

# **Max Thackara**

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## **Practice**

I am a writer and independent practitioner working across education, conversation, and reflective writing.

My work is concerned with articulation: how people come to recognise what they mean, how clarity forms through language, and how attention changes the shape of thought.

Alongside writing and editorial work, I facilitate one-to-one sessions, workshops, and literary projects focused on reflection, communication, and creative development.

### **One-to-One Sessions**

I offer individual conversational sessions focused on clarity, reflection, and articulation.

The work is non-directive and language-centred: a slow process of staying with what is being said until thoughts, decisions, or experiences begin to take clearer shape.

Sessions often involve:

- reflective conversation
- decision-making and personal direction
- creative or philosophical exploration
- developing precision and confidence in expression

### **Workshops and School Collaboration**

I design and facilitate creative writing workshops for schools, small groups, and independent educational settings.

The work focuses on:

- narrative and descriptive writing
- observation and attention
- expression and confidence
- helping students develop clarity in communication

Alongside workshops, I work directly with schools to encourage student engagement with contemporary writing and independent publication.

This includes visiting schools in connection with *The Parlour*, a literary magazine for emerging and established voices, speaking with students about writing, publication, and creative development, and encouraging submissions from young writers.

The approach balances structure with openness, encouraging experimentation, attentiveness, and independent thought.

## **Editorial Projects**

*The Parlour* (2026– )

Founding editor of *The Parlour*, an independent literary magazine focused on attentive, reflective, and experience-grounded writing.

The magazine publishes poetry, fiction, and creative nonfiction from writers of all ages, with a particular interest in educational outreach and developing new voices.

Alongside publication, the project includes school collaboration, workshops, and editorial feedback for young writers.

## **Writing**

My writing develops as a continuous body of work exploring perception, identity, attention, and lived experience.

Selected works include:

- *Sketches of Early Womanhood (2024)* — Literary fiction concerned with interior experience, social expectation, and self-formation.
- *The First Cup (2025)* — Short philosophical and poetic pieces on identity, perception, and language.
- *The Artist's Journey (2025)* — A novel exploring artistic development and the creative process.
- *Journal (2025)* — Reflective prose on abstraction, attention, and grounded experience.
- *Mythologised (2026, forthcoming)* — A chronologised account of experimental literary work produced online.
- *A Playful Ontology (2026)* — An informal exploration of foundational ontology.
- *Ideas, Containment, and Proportional Causality (2026)* — A provisional philosophical paper examining how ideas take shape, stabilise, and influence behaviour over time.

## **Work**

### **Salesperson**

Michael R Peters, Bedford  
April 2026 – Present

- Working in a client-facing retail environment centred on major domestic appliances
- Supporting customers through long-form purchasing decisions with attentiveness and clear communication
- Balancing practical knowledge with interpersonal sensitivity in a conversational setting

### **Preschool Manager**

Banana Moon Day Nursery, Kempston  
September 2024 – February 2025

- Managed the day-to-day running of two preschool rooms, overseeing staff, planning, and standards of care
- Led and supported a staff team while maintaining consistency across a fast-moving environment
- Worked closely with parents and senior staff to ensure clear communication and continuity

### **Warehouse Operative**

Aqualona Products  
August 2023 – August 2024

- Worked within a high-volume operational environment requiring reliability, organisation, and consistency
- Maintained workflow accuracy under time-sensitive conditions
- Contributed to day-to-day logistical operations and stock handling

### **Qualified Teacher (Teach First Programme)**

Churchill C of E Primary School  
August 2021 – August 2022

- Taught across core subjects while completing Qualified Teacher Status training
- Developed classroom environments centred on clarity, engagement, and structured thinking
- Supported students in developing confidence in communication and written expression
- Delivered creative writing sessions, encouraging independent thought and creativity

### **Earlier Roles**

Bar staff and product demonstration work in public-facing environments requiring adaptability, communication, and interpersonal awareness.

## Education

MA Philosophy (Merit)  
King's College London  
2021

BA Philosophy (2:1)  
King's College London  
2019

Qualified Teacher Status (QTS)  
Teach First  
2022

*Writing, projects, and ongoing work available at [maxthackara.uk](http://maxthackara.uk)*