

Mal Krishnasamy

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D.O.B: 12 January 1973, London

Nationality: British

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Work Experience:

Independent SMSC Consultant

Citizenship Foundation

Jun 2017- Present

- Member of the SMSC Quality Mark Steering Group & Assessment Committee
- Providing SMSC CPD for schools
- National SMSC Quality Mark Verifier

Director of MalCPD Education Consultancy & Coaching

Jan 2017- Present

Coaching in Education Consultant e.g.

- Working with St Thomas Garnet's School, Bournemouth on introducing a coaching culture to the organisation involving delivering INSET and on-going training & support.
- UTC Reading, Swindon & Heathrow – delivering coaching training to senior & middle leaders
- Coaching senior leaders as part of DFE Women Leading in Education Coaching Pledge & coaching middle leaders on the Diverse Leaders Programme.

Leadership Development Consultant e.g.

- Facilitating NPQML & NPQSL sessions at the IOE such as Leading Teaching & Effective Whole School Management.
- Devised & facilitated a half day training session for Middle Leaders at CATs Cambridge Multi-Academy Trust on Leading Effective Teams.

Voluntary

- Regional Leader for WomenEd - I run leadership workshops & delivered presentations to aspiring, emerging and serving women leaders in education in Oxford, Southampton & Coventry. I also help to organise & publicise local events in Dorset & regional events in the South East.
- Member of the Society of Education Consultants & Association for Professional Executive Coaching & Supervision.

Assistant Principal: Teaching & Learning

Stockley Academy, London Borough of Hillingdon

Sept 2014 – Dec 2016

- Created a unique Teaching & Learning database - non-grading observations & an evidenced based system that supported performance management & differentiated professional development for every teacher.
- Developed a rigorous approach to monitoring & evaluating the quality of teaching by linking it closely to the progress pupils made over time & how they were improving the quality & presentation of their work.
- Introduced a Teaching & Learning coaching programme, which led to dramatic improvements in the teaching of those underperforming.
- Developed a new marking & presentation policy, new homework policy & Teaching & Learning policy. Standardised the monitoring of Teaching & Learning in particular with observations & the monitoring of marking & feedback.
- Professional Mentor - devising, developing & delivering a comprehensive programme of induction & continuing support for newly appointed staff & trainee teachers such as Teach Firsts & Newly Qualified Teachers across the Trust.
- Line managed Humanities, IT & Business faculties, Lead Practitioners & Literacy Co-ordinator.
- Worked with external consultants such as Challenge Partners who were impressed with my new marking policy & the visible impact of it since the last inspection.
- Wrote the Teaching & Learning section of the SEF, wrote reports for the Governing body on the impact of Teaching & Learning policies, presented to staff, SLT & Governing body on T&L priorities & evaluations.
- A key criticism of the 2015 OfSTED report was poor marking & feedback by teachers. After instigating a whole school approach to marking, introducing clear monitoring systems, providing CPD, coaching & buddying systems, the quality of written feedback improved dramatically. As a result of my new presentation policies, within a term OfSTED said 'Pupils' work is generally well presented now & there is evidence of an increasing focus by teachers on improving pupils' literacy skills'.
- OfSTED commended my teaching & learning database & coaching programmes as 'robust' & said, 'The system for monitoring teaching & learning has created an effective culture of professional reflection & development'.

Senior Assistant Principal: Continuing Professional Development

The Rosedale Hewens Academy Trust, London Borough of Hillingdon

Sept 2011 – Aug 2014

- Devising & delivering whole staff training on a variety of teaching & learning strategies including national priorities across 2 secondary schools, 3 primary schools & a studio college within the Trust.
- Delivered training to Teaching Assistants on a range of teaching & learning techniques to enhance their skills so that they have the potential to become teachers.
- Ensuring quality coaching & mentoring across the Trust through devising personal professional development programmes. Identifying personal targets for individual teachers & identifying training needs as a means to improve performance. OfSTED were impressed that all staff they interviewed knew their targets & felt well supported to meet them.
- Professional Mentor - devising, developing & delivering a comprehensive programme of induction & continuing support for newly appointed staff & trainee teachers such as School Direct participants, Teach Firsts & NQTs across the Trust. Due to my work as a Professional Mentor, I was asked to present at the Teach First London Region Mentor Conference. The Mentor Handbook I created was being used across the London Region & my professional development programme was hailed as an exemplar model. OfSTED inspectors inspecting Teach First & Brunel University on separate occasions in 2011/12 were also impressed with the materials I produced & the training I devised for participants. Participants who evaluated my sessions said that they were 'relevant, practical & inspiring'.
- Leading the development of whole-school policies for teaching & learning & independent learning – including the development of transferable skills i.e. PLTS & SEAL across the Trust. As a result, I was asked to speak at the National PLTS Conference & deliver a workshop to 50 senior leaders, teachers & ASTs. The DCSF lead on SEAL, Steve McMullen, visited the school in 2011, said he would like to publish my materials on the National Strategies website as exemplar. Due to my training, all staff identified the key national priorities into their lesson plans; senior teachers reported that lesson planning improved & that staff incorporated more experiential learning into their lessons.
- Facilitating the training of senior & middle leaders on the National Professional Qualification in Middle Leadership & National Professional Qualification in Senior Leadership courses across the Trust.
- OfSTED praised the robust performance management cycle I implemented including my pre-capability coaching programme for those teachers who were underperforming. I also organised joint observations with Senior & Middle leaders across the Trust & with OfSTED inspectors to calibrate judgements made.
- Wrote the Teaching & Learning section of the SEF, and written sections of the evidence for the Inclusion Quality Mark, Leading Parent Partnership Award & the Applied Learning & Specialist College status.
- In Oct 2014 through a series of learning walks, I identified that one of the schools within the Trust was underperforming. As it is a vocational school, most of the staff were inexperienced & unqualified so I created an intensive training programme to raise standards. By Christmas, line managers reported that teaching had moved from 'Inadequate' to 'Needs Improving' & in some cases to 'Good'. In addition, a sample of lesson plans & context sheets I collected showed that staff were now filling these in more effectively. My first learning walk identified 65% of lessons as inadequate, after another learning walk in January & further CPD sessions, an OfSTED inspection in February 2015 deemed that teaching & learning was 'Good'. This was a direct impact of the work that I put into the school.

