

PEN PORTRAIT

Specialist Leader of Education

Name of SLE: Joanna Riley

School Name: Sacred Heart

SLE Specialism(s)

Teaching School Alliance: Heart TSA

Area(s) of Expertise

- I have a very strong moral purpose with the children at the heart of all I do. I believe that all children and their families must be given the opportunity to be the best that they can be through the removal of educational or social barriers. My positive, optimistic personal behaviour, positive relationships and attitudes towards children, parents, governors and staff has ensured I secure school improvement.
- I have taught in Bolton for 25 years and during this time have held substantive leadership positions in four very different schools, being Headteacher in the last two.
- I am a fully inclusive practitioner and my experience has included the roles of Special Needs Coordinator, Designated Safeguarding Lead and Lead Behaviour Professional with experience of teaching children across all key stages in school.
- I have worked as a SEND advisor.
- I have led by example, demonstrating resilience and a relentless focus on what is required. I have regularly instigated audits of teaching and learning, finance, safeguarding, leadership and management and pupil outcomes.
- I have recent experience of the early identification of children with SEMH needs and sourcing the correct provision.
- I have experience of moving schools from inadequate/RI to good.
- I have a diploma in Neuro-linguist programming.

Current Leadership Responsibilities

I am currently working in two schools supporting middle leadership development which includes building capacity across teams to ensure impact driven monitoring, data analysis, report writing, CPD and feedback supporting school improvement.

I have recently supported a school SENDCo new to role, in setting up policies and procedures and upskilling staff to deliver differentiated lessons and quality interventions.

I have coached senior leaders to support the Headteacher with school improvement.