

## Cookies on GOV.UK

We use some essential cookies to make this website work.

We'd like to set additional cookies to understand how you use GOV.UK, remember your settings and improve government services.

We also use cookies set by other sites to help us deliver content from their services.

[Accept additional cookies](#)

[Reject additional cookies](#)

[View cookies](#)

 **GOV.UK**

┌ Topics

Departments

┌ Government activity



→ [Coronavirus \(COVID-19\)](#) | Guidance and support

[Home](#) > [Education, training and skills](#) > [Ofsted pen portraits of Her Majesty's Inspectors \(HMIs\)](#)



Transparency data

# Ofsted HMI pen portraits

Updated 28 September 2021

Contents

[East Midlands](#)

[East of England](#)

[London](#)

[North East, Yorkshire and Humber](#)

[North West](#)

[South East](#)

[South West](#)

[West Midlands](#)

[Overseas](#)

You can see information about our Chief Inspector, directors and chief operating officer on the [Ofsted homepage](#).

## East Midlands

### Children's social care

### **Julie Knight, HMI, children's social care**

Julie is a qualified social worker, registered with the Health and Care Professions Council. Before working for Ofsted, she worked within a statutory local authority setting, holding senior management positions within disabled children's services and procurement and commissioning for children and family services. She has generic social work training and practice within adult and children's services and extensive experience of working within duty and assessment for children in need of help and protection. She has particular interest in safeguarding disabled children and young people, commissioning and compliance, and equality and human rights.

### **Neil Penswick, HMI, children's social care**

Neil Penswick has worked in child protection for many years including as Deputy Director, childcare. He has a range of qualifications including a Master of Arts in Comparative European Social Studies where he examined international responses to child abuse concerns. He joined the Commission for Social Care Inspection then transferred over to Ofsted. He has been involved in and led numerous inspections, including joint area reviews, safeguarding and children looked after inspections, child protection inspections and single inspection frameworks. He is a qualified social worker.

### **Nick McMullen, Senior HMI, children's social care**

Nick McMullen is a Senior Operational Lead for the East Midlands region. He is a qualified and registered social worker. Before joining Ofsted, he held a number of senior management positions in local authorities, managing children's social care services. These included operational management and lead roles in service improvement and quality assurance. Since becoming an HMI, he has taken part in and led inspections of a range of children's services, including inspections of local authority arrangements for the protection of children, and the Children and Family Court Advisory Support Service (Cafcass), as well as contributing to a number of thematic survey inspections.

### **Rachel Griffiths, HMI, children's social care**

Rachel Griffiths is a qualified social worker, registered with the Health and Care Professionals Council. She holds a Master's and Diploma in social work. Rachel has experience of inspecting regulated services, predominantly children's homes. This includes registration and compliance work. Before moving to Ofsted, Rachel worked for a number of years across a broad range of children's services, which includes reception and assessment, children in need, children looked after, adoption and fostering, and court proceedings, before taking up employment with Cafcass as a family court adviser.

## **Early years and childcare**

### **Gary Balcombe, Senior HMI, early years and childcare**

Gary is a qualified social worker with significant senior management experience in services that work with children. Gary holds a degree in Business Management and a Master's degree in social work. Gary has experience of working for local authorities, charities and private providers. Gary manages the early years teams in the East Midlands.

## **Further education and skills**

### **Bob Hamp, HMI, further education and skills**

Bob Hamp has extensive IT systems implementation management experience in the aerospace industry, along with working in further and higher education in various leadership positions. He was also an IT consultant for an international training company and has worked as an independent training and IT consultant. He is an experienced inspector of both work-based learning and colleges.

### **Emma Woods, HMI, further education and skills**

Emma Woods is a qualified teacher and holds a Master's in Business Administration. Before joining Ofsted, she was executive director for curriculum and quality at a large further education college. Emma has senior leadership experience across a range of curriculum areas in general further education colleges, specialising in curriculum management, quality improvement, performance management and student support services. Her subject specialisms are business, leadership and management.

### **Helen Whelan, HMI, further education and skills**

Helen Whelan has worked within the post-16 sector for many years, starting as an English teacher and progressing to head of department and quality manager before being appointed as an assistant principal. Helen also worked as a principal moderator and senior examiner for A-level English language and has postgraduate qualifications in improving educational leadership. Before joining Ofsted, Helen worked as an assistant principal for quality and standards at a large college group, which offered diverse provision in further education, initial teacher training, higher education, offender learning and work-based learning. Helen worked within these different contexts to design and implement a range of quality improvement strategies that had a positive impact on staff and learners. Helen inspects a variety of further education and skills providers.

### **Julie Ashton, Senior HMI, further education and skills**

Julie Ashton is a qualified teacher, has a law degree, and has postgraduate qualifications in education and a Master's in Business Administration. Before joining Ofsted, Julie had a long career within the further education sector as a senior leader in a variety of further education colleges. She began her career by

teaching in a school and then a sixth-form college before finding her vocation in the post-16 sector. She has worked with most curriculum teams over her career, including working with teams in prisons and specialist colleges. Her last role was that of deputy principal in a large further education college. She is responsible for a team of HMIs based in the East Midlands region.

### **Russ Henry, HMI, further education and skills**

Russ Henry participates in social care inspections, focusing on the education of looked after children and the experiences of care leavers. Before working for Ofsted, he gained significant senior management experience in assistant and vice principal roles, specialising in curriculum management, quality assurance, teaching and learning, performance management, continuing professional development and curriculum development. He is a qualified teacher with postgraduate qualifications in computer science and management. Russell has particular experience of leading inspections of further education colleges, sixth-form colleges and independent learning providers.

### **Saul Pope, HMI, further education and skills**

Saul Pope is a qualified teacher with subject specialisms in English for speakers of other languages (ESOL) and functional English, and also has a level 7 Teaching English to Speakers of Other Languages Diploma and a Master's degree. He has worked as director of quality in a further education college. His responsibilities included quality assurance, self-assessment and teacher development. He has also worked as a head of department, covering programmes for young people and adult learners. As well as general further education, Saul has experience of offender learning. Before becoming an HMI, he spent several years working as an Ofsted Inspector.

## **Maintained schools and academies**

### **Chris Davies, HMI, maintained schools and academies**

Christopher Davies has a geography degree, a postgraduate qualification in religious education, a Master's degree in Educational Leadership and Management as well as the NPQH. Before joining Ofsted, Chris gained extensive senior leadership experience, including a long-standing headship in a large 11–19 comprehensive school. He is a qualified teacher with experience of teaching religious education and geography, having worked as teacher, department leader and senior leader in a range of secondary schools in different contexts. He has led section 5 and section 8 inspections for Ofsted and also has experience of leading section 48 inspections.

### **Chris Stevens, HMI, maintained schools and academies**

Chris Stevens is a qualified teacher and was previously a deputy headteacher in a

large secondary school and national teaching school, with extensive experience and responsibilities including curriculum development, teaching and learning, professional development and quality assurance. He has experience as a senior leader and was head of geography before that. Chris also served as an acting headteacher in an outstanding secondary school. He has a BSc Honours degree in geography, a Master's degree in Education Leadership and Management, a NPQH and the Professional Qualification for School Inspectors. Chris has also written a range of national texts, interactive learning activities and assessment strategies for geography at key stages 3 and 4.

### **Christine Watkins, HMI, maintained schools and academies**

Christine has a background in school leadership, most recently as headteacher of a large primary school. She has also served as a primary school special educational needs coordinator (SENCo). Christine's areas of interest and expertise are leadership and management, English, early years, and special educational needs and disabilities (SEND) in the mainstream setting.

### **Damien Turrell, HMI, maintained schools and academies**

Damien Turrell is a qualified teacher, holds a NQPH and the Professional Qualification for School Inspectors. Before joining Ofsted, Damien worked in schools for 27 years, most recently as executive headteacher in an academy trust. Damien also worked as an additional inspector for 6 years and he has inspected schools across the age range. He has particular expertise in leadership and management and in curriculum development.

### **David Carter, Senior HMI, maintained schools and academies**

David Carter is a qualified teacher. Before working for Ofsted, he held various curriculum and senior management roles in schools, including that of headteacher. He has worked as a local authority adviser and school improvement partner. David has significant experience of working with schools causing concern, as well as brokering and commissioning support to schools. He has particular expertise in leadership and management, mathematics and the arts.

### **Deborah Mosley, HMI, maintained schools and academies**

Deborah Mosley was formerly the vice principal at a large city secondary school. Her responsibilities included the leadership of teaching and learning, and attainment and the curriculum. She has also held responsibilities for special educational needs (SEN), staff development, including that of newly qualified teachers and new leaders, and literacy across the curriculum. Her subject specialism is English and literature. Deborah has experience in inspecting across all phases.

### **Deirdre Duignan, Senior HMI, maintained schools and academies**

Deirdre Duignan is a qualified teacher and holds a Master's degree in education and a National Professional Qualification for Headship (NPQH). She has taught in

both primary and secondary schools. Before joining Ofsted, Deirdre gained extensive senior leadership experience, including as deputy headteacher in a large comprehensive school. Most recently, she worked for a network of secondary schools, providing advice to headteachers and senior leaders and devising programmes of professional development for teachers. Deirdre has particular expertise in leading inspections of independent schools.

### **Di Mullan, HMI, maintained schools and academies**

Di Mullan is a qualified teacher and holds the National Professional Qualification for Headship. Before joining Ofsted, she worked in several primary schools and gained extensive experience as a deputy headteacher and a headteacher. Her responsibilities included whole school assessment, raising achievement and curriculum development. Di was a strategic partner in a teaching school alliance, where she focused on school to school support. She has also worked as an external advisor for the performance management of headteachers and has experience of leading inspections of schools. Di has been a national leader of education (NLE), supporting schools in challenging circumstances.

### **Hazel Henson, HMI, maintained schools and academies**

Hazel Henson is a qualified teacher who also holds a Master's degree in Education by Research. Before working for Ofsted, she gained extensive senior management experience as the headteacher of a number of primary schools. She has also worked as a consultant for the local authority, the diocesan board of education and the Church of England.

### **Jayne Ashman, HMI, maintained schools and academies**

Jayne has extensive experience of school improvement and has worked in a range of contexts. She worked at a senior level in a range of secondary schools, including working within schools as an improvement consultant for a multi-academy trust. Jayne had a regional responsibility as a senior adviser for the government-initiative National Challenge and was involved at a national level in development work linked to 'Gaining Ground', a programme to support coasting schools. At local authority level, she was the senior school improvement adviser and responsible for both primary and secondary schools that were causing concern or were not yet good schools.

### **Katrina Gueli, HMI, maintained schools and academies**

Katrina is a qualified teacher and, before joining Ofsted, gained extensive school-based middle and senior leadership experience in a range of different schools. As a senior leader, her responsibilities included the improvement of teaching and learning, in particular, working closely with specific departments to raise achievement. Katrina also worked as a local authority adviser and accredited school improvement partner in both primary and secondary schools. Katrina has particular expertise in the development of teaching and learning, leadership and management, and science.

### **Peter Stonier, HMI, maintained schools and academies**

Peter Stonier is a qualified teacher, holds a NPQH and the Professional Qualification for School Inspectors. Before joining Ofsted, Peter was an additional inspector and gained extensive experience as a deputy headteacher and successful headteacher in a number of schools. He also has experience of managing a pupil referral unit for pupils who had been permanently excluded from school. Peter has inspected a wide variety of settings, including primary, secondary, special and independent schools.

### **Rachel Tordoff, HMI, maintained schools and academies**

Rachel Tordoff is a qualified teacher and holds a Master's (Hons) degree in Educational Leadership and Management. Before working for Ofsted, Rachel worked in 3 large 11–19 schools in the secondary sector, holding a range of senior leadership posts with responsibilities for sixth form, curriculum, personal development, behaviour and safeguarding. Rachel served as an examination board subject adviser, with a particular expertise in geography. She inspects primary and secondary schools.

### **Roary Pownall, HMI, maintained schools and academies**

Roary joined Ofsted after a career in teaching across the full age-range of the primary years, and extensive primary headship experience. While still a headteacher, Roary served as a part-time Ofsted Inspector (OI) for 8 years. As an HMI, Roary undertakes inspection work for the East Midlands region, including inspecting stand-alone nursery schools. As part of the Curriculum Unit, he is Ofsted's subject lead for Personal, Social and Health Education (PSHE), Relationships, Sex and Health Education (RSHE) and for Citizenship. He has especial interest in the development of pupils' character.

### **Simon Hollingsworth, HMI, maintained schools and academies**

Simon Hollingsworth is a qualified teacher and holds a NPQH. Before working for Ofsted, he gained extensive experience in senior leadership in secondary schools. In his most recent post, Simon was deputy headteacher with responsibility for raising achievement and developing the curriculum in an 11–19 school. Simon has particular expertise in leading inspections of schools, including independent schools.

### **Stephanie Innes-Taylor, HMI, maintained schools and academies**

Stephanie Innes-Taylor is a qualified teacher who has taught across the primary age ranges. She has gained extensive senior leadership experience as a special educational need's coordinator, assistant headteacher and deputy headteacher in primary schools. She has served as a governor in both primary and secondary schools. She has achieved a NPQH and has supported and led improvement across a range of schools. She has worked as a specialist leader in education focusing on improving the quality of provision for pupils with SEND to raise their achievement.

### **Vic Wilkinson, HMI, maintained schools and academies**

Vic Wilkinson is a qualified teacher, holds a NPQH and the Professional Training for School Inspectors. Before joining Ofsted, Vic was an additional inspector. He has worked as an education improvement adviser for a local authority. His responsibilities included quality assurance and advising and supporting schools in strengthening the quality of leadership and management, including safeguarding, and in curriculum design. He has expertise in raising the achievement of disadvantaged pupils. Vic has extensive experience as a headteacher in 3 schools serving areas of significant deprivation.

## **East of England**

### **Children's social care**

#### **John Mitchell, Senior HMI, children's social care**

John Mitchell is a qualified and registered social worker with a range of social work, management and coaching qualifications. He has extensive senior management experience in local authority children's services in the UK and in France, leading child protection, children in care, family support, education support, commissioning and multi-agency services. He has led successful initiatives to improve educational outcomes for children in care, children's commissioning and early intervention. He has also worked in a university social policy faculty.

#### **Margaret Burke, HMI, children's social care**

Margaret Burke has extensive experience of working within local authority children's social care and education departments. She has worked as a frontline child protection and family support social worker and manager. Previously, Margaret has spent many years leading and managing a range of services at a senior level, including early years and children centres, early intervention/help, children's assessment services, children in care and specialist children's services. Margaret is a qualified and registered social worker and has a BA (Hons) in Social Science specialising in social work and a MA in social policy and administration.

#### **Tom Anthony, HMI, children's social care**

Tom Anthony is a registered and qualified social worker with an MA in Social Work and a BA in Social Sciences. Before joining Ofsted, Tom worked in a number of local authority settings. He also worked for the children's workforce development council and at the Department for Education, where he supported the regional and national roll out of social care and social work programmes. Tom has a strong commitment to co-creating services with children and young people and recent



experience of working with children in care to develop services. He also has experience of leading a range of quality assurance and audit activities.

## **Early years and childcare**

### **Kirsty Mulvaney, Senior HMI, early years and childcare**

Kirsty is a qualified early years practitioner with extensive senior management experience in registration, inspection and enforcement work. Previous responsibilities include leading on child protection and safeguarding arrangements, quality assurance projects and the development of Ofsted's regulatory work.

## **Further education and skills**

### **Gerard McGrath, HMI, further education and skills**

Gerard McGrath has practised as a registered nurse and held senior roles in NHS and private health care settings. These included management responsibility for the integrated delivery of complex groups of services while shaping workforce development through the successful delivery of work-based learning and professional qualifications. He has a wide range of inspection experience, including work-based learning, Department for Work and Pensions employment-related programmes, offender learning, Ministry of Defence welfare and duty of care, and adult and community learning inspections. His particular area of expertise is health and social care and he has worked previously as a local authority link inspector.

### **Jules Steele, Senior HMI, further education and skills**

Jules Steele is a qualified teacher and holds a Master's degree in Business Administration. She has extensive experience in the sector, holding vice principal and senior management posts in general further education colleges. Jules was seconded to the standards unit, and strategically managed the Ofsted contract for post-compulsory inspections for an inspection service provider. Her inspection experience includes all key judgement areas and provision types in colleges, sixth-form colleges, independent training providers and adult learning.

### **Linnia Khemdoudi, HMI, further education and skills**

Before becoming an HMI, Linnia served as an Ofsted Inspector and was employed in the further education sector from 1992. She has held a number of senior posts in several, large general further education colleges. She is a qualified teacher holding a Postgraduate Certificate in Education (PGCE) in post-16 education and holds a Master's degree in Education. Linnia has extensive

experience of leading and managing vocational education, including 16–19 study programmes, apprenticeships and adult learning provision across a broad range of curriculum areas. Linnia has specific expertise in the creative and visual arts.

### **Michael Worgs, HMI, further education and skills**

Michael Worgs has extensive senior leadership experience within the further education sector. His area of subject specialism is science, technology, engineering and mathematics (STEM). He has experience of teaching mathematics, ICT and science and has managed a broad range of vocational and academic 16–19 study programmes, apprenticeships and adult learning provision. Michael's particular expertise is in curriculum development and improving the quality of teaching, assessment and curriculum.

### **Penny Fawcus, HMI, further education and skills**

Penny Fawcus is qualified teacher. Before becoming an HMI, she was an Ofsted Inspector and held senior management positions in large general further education colleges. She is qualified in strategic leadership and management, has taught in the further education sector for many years and has extensive experience of curriculum design and management as well quality and organisational management. Penny has curriculum expertise in beauty therapy, remedial massage, personal and group fitness training and has managed a broad range of curriculum areas.

### **Rebecca Perry, HMI, further education and skills**

Before becoming an HMI, Rebecca served as an Ofsted Inspector and was employed as a manager in a large general further education college. She is a qualified teacher, holding a PGCE in post-16 education and a Master's degree in Education and Training. Rebecca has extensive experience of leading and managing vocational education, including 16–19 study programmes, apprenticeships and adult learning provision across a broad range of curriculum areas. Rebecca has particular expertise in English and mathematics and holds subject specialist qualifications in these subject areas.

### **Sambit Sen, HMI, further education and skills**

Before becoming an HMI, Sambit held senior leadership posts in several large general further education colleges. He is a qualified teacher and holds a Master's degree in Human Resource Management. Sambit has extensive experience of leading and managing post-16 education and training across a broad range of curriculums, with specific expertise in apprenticeship and subcontractor management. Sambit reports on key judgements across all provision types.

## **Maintained schools and academies**

### **Adrian Lyons, HMI, maintained schools and academies**

Adrian Lyons is a mentor to new HMIs and leads the inspections of primary schools, secondary schools and initial teacher education. He has significant experience and expertise in monitoring schools causing concern. His previous employment has included school teaching and leadership, work as a senior lecturer in a university department of education and freelance work as an Ofsted Inspector, a Department for Education trainer and a trainer and assessor for beginning teachers.

### **Al Mistrano, HMI, maintained schools and academies**

Al Mistrano is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience as director of post-16 education in a large community college, principal of a secondary academy and headteacher of a maintained primary school. Alongside senior leadership, Al also has many years' experience delivering initial teacher education and carrying out and supporting educational research, including peer review of academic research publications.

### **Andrew Hemmings, Senior HMI, maintained schools and academies**

Andy Hemmings is a qualified teacher and, before working for Ofsted, gained extensive experience in school leadership in a range of schools as a senior leader and headteacher. Andy has a particular expertise of leadership and management in schools.

### **Charlie Fordham, HMI, maintained schools and academies**

Charlie Fordham is a qualified teacher and, before working for Ofsted, gained extensive senior management experience as assistant principal and head of sixth form in a large comprehensive school. As well as leading on all aspects of 16–19 provision, his whole-school responsibilities included staff well-being, careers education, information, advice and guidance, behaviour and progression, and working closely with individual departments to raise achievement.

