

## Christopher Palmer

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### Profile

I have extensive experience working in education. I thrive in an environment where I work with people on a daily basis, understanding their needs and supporting them to achieve their goals. I am constantly challenge myself to improve, show initiative and respond to feedback.

I am looking for a career change into an IT and/or office environment. I am keen to use my experience of working in an ever-changing and demanding environment, to support a team. In my spare time, I enjoy reading, photography and teaching myself to code.

### Experience

**September 2019 – Present:** Class teacher - St John's CE(A) Primary School

At St John's, my role was to raise standards and expectations of students through working closely with a team. Mixed year group classes were a new approach used by the school and presented with initial difficulties. Using my previous experience, I was able to offer an insight into the "smaller steps" of teaching Maths and the use of "mastery". This provided a framework of differentiation, enabling each child to reach their potential.

In addition, the headteacher was keen to track data with a user-friendly, time-efficient and easy to implement method. I designed and revised their current method based on her feedback until I had created the desired outcome. Furthermore, I overcame any obstacles by researching different techniques on the internet. The final product is currently being used across the school.

**September 2017 – September 2019:** Class Teacher - Copmanthorpe Primary School

At Copmanthorpe, my role included:

- Providing solutions and alternatives to the Senior Leadership Team when tracking and publishing data through Excel.
- Improving the Computing curriculum.
- Meet targets based on pupil's achievement

Unlike St John's, Copmanthorpe had a simple and effective tracking system in place. However, analysing the data was still performed manually. Again, I was able to work with the Senior Leadership Team to create a process which was far less onerous. The Excel spreadsheets were designed to produce the numbers and percentages of a variety of

categories automatically, freeing up leadership time. In addition, the new system replaced expensive software, saving the school money.

As a team, we achieved above our target percentages in Maths. I was able to liaise with Teaching Assistants to ensure effective and timely interventions took place. These interventions were across all abilities and helped pupils reach their potential. For example, I would spend an hour in an afternoon working with the Greater Depth mathematicians. To succeed required the utmost attention to detail, developing their problems solving skills and unpicking any misconceptions.

In order to improve the Computing curriculum, I focused on cross-curricular activities. I researched and trialled a multitude of software, designed to encourage the use of technology in any lesson. In particular, I found a screen-mirroring software that enabled EYFS to effectively teach coding on their iPads. Through staff meetings and being approachable, I shared good practice with other teachers.

***September 2016- September 2017:*** PGCE Primary - York St John's University

The PGCE was fantastic for developing my ability to compartmentalise and ensure a high standard in all areas. I achieved my Master's credits in areas of small-scale studies, whilst maintaining an "outstanding" grade in my teaching practice. Prioritising my tasks and careful time management was vital to success when the demands were high.

***September 2013- September 2016:*** KS3 Progress Manager - York High School

The role of KS3 Progress Manager was a new position, which evolved alongside my experience. To have the maximum impact, I put in measures to combat common problem with interventions. Often interventions take place in isolation and, consequently, the learning does not transfer into the classroom. Therefore, I used any free time to ensure my teaching practice aligned with the class teacher's and spent time with the pupils during lessons. This allowed me to see how my work with a pupil would impact on their progress in class and I was a constant reminder of the skills learnt during interventions.

To conclude each round of intervention, I would report any progress back to the Assistant head, evaluating the impact of the interventions. Further to this, I felt it would be useful to produce case studies on select pupils as a method of reflection and developing the role.

***September 2010 – 2013:*** Undergraduate - Writing, Directing and Performance -University of York

I worked as part of a team to produce theatrical performances to the public. In my role as producer, I strived to ensure that communication was clear. This meant that other members of the team could focus on their energy on their job role without having to worry about distractions. For example, making sure the rehearsal rooms were booked in advance ensured the actors could start rehearsing immediately and stay focus.

## **Extended Employment History**

**2012 – 2014:** Shop floor/ Groceries assistant and customer service - Sainsbury's

**2012:** Factory Line Operative - Ardagh Group

**2008-2011:** Shop assistant - Footwear department - Sports Direct

## **Education and Qualifications**

**2016-2017:** York St John's University

- PGCE Primary – Qualified Teacher Status

**2010-2013:** University of York

- Writing, Directing and Performance (BA) – 2(i)

**2003-2010:** Meden School and Technology College.

### **A-level:**

- Drama – Distinction
- English Literature and Language – B
- Chemistry – B

### **AS -Level:**

- 2 Bs

### **GCSE:**

- 2 A\* (including English), 4 As (including Maths and Science), 4 Bs