

SERVICES FOR SCHOOLS

HIAS staff biographies

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School Improvement Managers, Primary

Basingstoke and Deane, Eastleigh

Catherine Redgrave

t: 01962 876207

e: catherine.1.redgrave@hants.gov.uk

Catherine has worked in HIAS since 2009 and is currently the School Improvement Manager for Basingstoke and Deane/Eastleigh. The role involves supporting and challenging schools directly, as well as leading local authority (LA) colleagues. The core of her school improvement work is particularly linked to:

- leadership development at all levels – innovative problem solving; systems and processes
- quality of teaching and learning – particularly challenging higher attaining pupils
- assessment – statutory, formative and summative.

She works with teachers, school leaders and governors in schools.

She was previously a headteacher of a Church of England primary school in Hampshire, and has experience of successfully leading a school in challenging circumstances. Her MA(Ed) is in professional studies and is linked to action research exploring how to engage parents in their child's education. She is passionate about developing the leadership skills of others.

She is an accredited member of the Association of Education Advisers (AoEA).

Fareham and Gosport

Martyn Beales (acting)

t: 01962 876207

e: martyn.beales2@hants.gov.uk

Martyn's main role is to lead the school improvement across schools in Fareham and Gosport. In this role, he co-ordinates the work of local authority (LA) colleagues to provide support and challenge for the primary schools within both districts. This involves working closely with school leaders and governors to support self-evaluation and improvement planning and other aspects of school improvement.

Martyn was General Phase Inspector for six years before becoming the acting School Improvement Manager for Fareham and Gosport in 2021. He has a successful track record in supporting schools across the local authority and the Isle of Wight and was seconded to support school improvement in Oxfordshire in 2019/20. He has also worked with schools and multi academy trusts outside Hampshire through the provision of commissioned support. Martyn has been a member of the LA assessment team which included supporting moderation and statutory assessment. He is an accredited associate member of the Association of Education Advisers (AoEA).

Before joining HIAS, Martyn was the headteacher of a successful infant school in the New Forest and held leadership positions in primary schools in several neighbouring local authorities.

School Improvement Managers, Primary

Havant and East Hampshire

Caroline Wilkins

t: 01962 876207

e: caroline.wilkins@hants.gov.uk

Caroline has worked for the local authority (LA) as a school improvement professional since 2006 following her headship in a Hampshire school. She has held the role of School Improvement Manager since 2016.

Caroline co-ordinates LA work carried out in primary schools, both maintained and academy, in Havant and East Hampshire. She leads a skilled and dynamic school improvement team who focus on support and professional development for teachers, managers, leaders and governors. Their shared ambition is to enable headteachers and leadership teams to secure strong, successful schools with sustainable leadership and strong pupil outcomes. Improvement work is bespoke to individual schools or groups of schools who wish to work together towards similar outcomes and often involves a combination of personalised work alongside LA-led or peer-facilitated support.

The Havant and East Hampshire team offer guidance for school leaders on strategic leadership, school self-evaluation, Ofsted, senior and middle leadership development, teaching and learning and curriculum skills and development. The team also deliver county-wide and district-wide programmes for senior and middle leadership development, teaching and support staff, assessment, curriculum and bespoke research and development work. They support governing bodies in the appointment and induction of new headteachers and senior leaders, in strategic school self-evaluation and the annual headteacher performance management process.

Caroline has a successful track record from her work with schools, securing high standards, aspiration and improvements in all aspects of their work and is committed to supporting schools to being inclusive and effective for every pupil. She has a keen interest in professional learning and leadership training and development. She aims to be well-read and informed in order to excite, engage and enthuse school leaders in their roles and enable them to be efficient and effective in their work.

Winchester, Hart and Rushmoor

Ann Truman

t: 01962 876207

e: ann.truman@hants.gov.uk

Ann's main role is to lead the school improvement across all schools in Winchester, Hart and Rushmoor. This involves both supporting and challenging schools, as well as leading local authority (LA) colleagues, securing improvement through:

- working with headteachers and senior teams of staff, deploying targeted LA support if necessary
- supporting school self-evaluation and improvement planning
- working with groups of headteachers on specific projects to raise achievement and develop practice
- working with governing bodies.

As a headteacher Ann has led schools in challenging circumstances including an Ofsted category, successfully securing improvements. She has also been seconded to support schools in difficulty. Ann has an MA in Educational Leadership.

Ann has worked closely with secondary, primary and special schools across Hampshire particularly providing support at leadership level. She is committed to developing partnership work across groups of schools and a district area. She has been a school improvement manager for six different and diverse district areas and now covers Winchester, Hart and Rushmoor.

New Forest and Test Valley

Derek Myers

t: 01962 876207

e: derek.myers2@hants.gov.uk

Derek is a fierce advocate for social justice and the right of children to achieve well at school, including those pupils who may be considered disadvantaged or receive support for SEND. His main role is to lead the school improvement function across all schools in the New Forest and Test Valley district council areas. This involves supporting and challenging schools directly, as well as leading local authority (LA) colleagues, securing improvement through:

- working with senior teams of staff
- validating the school's self-evaluation
- working with governing bodies.

Derek has considerable experience and skill in leading and developing pupil progress meetings so that colleagues are able to identify and meet pupils' unmet needs or overcome barriers to learning so that pupils can re-engage in their learning, catch up and achieve well.

Derek re-joined Hampshire as the School Improvement Manager for the New Forest in 2017, after a period as Her Majesty's Inspector with Ofsted. He has led a range of school inspections, including schools causing concern. Derek first worked for Hampshire as a Primary Phase Inspector in January 2004 and, consequently, as the Senior Inspector Inclusion and Headteacher of the Virtual School for looked after children, for both Hampshire and the Isle of Wight. He was also a member of the minister's expert advisory panel on the education of looked after children.

Derek is a qualified teacher and has a masters degree in primary education. He has considerable experience as a school leader in challenging contexts, including leading a school out of an Ofsted category. He has also provided leadership, on behalf of the LA, to a school in difficulty. Over his career Derek has provided school colleagues and governors in a range of settings with support in a range of areas including developing effective teaching and learning, developing effective leadership and management practice, school self-evaluation, strategic school improvement planning, monitoring and tracking pupil outcomes, assessment, curriculum design, transition and meeting the needs of the more vulnerable pupils. As Senior Inspector Inclusion and Headteacher of the Virtual School for looked after children for Hampshire and the Isle of Wight, Derek conceptualised and commissioned the Personal Education Plan (PEP) Toolkit.

Derek is a fellow of the Teaching Awards Trust, a former judge and regional recipient of the School Leadership Award (Primary).

School Improvement Manager, Secondary

Secondary schools

Jean Thorpe

t: 01962 876207

e: jean.thorpe@hants.gov.uk

Jean's role is to support the implementation of the local authority strategy for secondary school improvement across all schools, which involves supporting and challenging schools directly, as well as working alongside local authority colleagues. This is provided through:

- working with senior teams of staff
- working with clusters of schools
- professional development training
- undertaking curriculum review
- monitoring and evaluation visits including learning walks and school based data analyses
- validating the school's self-evaluation
- working with governing bodies.

Alongside this, she supports secondary headteachers of both maintained and non-maintained schools in their wider work, by attending their meetings and in assisting them in managing ongoing issues.

Jean joined HIAS in 2007. She has extensive school improvement experience across all phases enabling her to have a clear strategic oversight of the critical elements of successful schools that provide both challenge and nurture to pupils, as well as a strong positive culture of staff leadership. She was previously a successful headteacher of two schools in Hampshire, and has been a senior leader in several schools with contrasting profiles. She has an MA in Institutional Leadership and Management. She also works closely with colleagues in Children and Families branch and liaises with District Councillors. Her wide-ranging work includes developing an understanding of effective leadership structures, improvement in the quality of teaching and learning, and curriculum design. She has had considerable experience in supporting schools in challenging circumstances. She contributes to several cross-county development groups. Jean has led several leadership development courses for all phases of schools, and supports a number of governing bodies as an external adviser for headteacher performance management. Jean is also a Leadership and Learning Partner in several secondary schools and is an accredited member of the Association of Education Advisers.

School Improvement Manager

Isle of Wight

Jenny Burn

t: 01962 876207

e: jenny.burn@hants.gov.uk

Jenny has been working for HIAS since 2002 and was a General Inspector/Adviser before becoming the School Improvement Manager for the Isle of Wight local authority.

This role involves supporting and challenging the schools on the Isle of Wight, both maintained and academy, across key stages from 1 to 5. The core of her school improvement work is particularly linked to leadership development, quality of teaching and learning and outcomes. This involves working closely with school leaders, staff, governors and associated professional organisations to support school improvement. She is well supported in this by the Isle of Wight and HIAS teams which include attendance, inclusion, school development and improvement, SEND and subject experts.

This support is provided through:

- working with headteachers and senior teams of staff
- working with clusters of schools
- professional development training
- supporting school self-evaluation and improvement planning
- deploying targeted LA support if necessary
- monitoring and evaluation visits
- working with governing bodies.

