**Curriculum Vitae**

**Name: Ashleigh Mae Husselbee**

**Date of Birth: 24th July 1997**

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**Personal Profile.**

A friendly and enthusiastic Drama and Theatre Studies Graduate from the University of Chester. Through my past experience, I have become a hardworking, punctual and reliable employee. I have excellent communication skills that I have developed through my experience of both jobs and courses. Interacting with people during my study of Drama and Theatre has allowed me to be comfortable and efficient when working as part of a team, as well as on my own. I strive to benefit the team I am a part of to the best of my ability and to achieve the highest level of individual research I can.

**Education and Qualifications.**

Current Education:

University of Chester

MA Drama 2018-2019

University of Chester 2015-2018

First Class BA Honours Drama and Theatre Studies.

Modules include: Applied Practices First Class, Work Based Learning 2:1, and Negotiated Studies First Class.

Full DBS Check.

Past Education:

Madeley Academy Sixth Form 2013-2015

Qualifications: BTEC Double Performing Arts, Distinction\* Distinction\*

Modules included: Theatre in Education and Individual Research Project.

A Level English Literature, C

AS Level Health and Social Care, A

Burton Borough School 2008-2013

Qualifications:

8 GCSE’S Grade A-C including Maths (C), English Literature (B), English Language (A) and IT (Distinction).

**Work Experience.**

Assistant, Va Voom Hairdressers, Newport, Shropshire. July 2011.

Waitress, Verona’s Restaurant, Newport, Shropshire. August 2013 – November 2013.

Teaching Assistant, Madeley Academy, Telford, Shropshire. June 2013.

DJ, The Shakespeare Inn, Newport, Shropshire. August 2014 – September 2015.

Volunteer, British Red Cross. December 2016 – February 2017.

Primark, Retail Assistant. May 2017 – May 2018.

Ozzy’s Sports Bar, Barmaid. June 2018 – September 2018.

Performing Pathways, Workshop Facilitator. September 2018 – present.

**Skills and Experience Gained**.

I first began to develop relevant facilitating experience in June 2013 during my placement as a teaching assistant. I used my two weeks of work experience to assist and lead performing arts classes for school children between the years of 7, 8 and 9. I would lead vocal warm ups then set them on their tasks for group composition and then check on and assist all groups when necessary.

During second year of University I then got the opportunity to expand on this more. I underwent the Work Based Learning Module on the course where I obtained a placement with Minerva Arts in which I assisted with a youth theatre group. We would engage them in improvisation tasks and stimulus provoking exercises, such as Park Bench. This would then allow them to create their own pieces of performance which would then be used in a larger group performance.

I would also assist in a group with much younger children and we would play fun drama games with them, such as Wizards, Dwarves and Giants, to allow them to increase their confidence and hopefully develop an interest in Drama.

Following on from this placement, I was then asked then asked by this company to create and lead a workshop with an LGBTQ+ youth group based around self-confidence and image. I asked them to engage in drama exercises such as Anyone Who and I shaped the statements to fit this topic. I would then ask the participants to create a performance around the topic, making it as specific as possible through discussion with the groups. There was actually a few challenges with these workshops, such as, a lot of the participants were uncomfortable discussing themselves in such a personal way and so I had to become really mindful of how sensitive of a topic this was. I made sure to approach it so that I was encouraging them to talk but not pushing, to allow them to feel at ease. There was also a participant who was deaf so I then needed to differentiate the tasks so that he could join in. Luckily he had a translator so it was not too challenging. However, the first time I ran Anyone Who, before I was aware, I gave a music statement, so after this first run I was mindful and aware to only say fully inclusive statements. From this experience, I feel I have become much more resilient and alert.

 I was also given another opportunity during my second year of University as we were offered an Applied Theatre Module, in which I gained a First. My group and I created cross-curricular workshops that we then took to a Private School in North Wales. The workshops were used over a variety of different year groups and subjects such as R.E, Drama, History and Citizenship. We used exercises like ‘Where Do You Stand?’ with R.E facts. We gave them two answers to an R.E question at a time, one true and one false. If they thought the first was true they stood on the left side of the room and if they thought the other was true, they stood on the right. Unsure was in the middle. We then told them the correct answer. We did this kind of set up for each lesson, allowing them to learn in a fun and more exciting way, hopefully meaning what they learnt would stay with them.

I have also gained experience through volunteering with Performing Pathways. I have assisted in several workshops, adding an extra hand when necessary. Therefore I have a clear understanding of the way the workshops work and the standard I would need to meet. I am aware that the workshops are designed to be fun, educational and helpful for the students. I have experience in assisting the participants when they need, making sure that they fully understand the task at hand and are taking part. I also thoroughly enjoy the work that Performing Pathways do.

This volunteering experience then lead me to become officially employed by Performing Pathways, working as an active Workshop Facilitator. With this company I have developed a significant amount of experience in both assisting and leading a large range of workshops. As a company, we have created a repertoire of workshops that we deliver to local schools, working with students from Year 5 – 13. These workshops include drama-based games and activities but are used to address topics surrounding Higher Education. Therefore, we enable students to engage with an important theme in a relaxed and new way. Working with Performing Pathways has allowed me to develop my facilitation skills, decision-making skills and my abilities in workshop creation.

**References are available on request**