

Joe Higgs



Frontend Web Development Enthusiast | Bootcamp Graduate | Eager to Apply Skills in a Dynamic Team

PROFILE

Fuelled by a passion for creating engaging and user-friendly interfaces, I recently completed a comprehensive frontend web development bootcamp, equipping me with a solid foundation in HTML, CSS, and JavaScript. I am excited to embark on a career in frontend development, where I can combine my technical skills with my creative problem-solving abilities to deliver exceptional user experiences. I am proficient in utilizing HTML and CSS to craft responsive and visually appealing web pages, and I am adept at employing JavaScript to implement interactive elements and enhance user engagement. I am also familiar with popular frameworks such as React and Angular, and I am eager to expand my knowledge in these areas.

My background in teaching has instilled in me strong communication and collaboration skills, enabling me to effectively work with designers, backend developers, and project managers to achieve common goals. I am a quick learner and a self-motivated individual, always seeking opportunities to expand my skillset and stay abreast of the latest trends in frontend development. I am actively seeking an entry-level frontend web development position where I can contribute my skills and enthusiasm to a team of passionate developers. I am confident in my ability to learn quickly, adapt to new technologies, and deliver high-quality work that meets the demands of a fast-paced environment.

TECHNICAL SKILLS

JavaScript ES6+, CSS3, HTML5, GitHub, React

PROJECTS

Laura Coster - AskYourDietitian.com | Designed on WordPress

- Summary: Promotional site for local dietitian.
- Role: Sole author
- Tools: WordPress, Elementor, HTML, CSS, JavaScript.

TBD | [Written link to GitHub](#) | [Written link to deployed project](#)

- Summary: _____
- Role: ____
- Tools: ____

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- Summary: _____
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- Tools: ____

EXPERIENCE

YEAR 3 CLASS TEACHER, SHACKLEWELL PRIMARY SCHOOL: LONDON, UK – 2023

National Curriculum for England and Wales.

- Enhanced student engagement and achievement through technology-integrated lessons and personalized feedback.
- Collaborated with key stakeholders to implement technology-driven initiatives aligned with educational goals.
- Utilized data-driven insights to identify areas for improvement and inform targeted interventions.
- Ensured student safety and promoted responsible digital citizenship through strict safeguarding protocols.
- Demonstrated strong communication, time management, and organizational skills in managing a dynamic classroom environment.

YEAR 1 CLASS TEACHER, SOUTH HARRINGAY SCHOOL: LONDON, UK – 2022-PRESENT

National Curriculum for England and Wales.

- Tailored humanities curriculum to align with the school's adopted 'Opening Worlds' curriculum for KS2.
- Collaborated with key stakeholders to raise pupil achievement across the curriculum, focusing on vulnerable and SEN pupils.
- Utilized data-informed teaching and assessment to guide intervention planning and support cusp pupils in reaching expectations.
- Vigilantly upheld rigorous safeguarding standards and delivered high-quality PSHE lessons to address class needs.
- Demonstrated adaptability and innovation in tailoring curriculum, collaborating with stakeholders, and utilizing data to enhance student outcomes.

COMPUTING LEAD, SOUTH HARRINGAY SCHOOL: LONDON, UK – 2021-PRESENT

National Curriculum for England and Wales.

- Spearheaded the development and integration of a comprehensive Computing curriculum, incorporating Purple Mash software to enhance student engagement and learning outcomes.
- Embedded high-quality assessment strategies into Computing delivery, providing guidance to teachers in utilizing Purple Mash assessment tools for effective evaluation.
- Conducted training sessions and provided team-teaching support to colleagues, fostering their ability to teach Computing and effectively integrate technology in the classroom.
- Oversaw the school's Computing budget, implementing strategic spending practices to maximize resource utilization and ensure financial efficiency.
- Introduced students to the fundamentals of coding, nurturing their understanding of programming concepts and problem-solving skills.
- Demonstrated proficiency in maintaining and troubleshooting school computing systems, ensuring optimal functionality and accessibility for students and staff.
- Introduced students to the fundamentals of coding through engaging and age-appropriate activities, fostering a foundation for future programming skills.

YEAR 4 CLASS TEACHER, SOUTH HARRINGAY SCHOOL: LONDON, UK – 2020-2022

National Curriculum for England and Wales.

- Established high level of teaching standards accompanied with Growth Mindset approach to drive learning.
- Built an emotionally-friendly classroom and embedded Rosenshine's Principles into practice.
- Attended regular staff CPD and training sessions, embedding learning into my practice.

- Applied data-informed teaching and assessment to inform intervention planning and support cusp pupils to achieve expectations.
- Worked closely with key stakeholders to establish early reader intervention programmes and greater support for EAL pupils.

TEACHING ASSISTANT AND COVER SUPERVISOR, EASTWOOD PARK ACADEMY TRUST: ESSEX, UK – 2020

National Curriculum for England and Wales.

- Led homework club sessions for disadvantaged pupils to support further learning.
- Provided learning support to SEN and EAL students.
- Provided cover for teachers in a UK National Curriculum Secondary School setting.

