

## LLR Evidence Leads in Education Profiles



<b>Name</b>	<b>Alan Eathorne</b>
Current Position	<b>Headteacher</b>
Current School	<b>Husbands Bosworth C of E Primary School</b>
Phase	<b>Primary</b>
Area(s) of Expertise	<b>Use and implementation of Lesson Study, Professional Development leadership, design and evaluation and Curriculum Design</b>
Background and Experience	<p><b>I have been teaching for 15 years and have worked in a variety of primary schools in different settings and size. I have been designated an SLE and have designed and led CPD programmes on a range of areas such as subject leadership, evidence based approaches in schools and leading Lesson Study. I have presented at different local, national and international conferences and events. I have completed 1/3 of my Masters in Educational Leadership. I am a Founding Fellow of the Chartered College of Teaching.</b></p> <p><b>As a teacher I have taught in every primary stage age group and have led most subjects at some point in my career.</b></p>

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<b>Name</b>	<b>Matthew Potter</b>
Current Position	<b>Research Lead for Melton Education Trust</b>
Current School	<b>John Ferneley College, Melton Mowbray</b>
Phase	<b>Secondary (11-16)</b>
Area(s) of Expertise	<b>Geography Initial Teacher Training</b>
Background and Experience	<b>I have been teaching for 15 years, working in a number of different schools. I am a lead teacher for Geography, and a member of the extended Leadership Team. My current role is Research Lead across the trust, involving leading CPD and developing evidence based practice. Previous to this I was responsible for developing and overseeing teacher training across the college. I was Head of Geography for 5 years before moving to my current school in 2014 where I continue to take a leading role in curriculum development. I have completed my MA in Learning and Teaching as well as my NPQSL.</b>

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<b>Name</b>	<b>Julia Hancock</b>
Current Position	<b>Headteacher</b>
Current School	<b>Asfordby Captain's Close Primary School</b>
Phase	<b>Primary</b>
Area(s) of Expertise	<b>Leadership, Teaching and Learning, Curriculum, SEMH, English and Oracy, Metacognition and Formative assessment.</b>
Background and Experience	<p>I have been a teacher and leader in a variety of settings across Key Stage 1 &amp;2 , encompassing a variety of roles and responsibilities across the curriculum and SLT. On this journey a number of research projects have enabled me to learn and develop my own practice to improve outcomes for children. My MA research enabled me to really look at in-depth research approaches in terms of developing children's achievement and attitudes to learning, while promoting their own self confidence and emotional literacy.</p> <p>This extended to more recent wider ranging research projects encompassing metacognition, motivation, reading, oracy and wider curriculum, and this has informed my approaches to school development and staff professional learning. As a result of this, my work as a Headteacher and SLE/facilitator for NPQ programmes is also supported by evidence-based approaches and focuses on empowering staff to develop practice and improvement through interaction with robust evidence to underpin school strategy and implementation of key actions.</p> <p>Most recently I have led a Cluster as an SLE in a SSIF funded Reading project, and as a Leader of a Royal Shakespeare Company Lead Associate School, I work with a network of schools to develop oracy and</p>

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	<p><b>deeper reasoning using rehearsal room strategies. This has contributed to a research project centred on the role of the Arts in improving outcomes. I have also contributed articles for publication in The Working Class: Poverty, education and alternative voices (2018) Ian Gilbert (ed.).</b></p>
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<b>Name</b>	<b>Sarah Walker</b>
Current Position	<b>Teacher / Lead Professional for English</b>
Current School	<b>Great Bowden Academy / Learn Academies Trust</b>
Phase	<b>Primary</b>
Area(s) of Expertise	<b>Phonics, spelling, reading, writing</b>
Background and Experience	<b>I'm passionate about getting children reading: giving a secure foundation through phonics teaching and supporting this throughout the school with language and vocabulary development and with opportunities for discussion and reflection. Alongside this I've worked on research informed ways of teaching spelling throughout the primary phase; and on ways that reading, writing and grammar instruction are intertwined. I have taught in primary education for over 20 years, mainly in KS1 and have worked as an SLE supporting others in their practice for several years, working with colleagues through coaching and collaborative lesson research as well as school to school support.</b>

