



TIDEMILL
ACADEMY

Special Educational Needs Coordinator (SENCo) – Maternity Cover
4 or 5 days (negotiable)

Start Date
January, 2022



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Tidemill Academy, 11 Giffin Street, Deptford, SE8 4RJ

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Special Educational Needs Coordinator (SENCo) – Maternity Cover

Leadership 5-9 (Inner London. Negotiable depending on experience)

Tidemill Academy is an outstanding two-form entry primary school with a reputation for being creative, innovative and at the leading edge of educational reform. The lead school for Initial Teacher Training within REAch2, we are situated next to the busy and diverse Deptford High Street, only 6 minutes from London Bridge by train, 11 minutes from Cannon Street and accessible by DLR. Tidemill is a haven where children from all backgrounds flourish. Our children not only achieve excellent results – they exhibit in art galleries, surf in Devon, compete at the London Youth Games, are djembe drummers, make their own branded chocolate, set up blogs and perform Shakespeare at the theatre! They do all this in an award winning building with exceptional facilities.

We are looking for a motivated and inspiring SENCo to be part of the Senior Leadership Team while our SENCo is on maternity leave (until December 16th, 2022). The role will include responsibility for the strategic direction and day-to-day operation of provision for pupils with SEN, including in our sixteen place Speech and Language Resource Base and providing professional guidance in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. If you have a passion for motivating and nurturing young learners with SEN and have expertise in the field, we would love to hear from you.

You will need to be a strategic leader who:

- Has substantial and sustained proven success in working inclusively with pupils with special educational needs, ideally in a primary setting
- Leads by example and has a track record of raising standards and levels of achievement for pupils with SEN
- Is able to inspire and motivate staff to be part of an outstanding team
- Is an excellent, engaging communicator who will develop strong relationships with children, colleagues, parents and the wider community

We offer:

- Enthusiastic, creative and respectful children
- A hugely talented & committed staff including knowledgeable teachers and support staff, speech & language therapists & an art therapist
- The opportunity to be the strategic lead for our Speech & Language Resource Base
- Handover period with the SENCo in post
- A vibrant, richly diverse school community
- The chance to work with a supportive family of schools who share the same passion for primary education

Visits to the school are warmly welcomed so you can meet the pupils and staff and see our fantastic facilities (see below). If you would like to visit the school, please email admin@tidemillacademy.org stating the position that you are interested in applying for and which visit you have chosen to attend.

The application pack is available for download from the school website (www.tidemillacademy.org) or by email from the school admin@tidemillacademy.org

Key Dates:

Visits: Tuesday 12th October @ 8:30am & 4:45pm (45 min duration)
Closing Date &
Shortlisting: Monday 18th October, 2021 @ 9:00am
Interviews: Thursday 21st October, 2021

Completed applications should be returned to: admin@tidemillacademy.org

The successful candidate will have to meet the requirements of the person specification and will be subject to an enhanced DBS check. Only applications submitted on the school's application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

JOB DESCRIPTION - SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCo)

Position:	Special Educational Needs Coordinator (SENCo)
Reports to:	Headteacher
Scale:	L5-9 (salary negotiable dependant on qualifications and experience), Inner London
Contract:	Fixed term contract – maternity cover (until December 16 th , 2022) 4 or 5 days per week (negotiable)
Location:	Tidemill School

CORE PURPOSE OF THE JOB

The SENCo, as part of the Senior Leadership Team, takes responsibility for the strategic leadership and delivery of the Special Educational Needs and Disability (SEND) policy in accordance with the SEND Code of Practice: 0 to 25 years (2014). The SENCo is responsible for the strategic direction (with the Headteacher) and day-to-day operation of provision made by the school for pupils with SEN, and mental health needs, providing professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. This includes provision for pupils in the Speech & Language Resource Base. It is expected that all legal and statutory requirements are met for students with SEN via the SENCo. They will carry out the responsibilities as described below, as circumstances may require and in accordance with the school's policies undertake any professional duty delegated by the Headteacher.

