



NewCollaborative
TEACHING SCHOOL ALLIANCE

Carl Cousins

School: Selby High School

Role: Assistant Principal

Specialism: Data Management

Designation: SLE

Personal Biography:

I have been extremely fortunate throughout my teaching career to work with some exceptional and outstanding colleagues who have demonstrated inspirational teaching and direction. Significantly, their management and leadership has created a learning community that allow stakeholders to excel and achieve substantial progress, which is the fundamental purpose of education. I have relished working with these colleagues and, as a result, have developed my own teaching and management skills and strive to share my experiences with others. I thoroughly enjoy working collaboratively with colleagues and this is what motivates me to participate in system leadership.

My current role enables me to work with a wide range of staff across the school in terms of data management. Not only does this allow me to support teachers and leaders with their understanding and knowledge of academic data but ultimately allows them to use this to effectively monitor, track and intervene with students to ensure progress is being made.

The use of data and assessment within a school is essential in being able to ascertain what progress students and subject areas are making. I have led on the successful introduction of SISRA as an important and essential tool in allowing progress to be monitored and evaluated at regular intervals. This has led me to developing guidance material and delivering whole school sessions in our CPD slots to all teaching staff and governors on our Achievement, Data and Tracking committee. I have always been a big advocate that teaching staff should not have to spend hours and hours trying to find data and that it needs to be presented to them in a format, which allows them to concisely view their teaching group. Consequently, they are able to analyse the performance of all students to ensure progress is being made and intervene effectively and monitor any students who are not achieving this

Progress is fundamental within a school environment and I lead the Ensuring Progress Team at Selby High School which closely monitors the progress of students in all year groups after the various tracking points in the academic year. Part of this role includes the overview of the AIM team who work with identifying students who are at risk of underachievement. They work in conjunction with the Year Leaders to identify students and teaching groups and seek to make effective interventions and monitor the impact of this to evaluate the success.

Another of my main responsibilities is the construction of the curriculum model and implementation of this through the creation of the timetable and its maintenance throughout the academic year. This is a role, which I thoroughly enjoy as it gives a significant insight into the holistic view of a school and its day-to-day running. I have always strived to ensure that the timetables that I have created allow students access to a balanced curriculum diet over a two-week period and provides staff with a platform that allows them the opportunity to deliver high performing lessons and achieve success with their students.