Education

Are you keen to review the Quality of Education across your school? Do you want support in effectively preparing for Ofsted inspection and have external validation of what's working well and what requires further improvement? Are your middle leaders confident of the intent, implementation and impact of their respective areas of the curriculum?



Audience

Headteacher, School Leaders, Governors

To what extent do leaders, managers and those responsible for governance ensure that the education that your school provides has a positive impact on all its pupils, including disadvantaged and those with SEND?

The overall aim of this is to enable schools to determine the effectiveness of your school's quality of education, ascertaining its impact on outcomes for all pupils, including disadvantaged and those with SEND, across the three core strands:

- Preparing for the Ofsted Inspection Framework: how leaders know and evidence the curriculum is supporting pupils to achieve well including pupils with SEND, disadvantaged to achieve the best possible outcomes
- Supporting strategic leadership, to have a clear and ambitious vision for high quality inclusive education for all pupils
- Validating judgements with a range of evidence to evaluate intent, implementation and impact of the aspect of education provided

You will benefit from a bespoke approach to the scrutiny and review of the Quality of Education at your school in order to secure

confidence of all stakeholders in the quality of judgements. It will also support you in planning strategically for the future.

This support is suitable for all schools and school leadership teams. It is particularly enabling if:

- You are a new headteacher or head of school
- You have a new senior leadership team and are wishing to develop a shared view of where you currently are
- You are expecting an Ofsted inspection and want to ensure all are fully prepared for inspection

Alternatively, it could be suitable for a partnership of schools in a Multi Academy Trust who share similar areas of development.



Cost

(includes SEP preparation and report writing)

- **Small school (< 210 pupils):**
1.5 days
- **Medium school (>211 pupils < 540):**
2 days (2 SEPs)
- **Large School (> 541 pupils):**
2.5 days (2 SEPs)



Onsite Delivery

1 day

Review - Safeguarding

Are you keen to know the strengths, as well as improvement requirements, for safeguarding at your school? Do you require a Review of Safeguarding?



Audience

Headteachers, School Leaders, Governors

The Review of Safeguarding for your school can be carried out by a SEP.

Review

- Evaluation of safeguarding leadership, accountability, roles and responsibilities, statutory processes for reporting and recording of child protection concerns, processes for safer recruitment, triangulation with pupil and staff views
- A written report identifying strengths and areas for improvement

Optional Extras

This review could be extended and personalised **to suit the needs of your school** through the addition of the evaluation of and areas to improve such as:

- RSE curriculum and how it meets the needs of your pupils
- The culture of well-being in your school
- Capture of pupil and staff views to further inform areas for improvement



Cost for Basic Review

1 day (includes SEP preparation and report)



Onsite Delivery

0.5 days approximately



Review - School Improvement Priority

Is there an aspect of school provision you're keen to review?
Do you wonder what Ofsted will evidence when they evaluate reading or another area of your school's curriculum?



Audience

Headteacher, School Leaders,
Governors

The overall aim of this is to enable schools to determine the effectiveness of an aspect of its provision, ascertaining its impact on outcomes for all pupils, including disadvantaged and those with SEND, across the three core strands:

- Preparing for the Ofsted Inspection Framework: how leaders know and evidence the curriculum is supporting pupils to achieve well including pupils with SEND, disadvantaged to achieve the best possible outcomes
- Supporting strategic leadership, to have a clear and ambitious vision for high quality inclusive education for all pupils
- Validating judgements with a range of evidence to evaluate intent, implementation and impact of the aspect of education provided

You will benefit from a bespoke approach to the scrutiny and review of an area of curriculum provision in order to secure confidence of all stakeholders in the quality of judgements. It will also support you in planning strategically for the future.

This support is suitable for all schools and school leadership teams. Alternatively, it could be suitable for a partnership of schools in a Multi Academy Trust which share similar areas of development.



Cost

1 day (includes SEP preparation and report writing)



Onsite Delivery

0.5 days approximately



Review - SEND

How effective is your whole school provision for SEND? Do you wonder what Ofsted will evidence when they inspect provision for SEND, across the curriculum, at your school? Is leadership of SEND at your school as effective as you want it to be?



Audience

Headteachers, School Leaders, Governors

The overall aim of this is to enable schools to determine the effectiveness of its provision for SEND, ascertaining its impact on outcomes for all pupils with SEND, across the three core strands:

- Preparing for the Ofsted Inspection Framework: how leaders know and evidence the curriculum is supporting pupils with SEND to achieve the best possible outcomes
- Supporting strategic leadership, to have a clear and ambitious vision for high quality inclusive education for all pupils, especially for those with SEND
- Validating judgements with a range of evidence to evaluate intent, implementation and impact of the aspect of education provided

You will benefit from a bespoke approach to the scrutiny and review of the educational provision for pupils with SEND in order to secure confidence of all stakeholders in the quality of judgements. It will also support you in planning strategically for the future.

Alternatively, it could be suitable for a partnership of schools in a Multi Academy Trust which share similar areas of development.



Cost

(includes SEP preparation and report writing)

- **Small school (< 210 pupils):**
1 day
- **Medium school (>211 pupils < 540):**
1.5 days
- **Large School (> 541 pupils):**
2.5 days (2 SEPs)



Onsite Delivery

Up to 1 day relative to school size

School Improvement Partner Programme

Are you in need of a bespoke challenge and support package from a School Effectiveness Partner, one designed to support your school improvement journey throughout the school year?



Audience

Headteacher, School Leaders, Governors

Whole school programme of support

This programme for your school could be developed around the following elements:

- Headteacher performance management; with a mid-year review
- Analysis of school data
- Action planning
- Working with senior leaders
- Supporting governance in school
- Safeguarding
- Quality assurance of school self evaluation
- Developing learning and teaching
- Work scrutinise and pupil interviews

This programme will be **personalised to suit the needs of your school.**

- Are you approaching an inspection or recently post inspection?
- Has the context of your school changed?
- Are major developments taking place or planned for school?
- Are you working with other schools?



