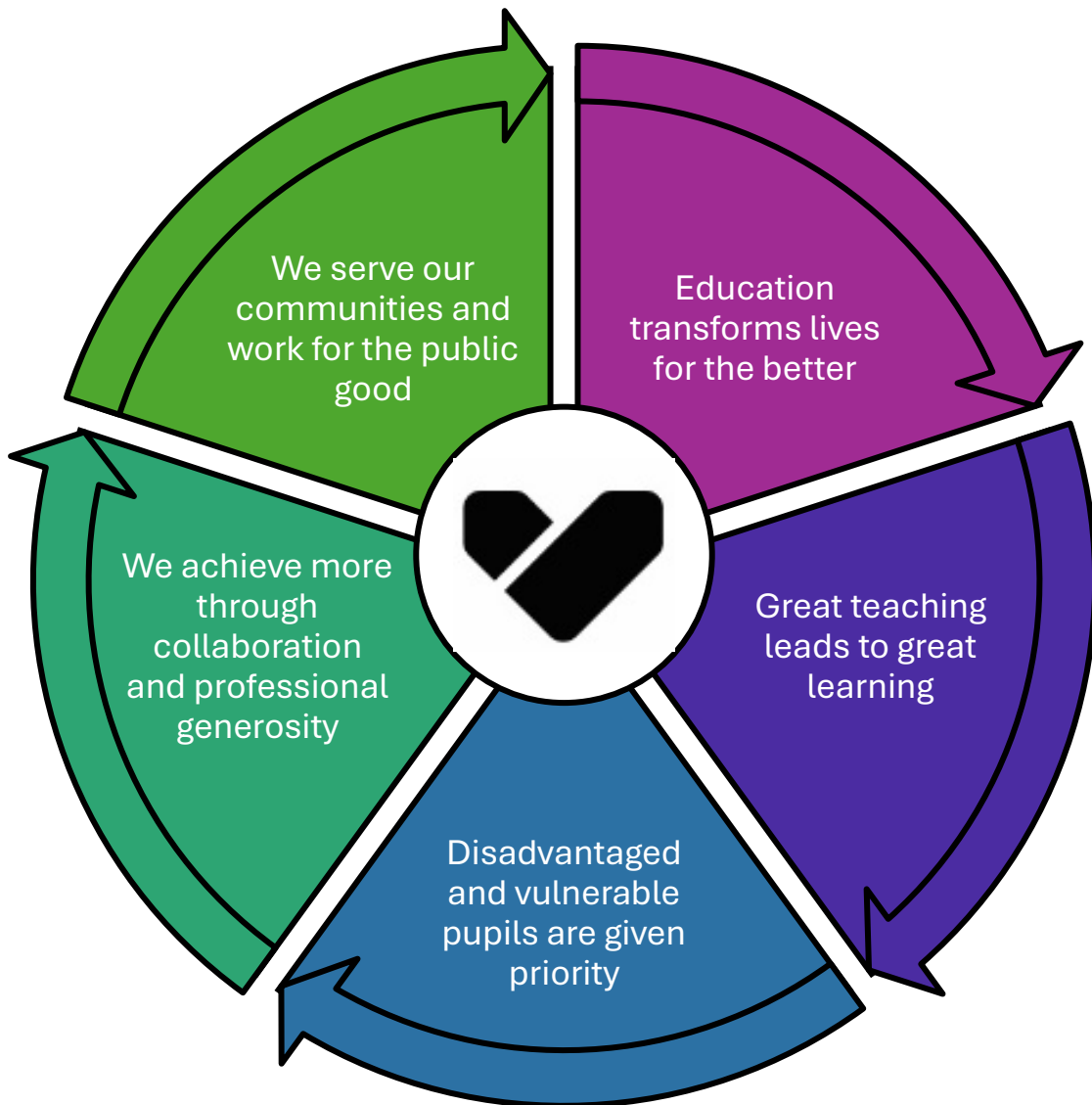




Birmingham
City Council

Meet the School Improvement Team



Document updated: December 2025

Introduction

Welcome to your School Improvement Team directory. This document introduces the people working across Birmingham to support school leaders, staff, and communities in delivering the best possible outcomes for children and young people.

Our team brings together a wide range of experience and expertise, working in partnership with schools to strengthen leadership, raise standards, and promote inclusive, high-quality education. Whether you're seeking advice, collaboration, or targeted support, we're here to help.

