
NATASHA ROBERTS

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PROFESSIONAL SUMMARY

I am a motivated Primary and Secondary teacher with 25 years classroom and tutoring experience, predominantly in the private sector. All of the private schools I have worked at are either rated in The Good Schools Guide or The Tatler Schools Guide. Private tutoring successes include places secured at Eton College, Brighton College, Harrow and St Paul's Girls School. The age ranges I have experience of teaching range from EYFS to KS4. My work in education includes work as an Education Advisor to Multi-Academy Trusts with the leading provider of formative assessments to schools in the UK and Ireland. I am experienced with liaising with parents and schools to secure the best outcomes for pupils. Most recently, I have been working as an on-set tutor for a film production company. I am registered with the DBS update service and EWC Wales.

WORK HISTORY

Private Tutor, Year 2 to Year 10, 03/2009 - Current

Self Employed - Shepperton/remote, Surrey

- Support pupils with varying needs to achieve their academic potential in an encouraging and supportive environment.
- Advise home and international students (Year 2 to Year 10) to develop their academic and interview techniques abilities, with a view to supporting them to achieve their potential, resulting in successful entrance to top grammar and private schools in London and the South of England.
- Teach study skills and core learning objectives to help struggling SEN students resolve core issues impeding academic progress due to learning challenges. Deliver structured lessons with high quality resources using key skills required for 11+ entrance examinations and English GCSE.
- Help students to persevere through academic challenges and build self-confidence through active listening, encouragement and praise.
- Liaise with pupils' schools to maximise progress and create cohesive education plans.
- Assess and adapt teaching style according to student needs and abilities.
- Monitor students' test and assessment marks to identify areas of improvement and build confidence.
- Complete periodic training to gain knowledge of emerging trends in education in safeguarding, SEN, well-being and school entrance requirements.
- 2025 schools in which places have been secured by my pupils include: Eton College, Brighton College, Harrow, Charterhouse (academic scholarship), Royal Grammar School Guildford,, Guildford High, Hampton School and The Leys School in Cambridge.

Classroom Teacher, KS1 - KS4., 10/2023 - Current

Teaching Personnel - London / Cardiff

Adapt teaching methods and materials to meet students' varying needs and interests.

- Prepare quizzes, tests and examinations to gauge how well students are learning.
- Support students to identify problems impeding education.
- Use illustrative activities to help students explore concepts.
- Boosted student success by maximising individual learning, balancing group and individual instruction models to accommodate different academic levels.
- Completed training courses to keep up-to-date with new teaching methods and developments in the field.

- Provided reading instruction to special needs students.
- Implemented proven methods to overcome common barriers to learning.
- Administered assessments to determine each student's specific educational and social needs.
- Taught multiple subjects to students with intellectual or emotional disabilities in a primary and secondary setting.
- Provided in-depth feedback and constructive criticism on students' work.

Education Advisor to Schools, Assessment Insights, 08/2022 - 12/2022

GL Assessment - Remote

- Helped senior leaders in primary and secondary schools in MAT's across the UK to utilise and analyse their assessment data.
- Devised and presented online presentations to senior leaders and teachers schools to help ensure maximum value from their assessments and helped to initiate next steps within their setting.
- This role required understanding of challenges experienced by teachers and senior leaders when administering, collating and interpreting assessment data in a way which resulted in the most useful and positive outcomes for their pupils.
- Worked with faculty and staff within schools to address specific student concerns, using their assessment data to result in positive outcomes for pupils, whatever their abilities.

Teacher, Private Sector, KS2, 09/2011 - 07/2022

Milbourne Lodge Senior Preparatory School - Esher, Surrey

- My role as Form Tutor required empathy whilst insisting on the highest standards of behaviour and educational output.
- I taught year groups from EYFS to Year 8 all National Curriculum subjects when required to do so.
- Planned, set, marked, and assessed pupils' work in line with high academic standards expected, providing extra support and intervention wherever necessary.
- Worked closely with SEN lead to identify needs, including dyslexia, ADD, and ADHD; always striving to ensure that all pupils achieved their potential, and retained their self-esteem.
- I am familiar with assessment tools; PTE, PTM's, CAT4, and SATS, and am experienced in using this data to inform my teaching to enable all pupils to access the curriculum and achieve their potential.
- Communicated daily observations with guardians, maintaining detailed development records.
- Implemented Safeguarding Procedures to monitor and protect children.
- During COVID, I facilitated the organisation of laptops to my year group, and taught them to use OneNote and other collaborative learning platforms whilst teaching a full online timetable to up to 40 pupils.

Form Tutor, Private Sector, EYFS - KS1, 09/2006 - 08/2011

Rowan Preparatory School - Claygate, Surrey

- Planned lessons within EYFS statutory framework to target subject weaknesses, and build skills within strengths.
- Monitored interactions within group settings, encouraging sharing and cooperation to facilitate positive socialisation.
- Designed learning plans tailored to individual needs.
- Maximised student retention by providing stimulating learning experiences tailored to individual needs.
- Tracked student progress through regular assessments, promptly addressing knowledge and skills gaps.
- Promoted academic success and enhanced learning experiences for students of varying capabilities.
- Assigned homework assignments and special projects for students to demonstrate knowledge of subject material.

- Implemented Safeguarding Procedures to monitor and protect children.
- Provided positive classroom experiences with creative, engaging learning-through-play activities.
- Planned and delivered engaging, quality curriculum to classes of up to 25 children, in line with EYFS framework.
- Tracked and assessed learning journeys using Nursery Management Software.
- Communicated daily observations with guardians, maintaining detailed development records.
- Maintained high levels of classroom and outdoor safety for staff and children, ensuring facility and equipment were clean, well maintained and safe at all times.
- Monitored physical and emotional child development, logging individual progress and communicating to family members.
- Boosted vocabulary development through singing, storytelling and role-play activities.
- Helped children learn numeracy skills using counting games.
- Applied Early Years Foundation Stage (EYFS) framework knowledge to drive curriculum attainment.
- Managed, mentored, and supported Learning Support Assistants to successfully pass their probation period.
- Consistently exceeded pupil individual development goals, verifying children's observations were detailed, reflective and provided developmentally challenging next steps.
- Established a creative, informative French scheme of work for EYFS.

Teacher, Private Sector, KS2, 09/2001 - 07/2003

Ibstock Place School - Roehampton, Wandsworth

- Monitored progress and used formative and summative assessments for pupils both academically and socially, whilst communicating pupils' targets to staff, SLT, and parents.
- Used formative and summative assessments to inform planning.
- Taught a topic-based curriculum, which involved careful planning, as well as assessment data using PTE and PTM.
- I worked to provide cross-curricular links, which resulted in deeper understanding for pupils.
- Worked closely with my parallel class teacher and SEND lead to ensure pupils' needs were met; whether these needs resulted in extra support for EAL children, or pupils with SEN.
- Extending most able pupils using informed planning of targets.
- Collaboration with a teaching assistant on a daily basis.
- Presenting termly curriculum overviews to parents.
- Maintaining proactive contact with parents.

SKILLS

- PGCE teaching qualification (Primary)
- 25 years' teaching experience
- Strong written and verbal communicator
- Flexible, empathetic and enthusiastic

EDUCATION

PGCE (English specialism): Teaching, 09/1999 - 07/2000

Kingston University - Kingston upon Thames - Distinction

BA(Hons) 2:2: History of Art, 09/1993 - 07/1996

University of Southampton, Winchester School of Art - United Kingdom

A-Levels: English, History and History of Art, 1990 - 1992 St Michael's Grammar School, North Finchley