### **Christine Dick, HMI, maintained schools and academies**

Before joining Ofsted, Christine gained extensive senior leadership experience in schools, colleges, initial teacher education and school improvement. She leads primary and secondary school inspections, including the inspection of independent schools. Christine also monitors the performance of schools in a category of concern. She has wide-ranging experience in leading inspections of initial teacher education providers. Christine has particular expertise in leadership, management, teaching, learning and assessment, curriculum development and quality improvement.

### **Cindy Impey, HMI, maintained schools and academies**

Cindy Impey is a qualified teacher and has senior management experience in schools as a headteacher. Her particular area of expertise is in teaching English and she has researched the impact of dialogic teaching.

### **Damian Loneragan, HMI, maintained schools and academies**

Damian Loneragan is a qualified teacher. Before joining Ofsted, Damian was a senior leader in a large secondary school and the strategic lead for a teacher training partnership. Damian holds a Doctorate in Education and his areas of expertise include school leadership, teacher learning and science education.

### **David Milligan, HMI, maintained schools and academies**

David Milligan is a qualified teacher and has been headteacher of 3 primary schools, one of which included a specialised resource base. David has also worked as an additional inspector for Ofsted. David is qualified to inspect schools, his areas of expertise are in provision for pupils who have SEND, early years school improvement, and leadership and management.

### **Fiona Webb, HMI, maintained schools and academies**

Fiona Webb is a qualified teacher with extensive senior management experience as a headteacher, an external assessor of teacher training programmes and a local authority mentor providing professional support for newly appointed headteachers. Fiona has particular expertise in leadership and management and early years provision.

### **Fyfe Johnston, HMI, maintained schools and academies**

Fyfe Johnston is a qualified teacher. Before working for Ofsted, Fyfe gained extensive senior leadership experience as a headteacher, while working as a contracted Ofsted Inspector. His particular areas of expertise are safeguarding, SEND, equalities and inclusion.

### **Hannah Stoten, HMI, maintained schools and academies**

Hannah Stoten is the national subject lead for early mathematics. She is a qualified teacher who has held leadership, governance and consulting positions in a range of primary schools and early years settings. She has expertise in the areas of early childhood development, mathematics education, curriculum design and implementation.

### **Isabel Davis, HMI, maintained schools and academies**

Isabel Davis is a qualified teacher and, before working for Ofsted, gained extensive senior management experience as deputy headteacher, headteacher and executive headteacher in primary and nursery schools. Her specialisms included safeguarding, early years, art and well-being. She has led a teaching school alliance as a national leader of education, carried out school-to-school support and moderated for a local authority. Isabel was recently the national early years representative on the Teaching Schools Council.

### **John Mitcheson, HMI, maintained schools and academies**

John Mitcheson is a qualified teacher and has postgraduate qualifications in

management and education. He has taught in secondary schools. Before working for Ofsted, John worked in an advisory capacity in local authorities. He has particular expertise in inspecting primary and secondary schools, including academies and pupil referral units. He has led Ofsted surveys in physical education and school sport.

**Katherine Douglas, HMI, maintained schools and academies**

Katherine Douglas is a qualified teacher and experienced school leader and has worked in inner-city and rural settings. She has Master's degrees in Education and in Music. Before joining Ofsted, she was the headteacher of a primary school. Katherine has also been a local authority school adviser and an additional inspector working for Ofsted. Her particular areas of interest are in leadership and management and curriculum development.

**Kim Hall, Senior HMI, maintained schools and academies**

Kim Hall is a qualified teacher and has taught across the full primary age range. Before working for Ofsted, Kim gained extensive senior leadership experience as a primary headteacher. She is an experienced inspector of schools. Kim regularly carries out monitoring visits for schools causing concern and those requiring improvement and also carries out quality assurance of school inspections. She often works as a mentor for new inspectors, both HMIs and contracted inspectors.

**Kim Pigram, Senior HMI, maintained schools and academies**

Kim Pigram is a qualified teacher and, before joining Ofsted had extensive experience of school leadership. Kim was a senior leader in an academy, with specific responsibility for teaching, learning and assessment. Her particular areas of expertise are history and the arts.

**Liz Smith, HMI, maintained schools and academies**

Liz Smith has an English degree, postgraduate qualifications in most-able education and a Master's degree in Educational Leadership and Management. Before Liz joined Ofsted, she gained extensive senior leadership and governance experience in a range of schools and across phases. She has also worked as a local authority adviser. Liz served as an additional inspector for 13 years, leading inspections and working as part of the complaints team for Ofsted.

**Marc White, HMI, maintained schools and academies**

Marc White is subject lead for computing. He is a qualified teacher and, before joining Ofsted, worked as a computing subject leader across schools in Greater London and the East of England. Most recently, he has worked as a senior leader with responsibility for curriculum development.

**Maureen Su, HMI, maintained schools and academies**

Maureen Su is a qualified teacher and has gained extensive senior leadership experience in schools. Her areas of responsibility included curriculum leadership,

assessment, staff training, performance management, safeguarding and initial teacher education. She has experience as a headteacher and worked within a leadership advisory capacity in a school before she joined Ofsted. Maureen has also worked as an examiner and moderator for a number of exam boards.

### **Paul Wilson, HMI, maintained schools and academies**

Paul Wilson inspects both primary and secondary schools. He is a qualified teacher who has a degree in Physics and a Master's degree in Educational Leadership. He has held senior leadership, subject and pastoral leadership positions in schools and he has extensive subject expertise in science. Before joining Ofsted, Paul worked as a school effectiveness adviser.

### **Richard Kueh, HMI, maintained schools and academies**

Richard Kueh is Ofsted's subject lead for religious education. He is a qualified teacher and holds Master's degrees in Theology and Religious Studies, a Doctorate in Philosophy and a PGCE. Before joining Ofsted, he taught in maintained schools, independent schools and universities. He has senior experience as director of a regional school improvement partnership, director of teacher training and development for a multi-academy trust, deputy headteacher of a secondary school and associate headteacher of a primary school. Richard's areas of expertise include curriculum, assessment, teacher development, inclusion and initial teacher education.

### **Steve Mellors, HMI, maintained schools and academies**

Steve Mellors is a qualified teacher with experience as a headteacher of 2 primary schools. Before joining Ofsted, he worked for a local authority as a school improvement adviser and had strategic responsibility for disadvantaged pupils. His particular areas of expertise are in leadership and management and teaching and learning.

### **Stefanie Lipinski-Barltrop, HMI, maintained schools and academies**

Stefanie Lipinski-Barltrop is a qualified teacher, with extensive leadership and management experience in a range of contrasting schools. She has a Doctorate in Education, focusing on learning and learning contexts and a Master's degree in Educational Leadership and Management. She has worked in an advisory capacity for a local authority on school improvement within an area of high social deprivation. She has also worked with a broad range of schools nationally and has advised governing bodies on headteacher appointments and appraisal. Her particular areas of expertise are leadership and management, teaching and learning, science and SEN.

### **Tessa Holledge, HMI, maintained schools and academies**

Tessa Holledge is a qualified teacher. Before working for Ofsted, Tessa was headteacher of a large primary school and has previously gained extensive senior leadership experience in both London and rural settings.

### **Tracy Fielding, Senior HMI, maintained schools and academies**

Tracy Fielding leads on training in the East of England region and also has oversight of the regional Ofsted Inspector workforce. Tracy is a qualified teacher and her educational experience includes work as a local authority leading English teacher, deputy headteacher in a newly established school and a headteacher in 2 schools. While she was a headteacher, Tracy provided support to other schools. Tracy has also been a local authority school primary adviser and a trained inspector working for Ofsted. Tracy's particular areas of expertise are in leadership and management, school improvement, training and curriculum development.

### **Wendy Varney, HMI, maintained schools and academies**

Wendy Varney is a qualified teacher and, before working for Ofsted, had extensive experience of leadership in schools. Wendy was headteacher of a large lower school and worked as a local authority consultant for phonics and early literacy development. Wendy has a Master's degree in Education and is also qualified to teach post-compulsory students, having worked with adults with severe learning disabilities in a hospital setting.

## **London**

### **Children's social care**

#### **Andy Whippey, HMI, children's social care**

Andy Whippey is a qualified and registered social worker, with Master's degrees in Social Work and Public Sector Management. Before working for Ofsted, he gained extensive senior management experience in a number of local authorities. He has a strong background in the delivery of services to children in care, care leavers and disabled children. He has been a school governor at 3 schools, including a substantive term as chair of governors at an outstanding infant school.

#### **Anne Waterman, HMI, children's social care**

Anne Waterman has extensive experience of working in health, education and social care in both statutory and voluntary sectors, including a senior management role within a large children's charity. Anne holds a certificate of qualification in social work, a PGCE, Master of Science in the Sociology of Health Inequalities and a National Professional Qualification in Integrated Centre Leadership. Anne is also registered with Social Work England.

#### **Brenda McLaughlin, HMI, children's social care**

Brenda has a certificate of qualification in social work, a Master's degree, a Diploma in Leadership and Management, and higher and advanced awards in social work. She has extensive operational and strategic experience at a senior level in London boroughs and county councils. Brenda has expertise in statutory child protection and children in care services. Brenda inspects and leads inspections of local authority children's services and Cafcass.

**Carolyn Adcock, Senior HMI, children's social care**

Carolyn has previously worked with national social care regulators at a senior level, a national social work body, a local authority and a university. She is a registered social worker and has been a practice teacher in social work. Carolyn has a Master's degree in Business Administration. Carolyn has inspected a wide range of social care services across the country and currently quality assures inspections.

**Kate Malleson, HMI, children's social care**

Kate Malleson is a qualified and registered social worker and probation officer. Kate has extensive experience in the management of adult, young offender and integrated youth and family support services, Kate has provided independent improvement support and consultancy to local authorities and central government. She has investigated the conduct of social workers and adjudicated at fitness to practice hearings for social care regulatory bodies. Her particular areas of specialism are the safeguarding and risk management of vulnerable adolescents, including children in care and care leavers.

**Louise Hocking, HMI, children's social care**

Louise Hocking is a registered social worker with extensive experience in local authority child care. She has senior management and leadership experience and has been the registered manager for fostering and adoption services. Louise has had responsibility for service provision for children with disabilities and unaccompanied asylum-seeking young people. Before working for Ofsted, Louise worked as a director in a national fostering and adoption charity and her particular areas of expertise are care planning, permanency, fostering and adoption. She has worked on a number of innovative national family finding projects.

**Sean Tarpey, Senior HMI, children's social care**

Sean is a qualified and registered social worker, holding the certificate of a qualified social worker and he has a Master's degree in Management. Before joining Ofsted, Sean has extensive experience within local authority children's services specialising in residential care, child protection and multi-agency working.

**Further education and skills**



### **Gayle Saundry, HMI, further education and skills**

Gayle is a qualified teacher and experienced senior leader of specialist sixth-form and further education provision, most recently in the role of principal. Her teaching background is in economics and business. Gayle's leadership responsibilities have included self-assessment and quality improvement and supporting the establishment of new providers. Gayle has experience as a governor and a trustee and is an experienced project manager and management consultant.

### **Jane Hughes, HMI, further education and skills**

Jane has extensive experience within the further education and skills sector and holds a Postgraduate Diploma in Management Studies. Jane has worked in a variety of roles since her career started in education, from an assessor, verifier, trainer/tutor to senior manager. Before joining Ofsted, Jane gained extensive experience as a senior leader within a large general further education college where she significantly grew and improved the provision in both apprenticeship and adult learning programmes. Jane also has significant experience working with private training providers. Her particular expertise within further education and skills is apprenticeships but she also has extensive knowledge and experience of inspecting across the range of further education remits. Before a career in education, Jane worked in the hospitality and catering sector.

### **Joanna Walters, HMI, further education and skills**

Joanna Walters is a former senior manager and a highly experienced teacher of SEND provisions in the further education and skills sector. She is a qualified teacher holding a Postgraduate Certificate in Special Educational Needs and Disabilities Coordination and is qualified to Master's level.

### **Jon Bowman, HMI, further education and skills**

Jon has a Bachelor's in Philosophy (Education) and has held a range of management positions in local authorities. He has taught in the further education sector. His inspection experience includes inspections of local authority children's services, safeguarding and looked after children, Connexions, youth services, youth offending teams, the secure juvenile estate, adult and community learning, and children's centres. He has been a link HMI for 3 local authorities and the curriculum adviser for youth support.

### **Lynda Brown, HMI, further education and skills**

Lynda Brown has a B.Ed. and Master's degree in Education and a Postgraduate Diploma in Further Education Management. She has experience of working in secondary schools, sixth-form colleges, land-based colleges and further education colleges. Her teaching experience is in sport, leisure, business studies and initial teacher training and she has had specific responsibilities for pastoral care. She has extensive experience as a senior manager and as a vice principal in land-based and further education colleges with responsibility for curriculum design, quality assurance, organisational improvement and student welfare.

### **Mike Finn, HMI, further education and skills**

Mike Finn is a qualified teacher in the learning and skills sector and has a Master's in Educational Leadership. He has significant experience of teaching business and management on both vocational and academic programmes. Before working for Ofsted, he gained extensive senior management experience as a director and assistant principal within the sixth-form college sector. Most recently, Mike was the founding vice-principal of a new provider. His past responsibilities include curriculum and quality leadership, as well as managing whole-college learner support services. Mike has considerable experience as a designated safeguarding lead.

### **Rebecca Jennings, HMI, further education and skills**

Rebecca has worked in various roles in independent learning providers, most recently as director of apprenticeships with responsibility for management, curriculum design, quality assurance and learner safeguarding and well-being. Rebecca has experience in apprenticeship delivery in a range of subjects and has previously taught and managed across various youth services contracts. She specialises in career guidance and digital skills.

### **Rieks Drijver, Senior HMI, further education and skills**

Rieks has a Master's degree in Education and in Drama and Theatre Studies and has extensive teaching experience, primarily in further education, but also in adult learning and higher education. He has worked as a senior manager in a large further education college with responsibility for raising standards of teaching and learning, improving success rates and overseeing all aspects of quality assurance and improvement. He has taught and managed courses in English and performing arts and has been a senior manager of an arts department.

### **Peter Nelson, HMI, further education and skills**

Peter Nelson is an experienced inspector of colleges, adult learning, work-based learning providers, maintained and independent schools, and dance and drama schools. Before his work with Ofsted, Peter worked as a teacher and lecturer in performing arts in schools and colleges, and as a senior manager in the further education sector. He has extensive experience of curriculum design and innovation, quality assurance, financial management and organisational development. Peter also has 7 years' experience working in the performing arts industry. Peter is a chartered member of the Chartered Institute of Personnel and Development.

### **Saher Nijabat, HMI, further education and skills**

Saher Nijabat has a Master's degree in English literature and is a qualified teacher. Saher has worked in a variety of roles in further education and skills, including as a senior leader in community learning and skills, higher education, adult learning and apprenticeships. She has extensive experience of strategic governance and leadership. She has worked as a governor for a large further education college and as a senior strategic leader for independent learning providers with overall

responsibility for raising standards of teaching and learning, improving success rates and overseeing all aspects of quality assurance and improvement. Saher is a member of the National Centre for Diversity and Society for Education and Training.

### **Steve Lambert, HMI, further education and skills**

Steve previously held senior management positions with a number of further education colleges and has worked for the funding agency, for local authorities and in higher education, where he published a book on leadership in further education as well as numerous articles in international journals on aspects of leadership in further education. He is a qualified secondary school teacher with a Bachelor of Arts in Secondary Design and Technology, in addition to a PGCE in post-compulsory education and training. He also has qualifications in engineering, a Master's degree in Educational Leadership and a Doctorate in Education Policy and Values.

### **Sue Hasty, HMI, further education and skills**

Sue has extensive experience of leading and managing at senior levels within the further education and community learning and skills sector. Most recently, Sue was principal of Southend Adult Community College. She is a qualified further education lecturer and holds a Master's degree in Leadership and Management. Her teaching background is in foundation skills and sociology. Sue has worked in a variety of geographical locations, including metropolitan boroughs in the North West, a multi-cultural London borough and a coastal community in the South East. Sue has been the trustee of an educational charity and co-chair of a national forum for leaders in the adult learning sector.

## **Maintained schools and academies**

### **Adam Vincent, HMI, maintained schools and academies**

Adam Vincent is a qualified teacher and has taught in a wide range of schools across London. Adam holds a NPQH. Before working for Ofsted, Adam held various curriculum and senior management roles in schools, including that of headteacher. He has particular expertise in computing and art.

### **Alice Clay, HMI, maintained schools and academies**

### **Aliki Constantopoulou, HMI, maintained schools and academies**

### **Alison Colenso, HMI, maintained schools and academies**

Alison Colenso is a qualified teacher and, before working for Ofsted, gained extensive senior management experience in primary education, including holding the posts of deputy headteacher and headteacher in 2 different schools. Her

responsibilities included whole-school assessment, curriculum development, performance management and managing change. She has also worked for a multi-academy trust in an advisory capacity providing support for schools and mentoring for senior leaders.

**Amanda Carter-Fraser, HMI, maintained schools and academies**

Amanda is a qualified teacher and has extensive experience as a senior leader in secondary education. She has particular expertise in teaching and learning, curriculum development and initial teacher education. Her subject specialisms are science, mathematics and the personal development curriculum. She also has experience of teaching in higher education and carrying out inspections in health care settings.

**Andrea Bedeau, HMI, maintained schools and academies**

Andrea Bedeau is a qualified teacher with extensive experience as a senior leader in primary education. Andrea holds a Bachelor of Education and an NPQH and has expertise in teaching and learning, curriculum and safeguarding. She also has a particular interest in personal development and inclusion.

**Andrew Wright, HMI, maintained schools and academies**

Andrew Wright was previously a primary school headteacher. He taught across the full primary age range and held senior leadership posts in a number of schools in the North East of England. He has worked as an advisory teacher for primary science and has experience of supporting schools as a local leader of education.

**Brian Oppenheim, HMI, maintained schools and academies**

Before joining Ofsted, Brian was director of school improvement at a large education consultancy where he was also chief inspector for the inspection of British schools overseas. He has considerable experience of leading Ofsted inspections. Brian has worked with a wide range of schools, providing training, inspection and consultancy. His expertise includes school improvement, leadership, professional development, governance and evaluation. He holds qualified teacher status and has taught and advised on design and technology in primary and secondary schools.

**Bryony Freeman, HMI, maintained schools and academies**

Bryony Freeman is a qualified teacher and holds a NPQH. Before working for Ofsted, she gained extensive experience as a deputy and headteacher in several primary schools in London and Essex. She was the founding headteacher of a new school. She has also worked as a senior lecturer in university-based ITT. In different roles, she has held responsibility for curriculum development/assessment and inclusion, SEND and safeguarding. Bryony has a particular interest in primary English, computing, early years, SEND, and inclusion and school leadership.

### **Daniel-John Constable, HMI, maintained schools and academies**

Daniel-John Constable is a qualified teacher and has taught in a range of primary and secondary schools across London. Before working for Ofsted, Daniel held various senior management roles in schools, including that of headteacher and most recently as a multi-academy trust school improvement lead. He has completed a Master's degree in Teaching and holds the accredited SEN qualification for coordination. Daniel has particular expertise in school improvement, English and SEND.

### **David Radomsky, HMI, maintained schools and academies**

David Radomsky is a qualified teacher. He has extensive senior leadership experience as a deputy headteacher in an independent school and as a headteacher in a large maintained secondary school. Before joining Ofsted, David worked as a school improvement consultant and has significant experience of delivering school leadership training. He was also an Ofsted Inspector for many years, leading inspections of primary, secondary and special schools, both in the maintained and independent sector

### **Gary Rawlings, HMI, maintained schools and academies**

Gary leads inspections of primary and nursery schools in both the maintained and independent sectors. He is also trained to inspect early years settings, special schools, pupil referral units and additional resourced provision in mainstream schools. Gary is a qualified teacher with teaching experience across the full primary phase. He has held a range of senior leadership roles in schools. Before joining Ofsted, Gary worked as a school improvement consultant and was also an Ofsted inspector. Gary's main specialisms are in early years, inclusion and primary education.