Jenny has a successful track record in supporting primary schools, secondary schools and colleges across the local authority and the Isle of Wight in her role as a mathematics inspector/adviser and as a Leadership and Learning Partner for several schools. She is passionate in ensuring the highest quality teaching and learning, for *all* pupils and is a champion of vulnerable groups.

Schools Improvement Manager

Specialist Provision and Inclusion

Naomi Carter

t: 01962 876207

e: naomi.carter@hants.gov.uk

Naomi joined HIAS in March 2014, taking up the post of School Improvement Manager for Fareham and Gosport. In this role Naomi was instrumental in securing strong improvement across primary, secondary and special education settings. Naomi was also part of the county's affordable school group and continues to support schools in looking at affordable curriculums and staffing models. She has experience of teaching in a single-sex school, special measures and a transitional academy. Naomi was part of the senior leadership team that turned a once failing secondary school around, becoming the most improved school in the country. Naomi has led on changing curriculum models, timetabling, teaching and learning, coaching, continuing professional development programmes, data and assessment systems, human resources (HR), marketing and performance management systems. Naomi works closely with other LA branches to ensure support is manageable, affordable and effective in bringing about the required changes. Naomi has a BA (Hons), PGCE, and Masters in Education and Training Management. Naomi is also a fellow of Chartered Management Institute (CMI) and an accredited member of the Association of Education Advisers (AoEA). She believes that all children should be able to attend good local schools and that all children can succeed.

Naomi's current role is to lead the school improvement function across Hampshire and Isle of Wight special schools and to discharge the statutory duties of the local authority (LA). This involves supporting and challenging schools directly, as well as leading LA colleagues and securing improvement by:

- co-ordinating the support and intervention packages for schools to ensure school improvements are achieved
- devising and commissioning programmes and projects for groups of schools, from schools in challenging contexts to high performing schools
- working with governing bodies and other educational professionals to promote challenge and support for schools
- working with external stakeholders for the benefit of children, ensuring all external support is co-constructed and cohesive.

Naomi also has a remit for championing children experiencing vulnerabilities and inclusion within all schools across county. This involves:

- promoting good quality provision which meets children's social, emotional and mental health (SEMH) needs thus reducing exclusion rates
- promoting inclusive learning environments which enable children and young people to flourish by having access to a full curriculum offer and school day
- increasing attendance and engagement at school
- promoting the inclusion and diversity agenda, supporting and challenging schools in the pursuit of inclusive cultures and practices across both individual settings and the wider system.

Secondary Phase Inspectors

Secondary Inspector/Adviser

Beverley Murtagh t: 01962 876207 e: beverley.murtagh@hants.gov.uk

An experienced secondary headteacher who has a passion for developing high performing teams to push the boundaries of achievement for all our students, Beverley looks to provide inspiring leadership training and guidance to support and challenge schools in their improvement journey and to:

- provide support and challenge for all secondary phase schools, academies and colleges
- work as a Leadership and Learning Partner
- provide leadership training and bespoke pedagogical support for individual schools and the secondary sector.

Beverley has worked in a variety of senior leadership roles including headship in a wide range of secondary schools. She has worked as a Local Leader of Education (LLE) developing coaching with school leaders and has delivered modules on the National College qualification for NPQML with experienced and aspiring middle leaders. She has delivered whole school INSET on all aspects of school improvement and has mentored NPQH candidates.

Beverley is a lead inspector for Ofsted and uses this expertise to work alongside school leaders and ensure currency. She is highly experienced at curriculum review, staffing structures, personnel and site issues, safeguarding, behaviour management and recruitment and staff training. She has also been a head of sixth form and was proactive in establishing a soft federation with linked primary schools and has a broad perspective of transition issues.

Secondary Inspector/Adviser

Tania Harding t: 01962 876207 e: tania.harding@hants.gov.uk

Tania joined HIAS in September 2016 after being an assistant headteacher and leading a SCITT at a secondary school in Hampshire. Her commitment to teacher development at all levels led her to gain a Masters in Education, lead whole school CPD, implement a successful teacher training programme and create and deliver many training sessions for networks of schools.

Her main areas of responsibility are:

- secondary school improvement through working with leadership at all levels, teacher development, curriculum review and development
- Leadership and Learning Partner
- headteacher performance management
- working with school teams for improvement in performance, culture, curriculum design and delivery and consistency in pupil experience across departments
- secondary data lead focusing on effective use of data within school to improve outcomes
- ECT provision.

Tania is the lead for secondary data for the local authority. This work includes:

- supporting schools in their use of data, both internal and external (Analyse School Performance (ASP), Inspection Data Summary Report (IDSR), Perspective Lite and Fischer Family Trust Aspire (FFT))
- ensuring that data is used effectively to impact on the curriculum and pupil outcomes and supporting schools to develop their understanding and use of data through a combination of bespoke training, courses, and network meetings
- helping schools organise and prepare their data to be presented as clearly and positively as possible.

Tania also offers support for governors in school self-evaluation, induction of new senior leaders and the headteacher performance management process.

Secondary Phase Inspectors

Secondary Inspector/Adviser and Geography lead

Kate Broadribb

t: 01962 876207

e: kate.broadribb@hants.gov.uk

Kate has 20 years' teaching experience in Hampshire schools and an absolute passion for geography and digital technology. Kate's background as an Advanced Skills Teacher for geography enabled her to undertake outreach work, collaborating with local educators to develop creative and challenging geography curriculums across all key stages.

For the past ten years Kate has worked as Senior Leader of Learning with responsibility for implementing a yearly continuing professional development (CPD) programme and embedding EdTech across a school community. Most recently Kate has been project lead for the Department for Education (DfE) Edtech Demonstrator programme, providing peer-to-peer support and expert advice on digital strategy and how to successfully embed educational technologies in the classroom.

After six years as a member of the DfE Teacher Reference Panel she remains committed to understanding the changing educational landscape, supporting schools to develop sustainable EdTech strategies and improving the quality of geography education.

Secondary Inspector/Adviser and MFL lead

Mark Kingswood

t: 01962 876207

e: mark.kingswood@hants.gov.uk

Mark joined the HIAS team in January 2022 after a successful career in senior leadership and headship in Hampshire.

Mark has worked in a number of schools in challenging circumstances and communities, using empathy, open communication skills and relentless determination to improve outcomes and life chances for young people, often from disadvantaged communities.

As a consequence, Mark has extensive experience of successfully managing Ofsted inspections and driving swift and focussed school improvement in high stakes contexts. He has worked in all areas of middle and senior leadership, with a particular interest and specialism in curriculum planning, effective recruitment, budget and personnel management, development of leaders and leadership skills and personal development and pastoral care.

Mark has also spent time on secondment in Hampshire as an Executive Headteacher overseeing a federation of schools and consequently has a strong understanding of how to effectively manage the balance of day-to-day operational school leadership with a relentless strategic focus.

As a linguist Mark has led high performing teams achieving excellent outcomes for learners. He has led a specialist language college provision, including introducing successful programmes of core languages and promoting engagement and high standards in Modern Foreign Languages. He has taught French, German and Spanish to A-Level as well as being the strategic lead for a programme of Key Stage 2 languages across a large cluster of primary schools.

Primary Phase Inspectors

Primary Phase Inspector

Stuart Adlam t: 01962 876207 e: stuart.adlam@hants.gov.uk

Stuart joined HIAS in 2018 having previously worked in primary and secondary education in Hampshire for over 30 years. He has successfully led three Hampshire primary schools in both rural and urban settings including an outstanding three-form entry primary school. Stuart has also worked as the vice-principal of an international school in Budapest, Hungary for three years. Most recently Stuart has established the primary section of Hampshire's first 4 - 16 school and has leadership experience from Early Years Foundation Stage (EYFS) to KS4. He has a strong track record of school improvement and the development of effective teams.

His main areas of work include:

- the LA new headteacher induction programme
- HIAS Assessment team, primary assessment network and other assessment training
- HIAS Assessment Data Co-Lead
- working with schools to improve the high-quality inclusive teaching
- subject leader development
- safeguarding reviews
- senior leadership development including school self-evaluation and school improvement
- supporting and training governors.

Stuart works with headteachers and schools to support all aspects of their work including the effective strengthening and distribution of leadership. He is particularly interested in the effective use of evidence to support and shape practice and is trained in the use of metacognition and thinking skills to improve teaching and learning.

Primary Phase Inspector

Debbie Allen

t: 01962 876207

e: debbie.allen@hants.gov.uk

Debbie joined HIAS in September 2021. Prior to this, Debbie was the headteacher of a successful school in West Sussex, having more than 15 years' leadership experience. Whilst continuing to lead this school, she took on the additional Executive Headship of a failing school. After securing rapid improvements, most notably in teaching and learning, leadership and safeguarding, Debbie continued to lead the school team to secure the school's future with a local Trust. As a headteacher, Debbie provided support for other schools in areas such as curriculum design, leadership development, professional development and pupil progress.

