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| **NAME:**   | **LAURENCE WELLS** |
| **NATIONALITY:**   | **British**  |
| **RESIDENCE:**   | 12 Farmview, Cobham, Surrey KT11 3HL  |
| **CONTACT:** **Date of Birth:** | **Mob:**  07799124986 **Email:** Laurence\_wells@hotmail.com  25.07.1977 |
| **POST GRADUATE EDUCATION:**   | **University of Roehampton****Qualified Teacher Status** attained in 2012 (**Induction** completed in 2013).**PGCE** Primary Education in 2011 to 2012 (graduated as an Outstanding Teacher).***Legal background:*****Qualified as a solicitor** in September 2005. **BPP Law School:****“City” Legal Practice Certificate:**Distinction (Top 10 in year). **College of Law, Guildford:**  **Post Graduate Diploma in Law:** Distinction (Top 10 in year).  |
| **EDUCATION:**  | **University of St. Andrews and La Sorbonne (Paris IV) – 1995 - 99**  M.A. Hons. Modern Languages (French):  2:1.  **Epsom College – 1990 - 95**   **A Level:**French: A; Latin: A; Maths: A.  **GCSE:**French, Latin, Maths, English Language, English Literature, Ancient Greek, German, Physics, Chemistry, Biology: 9 x A, 1 x B.   |
| **LANGUAGES**   | **French**(Fluent);  **German**(Intermediate);  **Japanese** (Basic conversation);**Latin** (to pre-honours level).  |

**TEACHING RELATED EMPLOYMENT/ PRACTICE:**

**September 2014 (Ongoing)** Individual subject teacher across Years 4 to 6 and Independent Schools Teacher Induction Panel Tutor at Wimbledon Ursuline Preparatory School at 18 The Downs, Wimbledon, London SW20 8HR (Part time); and

Independent Private Tutor (Part time).

**September 2012 – End of August 2014** Year 4 form teacher at Wimbledon Ursuline Preparatory School, teaching all curricular subjects, as well as Year 5 Science; running and teaching Latin and Debating clubs; History coordinator for academic year 2013/2014. **Part-time** from September 2014.

**March 2012 – June 2012** Student teacher in a Year 5 class at Wimbledon Chase Primary School, Merton Hall Road, Wimbledon SW19 3QB teaching and managing as full time class teacher.

**November 2011 – End of January 2012** Student teacher in a Year 4 primary class at Malmesbury Primary School, Malmesbury Road, Morden Surrey SM4 6HG teaching and managing up to 3 full days per week, managing the class 75 % of the rest of the time.

**September 2010 – September 2011** Teaching assistant (**TA**), Wimbledon Chase Primary School, Merton Hall Road, Wimbledon SW19 3QB where I was employed full time, assisting one to one with a special needs student with Semantic Pragmatic Disorder in the morning and providing general class room assistance in the afternoon.

**Summer 2007**  Shadowed teachers in Merton and the West Midlands Areas.

**July 1999 – 2000**Taught English in a rural part of Japan as an Assistant Language Teacher underthe "Japan Exchange and Teaching" (JET) Programme.

**Summer 1998 and 1996** I worked as a team leader for PGL in France and for a Swiss Summer Camp as a team leader managing the day to day affairs of large groups of children from 8- 15 years old and was responsible for their overall welfare.

**1995 to 1999** Privately coached in French and Latin for a number of years up to A level standard.

**GENERAL EMPLOYMENT HISTORY:**

**Oct. 09 – August 10** Police Constable, MET Police, A Relief Response officer, Brixton Police station.

**May 2007–Sept 09** AssociateSolicitor in Company/ Commercial department, Coles Miller Solicitors LLP,  44/46 Parkstone Road, Poole BH15 2PG.

**Sept 2005 - 07** Director and equity stakeholder in Radical Sports UK, a winter sports equipment and clothing distributor;and Co-manager of Sandown Active Sports, a winter sports equipment and clothing retail operation.

**2003 – 05** Completed training contract to qualify as a City solicitor at Allen & Overy LLP.

**Feb – Aug 2001**Consultant in the Advertising Standards Department of *Legal & General*.

**INTERESTS:**

* Trustee of a UK Charity, Future for Nepal, whose principal aims include the education of deprived children in Nepal.
* Bridge; Skiing, water-skiing, football, tennis, golf, squash, hockey, weight-training and jogging.

**IT:**  Computer literate (Word, Excel, PowerPoint, Internet, Smart Technologies, Typing).

**PERSONAL PROFILE**

As a qualified teacher and practitioner, dedicated to ensuring the progress of a tutee, I will guarantee a tutee reaches their maximum potential. Whether it is a child with English as an Additional Language, a child with a particular educational need or a child striving to successfully gain entry to or a scholarship to a demanding secondary school, I am determined to support the attainment of the desired goal.

Having professional experience, across the private sector, with my own business and as a solicitor and preparatory school teacher as well as, in the public sector, in Education and as a police officer, I have a diversified personal portfolio to draw on, which supplements a high level of academia.

During the academic years of 2012 to 2014, I taught full time as a Year 4 form teacher at the Wimbledon Ursuline Preparatory School, planning and teaching all curricular subjects to the form as well as Year 5 Science; and running and teaching Latin and Debating clubs to the Prep school girls. I have also been History coordinator and led residential trips to Educational centres, at Juniper Hall and Hindleap Warren. I am proud of the levels of progress, educational engagement and love of learning that pupils have achieved under my guidance and teaching at the school. This was endorsed in the summer of 2014 by the Independent Schools Inspectorate, which considered the quality of pupils’ achievements and learning; and contribution of teaching (amongst other things) to be excellent. From September 2014, I am employed part-time teaching individual subjects across years 4 to 6 as well as acting as a tutor and mentor to newly qualified teachers as an Independent Schools Teacher Induction Panel Tutor, whilst working, independently, as a private tutor in addition to sharing child care with my wife following the birth of our first-born in January 2014.

