



RSA

Teaching School Alliance



The RSA Academies' Teaching School Alliance

Autumn Term Newsletter

November 2017

National Teaching School
designated by



National College for
Teaching & Leadership

Welcome



MATTHEW PURSLOW

Director of TSA

It is my pleasure to welcome you to the first TSA newsletter of this academic year—since September we have been busy working with colleagues from across the family. Our ITT colleagues continue to strive for excellence in their training with some incredibly positive outcomes; at the beginning of this academic year, our ITT provision was hailed by Birmingham City University as a 'beacon of excellence' and the quality of our trainees and support provided by our Director of ITT, Teresa Wilson, is testament to this.

Further, our NQT and RQT colleagues have demonstrated the RSA 'family' values in their contributions and collaboration during their 'bespoke' CPD facilitated by Teach First, and Design Thinking consultants. This CPD has been delivered in the wonderful new 'Central RSA' training space in Birmingham; a fantastic location which reflects and encapsulates the RSA ethos and ideals. Our TSST (Teaching Subject Specialism Training) courses in Maths & Physics go from strength to strength and are facilitated by four 'outstanding' colleagues from across the alliance.

We are launching our 'Leadership' course in December for aspirant leaders from across the family and we are looking forward to developing and supporting the next generation of leaders to support our teachers and learners. We have seen the appointment of seven new SLEs (Specialist Leaders of Education) ranging across Primary and Secondary phases demonstrating our on-going commitment to supporting within and outside of the teaching alliance. Our SLE capacity and designation has been so recognised that we have recently facilitated the training of 25 SLEs from across Coventry, Redditch and Warwickshire—we are the official 'gatekeeper' of the NLE, LLE & SLE directories for the Coventry Teaching Schools Council and for the Coventry, Solihull and Warwickshire sub-region thus demonstrating our commitment to 'leading' as an alliance and supporting the efficiency of teaching alliances.

As an Alliance, we continue to grow and we are proud to welcome new partners from the Diocese of Coventry MAT championed by one of our prestigious NLEs Sarah Bates—we are very much looking forward to working with them and delivering our RSA values. Additionally, our relationship with Birmingham City University continues to develop and grow with new links established in addition to existing raising our profile within the University as a preferred ITT provider and in growing talent and accrediting through all of our CPD offer.

As Director of such a forward thinking and dynamic alliance, I am extremely proud of our achievements and of the hard work and commitment which is shown by colleagues from across the family; at recruitment fairs we often discuss with prospective trainees what makes the RSA Teaching School 'different and unique' and it is that notion of collaboration, development and 'family values' - this is without doubt our unique selling point and that which differentiates us from other alliances.

In February next year, we will hold our second annual conference, which will be aimed at NQTs/ RQTs and will support their development. We have a host of inspirational presenters including Dr Debra Kidd and Sue Cowley; we are very excited to be hosting this and more information is available later in the newsletter.

Finally, we are now present across social media, so please follow us:



@rsaateach



RSAATeach

May I take this opportunity to wish you all a very Happy Christmas and a Prosperous New Year.



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RSA Academies' Teaching School Alliance

Who's who in the team?



Matthew Purslow

Director of RSAA Teaching School Alliance



Teresa Wilson

Director of ITT for the Teaching School Alliance



Mark Healy

Senior Vice Principal

RSA Arrow Vale



Nicholas Bradnick-Thompson

Assistant Principal

RSA Academy



Adam Richardson

RSA Academies' Coordinator



Di Smith

Executive Principal

Church Hill Middle School & Abbeywood First School



Ian Axtell

Programme Manager—Birmingham City University



News from the Director of ITT (Teresa Wilson)

I'm pleased to share that our current cohort of trainees are making great progress; all have passed their mid-point and have fully engaged with their teacher training. Trainees have been very proactive in supporting their own professional development and supporting each other. Evaluations from Professional Studies days has been incredibly positive; colleagues have found the sessions valuable and recognise that they are led by experts in a variety of disciplines and areas. Further, trainees have been able to use the knowledge, strategies gained from these sessions within their teaching and academic writing.

I look forward to reading their end of school 1 placement reports. I have no doubt they will reflect not only on their own professional development, but also on the contribution that they have made to their departments and to their wider school communities.