Inside, you'll find contact details and areas of responsibility for each team member, so you know who to reach out to, and how we can work together to make a difference.

Together, we're building a Birmingham where every child thrives.

School Improvement Team

David Camps – Interim Head of School Improvement

David brings extensive experience from his leadership in Birmingham primary schools, with expertise in maths, teaching quality, staff wellbeing, and mental health strategies, underpinned by a strong commitment to Equality, Diversity, and Inclusion. He holds the NPQH and has successfully led two previously Inadequate schools to Outstanding or Good with Outstanding features.

Before transitioning to the role of interim Head of School Improvement, David held the position of School Improvement Advisor at the local authority.

As a former headteacher of a TES award-shortlisted school, David has also chaired the Aston and Nechells Consortia, collaborated closely with citywide leaders, and contributes nationally as an NPQ assessor. He is a Safeguarding Governor for a large secondary school and mentors new headteachers.

Since May 2023, David has been an active member of the council's School Improvement Team and is excited to step into this interim leadership role. His deep understanding of Birmingham's education landscape and passion for inclusive, high-quality education make him an asset during this transitional period.

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For any queries or further information, the School Improvement team can also be reached through a dedicated mailbox: SchoolImprovement@birmingham.gov.uk



Primary and Early Years Team

Tricia Bunn



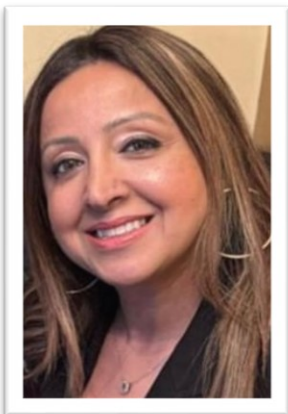
With over 30 years of experience in primary education, Tricia is a passionate leader specialising in school improvement, leadership development, and behaviour management. Recently, she served as a Senior Education Advisor for the Department for Education's Behaviour Hubs Programme, helping school leaders create calm, supportive cultures.

Tricia has been headteacher of three schools and held senior leadership roles in two others. In her most recent headship, she transformed an Ofsted-rated "Inadequate" school, stabilising it, overhauling the teaching team, and restoring community trust. The school made rapid progress under her leadership, earning HMI recognition for high expectations and strategic improvements.

Tricia also worked as a School Improvement Advisor for primary schools across the region, building strong relationships with schools in Birmingham. Earlier, she was a Senior Lecturer in Primary Education at the University of Wolverhampton, specialising in teacher training, curriculum development, and research, and earning fellowship of the HEA.

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Susan Samra



From 2007 to 2022, Susan served as Deputy and Headteacher, transforming an urban primary school from Special Measures to Outstanding, with high outcomes and an 'Outstanding' SIAMS judgement. She supported numerous schools as a system leader and became a Specialist Leader in Education for the RSA Academies' Teaching School Alliance, focusing on Narrowing the Gap, CPD, and Pupil Voice.

Susan also served as a School Improvement Partner for the Coventry Diocesan Multi Academy Trust, successfully supporting leaders through nine Ofsted inspections. Currently, she provides school improvement consultancy, peer reviews, and coaching for new headteachers nationwide. Susan is a visiting fellow for the ECF programme at Ambition Institute and an Apprenticeship Performance Coach for NPQ learners at Best Practice Network. She recently earned a Level 7 Advanced Certificate in Executive Coaching from the University of the West of England.

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Angeline Tyler

Ange Tyler is passionate about using education to effect positive change for children and young people, especially those from disadvantaged communities. She has successfully led and improved schools and systems, including recovering a Secondary school improvement service in a London Borough for London Challenge and serving as an Executive Head at both Secondary and Primary levels.

Ange has a track record of turning around long-term failing schools and helping others achieve Outstanding status for the first time. Over the past decade, she co-founded an Academy Trust to demonstrate how a broader understanding of school purpose can engage vulnerable and disadvantaged students, leading to above-average academic success.

As an independent consultant, Ange has delivered strategic projects, including restructuring a large education directorate. She recently earned a PhD from Manchester Metropolitan University, focusing on achieving impactful school improvement through democratic leadership and team approaches. Ange is currently writing a book on school improvement based on her research and extensive experience.



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Karen Roberts



Karen is an experienced primary education professional with over 20 years in the field, including nine years as Headteacher at two Staffordshire schools. She has a strong track record of school improvement, particularly in supporting schools to move from 'requires improvement' to 'good'.

