

Lauren Buckley

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A hardworking, highly motivated and extremely reliable person with ambition to excel and develop skills further. Fully committed to working in challenging conditions, pressured situations and tackling high risk scenarios to ensure the best possible outcomes for myself and others. A strong communicator and relationship builder who is willing to lead a team of people with a global vision to enhance performance.

EDUCATION & QUALIFICATIONS

Sept 2020- Present	BA Hons Inclusive Education at University Wales Trinity Saint David
Oct 2017- Jul 2020	Foundation degree Inclusive Education at University Wales Trinity Saint David
Sept 2004 -	DipHE Performing Arts at London Studio Centre.
Sept 1999- Jul 2004	Secondary School Education at Penyrheol Comprehensive School.
GCSEs: English Language (A) English Literature (C) Science (B, B) Maths (B) Dance (A) Music (A) Geography (C) French (C)	

KEY SKILLS

- Excellent planning and organisational skills
 - Positive mindset and creative solution maker
 - Self-starter who works well under own initiative
 - Reliable and focused on timely delivery of quality results
 - Excellent communication and people skills to build strong and lasting relationships
 - Strong motivational and coaching skills with experience in mentoring others to achieve goals
 - Strong teamwork skills and enjoy being part of a successful and productive team
 - Actively demonstrates the highest standard of professionalism
 - Focused on self-development and personal growth
 - In-depth experience in a range of performing arts sector
 - Highly disciplined and driven to reach high standards
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CAREER SUMMARY

Pastoral Officer at Pontarddulais Comprehensive School

2013 - Present

- Developing positive relationships with students to increase attainment, improve attendance and maximize development
- Process referrals to outside agencies
- Tackle inappropriate behaviour, award disciplinary measures and complete restorative practice as outlined in the school behaviour policy
- Work alongside community police officers to challenge antisocial behaviour
- Converse with social services and other multi-agency services
- Respond to safeguarding incidents, working closely with a designated team to ensure pupil welfare is adhered to.

Waitress at the Kingsbridge Inn

2011 - 2013

- Provide high standards of customer service, demonstrate effective communication with both staff and customers
- The ability to thrive in a highly stressful environment
- Co-ordinate other team members and organise staff rotas
- Ensure accuracy of orders and quality of presentation
- Comply with the health and safety policies and procedures
- Resolve complaints to achieve positive outcome for both the customer and restaurant
- Complete daily stock rotations, orders and deliveries
- Play an integral role in maintaining a 5-star food hygiene rating
- Liaise with management to discuss orders, customer feedback, upcoming events, menu changes and customer dietary requirements
- Organise bookings, create seating plans and ensure the restaurant runs smoothly.

Sales assistant/ administrator at Pic-Up-Spares

2008 – 2011

- Customer service – developing strong working relationships with customers.
- Leasing with insurance companies to negotiate salvage values on stocked vehicles
- Utilize a bespoke IT system to maximize sales and revenue opportunities
- Follow up on past enquiries to convert the lead into a sale
- Leadership – organizing diaries to ensure maximum performance for all staff.

- Working collaboratively as part of a large team
- Customer service – providing advice to customers in an efficient and professional manner
- Problem solving – finding alternative items when garments are unavailable
- Product control- replenishing best sellers
- Visual display – responsible for identifying most popular trends and accompany the design team to dress manikins and hang visual signage within the store
- Advise customers, provide a diverse knowledge of fashion, collections and sizes
- Reconciliation – In charge of recording sales, counting money, organizing the daily float and conversing with management on daily takings
- Following policy guidelines process refunds, exchanges of unwanted garments
- Ensuring stock is hung correctly, folded and is presentable at all times
- Security role- identify suspicious activity within the store and report it to management and the outside security service

PERSONAL STATEMENT

I am passionate about working in education and have a strong desire to support as many young people as possible to fulfil their potential. I believe that by monitoring pupil progression, delivering highly stimulating learning environments and making sure all students are provided with the appropriate strategies and scaffolding tools required to excel and develop to the best of their ability then I will be able to make a difference in many pupils' educational experience.

Throughout my career at Pontarddulais Comprehensive School, I have continued my own personal development by broadening my existing knowledge through the act of completing a degree in Inclusive Education which will allow me to progress into the teaching profession. I feel that this would be a perfect career choice for me as I consider myself to be a young, friendly and outgoing person who students can easily relate to, but I also have the appropriate skills, confidence and experience to advise, motivate and inspire them to achieve.

