

## Directory of SLEs-Redborne Teaching School Alliance

### The SLE Vision

SLEs are outstanding middle and senior leaders in positions below the headteacher, for example, assistant headteachers, key stage, phase and subject leaders or school business managers, with at least two years' experience in a particular field of expertise. They have the capacity, skills and commitment to support other individuals or teams in leadership positions in other schools. They understand what outstanding leadership practice in their area of specialism looks like and are skilled in helping other leaders achieve it in their own context.

### National College Prospectus, SLEs



**Name:** Sam Fisher

**School Name:** Redborne Upper School

**Current Position:** Lead practitioner and teacher of mathematics

**Designation:** Specialist Leader of Education

**Main Phase:** Secondary

**Specialist Areas:** Mathematics Teaching, Core Maths,

**Training non-specialist maths teachers, Teaching and Learning**

### Statement

An experienced teacher of mathematics, my subject expertise is in the teaching of key stage 3, 4 and 5 mathematics. I specialise in training and coaching non-maths specialist maths teachers and am the mathematics unit course leader for the RBUS and University of Bedfordshire Teacher Subject Specialism Training programme (TSST). Within this programme I deliver training focussed on subject knowledge development, teaching pedagogy, resource development and mathematics curriculum design. I coordinate and brief the in-school coaches of all TSST participants and visit a number of participants in their school to offer coaching and to support their development as mathematics

teachers/leaders. I have significant experience of mentoring PGCE trainees and have done so for a number of years. With a background in Economics and Finance, I have successfully designed and delivered the AQA Core Maths Programme at Key Stage 5 achieving excellent student results from year one. I have held responsibilities for developing teaching and learning at both department and whole-school levels and am a keen exponent of the benefits of research driven practice. I am an SSAT accredited Leader Practitioner; the level 3 lead for the Enigma maths hub: a participant in the Chartered Teacher Pilot programme led by the Chartered College of Teaching; and have completed a Master's Degree in Education focussed on coaching, mentoring and leadership development.