Review or complete your SLE Portrait:	**SLE Portrait:** # Rhian Warrack My area of expertise is Primary Science, in which I frequently draw upon the knowledge and experience of my previous career as a Post-Doctoral Research Scientist. Since qualifying as a teacher, I have been appointed Science Lead for the past four years (for 2 years at my previous school and since appointment (two years ago) at my current school). I became Assistant Headteacher on the Senior Leadership team in March 2018. I was appointed SLE in Science in June 2017 and have run the ATTS Primary Science Network for the past two years, developing Science Leaders and teachers to develop, deliver and assess science teaching within their own setting. This year I worked on the development of the Science section of the Primary SCITT program, and delivered one of the four sessions to Associate Teachers on the SCITT program. I have recently submitted and achieved the Primary Science Quality Mark Gold Award for my school. I successfully gained a place last year for my school on the Polar Exploration Program, organising a whole-school Polar Exploration Day, raising the profile of Science as a STEM subject in school and the local community. I have experience of strategic leadership of science in a variety of settings, having worked in 2 very different primary schools. This has given me a variety of experiences across the primary age ranges and across two very different demographic groups. I have an in-depth subject knowledge of the 2014 Science Curriculum and the challenges this poses to schools. I have a wealth of experience leading and delivering CPD across my own schools and for Science leaders from other school to implement the changes in teaching Science necessitated by the 2014 Curriculum. My impact has lead to improved teacher subject knowledge, increased confidence of teaching science through the Working Scientifically strands of the 2014 Curriculum and enhanced pedagogical practices of teachers. As a result of work I have done in my own school and with other schools, measurable improvements in progress and attainment have been seen. Improved teaching and learning has been achieved through delivery of CPD, coaching and mentoring of both individuals and groups of teachers. I have worked alongside Science Leaders to improve science provision, children's enjoyment of science lessons and to ultimately enhance the attainment of children in science in their schools. I have shared resources, delivered CPD, helped staff to develop their planning of science lessons and their ability to robustly assess attainment of children in science, including end of Key Stage judgements. In my current role, I teach in Year 5 and Year 6, which allows me to maintain my skills as a practitioner and I know what can be achieved through a cross-curricular, creative, hands-on approach to teaching science in both the indoor and outdoor classroom. As a member of the leadership team of my school – a role that is varied and exciting – I continue to develop my own practice and to understand how teaching and learning of all subjects develops across the whole school.

	I am very interested in research around how misconceptions (particularly in STEM subjects) can develop and be resolved, or prevented, in the first instance. As a result, my current school became involved in the UnLocke Project – working with Birkbeck University. This project investigates whether neuronal pathways can be altered to respond to a 'Stop and Think!' approach – as evidenced through brain scans and computer-based problem solving tasks and this project is due to report its findings in the Autumn term.