### **Gaynor Roberts, Senior HMI, maintained schools and academies**

Gaynor Roberts is a qualified teacher. She also has a degree in mathematics, a NPQH and a Master's degree in Education (Autism). Before working in Ofsted, Gaynor worked in primary and special schools. She has extensive experience of leadership in special schools in both the maintained and non-maintained sectors.

### **Helen Matthews, HMI, maintained schools and academies**

Helen Matthews is a specialist adviser for initial teacher education (ITE). She is a qualified secondary English teacher with a Master's degree in Education and a NPQH. Helen is an experienced HMI who has inspected across all remits and phases and has extensive teaching and leadership experience. As a local authority adviser, she worked extensively with schools causing concern, deploying advanced skills teachers and professionally developing trainee and newly qualified teachers. She has also worked as a senior leader for a virtual school for looked after children and was a senior inspector for an inspection service provider. She has expertise in initial teacher education, curriculum design, English and cross-phase literacy.

### **Janet Hallett, HMI, maintained schools and academies**

Janet Hallett is a qualified teacher and, before working for Ofsted, gained extensive experience as a freelance consultant working alongside senior leaders to deliver school improvement. Her specialist areas of expertise include curriculum provision, teaching and learning, science education and developing sixth forms. She has extensive senior management experience in interim roles and also as a deputy headteacher in a large comprehensive school. She has also worked for local authorities to provide school improvement support for schools and has led training for newly qualified teachers, middle leaders and governors.

### **Jasper Green, HMI, maintained schools and academies**

Jasper Green is Ofsted's subject lead for science. He is a qualified teacher and has a Master's degree in Science Education. Before joining Ofsted, Jasper worked in initial teacher education, and before that was head of curriculum and assessment for a multi-academy trust. Beyond science education, Jasper has particular expertise in teacher education, assessment and school improvement.

### **Jean Thwaites, HMI, maintained schools and academies**

Jean Thwaites is a qualified teacher who started her teaching career in the East Midlands. Before working for Ofsted, she gained extensive senior leadership experience including 2 deputy headships and the headship of a large primary school in London. She holds a Master's degree in Educational Management. She has considerable experience of working in urban, multi-ethnic communities. She contributed to the General Teaching Council for England's forum on continuing professional development. Her particular areas of expertise are continuing professional development and leadership for whole-school improvement.

### **John Kennedy, Senior HMI, maintained schools and academies**

John Kennedy is a qualified teacher and has postgraduate qualifications in Education and Philosophy. Following a successful teaching career, John held senior management positions in local authorities. He has particular expertise in the management of behaviour, attendance and safeguarding. John leads inspections of secondary and primary schools, academies and pupil referral units. He has inspected aspects of local authority children's services.

### **Jude Wilson, HMI, maintained schools and academies**

Jude Wilson inspects in both primary and secondary schools. She is a qualified teacher and has extensive management and leadership experience in a range of schools. Her particular areas of expertise are modern foreign languages, teaching and learning and professional development.

### **Lisa Strong, HMI, maintained schools and academies**

Lisa Strong is an experienced teacher of English and has a Master's degree in Educational Leadership and Management. Before working for Ofsted, Lisa gained extensive senior leadership experience as assistant, vice- and senior vice-

principal in a multi-academy trust. Her responsibilities have included post-16 leadership, performance management and working closely with a range of subject areas to raise achievement.

### **Lucy Bruce, HMI, maintained schools and academies**

Lucy Bruce is a qualified teacher who has taught in a wide range of schools. Before working for Ofsted, she gained extensive experience as a senior leader in secondary education through a variety of management roles. Her responsibilities included the leadership and development of teaching and learning, whole school assessment, school improvement work and leading the development of whole school reading strategies. Her subject specialism is English. Lucy also has experience of governance after serving as a governor in a primary school.

### **Madeleine Gerard, Senior HMI, maintained schools and academies**

Madeleine Gerard is a qualified teacher and has a Master's degree in Education. Before working for Ofsted, Madeleine gained extensive senior management experience as course leader and course director in school-centred and university-based initial teacher education. Her responsibilities included course development and quality assurance. Madeleine has also worked as a senior inspector for an inspection service provider and has particular expertise of leading inspections of schools and teacher training providers. Her subject survey inspection work has included primary modern languages.

### **Mark Phillips, Senior HMI, maintained schools and academies**

Mark Phillips is a qualified teacher. He taught music and English in secondary schools and, as an advanced skills teacher, he taught music across key stages 1 to 5. Before joining Ofsted, he held leadership roles in a local authority music service and a local authority school improvement service. He also taught for a university initial teacher education course. Mark has extensive experience of leading inspections of primary and secondary schools in the maintained and independent sectors, including the monitoring of schools causing concern.

### **Mark Smith, HMI, maintained schools and academies**

Mark Smith is a qualified teacher and, before working for Ofsted, gained extensive senior management experience in a very large, multi-cultural comprehensive school in London. His main leadership responsibility was for the sixth form as well as leading individual departments to raise achievement. He also has experience of leadership in a school on the journey from special measures to good. His subject specialism is in economics and business studies.

### **Nasim Butt, HMI, maintained schools and academies**

Nasim Butt is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience as headteacher and associate headteacher in a medium-sized independent and large maintained school respectively. His responsibilities included quality assurance and working closely with individual

departments to raise achievement. He has also had significant experience of leading school improvement in a London borough. Before becoming an HMI, he was also an Ofsted Inspector for many years, leading inspections of a wide range of primary and secondary schools.

### **Nick Turvey, HMI, maintained schools and academies**

Nick Turvey is a qualified teacher, has a Master's degree and holds the National Professional Qualification for Headship. Before joining Ofsted, he taught in a range of primary schools and held various senior leadership roles including as an executive headteacher in a multi-academy trust. He has also been an accredited national and local leader of education (NLE). Nick's main specialisms are in English, history and geography as well as in leadership and school improvement within primary education.

### **Noeman Anwar, HMI, maintained schools and academies**

Before joining Ofsted, Noeman had extensive senior leadership experience, including as headteacher of 2 different schools. He successfully led a school to achieve the pupil premium regional award. He has advised many schools, including on leadership development, teaching and learning and the wider curriculum. Noeman led a national conference on anti-radicalisation and he was a keynote speaker on the importance of a broadened curriculum as a tool to safeguard children from extremism. He has completed a NPQH and has achieved a distinction within the postgraduate 'Maths Specialist Teacher' course. He is a qualified teacher with expertise in English, mathematics and assessment.

### **Phil Garnham, HMI, maintained schools and academies**

Philip Garnham is a qualified teacher and has a Master's degree in Educational Studies. Philip has extensive senior leadership experience in schools and as a principal and senior school improvement officer in local authorities. He has a wide range of experience working with and inspecting primary, special and secondary schools. Philip's particular areas of expertise are in school improvement, governance, leadership and management, teaching and learning, and subjects such as science.

### **Ruth Dollner, HMI, maintained schools and academies**

Ruth Dollner has qualified teacher status and extensive experience in primary education across London having worked as a teacher and senior leader in 3 local authorities. Ruth has been a primary adviser in several local authorities in London and in North West England. She was a regional adviser for London with the national strategies. Ruth's particular specialisms are literacy and phonics. She has considerable experience as a lead and team inspector in primary schools.

### **Samantha Ingram, HMI, maintained schools and academies**

Samantha Ingram is a qualified teacher. Before working for Ofsted, she was a senior leader in a large, multicultural primary school in London. Her responsibilities



included safeguarding, early years, policy, and performance management. Samantha has a particular interest in early reading, SEND and inclusion.

### **Sarah Murphy-Dutton, HMI, maintained schools and academies**

Sarah Murphy-Dutton is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience as a deputy headteacher and headteacher in large primary schools. Key responsibilities included raising achievement through improving the quality of teaching and learning and developing leadership capacity to improve outcomes. She has achieved advanced skills teacher status and has considerable experience of working with teachers and leaders to develop the quality of teaching to raise achievement. Her particular areas of expertise are in mathematics, assessment for learning, evaluating leadership and working with schools in challenging circumstances.

### **Sophie Healey-Welch, HMI, maintained schools and academies**

Sophie Healey-Welch is a qualified teacher with a Master's degree in Leadership, and an NPQH. Before working for Ofsted, she held a range of senior management roles including associate headteacher in large all-through comprehensive school. Sophie has worked as an Ofsted Inspector and has volunteered as a school governor. Her particular areas of expertise are history, teaching and learning, professional development and school improvement work.

## **North East, Yorkshire and Humber**

### **Children's social care**

#### **Jan Edwards, HMI, children's social care**

Jan Edwards is a qualified and registered social worker with extensive senior management experience in safeguarding, including the management of child protection services, quality assurance and performance, and project management. She is also a qualified play therapist and for a number of years worked as a play therapy practitioner and supervisor. She has particular interest and expertise in children's trauma, attachment, emotional well-being and permanence.

#### **Louise Hollick HMI, children's social care**

Louise Hollick is a qualified social worker and is registered with the Health and Care Professions Council. Before working for Ofsted, she had extensive management experience working across several local authorities. Her responsibilities included managing safeguarding and looked after children and permanence teams, specialist adolescent and edge of care services, project

management, and developing the training and development strategy for qualified social workers across both adult and children's services. Louise has also worked in a voluntary agency and taught on social work degree courses. Louise holds a Diploma in Social Work, a post-qualifying award in Safeguarding Children and Young People, and a Diploma in Management level 5.

### **Matthew Reed, HMI, children's social care**

Matthew Reed has extensive experience as a social worker and manager across all aspects of children's social care fieldwork services. He has had responsibility for referral and assessment teams as well as child in need teams, completing child in need, child protection and court work. Matthew has also had senior management responsibility for children looked after. Matthew was a member of fostering panels and adoption panels in a number of different authorities. He is registered with the Health and Care Professions Council.

### **Rachel Holden, Senior HMI, children's social care**

Rachel Holden is a qualified social worker and, before working for Ofsted, she had extensive management experience working across many social care settings. Her responsibilities included quality assurance, early help services and family support. Since joining Ofsted, she has been a regulatory inspection manager, managing inspectors, and supporting improvement in the sector. Rachel has a particular interest in safeguarding and children looked after. Rachel holds a Master's degree in Social Work, a Master's degree in Business Administration, a Diploma in Social Work and is registered with the Health and Care Professions Council.

### **Tracey Metcalfe, Senior HMI, children's social care**

Tracey Metcalfe is a qualified social worker, holds a Diploma in Management level 5 and is registered with the Health and Care Professionals Council. Tracey has been employed by Ofsted in a variety of roles: HMI social care, national lead for training and quality assurance and Senior HMI social care. Tracey has led multiple inspections under the single inspection and inspecting local authority children's service (ILACS) frameworks and has been responsible for inspection skills training for the social care workforce. Tracey has extensive operational and management experience in local authority children's social care, specialising in safeguarding and children in care.

### **Wendy Ghaffar, HMI, children's social care**

Wendy is a qualified and registered social worker. She has a Master's degree in Child Protection. She has over 25 years of experience in the field of child protection as a practitioner, manager, trainer, researcher and lecturer. Wendy has worked for local authorities, a national voluntary childcare organisation, the nationwide children's research centre and in social work education. Her areas of expertise are safeguarding, domestic abuse, project management, and diversity and equality. She has experience in carrying out and leading children's services inspections, including those of local authority arrangements for the protection of

children. Wendy has also carried out thematic inspections of local authority services.

### **Vicky Metheringham, HMI, children's social care**

Vicky Metheringham is a qualified social worker and is registered with Social Work England. Before joining Ofsted, she had extensive experience as a senior manager and leader in children's social care. Her responsibilities included leading on safeguarding children, looked after children and permanence, leaving care and youth justice.

### **Victoria Horsefield, HMI, children's social care**

Victoria Horsefield is a qualified social worker, has a Master's in Social Work and is registered with Social Work England. Before joining Ofsted, she had extensive experience as a senior manager and leader in children's social care. Her responsibilities included leading on performance and quality assurance, workforce development and training, managing the safeguarding and reviewing service and the children's involvement service. She also had strategic oversight of the children's safeguarding partnership and the child death overview panel. Victoria has been the chair of a teaching partnership, a youth justice management board and a school governor.

## **Early years and childcare**

### **Jayne Utting, Senior HMI, early years and childcare**

Jayne Utting has extensive experience as an early years practitioner. As a local authority adviser, she led on the development of a range of early years initiatives including the development of children's centres and the implementation of the early years foundation stage. Jayne regularly inspects children's centres among a wide range of other early years settings.

## **Further education and skills**

### **Andrea Shepherd, HMI, further education and skills**

Andrea Shepherd is a qualified teacher in post-16 education, has a Master's degree in Business Administration and a Postgraduate Certificate in Quality Improvement. Before joining Ofsted, Andrea worked for 20 years as a teacher and held senior leadership roles in a range of general further education colleges. Her areas of specific expertise are in business management, initial teacher education and adult learning.

### **Cath Jackson, HMI, further education and skills**

Cath Jackson is a qualified teacher with a Master's degree in Education. Before inspecting for Ofsted, she gained extensive management experience in adult education, further education colleges and higher education. Her responsibilities included quality assurance and curriculum management. She has significant experience as a teacher educator and as an external examiner of initial teacher education programmes. She has worked with a number of further education and skills providers, specialising in raising standards through professional development and quality assurance.

### **Charles Searle, HMI, further education and skills**

Charles Searle has extensive experience of working at all levels in the further education and skills sector. He started as a lecturer and tutor before progressing to senior management posts. He spent 10 years as the head of service of a local authority adult learning provider and was based in a large children's services directorate, operating across both 16-18 and 19+ provision. Charles served as a governor on the board of a further education college, and has been a trustee on the boards of a number of charity sector providers. He has a doctorate and MA in his academic specialist subjects. As an HMI, Charles inspects across all remits in the further education and skills sector and is Ofsted's national lead for adult learning.

### **Chloe Rendall, HMI, further education and skills**

Chloe Rendall has extensive teaching, management and leadership experience in further education. She has worked as a senior leader in both general further education (GFE) and specialist land-based provision and has held roles with responsibility for improving curriculum and business support areas. Before joining Ofsted, Chloe held the post of assistant principal at a land-based college. Chloe has a teaching and management background in performing arts and holds a Master's degree in Theatre Production.

### **Hayley Lomas, HMI, further education and skills**

Hayley Lomas is a qualified and experienced teacher in post-16 education. Before working for Ofsted, she held senior leadership positions in both large further education providers and independent learning providers. Her responsibilities included curriculum development, quality improvement, student experience and well-being and management and development. She also has extensive experience working for various awarding bodies. Hayley's specialist subject areas are hospitality management, business and travel and tourism.

### **Jacque Brown, HMI, further education and skills**

Jacque Brown is a qualified teacher and, before working for Ofsted, gained significant experience in various curriculum and student support roles as a senior manager in further education colleges. She was also a governor at a pupil referral unit. Her particular expertise is in history and politics, safeguarding, high needs, 14–16 provision in further education colleges and provision for learners with barriers to learning such as challenging behaviour and attendance issues.

### **Jonny Wright, HMI, further education and skills**

Jonny Wright is a qualified teacher and, before inspecting for Ofsted, gained extensive senior management experience as a head of service in careers services and in further education and work-based learning providers. His responsibilities included quality assurance and supporting the services to make improvements to raise achievement. Jonny has worked as an Ofsted Inspector and as a consultant supporting improvements in colleges, independent learning providers, independent specialist colleges and adult learning providers. He has also worked in schools for children with special education needs.

### **Malcolm Fraser, HMI, further education and skills**

Malcolm Fraser is a qualified teacher in post-16 education and, before working for Ofsted, gained extensive experience as a lecturer, middle manager and senior manager in further education. His specialist subject area is construction. After completing an apprenticeship as a carpenter and joiner, he worked in a variety of roles in the construction industry and is a member of the Chartered Institute of Building. Malcolm has particular expertise in leading inspections in colleges, prisons, independent, and community learning and skills providers.

### **Rachel Angus, Senior HMI, further education and skills**

Rachel Angus is a qualified teacher. Before joining Ofsted, she held senior leadership posts in sixth-form and general further education colleges. Her particular areas of expertise are in curriculum management and quality improvement. Rachel has significant experience of managing academic and vocational study programmes along with business, management and professional curriculum.

### **Rebecca Clare, HMI, further education and skills**

Rebecca Clare is a qualified teacher and has a Doctorate in Education. Before working for Ofsted, Rebecca gained extensive experience of leading and managing in the further education and skills sector, including as principal of a sixth-form college. She has also taught in schools and universities and founded a sixth-form college in China. Her areas of specific expertise include education policy, initial teacher education, religious studies, philosophy, sociology, politics, psychology, equality and diversity, and leadership and management.

### **Sarah Lonsdale, HMI, further education and skills**

Sarah Lonsdale has extensive experience of leading and managing vocational education. This includes 16-19 study programmes, offender learning and skills and adult learning provision across a broad range of curriculum areas. Before working for Ofsted, she was director of quality and performance for a large independent learning provider with responsibility for improving the quality of teaching, learning and assessment, curriculum development and leadership of a large subcontractor network. In recent years, she worked in a governance capacity

as chair of standards for a new secondary school. Sarah holds a business management degree and has particular expertise in leadership and management, subcontracting, foundation learning and English and mathematics provision.

### **Sarah Stabler, HMI, further education and skills**

Sarah Stabler holds a Business Management degree and has particular expertise in leadership and management, subcontracting, foundation learning, and English and mathematics provision. Before working for Ofsted, she was director of quality and performance for a large independent learning provider with responsibility for improving the quality of teaching, learning and assessment, curriculum development and leadership of a large subcontractor network. Sarah has extensive experience of leading and managing vocational education, including 16–19 study programmes, offender learning and skills, and adult learning provision, across a broad range of curriculum areas. In recent years, she worked in a governance capacity as chair of standards for a new secondary school. Sarah holds a Business Management degree and has particular expertise in leadership and management, subcontracting, foundation learning, and English and mathematics provision.

### **Steve Hailstone, Senior HMI, further education and skills**

Steve is a qualified teacher and has a Master's degree in Education. Before working for Ofsted, Steve gained extensive experience of leading and managing in the further education and skills sector as a senior manager in a college and as principal of a large community learning and skills provider. He has also taught in schools and colleges. His areas of specific expertise include adult learning, initial teacher education, English for speakers of other languages, modern foreign languages, and leadership and management.

## **Maintained schools and academies**

### **Alex Thorp, HMI, maintained schools and academies**

Alex Thorp is a qualified teacher and has extensive senior leadership experience across 8 different primary schools. Her particular areas of expertise include school improvement, leadership, early years and safeguarding. Alex holds a Professional Doctorate in Education (EdD).

### **Alison Aitchison, HMI, maintained schools and academies**

Alison Aitchison has qualified teacher status, a NPQH and a Master's in Education. Before joining Ofsted, Alison was the headteacher of 2 primary schools, was an associate headteacher and worked as an education development partner for a local authority. Alison has been a local leader of education. Her particular areas of expertise are in leadership and management at all levels.

**Alison Stephenson, HMI, maintained schools and academies**

Alison Stephenson is a qualified teacher and holds the National Professional Qualification for Headship. She has extensive senior management experience as a headteacher in 3 different schools and has worked effectively to improve schools causing concern. Her specialist areas include early years and safeguarding.

**Andrea Batley, HMI, maintained schools and academies**

Andrea Batley has significant experience of raising standards in schools and working with disadvantaged pupils and pupils with special educational needs and/or disabilities. She gained extensive senior management experience as a headteacher in a range of schools and has worked as a local leader for education, a local authority consultant and as an external moderator.

