

Rex Andrew Ponsford

In seven different institutions I have taught mathematics at Key Stages 2, 3, 4 and 5. All institutions followed the English curriculum; two were in England, two in Botswana, and one each in Russia, Yemen and South Africa. Of the latter three, two were British international schools. I have been the head of mathematics departments in Russia and South Africa. In Russia and Yemen I also taught primary classes. I was in charge of an immersion programme in Russia for pupils who had limited English.

When my wife was recruited to work in China, there were no opportunities to teach maths, so I taught English as a foreign language (TEFL) to university students for two years. In our third year in China, I was part of a team that opened an English medium secondary school within a university.

On my second contract in Botswana, I was a pre-service secondary-school-level teacher trainer. This involved teaching maths education and also observing trainee teachers of all subjects during their teaching practice. In Qatar, I was a maths subject specialist on an in-service teacher training course which aimed to upgrade teaching in all government schools.

In England I was part of the senior leadership team (SLT) of an educational charity that gave opportunities to international pupils from low socio-economic backgrounds. As Head of Education for the charity, I was part of a team that planned and implemented an International Baccalaureate programme with a local further education college. The charity was classified as a voluntary children's home and so fell under the Social Services Inspectorate. The Inspectorate would inspect the home twice a year as well as train the staff in safeguarding.

As Education Advisor to Aga Khan Education Service (AKES), Tajikistan & Kyrgyzstan, I was part of the SLT and was responsible for revamping the executive teams in AKES' two international schools. My other main responsibility was managing a project aimed at upgrading eight government schools through using the staff of one of the international schools as teacher trainers and mentors.

Until my children and I were evacuated from Yemen, I was part of the SLT of a new international school that followed a 50% English curriculum and 50% Islamic curriculum, where I advised on numeracy and literacy.

I have been a head teacher twice: in Yemen at Sana'a British School and in Pakistan at the College Section of Karachi Grammar School. The former was a small 4–18 school with up to 200 pupils. The latter was a Key Stage 4 and 5 school with 1,000 pupils.