

## Introducing our Evidence Leads in Education (ELEs)



**Megan Scullion**

Strategic Lead for School Improvement. The Romero Catholic Academy, Coventry.

**Pam Carpenter**

CPD Programme Manager; Thrive Approach trainer; Mental Health First Aider. The Gateway Alliance.

@pammie112



**Jez Baker**

Associate Vice Principal, St. Thomas Aquinas Catholic School, Kings Norton, Birmingham.

@jezbaker3

**Jade Pearce**

Assistant Headteacher, Walton High School, Stafford.



**Hannah Hall**

Education Consultant, Trainer & Coach. HL Hall Ltd, Optimus Ed, Pivotal Ed.

@HLHalleducation

**Ali Goodhead**

Assistant Headteacher, King Edward VI School, Lichfield.

@aligoodhead



**James Gregory**

EYFS & Phonics Lead, St. Leonards' Primary, Stafford.

@InfantTeacherJ

## Introducing our Evidence Leads in Education



Megan Scullion

Strategic Lead for School Improvement

The Romero Catholic Academy,

Coventry.

### Experience and Specialism

Megan specialises in curriculum development, assessment and Primary Literacy. Within her current role, she supports staff with the planning and delivery of the Primary Curriculum in which she aims to create the best possible learning opportunities and experiences for the children within these schools. Megan has also worked with schools to implement new assessment systems and aids Senior Leadership Teams with the analysis of data and subsequent whole school planning to improve attainment and outcomes. Megan also works as an English and Assessment SLE and provides training and school to school support through the Blue Sky Teaching School. She also supports the Local Authority Moderation Team in her role as a KS2 writing moderator.

### Outlook on Evidence-Informed Practice

Megan believes that research in the teaching profession is of great importance, particularly when wishing to implement new initiatives or raising standards in an area of concern. Often leaders initially work alone when strategically planning for improvement. However, by conducting research or making use of the case studies/articles produced by organisations such as the EEF, these leaders do not have to feel that they are completely alone when crafting the routes ahead. They have scope to pre-empt the pitfalls of the new initiatives, and strategies to use to support their staff should these arise. They also have access to the approaches that have been successful in achieving the desired outcomes, and can use these as models to assist staff in reaching the collective goal - something which is of great importance to ensure everyone is aware and able to achieve a shared vision.

### Working Collaboratively

Megan is looking forward to working with new staff and leaders, and supporting them in making changes or improvements to their current practice, so that the children in their care are able to achieve their full-potential and see learning as something they *want* to do, not *have* to do.

## Introducing our Evidence Leads in Education



**Pam Carpenter**

CPD Programme Manager; Thrive Approach  
trainer; Mental Health First Aider

The Gateway Alliance

### Experience and Specialism


During her 22 years in Primary education, Pam has taught throughout the Primary phase from Nursery and held a number of leadership roles across 3 local authorities. This has included roles as core subject lead and more strategic leadership across a MAT for Teaching and Learning and Curriculum. As Deputy Head Teacher, Pam became a Thrive Practitioner and Thrive trainer whilst Head Teacher, supporting other schools within the locality. Pam then harnessed such expertise in the application of neuroscience, attachment theory, child development and creativity into classroom practice as the Thrive Relationship Manager for a range of mainstream and specialist settings across the Midlands-providing training, mentoring and bespoke strategic and practical support to understand behaviour and meet children's social and emotional needs. This need has certainly come to the fore with the pandemic and the responses observed by colleagues across the nation in children's engagement in learning due to the impact of lockdown, lack of connection and feelings of safety.

### Outlook on Evidence-Informed Practice

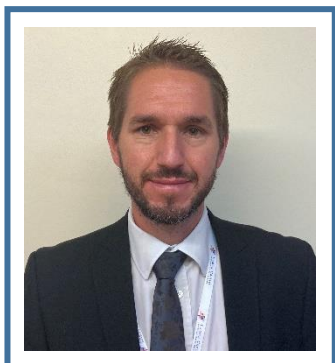
With a background and keen interest in Science and Psychology, Pam strongly believes that evidence-informed approaches simply make sense through identification of effective practice with tangible measured evidence of impact. Pam has witnessed first-hand how opportunities to explore and analyse what has and has not worked historically supports in making informed decisions at a leadership level to maximise impact on school improvement and outcomes for children. As such, these successes become embodied in practice and culture, bespoke to a school's cultural and social-economic demographic and tailored to support professional development of all staff with a unified vision.