Some of Debbie's areas of interest and experience are:

- developing and empowering leaders at all levels
- innovative curriculum design, development and sustainability
- improving outcomes for all through a focus on the whole child in pupil progress meetings as part of school improvement planning
- working with schools to improve self-evaluation and school improvement planning to improve outcomes.

Debbie has a particular interest in inclusion and is passionate about supporting every school to be good for every child.

Primary Phase Inspectors

Primary Phase Inspector

Michaela Barber

t: 01962 876207 e: michaela.barber@hants.gov.uk

Michaela joined HIAS in April 2021. She has worked in infant, junior and primary schools within a wide range of contexts. She has held headships in three contrasting schools including an infant school with onsite nursery and a large primary school connected to a sister senior school.

During her educational career, she has been involved in coaching senior leaders, leading school self-evaluation and she has an extensive knowledge of the curriculum for primary and early years aged children.

Michaela has experience of headship in both Hampshire and abroad. She is experienced in the field of school improvement. She has been involved in school inspections, mentoring of headteachers and is an accredited facilitator for leading senior leader training as part of the National Professional Qualifications (NPQ) programme.

Her main areas of responsibilities include:

- Leadership and Learning Partner for a range of primary schools
- supporting school self-evaluation and school improvement planning
- working with governors
- development of and training for all levels of leaders.

Michaela has a wide range of experience in education, including the implementation of a child-led curriculum and accelerating progress for all pupils through the effective use of data. Michaela values a holistic approach to education and is passionate about ensuring a relevant, high quality education for all.

Primary Phase Inspector

Louise Close

t: 01962 876207 e: louise.close2@hants.gov.uk

Louise joined HIAS in January 2022. Prior to this she was a successful headteacher of a high attaining one and a half form entry primary school in Bolton. Louise enjoyed the challenge and privilege of headship for over ten years. Previous to this, Louise was a leading teacher with the local authority, a member of senior leadership team in various schools and a lecturer and assessor in further education. Along with her team, the school was judged to be *outstanding* in all areas in the last inspection. Louise worked as an Executive Headteacher in a school that was in challenging circumstances and with her passion, drive and commitment was able to make a positive difference including a direct impact on pupils' data.

Her main areas of interest and experience include:

- ensuring the quality and consistency of teaching and learning
- development and support of effective deployment of support staff
- curriculum design including monitoring and evaluation
- effective subject leadership
- coaching of new headteachers
- Early Years – *Are the children ready? – Bold beginnings* Ofsted report
- supporting schools in challenging circumstances.

Louise works with schools to support all aspects of school improvement through successful partnerships, accurate self-evaluation and rigorous school improvement priorities to further improve the outcomes for every child.

Primary Phase Inspector

Cherry Hawker

t: 01962 876207 e: cherry.hawker@hants.gov.uk

Cherry began her career in Cornwall as a class teacher where she held responsibilities for both mathematics and ICT. After her time in the classroom, she secured a post as National Strategies Numeracy Consultant. During this time Cherry worked with schools across Cornwall offering targeted support for schools where results were below floor level, as well as subject knowledge training across all areas of mathematics and curriculum leadership.

In 2007 Cherry moved into headship and held posts which ranged from small rural settings to larger urban schools. In 2014 Cherry began work for *Achievement for All (AfA)*, where she supported schools to review and develop the provision for the most vulnerable pupils at their school. During this time, she wrote the Early Years mathematics resources for AfA Bubble resource bank. This work was complemented with freelance training which included delivering a short-term project for the British Council for two years and working with British International Schools. Cherry has travelled to South East Asia and parts of Europe delivering her Early Years and Pupil Independence Training to inspire and reinvigorate colleagues across the globe.

Most recently Cherry has worked as a School Improvement Adviser for a large multi academy trust, offering both challenge and support to leadership teams as well as leading the introduction to the statutory changes in the Early Years. Cherry's experience lies within the pre-primary and primary age groups.

Primary Phase Inspector

Rebecca Kingsland

t: 01962 876207

e: rebecca.kingsland2@hants.gov.uk

Rebecca joined the HIAS team in April 2016. She has worked in primary education in Hampshire for 35 years and has 18 years' experience of headship. This has included leading primary, infant and junior schools, taking on executive roles when working with schools in challenging circumstances and most recently ten years of successful leadership in a large primary school.

Rebecca's main responsibilities include:

- Leadership and Learning Partner to a number of primary schools
- providing support for school improvement and leadership development
- leading on induction for ECTs.

Rebecca's expertise lies particularly in development of successful leadership models, including:

- strengthening leadership at all levels and career stages, including support for new headteachers
- working with governors on support and challenge
- working within federations and collaborative partnerships
- developing rigorous school self-evaluation that leads to focused strategic planning
- supporting schools in challenging circumstances
- working with school leaders to improve the quality of teaching, learning and assessment.

Primary Phase Inspectors

Primary Phase Inspector

Jeremy Malessa-Thompson

t: 01962 876207

e: jeremy.malessa-thompson@hants.gov.uk

Jeremy joined HIAS in January 2021 having been a headteacher of a large primary school with nursery provision in Wales for eight years. Prior to his headship in Wales, he worked as a headteacher in a primary school in Hampshire. He has also undertaken a number of roles in school improvement at a local and regional level.

His main areas of interest and responsibility include:

- working as the Leadership and Learning Partner for a range of primary phase schools
- supporting school self-evaluation and school improvement planning
- working with schools to improve teaching and learning
- being part of the Hampshire Assessment team and co-lead on data and performance (primary).

Jeremy works with schools to support all aspects of their school improvement work and their professional learning needs. He has been involved in school-to-school working, research in schools, curriculum design, initial teacher education (ITE) development, and coaching and mentoring of middle and senior leaders.

Primary Phase Inspector

Jason Matthews

t: 01962 876207 e: jason.matthews@hants.gov.uk

Jason joined HIAS in September 2017. He has worked in schools across Hampshire and Kent for over 20 years in a range of contexts. Jason has also worked as an Achievement Partner for Teach First, providing training, coaching and mentoring for school leaders.

His main areas of responsibility are:

- support for school improvement, leadership training, coaching and mentoring
- Leadership and Learning Partner
- professional development for school staff
- primary assessment.

Jason has eight years of headship experience in two outstanding Kent primary schools and has a good understanding of the challenges that are faced by both small and large schools. He has extensive experience of developing and coaching leadership at all levels, across a number of schools.

Jason believes in working in partnership with school leaders to support and advise on self-evaluation and school improvement. He is able to support the development of governance and the strategic role that governors undertake in schools. Jason enjoys working alongside teachers and leaders to develop practice and improve outcomes for all children.

Jason has a particular interest in supporting schools to understand the wide range of factors that can lead to a child being vulnerable to underachievement, including their social, emotional and mental health (SEMH) needs.

Primary Phase Inspector

Alister Moses

t: 01962 876207 e: alister.moses@hants.gov.uk

Alister joined HIAS in September 2021, having worked for the last six years as an Education Partner within the central Education Team of a large multi academy trust in Surrey. He is an experienced primary school leader, gaining the NPQEL qualification in October 2021. He has a broad experience across the leadership spectrum from Chief Executive Officer, Executive Head, Headteacher and Deputy Head, both within maintained schools and in a multi academy trust.

His main areas of experience and expertise include:

- Leadership and Learning Partner to primary school leaders
- Specialist Leader of Education - pupil premium
- equality and diversity effective practice and leadership development
- physical education and effective use of the Sports premium
- Ofsted preparation for senior and middle leaders
- Higher Level Teaching Assistant and Learning Support Assistant training and development
- Designated Safeguarding lead and good practice.

Alister works with schools to support all aspects of their school improvement work and professional learning needs. He has been involved in a range of school-to-school improvement projects, coaching and mentoring new and experienced senior and middle leaders. Alister has a particular interest in developing a school's curriculum offer to ensure inclusivity stays central to school improvement planning, and curriculum development.

Primary Phase Inspector

Susie Pietrzak

t: 01962 876207 e: susie.pietrzak3@hants.gov.uk

Susie joined HIAS in 2021. Prior to this she was a headteacher of a successful infant school for seven years. Previously she was an Early Years Advisory Teacher for Hampshire and has also lectured in initial teacher training on both the PGCE and BA (Ed) pathways in the south west of England, where she specialised in early literacy, learning theory, curriculum development and history education.

Her main areas of work include:

- acting as a Leadership and Learning Partner for a range of primary phase schools
- working with schools to improve quality of teaching and learning
- working with schools to support self-evaluation and school improvement planning
- strengthening pupil premium strategies and provision for vulnerable pupils
- supporting and developing newly qualified teachers.

Susie works with schools to support all aspects of their work including the professional development of leadership teams. Susie has experience across Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2. She has a particular interest in the development of provision for vulnerable pupils and the use of data to strengthen and support school improvement.

