

Christopher Palmer

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Profile

A former teacher seeking an alternative career path in software development. I have had an extensive career in education, working from a teaching assistant position to a Year 6 Class Teacher and Computing Lead. I am seeking commercial experience in software development to supplement and support my studies, which will hopefully be the foundations of a long career in the computing industry.

Current Studies

I am currently in the process of obtaining an Edinburgh Napier University accredited Diploma in Software Development with The Learning People®.

Prior to applying for the course, I began teaching myself HTML as a hobby. My interest and intrigue for the world of coding was ignited and I was keen to develop my skillset even further. I am extremely motivated by the diverse potential applications that the world of software development has to offer. I am keen to learn multiple languages that will allow me to access that potential.

Currently, I am undertaking my first development project which will be a bespoke website. The site will showcase the skills I've learnt in HTML and CSS, whilst utilising frameworks such as Bootstrap.

Experience

November 2019 – Present: Warehouse operative – Boux Avenue

My role involves packaging and invoicing customer products. When necessary, I am required to resolve issues which arrive during the picking process and maintaining exceptional level of professional standards to ensure customer satisfaction.

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

At St John's Primary School, the headteacher was keen to track data using software that was user-friendly, and time efficient. I designed and revised their current method based on the school's goals and acted on feedback. Using Microsoft Excel, I produced a data sheet which had a non-intimidating, user-friendly interface which could be used by all staff.

September 2017 – September 2019: Class teacher - Copmanthorpe Primary School

I had a variety of roles at Copmanthorpe Primary School - one of my major duties involved regular communication and feedback with parents. This required conveying information in a consistent and calm manner, particularly when addressing conflicting interests. We utilised a very pragmatic approach of implementing a listen-first-then-build-towards-a-solution method to address any concerns which were expressed by the parents.

Copmanthorpe Primary School had a simple and effective tracking system in place. My role was to improve the system and develop an autonomous, highly efficient tracking system which was user-friendly for all staff members to aid in the analysis of progression data. I regularly liaised with the Senior Leadership Team and addressed their concerns when implementing this new system.

As a team, we exceeded our target expectations in Maths. I was able to communicate with Teaching Assistants to ensure pupils across all abilities were elicited the opportunity to reach their potential. Success required the utmost attention to detail, developing their problem-solving skills and addressing misconceptions. It also required regular and clear communication with other members of staff before deciding on next steps as a team.

Furthermore, I was Computing Lead for the school. I researched and trialled a multitude of apps which were designed to encourage the use of technology in any lesson. I ensured members of staff could access these techniques through staff meetings and by offering support whenever a member of staff expressed a concern.

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

During my PGCE, I practiced effective time-management skills while ensuring a high standard was maintained, especially when meeting assessment deadlines. I achieved my master's credits whilst maintaining an "outstanding" grade in my teaching practice. Prioritising my tasks and careful time management was vital to success.

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

The role of KS3 Progress Manager was a new position, in which I would carry out targeted interventions for KS3 children to support their English and Mathematics. The role evolved alongside my experience. I ensured quality teaching of both English and Mathematics by being observed and assessed as a teacher. Any difficulties I faced were resolved by requesting training and observing other professionals.

To further the improvement of the role, I would produce a written analysis of the results and progress for the Assistant Head. In addition, I produced a case study report regarding individual student's development as evidence of their progression and as a method of reflection for myself.

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 Honours) – 2(i)

2003-2010: Meden School and Technology College.

A-level:

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

GCSE:

- 2 A*s (including English), 4 As (including Mathematics), 4 Bs