Karen specialises in early reading, phonics, and primary languages. She previously served as a lead teacher for primary languages with Staffordshire Local Authority and has participated in multiple UK-European school exchange programmes.

In recent years, Karen has supported other schools through leadership consultancy, conducting audits in early reading and phonics, and helping design and implement primary languages curricula.

She is passionate about developing middle leaders and has mentored both her own staff and leaders in other schools through coaching and professional development.

During her most recent headship, Karen successfully led the relocation of her school to a new site, managing stakeholder engagement and ensuring a smooth transition for staff and pupils.

Email: Karen.Roberts@birmingham.gov.uk **Mobile:** 07483 473128

Tammy Smith

Tammy is a dedicated education professional with over 20 years' experience, specialising in Early Years and Key Stage One. Starting as a Nursery Nurse before qualifying as a teacher, she has worked across Nursery to Lower Key Stage Two and held leadership roles including EYFS Lead at both school and trust level.

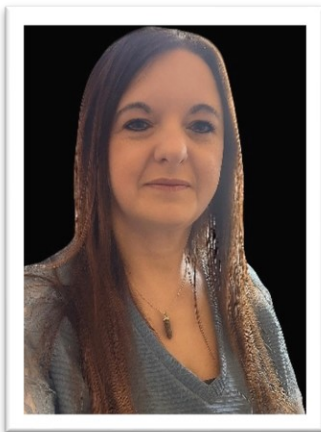
For the past six years, Tammy has served as a School Improvement Partner within a large multi-academy trust, supporting schools to enhance early years provision and contributing to numerous Good and Outstanding Ofsted outcomes. She also collaborates with maintained schools, nurseries, and other trusts.



Tammy is passionate about helping every child reach their potential, with a strong focus on Communication and Language and the value of outdoor learning. She delivers EYFS training, mentor's practitioners, and leads a team of EYFS experts. As a Visiting Fellow for Ark, she facilitates clinics and conferences for the Ambition Institute's NPQEYL, underscoring her commitment to sector-wide improvement.

Email: Tammy.Smith@birmingham.gov.uk **Mobile:** TBC

Christine Nock



Chris brings over 20 years of experience in primary education, with extensive expertise in school leadership and improvement across the West Midlands. She is deeply passionate about inclusion, raising standards, closing attainment gaps, fostering positive behaviour and relationships, and raising aspirations for disadvantaged pupils.

Chris has successfully served as Headteacher in two Birmingham schools and one in Walsall, leading all three through positive Ofsted inspections. Notably, she transformed a school from 'Requires Improvement' to 'Good' within just two years. Prior to headship, Chris held senior leadership roles, including Deputy Headteacher positions in two other schools.

In 2022, Chris achieved the NPQEL and subsequently worked as an Executive Headteacher, supporting schools to improve and secure successful Ofsted outcomes. In this role, she also contributed significantly to the Executive Leadership Team within a Multi Academy Trust.

During her most recent headship, Chris built a strong, cohesive team comprising passionate senior and middle leaders and enthusiastic ECTs. She also collaborated closely with Birmingham City Council to plan and open a large on-site Resource Base for children diagnosed with Autism.

Email: Christine.Nock@birmingham.gov.uk **Mobile:** TBC

Secondary Team

Damien Kearns



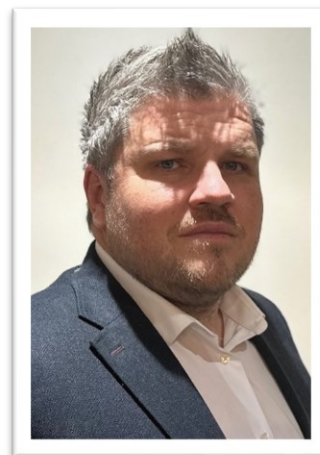
Damien has worked in both the private and public sectors, with his last two positions at Nishkam Schools Trust and Academies Enterprise Trust.

As Principal of Nishkam High School, Birmingham (2014-2022), the school achieved top decile performance nationally for GCSE attainment and top 3% for progress from 2017 to 2022. Pupil Premium students (about 33% of cohorts) consistently outperformed their non-disadvantaged peers nationally in Attainment 8 scores. From June 2020 to December 2022, Damien served as DCEO of Nishkam Schools Trust, focusing on developing the secondary phase at Nishkam School West London. Both schools are currently rated 'Outstanding' by Ofsted.