**Belita Scott, Senior HMI, maintained schools and academies**

Belita Scott has considerable leadership experience in education as a headteacher of an outstanding school, as a local authority school improvement partner (including for pupil referral units) and as a member of the management committee of an outstanding provider of school-centred initial teacher training. Belita's particular areas of expertise are in school improvement, particularly in those schools facing the most challenging circumstances. She has postgraduate qualifications in international educational leadership.

**Chris Pearce, HMI, maintained schools and academies**

Chris Pearce has been headteacher of 3 primary schools across 2 local authorities and has also provided temporary leadership support for schools facing challenging circumstances. His areas of expertise include leadership and management and assessment.

**Chris Smith, HMI, maintained schools and academies**

Chris Smith is a qualified teacher and has held secondary leadership roles before working as an adviser and senior adviser in 2 local authorities. Chris worked extensively as a school improvement partner in primary, middle and secondary schools and led work to successfully remove schools from special measures. Chris has extensive inspection and improvement experience and has worked particularly closely monitoring schools giving cause for concern and schools judged to require improvement.

**Claire Brown, Senior HMI, maintained schools and academies**

Claire Brown previously held a national role within Ofsted as specialist adviser for inspection policy and quality. Claire has had teaching and leadership positions in 2 secondary schools and has been headteacher of 2 primary schools, including one judged outstanding under her leadership. She has a track record of securing rapid improvement in schools in challenging circumstances. Claire worked for a local authority as a senior inspector and led a School Direct teacher training

partnership. Claire's particular areas of expertise are leadership, early years and provision for the most able and disadvantaged pupils.

**Debbie Redshaw, Senior HMI, maintained schools and academies**

Debbie has held an Ofsted regional lead responsibility for independent schools. She is a qualified teacher and, before joining Ofsted, held various senior leadership positions in secondary education and initial teacher training. Her main responsibilities included quality assurance, leadership development and school improvement. Debbie has a Master's degree in Leadership and Management in Education and has also completed her NPQH. Her particular areas of expertise are teaching and learning, leadership development, and coaching and mentoring. Debbie has chaired school improvement meetings for a local authority and held the position of external examiner for various teacher training organisations.

**Eleanor Belfield, HMI, maintained schools and academies**

Eleanor Belfield is a qualified teacher and has a research Master's degree in Astrophysics. Before working for Ofsted, Eleanor gained significant senior leadership experience as a multi-academy trust school improvement lead. She has also held senior leadership positions in different school settings and phases, including as a specialist leader in education. Eleanor's particular areas of expertise include school improvement, leadership and STEM subjects with a focus on science.

**Gill Wild, HMI, maintained schools and academies**

Gill Wild has been a headteacher for 21 years. Gill also has extensive leadership experience in a range of primary schools securing rapid improvement in a range of contexts. Before joining Ofsted as an HMI, Gill was an Ofsted Inspector and also led Statutory Inspections of Anglican and Methodist Schools (SIAMS). Gill's particular expertise is in leadership and management, assessment, curriculum design and spiritual, moral, social and cultural (SMSC) development.

**Graham Findlay, HMI, maintained schools and academies**

Graham Findlay is a qualified teacher. Before joining Ofsted, he held senior leadership positions in a range of settings within a multi-academy trust, including the role of designated safeguarding lead. He was also seconded to support a school in special measures. Graham has particular expertise in behaviour management, safeguarding and meeting the needs of disadvantaged pupils.

**Helen Lane, Senior HMI, maintained schools and academies**

Helen Lane is a qualified teacher and has extensive senior leadership experience, including 4 years as a headteacher. She has worked both as a local authority school improvement adviser and as a science advisory teacher. Helen has particular expertise in leading inspections of schools, teacher training providers and local authority school improvement services.



### **James Duncan, HMI, maintained schools and academies**

James Duncan is a qualified teacher with experience of senior leadership. He has a Master's degree in Education and a Master's degree in Informatics. James has particular expertise in mathematics, curriculum development and initial teacher education programmes.

### **Jean Watt, HMI, maintained schools and academies**

Jean Watt is a qualified teacher with extensive leadership and management experience and has a Master's degree in Educational Leadership and Management. Jean has held various senior management roles in schools, including as headteacher of both secondary and primary schools. She has also worked as a school improvement adviser for a local authority. Her particular areas of expertise are curriculum and leadership and management.

### **Jennifer Thomas, HMI, maintained schools and academies**

Jennifer Thomas is a qualified teacher with a Master's degree in Science Education and holds the National Professional Qualification for Headteachers. Her early career began as a secondary science teacher, and she went on to set up a field study centre for an agricultural college, catering for pupils across the age ranges. Before joining Ofsted, Jenny gained extensive senior leadership experience as a deputy headteacher and headteacher in several primary schools. Jennifer also worked for several local authorities as a consultant, supporting schools in the areas of health and well-being, including PSHE and citizenship.

### **Jo Sharpe, HMI, maintained schools and academies**

Jo Sharpe is a qualified teacher and has a Master's in Education. She was previously a senior managing inspector at centre for British teachers where she gained extensive experience delivering and quality assuring the inspections of schools and children centres in the North of England. She has held the position of headteacher at 2 primary schools for pupils from birth to 11 years. Jo has extensive experience of inspecting independent schools, special schools and primary schools.

### **John Young, Senior HMI, maintained schools and academies**

John Young manages a team of HMIs. He is a qualified teacher with a Master's degree in Educational Leadership and Postgraduate Diplomas in Child Development and Psychology. John has huge experience of inspecting primary and secondary schools, local authorities, teacher education providers and pupil referral units. His particular areas of expertise are in evaluating leadership, teaching and pupils' achievement. Before joining Ofsted, John gained leadership experience as director of a specialist college, assistant headteacher and faculty leader. He was also an inclusion consultant to the Department for Education. John is responsible for the management of complaints against Ofsted, HMI team meetings and independent school inspections in the North East, Yorkshire and Humber region.

### **Kate Rowley, Senior HMI, maintained schools and academies**

Kate has 15 years of headship experience, including a role as executive headteacher before she joined Ofsted. She has supported other schools as a member of a school partnership team, working with the local authority and a teaching school alliance. Kate has extensive experience of inspecting schools and teacher education providers. Within Ofsted, she has delivered training to new and existing inspectors. She is currently the regional safeguarding lead.

### **Kirsty Godfrey, HMI, maintained schools and academies**

Kirsty is Ofsted's subject lead for early reading. She is a qualified teacher and holds a NPQH. Kirsty has worked as a headteacher and in senior leadership positions in a wide range of primary schools for over 15 years. She has also worked as an educational consultant. Kirsty's most recent post, before joining Ofsted, was as the head of primary in an all-through school. This post involved setting up the primary provision from scratch and developed her interest and expertise in early years.

### **Lee Elliott, HMI, maintained schools and academies**

Lee Elliott is a qualified teacher and previously worked as an Ofsted Inspector and headteacher. He holds a NPQH qualification and has worked in a number of senior leadership positions in a wide range of schools. He has particular expertise in leading and managing curriculum development and improving outcomes. Lee has extensive experience of designing and implementing school assessment systems and leadership of teaching and learning.

### **Malcolm Kirtley, HMI, maintained schools and academies**

Malcolm Kirtley is a qualified teacher and, before working for Ofsted, had senior management experience as a deputy headteacher in a large secondary school. His responsibilities included curriculum development, staff training and quality assurance. He also worked with individual departments to raise achievement. He has had previous experience as a head of English in 2 large secondary schools. Malcolm has worked as the general editor of an academic journal and represented English subject associations on national advisory boards.

### **Marcus Newby, HMI, maintained schools and academies**

Marcus Newby is a qualified teacher and, before working for Ofsted, gained extensive senior management experience as headteacher in 2 contrasting primary schools. He holds a NPQH. Marcus has led key areas of work, including curriculum development, and behaviour and attitudes improvement. He has worked as a school improvement partner, local authority hub lead – developing effective early help structures for families – and as chair of a local authority primary headteachers group.

### **Matthew Knox, HMI, maintained schools and academies**

Matthew Knox is a qualified teacher who has worked across a diverse range of

contexts. Before working for Ofsted, he was a headteacher and executive headteacher in 3 primary schools. As an executive headteacher and a national leader of education he has experience in supporting and improving schools in challenging circumstances, including 'stuck' schools. Matthew has also worked as the director of a teaching school alliance involving primary, secondary and special schools. He has particular expertise in curriculum design, leadership development and long-term school improvement.

#### **Matthew Vellensworth, HMI, maintained schools and academies**

Matthew Vellensworth is a qualified teacher and before joining Ofsted he held various leadership positions in secondary schools. His main responsibilities included quality assurance of teaching and learning and development of CPD programmes. Matthew also spent some time providing leadership capacity in schools in challenging circumstances. He has been a member of governing bodies at both primary and secondary level, including acting as vice chair of governors at a primary school. He has also worked with universities to support initial teacher training and has experience in the development of coaching and mentoring programmes.

#### **Michael Reeves, HMI, maintained schools and academies**

Michael Reeves has been a headteacher of 2 primary schools and worked as a lead headteacher to support schools causing concern. Michael has extensive experience of working in local authorities as a school improvement partner in primary and secondary schools. Michael has facilitated leadership programmes for the national college for teaching and leadership. He also held regional leadership roles for the national strategies and an educational charity.

#### **Michael Wardle, HMI, maintained schools and academies**

Michael Wardle is a qualified teacher and has held senior positions in schools, working in both primary and secondary settings. He has experience working as a national leader of education and as headteacher of a large 11–18 school. Previously, he was senior leader in a federation of 3 schools (primary, secondary and special). Michael has particular experience in managing curriculum development and implementing quality assurance systems. He was a specialist subject advisor in a local authority, and has written both text books and papers for language subject associations. Michael has particular experience in managing curriculum development and implementing quality assurance systems.

Michael has a wide range of inspection experience, including in specialist settings and area SEND inspections. He is also Ofsted's subject lead for languages. He has previously worked for the national centre for languages, delivering training and writing national materials.

#### **Michele Costello, HMI, maintained schools and academies**

Michele Costello has extensive senior leadership experience in a range of schools. Before joining Ofsted, Michele was a headteacher. Her particular areas

of expertise are quality assurance, curriculum design, leadership and management, and history.

### **Patricia Head, HMI, maintained schools and academies**

Patricia Head is a qualified teacher. Before joining Ofsted, Patricia gained extensive senior leadership experience as headteacher of a mainstream secondary school and a specialist provision for children and young people with social, emotional and mental health needs. Patricia has worked as a local authority adviser for teaching and learning, a consultant headteacher for school improvement and a virtual school headteacher for children and young people in care. Patricia's areas of expertise are in English and the provision for children and young people with SEND.

### **Richard Jones, HMI, maintained schools and academies**

Richard Jones is a qualified teacher and, before working for Ofsted, he gained extensive experience in senior leadership in large secondary schools. His responsibilities included quality assurance and school improvement and, as a specialist leader in education, he provided school to school support training.

### **Sarah Hubbard, HMI, maintained schools and academies**

Sarah Hubbard is Ofsted's subject lead for English and drama. As a subject lead, she is a member of Ofsted's curriculum unit and participated in all 3 phases of the curriculum research that fed into the Education Inspection Framework (EIF). Her inspection experience includes, primary, secondary, special and independent schools, and Initial Teacher Education. Sarah has monitored special measures and requires improvement schools.

A qualified teacher, Sarah has significant experience in school leadership. Her post-graduate studies include school improvement and leadership, including the NPQH. Sarah was previously a specialist leader in education (English), has led English improvement projects across a large cluster of secondary and primary schools and has delivered English training for national organisations.

### **Steve Shaw, HMI, maintained schools and academies**

Before joining Ofsted, Steve held significant leadership posts across 4 schools, including assistant headteacher, deputy headteacher and headteacher of an 11–18 secondary school. He holds professional and postgraduate qualifications in leadership and education. Steve's particular areas of expertise include leadership and management, curriculum development, quality assurance and English.

### **Steve Wren, HMI, maintained schools and academies**

Steve Wren is Ofsted's subject lead for mathematics. He is a qualified teacher with extensive secondary school leadership experience, and most recently was director of key stage 3 in a large comprehensive school. As a specialist leader of education he supported schools with subject leadership, assessment and school

improvement. Steve is part of the curriculum unit and has been a subject leader in 2 large secondary schools. He has lectured on initial teacher training programmes and, as a county mathematics consultant, supported the work and development of provision across a diverse range of schools.

### **Suzanne Dunn, Senior HMI, maintained schools and academies**

Suzanne is a qualified teacher and, before joining Ofsted, Suzanne was the headteacher of 3 primary schools. Suzanne has also held the position of national lead for religious education within Ofsted. She led schools that have secured rapid school improvement in challenging circumstances. Suzanne spent a year seconded as assistant director of education for 2 Church of England dioceses, leading on school improvement. Suzanne leads all types of school inspections, including initial teacher education.

### **Tim Jenner, HMI, maintained schools and academies**

Tim Jenner is Ofsted's subject lead for history. He is a qualified teacher and, prior to working for Ofsted, gained extensive experience in subject and school leadership roles in comprehensive schools. He has worked as a local authority hub lead, and regularly written and presented on history education.

### **Tim Scargill-Knight, HMI, maintained schools and academies**

Tim Scargill-Knight is a qualified teacher, holding a Bachelor of Education, qualified teacher status and a NPQH. Before working for Ofsted, Tim was headteacher of 2 primary schools, one with a specialist provision for pupils with complex communication and interaction needs. He has also been a leading mathematics teacher, working across a local authority to improve the teaching of mathematics. Tim's particular areas of expertise include English, mathematics, inclusion and leadership development.

### **Tracey Ralph, HMI, maintained schools and academies**

Tracey is a qualified teacher and has been a headteacher in 3 different schools across 2 local authorities. Before joining Ofsted, Tracey also worked as an accredited school improvement partner, pupil premium reviewer and local leader of education in the maintained, academy and voluntary aided sectors. Tracey has a particular interest in improving outcomes for disadvantaged learners and in working with schools causing concern. Her specialist areas include English, assessment and the curriculum.

### **Zoe Lightfoot, HMI, maintained schools and academies**

Zoe Lightfoot is a qualified teacher with leadership experience in the maintained, academy and voluntary aided sectors. She has a track record of securing rapid school improvement in challenging circumstances. Before joining Ofsted, Zoe was a leading headteacher, supporting curriculum development within a large multi-academy trust. She also worked as a pupil premium reviewer. Zoe has worked with a national professional qualification provider, facilitating training in

middle and senior leadership, as well as headship. Zoe has a particular interest in improving outcomes for disadvantaged learners.

## **North West**

### **Children's social care**

#### **Jansy Kelly, Senior HMI, children's social care**

Jansy Kelly is a qualified social worker, and holds an MSc in Management. She has a background in the delivery of services to children who are looked after, care leavers and children with disabilities. She has worked with a number of local authorities, providing interim management, performance improvement and pre- and post-inspection intervention and support. Her key areas of interest are statutory child protection services, provision of early help, quality assurance and change management. Jansy is an assistant regional director for the North West

#### **Kathryn Grindrod, HMI, children's social care**

Kathryn is a qualified and registered social worker with Social Work England. Before working for Ofsted, she gained extensive experience as a social worker and manager in local authority children's services. Kathryn has also managed a Local Safeguarding Children Board and, more recently, held a senior role for an independent fostering agency, where her responsibilities included oversight of quality assurance and safeguarding.

#### **Lisa Summers, HMI, children's social care**

Lisa Summers has a Bachelor of Science (Honours) degree in Criminology and a Diploma in Social Work. Before joining Ofsted, Lisa acquired a wide range of experience working as a head of service in local authority settings, specifically within children's safeguarding and adult safeguarding. Lisa also has experience as a juvenile justice social worker and performance manager. She developed an intensive supervision and surveillance programme pilot and managed the service in collaboration across 5 local authorities. She project managed the development of a multi-agency safeguarding hub. Lisa is a registered social worker.

#### **Lisa Walsh, HMI, children's social care**

Lisa Walsh is a registered social worker. She has extensive senior management and leadership experience in a range of roles in local authority children's services. These include a multi-agency safeguarding hub, the assessment of children in need and child protection, children looked after, care proceedings and permanence. Lisa was the local authority lead for a regional adoption agency.

### **Lorna Schlechte, HMI, children's social care**

Lorna Schlechte is a qualified social worker and has extensive experience in a number of Merseyside and Greater Manchester local authorities in the field of child protection, safeguarding and children in care. During this time, Lorna held a range of senior managerial positions within children's social care in relation to children in care, safeguarding and Local Safeguarding Children Board work. Lorna led on a project in relation to pre-proceedings work in the region and has acted as adoption agency decision-maker, principal social worker and chair of a Local Safeguarding Children Board's serious case review group before joining Ofsted.

### **Mandy Nightingale, HMI, children's social care**

Mandy Nightingale is a qualified and registered social worker with Social Work England. She has several years' experience in local authority statutory children and family social work where she lead a variety of social work services. She has particular interest in social work practice and the voice of the child and how these are evidenced to inform decision making. Mandy's most recent experience has been in practice development and how organisations embrace a learning culture.

### **Paula Thomson-Jones, HMI, children's social care**

Paula Thomson-Jones is a qualified social worker and, before working for Ofsted, held a range of social work and management positions building extensive experience in local authority children's services. This included extensive experience of managing fostering and adoption services in addition to teams carrying out care proceedings. As head of service, she managed child in need, child protection and pre-proceedings work including services for children with disabilities. This role also involved significant work with partners as part of the local safeguarding board, acting as principal social worker for the local authority and involvement in regional development and improvement work.

### **Sarah Urding, Senior HMI, children's social care**

Sarah Urding has held a range of positions within the local authority and the voluntary sector. She has direct experience of working within, managing and strategically planning fostering, family assessment and residential child care services, carrying out a wide range of local authority and regulatory inspections. Sarah has a Diploma in Social Work and BA Honours degree in Sociology and Social Anthropology. She is registered with the Health and Care Professionals Council.

## **Early years and childcare**

### **Elaine White, Senior HMI, early years and childcare**

Elaine White is the early years lead in the North West region. Elaine is a qualified social worker and specialised in children services management and safeguarding

work. Elaine also holds a degree in social administration, and a Master's degree in Public Service Management. Elaine has experience of working in primary schools in West Yorkshire, and considerable experience of senior leadership in social work management, and early years workforce planning and service delivery in the Midlands. Elaine manages the early years inspection and regulatory inspector teams in the North West.

## **Further education and skills**

### **Alastair Mollon, HMI, further education and skills**

Alastair Mollon has extensive experience in further education and skills in roles such as assistant principal, manager and teacher. Before working as an HMI, he was an Ofsted Inspector. He is qualified to teach in further education and has a Postgraduate Certificate in Management (Education). He has experience of teaching and learning, and quality roles with specific expertise in modern foreign languages, physical education and sport, and leadership and management.

### **Alison Humphreys, HMI, further education and skills**

Alison Humphreys is a qualified teacher in the FE and schools sector with subject specialisms in business and teacher education. Before joining Ofsted, Alison gained senior management experience as head of quality, teaching, learning and assessment, e-learning and Higher Education in the further education sector. She has extensive experience in leading and managing quality improvement strategies, including the performance management of teaching, learning and assessment curriculum design and delivery. She has management and senior management experience across adult education, apprenticeships, traineeships, 14 to 19 education and higher education within general further education colleges.

### **Alex Lang, HMI, further education and skills**

Alex Lang has degree and postgraduate qualifications in management, teaching, education, careers education and guidance, psychotherapy and counselling, child development, and child psychology. Before joining Ofsted, Alex has held senior roles in quality and curriculum in further education, higher education and in the independent learning sector. She has experience in leading and managing quality improvement strategies, including the performance management of teaching, learning and assessment, curriculum design and delivery.

### **Alison Cameron-Brandwood, HMI, further education and skills**

Alison Cameron-Brandwood is a qualified teacher and has a Bachelor of Arts Honours degree in Education and Professional Studies. She has taught in a range of education settings and has held curriculum management and senior management positions in general further education colleges. Before joining Ofsted, Alison was assistant principal in a general further education college with a



key focus on the academic and vocational curriculum and university provision, including initial teacher education. She has wide-ranging experience in leading and managing quality improvement strategies, including the performance management of teaching, learning and assessment, curriculum design and delivery.