Current recruitment for 2017-18: we have received applications across a range of subjects and interviews are going well; there are still vacancies across many subjects in our family of schools with very attractive bursaries of up to £30k available in some subject areas; we offer courses in both Primary (early years and full primary) and Secondary across the West Midlands.

If you would like further information on how to apply or information on our courses and provision, please either contact me directly or visit one of our Train to Teach events; alternatively visit our TSA website and go to the 'Get into Teaching' section; if you have friends or relatives who are interested in teaching, please do encourage them to come and talk to us or to contact me directly on twilson@holyheadschool.org.uk

TRAIN TO TEACH EVENTS

<p>Joseph Chamberlain College Birmingham B12 9FF</p> <p>24th January 2018 5pm - 8pm</p>	<p>Holyhead School Handsworth B21 0HN</p> <p>3rd February 2018 11am - 2pm</p>
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GET INTO TEACHING

**Abbey Wood First School
Church Hill Middle School**

Wood Piece Lane
Church Hill
Redditch
B98 9LR

Monday 22nd
January
9am - 2.30pm



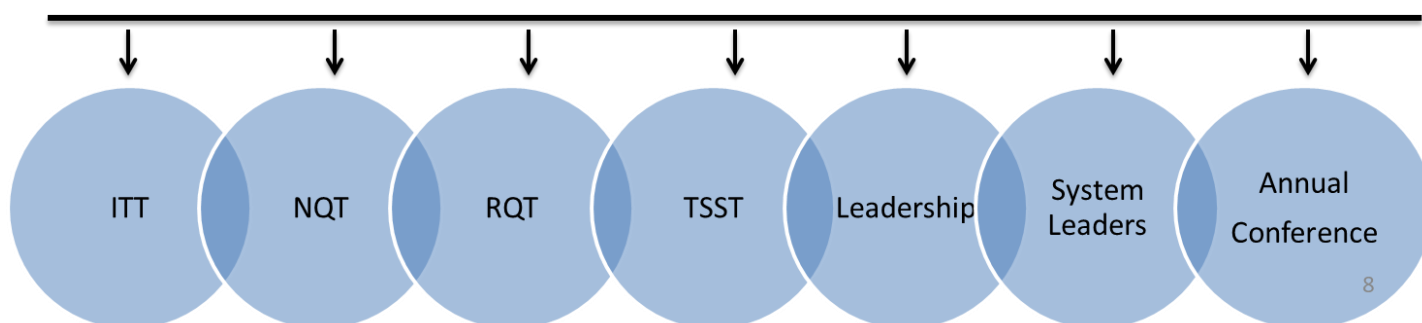
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Visit our extensive and comprehensive website:

<http://www.rsaacademiesteachingschool.org.uk/>

for more information about what we do as an alliance. We offer bespoke training and a range of CPD opportunities. In summary, our alliance can help and support you progress from your training all the way through to system & school leadership.



Reiss Purville

ITT – PE

RSA Academy



I believe that having a good education is single-handedly one of the most important factors of childhood. Educating, assisting, and guiding children to grasp the core knowledge and skills that they will use for the rest of their lives is an excellent passion to have, which is why I decided to teach.

Once I had finished University, I had made it my responsibility to gain experience within the classroom. Before training to become a teacher, I was previously a teaching assistant within the SEN Teaching department, which was a great experience in helping me to understand the core principles of what teaching is about, the hard work, dedication, but also the joys of building relationships with students. It allowed me to observe, interact and understand the needs of students, deconstructing language and finding easier ways to interpret difficult information. This experience not only built my confidence and rapport with students, but also enabled me to see that all student's higher ability or lower ability needed support and guidance to go above and beyond their potential. I was able to learn strategies that I have now implemented during my training, which has made a massive difference in my approach and understanding of the school environment as all students, both higher ability and lower ability need support and guidance to go above and beyond their potential.

During my training so far, I have had continuous CPD, and training every week with the RSA academies to enhance my own development in effective teaching. The ideas and creativity both trainee's and staff collectively share on these training days enable us to implement new ideas within teaching, where new information and methods to teaching are presented in ways where you can digest it and try it for yourself, in your own classroom environment.

