




SLE – Personal Profile

<p>Name</p>	<p>Daniel Morgan</p> <p>Deputy Headteacher</p> 
<p>SLE designation (Date of designation & Teaching School)</p>	<p>15th July 2019 – St John Bosco</p>
<p>Current School</p>	<p>St Bede's Catholic High School, Ormskirk.</p>
<p>Most recent OfSTED judgement (Overall and Leadership)</p>	<p>Grade 2</p>
<p>Progress 8 (for school and/or subject)</p>	<p>School P8= +0.55, Student Premium P8 = +0.8</p>
<p>Particular area(s) of Expertise/Strength</p>	<p>Teaching and Learning – Pedagogy development and quality assurance processes.</p> <p>Behaviour and Attendance – Improving low level disruption, reducing exclusions, effective pastoral interventions, supporting strategies to improve attendance across school.</p> <p>The teenage brain – understanding the brain of a teenager to overcome barriers, address issues and re-engage disaffected learners. Linking this to behaviour, attendance and teaching and learning policies and procedures in schools.</p> <p>Leadership skill development - amongst individuals, middle and senior leaders.</p> <p>Science – Curriculum structure, departmental organisation, teaching and learning strategies, assessment to inform planning and intervention.</p>



<p>How have you/your school previously supported another school?</p>	<ul style="list-style-type: none">• I have visited many schools and supported with behaviour and attendance policy and action development. This work has ranged from work with individual members of staff along with whole pastoral teams. A large amount of this work has been around the use of empathetic language focussed on how the teenage brain performs and is developing. This development focuses on how adults respond to the challenges presented by the teenagers that we work with.• Developing attendance policies and systems that have allowed for students facing difficulties to engage in their education, addressing barriers and preventing further periods of absence.• A further element of my work has focussed on development of teacher pedagogy, with a focus on many aspects of metacognition techniques and strategies, using effective CPD programmes. This work has centred on enabling teaching to meet the needs of lower ability learners, stretching and challenging them to improve.• I have worked with middle and senior leaders in schools to develop skill sets that lead to effective leadership, ensuring leadership is devolved throughout key areas of school.
<p>What was the specific Impact of your support?</p>	<ul style="list-style-type: none">• Improvements in teacher pedagogy and practice, enabling all students to make progress, improving progress of key groups and cohorts of students.• Increase in student outcomes within subject areas and whole school key groups.• Increase in student attendance data, increasing whole school attendance and key groups, decreasing Persistent Absentee figures.• Change in teacher and adult response to student behaviour, ranging from low level disruption to higher level behaviour incidents. This sees a change in teacher language and effective intervention to avoid exclusions. This work has led to decreasing number of students being excluded and more effective use of internal school procedures to effectively address barriers and deal with behaviours.• Enhanced development of leadership skills, via coaching, to enable middle and senior leaders to engage themselves in change initiatives, improving departmental structures to ultimately impact on student progress and attainment.