Personal Development Plan

Target for development	Why?	How?	Who/Where?	When?
Develop Knowledge Further my studies completing a BA Hons in Inclusive Education	After completing my Foundation Degree in Inclusive Education, I would like to further develop my studies to enable me to embark in a teaching profession.	Contact the University to discuss options of further training. Access the UWTSD website for further details on course: https://uwtsd.ac.uk/ba-inclusive-education/	I will attend UWTSD and enrol on the BA Hons Inclusive Education course.	2020
Leadership Look to become a Student Representative for the BA Hons	Become more confident and assertive in leading a team of people.	Seek guidance on Student Rep at: https://www.uwtsd.ac.uk/rdp/student-representation/ Speak to the relevant persons involved in the Student Rep process along with the Senior lecture in charge of the cohort. Nominate myself to play an integral role in the development of pupil voice to make positive advances in the current practices and policies surrounding the learning of higher-level studies.	Contact Cindy Hunt – Programme Director FdA/BA Inclusive Education at UWTSD c.hunt@uwtsd.ac.uk 01267676726	During my Final year of studying at UWTSD
Seek Further higher educational training to enter the profession of	My current role is a Pastoral Officer working in a mainstream	Access further information online at the Open University website. Contact them directly to discuss further training options- PGCE, GTP etc.	Request a prospectus from: http://www.open.ac.uk/courses/careers/teaching	Look to implement this research as soon as possible whilst

teaching in both vocational/ curriculum subjects.	secondary school in South Wales. From the knowledge I have gained I aim to transfer these skills into the teaching profession. Previous training in Performing Arts which I would like to advance.	Seek further advice and support from Careers advisor in relation to vocational courses, subject requirements, eligibility etc. Look to engage in conversation with Headship team to discuss future opportunities. Look to explore alternative options in both vocational and curriculum-based subjects.	Contact Mark Thomas at UWTSDCareers Mark.thomas@uwtsd.ac.uk 01267 676829 Mr Rees (Headteacher at Pontarddulais Compressive school).	completing the BA Hons
Leadership Teaching and Learning Responsibility (establish a TLR post in school)	After establishing myself as a highly effective practitioner I would look to develop my leadership skills by taking on a teaching and learning responsibility.	When I become a full time teacher I would immerse myself fully into the life of the school by becoming actively involved in all aspects of school life. I would look for opportunities to develop my skills as a teacher in order to progress onto middle management. I would use annual performance management objectives to set achievable short and long term targets. I would embrace the challenge of leading on whole school initiatives	Working closely with colleague teachers, subject leaders and senior management of the school. By shadowing colleagues with middle management responsibility. Mr Rees (Headteacher at Pontarddulais Compressive school).	2022 – After NQT Training

		by working collaboratively with colleagues in school.		
Leadership Progress Manager	To further develop my skills in supporting student welfare and learning to maximise the success of all pupils in my care.	I will look to shadow another Progress Manager and look to further develop these competencies: • Develop robust and professional home school links. • Work in collaboration with external agencies. • Analyse data to track and monitor pupil attendance and inform and improve pupil attainment. • Develop strong relationships with the wider community to prevent antisocial behaviour.	• Support the Team Around the Child and families to ensure vital information is shared. • Working closely with multi agencies for instance counselling services, social services, family support services etc. • Work collaboratively with form tutors and Educational Welfare Officer (EWO). • Work alongside the community police officers to record and respond to unwanted behaviour.	2024
Mentoring	To develop positive relationships with the more challenging and vulnerable students to educate them to make better choices.	Look to further expand my skills to cater to more challenging needs. Access further training in bereavement, ACE's to provide strategies to ensure students remain engaged in education and prevent an increase in students becoming NEET.	Access course with the below: https://www.cruse.org.uk/get-help/for-schools https://www.adversechildhoodexperiences.co.uk/aces-training	2024
Knowledge Gain further understanding of managing and supporting Additional Learning Needs to allow	Inclusion ensures all children are provided with equal opportunities to excel and develop. An	• Working in partnership with students, their families and other professionals. • Create IDPs, pupil profiles to create a clearer understanding of pupil needs.	By shadowing the current ALNCo. Complete further training at: https://www.southwales.ac.uk/courses/postgraduate-certificate-senaln-additional-learning-needs/	Approximately 2027

me to progress and apply for a senior role of ALNCo.	ALNCo is a vital role within all educational settings providing support to both staff and students.	• Work with staff to develop strategies and scaffolding tools to aid learning. • Identify and respond to pupils' needs through diagnostic screening and analysing data.		
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