Assistant Principal: Director of Teaching & Learning for Humanities

Rosedale College, London Borough of Hillingdon

Jan 2007- July 2011

- Leading curriculum development for all the humanities subject areas – History, Geography, Religious Education, Citizenship, Government & Politics & PSHE – devising schemes of work, ensuring the national priorities including literacy, SEAL & PLTs are incorporated.
- Leading & supporting a complement of 10 staff in the humanities faculty, ensuring professional development, setting clear objectives & reviewing performance management of the team.
- Responsibility for pastoral care of students aligned to the Humanities faculty (equivalent to Head of House). Leading a team of form tutors to raise standards of attendance, punctuality, personal presentation & achievement.
- In 2006 (previous to my arrival) the GCSE History result was 25% A*-C (where most students were up to two grades below their English grade) & A-Level was 0%. By my departure in 2011, History attained 100% A*-C at both GCSE & at A-level, the A Level results for Politics doubled & the attainment of students reached over 90% A*-C in Citizenship & Religious Education (RE). Value Added was exceptionally high across the humanities

subjects. In fact every year since 2008 my faculty received an award for the best Value Added RE results in the London borough of Hillingdon.

- The examination analysis model I adopted in my faculty was deemed successful enough for me to run a series of staff INSETs on how to use data effectively & an agreed examination analysis pro forma I designed was disseminated to every member of staff after I provided training for the whole senior management team. This model is still used today. I also believe the key reason for the success of the Humanities faculty was due to the direct mentoring & coaching I gave to my very inexperienced staff to improve their practice, many of whom are now outstanding teachers.
- As literacy co-ordinator for Rosedale College I created a programme that was commended by the local authority, particularly the National Strategies group 'The Ethnic Minorities Achievement Programme' who published my case study in their magazine. I ran whole school INSETs to promote the importance of literacy whilst giving all staff practical strategies. I then asked for Literacy Champions to come to regular meetings from each faculty to share good practice & cascade this practice back to their alliances. As a result, the profile of literacy was raised & every member of staff was expected to include literacy within their lessons, which from the observation feedback gained from line managers it is clear that this has now become embedded into the staff's practice at the school.
- At the time of being appointed, PSHEE was an unpopular subject amongst both staff & pupils. My new schemes of work were hailed as an exemplar model in the borough of Hillingdon. I was asked to be a keynote speaker at the National Sex Education Conference & I was also asked to train other departments in local schools & even the local nurses on dealing with sensitive & confidential issues. To ensure sustainability, I provided regular training for all the TAs & form tutors at the school who taught PSHE.

National PSHE CPD Lead Trainer (Voluntary)

Sept 2009-July 2012

- Training of Teaching Assistants, teachers & Hillingdon nurses on improving the teaching & learning of PSHE & SRE. Improving participants' lesson planning techniques, supporting them in enhancing their portfolios, observing participants & giving feedback. Participants demonstrated they improved their practice by producing outstanding lessons observed by SLT. The Healthy Hillingdon Lead commended the training I delivered.

Head of History, Associate Head of Humanities, London Academy, London Borough of Barnet

Sept 2003- Dec 2006

- Teacher of History, Politics & Citizenship, form tutor
- Devised Schemes of Work for the History Department - KS3-5
- Line managing Sociology & Politics. Supporting, mentoring & training staff, including NQT's & Teach Firsts
- Cascaded training across faculty on literacy, assessment, differentiation & assertive discipline
- My History Department was reviewed by an external consultant & deemed it 'outstanding' in every category.

Teacher of History, Dormers Wells High School, London Borough of Ealing

Sept 2001- Aug 2003

- Teacher of History & PSHE, form tutor.
- Member of Citizenship Working Party. Introduced History Club & Black History Month to the school

Branch Manager, Induction Course Tutor, William Hill Organisation

1994-2000

- Responsible for the daily reconciliation of shop & district accounts & leading a 2 day course intended to give new staff an overview of their job roles, some product knowledge & an awareness of the business in general.

Professional Qualifications:

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| • ILM Level 7 Executive Coaching & Mentoring Certificate | Oxford Brookes University | 2017 |
| • Strategic Leadership of CPD | National College | 2010-2011 |
| • Leadership Pathways (NCSL) | Institute of Education | 2009-2010 |
| • PgCert in Improving the Teaching & Learning of PSHE | Roehampton University | 2008-2009 |
| • National PSHE CPD (HE3) & SRE CPD (HE3) | Roehampton University | 2008-2009 |
| • PGCE Secondary History | Institute of Education | 2000-2001 |
| • C&G Further & Adult Education Teacher's Certificate | Thames Valley University | 1998-1999 |
| • T.E.F.L Certificate & Grammar Course | Teacher Training International | Mar 1998 |

Education:

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| • BA (Hons) History with Classical Studies | St. Mary's University College | 1993-1996 |
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