

Contact Information

Mr Daniel Walrond

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Achievements & Proficiencies

- Appropriately flexible/decisive when managing *challenging behaviour*.
- Highly experienced in advancing acquisition and use of *meaningful language* for pre-verbal children.
- Consistently embodied and *inspired productive ideals* and practises across various settings and their associated communities.
- Adhered closely to *deadlines/timetables*.
- Demonstrated *exemplary work-ethic* throughout 'lockdown' period ensuring *clean and safe environment* for service-users and colleagues despite the obvious challenges.
- Keen and professional *inter/intrapersonal* skills with children and adults alike.
- Proponent of *learning* through *play* e.g. 'Forest school', sensory play.
- Driven to helping 'Gifted & Talented' children flourish.
- Inclined towards maximising available *resources* and *environments*.

Profile

Nearly 15 years' experience in *public and private sector* settings across *London* supporting children and young people with varying types and severities of *Special Educational Needs and Disabilities (SEND)*. Humility and *pragmatism* are precursors to tackling challenges new and familiar as "*success*" and "*failure*" are merely *opportunities for learning*, and further improvement thereafter. *Resourceful* and *determined* when working alone but motivated by opportunities to *collaborate*. *Intuitive* practitioner seeking transparent, *reflective leadership* to emulate.

Experience & Key Skills

Self-Employed (Director of DLW Educare Services Limited)

October 2022 – Present

- Private childcare, tutoring and mentoring for families, charities, schools and other organisations.

Higher Level Teaching Assistant (SEND Specialism) at St. Edmund's Roman Catholic Primary School

June 2021 – July 2022

- Design and implement a bespoke daily routine for a child struggling to socialise, resulting in full-time attendance in a mainstream school.
- Align practice to key documents e.g., Education & Health Care Plan, National Curriculum and interventions devised by qualified professionals.
- Promote inclusivity and create opportunities for typically developing children and those with SEND to learn about and from one another.

Nursery Education Officer (Keyworker) at Ann Tayler Children's Centre

September 2019 – June 2021

- Provide childcare throughout the day including changing, toilet training, administering first aid and medication and maintaining a clean, safe and pleasant environment to learn, play, sleep and eat in.
- Document the termly progress of 6-8 'Keychildren' as their 'Keyworker' in a concise format for regular dissemination amongst parents, management, relevant staff from the Local Authority and external inspection teams like Ofsted.

Achievements & Proficiencies

- *Highly effective liaison* between parents and internal/external staff working at all levels.
- Fierce *advocate* for dignity, privacy and equal opportunity of *disadvantaged* and differently abled children, young people and their families.
- Entrusted with orchestrating a performance for Her Royal Highness Catherine Princess of Wales.
- Successfully *established and co-manage* after school provision for 5 years.
- *Confident* and *effective* managing auxiliary staff e.g., cover for breaks/absences, delegating tasks, performance review.
- Adept *in translating areas of interest* into opportunities for self-directed play/learning.
- Experience as fire safety marshal and trained in paediatric *first aid*.
- Loyal and *reliable employee* with a history of *professionalism* and an affable manner.

Education & Qualifications

University of East London

- September 2017-June 2018
School-Direct Primary (Salaried)
Qualified Teacher Status

Institute of Education, University College London's Faculty of Education and Society

- September 2014-June 2017
Working with Children: Education and Wellbeing
Bachelor of Education (Honours)
2:1

Experience (continued)

Newly Qualified Teacher/Reception Class Teacher at St. Edmund's Roman Catholic Primary School

September 2018 – July 2019

- Collaborate daily with 5 other staff to coordinating a cohesive curriculum for more than 50 children (aged 36-50 months).
- Engage class with differentiated activities that ensure the best possible progress for all learners in line with statutory guidance.
- Maintain a portfolio of evidence demonstrating fulfilment of the *Teachers' Standards*.

Unqualified Teacher

September 2017 – July 2018

- Develop pedagogic acumen across EYFS and Primary Key Stages (KS1/2), both with my employer and the Paradigm Trust federation of schools with which they partnered.
- Acclimate quickly to different policy/theory, practices and expectations in different contexts: as a learner, collaborator and leader and in relation to students, parents, colleagues, tutors and management.

Teaching Assistant

June 2011 – July 2017

- Train in and lead programmes/interventions focused around: SEND, Social, Emotional and Mental Health (SEMH), mathematics, literacy and music.
- Supervise children (including SEND) outside teaching hours both on and offsite e.g., walking to and from home/school, provision before/after school, day trips and residential trips.

Sessional Playworker at KIDS (Registered Charity Number: 275936)

August 2009 – April 2014

- Empower children and young people with even the most impactful SEND to engage in self-directed, adventurous play amongst their peers.
- Adapt and innovate ideas for emotional, cognitive and social development through play within a purpose-built setting.
- Institute respite for parents and families of children with SEND, particularly their 'typically developing siblings' alongside highly trained and experienced staff.

References available upon request