
Consultant Partners



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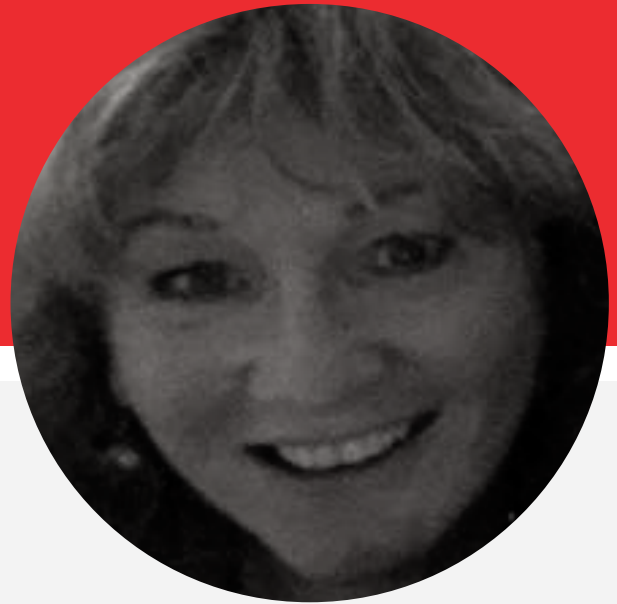
Michael Larkin

Michael is an independent educational consultant with experience teaching in a variety of secondary and primary schools. He has considerable experience as a headteacher in London and in Milton Keynes. Michael's leadership was consistently judged as outstanding.

Michael has an excellent track record both as a headteacher and as a school improvement consultant. Schools appreciate the level of insight, which enables them to address their improvement agenda in a rapid and sustainable manner. Michael is friendly, funny, personable and incredibly organised and makes sure excellence and providing an exemplary service is at the heart of all of his work with colleagues in schools.

Michael can offer support in the following areas, including strategic school improvement; leadership development through coaching and mentoring; developing ethos and critically reflective practice of all staff; headteacher appraisal; school self-evaluation; through strengthening leadership at all levels; improving teaching and learning; using drama techniques in all subjects; building an outstanding computing curriculum; governance training and reviews; curriculum review and development; safeguarding, including audits.

Michael is passionate about ethical leadership.



Velia Hartland

Education
Adviser

Velia has worked in education for almost 38 years. Velia's experience is varied, ranging from class teaching, special educational needs co-ordination, local authority roles and a number of advisory positions. Velia began her career as a Primary school teacher in Inner London and then in the South West of England. More recently, Velia has worked as a SENCo, designated safeguarding lead and designated teacher for looked after children.

Velia has managed a local authority Ethnic Minority and Traveller Achievement Service and has headed up an Education Inclusion Service. In addition, Velia had inspected mainstream and independent schools for Ofsted.

Velia continues to work in an advisory capacity with the main focus of my work being on to support the needs of vulnerable communities, children with special educational needs and those who are electively home educated.

Velia believes that access to education, a sense of belonging and inclusion in the wider community and preparation for successful adulthood are vital to enable young people to succeed. Understanding the needs of the young people we support as well as those of professionals we advise, helps ensure



Clare Verga

BA (Hons) MA

A senior educational leader with a record of successful institutional change. Clare led the transformation of the City of London Academy Islington from the most underperforming school in Islington in 2012, to a consistently high performing school under her leadership. In 2019 the academy received an outstanding judgement in all four key Ofsted categories and 'Outstanding' overall. From 2017-2020 Clare led the City of London Academy Highbury Grove's transformation from a school in 'special measures' to an academy recognised for its rapid improvement and outstanding student outcomes. As Chief Standards Officer for the City of London Academies Trust since 2020, Clare leads on school improvement for all schools in the Trust.

Clare is driven to provide an outstanding education and ensure every child in her care succeeds and achieves excellence. In 2015 Clare was awarded 'Freedom of the City' by the City of London Corporation for her outstanding contribution to education and school improvement. In 2019 Clare was awarded an Honorary Doctorate from City, University of London, for her transformational work at the City of London Academy Islington.