### Working Collaboratively

Pam is very much looking forward to working with teachers and leaders to explore the research and science of Social and Emotional Learning to ensure children's needs are met and brains are wired up for optimal learning. She enjoys building positive relationships to create a climate of trust and openness, along with an empathic ear and pragmatic innovative ideas to support concerns around learning, behaviour and wellbeing. Pam is passionate in her philosophy of developing the whole child and enhancing those vital elements of social, emotional and mental health for learning and life.

 @pammie112

## Introducing our Evidence Leads in Education



Jez Baker

Associate Vice Principal

St. Thomas Aquinas Catholic School

Kings Norton, Birmingham.

### Experience and Specialism

Jez has been an integral part of the St Thomas Aquinas Senior Leadership Team since 2009, devoting his time to enhancing teaching, learning and the curriculum. He has always maintained a passion for the classroom and his subject discipline of Geography. Jez reads extensively about curriculum and metacognition and devotes much of his time towards focusing on how to implement change effectively in schools. Jez also has experience of working with schools in the wider Research School Network as a course facilitator. He loves to visit other schools around the country with the view that there is always so much for us all to learn from our colleagues in different settings.

### Outlook on Evidence-Informed Practice

“That looks great! Let’s do that in our school.” A common statement on hearing some wonderful new way of approaching school improvement. In reality, “everything works somewhere and nothing works everywhere” (Dylan Wiliam) and it is our job to think beyond simply what works and instead examine the research carefully, considering how best to implement a strategy within our schools and translate it into effective practices for teachers and leaders. The work of the Education Endowment Foundation can be instrumental in providing school leaders with a direction and helping you formulate a plan based on the best available research.

### Working Collaboratively

‘I am so excited to have been appointed as an Evidence Lead in Education working with the Staffordshire Research School. Working together, in partnership, we can all achieve great things for students’.

 @jezbaker3

## Introducing our Evidence Leads in Education



Jade Pearce

Assistant Headteacher

Walton High School, Stafford.

### Experience and Specialism

As an assistant Headteacher at Walton High School, Jade leads on Teaching and Learning and CPDL. Her specialism is cognitive science and metacognition. This includes using understanding about memory and how we learn to develop effective teaching strategies. Jade has worked with teachers and leaders in many schools to embed this approach into their teaching and has generously shared her strategies, resources and model examples of how research translated into practical pedagogy. As a result, school leaders, teachers and more importantly students across the country have benefited from Jade's work.

### Outlook on Evidence-Informed Practice

Jade is passionate about evidence-informed teaching because it ensures that our decisions of which practices to use are based on evidence rather than hunches or chance. Doing this allows us to improve teaching, learning and pupil outcomes, making the biggest difference possible to pupils' life chances, especially for disadvantaged pupils. Furthermore, it enables us to dispel learning myths which have long impacted classroom practice but have no basis in evidence. This enables school leaders to and teachers to increase effectiveness whilst reducing workload by identifying those practices that have a large impact on workload but little impact on learning.

### Working Collaboratively

Jade is looking forward to working with leaders and teachers to develop their understanding of evidence-informed leadership and teaching and how this can best be applied to their context and implemented across their school or Trust. She is passionate about CPDL and the power it has to improve teaching, learning and outcomes and looks forward to collaborating with leaders to further enhance understanding of this in schools.

 @MrsPearce

## Introducing our Evidence Leads in Education



Ali Goodhead

Assistant Headteacher

King Edward VI School, Lichfield.

### Experience and Specialism

Alistair has over twenty years' experience working in secondary schools in the midlands teaching science and music, and leading on pastoral care, behaviour and safeguarding. His PhD research with the University of Nottingham is focused on how leaders collaborate to bring about positive change in their schools. Alistair is passionate about inclusive education and the promotion of emotionally literate approaches to behaviour for learning. He contributes regularly to the initial teacher training programme at the National Forest Teaching School and is on the reviewer panel for the journal of Educational Management Administration & Leadership.