Cost

4 days (includes SEP preparation and writing of visit notes)



Onsite Delivery

6 half day sessions



Understanding Your Data

What does your data tell you about your school's provision? How can a forensic analysis of your school data accurately inform your school improvement priorities? How does your school data reflect the strengths of your school's provision?

For Schools

All schools get a basic view of Perspective Lite through NCER. However, if you subscribe to this Traded Service you will receive enhanced interactive access which includes a suite of attainment and progress reports that allow you to drill down into the data by a range of different pupil groups, view data at pupil level, draw comparisons with Essex and England data, view data over time, and more. A unique feature of the reports is the ability for you to be able to have early analysis of your attainment data and early (realtime) comparative data with Essex and England. The emerging national picture quickly becomes a robust comparator and would be available to you much earlier than DfE published figures.

For Partnerships and/ or Multi-Academy Trusts

These data booklets will provide you with comprehensive data broken down by different characteristics for your partnership/MAT. E.g. It will allow for such things as comparisons between schools and help to identify any strategic priorities your partnership/ MAT may then wish to focus on.

Price £299

Pricing model

Size of school	Price
1 form entry, Junior or Infant	£249
2 form entry	£299
3 form entry	£349
All through	£409
Secondary schools Less than 1200 pupils	£349
Secondary schools More than 1200 pupils	£449



How to buy a data report and/or booklet

If you would like to purchase the data reports and/ or booklets, please email WorkforceDevelopment@essex.gov.uk.

Please note this service is not part of the bronze, silver or gold subscriptions.

Statutory Assessment Support

- 25** Administering the Multiplication Tables Check
- 25** Administering the Phonic Screening Check
- 26** Assessment and Moderation in Year 6 Refresher
- 26** Assessment and Moderation in Year 6 for Teachers New to Year 6 and ECTs
- 27** KS2 Statutory Moderation Training for Experienced Year 6 Teachers
- 27** Managing the Statutory Assessment Process
- 28** Autumn Term Statutory Assessment Briefing
- 28** Spring Term Statutory Assessment Briefing
- 29** Summer Term Statutory Assessment Briefing
- 29** Understand the KS2 TA Framework

We can offer a suite of virtual courses that complement our subscriptions and programmes. These will be available for bookings on the **Education online booking system** from the Autumn term 2023.

Please note, these are not part of our bronze, silver and gold subscriptions.



Administering the Multiplication Tables Check

Wednesday 24 April 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

Event aims

To provide school leaders and teachers with the skills and knowledge to administer the multiplication tables check

 **Target audience (roles)**

- Headteachers
- School Assessment Leaders
- Year 4 teacher

Event objectives

- To understand the statutory requirements for administering the Year 4 multiplication tables check
- To know how to carry out the Year 4 multiplication check

Administering the Phonic Screening Check

Wednesday 15 May 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

Event aims

To provide school leaders and teachers with the skills and knowledge to administer the phonic screening check

 **Target audience (roles)**

- Headteachers
- School Assessment Leaders
- Year 1 and 2 teachers


Event objectives

- To understand the statutory requirements for administering the phonic screening check
- To know how to carry out the phonic screening check

Assessment and Moderation in Year 6 Refresher

Wednesday 21 February 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

 **Target audience (roles)**

- Teachers with experience of Year 6

Event aims

To update the knowledge and skills of teachers with experience of Year 6 in carrying out end of key stage 2 statutory assessments


Event objectives

- To know the statutory requirements for the end of key stage 2 assessment.
- To understand how to administer the key stage 2 tests
- To understand making TA judgements in writing
- To know the process for KS2 moderation

Assessment and Moderation in Year 6 for Teachers New to Year 6 and ECTs

Wednesday 7 February 2024 | Half day 1pm to 4pm | Virtual by Microsoft TEAMS

 **Cost**
£99

 **Target audience (roles)**

- ECTs in Year 6
- Experienced teachers who are new to Year 6

Event aims

The training provides teachers who are new to year 6 and ECTs with the knowledge and skills to carry out end of key stage 2 statutory assessment.


Event objectives

- To know the statutory requirements for the end of key stage 2 assessment.
- To understand how to administer the key stage 2 tests
- To develop understanding of TA judgements in writing
- To know the process for KS2 moderation

KS2 Statutory Moderation Training for Experienced Year 6 Teachers

Wednesday 29 November 2023 | Half day 1pm to 4pm | Virtual by Microsoft TEAMS

 **Cost**
£99

 **Target audience (roles)**

- Experienced Year 6 teachers

Event aims

The training will provide experienced Year 6 teachers with the knowledge and skills to lead school and partnership moderation sessions


Event objectives

- To understand the requirements of statutory moderation
- To standardise teacher assessment judgements in writing
- To know how to manage a moderation meeting
- To organise and lead a partnership moderation meeting

Managing the Statutory Assessment Process

Wednesday 27 March 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

 **Target audience (roles)**

- Headteachers
- School Assessment Leaders

Event aims

To provide school leaders with the skills and knowledge to administer all statutory assessments


Event objectives

- To understand the statutory assessment requirements
- To know how to prepare staff to administer all the statutory assessments

Autumn Term Statutory Assessment Briefing

Wednesday 15 November 2023 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

 **Target audience (roles)**

- Headteachers
- School Assessment Leaders

Event aims

To ensure that leaders are fully prepared and have the necessary knowledge and skills to administer all the primary statutory assessments


Event objectives

- To understand the statutory assessment requirements for the 2023 -2024 academic year
- To support leaders to plan for the administration of all primary statutory assessments

Spring Term Statutory Assessment Briefing

Wednesday 13 March 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

 **Target audience (roles)**

- Headteachers
- School Assessment Leaders

Event aims

To ensure that leaders are fully prepared and have the necessary knowledge and skills to administer all the primary statutory assessments