LEAD EARLY YEARS PRACTITIONER, BRITISH EDUCATION KOREA: SEOUL, REPUBLIC OF KOREA – 2017-2019

National Curriculum for England and Wales.

- Raised literacy and numeracy standards across the Early Years level through consistent phonics and circle time teaching.
- Integrated data-informed teaching and assessment across the Early Years spectrum through the Tapestry platform.
- Proactively established and managed the resource management team.
- Delivered team training through SMART goals and workshops.
- Coordinated, managed and delivered high-quality school camps.

LEAD KINDERGARTEN TEACHER, MAPLE BEAR CCLI: INCHEON, REPUBLIC OF KOREA – 2016-2017

Canadian Curriculum and PYP Programme for International Baccalaureate

- Raised student achievement levels from 'poor' to 'outstanding' in first six months through utilisation of personalised action plans and data-informed teaching and learning practices and child-directed learning strategies.
- Led the implementation of child-directed learning practices across the school.
- Coordinated the resource development team and trained colleagues in the use of Apple technology.

TEACHER OF ENGLISH AS A FOREIGN LANGUAGE: PATHUM THANI/LAMPANG, THAILAND – 2014-2016

Company-Driven Curriculum with Teacher-Input to shape content

- Devised comprehensive plans and materials within a loose curriculum to maximise the development of conversational English levels within students aged 11-18.
- Merged visual, auditory and physical aids to maximise learning opportunities and outcomes.
- Consulted with students for university entrance applications and interviews while also volunteering to tutor and mentor younger students.

EDUCATION

EARLY CAREER TEACHER FRAMEWORK – 2023

University College London, London, United Kingdom.

TEACH FIRST LEADERSHIP DEVELOPMENT PROGRAMME POSTGRADUATE CERTIFICATE IN EDUCATION – 2022

University College London, London, United Kingdom.

MASTERS OF EDUCATION AND INTERNATIONAL DEVELOPMENT – 2020

University College London, London, United Kingdom.

BACHELOR OF SCIENCE IN EDUCATION – 2014

University of Southampton, Hampshire, United Kingdom.

BRITISH NATIONAL DIPLOMA UNIFORMED PUBLIC SERVICES – 2010

South East Essex College, Southend-on-Sea, United Kingdom.

12 GCSES GRADE A-C INCLUDING ENGLISH, MATHS AND SCIENCE – 2008

The Eastwood School, Leigh-on-Sea, United Kingdom.

OTHER SKILLS

- Apple Certified Teacher.
- Building and maintaining strong student-teacher and parent-teacher relationships.
- Digital learning and literacy.
- Google Certified Educator Level 2.
- Highly competent with Microsoft Office and Windows.
- Kahoot! Certified Educator.
- Lesson planning and curriculum development.
- Organisation, time management and planning.
- Phonics teaching and early writing.
- Setting high standards and expectations.
- Targeted questioning through probing and processing questions.

REFERENCES

MUSSERAT ASHRAF – TEACH FIRST DEVELOPMENT LEAD

mashraf@teachfirst.org.uk

KELLI ARNOLD – SOUTH HARRINGAY SCHOOL PEDAGOGY LEAD & MENTOR

kelli.arnold@shjs.haringey.sch.uk | 07825817769

You are welcome to contact my referees for further insight into my professional or personal standing.

PROFESSIONAL DEVELOPMENT PORTFOLIO

2022-23

- Kahoot! Certified Educator.
- Google Certified Educator Level 2 Certification.
- Microsoft Educator Academy Self-Guided Programme.
- Google Educator Level 1 Certification.
- Apple Certified Teacher Qualification.
- Read Write Inc. Phonics training.
- Walkthrus for teaching excellence.
- Identifying Developmental Language Disorder (DLD).
- Supporting pupils with Developmental Language Disorder (DLD).

2021-22

- Computing leader OFSTED preparation and embedding assessment in Computing.
- Reading progression mapping and development.
- Ensuring success for EAL students in whole class reading.
- Supporting SEND pupils, inclusion and practice.
- Walkthrus and Rosenshine's Principles.
- Safeguarding and Child Protection

2020-21

- Achieving excellence in Whole Class Reading.
- Haringey Education Partnership - Delivering the HEP Approach.
- Safeguarding and Child Protection.
- Sex, Health and Relationships Education training.
- Effective PSHE education, P4C and Circle Times.

April 2019

- Sexual Harassment in the Workplace Workshop.
- Child Protection and Safeguarding Workshop.

February 2019

- Differentiation for EAL Learners Workshop.
- CECEK Conference for Early Years Teachers in Korea.

February 2018

- CECEK Conference for Early Years Teachers in Korea.

November 2017

- Basic CPR training - Yongsan District Office Korea.

June 2016

- Child Safety Awareness Course (NSPCC).

March - April 2016

- Professional Practices for English Language Teaching (The British Council).

October - December 2015

- TEFL Certification, 120 hours (TEFL.org).