#### **Andrea Machell, HMI, further education and skills**

Before becoming an HMI, Andrea was an additional inspector. She is a qualified teacher and has a Higher National Diploma in Hotel Management and a Postgraduate Diploma in Educational Management. Andrea also has completed a centre of excellence in leadership course. She taught in a range of further education settings and has held curriculum management and senior management positions in general further education colleges, which included work-based learning and adult and community provision. Before joining Ofsted, Andrea was the deputy principal of a large general further education college delivering a wide range of provision including study programmes, adult learning programmes and apprenticeships. She has experience in leading and managing quality improvement strategies, including the performance management of teaching, learning and assessment, curriculum design and delivery.

#### **Anita Pyrkotsch-Jones, HMI, further education and skills**

Anita Pyrkotsch-Jones is a qualified teacher, has a Bachelor of Arts (Honours) degree in Education and Community studies, a Master of Arts in Education Leadership and Management and is currently working towards a Professional Doctorate in Education. She has particular expertise in health and social care and early years and has experience of leading inspections in the further education and skills sector. Before working for Ofsted, Anita gained management and senior management experience in colleges and independent learning providers. Her responsibilities included oversight of provision, quality assurance and quality improvement, contract management and training. She has worked with government departments and government-funded organisations in improving standards within further education and skills and implementing government policy.

#### **Bev Barlow, Senior HMI, further education and skills**

Before joining Ofsted, Bev was a senior manager in a college. Bev is a qualified teacher, with postgraduate qualifications in education management. She has taught in schools and colleges and held various management roles, including 5 years as a deputy principal. Bev was a senior examiner for GCSE Business Studies and A-level Economics and made significant contributions to the national development of academic and vocational qualifications. Her specialist areas are in business, quality assurance and performance management. Bev manages a team of HMIs, oversees improvement work in the North West and leads college inspections. She has led a national business survey, quality assures inspections and contributes to new inspection frameworks and inspector training.

#### **Kim Bleasdale, HMI, further education and skills**

Kim Bleasdale is a qualified teacher and holds a Master's degree in Education.

She gained extensive senior management experience as head of curriculum in an independent learning provider. Kim is experienced in managing the performance of apprenticeships and implementing quality processes and improvement strategies. Her area of experience is within apprenticeship delivery across a range of sectors which include leadership and management, business administration, customer service, childcare, supporting teaching and learning in schools and health and social care. She also has experience with engineering disciplines such as fabrication and welding, electrical and mechanical.

#### **Paul Cocker, Senior HMI, further education and skills**

Paul Cocker is a qualified teacher and has a Master of Arts in Educational Management. He has taught in a range of further education settings and has held curriculum management and senior management positions in general further education colleges and work-based learning providers. Before joining Ofsted, Paul was the deputy chief executive of a very large training provider delivering a wide range of apprenticeships. He has extensive experience in leading and managing quality improvement strategies, including the performance management of teaching, learning and assessment, curriculum design and change management. Paul has led on national research in the area of apprenticeship funding and policy and has extensive experience in the use information and learning technologies. He has particular expertise of leading inspections of regional and national independent learning providers.

#### **Ruth Stammers, HMI, further education and skills**

Before working for Ofsted, Ruth Stammers gained extensive senior management experience in large general further education colleges with a particular specialism in construction. Her responsibilities included development of curriculum for adults, young people and apprenticeship provision, quality assurance, stakeholder engagement and collaboration with the community. She has worked as an external verifier, lead on teacher regional improvement projects and as a consultation panel member for the Department for Education's implementation of T Level qualifications.

#### **Suzanne Horner, HMI, further education and skills**

Suzanne Horner is a qualified teacher. Before joining Ofsted, she worked in further education and land-based colleges. She has held senior roles with responsibility for quality assurance, implementation of change and management of curriculum provision. Her specialisms include apprenticeships across multiple subject areas such as hospitality, business and higher education in further education.

#### **Suzanne Wainwright, HMI, further education and skills**

Suzanne Wainwright has built extensive experience throughout her career in further education and skills. She is a qualified teacher in post-16 education and training and has an Honours degree in Languages and Business Studies, together with postgraduate qualifications in education and training management, and law.

She has considerable senior management experience in both further education and the private sector, including vice principal at 2 general further education colleges, responsible for quality and curriculum, and senior designated officer for safeguarding. Suzanne led community learning and skills provision in a local authority, successfully established apprenticeship and work-based learning provision in further education colleges and had responsibility for early years nursery provision in 2 colleges.

## **Maintained schools and academies**

### **Adam Sproston, HMI, maintained schools and academies**

Adam Sproston is a qualified teacher and has taught across the full primary age range. He has completed the National Professional Qualification for Headship and holds the National Award for Special Educational Needs Co-ordination. Before joining Ofsted, Adam gained extensive senior leadership experience in primary schools, including specialist resource base provision. He has also worked at local authority level in both Early Years and special educational needs and/or disabilities development. He has particular expertise in geography, design and technology and special educational needs.

### **Ahmed Marikar, HMI, maintained schools and academies**

Ahmed Marikar is a qualified science teacher and has taught across the full secondary age range. Ahmed has a range of senior leadership experience in independent and secondary schools, including 2 all-through schools. Before working for Ofsted, he was also an Ofsted Inspector and school governor. Ahmed holds a NPQH and an MA in Educational Leadership. Ahmed inspects a range of provisions including primary, secondary, special and independent schools. He also inspects initial teacher education partnerships and multi-academy trusts. Ahmed has particular expertise in curriculum, school leadership and science.

### **Alyson Middlemass, HMI, maintained schools and academies**

Before working for Ofsted, Alyson Middlemass gained extensive senior leadership experience across several educational organisations. She was a principal and executive principal of 2 schools in challenging circumstances and now inspects a range of provisions, including primary and secondary schools. Her area of experience is within leadership, curriculum, teaching and learning and science.

### **Amanda Stringer, HMI, maintained schools and academies**

Amanda Stringer is a qualified teacher and has extensive experience of working in primary schools, as a teacher, senior leader and headteacher. Before joining Ofsted, she was a local leader in education and an adviser for early years. She has particular expertise in early years, leadership and management.

### **Claire Cropper HMI, maintained schools and academies**

Claire Cropper has extensive teaching and senior management experience as a teacher and a head teacher. She has particular expertise in special educational needs and disabilities and has worked in a range of primary schools. She has led the full range of the primary curriculum across key stages 1, 2 and the foundation stage.

### **Eileen Mulgrew, Senior HMI, maintained schools and academies**

Eileen Mulgrew is a qualified teacher with considerable experience as a headteacher in 3 primary schools and support in schools causing concern. She holds a NPQH and has completed postgraduate studies in languages across the curriculum and advanced study in education. She has assessed schools for the Basic Skills Quality Mark and has assessed candidates for the NPQH. She has extensive experience of leading maintained school, initial teacher education and independent school inspections. Eileen assures the quality of inspections and reports, leads inspector training and mentors inspectors. She is the North West lead for early years and independent schools. Her particular areas of expertise include the primary phase, including early years, leadership and management, and behaviour and bullying.

### **Elizabeth Stevens, HMI, maintained schools and academies**

Elizabeth Stevens has been headteacher in several primary schools in Lancashire and a senior leader in an independent school. Her particular areas of expertise are SEN, religious education and English. As well as a Master's degree in Education, she holds a NPQH, a Postgraduate Diploma in Special Educational Needs Coordination and a Postgraduate Diploma in English Language and Literacy. Elizabeth regularly leads inspections in primary schools.

### **Emma Gregory, Senior HMI, maintained schools and academies**

Emma Gregory is a qualified teacher and has considerable experience of teaching mathematics in the secondary sector. Before working for Ofsted, Emma gained extensive senior leadership experience teaching in a number of local authorities in the north of England. She has supported several schools in challenging circumstances, both as an advanced skills teacher and as a specialist leader of education. Emma inspects a range of provisions including primary, secondary, special and independent schools. Her particular areas of interest and expertise are mathematics, curriculum and school improvement.

### **Gary Bevin HMI, maintained schools and academies**

Gary Bevin is a qualified teacher and holds the NPQH and an MA in educational leadership and management. He has extensive experience in senior leadership roles in a number of schools and local authorities. Before joining Ofsted, he was the headteacher of a large primary school. He has previously inspected as both an additional inspector and as an Ofsted Inspector. Gary's key areas of expertise are school leadership, the curriculum, and assessment.

### **Garry White, HMI, maintained schools and academies**

Garry White is a qualified teacher and holds a Master's degree in Education Leadership. Before joining Ofsted, Garry served as the headteacher of an infant school and 2 primary schools in Yorkshire. His specialist expertise is in school improvement and leadership development. Garry led the NPQH and other national leadership programmes for experienced headteachers across the north of England for over 5 years. More recently, he has worked in a local authority as a senior school effectiveness adviser. He has an interest in school governance and has chaired the board of trustees of a multi-academy trust.

### **Ian Hardman, Senior HMI, maintained schools and academies**

Ian Hardman is a qualified teacher and, before working for Ofsted, built extensive experience as a headteacher in 2 different primary schools. Ian inspects primary, independent and special schools and has led multiple area SEND inspections. He has a particular interest in the provision for children in care and works closely with the school policy team for this remit. He has completed enhanced SEND training.

### **Jackie Stillings, HMI, maintained schools and academies**

Jackie Stillings is a qualified teacher and holds the National Professional Qualification for Headship. Before joining Ofsted, she gained extensive experience as a senior leader and headteacher across a range of primary schools and local authorities. Jackie has also served as an executive headteacher and a local leader of education, supporting and leading improvement in a number of schools. Her subject specialisms and areas of particular interest are English and history.

### **James Duncan, HMI, maintained schools and academies**

James Duncan is a qualified teacher with experience of senior leadership. He has Master's degrees in Education and in Informatics. James has particular expertise in mathematics, curriculum development and initial teacher education programmes.

### **Janette Walker, HMI, maintained schools and academies**

Janette Walker is a qualified teacher with extensive leadership experience. Before joining Ofsted, she was the headteacher of an inner-city primary school and held senior leadership positions in several different schools. She has expertise in improving the quality of teaching and assessment, curriculum development and overall school improvement. She has particular curricular interests in English, science, history and the arts.

### **Jo Olsson, Senior HMI, maintained schools and academies**

Jo Olsson is a qualified teacher and regularly leads on school inspections. She also inspects initial teacher training providers and local authority school improvement services. Before joining Ofsted, Jo held senior management positions in a number of primary schools and in a local authority. Jo was seconded

from the local authority to act as temporary headteacher in a school requiring special measures. She has been a subject adviser for science and a school improvement partner. Jo was also the lead officer for school improvement and schools causing concern.

### **John Donald, HMI, maintained schools and academies**

John Donald inspects a range of provisions including primary, secondary, special and independent schools. Before working for Ofsted, he gained extensive senior leadership experience teaching in a number of local authorities in the north of England. John was the deputy headteacher of 2 outstanding primary schools in the North West and was also the headteacher of a large primary school and nursery. He also holds a NPQH.

### **John Nixon, HMI, maintained schools and academies**

John Nixon is Ofsted's national lead for computing and online safety. He is a qualified teacher and before working for Ofsted, he gained extensive senior management experience as a primary school deputy headteacher and headteacher and as a local authority adviser. John has significant experience of leading school improvement in all phases, from early years to secondary, including supporting schools causing concern. He has been involved with international teaching and learning projects with authorities and schools in East Asia. John has particular expertise in leadership and management, 'resilience and security' and computing. John inspects maintained schools and non-association independent schools, initial teacher training establishments, local authority school improvement services and multi-academy trusts.

### **John Tomlinson, HMI, maintained schools and academies**

John Tomlinson has extensive leadership experience of primary schools. He has been the headteacher of 3 primary schools as well as providing leadership support for a number of schools on behalf of the local authority. Before working for Ofsted he was a serving headteacher and sat on the advisory board for a teacher training provider.

### **Jonathan Smart, Senior HMI, maintained schools and academies**

Jonathan Smart is assistant regional director for the North West and a member of the quality assurance team. He inspects a range of provision, including primary, secondary, special and independent schools and also regularly leads initial teacher education inspections. Before working for Ofsted, he gained extensive senior leadership experience across a number of educational organisations and also had experience working outside of education. Jonathan was a headteacher and executive headteacher of 2 schools in challenging circumstances. He has particular expertise in leadership, curriculum, and teaching and learning.

### **Julie Barlow, HMI, maintained schools and academies**

Julie Barlow has extensive teaching and senior leadership experience. Julie holds

a B.Ed. (Hons) in Primary Education, an MA in Early Years and holds a NPQH. She has considerable senior leadership experience as deputy headteacher and headteacher in primary education. Julie has particular expertise in early years, English, assessment and school improvement.

### **Linda Emmett, HMI, maintained schools and academies**

Linda Emmett is a qualified teacher and has extensive senior leadership experience in secondary schools. She holds the National Professional Qualification for Headship. Linda has experience working as a specialist leader in education (SLE) and has provided support to several secondary schools. Linda has particular expertise in leadership, school improvement and modern foreign languages.

### **Mavis Smith, HMI, maintained schools and academies**

Mavis Smith is a qualified teacher and holds the National Professional Qualification for Headship. Before working for Ofsted, she gained extensive school leadership experience in a range of primary and nursery schools, including as a headteacher and deputy headteacher. She was a national leader of education (NLE) and led a teaching school. Mavis has also worked as a local authority school improvement adviser and as a local authority early years lead officer.

### **Mark Quinn, HMI, maintained schools and academies**

Mark Quinn has previously inspected in primary schools as an additional inspector and an Ofsted Inspector. He has extensive experience in school improvement, including work as a local authority leading consultant responsible for improving children's knowledge, skills and understanding in English and mathematics. He gained substantial senior leadership experience as a deputy headteacher and a headteacher in a primary school. Mark's particular areas of expertise are in English, mathematics and religious education.

### **Matthew Vellensworth, HMI, maintained schools and academies**

Matthew Vellensworth is a qualified teacher and, before joining Ofsted he held various leadership positions in secondary schools. His main responsibilities included quality assurance of teaching and learning and development of CPD programmes. Matthew also spent some time providing leadership capacity in schools in challenging circumstances. He has been a member of governing bodies at both primary and secondary level, including acting as vice chair of governors at a primary school. He has also worked with universities to support initial teacher training and has experience in the development of coaching and mentoring programmes.

### **Michael Pennington, HMI, maintained schools and academies**

Michael Pennington is a qualified teacher with specialism in mathematics. He inspects a wide range of settings, including primary, secondary and independent schools. Before working for Ofsted, Michael gained extensive experience as a

senior leader in secondary schools and most recently was the headteacher of an 11-18 secondary school.

### **Naomi Taylor, HMI, maintained schools and academies**

Naomi Taylor is a qualified teacher and holds Master's degrees in Business Administration and Music Education. She has particular experience in educational leadership and school improvement across England and overseas. Naomi has held senior roles in a wide range of educational settings including initial teacher education. As a partnership manager for a consortium of schools, she has led curriculum change in primary, secondary and further education. Naomi currently leads section 5 and section 8 inspections in primary schools.

### **Paul Tomkow, HMI, maintained schools and academies**

Paul Tomkow has extensive experience as a teacher, in both the primary and secondary sectors. He has considerable experience as a headteacher of 2 large primary schools. Before joining Ofsted, he was the senior adviser in a local authority and had significant experience working with schools causing concern. Paul regularly leads on school inspections and also inspects initial teacher training providers. He has an MA in Education and Social Studies.

### **Pippa Jackson Maitland, HMI, maintained schools and academies**

Pippa Jackson Maitland is a qualified teacher. Before working for Ofsted, she gained extensive leadership experience across all phases - as a headteacher in a primary school, school improvement partner, local authority adviser, regional adviser for behaviour and attendance, and senior adviser at national level for improving outcomes for disadvantaged pupils. Pippa has written and facilitated modules for the NPQH and National Professional Qualification for Senior Leadership programmes. She holds a NPQH and has completed postgraduate studies in teaching and learning and school inspection. Pippa has also been responsible for a number of pupil referral units. She has particular areas of expertise leading inspections of schools and pupil referral units and works as a local authority link HMI.

### **Rachel Goodwin, HMI, maintained schools and academies**

Rachel Goodwin is a qualified English teacher and has extensive teaching and senior leadership experience in a range of schools. Rachel has particular expertise in teaching and learning, curriculum and leadership. Before working for Ofsted, Rachel gained significant school improvement and leadership experience across all phases as an independent school improvement consultant. More recently she was as a senior school improvement officer for a local authority. Rachel inspects a range of provisions, including primary, secondary, special and independent schools.

### **Sheila Iwaskow, HMI, maintained schools and academies**

Sheila Iwaskow is a qualified teacher, holds a postgraduate qualification in



teaching studies and has held senior leadership posts in schools and children's centres. Sheila previously worked as a senior managing inspector for the north regional inspection services and has considerable experience in leading inspections of regulated early years provision, nursery and primary schools.

### **Simon Hunter, HMI, maintained schools and academies**

Simon Hunter is a qualified teacher and has extensive experience of working in primary schools as a teacher and senior leader. Before joining Ofsted, he was a headteacher in a primary school. He holds a NPQH and has particular expertise in leadership and management, safeguarding, assessment and school improvement. Simon has also completed enhanced SEND training.

### **Steve Bentham, HMI, maintained schools and academies**

Steve Bentham inspects a range of provision, including primary, special and independent schools. He is trained to lead initial teacher education inspections. Before working for Ofsted, he gained extensive senior leadership experience as a headteacher of 3 schools in contrasting locations. Steve has completed the enhanced SEND inspection training and has particular expertise in data and assessment, SEND and school leadership and management.

### **Sue Eastwood, HMI, maintained schools and academies**

Sue Eastwood is a qualified teacher and has a Master's degree in Education Management. She has particular experience in educational leadership and school improvement. Before joining Ofsted, she was a head of schools in a North West local authority and has extensive experience as a senior officer in school improvement and inclusion. Before this, Sue was a headteacher and senior leader in primary schools. Sue has experience in working with primary, secondary and special school settings.

### **Tim Vaughan, HMI, maintained schools and academies**

Tim Vaughan holds qualified teacher status and previously worked in leadership roles in maintained nursery schools, primary schools and children's centres. He held a senior role for a local authority and worked as an adviser for the Department for Education. He has extensive experience of inspection, investigation and survey work across nursery, infant and primary schools, children's centres, teacher training and early years. Tim contributes to the training of inspectors. Tim holds a B.Ed. (Hons) degree and a Master's degree in Early Childhood Education with Care. He is qualified at level 7 in investigative practice. Tim qualified as a headteacher and is trained in leadership development. He has advised nationally on this topic and has taught about leadership at postgraduate level.

## **South East**

## **Children's social care**

### **Alexander Dignan, HMI, children's social care**

Alexander Dignan holds a degree in social work and a Master's degree in Public Sector Leadership. He has particular expertise in quality assurance and has worked as a social worker, team manager, service manager, head of service, child protection conference chair, independent reviewing officer, children's guardian, independent social worker and trainer. Before joining Ofsted, he was an assistant director at Cafcass. He oversaw services across a large geographical region of England, alongside holding strategic national responsibilities. Alexander also has experience of coaching and training leaders of social care services. He worked in partnership with the Foreign and Commonwealth Office in providing safeguarding advice to governments abroad and coaching international leaders.

### **Amanda Maxwell, HMI, children's social care**

Amanda Maxwell is a qualified social worker and is registered with Social Work England. She previously worked in a local authority as team manager of a large multi-disciplinary statutory social work team. She has many years of specialist experience of working with disabled children and their families. She has been a practice teacher and assessor and a facilitator of specialist training. Before statutory social work, she worked in a variety of residential care settings. Amanda has extensive experience of inspection of regulated provision for children and young people.

