




## SLE – Personal Profile

<b>Name</b>	Karl Thomas  
<b>SLE designation</b>  (Date of designation & Teaching School)	15th October 2020  De La Salle School, Mill Brow, Eccleston, St. Helens. WA10 4QH Tel: 01744 20511
<b>Current School</b>	De La Salle
<b>Most recent OfSTED judgement</b> (Overall and Leadership)	OFSTED Report Dated 4 <sup>th</sup> February 2020  Overall Grade - Requires Improvement  Leadership and management - Good
<b>Progress 8 for school AND subject</b>	All courses on offer within D&T are progress 8 courses  Progress 8 for 2019 –0.27
<b>Particular area(s) of Expertise/Strength</b>	<ol style="list-style-type: none"> <li>1. Vocational Education</li> <li>2. Data Analysis</li> <li>3. Curriculum Offer</li> <li>4. Assessment</li> <li>5. Behaviour</li> </ol>
<b>How have you/your school previously supported another school?</b>	Whilst at De La Salle, I have supported and offered advice to SFX in Liverpool on curriculum offer (D&T)  Wellacre Academy I was the lead teacher for the 14 – 19 Diploma in Engineering and I supported the following schools: <ol style="list-style-type: none"> <li>1. St Antony’s</li> <li>2. Ashton on Mersey</li> <li>3. Flixton Girls</li> <li>4. St Pauls</li> </ol>



This was completed by their staff accompanying their students to Wellacre, were they paired up with me in lesson and watched how I delivered the subject content then they could use this model to teach their students the following year in their centres (This was a three-year project at KS4)

**What was the specific Impact of your support?**

Improvement in grades within Design and Technology at De La Salle have improved dramatically

<b>2018 outcomes</b>	<b>Graphics</b>	<b>RM</b>	<b>Food &amp; Nutrition</b>
	<b>20% pass</b>	<b>1.8% pass</b>	<b>31% pass</b>
<b>2019 outcomes</b>	<b>AQA Graphics</b>	<b>NCFE Engineering</b>	<b>Hospitality and Catering</b>
	<b>60% pass</b>	<b>100% pass</b>	<b>43% pass</b>
<b>2020 Outcomes</b>	<b>AQA Graphics</b>	<b>AQA 3D Design</b>	
	<b>80%</b>	<b>82%</b>	

The NCFE Engineering and Manufacturing Operations reported dated 14th June 2019 states  
 “Records show that at induction the learners are given an explanation of the qualification and the policies and procedures. All Learner work is marked after each session by the tutor and the learner receives Feedback both written and verbal during 1 to 1 sessions.  
 This feedback is constructive, robust and supportive to the learner. The work is signed and dated by all those involved.  
 There is evidence of a range of assessment methods within the portfolios presented to the EQA: questions and answers, observation and work product.  
 All documentation is securely stored in the locked office or password protected on the school on-line system.  
 The system of assessment is being conducted extremely well and there are no issues identified.  
 Well Done”

Furthermore it states “The internally moderated portfolios presented to the EQA show the required



	<p>Processes – sampling plan, Internal Moderation reports, review sheets, witness testimony and appropriate feedback to the assessor are in place.</p> <p>All sections of the report identify as excellent with no actions required.</p> <p>Evidence of grades Inspection report: Wigan UTC, 19–20 May 2015</p> <p>Year 13 BTEC units on the Extended Diploma in engineering have been completed and moderated. UTC data indicate that 83% of students have made expected or above expected progress and that the pass rate is well above the national average for this course. Inspectors' scrutiny of assignment work confirmed at least good progress in both cohorts in Year 12 and 13 on this course.</p>
<p><b>Headteacher counter-signatory, indicating I hereby confirm that:</b></p> <ul style="list-style-type: none"><li><b>a) the information contained in this profile is accurate</b></li><li><b>b) I am happy to endorse the work of this person as an SLE</b></li></ul>	