Steve Price

As a former secondary school teacher, specialising in GCSE and A level Chemistry, Steve has a solid track record of successful classroom teaching and collegiate work in schools. Steve has extensive experience in teaching and leadership of Secondary Science in schools in London. For over seven years Steve worked as an SLE and Teaching School co-ordinator for an established and highly successful Teaching School, brokering and carrying out support work in schools across a number of local authorities. Steve led local authority training sessions for Science co-ordinators, taught on their Teaching & Learning, provided bespoke curriculum development and planning and have supported Secondary Heads of Science in department evaluation & Ofsted preparation. Since leaving full time teaching, Steve has worked for two years with Teach First as a Development Lead, supporting trainees and delivering on the PGDE programme.

Steve is able to provide support for schools in evaluating and developing their leadership and teaching and learning. As an experienced and practicing Science teacher, Steve is keen to develop leadership in Science, in order to help to raise the quality of teaching & learning. Steve can provide bespoke programmes of support for new or aspiring leaders of Science across both primary and secondary phases.



Claire Mirams

Claire is the lead for primary school improvement in a large multi-academy trust in the south west.

She provides challenge and support to schools in a variety of circumstances including those causing concern. She has particular expertise in primary curriculum design, early reading, leadership development and assessment.

She provides support and training to governing bodies, middle leaders and senior leadership teams.

Claire held headship positions in 2 primary schools prior to her current role.

Claire is an experienced and practicing lead and team school inspector. She holds the NPQH and PQSI (Professional Qualification for School Inspection) qualifications.



Marva Rollins

OBE

Marva is the Director of Rollins Education Consultancy Ltd. Marva retired from headship in August 2019 after 24+ year. During those years she developed teams to successfully turn around two schools, alongside supporting other school leaders. She has been at the forefront of devising and leading programmes on developing future leaders nationally (National College, NEU, Academy Trusts) and Local Authorities).

Marva mentors and coaches colleagues through challenging circumstances. She has a wealth of experience working in partnership with senior and middle leaders, enhancing the quality of leadership and curriculum development, and responding to the specific needs of each school through the identification of the strengths and areas for development. subsequent support is provided throughout the process.

Marva leads BAME reviews in schools, offering training in unconscious bias, equality, equity and diversity. Her support enables the teaching of an accurate account of historical events in Black British History, and the addressing of diversity in staffing at senior levels.

In addition, Marva runs a series of modules for development of middle and senior leaders, to enable them to be better prepared for leading schools in areas with great social disparities.



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Martin Roberts

Education Consultant

Qualifications:

- OFSTED lead inspector since 2016.
- Professional Qualification for School Inspectors (PQSI) 2014. Team inspector since 2014.
- National Professional Qualification for Headteachers (NPQH) 2007
- PGCE – University of Wales 1985. B.A (Hons) – University of Wales 1982

Key Areas of Expertise:

- Primary/Middle school ex-headteacher. 30 years in schools
- Assessment
- Primary Maths
- Primary & secondary Science
- Primary Music, History & Geography
- Early Years

Subject specific support:

- Science – Early years to age 16
- Maths

Key Relevant Experiences & Impact of delivery:

- As a consultant; works in a range of schools & local authorities in the role of school improvement partner. Track record of offering effective bespoke and individualised support to dozens of schools in inner-city, suburban and country settings. Flexible and versatile. Understands the power of conversation. Effective coach.
- As an experienced lead inspector; led 60+ inspections, participated in over 50 others.
- As an inspector; also participates in inspections in Dubai, contributing to their systems.
- Led my school through inspection to a strong good judgement with Early Years outstanding in 2015. Retired in 2015 after 30 years in schools.
- As Deputy Headteacher helped raise the school from satisfactory to good at inspection in 2010. Working chiefly on behaviour assessment curriculum mapping and CPD programmes.
- Promoted to Assistant Head in 2007 because in 2006, the school was placed in a category "Notice to improve". Worked closely with a consultant head in 2007 to raise the school. My input was in the area of teaching & learning, assessment and curriculum mapping in mathematics and science. The school came out of category in 2008.
- As a senior teacher; taught in Year 2 for 10 years in 3 different schools – provided a strong role model. NQT mentor. Also taught in Year 6 and Reception. Assessment Manager for 25 years