Teaching goes much further than the curriculum; you can become a catalyst for positive change in other young people. Showing both enthusiasm and commitment to your subject, you can inspire and encourage younger people. So far, my training has been a great experience, I have a great team who support me. Some days are challenging, but very rewarding. Every day you become a better teacher!

Kayla Williams

NQT—Science

Whitley Academy

7.30am



I arrive at school and it is obvious that 'winter is coming', it is grey and dreary with a bit more of a chill in the air. Despite this, there is also a buzz about school – the first day back! The students will be arriving soon enough, and all the teachers are racing around, drinking coffee, sorting seating plans and making sure everything goes perfect on the first day after the long summer holidays. Arriving back at school as a science NQT, I feel a lot more confident in my own ability, having been given such excellent training at Whitley Academy through the RSA during my PGCE.

8.10am

Standing in a queue for the photocopier is not too common; but today I guess everyone is pulling out all the stops for the first day. I take this as a good opportunity to catch up with colleagues about their summer holidays. One of my favourite aspects of working at Whitley Academy is how supportive and friendly the staff are. This is something I have experienced in all the RSA schools I have visited.

8.50am

Standing eagerly outside my lab, waiting for my new year 9 class I am full of anticipation; will they enjoy my lessons? Will they listen to me?! A steady stream of students start to arrive at my door, they look sleepy but keen enough. They file into my room; I introduce myself and get them seated, so far, too easy! The class listen, complete the work, have group discussions and behave beautifully for a double lesson. By break time I am equal parts relieved and a bit stunned. One girl also thanked me for the lesson and told me that she enjoyed it, (I'm not crying, you're crying...).

1.30pm

I have survived until lunch time and now I am gearing up for the first lesson with a high ability year 11 class. I am not quite sure what to expect, how quick will the pace need to be? Are they eager or arrogant? With the starter on the board, the pupils enter the lab and get going, they start to discuss what the differences are between genetic and environmental variation. Usually with a 'group work' I find that the pupils are easily distracted and not focussed on discussing what they are supposed to. However in this class they are getting straight into the debate and coming up with some really good and valid points.

3.10pm

At the end of the day as the students are leaving, they are cheery and happy that they have finally finished their first day back at school. I must admit, I feel the same way! I sit at my desk and contemplate how it went; all my classes have been lovely today. Is this just the first day back? Are my classes just full of the nicest children? Maybe. But, on the other hand, maybe I have come back to school with more confidence, more self-belief and a bit more respect from the children that I am teaching... Only time will tell!

Jess Glazzard

NQT

Ipsley



I have been an NQT at Ipsley since September and I am loving it. I have found the role of class teacher very rewarding, and I have received immense levels of support from many areas of the school, including: my NQT mentor, Head of Year, supporting year team colleagues and Achievement Assistants.

I value the open conversations that we all are able to have, which help challenge and develop me professionally as well as support; all staff are approachable and extremely helpful. Learning walks are also valuable sources of feedback that I use to refine and develop my practice.

Already, within this year, I have been given the role of Charity Committee Leader, which is great for my professional development outside of my class teacher role, allowing me to get involved with the wider school community. Alongside this, to develop on a course I took part in about Drama Pedagogy, I have teamed up with another member of staff to lead on the school's drama club- I really enjoy this as it allows me to meet other children from other classes in KS2.

Kristal Watkins

RQT

Holyhead School



Holyhead

engage | educate | enable

I am a Drama teacher within the Performing Arts Faculty. I started at Holyhead School as an NQT in September 2016. It was here that the tight support network that I experience daily started. This is prominent from Senior Leadership level, all the way to the other end of the scale to housekeeping. The sense that 'nothing is too much to ask' is a core at Holyhead. I appreciate that this is probably a running theme with all RSA schools as they all work on similar values.

Through observations, I feel like a very valued member of the staff. Feedback has always been given in a productive way, often focusing on the opportunities I create in the classroom, therefore give me full job satisfaction. Improvements have always been met with an opportunity to improve and learn. I have never been left on my own to sort out the issue. Through specific CPD, Holyhead enables me to better my skills and improve my own self as a practitioner.