Event objectives

- To understand the statutory assessment requirements for the 2023 -2024 academic year
- To support leaders to plan for the administration of all primary statutory assessments

Summer Term Statutory Assessment Briefing

Wednesday 1 May 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

 **Target audience (roles)**

- Headteachers
- School Assessment Leaders

Event aims

To ensure that leaders are fully prepared and have the necessary knowledge and skills to administer all the primary statutory assessments

Event objectives

- To understand the statutory assessment requirements for the 2023 -2024 academic year
- To support leaders to plan the administration of all primary statutory assessments

Understand the KS2 TA Framework

Wednesday 24 January 2024 | Twilight 4pm to 5pm | Virtual by Microsoft TEAMS

 **Cost**
£49

 **Target audience (roles)**

- Teachers with experience of Year 6

Event aims

To provide leaders and teachers with knowledge and understanding of the KS2 TA Framework to enable them to make accurate teacher assessment judgements

Event objectives

- To know the requirements of the KS2 TA Framework
- To understand the 'pupil can' statements for writing
- To know how to evidence the 'pupil can' statements for writing

Meet the Team

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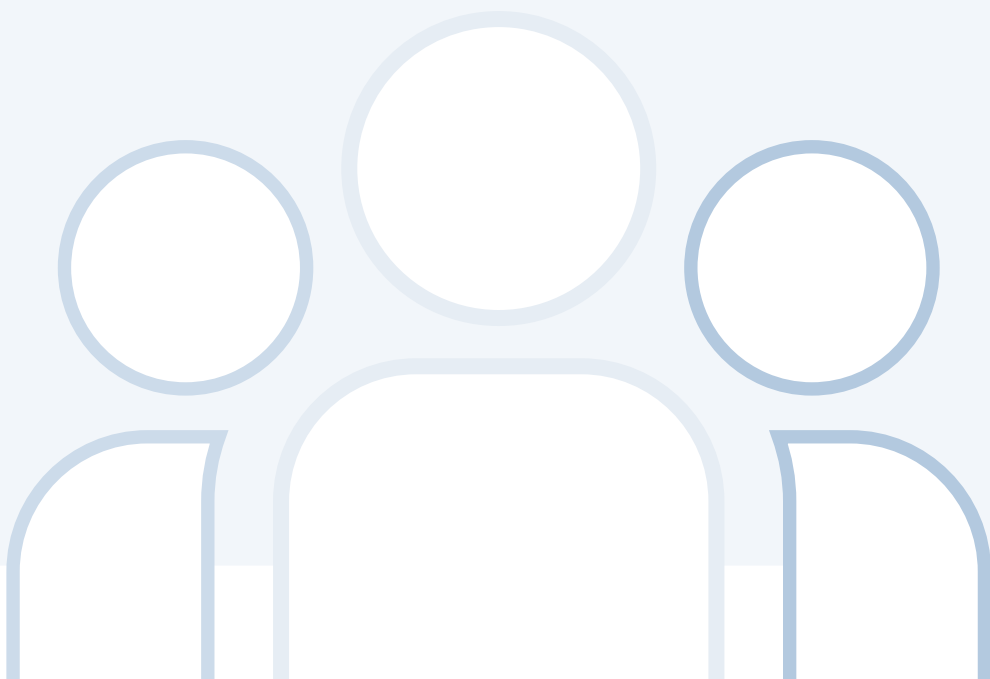
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Anthony Sapping



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Overview

Anthony has been with the Local Authority since September 2021, working in partnership with schools and Multi Academy Trusts in the Mid, Northeast, and West. He has 19 years of secondary school experience, including 12 years in senior leadership across schools with varied contexts in the South.

With an educational background in engineering and computing, he is particularly passionate about the STEM subjects and the effective use of data systems to inform strategic planning.

As Teaching School Lead, he was a project manager, improving outcomes for disadvantaged pupils in the DfE sponsored Strategic School Improvement Fund initiative. Anthony has supported schools in Norfolk, London, Southend, and Thurrock.

His subject specialisms are Maths and Science. Anthony has been subject to enhanced DBS disclosures.

Areas of expertise

- Delivery of inset days in aspects of school improvement
- Data analysis and efficient use of IT systems
- Evidence-informed curriculum review and planning
- Reviewing the pupil premium strategy
- Putting evidence to work – Assessment and feedback
- Collaborative reviews of teaching and learning
- Supporting leadership in preparation for Ofsted
- Supporting Headteachers in writing the SEF and School Development Plans
- Supporting governors with Headteacher Recruitment
- Coaching and mentoring of senior leaders
- Review of Governance
- Ofsted training for staff and governors, including pre-inspection preparation
- Headteacher Performance Management
- Safeguarding and Safer Recruitment
- Closing the disadvantage gap



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Ashley Milum



 **Role:** Head of Education and Early Years - West

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Overview

Ashley joined ECC in Sept '22 as Head of Education and Early Years, leading School Effectiveness Partners, Attendance Specialists and Early Years Education Partners.

As a Headteacher, Ashley was recognised by the Director General for Schools – DfE, for the rapid improvement and stabilisation of a formerly Inadequate School. Ashley has expertise in leading vulnerable schools through the development of systems and cultures, policy, embedding priorities, curriculum development and integrated curriculum and financial planning.

Ashley has a particular interest in system leadership, inclusion, attendance, and safeguarding.

In his first year with the Local Authority, Ashley has led the cross-cutting developments on attendance improvement, involving multi-disciplinary teams from across the Children's Service. Ashley has been subject to enhanced DBS disclosures.