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Glynis Bradley-Peat

Glynis is a highly experienced school inspector, school leader, SIP, consultant and trainer. She has a first degree in mathematics and statistics and masters level qualifications in mathematics education and in leadership development and consultancy. She has been a senior leader in both primary and secondary schools. Glynis provides mentoring and coaching to headteachers, undertakes advisory work for the DfE and a local authority. She is a school improvement specialist for the Brent Schools Partnership, a 'Challenge Partners' lead reviewer and provides bespoke consultancy for a large number of primary and secondary schools, a sixth form college and multi academy trusts in the UK.

Glynis has recent, relevant experience of improving school leadership through her work with the Brent Schools Partnership, Luton Local Authority, several other high-profile clients and her most recent employment, two days per week, as an executive leader, coach and mentor to a new headteacher in a secondary academy. She undertakes all the external quality assurance work, with regard to teaching and learning, for a large Multi Academy Trust in Brent.

Glynis supports and challenges schools and leaders, contributes to the development of a variety of leadership programmes, particularly at middle leadership level and conducts headteacher performance management. She has supported schools with inspection preparation, self-evaluation, school development planning and putting together relevant documentation to support these processes. During her work with Brent, Challenge Partners, MATs and also with the Basildon Education Partnership, alongside Sir Mike Tomlinson, she has contributed fully to raising standards. Most recently, Glynis has been engaged in evaluating the quality of remote learning during lockdown for a large number of schools.

Glynis has also been involved directly in a number of projects beyond the United Kingdom and has worked in and is familiar with a wide variety of inspectorates



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Pamela Fearnley

Pamela is a qualified teacher with a master's degree in science. Pamela is amongst the first leaders in England to achieve Advanced Skills Teacher accreditation. Pamela also held numerous senior leadership positions in inner-city secondary schools as a deputy headteacher and associate headteacher. Pamela also currently advises numerous primary and secondary schools in her role as a local authority education authority school improvement advisor and an independent school improvement consultant. Pamela's subject expertise is in science.

Pamela is currently the director of a school improvement education consultancy which she set up in 2004. Pamela commissioned to work with a wide range of primary and secondary schools as a school improvement partner (SIP). Pamela provides training and support to improve teachers' pedagogy and pupils' learning, both using remote digitally technology or on-site school visits.

Additionally, Pamela has years of experience of developing the effectiveness of school leadership, at all levels and governance in both primary and secondary schools from Scotland to Jersey. Pamela is a former Her Majesty's Inspector (HMI) and in this role led the inspections of primary and secondary schools, including quality assuring the work of other contracted inspectors.



Angela Corbett

I am a qualified teacher. I have a Bachelor of Arts honours degree in computer science and a Master of Science degree in electrical engineering from the University of Essex.

For a short time, I worked as a computer programmer running my own business but I have spent almost all my working life in education.

My experience is in a wide variety of roles mostly in London and the South East of England. I have been a class teacher, deputy headteacher, designated safeguarding lead (DSL), Local authority consultant and Ofsted inspector. I was in the first 100 to gain Advanced Skills Status (AST). I undertook development work in the use of computers in schools, including developing the first computing qualifications, introduction of laptops and the use of the internet. Working with the University of Houston I introduced their behaviour management system to my school which is based on high quality teaching and learning and supported others in my local authority and nationally. I spent nine years as one of Her Majesty's Inspectors (HMI), undertaking a wide range of inspection work.

