



# Meet the Academic Leaders



## Mr Wakeford

Academic Leader - Year 7



## Ms Wilkins

Academic Leader - Year 8



I have been at Malmesbury School for 5 years and have enjoyed my role as Academic Leader so far. I have really enjoyed working with a wide range of students and helping them tackle a variety of challenges, from friendship issues to low attendance. I help students by encouraging them to utilise a range of strategies to ensure that they are getting the most out of their learning. Seeing the students grow into enthusiastic learners has definitely been the highlight of the role for me so far.

I joined Malmesbury School as a Newly Qualified Teacher in 2018 and became an Academic Leader in September 2020. I love speaking to all of the students, getting to know them outside of the classroom and helping them to get the most out of their learning. A particular highlight is finding out students' ideas about what they want to do when they leave school, my favourites so far being a Motocross rider, a cartoonist and an actor in Las Vegas!

## Mr Griffiths

Academic Leader - Year 9



I joined the school in September 2017 and started the Academic Leader role in November 2018. The highlight for me is getting to know specific year groups outside of those I teach better and helping students with their access to lessons by removing barriers that they may possibly have to their learning. The role promotes coaching with students to help them identify areas they struggle with and strategies to overcome these and a result making them more resilient young people.

A wonderful aspect of the role is being able to watch students achieve success as they go through their school career.

## Mr Summerbee

Academic Leader - Year 10



I joined Malmesbury school in 2019 and started my Academic Leader role in 2020. I love helping students to improve their effort and seeing them realise how much more enjoyable every subject is when you give it your best. It is always fantastic to witness students receiving positive feedback from class teachers who have noticed their increased effort and achievement!

## Mr Humphreys

Academic Leader - Year 11



## Mrs Dodd

Academic Leader - Year 12



I started teaching at Malmesbury School in 2018. I have really enjoy working with Year 11 so far this year and it has been exciting to see the students at Malmesbury school start to think about their future jobs and careers when they start considering their GCSE options. Particular highlights of mine have been finding out inspirations for the school's aspiring architects, vets, etc. (and even a marine biologist), as well as finding out the incredible things some of our students get up to in their spare time, from making models from scratch to writing an essay on ethics.

I started working at Malmesbury in 2014 and I became Academic Leader for Year 12 in 2015. I feel privileged to be part of the sixth form tutoring and leadership team who monitor and support students' progress.

I love working in such a vibrant sixth form with inspirational, hardworking and creative students and staff. I enjoy talking with students about their academic journey and trying to help them if there are any issues or if they need support. It is rewarding to hear about students who have struggled at some point, but work hard and persevere to overcome problems, and get to where they want to be.

Highlights of the job include working with such an inspiring bunch of Year 12s and 13s, getting to talk to teachers, parents and students who I wouldn't see otherwise in school, meeting current and past students and hearing about their successes in life - academic and other.

## Mrs Hall

Academic Leader - Year 13



I joined Malmesbury School in 2015 then the sixth form team at Malmesbury School in 2018 as a tutor. I started as Academic Leader that same year and having now been in the role for almost four years I have seen two cohorts of students through the trials and tribulations of sixth form life. My highlights are seeing the difference that a sense of empathy and a supportive approach can have on student performance. I was particularly proud of the excellent progress performance data that my first cohort achieved, partly as a result of such intervention. I hope that results this year will illustrate a similar pattern. Ultimately, the most important thing to me is that students feel that I have made a difference to their experience.

HAPPY

CARING

EXCELLENT