### **Caroline Walsh, Senior HMI, children's social care**

Caroline is a registered and qualified social worker and has a Master's degree in Applied Social Studies. She has extensive inspection experience of local authorities including joint targeted area inspections. Before joining Ofsted, she gained social work experience in a range of local authority and health settings. Caroline has extensive experience working as a senior leader. She has led services in fostering, adoption, health visiting and school nursing. Caroline has particular expertise in service improvement and the commissioning of family services. Caroline held a public appointment for several years working as a non-executive director in an acute health trust.

### **Maire Atherton, HMI, children's social care**

Maire Atherton is currently participating in Ofsted's Talent Management HMI Programme. Maire is a qualified social worker, registered with the Health and Care Professions Council. She holds a Certificate of Qualification in Social Work and a BA Honours degree in Psychology. Maire has extensive experience of inspecting regulated services, including local authority fostering services and private fostering arrangements, independent fostering agencies, children's homes, residential family centres, boarding and residential special schools. In addition, she has held a management role within Ofsted as a senior practitioner alongside inspection activities.

### **Nick Stacey, HMI, children's social care**

Nick Stacey has a Master's in Social Work and Social Policy, a Diploma in Social Administration and a degree in Modern History and Politics. He is a qualified and registered social worker. Before joining Ofsted, he gained extensive senior management and quality assurance experience in local authorities. Nick worked for 2 prominent national children's charities, an independent fostering agency and as a strategic children's commissioner. He has led a number of local authority inspections, as strand lead and deputy lead, and inspects secure training centres. He is the regional champion for exploited children.

### **Nicola Bennett, Senior HMI, children's social care**

Nicola is a qualified social worker and holds a Bachelor of Social Work – advanced award in social work and management qualification. Nicola has significant experience as a practitioner and senior manager in local authority social care safeguarding, child protection and looked after services both in England and overseas. Other relevant management and operational experience includes allegations management, safeguarding in education, Local Safeguarding Children Boards and conference and reviewing services. Nicola is registered with Social Care England.

### **Tracey Scott, HMI, children's social care**

Tracey is a qualified social worker with a Master's degree and Diploma in social work, and a postgraduate management qualification. Before joining Ofsted, she worked within local authority children's services, including child protection and quality assurance roles, with several years as a senior leader within children's social care. Tracey's particular areas of expertise and interest include managing the 'front door', child protection, services for children in need and on the edge of care, Public Law Outline and practice improvement. Tracey is registered with the Health and Care Professions Council.

## **Early years and childcare**

### **Jude Sanders, Senior HMI, early years and childcare**

Jude Sanders is a qualified teacher. Before working for Ofsted, she gained management experience as a senior local authority advisor for early years and primary schools. In this role, she worked closely with individual departments and providers to raise achievement. She has also worked as a regulatory inspector and senior officer for Ofsted.

## **Further education and skills**

### **Andy Fitt, HMI, further education and skills**

Andy Fitt has qualified teacher status and, before joining Ofsted, was assistant principal at a sixth-form college with responsibility for curriculum and quality. He has worked within the post-16 sector for many years, starting as a lecturer in music and performing arts and progressing to head of department and faculty head before being appointed as assistant principal. Before that, he taught music in the school sector. Andy also has extensive experience working with and supporting trainee and newly qualified teachers.

### **Ann Monaghan, HMI, further education and skills**

Ann has qualified teacher status and holds a Master's degree in Education. Before becoming an HMI with Ofsted, Ann was an Ofsted Inspector for 10 years with experience of inspecting across a broad range of providers. At the same time, she was the vice principal of a large general further education college with specific responsibility for curriculum and quality across all types of provision from pre-entry to higher education. As part of the college's executive team, she held particular responsibilities as the senior strategic lead for safeguarding, teacher training provision, additional learning support, English, mathematics, equality and diversity. Ann's first degree is in government and politics. She has many years' experience of teaching this subject and other related social sciences before taking on leadership and management responsibilities within different colleges.

### **Carolyn Brownsea, HMI, further education and skills**

Carolyn Brownsea is a qualified teacher (learning and skills) and holds a BSc in Education and Training. Following a career in manufacturing and the aerospace industries, she gained wide experience in the further education and skills sector. Carolyn has taught in further education and has extensive management experience in delivering adult, work-based and community learning. She has successfully established and managed various government employment and training programmes. She has particular expertise in inspections of learning and skills, including work-based and adult learning, initial teacher education and information, advice and guidance.

### **Emma Barrett-Peel, HMI, further education and skills**

Emma Barrett-Peel has a Certificate in Education and a level 5 Diploma in Leadership and Management. She has spent her career in independent learning providers and held senior roles in not-for-profit and commercial organisations. Emma is a qualified assessor and quality assurer with experience in adult education, traineeships and study programmes with her key area of expertise being apprenticeships. Her specialisms include retail, sales, hairdressing, customer service, business administration, functional skills, and leadership and management. Emma also sat on various provider readiness and trailblazer groups to support the development of new apprenticeship standards.

### **Emma Leavey, HMI, further education and skills**

Emma Leavey has qualified teacher status in post-16 education and is a qualified

assessor. Before working for Ofsted, Emma worked in both an independent learning provider and a national adult and community learning service. She gained experience in a variety of curriculum and senior management roles and her responsibilities included engagement, quality assurance and improvement, staff training and contract management. Emma's specialisms are in English for speakers of other languages (ESOL) and English.

### **Daniel Beale, HMI, further education and skills**

Daniel Beale is a qualified teacher. Before working for Ofsted he was an experienced senior leader in a general further education (GFE) college. As vice principal for students, learning and quality, he was responsible for the student experience and was the designated safeguarding lead. In addition, he was responsible for quality and student outcomes across all provision types. Daniel has led both curriculum and business support and led on 2 mergers to align culture, practice and policy. He has many years' experience delivering the PGCE for post-16 education and worked as an educational consultant raising standards of pedagogical practice across the sector.

### **Judy Lye-Forster, HMI, further education and skills**

Judy holds a PGCE with qualified teacher status and a Master's degree. She holds a Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia). Before working for Ofsted Judy was a teacher and lecturer, head of faculty and senior post holder in a further education college with responsibility for quality, performance and student experience, including safeguarding. Her specialism is the creative industries. She is highly experienced within the creative industries and continues to be an active practitioner. Judy inspects a variety of further education and skills providers.

### **Kate Hill, HMI, further education and skills**

Kate is a qualified teacher and holds a Master's degree in Education. Before working for Ofsted, she worked as a senior manager in a tertiary college and was responsible for the quality of teaching and learning, mathematics and English, additional learner support, equality and diversity, Prevent, and student experience. Kate's specialisms include health and social care and early years following a career as a registered nurse in the NHS and private practice. She has been a senior manager in health and social care, initial teacher training and business studies courses.

### **Montserrat Pérez-Parent, HMI, further education and skills**

Montserrat Pérez-Parent is a qualified further education teacher and holds a Master's in Linguistics. Before working for Ofsted, Montserrat gained experience in various curriculum and senior management roles in adult and community learning and, more recently, in offender learning. Her responsibilities included oversight of provision, quality assurance and quality improvement, performance management, contract management and training. She was also an external verifier for a number of awarding bodies and has worked for universities as a lecturer and

researcher.

### **Peter Cox, HMI, further education and skills**

Peter Cox is a qualified and experienced teacher and, before working for Ofsted, gained significant leadership experience within sixth-form college provision as director of learning and quality. His responsibilities included quality assurance and improvement, and he has worked with a wide range of curriculum and business support departments to raise achievement and improve student experience.

### **Richard Pemble, HMI, further education and skills**

Richard is a qualified further education teacher with experience of teaching students from foundation to higher education level. Richard's specialism is land-based education and training, in particular animal management and agriculture. Richard has experience of inspecting general further education colleges, land-based colleges, sixth-form colleges, work-based learning providers, community learning, offender learning and residential provision in further education colleges. Before joining Ofsted, Richard was a quality manager in a land-based college and held management positions in a general further education college. Richard has worked internationally, developing quality systems for vocational education for a national awarding body.

### **Stewart Jackson, Senior HMI, further education and skills**

Stewart Jackson has qualified teacher status and, before joining Ofsted, was assistant principal in a college with responsibility for curriculum and quality. He worked within the post-16 sector for many years, starting as a lecturer in mathematics and statistics and progressing to head of department in a number of colleges before taking his senior position. Before that, he taught mathematics in the school sector and was a research statistician.

### **Viki Faulkner, HMI, further education and skills**

Viki Faulkner is a qualified early years practitioner and assessor with a PGCE (post-graduate certificate of education) and a Master's degree in Educational Leadership. She has worked extensively across the post-16 sector with independent training providers, further education colleges and universities. She has specialisms in apprenticeships, health and social care, management and teacher training. After a role as head of studies in a college, she led 2 lifelong learning networks, developing multi-institutional credit and progression frameworks. Before joining Ofsted, she was the head of technical education and apprenticeships at a large university.

## **Maintained schools and academies**

### **Aimee Floyd, HMI, maintained schools and academies**

Aimee Floyd is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience in secondary schools. Her responsibilities included curriculum and pastoral provision for pupils' personal development and welfare, quality assurance and school improvement. Aimee has worked in collaboration with teaching schools, local authorities and multi-academy trusts to drive improvement in primary and secondary schools.

**Alice Roberts, HMI, maintained schools and academies**

Alice Roberts is a qualified teacher and holds a Master's degree in Teaching (MTeach) and the National Professional Qualification for Headship. Her background is in early years and primary education and before joining Ofsted, Alice was headteacher in a multi-academy trust. Alice has detailed knowledge and experience of curriculum development, including provision and curriculum for pupils with SEND. She also has expertise in the teaching of early reading and the primary English curriculum.

**Alison Bradley, Senior HMI, maintained schools and academies**

Alison Bradley is a qualified teacher, with considerable senior management experience in schools. Before working for Ofsted, she was headteacher in 2 schools and involved in local authority school improvement teams. She leads inspections of schools, initial teacher education and local authority arrangements for school improvement and reviews of multi-academy trusts. Alison's particular areas of expertise are school improvement, leadership and management (including governance), and early years.

**Catherine Old, HMI, maintained schools and academies**

Catherine Old is a qualified teacher and, before working for Ofsted, gained extensive senior management experience as assistant principal and vice principal in a large comprehensive school. Her responsibilities included leading teaching and learning, performance management and working closely with departments and individuals to monitor performance and raise achievement. Catherine has particular expertise of leading continuous professional development in her own school and with partner schools and the local authority.

**Chris Ellison, HMI, maintained schools and academies**

Chris Ellison is a qualified teacher and holds the National Professional Qualification for Headship (NPQH). Before joining Ofsted, he gained significant senior leadership experience and has extensive experience of leading curriculum work, professional development and teaching and learning. Chris' particular expertise is in the English curriculum and whole-school literacy.

**Clive Close, HMI, maintained schools and academies**

Clive Close is a qualified teacher with a significant number of years of experience in school leadership. He spent several years as head of school in one of the first all-through primary/secondary federations, and was also headteacher of a large

primary school, which included a local authority resourced provision for children with speech, language and communication difficulties. Before his years in education, Clive served for 24 years in the Royal Marines.

### **Clive Dunn, HMI, maintained schools and academies**

Clive Dunn holds qualified teacher status and has held a wide range of school leadership roles, including 2 headships. He has extensive experience working with a wide range of maintained schools, academies, multi-academy trusts and local authorities across all phases in a support and challenge capacity to improve outcomes for children and young people. He has served on and chaired a Local Children's Services Partnership Board and previously inspected children's centres.

### **Dan Lambert, HMI, maintained schools and academies**

Dan Lambert holds qualified teach status and was previously a headteacher in the primary sector. Dan has worked in a range of schools and phases and has worked as an independent adviser for pupil premium. He has particular expertise in computing, geography and mathematics.

### **Gareth Flemington, HMI, maintained schools and academies**

Gareth Flemington is a qualified teacher and holds the National Professional Qualification for Headship. Before joining Ofsted, he had a wide variety of leadership roles, including 3 primary headships. He has experience of leading primary, infant and junior schools and worked as part of the executive leadership team of a multi-academy trust. His areas of expertise include leadership, physical education and safeguarding.

### **Hanna Miller, HMI, maintained schools and academies**

Hanna Miller is Ofsted's subject lead for physical education. She is a qualified teacher and holds a Master's degree in Education. She has held leadership positions in primary and secondary schools and across a multi-academy trust. Hanna's areas of expertise include the curriculum, continuing professional development and physical education.

### **Harry Ingham, HMI, maintained schools and academies**

Harry Ingham has many years of leadership experience in various senior positions including headteacher and executive headteacher. He has experience of teaching and leading a wide range of subjects, across age ranges and in a number of schools. Harry has chaired a local children's partnership group and has supported school improvement through his work as a consultant. He was a member of several local educational agencies and contributed to the creation of a county-wide local leadership strategy.

### **Hilary Macdonald, Senior HMI, maintained schools and academies**

Hilary Macdonald leads inspections of maintained and independent primary



schools, secondary schools and special schools. Hilary is a qualified teacher, having worked as a headteacher, local authority adviser and integrated children's services manager. She has developed and implemented diverse services for children and young people, including children's centres, and alternative curriculum provision at key stages 3 and 4. Other areas of expertise include schools in challenging circumstances and provision for pupils with additional educational needs and leadership, including governance.

**James Broadbridge, HMI, maintained schools and academies**

James Broadbridge is a qualified teacher and has achieved the National Professional Qualification for Headship. Before working for Ofsted, James gained extensive senior management experience as deputy headteacher and headteacher across a range of primary schools. He has significant experience of leading school improvement and supporting schools. His particular areas of expertise include faith schools, early reading, leadership, curriculum, behaviour and safeguarding.

**Janet Pearce, HMI, maintained schools and academies**

Janet Pearce is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience in secondary schools. Her responsibilities included quality assurance of teaching and learning, subject leadership of English and drama, improving outcomes for pupils with SEND and line managing several subject departments. She was also the designated senior leader for child protection and for looked after children. Janet works as a link HMI with local authorities in the South East region. Janet is part of the national inspector training team.

**Julie Sackett, HMI, maintained schools and academies**

Julie Sackett is a qualified teacher with considerable teaching and leadership experience in primary schools, including headship. Before becoming an HMI, Julie was an Ofsted Inspector, with experience of inspecting across a wide range of providers. She has a Master's degree in School Management.

**Kathryn Moles, HMI, maintained schools and academies**

Kathryn Moles is a qualified teacher, with a background in leading science. Before joining Ofsted, Kathryn held senior leadership roles in secondary schools, leading on quality assurance of teaching, learning and assessment. As a specialist leader in education, she led school-to-school support in primary schools.

**Laurie Anderson, HMI, maintained schools and academies**

Laurie Anderson is a qualified teacher. Before working for Ofsted she had substantial experience as a headteacher in primary schools and supported school improvement in other schools. Laurie has also been a governor in primary and secondary schools.

### **Lee Selby, Senior HMI, maintained schools and academies**

Lee Selby is a qualified teacher with experience in the primary phase, including early years. Lee has held leadership positions in 4 primary schools and was most recently headteacher of a rural primary school. Lee was chair of an alliance of rural schools that included primary, secondary and special schools. He was previously commissioned by his local authority to support headteachers and schools in challenging circumstances and facilitated leadership programmes for the National College for Teaching and Leadership. Lee was previously an Ofsted Inspector. He has specific interests in mathematics, assessment and leadership.

### **Linda Culling, HMI, maintained schools and academies**

Linda is a qualified teacher and holds the National Professional Qualification for Headship. Before working for Ofsted, Linda gained extensive senior leadership experience in secondary schools, including as founding principal of a free school. Her areas of expertise include leading school improvement and supporting schools in challenging circumstances. Linda holds a Master's degree in Education and is currently studying for a Doctorate in Education.

### **Louise Walker, HMI, maintained schools and academies**

Louise Walker is qualified to degree level, is a qualified teacher and holds a NPQH. Before joining Ofsted, Louise had extensive senior leadership experience in various positions including working in a multi-academy trust. She has led whole-school curriculum development across subjects and key stages. Her other experience includes whole-school assessment, behaviour and inclusion. Louise has also served as a governor in both primary and secondary schools.

### **Lucy English, HMI, maintained schools and academies**

Lucy English is a qualified teacher and has a Master's degree in Education. Before joining Ofsted, she held several leadership positions in secondary schools. She has a particular interest in the teaching of English.

### **Matthew Haynes, Senior HMI, maintained schools and academies**

Matthew Haynes is a qualified teacher and has postgraduate qualifications in leadership and management and in learning and assessment. He has extensive middle and senior leadership experience in secondary education and as a local authority officer. His areas of specific expertise include language and literacy, assessment, leadership development, and teaching and learning. Matthew has experience of teaching and leading improvement across both primary and secondary phases. He has particular subject expertise in English and the arts.

### **Matthew Newberry, HMI, maintained schools and academies**

Matthew Newberry is a qualified teacher with considerable middle and senior leadership experience in secondary education and a postgraduate qualification in educational management. He has worked as a local authority subject adviser and as a consultant for primary and secondary schools. Matthew has a particular

interest in curriculum development, assessment, and teaching and learning. His subject expertise is in science.

**Maxine McDonald-Taylor, HMI, maintained schools and academies**

Maxine McDonald-Taylor is a qualified teacher with a background in generic special secondary, primary and post-16 provision, and has also worked as a teacher and leader in large secondary mainstream schools. Maxine has held senior leadership roles within various special school settings and has a particular interest in music and the arts. Before becoming an HMI, Maxine was an Ofsted Inspector, alongside working in school improvement consultancy.

**Shaun Jarvis, HMI, maintained schools and academies**

Shaun Jarvis is a qualified teacher and holds a National Professional Qualification in Senior Leadership. Before joining Ofsted, Shaun gained extensive middle and senior leadership experience in mainstream schools and alternative provision settings. Most recently, he was head of a pupil referral unit for primary and secondary pupils at a Tier 4 Child and Adolescent Mental Health Services (CAMHS) school. He has particular expertise in school improvement and safeguarding, as well as working with disadvantaged pupils and those with special educational needs and disabilities.

**Shazia Akram, HMI, maintained schools and academies**

Before joining Ofsted, Shazia had extensive senior leadership experience in the South East and as a primary school headteacher in London. She has advised many schools, including on leadership development, teaching and learning, and curriculum. Her area of expertise is improving outcomes, particularly for disadvantaged pupils. She successfully led a school to achieve the pupil premium joint national award.

**Stephen Long, Senior HMI, maintained schools and academies**

Stephen Long is a qualified teacher and has considerable experience of secondary school teaching, including as a faculty leader. He worked as a senior lecturer in a university school of education, teaching on primary, secondary and Master's programmes. He has particular expertise in inspecting schools causing concern, quality assuring inspections and overseeing inspectors' performance management.

**Sue Cox, HMI, maintained schools and academies**

Sue Cox is a qualified teacher with a Masters' degree in Education. Before working for Ofsted, Sue gained senior leadership experience as a primary school headteacher of 3 diverse schools. Sue has particular interests in leadership, safeguarding, mathematics and music.

**Sue Keeling, HMI, maintained schools and academies**

Sue Keeling is a qualified teacher, holds the National Professional Qualification for

Headship and has a Diploma of Higher Education in Educational Leadership and Management. Before joining Ofsted, Sue gained significant senior leadership experience in aspects such as curriculum development, teaching and learning and professional development. In addition, Sue has led training nationally for various organisations, and supported the development of statutory assessments.

#### **Yasmin Maskatiya, HMI, maintained schools and academies**

Yasmin Maskatiya is a qualified English teacher who has a considerable number of years' experience as a secondary headteacher across a range of schools. Yasmin has been a national leader of education and has led a teaching school. She has also worked as a senior leader within a large multi-academy trust. Yasmin holds an MA in Education and a NPQH.