As an NQT, I was given the opportunity to travel down to London to the National Theatre. This was a great CPD opportunity and enabled me to bring back lots of creative ideas for schemes of work as well as extra curricular. This is something that has continued as I am currently undergoing the RSA RQT Fellowship Enquiry programme. I have chosen something that interest me within my practice and will be able to research and create a project around this. On top of this, Holyhead also supports me in my further studies in my Masters in Teaching and Learning (MTL). I am currently undergoing my second module for this. Holyhead support me in this in the way of giving me time and resources to be able to complete this to the best of my ability.



I didn't realise that a Summer holiday would make such a difference. Losing the NQT 'tag' and the feeling that accompanies it has led to significant positive changes in my practice. I feel more confident in my professional development over the NQT year. The CPD sett out for just NQT really helped to develop my practice and engage in pedagogy, so much so that I am consistently delivering engaging and challenging lessons to all my students. As an RQT, much of my planning time has been freed up - since I am not starting everything afresh - giving me more opportunities to reflect upon, and enhance, what I have already done. My priority now involves refining challenge and differentiation of my activities, ensuring that my lessons have an 80/20 balance, and creating more opportunities for collaborative learning. I have been able to invest the quality time into my marking, which has been praised, and shown to others, as an example of good practice.

So far this year, I have also had the opportunity to attend external exam based CPD courses, which have nurtured my self-confidence in my teaching of Physics and broadened my understanding of stretch and challenge in A Level Chemistry. I am now leading the delivery of the Chemistry curriculum, which is an exciting challenge for me. I have been fortunate to share my learning and develop the practice of another non-specialist colleague as a subject mentor. The opportunity to talk, discuss the subject of science and the different methods to deliver to a body of students has really helped me to engage with teaching and learning and support and develop the confidence and ability of another teaching professional.

Sarah Mills

Leadership

Abbeywood



Sarah Mills is the KS2 Phase Leader at Abbeywood First School who, this year, is embarking upon the RSAA Leadership Training for Senior Leaders. An experienced teacher and Middle Leader who has led EYFS, KS1 and KS2, Sarah enjoys working with pupils and colleagues alike.

Working in a range of schools over 11 years in teaching, with 5 of those as a leader, Sarah has gained invaluable knowledge undertaking moderation for KS1 and EYFS. She has trained as a coach and mentor for students and teaching staff and has led courses for the families in school communities. She has been a subject leader in Early Literacy with a focus on Phonics and reading and is now PE co-ordinator alongside her current Phase Leadership role.

In terms of leadership training, Sarah has been a part of a Growing Leaders course early in her career, a middle leadership course and will soon start the RSAA Leadership Training for Senior Leaders. At the moment, she is receiving coaching from the Executive Head of Abbeywood and Churchill, Di Smith.



Jennifer Lewis

KS3 Phase Lead and Science Lead

Church Hill Middle School



Having taught and mentored in a South London Academy for 13 years, Ipsley Academy offered excellent support in Jennifer's transfer from Secondary to Middle schools. She spent a term and a half as their KS3 Science teacher alongside their hardworking team and with the curricular support from Arrow Vale Academy.

As KS3 Phase Leader at Church Hill Middle school, Jennifer and her team put full emphasis on the development of students and their preparation for life beyond middle school. High school is their next chapter and we have to ensure they are ready to take that next step and transitions are as smooth as can be. Jennifer continues to be instrumental in career support within the school offering a variety of experiences to broaden ambition and knowledge of what is out there for students to aspire to become. Visits to universities and local successful businesses ensure we continue to feed the thirst and inspire children to be the very best they can be. The reinforcement and consistency of high expectations across the phase will ensure to cement strong, long-term foundations for future achievements.

Alongside the role of Phase Leaders Jennifer is also the lead teacher of Science. A role which sees her work very closely with the Science lead teachers at both Arrow Vale and Ipsley Academy. Curriculum development adapts to the demands and changes of GCSE's specifications and those of Church Hill Middle School.

This year Jennifer developing her leadership skills further by embarking upon the RSAA Leadership Training for Senior Leaders.

Kelly Shenton

SENCO, St Michael's School

Recently appointed SLE



Achievements

This is my 18th Year in teaching, and consider myself to have a wealth of knowledge and experience of working with children from various differential groups (including MLD, SLD, PMLD & ASD).