I graduated as an Outstanding Teacher with a PGCE (Primary) at Roehampton University. Furthermore, I gained invaluable experience and practice of successful teaching strategies that affect the development and well-being of learners both:

* as part of a rigorous academic course and on school placement in Upper Key Stage 2 at Wimbledon Chase Primary School and in Lower Key Stage 2 at Malmesbury Primary School during my PGCE course; and
* as a teaching assistant at Wimbledon Chase Primary School, spending my mornings lending one to one assistance to a year three child with special educational needs, whilst providing general class room assistance to year three classes in the afternoon.

**Professional Attributes**

***Relationships with children and young people***

I have high expectations of children, believing that when they are motivated, engaged and challenged then each child will strive to attain their full potential. By way of example, a Year 4 set of lessons on personal finance and stock market investment incorporated Personal, Social and Health Education; practical use of arithmetic skills; as well as decimal and percentage work. Guided internet research and data analysis, using ICT in an innovative and engaging manner consistent with Government policy, provided real life practical skills and value to a cross curricular context.

***Communication and collaboration with the school community***

I believe that teachers should practise what they preach and, as such model, a collaborative approach both with the children and all other adults – teachers, professional and support staff; parents and carers; and other agencies. The building of such a rapport with parents was evidenced when I was a form teacher, where I liaised daily with parents of the children in person and via homework diaries and during regular parents evening and formal and informal 1:1 and group meetings. Such an example is indicative of my interpersonal skills allowing me to bond with children and adults alike. As regards children, such skills allow me to discern the personal, social, emotional and learning levels of the children whilst, as regards adults, forge beneficial partnerships. I am very perceptive and quick to understand a child’s strengths and areas for development and, consequently, how to build on the former and ameliorate the latter.

***Personal Professional Development and evaluation of teaching***

I want to be the best tutor I can be. I reflect deeply both alone and with others about my teaching and best practice and how to align the former with the latter. It is this attitude that will allow a tutee to make significant progress, whatever their starting level.

Furthermore, I engage with professionals in a number of roles to further my own professional development, including:

* meeting outside agencies (from speech and language therapists to the educationalists, Pie Corbett and Lindsay Pickton, at literacy Insets);
* liaising with a school’s SENCO and specialist teachers;
* attending phonics training; and
* taking an active participation in INSETs to devise community based stimuli and plans to develop, inspire, extend and consolidate children’s literacy skills.

**Professional Knowledge, understanding skills**

***Exploratory learning within a safe learning environment***

I believe that, whilst children need to learn perseverance, they learn best when they are engaged in a child orientated, cross-curricular learning environment. Children must feel safe to explore, take risks and find solutions both collaboratively and independently and where they take ownership for their learning. This is the environment that I endeavour to invoke through for example careful framing of my dialogic teaching including reminding children that not understanding is often a necessary starting point.Such strategies, when applied to broaden, deepen and extend children’s prior knowledge, skills, concepts and attitudes, are wholly consistent with a spiral curriculum and numeracy and literacy strategies.

***Safeguarding children and effective learning management***

The positive rapport between tutor and child where a child is engaged and each party treats each other with mutual respect, together with a positive and assertive approach, will allow for a supportive learning environment.

***Planning, teaching, assessing and monitoring progress and giving feedback***

Planning and formative assessment are key to the development of learners. In respect of the former, I always consider the following, in direct relation to concepts, skills, attitudes and knowledge requirements of the National or Independent Curriculum, scheme of work or relevant assessment or entrance examination:

* a central learning objective;
* explicit prior learning;
* interests and level of the tutee;
* expected outcome;
* pertinence of task (necessary scaffolding and extending; higher order questioning; writing frames; and modelling);
* organisation (for example; multisensory resources for certain children);
* consultation with other adults such as the parent and/or class teacher to find out as much as possible about the character, nature and understanding of children; and
* reflection and evaluation of both teaching and learning to guide future session planning and delivery.

Equally importantly, I draw on elicitation and formative assessment both during and outside of sessions through marking of individual work and maintaining records of all assessment. I endeavour to vary session styles by incorporating Visual, Audio and Kinaesthetic concepts and ICT, with emphasis on the interaction to allow children to fully engage in sessions and their learning (for example by explaining a mathematics solution). Further, I take personal responsibility to broaden and deepen my subject, pedagogical and curricular knowledge, by independent research and attendance of INSETs, and to model to the children the kind of learner and collaborative and engaging character that each child can learn from and alongside, taking my vocation but not myself seriously.

***Mathematics as subject specialism***

With Government concerns for mathematics generally and numeracy specifically, I am passionate about helping children realize that mathematics is not mysticism and that an approach to teaching incorporating a real life context, cross curricular approach and puzzles, games and activities will inspire a new generation of mathematicians.

Notwithstanding the above, I am proficient at drawing out a child’s potential in literacy and non-verbal reasoning as well as many curricular and specialist subjects, such as French and Latin.

***Achievement and diversity***

I aspire to treat different children differently and thereby raise the attainment of every individual child. Furthermore, appreciation that children with English as an additional language tend to take many years to attain academic levels of English means I provide scaffolding aids such as pictorial and orthographic technical and key word lists.

I look to see the positive contribution that each individual child makes. Whilst teaching; on placement and as a TA at Wimbledon Chase, in particular, I forged close relationships with SEN and Gifted and Talented children and their parents. Each child required diligent consideration in terms of differentiated and scaffolded planning and teaching. In addition, by valuing the contribution of their parents, children’s progress was pronounced.

**REFEREE:**

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