Primary Phase Inspectors

Primary Phase Inspector

Nicola Rickman

t: 01962 876207

e: nicola.rickman2@hants.gov.uk

Nicky joined the HIAS team in January 2022. She joined from her 27th year working in primary education in Hampshire. This has included 18 years in senior leadership, with eight of those years in headship. Nicky's school base has predominately been in primary, where she has enjoyed the challenges of working with staff to develop the educational experiences of pupils from the Early Years to Year 6.

Her main areas of work include:

- working as a Leadership and Learning Partner for a range of primary phase schools
- engaging with schools to support the induction of ECTs
- providing support for school self-evaluation and school improvement
- supporting schools with the development of curriculum and leadership at all levels.

Nicky's particular areas of interest and expertise are curriculum development, the development of middle and senior leaders, inclusion and the wider school ethos. Nicky has enjoyed working alongside staff and pupils to develop pupil voice in schools, along with a rights, respecting ethos and a strong school culture of achievement for all.

Primary Phase Inspector

Julia Roberts

t: 01962 876207

e: julia.roberts@hants.gov.uk

Julia joined HIAS in 2020. Prior to this she was a headteacher in a large primary school where she successfully secured sustained improvement in challenging circumstances. As well as having taught in a range of infant, junior and primary schools, she has worked with schools across Hampshire and West Sussex as a Local Leader of Education.

Julia's main areas of work include:

- acting as the Leadership and Learning Partner of a range of primary phase schools
- working with schools to secure improvement in the quality of education
- supporting self-evaluation and school improvement planning
- working on assessment – statutory, formative and summative.

She works with schools to support all aspects of work including professional development and has experience of delivering national leadership programmes. Julia is particularly interested in securing progress for vulnerable and disadvantaged pupils and supporting schools in providing an inclusive approach for all.

Julia co-leads the team of LA assessment advisers and moderators for Hampshire and the Isle of Wight.

Primary Phase Inspector

Kirstie-Anne Sangway

t: 01962 876207

e: kirstie-anne.sangway2@hants.gov.uk

Kirstie-Anne joined the HIAS team in September 2020, having worked in Hampshire for over 20 years and having been the headteacher of a junior school with a high percentage of vulnerable children.

Her main areas of interest and experience include:

- developing Rights Respecting schools where the ethos, curriculum, policies and practice are rooted in the United Nations Convention for the Rights of the Child (UNCRC)
- developing rich, relevant and engaging curriculum projects, which ignite curiosity and engender in children a sense of themselves and the world around them
- establishing school approaches that focus on resilience and positive emotional health and well-being for children, parents and staff, with a particular focus on the importance of positive mental health and resilience for school leaders
- developing inclusive, whole school approaches to teaching and learning
- supporting school communities through the development of positive and collaborative infant and junior school partnerships
- securing improved accountabilities for staff, including main pay range (MPR), upper pay range (UPR) and teaching and learning responsibility payments (TLRs).

Primary Phase Inspector

Sian Smith

t: 01962 876207

e: sian.smith@hants.gov.uk

Sian works for HIAS as a Primary Phase Inspector. She has been a headteacher of a primary school and an Executive Headteacher of a federation of an infant and junior school. She has also supported other primary schools as a Local Leader of Education (LLE) and as a Consultant Headteacher and is a member of the Association of Education Advisers (AoEA).

Her main areas of work include:

- acting as a Leadership and Learning Partner for a range of primary phase schools
- working with schools to improve self-evaluation and self-improvement planning
- improving the quality of teaching and learning within primary phase schools.

Sian is passionate about coaching and enhancing social and emotional skills of pupils and led the development of these areas as a teaching and learning adviser for Southampton City Council. Her expertise lies in supporting schools in challenging circumstances and the strategic development of leadership teams.

Primary Phase Inspectors

Primary Phase Inspector

Lyndon Strong t: 01962 876207 e: lyndon.strong@hants.gov.uk

Lyndon joined HIAS in January 2022. Prior to this he was a headteacher for five years in a large Church of England primary school in Hampshire, where he successfully secured sustained improvements in challenging circumstances, working extensively on vision, values and culture. In addition to having taught in primary and junior schools in Hampshire, he has experience of teaching in challenging London primary schools.

Lyndon's main areas of work include:

- acting as the Leadership and Learning Partner (LLP) in a number of primary phase schools
- working with schools to secure improvement in the quality of education
- supporting self-evaluation and school improvement planning
- working within the assessment team to ensure consistent teaching and learning drives school improvement and outcomes for all pupils
- working on induction and continuing professional development of Early Career Teachers (ECTs) in Hampshire.

Lyndon believes in working in partnership with school leaders to support and advise on self-evaluation and school improvement. He is able to support the development of governance and the strategic role that governors undertake in schools. He enjoys working alongside teachers and leaders to develop practice and improve outcomes for all children.

Lyndon is particularly interested in securing progress for vulnerable and disadvantaged pupils and supporting schools in providing an inclusive approach for all. His passion is supporting schools to understand the wide range of factors that can lead to a child being vulnerable to underachievement, including their social, emotional and mental health (SEMH) needs.

Primary Phase Inspector

Jane Wilson

t: 01962 876207

e: jane.wilson@hants.gov.uk

Jane has worked for HIAS as a Primary Phase Inspector since 2014. Before relocating to Hampshire she held a number of subject and phase leadership roles in schools in a variety of contexts in the North West. Following her initial headship of a small primary school, she then led the successful amalgamation of a separate infant and junior school.

Jane's areas of expertise include:

- improving the quality of teaching and learning
- developing leaders at all levels, particularly middle leaders
- developing effective systems for securing school improvement
- validating school's self-evaluation
- developing and evaluating school's provision for disadvantaged children
- supporting schools in challenging circumstances.

Jane works in primary schools to support headteachers and leadership teams in their work. She uses a combination of individualised support and challenge, and bespoke staff training to help schools in their continued journey of improvement.

Primary Phase Inspector

Tamsin Austoni
(currently on secondment to the Virtual School)

e: tamsin.austoni@hants.gov.uk

Tamsin joined HIAS in 2017, after 25 years of successful teaching and leadership in a variety of contexts, including a small school headship. Her main areas of work include:

- Leadership and Learning Partner to a range of primary schools
- providing support for school improvement and leadership development
- training and networks as part of the Hampshire Assessment team.

Tamsin's main areas of expertise are:

- training and research on memory, cognition and learning to support effective teaching
- developing pedagogy through coaching, particularly to promote effective variation
- developing and empowering leaders at all levels, including middle/subject leaders and teaching assistants
- promoting independence and creativity in the curriculum.

Tamsin has also worked in schools to promote positive lunchtimes through facilitating effective teamwork, confidence and autonomy in lunchtime teams.

Primary support

Teaching and Learning Adviser

Sarah Sedgwick t: 01962 876207 e: sarah.sedgwick@hants.gov.uk

Sarah's role focusses on coaching and mentoring teachers to improve pedagogical skills. She has worked for HIAS since 2004, initially as an Advanced Skills Teacher for primary teaching and learning, then joining on a full time basis as a Teaching and Learning Adviser in 2014. She currently manages a team of Hampshire Leading Teachers. Her main areas of expertise are:

- coaching and mentoring teachers of all abilities across all key stages and subjects to improve standards of teaching and learning
- working alongside teachers in their own classrooms, planning, demonstrating lessons and team teaching to improve personal teaching skills
- writing and presenting INSETs to a range of teachers, giving them practical and creative ideas to take back to their classrooms.

From 2000 to 2009 Sarah was a successful classroom teacher. She now works in a range of schools, many in challenging circumstances. She has extensive experience in developing teachers of all abilities to become more confident and proficient in all aspects of their teaching. She has worked alongside other inspectors and advisers writing and presenting a range of training based on pedagogical skills and is also involved in presenting INSETs to ECTs. She provides bespoke INSET training and twilight sessions for school staff in all areas of teaching and learning.

Sarah also works with teachers and leaders to coach them to coach others. This model involves working alongside Sarah to build future coaching capacity in their schools.

Data management

Data Co-Lead secondary

Tania Harding

t: 01962 876207

e: tania.harding@hants.gov.uk

Tania joined HIAS in September 2016 after being an assistant headteacher and leading a SCITT at a secondary school in Hampshire. Her commitment to teacher development at all levels led her to gain a Masters in Education, lead whole school CPD, implement a successful teacher training programme and create and deliver many training sessions for networks of schools.

Her main areas of responsibility are:

- secondary school improvement through working with leadership at all levels, teacher development, curriculum review and development
- Leadership and Learning Partner
- headteacher performance management
- working with school teams for improvement in performance, culture, curriculum design and delivery and consistency in pupil experience across departments
- secondary data lead focusing on effective use of data within school to improve outcomes
- ECT provision.