I have taught in a range of environments, including inner-city primary schools and a Broad Spectrum Special School. During this time I have been a 'Leading Literacy Teacher' for Sandwell Local Authority and undertaken many training and development courses in the field of Special Needs and Disabilities. In addition to completing the National SENCo Accreditation Award and Management & Leadership Program for Coventry, I have a Level 3 Forest School Accreditation and have also completed Effective Interventions training, Talk for Writing, TEACCH for working with children that have Autism, and the Children with Dyslexia course provided by the British Dyslexia Association. With regards to Phonics, I have trained in many areas such as, 'Synthetic Phonics, Jolly Phonics, Progression in Phonics' also 'Letters and Sounds.'

Aside from this I have a proven professional track record of excellence in teaching and learning and have led curriculum subjects such as English, ICT, RE and ART; giving me a rounded view of the curriculum and a wealth of experience of impacting positively on outcomes for all children, not only children from differential groups.

Current position

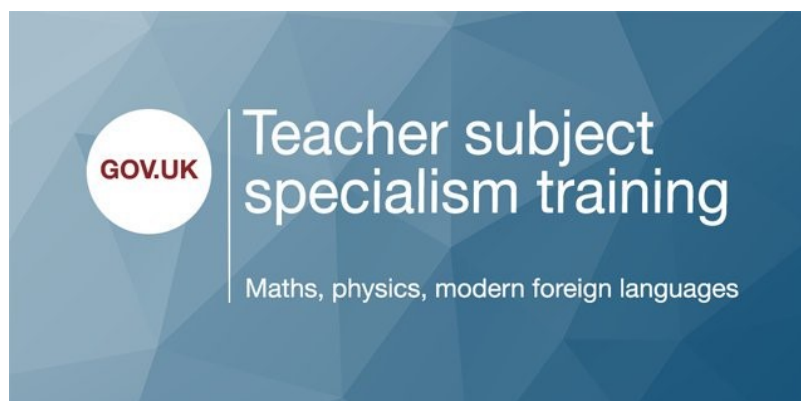
I am currently SENDCo and part of the Senior Leadership Team at St Michael's Academy where I have been teaching for 5 Years. My specific Senior Leadership responsibilities include developing and monitoring systems in place for children with SEND, Data analysis and subsequent strategic planning and leadership of interventions, staff, budget, timetabling and resources; any staff development required for impacting on attainment and progress for vulnerable groups and also leading the Inclusion Team.

As Year Leader, I have responsibility for Phonics progression, the transition from the Early Years and mentoring new staff within the Phase.

Why did I feel it was important and relevant to become an SLE within the RSA family;

As a teacher and a leader, I am dedicated to driving standards and high expectations within my classroom, areas of responsibility and the wider Multi Academy Trust schools (MAT). My passion and commitment to providing excellence for all, has motivated my desire to become an SLE. I believe a cohesive approach to improving the learning experience for all children, is best achieved by working towards collaborative goals as a team. I look forward to being part of the Teaching Schools Alliance over the coming year .



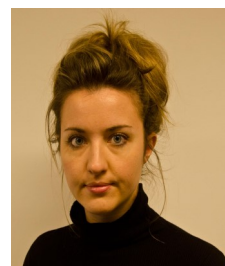


Our TSST courses go from strength running as follows for more information please contact the respective SLE/facilitator:

Maths—Coventry

Jenny Heden

J.heden@whitleyacademy.com



Maths—Birmingham

Tom Preston

tpreston@arrowvaleacademy.co.uk



Physics—Birmingham & Redditch

Nicky Thomas

nthomas@arrowvaleacademy.co.uk





Across the family, we have 5 NLEs & 38 dedicated SLEs; these leaders of education support in the development and progression of outcomes and provision in schools, by providing advice and guidance to colleagues. Recently, we appointed seven new SLEs to our family, as detailed below with their specialisms and phases identified—congratulations to all of our newly designated SLEs.