In my career I have worked with over 350 schools, in both the maintained and independent sectors, including primary, secondary, special, hospital and alternative provision schools. I am forensic and diligent in my approach, working to get to the heart of a school, understanding its ethos, aims and context to support improvement.

In recent years, my expertise has developed and focused on the areas of safeguarding, personal development and behaviour. I routinely undertake safeguarding reviews and provide advice to headteachers, DSLs, Governors and local authorities. This includes reviewing school policies, child protection arrangements, behaviour, stay safe curriculum, recruitment and monitoring arrangements.



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Jane Fletcher

Jane has been the Chief Executive Officer of Aldridge Education since May 2019. She has worked in education for over 20 years and held three posts as Principal and Executive Principal, the last being in London within the Harris Federation.

Under Jane's tenure, her school received an Outstanding grading from Ofsted and retained its position at the top of successive performance tables for 6 years. She then moved to the Ark network as a Regional Director, supporting and working with a group of 11 schools in London and the South.

Jane has a Master's degree in Education and has completed the National Professional Qualification for Headship (NPQH). In addition to her leadership roles within schools and multi-academy trust she also has previous experience as an Ofsted inspector.

Over recent years, Jane has trained with Paul Bambrick-Santoyo in instructional leadership through his Leverage Leadership Institute and is able to support schools in learning more about and implementing this work



Mark Phillips

Mark has just retired after more than 30 years working in London Schools, the last 19 of which have been in Headship. Mark has led 3 schools in each case leading the school out of challenging circumstances to stability and success.

Mark has demonstrated particular success in:

1. Creating a positive climate and culture for learning.
2. Whole school approaches to improving the quality of teaching.
3. HR, finance and resource management.

As a very recently retired headteacher, Mark can bring practical, and current experience to the table.



Alex Atherton

Alex Atherton is an experienced secondary school headteacher and education consultant. He was a headteacher for twelve years, including two headships in large and diverse inner London secondary schools and a further interim headship in alternative provision. In addition to this he was a senior leader in Enfield.

Born in Yorkshire his career started in Manchester in 1995 before moving to London in 2000 to take up post as an assistant headteacher in an Enfield secondary school. Since 2018 he has worked across a range of primary and secondary schools as well as alternative provision and further education. His services include professional development delivery on a range of topics, curriculum reviews, headteacher performance management as well as any which fall under the role of school improvement partner.

In 2021 he achieved a master's level qualification in coaching and mentoring, and is also in the process of qualifying as a team coach.

He is an Enfield resident and parent, and a governor of an alternative provision in another London borough.



Penny Barratt

Dr. Penny Barratt is Chief Executive of The Bridge London Trust. The Trust presently has four schools, The Bridge School caters for students with autism and/or severe learning difficulties. It has a primary and secondary site catering for 205 pupils. The Integrated Learning Space caters for 26 pupils between the ages of 7 and 19 with autism and complex needs. The Satellite Provision is two resource bases for pupils with autism but who struggle to access mainstream provision. These two bases form one school. The Trust has also taken on a mainstream Primary School which was placed in special measures. The Trust has also been approved to open a school in Norfolk. This will be an all age special school for pupils with complex needs and will be based in Norwich.

Penny has worked in the field of special education for over 35 years, both in the USA and in England. She has held a wide variety of roles working with children and young people of all ages, in both mainstream and specialist settings.

Penny has been involved with a number of working groups at the Department of Education, she sat on the leadership group of Challenge Partners, is a co-founder of Special Schools' Voice, and a founding trustee and present council member of the Chartered College of Teaching.

Penny's doctorate focused on school improvement and inclusion. She is particularly keen to promote research and innovation in schools and share practice across schools.



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Kim Beat

Kim has 26 years of highly successful senior leadership experience as the headteacher of two very large schools, and a local authority school improvement adviser in the London Borough of Brent. Kim retired in 2014 from her post of headteacher of a very large school in exceptionally challenging circumstances. She led the school from being 'special measures' to making rapid improvements and becoming good in all areas of its work. In both her headships, she was judged by Ofsted to have created a truly inclusive school where all pupils irrespective of ability, gender or ethnicity were valued and expected to, and did achieve highly.