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<b>Name</b>	<b>Lou Harrison</b>
Current Position	<b>Headteacher</b>
Current School	<b>King Richard III Infant and Nursery School, Leicester</b>
Phase	<b>Nursery and Infant currently; previously head at a primary school; worked with adult learners for 7 years as an OU lecturer on a wide range of courses involving research (behaviour, children’s literature, early years, research methods etc.)</b>
Area(s) of Expertise	<b>Pupil voice; qualitative work; action/practitioner research; synthesising research and presenting in an accessible way; coaching</b>
Background and Experience	<p><b>After training with a 3-7 specialism in primary education, I started teaching in 1988, just as the first version of the National Curriculum was being introduced. I started work on an MPhil on young children’s self-evaluation in 1989, my second year of teaching.</b></p> <p><b>Since then, I’ve taught in a city infant and nursery school in Nottingham, then becoming the Literacy coordinator in a very large and challenging primary school in Loughborough. I was an Advanced Skills Teacher for Leicestershire, specialising in creativity and thinking skills; I later began to focus on work with heads and SLT and specific teachers and groups in schools in categories.</b></p> <p><b>At the same time, I worked for the Open University and for several years I was also a commissioned writer for the TES as they experimented with launching their first website for parents and teachers; I was the education ‘expert’ for Tesco’s store magazines for several years and wrote a range of education articles for different tabloids and magazines – all good experience around making</b></p>



	<p><b>ideas more accessible to everyone!</b></p> <p><b>I was a member of the National Teacher Research Panel for nearly ten years, later becoming a specialist advisor to the Panel. As a group of teachers, we worked with the DfE, GTC, the TDA, the TLRP and numerous other acronyms, publishing themed research for teachers as well as holding national conferences for professionals and academics from across the UK. Separately from this, I worked with teachersTV on a variety of projects, mainly focused on pupil voice.</b></p> <p><b>In 2008 I became the Headteacher of a small village primary school in North-West Leicestershire. As a school we continued work with teachersTV as well as working with the new TLA. After a cancer diagnosis in 2010, I became a member of the National College’s Disabled Senior Leaders group, working to raise the profile of leaders with disabilities and using a coaching model to support disabled teachers in moving into leadership. Following this, I became a coach for the Women into Leadership coaching pledge and I was a Pupil Premium Reviewer for Forest Way Teaching School Alliance.</b></p> <p><b>Last year I moved to a headship in Leicester City and am now very happily enjoying working in an inner-city school with high levels of deprivation, 70% EAL (90% in our nursery) and a fantastically diverse school population. I’m currently interested in opportunities to raise the profile of pupil voice for all of the young children in this school and to place research at the heart of our school improvement work.</b></p>
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<b>Name</b>	<b>Jordan Tate</b>
Current Position	<b>Head of Chemistry</b>
Current School	<b>John Ferneley School</b>
Phase	<b>Secondary</b>
Area(s) of Expertise	<b>Coaching, CPD, T&amp;L</b>
Background and Experience	<b>Lead Practitioner for 4-5 years. Observed and mentored staff across the school including trainees, experienced staff and SLT</b> <b>NVQ Level 3 in coaching. Coached staff across the school to improve T&amp;L</b> <b>Assistant head of T&amp;L for 2 years - conducted learning walks, lesson observations, ran and delivered bespoke and whole school CPD.</b>

## LLR Evidence Leads in Education Profiles



Name	Ali Woollerson
Current Position	Deputy Head and Mastery Specialist for East Midlands South Maths Hub
Current School	Houghton on the Hill Primary School
Phase	Primary
Area(s) of Expertise	Maths Mastery
Background and Experience	<p>Teacher for 26 years                      Worked in both Key Stage 1 and Key Stage 2                      Introduced lesson study within my own school                      Completed my Maths Specialist Qualification with Nottingham Trent/Northampton University                      Facilitator for the MLDP (Middle Leaders Development Programme- National College) for 2 years                      Participated in the Shanghai/ England Exchange programme in 2016/17</p> <p>Present Day -                      Deputy Head and Maths lead within my own school</p> <p>Mastery Specialist (Cohort 1), supporting schools and leading Teacher Research Groups</p> <p>PD lead for the NCETM</p> <p>ELE with Kyra Research</p>

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<b>Name</b>	<b>Chris Bugh</b>
Current Position	<b>Assistant Headteacher</b>
Current School	<b>Brookvale Groby Learning Campus</b>
Phase	<b>11-18</b>
Area(s) of Expertise	<b>Memory, Post 16, MFL</b>
Background and Experience	<p>I completed my Teacher Training in 2006-07. I have worked in different contexts including the city of Leicester (Crown Hills, 11-16) and in the county of Leicestershire (Brookvale Groby, 11-18.) I have predominantly taught French to Years 7 – 13 and I have had various responsibilities during my career, including:</p> <ul style="list-style-type: none"> <li>- Assistant Headteacher (P16 and T&amp;L)</li> <li>- Faculty Leader (MFL, Business, ICT &amp; Computing)</li> <li>- Assistant Faculty Leader (MFL)</li> </ul> <p>I have delivered CPD training sessions on a variety of aspects of T&amp;L to staff and, on occasions, parents (e.g. exam success evenings.) My interests lie in learning strategies, memory, active engagement and languages.</p>