### Outlook on Evidence-Informed Practice

There is a wealth of knowledge in education research that can enrich the work of schools. Alistair is determined to provide ongoing opportunities to bring this knowledge into schools so that teachers at every level can develop their practice in an evidence-informed way. In this way, schools can have growing confidence that their efforts will be rewarded with improved educational experiences for their pupils.

### Working Collaboratively

Alistair is committed to working collaboratively with leaders and teachers as the surest way to secure lasting and impactful change in their schools. He is mindful of the challenge of applying interventions in different contexts, therefore his starting point is always to build trust and understanding as the basis for supporting colleagues across schools and trusts.

 @aligoodhead



## Introducing our Evidence Leads in Education



Hannah Hall

Education Consultant, Trainer & Coach

HL Hall Ltd, Optimus Ed, Pivotal Ed.

West Midlands & Nationwide.

### Experience and Specialism

In her 18 years in Education Hannah has held a number of senior roles within schools, Local Authorities & Educational Consultancy. These have included School Improvement Adviser, Vice Principal, Director of Inclusion, SENCO, Behaviour and Attendance Consultant and lead trainer for the Anti-Bullying Alliance. Hannah have worked in both mainstream, special and SEMH settings, and through her consultancy she has a wealth of cross phase experience, from early years to FE. Hannah's specialisms are in Behaviour, SEND, SEMH & coaching. She is also an Adviser for the Leading Parent Partnership Award as well as a licensed Emotion Coach practitioner. Underpinning her career has been the passionate and focused belief that the emotional well-being, resilience and safety of all pupils, including our most vulnerable and troubled young people and families is key to ensuring aspirations, access and achievement. Hannah is based in the Midlands and has worked in several inner-city settings in Birmingham, and schools in Worcestershire. Currently my work takes me right across the UK.

### Outlook on Evidence-Informed Practice

Hannah is passionate about the use of research in our profession, to inspire discussion and effect change. She believes highly effective and improving schools focus strongly on developing teachers through research-based professional development and let their decisions be informed by published and self-conducted research. Studies suggest that the most effective schools are those where research engagement is established in the **culture**. Research entrenched educational cultures give schools the capacity to improve outcomes, especially in settings with large proportions of disadvantaged students, to inform decision-making at different levels in education systems. Cultivating a research-based approach to developing our practice provides evidence to effect change in our teaching, our classrooms, our schools, and beyond.

### Working Collaboratively

Hannah is excited to have the opportunity to support leaders and teachers in the implementation, monitoring and development of evidence-based research. Having been involved in a number of EEF projects, she is an advocate for the guidance that is provided for leaders and schools, and highly skilled in tailoring and applying it to the context, and also in the analysis and resulting action planning of the data and impact.

Underpinning her work with schools (and the greatest pleasure) are the relationships and trust she builds with leaders and their staff to ensure outcomes for all our learners. Hannah looks forward to having this opportunity in her role as Evidence Lead in Education.

## Introducing our Evidence Leads in Education



James Gray

EYFS & Phonics Lead

St. Leonards' Primary, Stafford

### Experience and Specialism

James has 20 years teaching experience across the infant and primary age-range. As an Advanced Skills Teacher and senior leader, he has supported a number of schools in their journey towards outstanding: most recently receiving the same judgement as Early Years Lead in 2019. James' specialisms are in early Literacy (particularly Phonics) and Mathematics, as well as pedagogical approaches to teaching and learning. In addition he is a work group lead with the local maths hub, currently supporting on the Mastering Number programme and works with the Early Childhood Maths Group, creating resources for organisations such as NRich.

### Outlook on Evidence-Informed Practice

James is passionate about evidence-informed practice, as the only way to ensure that nothing we offer to children is left to chance: giving the best life chances possible. Research informed practices are beneficial for everyone: helping schools to develop key approaches, skills and pedagogies, which allow children and families to achieve and thrive.

### Working Collaboratively

James is thrilled to have been appointed an Evidence Leader in Education with the Staffordshire Research School and looks forward to working and collaborating with a range of schools and settings, to see how evidence-informed practices can help to improve their core offer.

 @InfantTeacherJ