Tania is the lead for secondary data for the local authority. This work includes:

- supporting schools in their use of data, both internal and external (Analyse School Performance (ASP), Inspection Data Summary Report (IDSR), Perspective Lite and Fischer Family Trust Aspire (FFT))
- ensuring that data is used effectively to impact on the curriculum and pupil outcomes and supporting schools to develop their understanding and use of data through a combination of bespoke training, courses, and network meetings
- helping schools organise and prepare their data to be presented as clearly and positively as possible.

Tania also offers support for governors in school self-evaluation, induction of new senior leaders and the headteacher performance management process.

Data Co-Lead primary

Stuart Adlam

t: 01962 876207

e: stuart.adlam@hants.gov.uk

Stuart joined HIAS in 2018 having previously worked in primary and secondary education in Hampshire for over 30 years. He has successfully led three Hampshire primary schools in both rural and urban settings including an outstanding three-form entry primary school. Stuart has also worked as the vice-principal of an international school in Budapest, Hungary for three years. Most recently Stuart has established the primary section of Hampshire's first 4 - 16 school and has leadership experience from Early Years Foundation Stage (EYFS) to KS4. He has a strong track record of school improvement and the development of effective teams.

His main areas of work include:

- the LA new headteacher induction programme
- HIAS Assessment team, primary assessment network and other assessment training
- HIAS Assessment Data Co-Lead
- working with schools to improve the high-quality inclusive teaching
- subject leader development
- safeguarding reviews
- senior leadership development including school self-evaluation and school improvement
- supporting and training governors.

Stuart works with headteachers and schools to support all aspects of their work including the effective strengthening and distribution of leadership. He is particularly interested in the effective use of evidence to support and shape practice and is trained in the use of metacognition and thinking skills to improve teaching and learning.

Data Co-Lead primary

Jeremy Malessa-Thompson

t: 01962 876207

e: jeremy.malessa-thompson@hants.gov.uk

Jeremy joined HIAS in January 2021 having been a headteacher of a large primary school with nursery provision in Wales for eight years. Prior to his headship in Wales, he worked as a headteacher in a primary school in Hampshire. He has also undertaken a number of roles in school improvement at a local and regional level.

His main areas of interest and responsibility include:

- working as the Leadership and Learning Partner for a range of primary phase schools
- supporting school self-evaluation and school improvement planning
- working with schools to improve teaching and learning
- being part of the Hampshire Assessment team and co-lead on data and performance (primary).

Jeremy works with schools to support all aspects of their school improvement work and their professional learning needs. He has been involved in school-to-school working, research in schools, curriculum design, initial teacher education (ITE) development, and coaching and mentoring of middle and senior leaders.

Lead Inspector/Adviser (primary)

Emma Tarrant

t: 01962 876207 e: emma.tarrant@hants.gov.uk

As lead Inspector/Adviser for primary English, Emma works hard to ensure the English team are focussed on both local and national priorities.

As well as having oversight of countywide actions, Emma provides bespoke INSET, projects and courses in all aspects of English. She is an accredited Inference Trainer and qualified to train the trainer in Fischer Family Trust (FFT) Wave 3 interventions for reading. She works closely with the Hampshire Assessment team to coordinate and deliver statutory activities around Key Stage 1 and Key Stage 2 moderation.

Her main areas of expertise are:

- supporting schools in raising attainment and progress through curriculum design, pedagogy and assessment
- early literacy including the development of phonics, early reading and writing
- reading comprehension and inference.

Inspector/Adviser (primary)

Chris Cheal

t: 01962 876207

e: christopher.cheal@hants.gov.uk

Chris is passionate about teaching and learning in English and supports schools looking to develop leadership capacity so that they are secure in developing an effectively sequenced curriculum, whilst understanding how effective monitoring, evaluation and continuing professional development will positively impact progress for all children.

His main areas of expertise are:

- developing effective whole school pedagogical approaches to reading, which support decoding, fluency and comprehension.
- whole school curriculum development in English, which is progressive and well sequenced.
- supporting schools with approaches to formative assessment so that learning in English builds upon a secure understanding of what a child can already do
- end of key stage statutory assessment, including writing moderation.

Chris also co-leads the team of LA assessment inspectors and moderators for Hampshire and the Isle of Wight. This role includes coordinating and delivering training to support schools in developing their approaches to formative and summative assessment, as well as overseeing the process of statutory assessment.

Inspector/Adviser (secondary)

Joanna Kenyon

t: 01962 876207 e: joanna.kenyon@hants.gov.uk

Previously a secondary Head of English and senior leader, Joanna joined HIAS in 2017 and has five years of experience as a cross-phase adviser, working in primary, secondary and alternative provision settings to develop English and whole school literacy from phonics and early reading to literary analysis and academic extension reading. She has a clear understanding of the realities of school life and leadership, using this to develop supportive and practical relationships with English leaders and subject teachers.

In addition to work with English teachers and subject leaders, Joanna supports the development of whole school literacy and delivers effective training to all staff that ensures understanding of inclusive teaching approaches to reading development and disciplinary literacy across the subject range. She leads the Secondary English Leadership Network for Hampshire, the Isle of Wight Subject Professionals groups for English and Literacy and Hampshire English Early Career Teachers (ECT) Advance training.

Key specialisms:

- primary and secondary curriculum development
- secondary English and whole school literacy leadership and departmental development
- high quality inclusive English teaching
- reading development of the lowest 20% of readers in secondary schools, including addressing learning gaps and developing decoding, fluency, comprehension and interpretation
- disciplinary literacy.

Teaching and Learning Adviser

Lisa Karalius

t: 01962 876207

e: lisa.karalius@hants.gov.uk

Previously a headteacher of two schools, the first a junior school and the second a primary school and children's centre, Lisa joined the HIAS English team in 2014.

Her main areas of responsibility are:

- supporting schools in raising attainment and progress
- providing professional development for English leaders and schools.

Lisa works alongside teachers and leaders in developing top quality teaching and data analysis to secure improvements and outcomes for children. She has significant experience of leadership development and uses this when working with subject leaders to further develop and build capacity within schools. Lisa is committed to partnership working and is currently working with the Ethnic Minority and Traveller Achievement Service (EMTAS) and the School Library Service to provide bespoke courses with high quality resources.

Teaching and Learning Adviser

Hannah Satchel

t: 01962 876207

e: hannah.satchel@hants.gov.uk

Hannah joined the Hampshire English team in April 2014. Her main areas of expertise and responsibility are:

- working closely with teachers and subject leaders to provide support, guidance, advice and training to improve the quality of teaching and learning in English
- supporting schools in improving outcomes in pupils' reading and writing, ensuring progression
- providing professional development for schools within all aspects of English
- providing training to develop practice and provision to support early reading and phonics
- *Inference* training
- *Talk Boost KS1* training
- writing and reading moderation in KS1 and KS2.

Hannah is an experienced adviser and practitioner who provides training through projects, courses, INSET, staff meetings and daily school support within all aspects of primary English.

Teaching and Learning Adviser

Owen Tromans

t: 01962 876207

e: owen.tromans@hants.gov.uk

Previously an English manager and Year 5/6 leader at Whitchurch Primary School, Owen joined the HIAS English team in January 2016. His main areas of responsibility are:

- working alongside primary phase teachers and subject leaders to improve the quality of teaching and learning in English
- leading professional development opportunities for teachers and English managers
- supporting schools in raising attainment in English through planning and curriculum design.

Owen has worked in both small village settings and large town schools in Hampshire. He effectively developed a reading for pleasure approach at Whitchurch, which led to high pupil engagement with reading and excellent outcomes at Key Stage 2. Owen believes that a creative, text-led English curriculum can deliver both engaging lessons and strong attainment. He has worked as an ECT mentor and writing moderator at Key Stage 2.

Teaching and Learning Adviser

Emma Scribbans

t: 01962 876207

e: emma.scribbans@hants.gov.uk

Emma joined the Hampshire English team in June 2015. Her main responsibilities are:

- supporting teachers and subject leaders to improve the quality of teaching, learning and assessment in English
- supporting schools in raising attainment in reading and writing through high expectations and curriculum design
- providing effective professional development for subject leaders and staff.

Her particular areas of passion are reading fluency, reading comprehension strategies, supporting pupils with SEND, the physical development required for efficient handwriting, identifying gaps in children's writing, as well as developing effective teaching and learning to achieve more greater depth writers.

Emma is able to identify and develop key areas across English for improvement within focus year groups or across a school. Her training style is full of practical approaches to ensure teachers have new ideas that can immediately be implemented in the classroom.

Co-Lead Inspector/Adviser (primary)

Kathryn Spencer

t: 01962 876207 e: kathryn.spencer@hants.gov.uk

Kate has been working for HIAS since 2017.

Her main areas of work include:

- leading and managing the mathematics school improvement team for Hampshire
- challenge and support for all schools through in-school professional development
- challenge and support for evaluating quality of teaching and learning.