Areas of expertise

- Developing vulnerable schools
- System development and review
- Inclusion
- Supporting Headteachers in writing the SEF and School Development Plans
- Leadership coaching
- Quality First Teaching
- Curriculum effectiveness
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers
- Headteacher Mentoring
- Headteacher Performance Management
- Developing highly effective Governance through focused monitoring and evaluation
- Safeguarding and Safer Recruitment



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Bethan Russell



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Overview

Bethan has worked for the Local Authority for 4 years as a School Effectiveness Partner and previously as an Inclusion Partner.

Bethan has had a successful career in primary schools for over 25 years, including 8 years within senior leadership roles.

Her experience covers the whole primary age range but she has particular expertise in leadership and evaluating SEND, Safeguarding and the Disadvantaged Strategy.

Previously, she has worked as a Local Advisor and an SLE, supporting primary and secondary schools to develop their strategic outcomes for Children Missing Education (CME), SEND and disadvantaged, as well as supporting senior leadership teams.

Working for Essex Local Authority, Bethan has supported schools particularly with schools facing some challenging circumstances and working with school leaders to support whole school improvement. Her particular interest and expertise is whole school inclusive strategic leadership and safeguarding.

Areas of expertise

- Whole school strategic, system leadership.
- SEND and Inclusion strategic support
- Evaluating leadership of Safeguarding
- Supporting schools facing challenging circumstances.
- School self-evaluation and improvement planning, including writing the SEF and School Improvement Plans.
- Preparation for Ofsted inspection.
- Effective use of data analysis for self-evaluation and for individual pupil learning and progress.
- Headteacher and Senior Staff Recruitment
- School reviews: quality of education, curriculum subject reviews, phonics and early reading, SEND, safeguarding, disadvantage strategy.
- Supporting New Headteachers/ Deputy Headteachers
- Partnership development, including Peer Reviews.
- Developing governance.



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Carole Farrer



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Overview

Carole has over thirty years of experience in education following a brief career in social care. Carole has worked for both Hertfordshire and Essex County Councils in senior leadership positions and was Headteacher of a school in Colchester for eleven years.

The school has enhanced provision for hearing impaired pupils and a nursery and Carole has a wide range of skills and knowledge in relation to SEND and Early Years.

She previously worked as a Local Leader of Education in Essex supporting school leadership. Carole greatly enjoys being involved in school to school support working with headteachers to strengthen leadership and all aspects of school improvement. She has experience of working with schools causing concern as well as tailoring the challenge and support to the circumstances and characteristics of individual schools.

Carole has effectively supported new headteachers and developed middle leadership to improve outcomes for pupils. She worked with Marc Rowland to develop the Essex strategy for raising the attainment of disadvantaged pupils.

Areas of expertise




- Curriculum review and development
- Quality of Education development and review
- Preparation for Ofsted
- Ofsted training for staff and governors
- Supporting schools in challenging circumstances
- Raising achievement of disadvantaged pupils and reviews
- Headteacher/Deputy Headteacher and teacher mentoring
- Developing Leadership and Management skills in middle leaders
- Supporting new Headteachers
- Supporting Headteachers in writing the SEF and School Development Plans
- Development of subject leadership
- Effective action planning
- Performance Management
- Supporting Headteacher and Senior Leader recruitment
- Safeguarding
- Safer recruitment
- Peer Review
- Curriculum Specialities: English
- Assessment
- Key stage moderation



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Caroline Gibson



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Overview

Caroline has worked for the Local Authority since September 2018, supporting and challenging schools primarily in Mid Essex. She has 24 years of experience in secondary schools with 20 in senior leadership and headship.

Her experience includes teaching and leading in urban, suburban and rural secondary schools which have had very different demographic profiles and ranged in size across 5 Local Authorities.

During her ten years of headship she also gained experience of setting up and working within a cross-phase multi academy trust and also benefitted from working at a regional level as chair of a headteachers' association working with other regional stakeholders on agreed educational priorities. She is an English specialist.

In her first year with the Local Authority, Caroline has had the advantage of working on school improvement with leaders in both primary and secondary settings. Caroline has been subject to enhanced DBS disclosures.

Areas of expertise

- Curriculum review and development
- Primary-Secondary Transition
- Collaborative reviews of teaching and learning
- Supporting leadership in the development of whole school effectiveness
- Supporting schools in challenging circumstances
- Quality First Teaching
- Supporting Headteachers in writing the SEF and School Development Plans
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers/ Deputy Headteachers
- Headteacher and Senior Leader Mentoring
- Developing highly effective Governance through focused monitoring and evaluation
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Peer Review
- Making effective use of data
- Narrowing the Gap for vulnerable pupils, including accelerating progress of more able pupils
- Key Stage Moderation



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Catherine Hutley



-  **Role:** Assistant Director (Mid)
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Overview

Catherine has worked for Essex County Council as an Assistant Director of Education since 2019. Her responsibilities include the matrix lead for Secondary schools and academies throughout Essex, and oversight of schools and settings across all phases in mid Essex.

Prior to joining Essex County Council, Catherine worked as a Principal, Executive Principal, and Interim Headteacher of secondary schools in both Essex and London. Catherine specialises in school improvement, and she has been instrumental in driving improvements throughout her leadership roles. In addition, Catherine has led a highly successful Teaching School Alliance, while she also has extensive experience in supporting Headteachers, Governors and Trustees.

Catherine is passionate about supporting all pupils to succeed, irrespective of their starting points, and she developed the Inclusion Framework to underpin this philosophy.

Catherine continues to play a key role in Essex County Council's Inclusion Strategy roll-out.

Areas of expertise

- Supporting leadership in the development of whole school effectiveness
- Supporting schools in challenging circumstances
- SEND provision and support
- Inclusion strategies and reviews
- Curriculum review and development
- Collaborative reviews of teaching and learning
- Quality First Teaching
- Supporting Headteachers in writing the SEF and School Development Plans
- Headteacher and senior staff recruitment
- Supporting new Headteachers/ Deputy Headteachers
- Headteacher and Senior Leader Mentoring
- Developing highly effective Governance through focused monitoring and evaluation
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Safeguarding and safer recruitment
- Making effective use of data
- Strategies to support vulnerable pupils



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Hilary Luckman



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Overview

Hilary has worked for the Local Authority for 4 years as a School Effectiveness Partner.