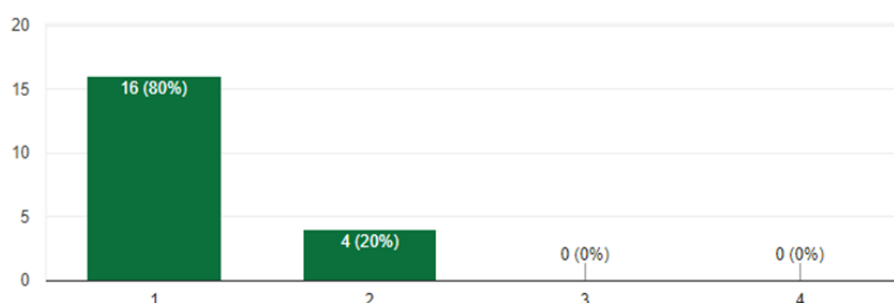
RSA SLEs November 2017 appointed			
Name	School	SLE Designation	Phase
Angela Saul	Ipsley CE RSA Academy	CPD/Closing the GAP	Middle
David Dathan	Abbeywood First School and Church Hill Middle	Middle Leadership/Maths	Primary
Emma Barber	Whitley Academy	SEN	Secondary
Sarah Morgan	Whitley Academy	Leadership of curriculum & science	Secondary
Laura-Jayne Ward	Whitley Academy	Geography/ITT	Secondary
Kelly Shenton	St Michael's C of E Academy	Phonics/SEN	Primary
Leigh Danckert	Ipsley CE RSA Academy	Closing the GAP/English	Primary



In addition, the RSAA TSA successfully ran the training of 24 newly designated SLEs from across Coventry, Redditch and Warwickshire. We are viewed as a dynamic alliance who lead from the front—many thanks to our SLE trainer Marc Skelton for facilitating this; the feedback has been excellent as

How would you rate the facilitation of today's training?

20 responses



demonstrated in one of the feedback graphs provided here rating the training as either (1) Excellent or (2) Very Good.

Our commitment as a Teaching Alliance to developing leaders within the 'family' continues this academic year with 11 colleagues from across the family joining us for the launch of their leadership training on the 7th December. The quality of the leadership provision again demonstrates the ethos and vision of the RSA in realising potential and achieving excellence. We wish the current leadership cohort every success throughout this year long course.



If you are interested in joining one of our leadership courses, please find an outline below of what is involved. Further courses will begin in March and again in June.

The RSA Leadership Development Programme Launching December 2017	
Brief Overview:	Brief Overview: Our leadership development programme has been put together in collaboration with Birmingham City University, and is designed to provide an effective balance of theoretic and practical leadership development. Colleagues will be required to lead a project within their school, with assessment as follows: Project Assessment - presentation of the project impact to Senior Team Written Assessment – evidence against leadership standards Project based activity assignment to gain 20 Masters credits through BCU (optional)
Facilitators:	Our facilitators are experienced senior leaders and have delivered leadership training through NPQML and NPQSL.
Who is it suitable for:	Aspiring or current middle leaders. Aspiring or current senior leaders. The elective modules will be different for aspiring senior leaders, as will the nature of the leadership project.
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	You will develop your skills as a leader. You will understand the key challenges and responsibilities for leaders within schools. You will be able to lead a project within your school and receive valuable feedback on your leadership development. Leadership strategies and resources. 20 Masters Credits (Birmingham City University)...if signed up to a Masters course with BCU



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We are now on line with 'Instagram' - please add and follow us, as well as joining us on Twitter. Our recent twitter coverage has increased by 400% and we are reaching 'hits' per tweet which average 500+ per day, marking a 125% increase in our social media presence.

Help us keep promoting the alliance and 'add' us today!!





RSA Teaching School Alliance NQT/RQT Conference 2018

Providing support through your NQT & RQT years

Workshops to include: Independent Thinking; Behaviour Management;
Inspiring the next generation; Finding your voice;
Women in Education; Leadership Principles

Workshop Leaders: Kyle Bailey (Teach First); Elena Kkama (Vice Principal – RSA Arrow Vale); Sarah Bates NLE (Coventry Diocese)

Saturday 10th February 2018
10am- 2.30pm



Keynote:

Dr Debra Kidd
Author of Teaching:
Notes from the
Frontline



Keynote:

Sue Cowley
Author of 'Getting
the Buggers to
behave'

Booking Information:

£50 per delegate

enquiries@rsaacademiesteachingschool.org.uk

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RSAA Teach

