



Specialist Leader of Education

NAME

Eleisha Maton

PHASE

Secondary

DESIGNATED SPECIALISM

Religious Education SMSC



National
Teaching
School

NAME		CURRENT ROLES
Eleisha Maton		<ul style="list-style-type: none"> • Assistant Headteacher • Teacher of Religious Education • Coach • Specialist Leader of Education
AREA		DESIGNATED SPECIALISM
London		Religious Education SMSC
AREAS OF EXPERTISE		
<ul style="list-style-type: none"> • Secondary Head of Religious Education • Head of Whole School Spirituality – the promotion of SMSC across the curriculum • Prevent Strategy Lead • Master’s Degree in Catholic School Leadership • Coaching and mentoring middle leaders • Staff Governor 		
SLE’S SCHOOL		PHASE
Sacred Heart High School 212 Hammersmith Road London W6 7DG		Secondary
SLE COORDINATOR CONTACT DETAILS		
Email: ematon@sacredh.lbhf.sch.uk		Tel: 020 8748 7600

Examples of Expertise

Eleisha has ten years' experience as a Head of Religious Education and four years' experience as a Head of Whole School Spirituality. She also served as a staff governor for three years. She has recently been appointed as Prevent Strategy Lead.

As Head of Whole School Spirituality, she led an INSET for all curriculum leaders on Spiritual, Moral, Social and Cultural Development. This has led to every curriculum area producing maps of opportunity for SMSC development. In her previous school, she persuaded the Governing Body to establish a sub-committee on the Catholic Life of the school and produce a termly report on the RE Curriculum Team and work in partnership with our chaplain to produce a termly report on the Spiritual Life of the School. She contributed to the CPD programme through leading Insets on SMSC development, the theology of pastoral care and the servant model of leadership.

She was a coach on the NPQML programme during the academic year 2012-2013; she coached future middle leaders in Science, Mathematics and Information Technology. She met with each colleague every two weeks and using the GROW model, discussed their closing the gap project and their development as middle leaders. Through these conversations, she used a range of skills which both challenged and supported her colleagues through this course. She is currently coaching a colleague in school and line-manages four Heads of Department.

As Head of Religious Education, she led a team that has received two outstanding judgements from Diocesan and OFSTED inspection (2006, 2009). The GCSE A*-C% grades have risen from 68% (2004) to 83% (2012) and the A' Level A-B grades from 14% (2004) to 92% (2012). As part of the community cohesion initiative, she co-led with the Performing Arts curriculum leader a project linking drama and religious education which toured primary schools and led INSETS for primary school teachers on VAK activities in religious education. She inspired the Religious Education Team to adopt new teaching strategies like AFL and PLTS within the delivery of the curriculum. The impact is to create more independent and resilient learners as evidenced through lesson observations. She motivated the Religious Education team to standardise our marking to use WWW/EBI and then encourage our students to Stop and Reflect on their work. The impact is that all students consistently receive positive feedback, constructive targets and an opportunity to self-assess, develop as reflective learners and dialogue with their teacher.

External Judgements on her leadership include:

'The Head of Department is an enthusiastic practitioner who is particularly gifted at identifying potential in staff and assigning well-considered posts of responsibility to develop colleagues and move the department forward. She leads by example, diligence and hard-work and is committed to high standards. She has cultivated a strong team of well-qualified specialist teachers, who work well together in a collegiate manner who actively support her vision and philosophy for religious education – that being 'the fusion of the spiritual with the academic.' (Westminster Diocesan Report 2009 DCSF Number 307 4603)

Middle leaders, particularly in PHSE and RE have taken the lead in developing the citizenship curriculum.' (OFSTED 2010 Survey Report)

All SLEs are able to provide tailored training and support packages which can be delivered in their home school or other schools as appropriate:

PROGRAMME	AVAILABILITY	COST
Full day visit	Up to five a term	£350
Half day visit	Up to eight a term	£200
Two hour training session	Twilight or daytime	£150

PLEASE NOTE: These figures are for guidance only – we are able to offer a complete programme which meets the school or individual's requirements. Please contact the SLE coordinator to discuss your requirements.