She has had a successful career in Essex, Southend and Thurrock schools for over 35 years, including 17 years as a Headteacher, Executive Headteacher and Interim Headteacher. She holds the NPQH Accreditation. Her experience covers the whole primary age range but has particular expertise in KS1 and EYFS. She has worked as a Local Leader of Education and as an Education Consultant, supporting schools and leaders in their development to achieve the best possible outcomes for every learner, particularly with those schools facing some challenging circumstances.

Hilary has been an NPQH/SL/ML assessor and a DfE External Expert.

Hilary also has knowledge and experience of working in secondary schools through partnership working, being a governor and as a consultant, through school reviews and improvement activities.

Areas of expertise




- Whole school strategic, system leadership.
- School self-evaluation and improvement planning, including writing the SEF and School Improvement Plans.
- Preparation for Ofsted inspection.
- Effective use of data analysis for self-evaluation and for individual pupil learning and progress.
- Leadership training/coaching/mentoring, including governors.
- Headteacher and Senior Staff Recruitment
- Headteacher Performance Management.
- Developing governance.
- Partnership development, including Peer Reviews.
- School reviews: quality of education, curriculum subject reviews, phonics and early reading, SEND, safeguarding, disadvantage strategy.
- EYFS and Key Stage 1.
- STA approved KS1 and KS2 moderator.



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Jacky Castle



-  **Role:** School Effectiveness Partner
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Overview

Jacky is an experienced School Effectiveness Partner and has worked for the team since 2012. Her particular area of expertise is assessment and she leads on Statutory Assessment for the Local Authority across all phases. Jacky is the Key Stage 1 and Key Stage 2 Moderation Manager and a national moderator, accredited by the Standards and Testing Agency for KS1 and KS2. She can offer support for all aspects of assessment including moderation.

Jacky has extensive experience of supporting schools in challenging circumstances and developing leadership, including governors to secure improvement.

She has a proven track record of supporting leaders to prepare for Ofsted and in particular to improve schools from Requires Improvement to Good. Jacky is able to support leaders with data analysis, identifying and setting priorities, school development planning. School Self-Evaluation and monitoring the effectiveness of teaching and learning. She can also carry out Headteacher Performance Management. Jacky has been subject to enhanced DBS disclosures.

Areas of expertise





- Curriculum development
- Collaborative reviews of teaching and learning
- Supporting leadership in the development of whole school effectiveness
- Supporting schools in challenging circumstances
- Quality-First Teaching
- Supporting Headteachers in writing the SEF and School Development Plans
- Effective action planning
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers/ Deputy Headteachers
- Supporting and developing middle leaders
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Safeguarding and Safer Recruitment
- Data analysis and making effective use of data
- Narrowing the Gap for vulnerable pupils, including accelerating progress of more able pupils
- Key stage 1 and 2 Moderation
- Key stage 1 and 2 statutory assessments
- Formative and summative assessment
- Curriculum Specialities: Maths



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Kerrie McGrory



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Overview

Kerrie has worked for the Local Authority as a School Effectiveness Partner since January 2014 supporting and challenging schools to ensure the very best outcomes for pupils.

She has 27 years experience as Headteacher, Deputy Headteacher, Senior Leader and class teacher in all primary phases in schools with a variety of demographic profiles.

Kerrie is also an experienced Chair of Governors in a neighbouring authority.

Kerrie offers a wide range of high-quality traded services to schools and clusters. She is highly experienced in providing support to governors in Headteacher Performance Management and the recruitment of senior staff. Kerrie provides bespoke training opportunities for senior and middle leadership, data analysis and can support with Ofsted readiness including quality assurance of the SEF and action planning.

She offers Safeguarding audits and Governance reviews, highlighting strengths and pertinent areas for improvement. Kerrie is a trained, national moderator, accredited by the STA, and provides support and advice in ensuring accurate assessment at the end of KS1.

Kerrie is subject to enhanced DBS disclosures.

Areas of expertise




- Curriculum review and development
- Supporting schools in challenging circumstances
- Improving quality first teaching
- Collaborative reviews of teaching and learning
- Middle and senior leadership development
- SEF and school improvement planning
- Headteacher and senior staff recruitment
- Developing highly effective governance including governance reviews
- Headteacher Performance Management
- Safeguarding audits and reviews
- Peer review
- Preparation for OFSTED
- Making effective use of data
- Headteacher and Senior Leader Mentoring
- Ofsted training and preparation
- Curriculum Specialities: English



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Lisa Fergus



-  **Role:** Assistant Director (South)
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Overview

Lisa has worked in Essex Local Authority since 2009. Lisa is the Assistant Director of Education for the south quadrant and is the Matrix Lead for Traded, Leadership and Governance and Diocesan liaison across the county.

Lisa has previously worked as an Ofsted Inspector and has achieved nationally recognised accreditation as a Local Consultant for School Improvement. Lisa is an experienced Education Advisor having worked in different Local Authorities in varied roles. Much of this experience has involved supporting schools in challenging circumstances. Lisa's range of headship experience includes substantive and Executive headteacher roles, including within an all through school spanning Nursery-Sixth Form.

In her last substantive role as a headteacher, Lisa successfully moved the school from serious weaknesses to the second most improved school in the country.

Lisa has extensive experience in developing leadership at all levels, including governance, preparation for inspection, improving teaching, standards and curriculum provision.

