

Dianne Harris
Independent Primary School English Consultant

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Profile / Summary

Respected professional with over 25 years of experience as a Teacher, Senior Leader and Local Authority Consultant across all three primary school Key Stages in a number of challenging schools in Rotherham. Motivated and skilled in taking responsibility as a senior leader for school improvement initiatives which have resulted in Key Stage 1, in three schools, being transformed from “inadequate / requires improvement” to “good” and better, and ultimately the schools being taken out of Special Measures. Served eighteen months as an acting Deputy Head, two years as the National Strategies Communication Language and Literacy Consultant for Rotherham Local Authority and six years as an Assistant Head. Now performs the Chair of the Governors role at Wath Victoria Primary School and acts as a primary school consultant offering to local schools, services that specialise in language and literacy.

Key Skills

- Leadership and Teaching:
 - Experience of successfully teaching across all 3 Primary Key Stages (ages 3-11) including leading the implementation of the new Early Years Curriculum in 2020/21 (Early Adopter School).
 - Passion for and extensive skills in teaching and training staff in phonics and early reading skills.
 - Developing and leading whole school plans for discretely teaching new vocabulary.
 - Proven record of raising attainment of pupils, both in own class and across the key stage/school.
 - Improving the quality of teaching and learning in challenging schools through training, coaching and mentoring.
 - Experience of leading and promoting developments within school.
 - Staff Appraisal.
 - A thorough understanding of the characteristics of effective schools and a range of strategies for raising pupil attainment.
 - Experience of raising attainment and school improvement at school and Local Authority level.
 - A range of strategies for promoting good behaviour and discipline.
 - Experience of working with “English as and Additional Language” pupils and developing strategies for teaching.
- Personal
 - A love of and dedication to teaching.
 - Capacity to motivate both children and staff in order for them to achieve their full potential.
 - Ability to form positive relationships with a wide range of groups including children, parents, staff, students and the wider community.
 - Leadership and management qualities, including team working and prioritising.
 - Excellent communication skills - the ability to make points clearly both verbally and in writing and understand the views of others.
 - Keep abreast of current research initiatives, developing understanding through personal study and initiating change where appropriate.
 - Adaptability to changing circumstances and new ideas.
 - Ability to think creatively, to evaluate and adapt own practice and the practice of others.

Career History / Work Experience

Wath Victoria Primary School, Rotherham - Chair of Governors,
September 2021 – Present.

Rotherham School Improvement Service
September 2019 – June 2021

- Lead the Vocabulary Network Meetings for Rotherham primary and secondary schools.

June 2009 – June 2021

- Key Stage 1 Moderator.

**Brampton Cortonwood Infants School, Rotherham - Governor
September 2019 - March 2021**

- Liaison for English and Early Years Foundation Stage.

**James Montgomery Academy Trust (JMAT), Rotherham
September 2017 – September 2019**

- Quality Assurance of JMAT PGCE student placements and training, including liaison with Sheffield Hallam University.

**Wath Victoria Primary School, Rotherham - Assistant Head
September 2015 – July 2021**

Additional responsibilities:

- Leadership of Key Stage 1 and Early Years Foundation Stage.
- Whole school vocabulary lead.
- Mentoring Student and Newly Qualified Teachers as well as training and supporting teacher mentors.

Teacher with TLR for KS1 Leader and Literacy Subject Leader (phonics and reading specialism)

September 2013 – September 2015:

- KS1 Leader, training and coaching staff to achieve consistently good or better teaching.
- Whole school leadership of reading and phonics.
- Analysing data and supporting staff to ensure all pupils, including Special Educational Needs and Pupil Premium, achieve good or better progress.
- As a member of Senior Leadership Team, I played a key role in improving teaching and learning, resulting in a successful HMI inspection and the removal from Special Measures in December 2013.
- Led on the development of phonics teaching: training and coaching staff, analysing and interpreting data to monitor individual pupil progress. Phonics Screening results increased from 41% in 2013 to 64% in 2014.
- Year 1 and Year 2 teacher.