MAIN ACTIVITIES

Strategic direction of SEN provision

- Support the vision, ethos and policies of the school which secure high quality teaching, successful learning and enable high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability
- Help lead and manage the creation and implementation of the School Improvement Plan which identifies priorities and targets for ensuring pupils achieve excellent progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting
- Monitor the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring the systems are coordinated, evaluated and regularly reviewed
- Have up-to-date knowledge of National and local initiatives which may impact upon policy and practice

Teaching and Learning

- Model high quality teaching and learning through own teaching responsibilities of SEN pupils in both mainstream classes and the S&LRB, as required
- Identify and adopt the most effective teaching approaches and initiatives to improve standards in English and Maths as well as access to the wider curriculum, for pupils with SEN
- Oversee and monitor the quality of teaching and learning, provision mapping, Education Health Care Plans (EHCPs) and other support plans, maintaining detailed records
- Develop systems for colleagues to record and monitor progress made by pupils with SEN towards the achievement of targets set out in EHCPs and support plans
- Meet at least termly with every teacher to lead pupil progress meetings
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
- Write and review EHCPs and support plans termly with parents, pupils and teachers and agree and communicate new targets
- Meet statutory responsibilities for EHCPs and their Annual Review
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN

Leadership and Management

- Phase leadership of the Speech & Language Resource Base, as required
- To contribute to the School Improvement Plan
- To support the professional development of *all* staff, through identifying professional development needs, leading or coordinating professional development by other professionals, including school visits
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning
- Encourage and enable all staff to recognise and fulfil their statutory responsibilities to pupils with SEN

- Disseminate procedural information such as recommendations of the Code of Practice or the school's SEN policy
- Provide regular information to the Head, SLT and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review
- Ensure SEN compliance such as production and publication of the SEN Information Report
- Lead on key and relevant areas, policy and procedures as required, including Mental Health Lead and Inclusion Quality Mark (other examples, Medicines Policy)
- Liaise with, co-ordinate and monitor the contribution of external agencies. This includes those who work within the school such as counsellors, SaLT, as well as outside agencies e.g. Education Psychologist
- Recruit and select teaching and support staff
- Participate in the appraisal system as an appraiser and an appraisee
- Improve practice by taking an active role in own professional development, particularly with regard to SEN

Recording and Assessment

- Develop proformas for essential paperwork in order to create an administrative infrastructure as part of an effective communication system
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Ensure the establishment of opportunities for SEN teaching assistants to review the needs, progress and targets of pupils with learning difficulties
- Set up and maintain systems for identifying, assessing and reviewing SEN

Efficient and Effective Deployment of Resources

- Provide recommendations on priorities for expenditure to Headteacher relating to resource and provision requirements, the deployment of staff and timetabling in relation to the support of SEN
- Develop and maintain systems that allow for effective monitoring of the SEN budget
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources, including staff and ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

Ethos and Culture

- To provide leadership in promoting an ethos and culture of inclusion within the school that supports the SEN policy and Code of Practice
- To facilitate, across the school, behaviours that support and contribute towards the values of the school, including positivity and integrity
- Develop and maintain good relationships with parents, staff, governors, outside agencies, the local community and other schools
- Show a commitment to work outside directed time, when required e.g. parent/teacher evenings

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions and supplemented by local REAch2 and school conditions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

PERSON SPECIFICATION - SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCo)

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked 'Essential' will be used especially for the purposes of shortlisting.

Description	Shortlisting
Training & Qualifications	
1. Qualified Teacher Status	Essential
2. Evidence of continuing and recent professional development relevant to the post e.g. speech & language	Essential
3. National Award for SENCo (NASENCo)	Desirable
Successful Experience	
4. Proven effective senior leadership experience and SENCo skills to support inclusive teaching and learning	Essential
5. Outstanding SEN practitioner who is confident in, and able to, raise the standards of SEN pupils	Essential
6. Highly successful in leading and managing whole school improvements, with regard to SEN pupils, by collaborating with and motivating colleagues	Essential
7. Able to use and disseminate effective primary teaching and learning strategies used to raise pupil attainment and achievement (SEN) through leading professional development, coaching and mentoring	Essential
8. Raise standards for pupils with speech and language needs	Essential
9. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	Essential
10. Promoting & attaining positive behaviour conducive to learning, focused on raising standards	Essential
11. Promoting highly effective communications within and between teams and other stakeholders in the school community, including parents, staff and multi-agency work	Essential
12. Successful implementation of quality assessment and data analysis to inform teaching & learning, including target setting, monitoring and annual reviews for SEN pupils	Essential
13. Devising, formulating, implementing and reviewing EHCPs and provision maps	Essential
14. Develop and maintain clear recording systems to support the work of school staff and achievement of pupils	Essential
15. Substantial primary teaching experience, in more than one key stage	Desirable
Knowledge and Understanding	
16. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to SEN pupil attainment and progress	Essential
17. Insight and understanding of the importance of an engaging, relevant and creative curriculum that inspires and motivates learners to make progress and achieve high standards	Essential
18. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards	Essential
19. Knowledge of the SEN Code of Practice and how it relates to everyday practice	Essential
20. Understanding of equality of opportunity issues and how they can be effectively addressed in schools	Essential
Characteristics and Competencies	
21. Committed to the inclusion of all children and passionate about working with children with SEN	Essential
22. Committed to Equal Opportunities and Disability Rights	Essential
23. Ability and willingness to promote the school's aims and the positive culture and ethos	Essential
24. Ability to prioritise and manage your own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and enabling others	Essential
25. Ability to create a happy, challenging and effective learning environment	Essential
26. Boundless enthusiasm, determination and drive to inspire others to achieve high standards	Essential
27. Self-motivated and resilient to the pressures of leadership	Essential
28. A solution-focussed mind-set and determined "no-excuses" approach to raising standards	Essential
29. A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.	Essential