Areas of expertise

- LCI Accreditation
- NPQH Accreditation
- ESPP Leader
- Preparation for OFSTED
- Inspection
- Headship in small and larger Primary schools
- Headship of all through schools 3-18
- Executive Headship experience; including 3-18 work
- Supporting schools in challenging circumstances
- ISP consultancy
- Safer Recruitment
- Safeguarding
- Making effective use of data
- Teacher and Head Teacher Mentoring
- Developing Governance
- ECT support
- Inclusion
- Supporting the needs of SEND pupils
- Developing an effective curriculum
- Key Stage moderation
- Quality First Teaching work
- Curriculum Specialities: English and History



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Martine Mackman



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Overview

Martine has worked with the Local Authority since June 2023, supporting and challenging schools primarily in South and West Essex. She has had 30 years experience in secondary schools and over 20 years in middle and senior management.

During her experience as a senior leader, she has worked across most sectors in education – with strengths in Teaching and Learning, Enjoyment and Engagement, cultural transformation and leading on Personal Development.

Martine has been a Designated Safeguarding Lead, a strategic lead for SEND and leading on Inclusion.

Her particular interest and expertise are in whole school inclusive strategic leadership of safeguarding and SEND.

Martine is a fully qualified SENCO (National Award SEN Coordination).

Martine has been subject to enhanced DBS disclosures.

Areas of expertise




- Supporting Leadership in the development of whole school effectiveness
- Collaborative reviews of Teaching and Learning
- Evaluating leadership of safeguarding
- Personal and Development Education
- Effective provision for SEND in mainstream schools
- Supporting schools facing challenging circumstances
- Training, coaching and mentoring Headteachers and senior/middle leaders
- Headteacher Performance Management
- Preparation for OFSTED
- Key Stage moderation
- Effective provision and narrowing the gap for disadvantaged pupils.



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Maz Norman



-  **Role:** Head of Education and Early Years (South)
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Overview

Maz has worked for the Local Authority for the past ten years, part of that part-time whilst in post as a Headteacher in Essex. She has been a School Effectiveness Partner and Head of Education and Early Years in this time currently holding specific responsibility for strategic leadership of the Early Years improvement team across the county.

Her experience of over 30 years in London schools and in Essex has covered the whole primary age range in the roles of teacher, senior leader, SENDco, Deputy Headteacher, Headteacher and Executive Headteacher. She has worked as a Local Leader of Education, supporting schools and leaders in their development to achieve the best possible outcomes for every learner, particularly with those schools facing some challenging circumstances.

Her particular interest and expertise is in whole school inclusive strategic leadership and leadership of safeguarding across primary and secondary phases.

Maz is currently a governor of a primary school and has experience in academy conversion.

Areas of expertise

- Leadership of Safeguarding and Relationships Education.
- Effective provision and narrowing the gap for disadvantaged pupils
- Effective provision for SEND in mainstream schools
- Supporting schools facing challenging circumstances.
- System leadership development
- Data Analysis for pupil and school progress, school self-evaluation and improvement planning
- Training, coaching and mentoring for Headteachers and senior/middle leaders
- Headteacher Performance Management.
- Developing highly effective Governance through focused monitoring and evaluation
- Preparation for Ofsted
- Primary Curriculum and assessment development



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Mel Clapton



-  **Role:** School Effectiveness Partner
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Overview

Melanie has over 35 years' experience in education. She has worked as a headteacher, inspector and an accredited School improvement Partner for several local authorities including Essex since 2010.

Her school improvement work has included leading teaching and learning and Ofsted ready reviews, supporting headteachers with school improvement, leadership development, action planning and setting targets to help schools move forward.

She was trained as a lead Ofsted inspector in the UK and mentored trainee inspectors.

Melanie leads peer reviews for Challenge Partners across the UK, which involves leading and quality assuring the review process and coaching team members.

In addition to work in the UK, she has led evaluations and reviews in the UAE and USA in New York State and mentored trainee Emirati inspectors.

Melanie was an accredited DFE trainer for phonics and a local authority CLLD consultant for the National Strategies. She delivered training on reading and writing as part of the Primary National Strategy.

Areas of expertise

- Supporting leadership in the development of whole school effectiveness
- School reviews identifying key overall improvement areas
- Collaborative reviews of teaching and learning
- Supporting schools facing challenging circumstances.
- School improvement processes – Self evaluation, Improvement planning
- Data Analysis for school self-evaluation and improvement planning
- Monitoring teaching and learning and assessment and delivering professional development.
- Training, coaching and mentoring for Headteachers and senior/middle leaders
- Headteacher recruitment and Performance Management
- Reviews of Governance
- Preparation for Ofsted
- Primary Curriculum and assessment development
- Leadership training
- Monitoring teaching and learning
- Moderation of assessment for Primary



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Nicky Everett



 **Role:** School Effectiveness Partner – Inclusion

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Overview

Nicky is an experienced School Effectiveness Partner - Inclusion. In her 25 years in education, she has considerable experience of teaching, senior leadership and headship within the primary sector.

She currently works for the local authority supporting and challenging schools to improve the outcomes and life chances of children, including those with special educational needs. Her passion and experience for special schools and alternate provisions and the bespoke provision that they offer for our most vulnerable pupils has developed through her experience of supporting schools in her school effectiveness role, but also through her role as Chair of Governors of a large special school and role within the specialist teaching team.

She is passionate about school improvement; the importance of effective leadership and the use of assessment and data to develop and enable high quality teaching and learning for every child.

She wants schools to thrive and is committed to helping schools manage change to ensure every stakeholder is engaged in the process.

