



**Tulip Academy
Spalding**

Case Study



**Toni Wand – Lead Teacher (Semi-
Formal Pathway)**

Career overview

Toni carried out two teaching placements whilst studying to become a teacher at University (during her 3rd year of study in 2012 and 4th year of study in 2013. In-between completing her studies and officially graduating and qualifying, Toni held two zero hours contracts working as an unqualified teacher 2 days a week and providing Teaching Assistant support for the remaining 3 days a week. Once graduated Toni then successfully gained a teaching post and begun teaching in Mangos class in September 2014. After a few years of teaching experience, Toni was successful in gaining a middle leadership role with teaching and learning responsibilities. This opportunity provided Toni with the experience to apply for the interim Assistant Head Teacher role which she has held since returning from Maternity leave in February 2021. As of September 2022, Toni will retain her middle leadership role under the new title of Lead Teacher for the school Semi-Formal Pathway.

Training offer to support career progression

- Numerous seminars, courses and training events over the years.
- Toni has completed an NPQML (November 2019) and is currently studying for her NPQSL due to complete in April 2023.

How has Tulip Academy Spalding support your career progression?

“The School have enabled release time to attend training courses, seminars and other professional events. Initially my training centred around improving provision and assessment of learning for our pupils with profound and multiple learning difficulties. More recently the training and networking opportunities have centred on leadership and curriculum.”

Why do you like working at Tulip Academy Spalding?

“The cliché of “Every day is different” couldn't be more true! I am humbled and inspired by the pupils and their families as they overcome challenges and barriers. The will, determination and resilience displayed by each and every pupil is overwhelming and I genuinely feel privileged to be a part of their education journey. I enjoy having the split role of supporting pupils “on the ground” in the classroom as a teacher as well as championing for better and advocating on behalf them within a leadership capacity. The ethos and mission of the school is in line with my values and beliefs. The child/young adult is at the heart of everything we do!”