

Zoe Kirby

Forma Headteacher

Cambridge, UK

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Languages

English

About

An approachable and friendly Professional Head Teacher with over 18 years' experience gained from within Senior Schools and Specialist Education provisions. A people person, with many transferable skills, able to build and develop teams, passionate about motivating students to achieve their goals whilst maintaining high standards and adding value to any business. Strong work ethic, excelled in fast paced, high-pressure working environments; a respected leader, with excellent communication skills and forms lasting working relationships.

BRANDS WORKED WITH

- Acorn Park School
- Beats Learning Cambridge and Peterborough Provisions.
- Clare Lodge School
- Gretton School
- Juventas Services
- the Fen Rivers Academy
- the Grays School
- The Mulberry School

Experience

● Headteacher

Beats Learning Cambridge and Peterborough Provisions. | Mar 2022 - Now



● Headteacher

The Mulberry School | May 2021 - Mar 2022

The Mulberry School is a small independent school (brand new) for children with ASC, SEMH and additional SEND. I have overseen the registration process and achieved registration with the DfE through meeting ALL independent Special School Standards through OFSTED. The school opened successfully (fully) in September 2021 to students aged between 8 and 16 years CAREER HISTORY



● Home Manager

Juventas Services | Aug 2020 - May 2021

Juventas Services is a small independent company overseeing children's homes and services. Home Manager: Setting up a children's home from house sale to fully occupied provision. Full registration process through OFSTED, safer recruitment processes in place, house renovations and appropriate environment oversight, liaison with other professionals, local authorities and community, including schools, social workers and all persons associated with LAC with SEND.

- Leadership of the school and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment
- Leadership of effective external relationships, including with the community and other stakeholders
- Instil an ethos of high expectations for behaviour and achievement of all pupils
- Lead the development of the school's curriculum culture including introducing of Forest School
- Maintain strong working relationships with the community, agencies, and stakeholders, including parents and the Governing Body
- The line management of the Deputy Head, Middle Leaders and all education staff including regular supervisions and appraisals.
- Develop appropriate planning processes and plans and ensure their implementation to enable the strategic vision to be realised, with targets against which delivery can be monitored and measured and within which priorities and costs are clearly identified and maintained, using robust self-evaluation and sound commercial sense.
- Develop and maintain relationships with the Local Authorities (LAs)
- Evaluate, monitor and plan strategies for all risks
- Maintain and develop appropriate recruitment strategies
- Keep abreast of current educational trends and implement them as deemed appropriate for the school including by attending workshops/seminars, by reading DfE and other publications, and by doing

personal research

- Attend Governing Body Meetings and Senior Leadership Team Meetings
- Designated Safeguarding Lead
- Organised and overseen parent meetings
- Organised and overseen fundraising events CAREER HISTORY

● INTERIM HEAD OF EDUCATION

Acorn Park School | Feb 2020 - Aug 2020

Acorn Park School is an Independent School for children from 4 to 19 with ASC INTERIM HEAD OF EDUCATION

- Leadership of the school and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment
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- Maintain strong working relationships with the community, agencies, and stakeholders, including parents and the Governing Body
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- Keep abreast of current educational trends and implement them as deemed appropriate for the school including by attending workshops/seminars, by reading DfE and other publications, and by doing personal research
- Attend Governing Body Meetings and Senior Leadership Team Meetings
- Designated Safeguarding Lead
- Organised and overseen parent meetings
- Organised and overseen fundraising events

● INTERIM HEADTEACER

the Fen Rivers Academy | Sep 2019 - Feb 2020

The Fen Rivers Academy is a MAT special school for students with Social, Emotional and Mental Health INTERIM HEADTEACER

- Leadership of the school and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment
- Leadership of effective external relationships, including with the community and other stakeholders
- Instil an ethos of high expectations for behaviour and achievement of all pupils
- Lead the development of the school's curriculum culture including introducing of Forest School
- Maintain strong working relationships with the community, agencies, and stakeholders, including parents and the Governing Body
- The line management of the Deputy Head including regular supervisions and appraisals.
- Develop appropriate planning processes and plans and ensure their implementation to enable the strategic vision to be realised, with targets against which delivery can be monitored and measured and within which priorities and costs are clearly identified and maintained, using robust self-evaluation and sound commercial sense.
- Develop and maintain relationships with the Local Authorities (LAs)
- Evaluate, monitor and plan strategies for all risks
- Maintain and develop appropriate recruitment strategies
- Keep abreast of current educational trends and implement them as deemed appropriate for the school including by attending workshops/seminars, by reading DfE and other publications, and by doing personal research
- Attend Governing Body Meetings and Senior Leadership Team Meetings
- Designated Safeguarding Lead

- Teaching of NC (primary)
- Organised and overseen parent meetings
- Organised and overseen fundraising events
- Attended and contributed to building planning meetings
- Fire and Safety training

● Teacher

| Sep 2016 - Mar 2019

Leadership of the school and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment

- Implementation and coordination of the vision, ethos and strategy for the school
- Leadership of effective external relationships, including with the community and other stakeholders
- Instil an ethos of high expectations for behaviour and achievement of all pupils
- Lead the development of the school's curriculum culture
- Maintain strong working relationships with the community, agencies, and stakeholders, including parents and the Governing Body
- Develop partnerships with other local schools and the local authority
- The line management of the Deputy Head including regular supervisions and appraisals.
- Advise on and develop with the Directors the strategic vision and the direction of Gretton School.
- Review and define Gretton School's mission and aims, in conjunction with the Directors of Cavendish Education.
- Develop appropriate planning processes and plans and ensure their implementation to enable the strategic vision to be realised, with targets against which delivery can be monitored and measured and within which priorities and costs are clearly identified and maintained, using robust self evaluation and sound commercial sense.
- Evaluate, co-ordinate and develop the academic aims and standards of the whole school in partnership with pupils, staff and parents.
- Develop and maintain relationships with the Local Authorities (LAs)
- Design and produce specific Cavendish Autism Strategies and Approaches for Gretton; develop the 'brand'
- Evaluate, monitor and plan strategies for all risks, in conjunction with Cavendish Education
- Recommend enrolment objectives with respect to pupil numbers, character, and qualities to predict success at the school – to include recruiting and retaining students in numbers sufficient for sound school finances
- Prepare a complete annual budget proposal for submission to the Board of Directors with the assistance of the Bursar
- Maintain and develop appropriate recruitment strategies to ensure that appropriate residential and day potential parents and pupils know about and are attracted to Gretton.
- Understand, keep abreast of and respond to changes, challenges and competition in the local and national market
- Run on-going questionnaires for pupils, parents and staff, 'exit interviews' for families leaving the school, better to understand strengths and weaknesses
- Keep abreast of current educational trends and implement them as deemed appropriate for the school including by attending workshops/seminars, by reading DfE and other publications, and by doing personal research
- Attend Governing Body Meetings and Senior Leadership Team Meetings



● HEADTEACHER

Gretton School | Sep 2014 - Mar 2019

Gretton School in Girton, Cambridgeshire, is an independent, specialist day and residential school for boys and girls with Autism Spectrum Condition, including high functioning autism and Asperger's syndrome. The School provides individually tailored programmes of education, care and therapy for pupils from 5 to 19 years of age.

● Deputy Head

| Sep 2014 - Sep 2015

● Acting Deputy Head

Clare Lodge School | Jan 2011 - Sep 2014

A small 'special' school, working with young ladies whose liberty has been taken away from them in order to keep them safe.

- To deputise for the Head in every way and to organise the daily running of the school.

- To train all staff, on school policies and introduce expectations and standards required. Researched and prepared a PowerPoint presentation with individual and group associated activities, to enhance learning and or progression. All staff had understanding of all policies and procedures expected of them at Clare Lodge, which maintained and improved on-going teaching standards.

- Trained all school staff, teachers and teaching assistants on all matters relating to OFSTED assessment criteria. Taking the latest OFSTED assessment criteria for schools / teaching and learning specifically, explained how to meet these standards. This enabled teachers to plan and produce more effective lessons, to enhance pupil progression and teaching assistants, to have a better knowledge about how to assist and support teachers.

- Trained all teaching staff about the new government policy of Literacy Across the Curriculum. Designed a workshop supported by individual associated activities and delegated each teacher to incorporate within their specific curriculum areas. Literacy was introduced, to each and every subject and lessons taught within the school.

- Assisted my Headteacher to write the School Development Plan and School Self Evaluation Form. These are two important documents create a focus for the coming year and an evaluation from the previous year. By interviewing each Head of Department, disseminated data, fed this back and co-wrote an appropriate evaluation of that department. Documents were distributed to all interested parties.

- Introduced an appropriate and effective assessment tool for a secure welfare unit for young ladies. In this small special education unit, mainstream assessment processes are not always relevant to our children. Took the government's 'Assessment of Pupil Progress' criteria for each subject area. Created the Clare Lodge criteria strands, and instructed staff to annotate each students progress, keeping records of achievement and a paper audit trail of progress.

- **EARLIER HISTORY Teacher of Science /Head of Year**

the Grays School | Jan 2001 - Jan 2005

- **Acting Head**

| Sep 2015

- **Lead Tutor**

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Teacher To oversee all teaching and learning in Y9.

- As Head of Year organised and oversaw whole year group parents' evenings, (120 pupils/35 Staff) by designing and circulating a roster to all teachers, giving their times of meetings and parent names. Wrote a letter to all parents/guardians of year group and produced a timetable for pupils/parents to adhere to. Appointments with me throughout evening could be made. Communicated with senior leadership team on all evenings, aspects including an evaluation report post event. A successful parents evening was achieved.

- Organised a whole year group (120 pupils and 12 Staff) trip to the Science Museum in London. Liaised with the museum for suitable dates, organised tutors and other appropriate staff cover, sent letters home to parents/guardians of pupils detailing the day's events and timings/cost Etc. Arranged quotes and selected the cheapest but safest coach company. Produced a timetable for the day with pupils in groups of 20 and including a risk assessment and nominated medic's name, given to the senior leadership team. A very enjoyable and successful day was had by all.

- **Teacher of Science**

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The Aveley School 2006 – 2007 Mixed Comprehensive school in Essex, of 800 pupils., Careers and Trident work experience co-ordinator Responsible for placing all year 10 pupils in work experience placements

- Established interest of pupils in their chosen work industries. Researched all local businesses, sent them letters requesting placements

for 2 weeks of year 10 pupils within the Industries identified. All pupils had the offer of a placement. Overall it was a successful project, giving pupils an insight into areas of work.