Areas of expertise




- Leadership in Primary and Special Schools
- Supporting schools in challenging circumstances
- Safeguarding
- Headteacher/Senior Leadership recruitment
- Headteacher Performance Management
- Effective teaching and Learning
- Curriculum Deep Dives and Development
- Assessment for learning and making effective use of data
- Teacher and Headteacher Mentoring
- Preparation for OFSTED
- Developing Governance
- NQT Support
- Guidance for SENCOs and promoting inclusion in mainstream schools
- Pupil Voice/Engagement
- SEND whole schools reviews – special, enhanced provision and mainstream
- Teaching and Learning Reviews
- Enhanced provision – HI, VI, Speech and Language, Sensory, SEMH
- Leadership of SEND at whole school level
- Key stage moderation



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Nicola Morgan-Soane



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Overview

Nicola has worked as a School Effectiveness Partner for the Local Authority since Jan 2022. She was the headteacher of a large primary with an enhanced provision for 6 years, leading the school on a journey of development, through two good inspections. She has also been an executive head of a school in special measures, moving this school to good. Nicola has 23 years of experience working in primary schools with 13 years in school leadership, in schools in East London and Essex. As a headteacher, Nicola was vice chair of the Essex Primary Headteachers Association for mid Essex and worked as a member of the leadership group for her school partnership.

Since working for the local authority, Nicola has enjoyed working with primary and special schools on school development. She loves working with school leaders at all levels and takes a coaching approach to school effectiveness work.

She has a passion for inclusion and diversity awareness and has been a part of a number of SEND and safeguarding reviews.

Nicola has been subject to enhanced DBS disclosures.

Areas of expertise

- Curriculum design and development
- Inclusive practice
- Building diversity into curriculum
- Coaching school leaders
- Leadership development
- Strategic planning
- Subject leadership
- Collaborative reviews of teaching and learning
- Headteacher and Senior Staff Recruitment
- Supporting new Headteachers/ Deputy Headteachers
- Ofsted training for staff and governors including pre-inspection preparation
- Safeguarding reviews
- Narrowing the Gap for vulnerable pupils, including accelerating progress of more able pupils
- Curriculum Specialities: Maths, Music



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Nicola Woolf



-  **Role:** Assistant Director of Education
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Overview

Nicola is the Assistant Director of Education for West Essex and is responsible for the School Led Improvement Strategy, School Partnerships and Recruitment and Retention. She took up this full-time post in January 2015 having been a Headteacher in the London Borough of Barnet, her school was judged as Outstanding by Ofsted.

Nicola has extensive experience advising schools, particularly in the areas of understanding data as well as monitoring the quality of teaching and standards across the school and supporting governors in their role.

Her previous experience includes working in different types of primary schools and within them undertaking a range of management roles. Previously Nicola trained to be an Ofsted inspector and was a Professional Partner for the National College. Nicola undertakes work with the Education Development Trust training headteachers in Peer Review.

Nicola is passionate that children should be offered a broad and balanced curriculum and creating a wide range of opportunities in which they can succeed.

Areas of expertise

- Headteacher of a Primary School
- Supporting Schools
- Making Effective use of data
- Assessment
- Headteacher Mentoring
- Developing Governance
- Promoting Inclusion
- Primary-Secondary transition
- Lead senior leadership training
- Run training for new Heads and Deputies in effective leadership
- Lead training for Governors
- Lead training in Peer Review



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Peter-Jon Prince



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Overview

Peter-Jon (PJ) has worked for Essex County Council since January 2022. He is based in West Essex. PJ has 26 years of experience of working in schools, with 15 years in senior leadership, including headship.

The bulk of his experience includes teaching and leading in inner city London schools, and areas of high deprivation, such as the London Borough of Newham.

During his seven years of headship, he gained experience of successfully leading a local authority school in Academy conversion, assimilating into a multi academy Trust. He also qualified as an LLE in 2018.

In his first year with the Local Authority, PJ has worked on school improvement with leaders in primary schools in the West. PJ has been subject to enhanced DBS disclosures.

Areas of expertise


- Curriculum review and development
- Primary-Secondary Transition
- Collaborative reviews of teaching and learning
- Supporting leadership in the development of whole school effectiveness
- Supporting schools in challenging circumstances
- Quality First Teaching
- Supporting Headteachers in writing the SEF and School Development Plans
- Effective Subject Leader development
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers/ Deputy Headteachers
- Supporting effective Governance through training
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Safeguarding and Safer Recruitment
- Peer Review
- Headships in small and larger schools
- Making effective use of data
- Curriculum development



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Philippa Holliday



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Overview

As a former headteacher of a special school for pupils with moderate learning difficulties, Philippa has had the pleasure of working with staff, parents and pupils in a variety of settings.

She is an Ofsted inspector and has experience of inspecting primary, secondary and special schools as well as currently leading reviews for Challenge Partners to support school improvement.

She has 23 years' experience of working in secondary and special schools, therefore covering an age range from 4 to 18. Philippa has 16 years' experience as a senior leader and 7 years as a headteacher. Her main passion is Special Educational Needs and supporting the most vulnerable, as such she leads on the Essex Disadvantaged Strategy, supporting leaders to implement evidence-based research particularly related to the curriculum and pedagogy.

As a leader Philippa has two main areas of focus within education; one is to ensure that schools ask the right questions to prevent any barriers to learning for all groups of pupils, secondly to ensure that leaders are equipped with the skills to lead rather than manage to ensure each school/setting is a centre of excellence in its own right.

Areas of expertise

- Special Educational Needs (SEN)
- Raising the achievement of disadvantaged pupils and maximising the impact of the Pupil Premium
- Supporting schools in challenging circumstances
- Headteacher and SLT Mentoring and Coaching
- Quality First Teaching work
- SEND Provision in mainstream schools
- Supporting Headteachers in writing their SEF and School Development Plans
- Developing Leadership and Management skills in middle leaders
- SEND Provision in mainstream schools
- SEND reviews
- Disadvantaged reviews
- Curriculum reviews - particularly with a focus on inclusion



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Robin Harbord



Role: Acting Strategy Development Lead



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Telephone: 07824867619



Overview

Robin has worked for the Local Authority since September 2007, supporting and challenging schools across Essex, primarily secondary schools and sixth forms. He is an experienced, creative, strategic and empathetic school improvement leader with a passion for inclusion and finding positive solutions.