As an inspirational school improvement adviser for ten challenging primary, secondary and special schools in Brent she led the senior leaders, including governors, to affect significant improvements in their schools for these to become good or better.

More recently, Kim has worked as a school improvement specialist for the Brent School Partnership where she works with a range of primary schools and leads the primary assessment network. Her specific areas of expertise extend to leadership development of senior and middle leaders, including governors, on effective monitoring and self-evaluation systems; headteacher performance management; curriculum review and development; and training of school teams on improving the quality of teaching, learning, pupil assessment and tracking of progress as key strategies for improvement.



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Peter Warwick

Peter Warwick is a Primary Maths specialist with over 25 years' teaching experience, including class teacher, Deputy Head, and Inclusion Manager. The latter is where his particular interest for supporting children with special needs and greater depth stems from.

He was an Advanced Skills Maths Teacher in Barnet and thereafter a Primary Maths Teaching & Learning Consultant for the London borough of Enfield for several years.

He works across several London boroughs helping schools to achieve 'outstanding' grades from Ofsted. Indeed, his positive impact has been acknowledged in several OFSTED reports.

Peter now travels the country as an Independent Teaching and Learning Primary Maths Consultant. He is also an accredited Numicon & Inspire Maths Consultant; a published author; and has presented at both national & international conferences.

Peter can provide consultancy & support including maths reviews and action planning, KS1 maths moderation, planning support, team teaching & coaching with identified staff, and maths leader development. He also provides CPD and training for staff (see below) and maths workshops for both children and parents.



Jack Kenny

Jack Kenny is the Founder of Integrity Learning and is an Associate at the Best Practice Network. He has an MA in School Improvement and School Effectiveness and has over 30 years' experience as a secondary school teacher, senior leader, DfE advisor and Ofsted Inspector. Most recently, he was a local authority Head of Service (within Children's Services) where he sat within multi-agency teams to address school exclusion, child protection, gang violence and child sexual exploitation. Since 2018, Jack has provided consultancy support to schools and LAs across the country. He has also pursued his own professional learning to become a accredited Mediator, Restorative Practitioner, and Grievance Investigator, with a passionate interest in Conflict Resolution.

Jack's work with schools has included whole-school reviews of behaviour and attendance, values-based behaviour policy development, improving classroom management, and conflict resolution with both staff and students, in line with school Grievance Policies. He has worked on developing protocol and practice around Fair Access with head teachers and supported schools to reduce both permanent exclusions and suspensions. His LA had one of the lowest permanent exclusion rates in the country.

Jack has extensive training experience in understanding and challenging student behaviour with NQTs, school Governing Boards and middle and senior leaders.



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Anastasia Soola Georgiou

A safeguarding consultant and trainer with more than 23 years of experience of working with children, families and professionals

- Local Authority Principal Officer, Safeguarding Children in Education
- Legal background, a qualified barrister with experience of investigating cases and writing independent management reviews, more recently Child Safeguarding Practice Review Panellist
- General service development and consultancy at strategic and case level
- Strategic work includes the development of safeguarding and child protection policies and procedures for schools and colleges
- Accredited Safer Recruitment trainer offering Safer Recruitment Consortium training and development
- Safeguarding audits and reviews in schools, early years and other education settings, covering all areas of safeguarding, child protection and safer recruitment.
- Whistleblowing allegations investigator and report/recommendations writer
- International safeguarding work with British schools overseas in Europe, the Middle East and Asia (France, Cyprus, Turkey, Kuwait, Malaysia, Vietnam)

- Collaborative work with Cambridge Education, the Council for British International Schools, Pastoral Support Organisation and Veema Education
- Author of articles for the Chartered College of Teaching, Islington Council, Pastoral Support Organisation and Veema Education.



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LBE has a number of other experts that can be called on to offer support in your schools, including:

Gian-Paolo Musetti



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