Circumstances

This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed. The post-holder will need to be physically fit enough to undertake the duties of the post. This will be determined by the school's Occupational Health service and may include the use of adaptations or the provision of equipment.

School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. Our school is co-located with the golden Deptford Lounge building. We have great sports facilities, professional stage lighting and state of the art technology, classrooms & learning environments. We are now a key feature of the Deptford landscape and are symbolic of the wider regeneration sweeping through the area. Deptford is well-located, only 6 minutes from London Bridge and 11 minutes from Cannon Street by train, as well as being accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations). Deptford is also served by many buses.



Our playground, our football pitch on the roof and 'Treehouse'

Deptford has a rich maritime history, is accessible to Greenwich on foot and is well located to explore the many educational attractions of London and beyond. At the heart of Deptford and almost on our doorstep is the colourful market, the food and fruit and vegetable stalls highlighting the diversity of the local community. Although the school's main catchment area is in a deprived area of Lewisham, it is increasingly becoming a cultural hub with many exciting and well-known community projects such as Deptford X. There is a thriving arts scene with the Laban Dance Centre, a number of local galleries, studio spaces and the Albany theatre just a stone's throw away from the school.

Tidemill has a truly rich and diverse community. Culturally, our pupils are 85% other than white British. The ethnic groups most represented at Tidemill are Other Black African (21%), White British (15%), Black or Black British Caribbean (9%), White European (9%), Chinese (7%) and Somali (6%). At the last count, our pupils speak over 50 different languages. At Tidemill we have high levels of pupils receiving the Pupil Premium (45% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally. Our 2018 results for Reading, Writing and Maths placed us in the top 3% of all schools nationally for progress.

Vision

Our vision for Tidemill is clear; we believe that our children must have the best possible education in order to improve their life chances. This vision is met through our aims which are to:

- Equip children with the skills and attitudes needed to succeed in the 21st century
- Have high expectations of every child and value them as individuals
- Utilise creativity to promote life-long learning
- Celebrate diversity, challenge prejudice and bullying
- Provide a safe and supportive environment which empowers children to achieve their best
- Have strong, meaningful links with parents, carers and the local and global community

To achieve our vision, our focus is on a determined and relentless effort to raise standards within the context of high quality educational provision. There is a strong 'can do' ethos and the energy and vision to make a genuine difference to the lives of those in our whole school community. There is a clear understanding that the highest standards for children will only be achieved through the use of a wide range of focused strategies impacting on children as well as their families. Education, in the formal sense, is at the heart of this, but the time pupils spend at Tidemill in and beyond the core school hours include a wide range of enrichment opportunities targeting both pupils and parents. All of this is set in the context of a school where visitors regularly remark on the quality of positive relationships between and among staff and pupils.

Staff Benefits

Our staff team are exceptional and we reward them with additional benefits over and above the National Pay and Conditions in recognition of their dedication and commitment:-

- Outstanding CPD (internal and external) and opportunities to write and lead teaching programmes
- Interest free loans for bicycle purchase
- Staff children listed in the admission criteria
- Childcare voucher scheme

Staff Team and Structures

Tidemill enjoys generous staff/pupil ratios with teaching assistants or Higher Level Teaching Assistants in classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions. KS2 children are taught Spanish by Spanish-speaking teachers. We also have a counsellor within the school to provide a valuable therapy service to children experiencing difficulties. Our Fun & Well-Being Leader organises our playground activities at break-times (sports, free play, quiet zone, Rainbow club) and our extensive range of after school clubs.



Our fabulous staff team – World Book Day (actually World Book Week at Tidemill)

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and lower and upper KS2 are led by leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.

Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is well resourced. Subject leaders play a key role in developing the practice of peers and actively contribute to the school's CPD programme.

Speech, Language and Communication Resource Base

Tidemill has a well-established Speech, Language and Communication resource base (S&LRB). Consisting of a specialised teaching team including speech and language therapists, this resource has a huge benefit for all of our children, as well as to children joining us as part of the base. Many unique features of the teaching styles and approaches have been assimilated into our mainstream teaching. Children who attend the base also have a mainstream class that they generally return to for one afternoon per week, with adult support, to access lessons taught by specialists including music and PE.



Summer Production

Curriculum

Creativity has always been at the heart of Tidemill's well-established curriculum and our staff know that we get the best from our pupils when they have ownership and are totally engaged in their learning. We teach chosen aspects of the National Curriculum and the International Primary Curriculum through which we have established a rich, relevant and purposeful educational experience that allows us to develop the whole child and meet the needs and interests of individual pupils. The IPC is a thematic approach with units as diverse as 'Saving the Rainforest', 'Young Entrepreneurs' and 'Chocolate'. It strives to develop pupil's empathy and an awareness of their place in the world. English and Maths follow the national curriculum but are integrated with foundation subjects, where possible.

Woven throughout our curriculum and explicitly taught are our agreed Tidemill Attitudes: curiosity; enthusiasm, creativity; respect; empathy; resilience; appreciation and honesty and our Tidemill Skills: communication, social, investigative, critical thinking and self-management skills. Pupils have a thorough understanding of these and they make a strong contribution to the excellent learning behaviours seen across the school. Alongside this, is our clear and effective Positive Behaviour policy which is operated consistently across the school. Children enjoy coming to school which is reflected in the high attendance levels which have been above national for at least ten years.



Key to strong performance

Parental support and involvement is a top priority and very important to our success. We have high expectations of parents and they come into school regularly to support their child. Parents enjoy the range of activities that we offer to enable them to enhance their children's education. This includes a range of very well-attended workshops such as Inspire Workshops, Reading and Phonics sessions, Stay and Play Mornings and specialist SEN Workshops. We also have a Family Liaison Officer who works with parents to provide support, as needed, and signposting to other services. To get a feel for the strength of parental support, please take a look at 'Parent View'.

Pupil Voice

Pupil voice and involvement is a significant aid to learning, through the formal structures of the School Council but also through the Pupil Advocates and in the quality of the pupils' responses to questionnaires and the enthusiasm they show about becoming involved in school improvement initiatives.

When we asked our children to tell us what they thought about their school, these are the words they came up with. Our children are amazing!



Lead School for Initial Teacher Training (REAch2)

Tidemill has a long history of sharing expertise and excellence through many avenues including: nearly eight years as a National Teaching School, linking with Universities supporting trainee teachers gaining QTS through PGCE and Teach First routes, leading Newly Qualified Teacher sessions for REAch2 and the local authority and leading our own very successful School Direct programme, with the majority of our trainees achieving 'outstanding'. From September, 2021, we have been focussing on our role as Lead School, establishing REAch2's Initial Teacher Training programme. This ensures that Tidemill will remain at the cutting edge of teacher development and training.

Academy Status

In September 2011, we became one of the first primary convertor Academies in London. We still have National Pay and Conditions, the same working hours and the same holidays and professional development days.....but now have links with schools in our local area as well as having a national network through joining REAch2, the largest primary only academy chain in the country. This has allowed us to develop positive networks with other schools and partners who support and challenge us. We work particularly closely with our cluster group made up of seven schools. Tidemill still has our own individuality, allowing us to meet the needs of our children locally, as well as having the benefit of working with an established, successful Trust.

The Future

These are exciting times for Tidemill and we are looking for exceptional experienced staff as well as capable and enthusiastic staff early in their career who can be developed and nurtured, to join our vibrant team.



Tidemill is a busy, innovative school which has always worked flexibly with positions and start dates to secure the right staff. Please feel free to speak with the Head if you would like to discuss your career aspirations, start date or just to get a feel for whether the school is the right place for you.

Sounds like the school for you? Come in to have a chat!

Staff Comments

Kellie Sou, Deputy Headteacher



I joined Tidemill in 2013 as a class teacher. As soon as I joined, Tidemill provided me with many challenging and motivating opportunities for professional development. Within my first year, I completed the Outstanding Teacher programme (OTP) and was also involved in an overseas project. A year later, I became Lower KS2 phase leader and am now in my second year as a Deputy Head. Through such roles, I have been able to develop my skills as a mentor for newly qualified teachers, become a trained facilitator and have been involved in the writing and delivering of a teacher's programme. All of which have enabled me to develop both myself and others professionally. Tidemill is a unique and inspirational school! Not only does the school truly appreciate and invest in its staff for career development and leadership, its positive and supportive environment makes it a wonderful place to work. Staff are highly-skilled, motivated and truly have the children at the heart of everything that they do!