He has worked as a science consultant, raising participation age commissioner, school effectiveness partner and as an acting Head of Education and Early Years.

He is currently working in the Strategy Development and Performance Team leading on careers, skills and the lifelong learning and belonging strategy in addition to supporting SACRE, wellbeing and running the Sixth Sense Network for sixth form leads.

He is experienced with data analysis, has been an A level Principal examiner, has written a published A level revision guide and written guidance for the National Strategies. He is an NPQ facilitator and assessor.

Robin has been subject to enhanced DBS disclosures.

Areas of expertise

- Careers and Skills education
- Post 16 teaching, learning and leadership
- Making effective use of data
- Curriculum review and development
- Collaborative reviews of teaching and learning
- Supporting leadership in the development of whole school effectiveness
- Supporting schools in challenging circumstances
- Quality First Teaching
- Supporting Headteachers in writing the SEF and School Development Plans
- Effective action Planning
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers/ Deputy Headteachers
- Headteacher and Senior Leader Mentoring
- Governance
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Narrowing the Gap for vulnerable pupils, including accelerating progress of more able pupils



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Stephen Chynoweth



-  **Role:** Head of Education (North East)
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Overview

Stephen joined Essex County Council as Head of Education & Early Years for the North East quadrant of the local authority. In his 20 years+ leadership career in education, Stephen has worked across public and private sectors in leading 4 different schools in the UK and the Middle East, leading to “Outstanding/ Excellent” judgements based on the vernacular of the respective quality assurance legislative body in the region.

He specialises in leadership development and has delivered training and mentoring to aspiring leaders in many different settings as well as leading quality assurance reviews in the settings he has worked.

Stephen is a trained facilitator for the Improving Teacher and Outstanding Teacher Programmes and is skilled in coaching to improve the quality of teaching in schools. His passion for driving and sustaining school improvement has enabled him to work successfully with schools in difficulty to improve their outcomes.

Areas of expertise





- Preparation for Ofsted – School Leaders & Governors
- Leadership Development, Coaching and Mentoring
- Raising standards of Quality First Teaching
- Safeguarding
- NPQH Accreditation
- Curriculum Speciality: mathematics, PSCHE, Mindset, Technology
- Coaching the culture within an organisation
- Effective Financial Management
- Curriculum review and development
- Primary-Secondary Transition
- Collaborative reviews of teaching and learning
- Supporting leadership in the development of whole school effectiveness
- Effective action Planning
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers/ Deputy Headteachers
- Developing highly effective Governance through focused monitoring and evaluation
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Safeguarding and Safer Recruitment
- Making effective use of data



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Sarah Foster



-  **Role:** School Effectiveness Partner (West)
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-  **Telephone:** 07584218087
-  **LinkedIn:** [Linkedin/sarah Foster](#)

Overview

She has a proven track record within the education sector, working at local, regional and national levels, providing training, support and advice to colleagues in schools.

Focusing on school improvement and policy design, she has proven knowledge, experience and the passion and drive to support and challenge a team to build professional capacity and ensure they become optimal in the provision they provide.

Sarah has experience in supporting governing bodies with all areas of leadership and development, including preparation for Ofsted inspections, effective use of data, action planning, audit of safeguarding provision and practice, collaborative peer reviews, performance management and recruitment.

Offering Headship experience, successfully leading a school causing concern through to DfE recognition of high attainment and progress. Sarah secured rapid improvement in standards of teaching and learning and transformed the ethos and values to provide sustainable progress. She created a culture that supported the growth and development personally, professionally, and organisationally across the system.

Areas of expertise

- Quality assurance and solution focused action planning
- Peer Review
- Subject Leadership development
- Curriculum review and development
- Quality of learning and teaching reviews
- Pedagogical coaching and development
- Quality First Teaching
- Supporting leadership in the development of whole school effectiveness
- Supporting Headteachers in writing the SEF and School Development Plans
- Leadership mentoring/coaching
- Developing highly effective Governance through focused monitoring and evaluation
- Ofsted training for staff and governors including pre-inspection preparation
- Making effective use of data
- Head Teacher Performance Management
- Safeguarding and SEND audits
- Headteacher and Senior Staff Recruitment
- Safeguarding and Safer Recruitment



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Vicki Webber



 **Role:** School Effectiveness Partner (Mid)

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Overview

Vicki has worked for the Local Authority since June 2019, supporting and challenging schools in Mid and South Essex. She has 22 years of experience in Nursery, Primary, Secondary, and Special schools.

Her experience includes teaching and leading in coastal, urban, suburban, and rural schools which have had very different demographic profiles and ranged in size across 2 local authorities.

She is a specialist in Special Educational Needs (with advanced qualifications in this area) and mathematics. Vicki additionally has a wide range of sports coaching qualifications and therefore has a sound and broad understanding of physical education.

Vicki has been subject to enhanced DBS disclosures.

Areas of expertise

- Developing provision for those with Special Educational Needs/Inclusive practice
- Supporting Headteachers in writing the SEF and School Development Plans
- Quality First Teaching
- Data analysis and using it to inform next steps
- Collaborative reviews of teaching and learning
- Supporting leadership in the development of whole school effectiveness
- Supporting schools in challenging circumstances
- Curriculum review and development
- Primary-Secondary Transition
- Headteacher and Senior Staff Recruitment
- Supporting New Headteachers/ Deputy Headteachers
- Headteacher and Senior Leader Mentoring
- Developing highly effective Governance through focused monitoring and evaluation
- Ofsted training for staff and governors including pre-inspection preparation
- Headteacher Performance Management
- Safeguarding and Safer Recruitment
- Narrowing the Gap for vulnerable pupils, including accelerating progress of more able pupils



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