## **South West**

### **Children's social care**

#### **Anna Gravelle, HMI, children's social care**

Anna Gravelle is a qualified social worker with widespread experience working within local authorities. Her key responsibilities have included child protection, looked after children and care leaver services. She has expertise in multi-agency working, children at risk of sexual exploitation, preventative services and safeguarding disabled children.

#### **Dominic Stevens, HMI, children's social care**

Dominic has extensive experience in local authority children's social care services and the third sector. He has both a Diploma and MA in Social Work. He has worked as a frontline senior manager, commissioner and 'expert witness' occupying a number of different positions, including those concerned with child protection, children looked after, child and adolescent mental health and early intervention. He has sat on a local family justice board and has undertaken the role of adoption agency decision maker. Since joining Ofsted, Dominic has inspected services for children in need of help and protection, children looked after, care leavers as well as undertaking reviews of local safeguarding children boards. In addition, he has inspected the children and family court advisory and support service, children's centres and undertaken improvement work with local authorities.

#### **Joy Howick, HMI, children's social care**

Joy Howick is a qualified social worker and, before working in Ofsted, gained extensive senior operational experience within a variety of local authorities. Her

key responsibilities included child protection, out-of-hours service provision and looked after children services. Previous roles included a chairing role within a local safeguarding board. She has particular expertise in quality assurance, health partnership development work and work force development.

**Kendra Bell, HMI, children's social care**

Kendra is a qualified social worker, registered with Social Work England. Before joining Ofsted, Kendra gained extensive experience across the remit of children's social care including child protection, children in care, fostering and adoption. She has held numerous management and senior leadership roles within local authority children's services. These include children in care, care leavers, fostering, adoption, early help and family support. Kendra holds a Master's degree in Applied Social Studies and a Level 5 Diploma in Leadership and Management.

**Sarah Canto, HMI, children's social care**

Sarah Canto is a qualified and registered social worker. She has extensive experience of working in local authority child protection and looked after children services, including developing and managing a service for parent and child assessed arrangements. Sarah has also worked for a national charity as an improvement and consultancy manager, working strategically and operationally across local authorities and organisations. Sarah has inspected regulated services, including children's homes, adoption and fostering services and residential family centres, supporting settings to make necessary improvements to safeguard children. She has a Bachelor of Arts Honours degree in Social Policy and Administration and a Postgraduate Diploma in Leadership and Management.

**Steve Lowe, HMI, children's social care**

Steve is a registered social worker with additional qualifications in project management and practice education. Steve has experience in children's social care, including the management of child protection, fostering and sexual health services for a large local authority. Before joining Ofsted, Steve set up and managed a highly regarded children's rights service and was the national development manager for a children's rights charity. His interests and skills lie in participation, advocacy, the inclusion of children with disabilities and social pedagogy.

**Tracey Ledder, HMI, children's social care**

Tracey Ledder is a registered social worker. She has a Bachelor of Arts Honours degree in Social Work, a Postgraduate Diploma in Leadership and Management and a Master's of Science in Child Forensic studies: Psychology and Law. Tracey has over 20 years of local authority experience. Working strategically and operationally her key responsibilities were intake and assessment, child protection and out of hours service provision. She has a particular interest in child abuse investigation and spent several months seconded to a high profile, international, multi-agency exploitation investigation. Tracey inspected regulated services within Ofsted for 7 years before becoming an HMI.

## **Early years and childcare**

### **Jane Burchall, Senior HMI, early years and childcare**

Jane Burchall leads on the regulation and inspection of early years provision for the South West region. She is a qualified early years practitioner and has held several leadership and management posts within the sector. She has worked as an early years lecturer in further education settings. She has experience of inspecting a wide range of early years provision including registered early years settings and early years initial teacher education. She regularly quality assures inspections and has been national lead for the training of early years inspectors.

## **Further education and skills**

### **Denise Olander, Senior HMI, further education and skills**

Denise Olander is a qualified teacher and has a Master's degree in Leadership and Management. Before working for Ofsted, Denise gained senior management experience working in large general further education colleges. Her responsibilities included the management of a wide range of college faculties, provision for learners aged 14 to 16, foundation learning, ESOL, children looked after, not in education, employment or training (NEET), adult community, and subcontractors and college franchises. Denise has particular expertise in leading inspections of general further education, sixth-form and independent specialist colleges and offender learning. Denise is a national trainer for further education and skills.

### **Helen Flint, HMI, further education and skills**

Helen Flint is a qualified teacher with a Master's degree in Education. She began her career as a secondary school science teacher before moving into employer-led workplace learning and then management within the further education sector. She has considerable management experience of apprenticeships and quality improvement and she has taught and managed a range of subject specialisms. Before joining Ofsted, Helen was responsible for the quality improvement of teaching, learning and assessment at a general further education college.

### **Kathryn Rudd, HMI, further education and skills**

Kathryn Rudd has spent her entire career in the further education sector. Before working for Ofsted, she was a principal of an independent specialist college. She has also worked in general further education colleges leading and developing provision for learners with SEN and adult learning. She has held board roles on national membership organisations and has been a governor of a further education college.

### **Nick Crombie, HMI, further education and skills**

Nick Crombie inspects work-based learning providers, further education colleges, community learning, prison education, Ministry of Defence training and local authority provision under the single inspection framework. He has a Postgraduate Diploma in Inspection and Evaluation and a degree in Sociology, Economics and Philosophy. He was an international award-winning producer/director/writer of television documentaries and training programmes and latterly chief executive of 3 media and training companies. He has worked at senior management and board levels in higher education and in the voluntary sector. His inspection focus includes leadership, management, quality improvement, the arts and media.

### **Russell Shobrook, HMI, further education and skills**

Russell is a qualified teacher and has a Master's and PhD degree in Education. Before working for Ofsted, Russell gained extensive leadership and management experience working as a programme lead and partnership director of initial teacher education (ITE) at a large university. In this role, he was responsible for quality assurance and improvement across the whole programme, which included a large number of general further education college partners. Russell also supervised Master's and Doctoral degree level students. He has extensive experience in the teaching of ITE, work-based and employer-led learning and apprenticeships, as well as mentoring and coaching.

### **Steve Battersby, HMI designate, further education and skills**

A former engineering apprentice, Steve is a qualified teacher and has extensive experience of managing in the further education sector. This includes curriculum management and more recently senior management in a very large tertiary college. Steve has managed many cross-college functions and a wide range of curriculum areas including, construction, engineering, hairdressing and beauty therapy, hospitality, and health and social care. Formerly an Ofsted Inspector, Steve has particular experience in inspecting further education colleges and apprenticeship providers.

### **Steven Tucker, HMI, further education and skills**

Steven Tucker inspects further education colleges, community and work-based learning providers, sixth-form colleges and initial teacher education providers. Before working for Ofsted, he was the senior manager responsible for quality improvement in a general further education college. He has a postgraduate qualification in teaching and a Master's degree in Education. Steven has extensive experience as a teacher and manager in further education and schools as well as experience as an additional inspector in the learning and skills sector.

### **Tina Pagett, HMI designate, further education and skills**

Tina Pagett is a qualified teacher and experienced senior leader. She has held leadership positions in a local authority where she had strategic responsibility for post-14 education and training, including SEND, across a large county. Tina has also held leadership positions in large general further education and specialist colleges, been an Ofsted Inspector and a CEO/Principal of a college. She has

worked nationally for a multi-academy trust and held director positions for national organisations. Tina has led on curriculum design from entry level to level 6, SEND, NEET, supported internships, apprenticeships as well as governance. She has an Educational Doctorate and Masters' degree in Information Technology.

### **Tracey Zimmerman, HMI, further education and skills**

Tracey Zimmerman has spent many years in the further education sector, including a significant period as a senior manager. Tracey has managed cross-college functions and a range of sector subject areas, including directly managing health and care, childcare, construction, hair and beauty, basic skills and motor vehicle. She has been responsible for all adult and international provision in a medium-sized tertiary college. Tracey has particular experience of inspecting in general further education colleges, independent learning providers and in prisons.

## **Maintained schools and academies**

### **Caroline Dulon, Senior HMI, maintained schools and academies**

Caroline Dulon is a qualified teacher and has a number of years' senior leadership experience as an assistant headteacher, deputy headteacher and headteacher in a range of primary schools. Caroline was headteacher of a large primary school with a pre-school, nursery and SEN provision for pupils with autistic spectrum disorder attached. She was the headteacher representative on the local safeguarding children board for several years. Caroline has a postgraduate qualification in human resource management and is an accredited coach. She has a NPQH and, before joining Ofsted, she worked as a facilitator on this and other leadership programmes.

### **Dale Burr, HMI, maintained schools and academies**

Dale Burr has been headteacher of 2 contrasting schools, worked in a local authority and has supported international schools to improve. Before joining Ofsted, Dale worked as deputy chief executive officer for a multi-academy trust. He has expertise in primary education, leadership and management, early years and mathematics. Dale holds a NPQH and National Professional Qualification in School Inspection.

### **Donna Briggs, HMI, maintained schools and academies**

Donna Briggs is a qualified primary teacher. She has extensive senior management and leadership experience as deputy director of a teaching school, and as head of education and deputy headteacher in large primary schools. Her responsibilities included school improvement work, providing initial teacher training, leading on curriculum, teaching and learning and assessment. She has also worked as an advanced skills teacher, local authority moderator and British Council ambassador.



### **Heather Barraclough, HMI, maintained schools and academies**

Heather Barraclough has qualified teacher status, holds a NPQH and has a Master's degree in Primary Education. Heather has extensive experience as a teacher and senior leader. She has held headships in primary schools in the South West. She has also been CEO of an academy trust and a regional director of education for a multi-academy trust. Heather has worked as a local leader of education and mentored headteachers new to post.

### **Iain Freeland, HMI, maintained schools and academies**

Iain Freeland is Ofsted's subject lead for geography. He is a qualified teacher, holds a NPQH and the professional qualification for school inspection. Before working for Ofsted he was deputy headteacher of 2 secondary schools and, most recently, an executive director of a multi-academy trust. He has particular expertise in humanities, vocational education, leadership and governance. Before entering teaching, Iain worked in the construction sector. Iain inspects a range of provisions including primary, secondary, special and independent schools, local authorities and initial teacher education providers.

### **Jane Dennis, HMI, maintained schools and academies**

Jane Dennis is a qualified teacher and before working for Ofsted she was headteacher of a large inner-city primary school in the North-West. Jane has held a range of leadership roles in both high-performing schools, and those in challenging circumstances. She has particular interest and expertise in curriculum design, behaviour and character development.

### **Jen Gibbs, HMI, maintained schools and academies**

Jennifer Gibbs is subject lead for art and design. She is a qualified teacher and, before working for Ofsted, gained extensive experience in teacher education and initial teacher training. Her responsibilities included leading a large whole-school professional development programme in London and the South East, drawing on evidence from cognitive science and research to drive school improvement. She has worked as a senior leader and faculty lead in several schools in London, where she undertook 2 fellowships, and visited and worked with schools in New York, Chicago and Norway. She has particular expertise in curriculum development, teaching and learning, professional development and school improvement.

### **Jonathan Dyer, HMI, maintained schools and academies**

Jonathan Dyer is a qualified teacher and holds a NPQH and the professional qualification for school inspectors. Before working for Ofsted, Jonathan gained extensive senior management experience in a wide variety of schools, including many years as a headteacher in schools ranging from a rural federation of schools to a large urban primary school. He has experience of leading inspections in primary, infant, junior, special and independent schools and has completed the enhanced SEN training. Jonathan has particular expertise in the teaching of mathematics and science as well as school improvement, assessment, and

leadership and management.

**Julie Carrington, HMI, maintained schools and academies**

Julie Carrington is a qualified teacher and holds a NPQH and an additional postgraduate qualification in leadership. Before joining Ofsted, Julie held leadership positions as headteacher and executive headteacher in primary and infant schools. She has experience of leading high-performing schools and those in challenging circumstances. She has held responsibilities for school improvement in a large local authority, providing support and challenge to a range of schools including those causing concern. In addition, Julie has worked as an English subject adviser for a local authority.

**Kathy Maddocks, HMI, maintained schools and academies**

Kathy Maddocks is a qualified teacher and gained extensive leadership experience as a head of English and a deputy headship in an urban school where she also spent time as acting headteacher. She has been a school improvement adviser for a local authority and her most recent full-time post was as the national strategies school improvement regional adviser in the South West. She has achieved a NPQH, and a Master's degree in Education. Her expertise is in leadership, understanding data to impact on improved outcomes and effective teaching and learning.

**Leanne Thirlby, HMI, maintained schools and academies**

Leanne Thirlby is a qualified teacher with extensive leadership experience in primary and special schools. Before joining Ofsted, Leanne was a deputy headteacher in an all-through special school. Her responsibilities included leading safeguarding, accreditation and post-16 transition. Leanne has particular expertise in English as well as curriculum development, assessment and teaching and learning. She has experience of being a governor in an all-through special school.

**Lydia Pride, HMI, maintained schools and academies**

Lydia Pride is a qualified teacher with a degree in politics. Before joining Ofsted, she taught English language and literature in schools in the South West and in the East Midlands. Lydia has held a range of middle and senior leadership posts, including deputy headteacher responsible for curriculum leadership.

**Marie Thomas, HMI, maintained schools and academies**

Marie Thomas is a qualified teacher. She gained extensive senior management experience as a SENCo, headteacher and executive headteacher of small rural and large urban primary schools. Marie has worked as a school improvement partner and local authority adviser.

**Matt Middlemore, HMI, maintained schools and academies**

Before becoming an HMI, Matt was a headteacher. He started his career in secondary education, moving to middle and then primary education. He has

particular expertise in school improvement and was acknowledged for his work with his previous school having been named as primary headteacher of the year. Matt also has expertise in mathematics and disadvantaged pupils. He worked nationally in developing the effective use of pupil premium funding and his school was named as the South West pupil premium champions in 2017.

### **Matthew Barnes, HMI, maintained schools and academies**

Matthew Barnes is a qualified teacher and has extensive senior management experience as a headteacher, executive headteacher and executive leader in a large multi-academy trust. His areas of expertise include leadership and management, curriculum design and SEN. Matthew holds a NPQH, National Professional Qualification in School Inspection, enhanced SEND training and is a qualified forest school leader.

### **Nathan Kemp, HMI, maintained schools and academies**

Nathan Kemp is a qualified teacher and has worked in primary schools across a number of UK regions. Nathan has held extensive senior management positions in schools. Before joining Ofsted, Nathan was involved in working across a multi-academy trust driving improvements, particularly in developing the impact of assessment. Nathan worked previously as a specialist leader of education, where the work ranged from supporting colleagues to improve performance and participating and contributing to national projects.

### **Paul Williams, Senior HMI, maintained schools and academies**

Paul Williams is a qualified teacher and has a Master's degree in Education. Paul has extensive senior leadership experience in schools and as a senior school improvement officer in a local authority. He has particular expertise in science and mathematics teaching, assessment and school leadership.

### **Phil Minns, HMI, maintained schools and academies**

Phil Minns is a qualified teacher with specialist knowledge of early years education and school leadership. He has many years of experience as a head teacher in 3 different schools, including leading schools out of special measures and developing schools to become outstanding. Phil was awarded national leader of education (NLE) status and first became an HMI following a yearlong secondment to Ofsted. Phil has also been an assistant director of children's services and the CEO of a multi-academy trust containing primary, secondary and special schools.

### **Sarah Favager-Dalton, HMI, maintained schools and academies**

Sarah Favager-Dalton is a qualified teacher with a background in both history and geography. Before joining Ofsted, Sarah gained extensive middle and senior leadership experience in both rural and urban settings. Sarah has particular expertise in curriculum leadership, pastoral care and safeguarding.

### **Sarah McGinnis, Senior HMI, maintained schools and academies**

Sarah McGinnis is a qualified teacher with a background in English and has achieved the National Professional Qualification in Headship. Before joining Ofsted, Sarah held senior leadership positions overseeing a number of responsibility areas, including Post-16 provision. She has particular expertise in English, curriculum and assessment. Most recently, her roles have included working with schools to develop their self-evaluation and quality assurance, and working closely with individual departments to raise achievement.

**Simon Rowe, Senior HMI, maintained schools and academies**

Simon Rowe is a qualified teacher and has had significant experience as a senior leader in schools including as headteacher. He has particular expertise in mathematics and information and communications technology, teaching and learning, curriculum and data. He leads school inspections of primary and secondary schools and has significant experience of contributing to Ofsted survey work.

**Stephen Lee, Senior HMI, maintained schools and academies**

Stephen Lee has qualified teacher status and extensive middle and senior leadership experience. He has also worked in higher education. He has a NPQH and the Professional Qualification for School Inspectors. Stephen also has a Doctorate in History and retains a strong interest in the teaching of that subject. At one time, he was Ofsted's national lead for history.

**Stephen McShane, HMI, maintained schools and academies**

Stephen has been a senior leader in mainstream and special schools, an educational psychologist, university lecturer and national and local adviser. Stephen has also been the school improvement director for a multi-academy trust and the director of quality for a national provider of specialist residential and day schools. He leads inspections of schools, including special schools and alternative provision, and local authority SEND. He has previously been the national adviser for SEND in Ofsted.

**Stewart Gale, HMI, maintained schools and academies**

Stewart Gale was an Ofsted associate inspector and then became an HMI. He has extensive senior experience as headteacher of 2 primary schools. He has also been a school improvement adviser in 2 different local authorities. He has particular expertise in evaluating the impact of leadership and management on the curriculum, teaching, learning and assessment as well as working with governors in a variety of contexts for school improvement.

**Sue Costello, HMI, maintained schools and academies**

Sue Costello has extensive senior leadership experience in further education, primary and special schools, including as a headteacher and local leader of education. She also worked for a local authority as an English adviser. Before joining Ofsted, Sue was the inclusion director in a multi-academy trust and an

Ofsted Inspector. She is a qualified teacher and has 2 Master's degrees: the first in Leadership and Organisational Change and the second in Education. Sue has a NPQH and the Professional Qualification for School Inspection.

### **Susan Aykin, HMI, maintained schools and academies**

Susan Aykin is a qualified teacher with extensive experience of school leadership and whole-school improvement. Susan worked as a local authority school improvement adviser with a specific focus on English and literacy.

### **Tonwen Empson, HMI, maintained schools and academies**

Tonwen Empson is a qualified teacher and has achieved a NPQH. She has extensive experience as a headteacher in a number of primary schools, including small rural schools as well as large inner-city schools. She has also supported improvement in a number of schools following judgements of inadequate. Tonwen has led the support and challenge for schools causing concern, including special schools, in a local authority. Tonwen has completed enhanced support for children who have SEND training. She has experience of being a governor in an all-through special school.

### **Tracey Reynolds, HMI, maintained schools and academies**

Tracey Reynolds is a qualified teacher and has a Master's degree in Education. Before working for Ofsted, she gained extensive senior leadership experience as a headteacher, deputy headteacher and assistant headteacher in large secondary schools in rural and urban settings. Her particular areas of expertise lie in history, social science, post-16 education and curriculum development.

## **West Midlands**

### **Children's social care**

#### **Alison Smale, HMI, children's social care**

Alison Smale is a qualified registered social worker and has a Master's degree in Business Administration. Before working for Ofsted, Alison gained extensive management experience as a team manager and as a head of service. Alison successfully led a collaborative programme of transformational change in children's commissioning across Wales. Alison has significant experience of leading strategic and collaborative commissioning, organisational development and change, quality assurance, and participation and co-production with young people in service development and delivery.

### **Andrew Waugh, HMI, children's social care**

Andy Waugh has extensive experience working in local authority frontline social care. He has held a range of operational and management roles. Andy's interests and skills include referral and assessment, child protection, looked after children and court work. He has an interest in services offered to parents and children, where there has been repeated removal of children from parental care. Andy was involved in commissioning research and establishing services to address this area of social work practice. He holds social work and management qualifications and is registered with the Health and Care Professions Council.

