



## Marn Walker

*Teacher – Specialist Input and Project Work*

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### Background and experience:

I qualified as a teacher in 2015 with a PGCE in Primary Education, having initially completed a degree in linguistics, and I have since worked in a variety of school settings, including international schools across Europe and Asia. I have worked across the Primary and lower Secondary age range, covering Key Stage 1-3, as well as working with young adult learners as part of my voluntary experience teaching in Indonesia and Thailand. I remained a classroom practitioner until 2022, within this time becoming a member of the school leadership team as a Phase Leader.

In this role, I was responsible for organising and managing a number of classes, promoting high-quality teaching and learning across the key stage. My leadership post included managing staff appraisals/target setting and creating individualised and departmental targets in partnership with academic staff. Additionally, I managed team absences and organised cover timetables and supervision rotas. My experience in this role, as well as my previous experience as a mentor for PGCE students, has enabled me to develop strong leadership and reflection skills.

I have been able to successfully manage teams and individuals, oversee projects, and ensure that organisational objectives are met which is now very relevant to the project work aspect of my role.

Drawing on my previous experience working in Special Education settings, in my roles as classroom teacher and Phase Leader, I have been responsible for managing children and young people's behaviour and support needs across my division. I have worked alongside children and young people with a range of additional needs, facilitating their integration in a mainstream setting by liaising with class teachers and other relevant staff, including by implementing positive behaviour systems.

I have led professional development sessions for staff based around a variety of areas, mostly focused on SEND and classroom behaviour management. I have taken part in CPD training in Autism Awareness and Children's Mental Health, and completed a SEND diploma. To ensure I am a confident user of technology, I have also completed Google Educator training, including Google Classroom and Google Meet, and Apple Teacher training through the Apple professional learning platform.

In all previous teaching roles, I have effectively engaged with and supported parents, outside agencies, and other stakeholders using my excellent communication and interpersonal skills. I am confident in working alongside a multi-disciplinary team, including educators, case managers, and therapists, in order to promote a holistic approach to education that focuses on meeting the client's needs via relationship building and engagement.

As a specialist teacher I work under the direction of the education advisors in order to provide one to one input for individual children and young people. This can be delivering specific teaching linked to the ASDAN qualification or subject specific input such as English and maths. My input is individualised to meet the needs of each young person and I then provide feedback to the education advisor with regard to progress.

I am also able to support the Special Education team with project work. I take an active role in supporting clients' needs with tasks including researching educational settings according to specific criteria, collating educational data, and creating written reports. My research requires excellent ICT skills and I make calls and contact a variety of companies and providers to complete research tasks (such as contacting nurseries to identify a childcare provider for a family moving into the UK from the USA). This then results in a robust document that addresses the query and gives the client a solution or positive outcome.

I also prepare and produce educational resource packs for clients with a range of cognitive and additional communication needs. I understand the importance of working on an individualised basis, taking time to appreciate the needs of a client and their family in order to manage the task and secure the best outcomes for all involved.

This role has allowed me to learn more about the interaction of Education and Case Management, as well as build upon my transferable skills in a client-facing role. I am confident that my transferable skills, including communication, leadership, and training, combined with my experience in education, are an asset in my role at ECMS. I very much enjoy contributing my skills and expertise to support the success of the team and the organisation.

### Professional Qualifications and Memberships:

- PGCE in Primary Education (QTS) – 2015
- BA (Hons) in Linguistics – 2011