**Broom Valley Community School, Rotherham – Teacher with TLR for Leadership of Key Stage 1
September 2010 - July 2013**

- Year 2 teacher.
- Key Stage 1 Leader: played a key role, as part of the Senior Leadership Team, in enabling the school to be removed from Special Measures in November 2011.
- Instrumental in developing Key Stage 1 from “Inadequate” to “Good with outstanding teaching”. The school was then used as a model of good practice for other schools.

Rotherham School Effectiveness Service - Consultant

September 2008 - September 2010

- National Strategies Communication, Language and Literacy Development (CLLD) consultant for Rotherham.
- Led and supported 14 schools to use key strategies from the successful National Strategies CLLD Programme to raise standards in CLLD and Personal, Social and Emotional Development (PSED). Worked mainly with Foundation Stage and Key Stage 1 but also trained Key Stage 2 teachers and support staff in phonic subject knowledge and worked with them to identify vulnerable groups of children who were working below age-related expectations and put interventions in place to address their gaps in phonic knowledge. Worked closely with the Leadership Teams to analyse data, develop effective tracking systems, to identify vulnerable groups and their barriers to learning and to put in place effective interventions to accelerate progress.

Delivered regular Continuing Professional Development sessions to the targeted schools and universally to all teachers in Rotherham. Examples were:

- Phonic subject knowledge.
- Assessing and moderating phonics.
- Developing speech and language.
- Talk for writing.
- Early reading and writing (including guided reading and writing);
- CLLD Leads training.
- Also co-delivered parts of Foundation Stage and Literacy Subject Leader training and National Strategies Key Stage 1 training.
- As part of a wider Local Authority role, took part in pre-Ofsted school reviews and supported schools before Ofsted inspections.

Thrybergh Primary School, Rotherham – Teacher with TLR (multiple roles)

January 1996 - July 2008

- September 2007: management points changed to TLR for teaching and learning 3 to 7 years, Foundation Stage Leader, literacy subject leader (Key Stage 1 & Key Stage 2).
- February 2003- September 2004: Asked by the Governors to act as Deputy Headteacher with the Deputy as Acting Headteacher. Gained valuable experience, especially supporting staff both with teaching and learning and in a pastoral role. Also acted as Headteacher during this period, in their absence, and dealt with challenging issues both with children and parents.
- March 2002: Joined Senior Leadership Team – 2 management points for leading on “Raising boys’ attainment and target setting” then took responsibility for monitoring and developing Foundation Stage and Key Stage 1 literacy with a whole school responsibility for speaking and listening and phonic development.
- Set up and taught in a Foundation Unit (F1 and F2) - 4 years.
- Year 2 teacher (4 years).
- Year 3 teacher (1 year).
- Reception teacher - 4 years.

William Hill – Accounts Clerk

January 1982 – March 1986

- Assisting with preparation of accounts.

Qualifications Gained

- P.G.C.E Early Years (pass with distinction) - Bretton Hall (College of the University of Leeds) – 1995.
- Bsc Honours in Business Administration and French (class 2:2). Aston University - 1981.
The third year of the course was at University of Clermont Ferrand, France.

Training attended

Completed many types of training including statutory updating in Literacy and Numeracy; Foundation Stage; Statutory First Aid; Child Protection; Team Teach, Trauma Informed Practice; Special Educational Needs training.

Also undertaken leadership and management training including Data analysis; Curriculum development e.g. Chris Quigley skills –based, Formative and Summative Assessment, Assessment for Learning, Subject leadership (Literacy and Numeracy).

Other training received includes:

- Updated phonics training August 2021: Little Wandle Scheme
- Maths mastery teaching and subject knowledge:
- KS1 Moderator training.
- Performance Management/Appraisal.
- Lesson observations and feedback to Ofsted criteria.
- Cultural Diversity.
- Early Years Conference; Developing Language.
- Early language including implementation of the Nuffield Early Language Intervention.
- Pie Corbett: Talk for Writing.
- Data workshop: how to analyse data at school and Local Authority level.
- National Strategies Consultants’ training.
- Reading Recovery.

Research undertaken

September 2001 - December 2002:

DFES Best Practice Research Scholarship (£3000). Researched into “Motivating Boys to Write”.

Worked with a group of Y3 boys to develop strategies and activities to motivate them to write.

60 “M” level credits awarded by Sheffield Hallam University for final dissertation.