Kate works with governors, headteachers, senior leaders and class teachers to advise on supporting and developing high quality teaching and learning of mathematics. She works with a range of establishments including teaching schools, the Solent Maths Hub and academies, and uses these links to inform professional development. She has a particular interest in transition, assessment, and task design which particularly challenges pupils working at greater depth and has been part of the Hampshire Assessment team for Key Stage 1 moderation. Kate also takes the lead in provision for pupils with special educational needs. She is also a member of the Association of Mathematics.

Co-Lead Inspector/Adviser (secondary)

Jo Lees t: 01962 876207 e: jo.lees@hants.gov.uk

Jo has worked for HIAS since 2008. Her main areas of responsibility include:

- leading and managing the mathematics school improvement team for Hampshire
- maintaining a strategic overview of the teaching and learning of mathematics across all phases of education, including mainstream, special school and alternative provision
- providing professional development for teachers of mathematics both in-school and through centre-based courses
- monitoring and analysing statutory data for outcomes in mathematics
- providing teaching and learning materials for use in school to facilitate and enhance the teaching and learning of mathematics.

Jo fulfils two main roles, that of co-lead inspector/adviser for mathematics in Hampshire and that of challenge partner to secondary LLPs, working with senior leaders in HIAS and in schools to secure whole school improvement. Jo specialises in supporting schools in all phases to develop their mathematics provision for all learners. This includes curriculum development, support with subject knowledge and pedagogy and the interpretation and use of data. Her particular area of interest and expertise is in provision for those learners working at greater depth.

Jo is currently a member of the CPD committee for the Mathematical Association and the Education Committee for the London Mathematical Society. She is also working with development groups in the Advisory Committee for Mathematics Education (ACME). ACME is based at the Royal Society and aims to influence government strategy and policies with a view to improving the outcomes of mathematics teaching and learning in England. Jo was a full committee member of ACME until 2013 and was involved in the production of the ACME report *Empowering Teachers: Success for Learners*. Jo was a member of the advisory group working with the DfE to develop the 2014 National Curriculum and has also worked with the Standards and Testing Agency to develop assessment materials for KS1 and for online teacher training.

Before joining HIAS, Jo worked in primary and secondary schools as both a subject and as a senior leader. She has also been a school governor. Jo works closely with professional associations for mathematics education to develop mathematics teaching nationally and regularly contributes to annual conferences to disseminate the work of HIAS more widely.

Teaching and Learning Adviser

Rebecca Vickers

t: 01962 876207

e: rebecca.vickers@hants.gov.uk

Rebecca has 15 years' experience both as a classroom teacher and deputy headteacher and joined HIAS in September 2015.

Her main areas of work include:

- providing challenge and support for evaluating the teaching and learning of mathematics in primary schools
- in-school support for teachers and leaders of mathematics
- leading courses in response to national and local priorities within mathematics.

Rebecca works with schools to develop mathematics teaching, their mathematics curriculum and to help identify barriers to pupil progress.

County Inspector

Jayne Stillman

t: 01962 876207

e: jayne.stillman@hants.gov.uk

Jayne joined HIAS in 2003. She has an MA in Education from Bath University and a doctorate from Winchester University. Her main areas of work include:

- providing challenge and support for all schools through in-school professional development tailored to your needs
- high quality professional development opportunities for art
- health and safety subject advice
- support to develop and apply for Artsmark and Arts Awards
- ECT / Art training sessions
- collation and celebration of art in county exhibition at EII Court, Winchester
- curating the Climate Change Installation project 2021 and the Climate Unity project 2022.

Jayne is the editor of *Art News* and oversees the development of the Art Moodle. These contain exemplar materials to share resources, the latest initiatives, and health and safety materials and news <http://art.hias.hants.gov.uk/>.

Management partnership bookings are individually tailored to suit a school's requirements and provide both support and challenge. INSET sessions can be provided to support the development needs of your art curriculum. Practical skills workshops can also directly support teaching and learning opportunities and provide time for nurturing well-being and team building. Each year a programme is offered for the professional development of secondary art ECTs.

Working with Winchester University Jayne has accredited teachers' action research projects and enabled achievement at master's level. She is the co-author of a book about primary art education.

HIAS art support workshops offer various sessions for primary practical skills building termly. Other networks include a GCSE art network group, a photography network, a Strategic Art Secondary group, a special school network and area KS3/4 cluster meetings.

Assessment and Recording of Achievement

Co-Lead for Statutory Assessment

Chris Cheal

t: 01962 876207

e: christopher.cheal@hants.gov.uk

Chris is passionate about teaching and learning in English and supports schools looking to develop leadership capacity so that they are secure in developing an effectively sequenced curriculum, whilst understanding how effective monitoring, evaluation and continuing professional development will positively impact progress for all children.

His main areas of expertise are:

- developing effective whole school pedagogical approaches to reading, which support decoding, fluency and comprehension.
- whole school curriculum development in English, which is progressive and well sequenced.
- supporting schools with approaches to formative assessment so that learning in English builds upon a secure understanding of what a child can already do
- end of key stage statutory assessment, including writing moderation.

Chris also co-leads the team of LA assessment inspectors and moderators for Hampshire and the Isle of Wight. This role includes coordinating and delivering training to support schools in developing their approaches to formative and summative assessment, as well as overseeing the process of statutory assessment.

Co-Lead for Statutory Assessment

Julia Roberts

t: 01962 876207

e: julia.roberts@hants.gov.uk

Julia joined HIAS in 2020. Prior to this she was a headteacher in a large primary school where she successfully secured sustained improvement in challenging circumstances. As well as having taught in a range of infant, junior and primary schools, she has worked with schools across Hampshire and West Sussex as a Local Leader of Education.

Julia's main areas of work include:

- acting as the Leadership and Learning Partner of a range of primary phase schools
- working with schools to secure improvement in the quality of education
- supporting self-evaluation and school improvement planning
- working on assessment – statutory, formative and summative.

She works with schools to support all aspects of work including professional development and has experience of delivering national leadership programmes. Julia is particularly interested in securing progress for vulnerable and disadvantaged pupils and supporting schools in providing an inclusive approach for all.

Julia co-leads the team of LA assessment advisers and moderators for Hampshire and the Isle of Wight.

County Inspector

Sue Savory

t: 01962 876207

e: sue.savory@hants.gov.uk

Sue has been working for HIAS since 2009.

Her main areas of work include:

- county-wide leadership for the computing curriculum
- computing subject matter expert for Science, Technology, Engineering and Mathematics (STEM)
- carrying out safeguarding training and support
- providing advice on safeguarding and supporting the work of the Local Safeguarding Partnership
- provide support and training for schools on online safety
- leading on preventing radicalisation in schools
- leading on secondary personal, social, health and economic education (PSHE) and relationships, health and sex education (RHSE)
- carrying out support and training for primary PSHE/RHSE
- challenging and support for all schools through in-school professional development
- challenging and support for evaluating quality of teaching and learning
- facilitating subject networks for secondary computing.
- facilitating subject networks for primary and secondary PSHE/RHSE.

Sue works with governors, headteachers, senior leaders, middle leaders and class teachers to advise on supporting and developing high quality teaching and learning for computing. She works with subject leaders in all phases to support the most effective way of delivering these subjects. Sue has also organised Hampshire Computing specific conferences.

She is also a member of the organisation of Computers at School (CAS) and is carrying out work for three school-based computing hubs in the local area. She is also a subject matter expert for computing, work that has been commissioned by STEM Learning.

Sue also works increasingly to support schools in safeguarding including organising the annual Designated Safeguarding Lead (DSL) conference.

Sue has also organised Hampshire PSHE conferences, facilitated subject networks and provides support and challenge for PHSE and RHSE at primary and secondary level.

Inspector/Adviser

Phil Bagge

t: 01962 876207

e: phil.bagge@hants.gov.uk

Phil has worked for HIAS since 2014.

He has three main areas of responsibility, namely:

- helping schools understand and develop their computing curriculum
- helping schools develop cross-curricular use of their IT systems, including learning platforms
- promoting safe use of technology.

Phil was involved with drafting the computing curriculum through Computing at School (CAS) and the British Computing Society and was a member of the DfE expert panel to advise teacher training organisations on the move from ICT to computing. He is a CAS Computing Master Teacher and a contributing author to *Compute-IT*, a KS3 scheme of work, and author of *How to teach primary programming using Scratch*. A speaker at computing conferences, his online computing science resources <http://code-it.co.uk> supported by HIAS, are the sixth most used primary programming resource in England and are used by schools around the world.

Phil is passionate about:

- the importance of every child being exposed to research-informed quality computing teaching and learning
- the power of computing to develop pupil resilience and perseverance
- the importance of a balanced curriculum of Computing Science, IT and online safety
- that every teacher, with training, can teach outstanding computing lessons
- the importance of progression rather than just activity in primary computing.

Phil works part time for HIAS and continues to teach computing in two Hampshire primary schools.

