



Specialist Leader of Education



Name:	Amy Grashoff
School:	St James School
Position	Senior Deputy Headteacher
Phase:	Secondary
Specialisms:	Leadership of continuing professional development (CPD) Initial teacher training (ITT) and newly qualified teacher (NQT) development

About Amy

I have been in my current role at St James since 2013 and am responsible for Teaching & Learning and all that it encompasses: CPD, Performance Management, Quality Assurance, NQTs and ITT and Curriculum & Timetable.

Specialism #1: ITT/NQTs – I have devised and implemented a comprehensive NQT programme that focuses on teaching practice in the classroom; the wider whole school responsibilities NQTs face; sharing practice with other NQTs, emotional wellbeing and a calendar of provision that facilitates regular and reflective opportunities for assessment. This programme was recently inspected by Babcock who said “The induction of NQTs at St James is superb: the programme is systematic and yet also flexible... and the training programme is systematic and often inspiring.” Of the NQTs that we have had at St James in the last three years, 89% consistently delivered good to outstanding lessons by the end of term 1; the majority of whom are still teaching at St James. I have looked after the ITT provision at St James for the last 3 years, ensuring we work with the best providers to offer a variety of different ITT courses that play to the strengths of staff, departments and trainees.

Specialism #2: CPD - I have devised a personalised CPD programme for every member of staff based on a Needs Analysis that they undertake in September. This focuses on their classroom practice and their professional development. It gives them the opportunity to work with colleagues; to attend courses; to do learning walks and pupil pursuits, to focus on their career development, to do Toes in the Water programmes at SLT & HOL level, and to work with a Lead Practitioner on a 1-1 basis. The impact of this personalised CPD programme has been seen in the improvement of the quality of teaching & learning across the school, but also in terms of succession planning as we are able to offer our staff opportunities within St James.

I have also played a lead role in devising a cross city CPD programme for middle leaders, working in collaboration with Exeter Consortium and the other secondary schools. This included Subject Leader Meetings, sessions on Raise Online, Difficult Conversations and Preparing for SLT interview; all of which will have had impact in schools in terms of



empowering middle leaders, and in terms of succession planning and professional development.

I have lead a number of sessions as part of the Leadership Academy, Cross City MLT CPD programme and 'Learning to Lead' that have focused on empowering aspirant middle and senior leaders. I have worked in a supportive and collaborative capacity with senior leaders in a number of Devon schools on improvement strategies and raising the quality of teaching and learning. In the three years I have been responsible for Teaching & Learning at St James the quality of teaching has improved significantly from 78% of lessons being judged as good to outstanding in 2013 to 98% in 2016.

I love being a teacher and being in the classroom, but I am also passionate about providing the very best experiences for students across all subjects, all key stages and in all elements of their school life. As leaders of a school, that is our responsibility and we need to look to each other for inspiration, support and challenge. One of my core beliefs is that the teaching profession is full of outstanding practice that should be utilised and celebrated as a resource to help improve the quality of teaching across the local learning community. We should be leading from within, led by teaching practitioners who know the profession inside out, and who are in touch with what is going on in the classroom on a daily and practical basis.

The role of the SLE

SLEs are outstanding middle and senior leaders and have a successful track record of school improvement. SLEs support leaders in other schools. They have excellent interpersonal skills, are able to work sensitively and collaboratively with others and have a commitment to outreach work. They understand what outstanding leadership practice in their area of specialism looks like and can help other leaders to achieve it in their own context. The SLE role is about developing other middle and senior leaders so that they have the skills to lead their own teams and improve practice in their own schools. This may be done through one-to-one peer coaching or facilitated group support and could involve a variety of activities, such as data analysis, coaching or joint action planning.

For more information or to get into contact with an SLE please call: 01392 927171