



Boorley Park School

Role models, challenge and 'can do' attitude are important features of Tamsin's professional growth.

Tamsin took up the headship of [Boorley Park Primary School](#) in April of this year after 4 years as a deputy head at Freegrounds Junior School. Tamsin describes the headship as the 'dream job'. The school is a new build, part of the [Wildern Multi Academy Trust](#) and opens with one class of children in September. Tamsin wants to use her leadership to shape and influence the growth of the culture, the curriculum, staffing and the school's place in the new community.

From the start of her teaching career Tamsin has been inspired by positive role models. The first head she worked for created a culture of experimentation and innovation where teachers collaborated with other teachers. Tamsin's evaluative approach to teaching was supported by the constructive feedback about her own teaching and she was a mentor for newly qualified teachers and trainees. *'I have always been reflective - asking questions about 'How? Why?'*

Tamsin recognises the importance of investing in your own learning. She has a 'passion' for reading and, as well as reading lots of books, she works with peers, uses social media and looks for the chance to challenge her thinking about curriculum, pedagogy and learning environments in a new school. Tamsin does her research and is restlessly curious about teaching and learning. She works with the LLP, has completed SENCo training, has been part of a research learning community with [ETC](#) and uses other leaders as a 'sounding board'. She knows the importance of being aware of her own weaknesses and has proactively sought opportunities to address them.

'You need a can do attitude and I love variety – I seek it and learn from it. As a leader you need to be prepared to keep learning, have professional curiosity and to be a lifelong collector of ideas.'

Tamsin's advice about growth and development includes seeking opportunities and taking them when they appear. She was seconded to support the leadership of a Winchester school for two terms; as well as helping them she also added to her own knowledge and skill set. She worked with three headteachers at Freegrounds and was able to see the effect of different styles and visions for learning. She grew as a leader when one head had 'absolute faith in me'. A time of instability at Freegrounds meant that she 'stepped up' into roles that challenged her in ways she had not thought possible.

The headship in a MAT is an additional dimension for Tamsin to lead within a family of schools and to build it 'from the bottom up'. Tamsin's growth has been both on-the-job and complemented by learning away from her own school. She has a successful track record as a [Specialist Leader of Education](#) and has supported colleagues in other schools as part of this system leader role. She has completed the [Future Change Makers](#) programme aspiring heads' programme and she will continue to work with the next generation of teachers as she facilitates on the [Wildern Partnership SCITT](#) programme and ETC's [NQT programme](#). She believes in contributing to the education of children locally and is a governor at Freegrounds Junior School. Tamsin says *'You never stop learning and it is important to take yourself out of your comfort zone.'* As a role model for other teachers and leaders Tamsin has humility combined with a passion for learning and a drive and ambition for children to find their own love of learning.

ETC has supported Tamsin as she has grown as a leader and seen how her personal will and curiosity have taken hold of the opportunities and applied them to her own context and practice.