Design and Technology

Inspector/Adviser

Sarah Pook t: 01962 876207 e: sarah.pook2@hants.gov.uk

Sarah joined the HIAS team in September 2017 from a leadership position in Southampton. She works with all school staff and stakeholders to advise and support with the development of:

- high quality teaching and learning in Design and Technology
- effective Design and Technology leadership
- Health and Safety in Design and Technology
- creating a curriculum suitable for students with diverse cultural and educational needs, enabling students to learn theory through practical experiences, addressing their specific needs through the use of different learning approaches, in order to support their further progress
- supporting Design and Technology at Key Stage 1 and Key Stage 2
- exam specification advice.

Prior to joining the HIAS team, Sarah previously worked in industry and mainstream education. Sarah was part of the extended leadership team in a Southampton secondary school as a lead practitioner of Design and Technology. She has also been a Head of Food Technology and a Head of Design Technology.

She runs county and national courses and is able to work with school leaders to develop and lead bespoke professional development tailored to the specific needs of each school. She is able to advise and support within all areas of the Design and Technology curriculum throughout primary and secondary education.

Sarah is also a Registered Design and Technology Health and Safety Consultant for the Design and Technology Association (RDTHSC) and is available to train and support you with your health and safety requirements and machine and tool usage. In addition to this, she is also able to deliver Level 1/2/3 training in food hygiene via the Chartered Institute of Environmental Health. Sarah is available to work within county, nationally and internationally in all aspects of design and technology.

Geography

Secondary Inspector/Adviser and Geography lead

Kate Broadribb

t: 01962 876207 e: kate.broadribb@hants.gov.uk

Kate has 20 years' teaching experience in Hampshire schools and an absolute passion for geography and digital technology. Kate's background as an Advanced Skills Teacher for geography enabled her to undertake outreach work, collaborating with local educators to develop creative and challenging geography curriculums across all key stages.

For the past ten years Kate has worked as Senior Leader of Learning with responsibility for implementing a yearly continuing professional development (CPD) programme and embedding EdTech across a school community. Most recently Kate has been project lead for the Department for Education (DfE) Edtech Demonstrator programme, providing peer-to-peer support and expert advice on digital strategy and how to successfully embed educational technologies in the classroom.

After six years as a member of the DfE Teacher Reference Panel she remains committed to understanding the changing educational landscape, supporting schools to develop sustainable EdTech strategies and improving the quality of geography education.

History

County Inspector

Patricia Hannam t: 01962 876207 e: patricia.hannam@hants.gov.uk

Pat joined HIAS in 2009. She has an MA in Education from London Institute of Education, and her PhD in Education was published by Routledge as *Religious education in the public sphere*. She holds an Honorary Research Fellowship at the University of Exeter and is Visiting Fellow (Knowledge Exchange) at the University of Winchester. Pat is an elected board member of the Religious Education Council of England and Wales (REC) and vice chair of the Association of University Lecturers in Religious Education (AULRE). She is on the editorial board of the British Journal of Religious Education (BJRE) and holds professional membership of several other relevant organisations including History Education networks, the Association of RE Inspectors and Advisers and Consultants (AREIAC) and the Philosophy of Education Association of Great Britain (PESGB). She has international engagement and experience in history, religious education and philosophical enquiry (P4C). She is an accredited P4C trainer with the Society for the Advancement of Philosophical Enquiry and Reflection in Education (SAPERRE), running Levels 1, 2 and 3 P4C courses locally, nationally, and internationally. Pat publishes widely in relevant journals and elsewhere.

Her main areas of work with HIAS include:

- giving county-wide leadership for history, religious education and P4C
- running high quality relevant and engaging continuing professional development for heads of department and subject leaders of history and RE as well as curriculum development opportunities for SLT responsible for management of history and RE at all phases of education
- offering in-school support to evaluate, challenge, coach and develop the quality of teaching in primary and secondary schools
- running bespoke and accredited courses in P4C.

Teaching and Learning Adviser (Secondary)

Sarah Herrity t: 01962 876207 e: sarah.herrity@hants.gov.uk

Sarah joined HIAS as the teaching and learning adviser for secondary history in 2017 and has since taken on roles focussed on whole school issues.

Her main roles are:

- inspection, advice and bespoke training of secondary history departments and history leaders to facilitate school improvement
- leading HTLC secondary history professional development courses
- leading the Secondary History Steering Group
- editing the HIAS history curriculum update *History Matters*
- quality assurance of ECT teachers and coaching ECT mentors
- investigating complaints to Ofsted concerning safeguarding in schools
- advising governors on inclusion and wellbeing.

Sarah is passionate about schools developing an ambitious and inclusive, research-based curriculum. She has extensive experience leading the development of teaching and learning across Hampshire, including her previous roles as Hampshire lead history teacher and Hampshire lead history Advanced Skills Teacher (AST) from 2009-2017.

As a history leader, NQT manager and AST within her last school, Sarah led a range of whole school improvement strategies. More recently, she developed the school alternative curriculum to include a personal development programme and led the teaching and learning drive team to implement a culture of whole school action research.

Modern Foreign Languages

Secondary Inspector/Adviser and MFL lead

Mark Kingswood t: 01962 876207 e: mark.kingswood@hants.gov.uk

Mark joined the HIAS team in January 2022 after a successful career in senior leadership and headship in Hampshire.

Mark has worked in a number of schools in challenging circumstances and communities, using empathy, open communication skills and relentless determination to improve outcomes and life chances for young people, often from disadvantaged communities.

As a consequence, Mark has extensive experience of successfully managing Ofsted inspections and driving swift and focussed school improvement in high stakes contexts. He has worked in all areas of middle and senior leadership, with a particular interest and specialism in curriculum planning, effective recruitment, budget and personnel management, development of leaders and leadership skills and personal development and pastoral care.

Mark has also spent time on secondment in Hampshire as an Executive Headteacher overseeing a federation of schools and consequently has a strong understanding of how to effectively manage the balance of day-to-day operational school leadership with a relentless strategic focus.

As a linguist Mark has led high performing teams achieving excellent outcomes for learners. He has led a specialist language college provision, including introducing successful programmes of core languages and promoting engagement and high standards in Modern Foreign Languages. He has taught French, German and Spanish to A-Level as well as being the strategic lead for a programme of Key Stage 2 languages across a large cluster of primary schools.

Personal Development Learning

County Inspector, Computing

Sue Savory t: 01962 876207 e: sue.savory@hants.gov.uk

Sue has been working for HIAS since 2009. Her main areas of work include:

- county-wide leadership for the computing curriculum
- computing subject matter expert for Science, Technology, Engineering and Mathematics
- carrying out safeguarding training and support
- providing advice on safeguarding and supporting the work of the Local Safeguarding Partnership
- provide support and training for schools on online safety
- leading on preventing radicalisation in schools
- leading on secondary personal, social, health and economic education (PSHE) and RHSE
- carrying out support and training for primary PSHE/RHSE
- challenging and support for all schools through in-school professional development
- challenging and support for evaluating quality of teaching and learning
- facilitating subject networks for secondary computing.
- facilitating subject networks for primary and secondary PSHE/RHSE.

Sue works with governors, headteachers, senior leaders, middle leaders and class teachers to advise on supporting and developing high quality teaching and learning for computing. She works with subject leaders in all phases to support the most effective way of delivering these subjects. Sue has also organised Hampshire Computing specific conferences. Sue also works increasingly to support schools in safeguarding including organising the annual Designated Safeguarding Lead (DSL) conference. She is also a member of the organisation of Computers at School (CAS) and is carrying out work for three school-based computing hubs in the local area. She is also a subject matter expert for computing, work that has been commissioned by Science, Technology, Engineering and Mathematics (STEM) Learning. Sue has also organised Hampshire PSHE conferences, facilitated subject networks and provides support and challenge for PHSE and RHSE at primary and secondary level.

Religious Education

County Inspector

Patricia Hannam t: 01962 876207 e: patricia.hannam@hants.gov.uk

Pat joined HIAS in 2009. She has an MA in Education from London Institute of Education, and her PhD in Education was published by Routledge as *Religious education in the public sphere*. She holds an Honorary Research Fellowship at the University of Exeter and is Visiting Fellow (Knowledge Exchange) at the University of Winchester. Pat is an elected board member of the Religious Education Council of England and Wales (REC) and vice chair of the Association of University Lecturers in Religious Education (AULRE). She is on the editorial board of the British Journal of Religious Education (BJRE) and holds professional membership of several other relevant organisations including History Education networks, the Association of RE Inspectors and Advisers and Consultants (AREIAC) and the Philosophy of Education Association of Great Britain (PESGB). She has international engagement and experience in history, religious education and philosophical enquiry (P4C). She is an accredited P4C trainer with the Society for the Advancement of Philosophical Enquiry and Reflection in Education (SAPERE), running Levels 1, 2 and 3 P4C courses locally, nationally, and internationally. Pat publishes widely in relevant journals and elsewhere.

