

# Georgia Sapsani



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## EDUCATION

**Q.T.S** issued by the UK National College for Teaching and Leadership, 23/07/17

**Teacher Ref. Number:** 1746489

### MSc (Hons) / Natural Sciences, Mathematics and ICT in Education

Grade 1<sup>st</sup>, First Class, awarded June 2017, University of Patras (Greece)

### BA (Hons) / Early Childhood Studies

Grade 2:1, Upper Second Class, awarded July 2015, University of Patras (Greece); approved by UK Naric as equivalent to a British BA Hons Degree.

## PROFILE

I am an innovative and dedicated educator with expertise in Early Years Foundation Stage (EYFS) and Spanish instruction. With more than six years of experience in the UK, I have taught children aged 3-5 in two independent schools, including a Montessori and a community school. I am currently interested in transitioning into a data-focused career, with good knowledge in Python, SQL, SPSS, and Excel.

## PROFESSIONAL EXPERIENCE

### EYFS Lead/ DSL

Ashton House School/ 2022 – Present

- Achieved an "Excellent" outcome from ISI Inspection in June 2023.
- Implemented a new Phonics Scheme (Little Wandle), resulting in significant positive effects on student learning across the school
- Develop weekly lesson plans for Nursery and Reception class based on the individual learning needs of students with varying abilities (high, medium, low)
- Cultivate positive relationships with parents and guardians through Parent Evenings, weekly homework assignments aimed at enhancing student learning and development, and regular communication using the Tapestry platform
- Engage in quarterly meetings with other designated Safeguarding Leads to actively contribute feedback on emerging safeguarding issues and take proactive measures to address them
- Attend quarterly meetings with other Early Years Foundation Stage (EYFS) Leads from the Hounslow Borough to share evidence of student progress and discuss the EYFS statements that students are expected to achieve by the end of each term.

### Class Teacher

Park Lane Primary School/ 2020 – 2022

- Develop and implement Medium Term Plans, weekly plans, Guided Reading Groups and activities aligned with the new Early Years Foundation Stage (EYFS) Statutory Framework (2021).
- Coordinate outdoor activities to provide opportunities for students to enhance their gross motor skills.
- Implement intervention groups to help highly able students recognize sounds and blend words orally by the end of the school year.
- Develop Individual Support Plans for students with Special Educational Needs (SEN), setting new targets each term and providing systematic daily activities to achieve them.
- Foster positive relationships with parents/guardians through Parent Evenings, Weekly School Library, and homework assignments to support student learning and development.

## RESEARCH/PUBLICATIONS

- Georgia Sapsani & Nikolaos Tselios, 2019. "Facebook Use, Personality Characteristics and Academic Performance: A Case Study," *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, IGI Global, vol. 14(2), pages 1-14, April
- Dissertation/ Thesis: Usage of Learning Analytics' Techniques for the estimation of the academic performance in systems of handling the learning procedure

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## SKILLS

Fluent in Spanish & Greek

Building Relationships

Leadership

Collaboration

Communication

Adaptability

Problem-Solving

Continuous Learning

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## COURSES

"Intro to Web Dev" (now)

"Intro to Cloud & Deployment"  
(March 2024)

"Agile & Scrum"  
(January – February 2024)

"Assessment inc. HackerRank"  
(November – December 2023)

"Intro to Web App Security"  
(October- November 2023)

"CVs & Applications"  
(October-November 2023)

"Machine Learning"  
(October-November 2023)

"Solving Problems with Python"  
(October- November 2023)

"Intro to Web Development"  
(September -October 2023)

"Data & SQL"  
(May-July 2023)

"Python & Apps"  
(March- May 2023)

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## Montessori Class Teacher/ Deputy Manager

Little People Montessori Nursery/ 2018– 2020

- Utilized the Early Years Foundation Stage framework to develop age-appropriate, high-quality continuous provision and weekly/medium-term planning for both indoor and outdoor activities, with a focus on the pupils' prime areas of development and Montessori philosophy.
- Facilitated engaging daily literacy lessons and guided reading sessions centred around topic-based approaches, promoting vocabulary enrichment and providing early intervention for English as an Additional Language (EAL) and Special Educational Needs (SEN) learners.
- Collaborated closely with the School's Special Educational Needs Coordinator (SENCO)/EAL/Inclusion Manager to monitor the English language progress of EAL learners using the EAL English language scale.
- Maintained regular communication and partnership with parents/carers, actively involving them in the home-school learning environment, welcoming their contributions on topics related to their occupations or celebrations, engaging them in community support initiatives, and including them in the lending library system and weekly class teddy bear diary.
- Responsible for the daily management of the nursery, including supervising staff members, conducting show rounds for prospective families, reviewing and providing feedback on observations and assessments, and operating the i-connect daily management system.

## Nursery Teacher

The Lloyd Williamson Schools / 2017 – 2018

- Achieved an "Outstanding" outcome from Ofsted in December 2017.
  - Facilitated engaging daily Phonics lessons with a focus on Letters and Sounds Phase 1&2, employing the use of Jolly Phonics.
  - Coordinated and executed suitable activities aligned with the Early Years Foundation Stage (EYFS) framework, tailored to the monthly topic.
  - Conducted regular observations to monitor children's progress, employing baseline and ongoing assessments to inform and plan appropriate next steps.
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## **PERSONAL INTERESTS**

Tennis

Chess

Coding

## **REFERENCES AVAILABLE ON REQUEST**