Sherita Barnett, Class Teacher



I joined Tidemill in February 2016 as a Teaching Assistant in the Nursery. Tidemill was the first school I had worked in, but I immediately knew it was the one for me. I also realised that teaching was the career for me and my Phase Leader encouraged me to apply for School Direct. I was placed in KS1 for my training year and was provided with exceptional school based training sessions accompanied by weekly CPD. The training and support I received enabled me to complete my School Direct year with an 'outstanding' grade and a strong feeling of self-accomplishment and confidence to take on my new journey. I successfully completed my NQT year, and still received a great level of support and guidance. I could not have asked for a better experience and I am grateful to be surrounded by so many inspirational teachers. I feel very fortunate to be part of such a hardworking, motivated team and I look forward to continuing my journey here at Tidemill.

Laurence Hazel, Assistant Headteacher (Subject Leader Development) & Year 5/6 Phase Leader



I joined Tidemill in 2017 and was immediately welcomed by a professional, creative and inspirational team of staff. As soon as I joined, senior leaders ensured that I was equipped with the support and guidance I needed to develop my role in the school. Within my first term, I was able to conduct a writing audit across the school, lead CPD training and visit a local secondary to share the outstanding writing practice at Tidemill. Through these opportunities, I have been able to develop my professional practice and leadership skills. In addition to this, I have been encouraged to pursue further CPD to ensure I am constantly developed as a leader. I completed the National Professional Qualification for Senior Leaders (NPQSL). I am currently enjoying my role as Assistant Headteacher and have led professional development for staff, the National Teaching School and the local authority. Tidemill is a supportive and positive school, where all staff are valued and encouraged to motivate one another and share best practice.

Helen Pettengell, SENCo



I came to Tidemill in 2014 and joined the Speech and Language Resource Base team. It was my first allocation as a specialist teacher after I achieved a Level 5 diploma in SpLD Dyslexia, which was funded through the National Scholarship Fund. Whilst on this programme, I developed my specialist knowledge and understanding for learners who have specific special educational needs and gained the skills required to deliver effective teaching to suit their learning styles. Working in Redwood (SLCN resource base) allowed me to teach some of the most dynamic, interesting and inspiring pupils; they ensured every day was fun, creative and full of magic memorable moments. This year, I have been given the opportunity to take the next step in my career – I have taken on the SENCo role with Tidemill funding my training. Working at Tidemill is unique for many reasons, but one great aspect is being able to share best practice with my colleagues and professionals from other schools.

Joseph Underwood, Class Teacher & Maths Leader



I joined Tidemill as a class teacher and Maths leader in September 2019. From the first day, the staff were warm and welcoming and the Senior Leadership Team here ensured that I had all the support and guidance necessary to quickly get to grips with my role. As a subject leader, I have had the opportunity to lead CPD, introduce new resources to the school and have taken children to compete in the London-wide *Count on Us* Maths Challenge. The school has valued my professional development, and I have had the opportunity to attend external CPD as well as working collaboratively and learning from our expert teachers here. The children here are enthusiastic to learn and the strong curriculum at Tidemill provides them with an incredible range of opportunities, both inside and outside of the classroom. I have thoroughly enjoyed teaching in such a friendly and positive school, and look forward to continuing my journey here.

Kerri-Anne Bannon, Assistant Headteacher (Teacher Development)



I joined Tidemill Academy in 2014 as a class teacher and MFL lead and immediately felt part of the team. Throughout my time at Tidemill, I have felt invested in as a professional, receiving great CPD such as being part of the Outstanding Leader Programme. I was promoted to LKS2 Phase Leader in 2015 and was supported by the school to achieve Specialist Leader in Education status (SLE) within the same year. In 2019, I was promoted further to Assistant Headteacher. I lead on the curriculum and teacher development. It is an extremely rewarding job filled with exciting opportunities, including working in collaboration with expert members of staff across our national Teaching School. Tidemill staff are highly motivated, creative and committed to providing an exceptional education for all children; our children are hardworking, resilient and a pleasure to work with. Tidemill is a centre of excellence and I feel extremely fortunate to work in a school in which I am continually developed as a practitioner, a leader and ultimately as a person.