Her main areas of work with HIAS include:

- giving county-wide leadership for history, religious education and P4C
- running high quality relevant and engaging continuing professional development for heads of department and subject leaders of history and RE as well as curriculum development opportunities for SLT responsible for management of history and RE at all phases of education
- offering in-school support to evaluate, challenge, coach and develop the quality of teaching in primary and secondary schools
- running bespoke and accredited courses in P4C.

Inspector/Adviser

Justine Ball

t: 01962 876207 e: justine.ball@hants.gov.uk

Justine joined HIAS in June 2015. Her areas of responsibility include:

- professional support for RE, SMSC, British values and Prevent in primary schools
- training courses, networks and an annual conference for primary RE teachers and subject leaders
- editorship of *RE Primary News* and involvement in two RE websites.

Justine has a degree in Theology from Oxford University and a Masters in Religious Studies with Chester University. She has worked across education, both in primary schools and in adult further education. Prior to joining the team, she worked in a primary school, where she taught across the infant and junior classes. She held the post of RE, history and worship co-ordinator for several years, leading her school through a Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection and has written the policies for collective worship and RE. She was also successful in gaining the National Quality Mark for History in 2015.

Justine has completed two programmes of study with the Woolf Institute at Cambridge University, exploring the history, culture and theology of Muslims and Jews and the experiences of Christians, Jews and Muslims in Europe. She also holds Levels 1 and 2 SAPERE Philosophy for children (P4C) qualifications. Justine is currently Joint Chair of the Association of RE Inspectors Advisers and Consultants (AREIAC) and a member of Culham St Gabriel Trust's steering group for RE.

Science

County Inspector

Kevin Neil t: 01962 876207 e: kevin.neil@hants.gov.uk

Kevin joined HIAS in September 2021. He has a first-class degree in Palaeobiology and Evolution and has taught in a range of schools across Hampshire. Kevin was previously a science teacher, second in department, and Head of Science across the two-campus secondary school, Crestwood Community School.

For the past three years Kevin has also been part of the senior leadership team with a responsibility for teaching and learning, rolling out many of the successful actions from his science department across the whole school. These included the use of powerful knowledge statements, the use of Shed Loads of Practice (SLOP), the school-wide use of retrieval practice and daily review, and a range of AFL strategies.

Kevin was also Chair of the Eastleigh Science Consortium for several years, leading CPD with science departments across the Eastleigh area.

Kevin is passionate about developing the use of cognitive science in science teaching, including Rosenshine's principles, dual coding, retrieval practice and cognitive load theory.

Inspector/Adviser

David Whittle t: 01962 876207 e: david.whittle@hants.gov.uk

Dave works to support schools improve the quality of science teaching from Early Years Foundation Stage (EYFS), through Key Stage 1 to Key Stage 4. His work involves working in schools as well as working with a variety of teachers, focusing on both pedagogical and curriculum issues. He also works to support science teachers in education centres and special schools, as well as working with science technicians.

Dave is involved in the moderation of the ECT induction process in schools and currently chairs the ECT Induction Appeal Panel.

He joined HIAS in 2002 following 26 years of teaching secondary science, including time as a head of science and an assistant headteacher. He has an MA in Science Education and has presented sessions on HIAS Science team developments at events such as the Association for Science Education (ASE) Annual Conference.

General Inspector/Adviser

Emma Cooper t: 01962 876207 e: emma.cooper3@hants.gov.uk

Emma joined Kevin and David on the science team in September 2021. During her 17 years' teaching career, she held many different roles such as assistant head and deputy head. She has led science for over seven years and more recently, in light of the new curriculum, has led the successful development of the curriculum in foundation subjects. Emma worked as an integral part of the SLT in order to drive improvements across all subjects.

Being fresh out of the classroom, Emma understands explicitly the expectations and standards in all areas of the primary curriculum with a particularly deep understanding of the importance of a high quality science education. She has ensured consistency in teaching of science, developing a clear progression of learning and has developed other subject leaders to have the same accountability in their subjects.

Emma is keen to develop links between primary and secondary schools within science, paying particular attention to ensuring tighter progression between the key stages through sharing good practice.

Special Educational Needs

Inspector/Adviser

Janet Cornall

t: 01962 876207

e: janet.cornall@hants.gov.uk

Having joined HIAS in April 2018, Janet's main areas of work are:

- providing support and advice on school improvement issues regarding SEND practice and provision
- supporting mainstream and special schools to meet the needs of individual pupils with SEND by removing barriers to learning
- SEND management training including the National Award for SEND Co-ordination for Special Educational Needs Co-ordinators (SENCOs)
- delivering training to governing bodies and other groups as appropriate.

Janet provides support, advice and challenges to schools (mainstream and special), regarding improving outcomes for pupils with special educational needs across the phases, including supporting schools in self-evaluating their provision and practice relating to SEND. Advice, support and bespoke training can be provided for identification, assessment and interventions to remove barriers for learning and raise outcomes for pupils with SEND.

Janet also provides training for governing bodies and senior leadership teams and is responsible for editing the HIAS curriculum update, *SEN Matters*, and the SEN Moodle.

With a background in working with pupils with special educational needs, Janet has worked in primary and secondary schools, both in mainstream education and resource provisions. She has been responsible for the strategic planning of professional learning of teachers across a local authority, focusing on leadership at all levels and coaching. She has been a primary headteacher and has worked at authority level for a number of years in quality improvement and raising attainment across the 3-18 age range.

Inspector/Adviser

Sarah Kiel

t: 01962 876207

e: sarah.kiel@hants.gov.uk

Sarah has been working for HIAS since 1997. Her main areas of work include:

- improving standards and the quality of teaching and learning for children and young people with SEND from 0 to 25 in all phases of education
- providing challenge, advice and support in implementing and meeting the requirements of SEN and disability legislation
- delivering training, consultancy and advice on SEND issues across all phases to leadership teams, governing bodies, teachers, teaching assistants, parent groups and within the local authority as appropriate.

Sarah specialises in all aspects of SEND across all phases of education. Her particular specialisms include autism, behaviour, physical disabilities and language and communication. She works as a Leadership and Learning Partner for a range of special schools within Hampshire and with mainstream and special schools on all aspects of school improvement.

Sarah has effective links with other teams in Hampshire Children's Services and works with them to ensure the progress and well-being of all groups of vulnerable children and young people. Sarah has worked in mainstream and special schools in teaching and leadership roles and as an Ofsted inspector.

Special Educational Needs

Inspector/Adviser

Jarlath O'Brien

t: 01962 876207

e: jarlath.o'brien@hants.gov.uk

Jarlath joined HIAS in April 2021. He has experience of working in both mainstream and special schools.

Jarlath spent the first few years of his teaching life as a science teacher and head of department in a comprehensive school. For the last 15 years Jarlath has worked in leadership positions in special schools, including in those specialising in working with children with social, emotional and mental health needs (SEMH), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and as a headteacher of a school for children with moderate learning difficulties (MLD). Most recently he has held the post of interim headteacher of a Hampshire school for children with social, emotional and mental health needs (SEMH). Jarlath has also undertaken quality assurance reviews of resource provisions for a large local authority.

Inspector/Adviser for tackling educational disadvantage

Victoria Flynn

t: 01962 876207

e: victoria.flynn@hants.gov.uk

Victoria supports school improvement across a range of settings, including Early Years Foundation Stage, primary and secondary key stages, education centres and special schools. Her role involves working with settings at many different levels, including providing whole school and leadership support, offering training and in-school support for governors, leaders and practitioners and undertaking whole school reviews, for example pupil premium reviews. Victoria's role has a focus on improving provision and outcomes for children and young people vulnerable to under-achievement by virtue of their circumstance and the impact of socio-economic disadvantage. She has expertise in securing inclusive cultures and environments for all children and young people and in securing high quality teaching and learning. Additionally, Victoria has specialism in English teaching and has had very positive impact on English provision, leadership and outcomes at both primary and secondary phases. Victoria has experience supporting the delivery of the Early Career Framework.

Victoria is driven by the belief that, when schools support their most vulnerable pupils effectively, all will benefit, and her work on disadvantaged pupils has led to her being commissioned by Rosendale and Durrington Research Schools, Oxfordshire local authority (LA), West Sussex LA, Surrey LA, various multi academy trusts and by Jersey LA as part of their implementation of the Jersey Premium.

Victoria aims to develop positive relationships that enable robust challenge through collaborative problem solving and the use of research to inform principles and action.

Social Justice, Rights and Diversity Education

Consultant/Adviser

Minnie Moore

t: 01962 846745

e: minnie.moore@hants.gov.uk

Minnie joined HIAS in 1999, initially as part of the Rights and Diversity Education (RADE) Centre management team and associated teacher/adviser.

Her role has developed significantly to encompass a wide range of support and guidance for schools, governors, and children and young people.

Minnie currently works within the Vulnerable Children's team in Education and Inclusion.

Her main areas of work include:

- promoting Rights Respecting Education
- equality and diversity training and support
- challenging and responding to prejudicial language and behaviour
- pupil voice and participation
- facilitating pupil voice groups/projects across county
- promoting the climate agenda in schools.

