



Name: Olivia Calloway

School Name: Redborne Upper School

Current Position: Subject Leader of Physics

Designation: Specialist Leader in Education, TSST unit course leader

Main Phase: Secondary

Specialist Areas: GCSE and A level Physics, KS4 Science, Mentoring and Coaching, Teaching and Learning, SEND Entry Level Science, PGCE and NQT training.

Statement

I am the Subject Leader of Physics at Redborne Upper School and am passionate about sharing my experience and expertise to enable other teachers to improve their own practise, and for the effects of this to ripple outwards – impacting teacher confidence and quality of lessons. I am the physics unit course leader for the Redborne 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 curriculum design, helping participants to build up entire schemes of work. I have also delivered a series of high intensity intervention sessions with pupils in the run up to exams, in other schools. I supported their teachers with resources and moderated their exam coursework marking as it was their first year teaching. This had significant impact, with teacher marking confidence increased, and the pupils feeling more driven with greater self-belief in their capabilities. I have supported teachers who are unfamiliar with the practical requirements of the A level course; I have coached them, provided them with data, lent them equipment, and I was the ‘on-call’ expert for any practical queries. As a Lead Learner at Redborne I have led weekly Teaching and Learning briefings to other teachers and leaders. I facilitated discussion on a range of subjects including engagement, target setting, and differentiation. These were cross-curricular and encouraged teachers to share good practice and adapt it to implement in their own lessons. I support the Head of Science, and Assistant Headteachers at Redborne, by leading fortnightly focus briefings including department data analysis and student

intervention. I have single-handedly introduced, designed, and orchestrated an alternative to the combined science GCSE for low-ability students that cannot access the qualification – the Entry level award. This is my third year of teaching this and, with the entire cohort set to pass at either the level 1 or level 2 award, I am confident in advising others setting up the course themselves.