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John-Paul Mcinerney (including Alternative Provision)

Since qualifying as a Computing teacher in 2006, John-Paul has dedicated himself to helping young people reach their potential, working across three secondary schools in neighbouring Local Authorities. Inspired by working with exceptional leaders, he has spent over ten years in senior leadership roles and earned his NPQH in 2021. He has successfully supported two schools requiring improvement to achieve a 'Good' rating.



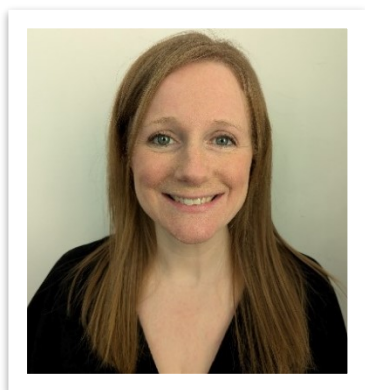
In his recent role with the Department for Education, John-Paul was one of four School Partnership Leads on the national Behaviour Hubs Programme, supporting 662 schools. Over 75% of these schools improved their behaviour rating in subsequent Ofsted inspections. As a School Improvement Consultant, he has provided expert advice on behaviour, safeguarding, and personal development, and created bespoke CPD for leaders both in the UK and internationally. He has also collaborated with leading school improvement partners and offered curriculum and assessment advice.

Currently, John-Paul partners with multiple Teaching School Hubs to deliver NPQs and assesses for Ambition Institute. With an ILM Level 7 coaching award for Executive Leadership, he empowers school leaders to drive positive change. He also serves as a Governor at a local primary school. Passionate about school improvement and enhancing young people's life chances, John-Paul is excited to work alongside a team of advisers to support high standards for the young people in his city.

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Special School Team

Kara Robinson



Kara trained as a Primary teacher in Birmingham before starting her career in mainstream education in Nottinghamshire. She returned to the West Midlands and has spent most of her career in special schools. Since becoming a Deputy Headteacher in 2011, Kara has held senior leadership roles in three special schools across Birmingham, Solihull, and Warwickshire, contributing to successful Ofsted inspections, including Outstanding ratings at Beaufort School (2012, 2016) and Hazel Oak School (2019).

As a part-time School Improvement Advisor for Birmingham City Council, Kara also supports schools through SEND consultancy, bespoke training, and curriculum development. She facilitates the Early Career Framework and National Professional Qualifications via Tudor Grange Teaching School Hub and serves as an Associate Facilitator and Leadership Performance Coach for Best Practice Network.

With experience teaching pupils from EYFS to Post 16, Kara is passionate about inclusive, child-centred practice. Her Master of Education research focused on augmentative and alternative communication systems for young people with complex learning difficulties, Autism, and Visual Impairment. She is committed to raising awareness of the impact of Epilepsy, trauma, and Pathological Demand Avoidance on children's lives.

Email: Kara.Robinson@birmingham.gov.uk **Mobile:** 07483 473127

Simon Hobbs

Simon is a highly experienced, values-driven educational leader with over 25 years in education, including extensive headship and senior leadership roles in specialist SEMH settings. He has worked across both Local Authority and Independent schools, underpinned by a deep belief in inclusion, belonging, and the transformative power of education for young people facing complex social, emotional, and behavioural challenges.

Simon has a proven track record of delivering rapid school improvement, turning underperforming settings into thriving communities. He brings considerable experience of leading through Ofsted inspections and understands the realities of sustaining progress following both 'Good' and 'Requires Improvement' judgments.

Renowned for designing and implementing ambitious, personalised curricula, Simon combines academic rigour with vocational and outdoor learning opportunities. His leadership creates calm, trauma-informed environments where students build confidence, life skills, and independence.

A passionate advocate for staff development, Simon cultivates cohesive, motivated teams through coaching, clarity, and professional trust. His MBA in Senior Leadership (Distinction, Coventry University) has further strengthened his strategic and operational expertise, particularly in school improvement planning, performance evaluation, and stakeholder engagement.

Beyond his professional role, Simon's love of sport and outdoor pursuits reflects his commitment to challenge and teamwork. His energy, integrity, and unwavering dedication to improving outcomes for vulnerable young people remain at the heart of his work.

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