### **John Roughton, HMI, children's social care**

John Roughton has extensive experience as a qualified social worker. Before joining Ofsted in 2016 as a head of service, he was responsible for early help, multi-agency safeguarding hub, children in need, looked after and leaving care services. He has also been an agency decision-maker for fostering and adoption services. John has also acted as the lead officer responsible for inspection and improvement, steering a local authority from being judged to be inadequate to requires improvement. John holds a Certificate of Qualification in Social Work, a Postgraduate Diploma in Leadership and Management and is registered with Social Work England.

### **Karen Wareing, Senior HMI, children's social care**

Karen Wareing is a qualified social worker and is registered with Social Work England. She holds a Certificate of Qualification in Social Work, Postgraduate Certificate in Child Care, Level 5 Diploma in Management and a Bachelor of Social Science in Social Administration. Before joining Ofsted, she gained management experience in local authorities and independent fostering agencies. Karen has managed fostering services, placement teams, fostering and adoption panels and quality assurance. She also has several years' experience of inspecting and leading inspections of children's social care services.

### **Lynn Radley, Senior HMI, children's social care**

Lynn Radley has a wide range of experience across a range of local authority children's social care work both in practice and in management. She has been quality assurance manager on a wide range of inspections and has led inspections of children's services including the arrangements for the protection of children, safeguarding and looked after children, unannounced inspections of contact, referral and assessment and carrying out thematic inspections.

Her particular interests and skills are in the areas of looked after children, social work practice and leadership. She holds a Certificate of Qualification in Social Work, Diploma in Social Work and NVQ 4 in management qualifications and is registered with Social Work England.

### **Nick Bennison, HMI, children's social care**

Nick Bennison is a qualified and registered social worker. He has extensive senior

management experience in a range of roles in local authority children's services, and has worked with both child protection and looked after services. He has also been an adoption panel member in 2 local authorities.

### **Pauline Higham, Senior HMI, children's social care**

Pauline Higham is a qualified social worker with extensive experience in all aspects of children's social care. Before joining Ofsted, Pauline was head of a children's services department. She was directly responsible to the director of children's services for the provision of statutory, early help and youth justice services. Pauline has also been an agency decision maker for adoption services. She has experience of regional commissioning for children's service provision and has led a team of guardians and family court advisors. Pauline holds a Diploma in Social Work, an advanced award in social work and a Master's degree in Childcare Law and Practice. She is registered with Social Work England

### **Rebecca Quested, HMI, children's social care**

Rebecca Quested is a qualified and registered social worker and, before working for Ofsted, gained extensive experience in a range of roles in local authority children's services. She worked in child protection and safeguarding, court proceedings, children with disabilities and permanence. Rebecca has worked as a self-employed children's guardian and for the children and family court advisory and support service. Before she started her current role as an HMI, Rebecca worked in Ofsted as a social care regulatory manager. Her responsibilities included strategic planning, work force development and quality assurance.

## **Further education and skills**

### **Andrea Dill-Russell, HMI, further education and skills**

Before becoming an HMI, Andrea served as an Ofsted Inspector. She has particular experience of inspecting general further education colleges, sixth-form colleges, apprenticeship providers, adult and community learning providers, and independent specialist colleges. She is a qualified teacher with a Master's degree in Education. Before working for Ofsted full-time, Andrea gained extensive experience working in large general further education colleges. Her responsibilities included the management of cross-college and curriculum teams for safeguarding, careers education, advice and guidance, provision for English, mathematics, ESOL, foundation learning and provision for learners with high needs.

### **Bev Ramsell, HMI, further education and skills**

Bev is a qualified teacher and has a degree in post-compulsory education, with a specialism in mentoring at level 7. She has taught in a range of further education colleges. She has held curriculum management and senior management positions

in general further education colleges and held a senior lead role in a significant employer provider before joining Ofsted.

She has extensive experience in the performance management of apprenticeships, the implementation of quality processes, and improvement strategies – largely around apprenticeship provision and adult learning – but with earlier focus on 16–19 study programmes and mathematics and English.

Bev has widespread experience within the development of apprenticeship standards, working with the Institute for Apprentices and ‘trailblazer’ groups in building up a range of standards. These include leading a ‘trailblazer’ group in developing a sector standard and the design of an end-point assessment strategy.

### **Harmesh Manghra, HMI, further education and skills**

Harmesh Manghra is qualified teacher of ESOL, who has taught in industry, adult education and further education colleges. He has substantial management experience in colleges, including as an acting principal in an adult education college in a local authority. Harmesh has substantial experience of inspection, including in colleges. He has led inspections in the further education and skills remit, particularly in work-based learning, adult and community learning and children’s centres.

### **Ian Higgins, HMI, further education and skills**

Ian Higgins is a qualified teacher and, before working for Ofsted, gained extensive management experience within curriculum leadership in adult and further education providers. His responsibilities included curriculum development and quality assurance across departments to raise standards. Ian has worked in local authority and general further education providers as a teacher, assessor, senior curriculum leader and senior manager, including education programmes for young people, adult education and apprenticeship provision types.

### **Maria Navarro, HMI, further education and skills**

Maria Navarro has extensive experience in learning and development roles in work-based environments. Her responsibilities included the identification of training needs among senior managers and their development. She is also experienced in senior business administration and holds a Master’s degree in Global Marketing. She is an experienced lead inspector of both work-based learning, employer training and offender learning. Maria maintains a strong interest in development and has designed numerous improvement seminars as part of the regional contribution to Ofsted’s support and challenge work with providers that require improvement.

### **Martin Ward, HMI, further education and skills**

Martin Ward is a qualified teacher and has held the post of principal at 2 sixth-form colleges. He has a degree in Philosophy, Politics and Economics and has a



leadership qualification. His previous experience includes curriculum management in business and economics and working as a senior manager in sixth-form colleges with specific responsibility for curriculum and quality. He has worked with leaders in schools and colleges on area-wide improvement, was director of a teaching school alliance and chaired the committee for initial teacher training.

### **Richard Deane, HMI, further education and skills**

Richard Deane is qualified to Master's level in Education. Before working for Ofsted, he gained extensive senior management experience as assistant and vice principal in many large general further education colleges. His responsibilities included leading curriculum development and quality improvement across a wide range of subject areas including adult and apprenticeship provision. Richard has previously worked as an Ofsted Inspector in general further education colleges, adult and community learning, independent learning providers and sixth-form colleges. Before a career in further education, Richard worked in sports centre management, coaching and fitness.

### **Sharon Dowling, HMI, further education and skills**

Sharon Dowling has gained extensive experience as a senior leader in the further education and skills sector. She has worked in further education as a teacher, head of faculty and senior leader. She has managed and led provision for young people, adults, apprentices, and learners with high needs. She has in-depth experience in curriculum development, quality management, and the implementation of improvement strategies.

### **Stuart Collett, HMI, further education and skills**

Stuart Collett has gained extensive management experience in the further education and skills sector. He has worked in independent learning providers as a tutor, assessor, senior manager and director. He has managed and led both large apprenticeship programmes and programmes for adults. He has in-depth experience in performance management and the implementation of improvement strategies

### **Victor Reid, HMI, further education and skills**

Before joining Ofsted, he was a full-time teacher in engineering and business management, holding a variety of senior leadership roles with independent training providers and in a range of further education colleges. He is a qualified teacher and holds a range of vocational and postgraduate qualifications covering engineering, education leadership, and business administration and management. His subject expertise is engineering and construction, science, technology, engineering, mathematics, and business studies. He has particular experience of leading inspections of colleges, sixth-form colleges, and independent learning providers.

## **Maintained schools and academies**

### **Alun Williams, HMI, maintained schools and academies**

Alun Williams has experience of leading inspections of primary and secondary schools. Alun is a qualified teacher and has taught in several secondary schools and a further education college. Before working for Ofsted, he was a headteacher of a secondary school. During that time, he was a national leader of education. Alun has experience in all aspects of school leadership and governance, including setting up an alternative provision free school, of which he was the chair of governors. He has particular expertise in mathematics, computing and school leadership.

### **Ann Pritchard, HMI, maintained schools and academies**

Ann Pritchard is a qualified teacher with extensive experience in education. Before working for Ofsted, Ann gained considerable leadership experience, including 2 headships. Her second headship was in a large, urban primary school. Ann has led inspections of primary and middle schools and has carried out quality assurance work.

### **Bianka Zemke, HMI, maintained schools and academies**

Before working for Ofsted, Bianka was a senior leader in comprehensive schools. She also has extensive experience in school improvement. Her particular areas of expertise include modern foreign languages, English and English as an additional language.

### **Catherine Crooks, HMI, maintained schools and academies**

Catherine Crooks has considerable experience of leading maintained and independent school inspections. Catherine has extensive teaching and leadership experience in primary, middle and secondary schools and as a senior local authority education officer. Her areas of expertise include mathematics, governance and school improvement. Catherine is a specialist adviser for schools and early education inspection policy.

### **Chris Pollitt, HMI, maintained schools and academies**

Chris Pollitt is a qualified teacher and has achieved a NPQH. Before working for Ofsted, Chris gained extensive senior management experience as a headteacher, deputy headteacher, assistant headteacher and middle leader in several mainstream and special schools. His responsibilities included school improvement, self-evaluation and working with individual departments to raise the quality of teaching, learning and assessment. Chris has also been a school governor in a number of schools and a partnerships consultant for a teaching school alliance.

### **Christopher Stevens, HMI, maintained schools and academies**

Christopher Stevens is a qualified teacher. Before working for Ofsted, Christopher held various senior management roles within schools, including as CEO of a multi-academy trust. His areas of expertise include music, mathematics and school improvement. Christopher has also been a primary school governor.

**Claire Jones, HMI, maintained schools and academies**

Claire Jones is a qualified teacher and has senior leadership experience in primary schools. Before joining Ofsted, Claire was a headteacher. She has significant experience of leading schools in challenging circumstances. Claire has particular expertise in school improvement, school self-evaluation and in developing the quality of teaching, learning and assessment.

**Deb Jenkins, HMI, maintained schools and academies**

Deb Jenkins is a qualified teacher with a NPQH and a Master's degree. Before working for Ofsted, she was a headteacher for 10 years in 2 different special schools. She has particular expertise and knowledge of complex needs, moderate and severe learning difficulties, and autism. She has taught in both mainstream and special schools and has worked as a local authority numeracy strategy consultant for pupils who have SEND. Deb leads inspections of maintained, independent and special schools, and local area inspections.

**Eve Morris, HMI, maintained schools and academies**

Eve Morris is a qualified teacher and holds a NPQH. Before working for Ofsted, Eve was a headteacher in different schools across 2 local authorities. Eve has also worked as a school improvement adviser in several schools. She has considerable experience in improving outcomes for pupils who are disadvantaged.

**Heather Phillips, HMI, maintained schools and academies**

Heather Phillips is a qualified teacher and also holds a NPQH, the National Special Educational Needs Award and a Master of Arts in Education. Before joining Ofsted, Heather served as the headteacher of 3 different primary schools. She has experience of working in initial teacher education in a university, where she held the position of senior lecturer in primary and early years education. She has particular expertise in school improvement, developing school leaders, primary science and SEN.

**Heather Simpson, HMI, maintained schools and academies**

Heather Simpson is a qualified teacher and, before working for Ofsted, gained extensive experience as a headteacher in 2 large primary schools. Her responsibilities included leadership and management of staff, curriculum, safeguarding, budget and raising achievement. She has worked as a school improvement partner, local authority adviser and deputy director of a multi-academy trust. Her work has involved all aspects of school improvement in both primary and secondary schools by challenging and supporting leaders and

teachers to improve pupil outcomes. Heather has particular expertise in early years. She leads inspections of schools and initial teacher education institutes and monitors schools who are in categories of concern or require improvement. In addition to being a qualified teacher, Heather also holds a Master's degree.

### **Ian Tustian, HMI, maintained schools and academies**

Ian Tustian is a qualified teacher, with a background in teaching and leading mathematics. Before joining Ofsted, Ian held senior leadership roles in several large secondary schools. He has expertise in curriculum design and delivery, quality assurance processes, assessment procedures and raising standards in learning and teaching including by using information about pupils' learning and progress. Ian has considerable experience in successfully supporting curriculum leaders.

### **Jane Spilsbury, HMI, maintained schools and academies**

Jane Spilsbury has qualified teacher status with expertise in the teaching of English, leadership and management, and school improvement. She has held senior leadership positions in secondary schools and has experience as a senior local authority school improvement adviser. She has held the position of head of school improvement in 2 large local authorities. She has supported many schools from nursery to secondary and special to raise standards. Jane has a great deal of experience in leading the development of school-to-school support, working with good and outstanding schools to share best practice.

### **Jo Evans, HMI, maintained schools and academies**

Jo Evans is a qualified teacher and has achieved a NPQH. Before working for Ofsted, Jo was the headteacher of a large multi-cultural primary school. She has taught across the primary age range and has particular expertise in English, history, mathematics and supporting pupils who have English as an additional language. Jo has successfully developed middle and senior leaders.

### **Jonathan Leonard, HMI, maintained schools and academies**

Jonathan Leonard is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience as a headteacher of a large, urban primary school. His areas of expertise include leadership, assessment, behaviour and curriculum development. Jonathan has taught in primary and secondary schools in the UK and overseas. He has achieved a NPQH and holds a Master's degree in Educational Leadership.

### **Lesley Yates, HMI, maintained schools and academies**

Lesley Yates is a qualified teacher. Lesley has extensive senior management experience in a variety of schools. She has worked as a headteacher and a local authority adviser and holds the National Award for Special Educational Needs Co-ordination. Lesley has particular expertise and experience in working with pupils who have SEND and alternative provision.

### **Mark Howes, HMI, maintained schools and academies**

Mark Howes is a qualified teacher and, prior to working for Ofsted, gained extensive senior management experience as both an assistant headteacher and deputy headteacher. His areas of responsibility included curriculum, teaching and learning. Mark was previously an Ofsted inspector and has also worked closely with other schools to look at quality assurance and school improvement.

### **Mark Sims, HMI, maintained schools and academies**

Mark Sims is a qualified teacher and holds a Master of Arts in Bilingual Education. He is Ofsted's national lead for English as an additional language and ESOL. Before working for Ofsted, he gained extensive senior management experience in schools. As a senior local authority officer and head of a support service, he worked closely with schools on equalities issues and raising achievement for vulnerable groups of pupils. He has particular expertise in leading inspections of schools and national surveys.

### **Martin Pye, HMI, maintained schools and academies**

Before joining Ofsted, Martin was employed as a senior managing inspector with an inspection service provider. He is a qualified teacher with a background in primary education. Martin has been headteacher of 3 schools and has supported leaders and teachers with school improvement in the UK and overseas. Martin has considerable experience of leading section 5 and section 8 inspections.

### **Nicola Harwood, HMI, maintained schools and academies**

Nicola Harwood is a qualified teacher and, before joining Ofsted, worked in a range of primary schools. Nicola has extensive leadership experience having been the headteacher of 5 schools ranging from large urban primaries to a small village school. Nicola has also worked as a school improvement adviser for a local authority, supporting schools and leaders including governors. Her areas of expertise are leadership and management and early years.

### **Sandy Hayes, HMI, maintained schools and academies**

Sandra Hayes has extensive experience of leading inspections across all phases of education. Sandra has senior leadership experience in schools and as a local authority officer. Sandra is a member of Ofsted's national training team and has specific responsibility for supporting the induction of new inspectors.

### **Tim Hill, HMI, maintained schools and academies**

Tim Hill is a qualified teacher and holds a NPQH. He is an experienced inspector of primary, secondary and special schools, and pupil referral units. Tim also inspects local authority children's services. He has particular expertise in leading inspections of independent schools. Tim holds the position of national lead for independent schools within Ofsted. He has extensive senior leadership experience as a headteacher and local authority adviser. His areas of expertise include literacy, science, behaviour management, safeguarding, and leadership

and management.

### **Wayne Simner, HMI, maintained schools and academies**

Wayne Simner is a qualified teacher and has extensive leadership experience in primary schools. Before joining Ofsted, Wayne was a headteacher of a primary school. Wayne has particular expertise in English language and literacy and teaching experience across the entire primary phase.

## **Overseas**

### **Children's social care**

#### **Jeremy Gleaden, Senior HMI, children's social care**

Jeremy Gleaden is a registered social worker and qualified family mediator. He is Ofsted's national lead for inspection policy and framework development in child protection and family justice. He has led the development of new inspection frameworks, including the single inspection framework for local authorities, the joint (with HMI Prisons) inspection framework for secure training centres and he developed and led the first national inspection of Cafcass. Jeremy's background includes criminal justice inspection, consultancy and work in local authority children's services as manager and practitioner.

### **Further education and skills**

#### **Deborah Vaughan-Jenkins, Senior HMI, further education and skills**

Deborah Vaughan-Jenkins is a qualified teacher and, before working for Ofsted, gained extensive senior management experience overseeing quality and curriculum development within further education colleges. Deborah has particular expertise of leading inspections of independent specialist colleges. She has a lead role in the development and training of inspectors within further education and skills.

#### **Shane Langthorne, HMI, further education and skills**

Shane Langthorne is a qualified teacher for the further education and skills sector. He holds a Master's degree in Business Administration, as well as trade qualifications within automotive engineering. Before joining Ofsted, Shane held a variety of positions in further and adult education, ranging from lecturer to vice principal. He has teaching experience within the engineering and construction

sectors, is a qualified assessor and verifier, and has delivered and assessed on work-based learning programmes. He has particular expertise in leadership and management, change management and raising standards through the effective use of data and performance management.

## **Independent education**

### **Philippa Darley, HMI, independent education**

Philippa Darley is a qualified teacher, having worked for 12 years in secondary education, including as an advanced skills teacher and local authority coordinator for educating the most able. Before joining Ofsted, Philippa worked for a national trust and local authority, supporting school improvement. She is an experienced inspector of secondary, primary and special schools. Philippa is also an experienced inspector of non-association independent schools and of initial teacher education. She is a member of Ofsted's unregistered schools team.

## **Maintained schools and academies**

### **Geraint Evans, HMI, maintained schools and academies**

Geraint Evans joined Ofsted as an HMI in 2014, having previously worked for Ofsted as an additional inspector. He is a qualified teacher who has taught in primary and secondary schools both in the UK and abroad. He has a Postgraduate Diploma in Bilingualism and English as an Additional Language and was Head of the Ethnic Minority Achievement Service in Cardiff. He has been a senior local authority education officer specialising in minority ethnic achievement and community cohesion and has held senior posts at both local and regional level in preventing violent extremism.

### **Mel Ford, HMI, maintained schools and academies**

Mel Ford is a qualified teacher and holds a Doctorate in Education. Before working for Ofsted, Mel was an assistant headteacher in a large secondary school, where she had particular responsibility for quality assurance and professional development. She has worked in a local authority as a senior adviser, specialising in English and 14–19 development. Mel currently leads inspections of primary and secondary schools. Mel also inspects local authority arrangements for school improvement, initial teacher training institutions and is involved in inspections linked to multi-academy trusts.



Is this page useful?

Yes

No

Report a problem with this page

## Coronavirus (COVID-19)

---

[Coronavirus \(COVID-19\): guidance and support](#)

## Services and information

---

[Benefits](#)

[Births, deaths, marriages and care](#)

[Business and self-employed](#)

[Childcare and parenting](#)

[Citizenship and living in the UK](#)

[Crime, justice and the law](#)

[Disabled people](#)

[Driving and transport](#)

[Education and learning](#)

[Employing people](#)

[Environment and countryside](#)

[Housing and local services](#)

[Money and tax](#)

[Passports, travel and living abroad](#)

[Visas and immigration](#)

[Working, jobs and pensions](#)

## Brexit

---

[Check what you need to do](#)

## Departments and policy

---

[How government works](#)

[Departments](#)

[Worldwide](#)

[Services](#)

[Guidance and regulation](#)

[News and communications](#)

[Research and statistics](#)

[Policy papers and consultations](#)

[Transparency and freedom of information releases](#)





