



Application for postgraduate teacher training

Training provider	Course title	Qualification	Phase
Edge Hill University	Primary (2PPM)	PGCE with QTS full time	Primary

References Pending

Updates to this application

06/08/2019 - Application Submitted

Personal details

Name	Ms. May Cole
Date of birth	22/09/1998
Nationality	British
Residence status	UK citizen

Contact details

Phone number	07700 989515
Personal email address	may.cole@example.com
Postal address	10 High Hill, West Midlands, WT4 3ND

Eligibility and qualifications

Degree(s)	Institution	Class	Year awarded
BSc Psychology	University of Sheffield	2:1	2019

Maths GCSE or equivalent	Grade	Year awarded
GCSE	D	2014

English GCSE or equivalent	Grade	Year awarded
GCSE	B	2014

Science GCSE or equivalent	Grade	Year awarded
GCSE	B	2014

Other relevant qualifications	Subject	Awarding body and country	Grade	Year awarded
GCSE	Science	AQA, UK	B	2014
GCSE	Additional Science	AQA, UK	B	2014
GCSE	Child Development	Edexcel, UK	B	2014
GCSE	English Literature	AQA, UK	B	2014
GCSE	Citizenship	OCR, UK	B	2014
GCSE	Psychology	OCR, UK	B	2014
A-LEVEL	Psychology	AQA, UK	A*	2016
A-LEVEL	Sociology	AQA, UK	B	2016
A-LEVEL	English Literature	AQA, UK	C	2016

Is there anything you'd like to tell us about your qualifications?

I will be taking a Maths GCSE equivalency test through equivalencytesting.com website on 18th August 2019

Subject knowledge statement

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Languages

Candidate's first language is English? Yes

Professional skills tests

Date of numeracy test

Date of literacy test

Candidate has not yet booked professional skills test

Work history and relevant experience

† Role involved working with children

Role, employer and transferable skills	†	Hrs/wk	Dates
Events coordinator – Hope Creative	Yes	12	06/2018 - Present
Job duties consisted of ensuring stalls were in the correct placement; communicating with stallholders and making them aware of contact points if required; general health and safety and, assisting with sales and marketing. Being a coordinator developed my responsibility and initiative by working with a variety of ages and creating a fun atmosphere at different seasonal events. It also involved both problem-solving and adaptability skills through changing situations as simple as the weather.			
Administrator – John Smith Visors	No	16	06/2018 - Present
Working as an administrative allowed me to develop a variety of basic skills such as time-management through meeting target deadlines; teamwork - interacting with the staff and ensuring the job was completed and in good time and communication skills which were developed through liaison with customers and the staff. Job duties consisted of communication with customers by taking orders, manufacturing visors, postal duties, clerical order processing.			

Gaps in work history

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School experience and volunteering with children and young people

Role and institution	Dates
Teaching Assistant, Park Hill Primary	23/01/19 - 23/01/19
<ul style="list-style-type: none">• The opportunity gave the best local experience to teach in the UK and helped me to understand the Exam Board specifications• I thrived as an excellent teaching assistant• I was very assertive in exercising my right and duties to maintain good discipline and classroom management• I developed the ability to self-evaluate to inform improved outcomes	
Teaching Assistant, St. Saviours Secondary School	16/01/19 - 30/01/19
Mentor, Stepney High School	03/11/17 - 16/03/18

Motivation

Why do you want to become a teacher?

'What is my calling?' is a question we explored within one of my third-year modules. Having to reflect upon previous experiences, personal passions and participating in a placement of interest, cultivated the idea that 'my calling' was meant to help and inspire others. Since realising this, my motivation to be a primary school teacher has grown.

My interest in teaching initiated through learning developmental psychology. The importance of how early experiences and the education system can impact the development of language, cognition, and emotion within children, fascinated me. From this, I decided to complete my placement in an educational setting. Within this, I had the opportunity to plan and team-teach Psychology and English lessons which developed my confidence and communication skills. Through this placement, I discovered that I particularly enjoyed working with the younger students, leading me to pursue primary school teaching.

With the love for teaching younger ages, I then completed work experience within a Primary school. This confirmed my passion for wanting to teach Key stage 1/2, as I enjoyed being involved in the diverse range of subjects and working with a range of educational abilities. I am aware that all children learn differently, and had the great opportunity of working with the SEN children witnessing the importance of scaffold learning and the variety of techniques that enhanced my resilience and interpersonal skills. This experience developed my understanding of the curriculum works and the pressures associated in a school environment. I particularly noticed the different relationships that teachers have with their pupils and believe that this compliments my desire and ability to nurture.

Whilst psychology is not a national curriculum subject, it has a strong English, Scientific and Mathematical background which involves; essay writing, debates, and statistical analysis, incorporating core subjects taught within the early years to key stage 1 /2. Alongside academic advantages, psychology has taught me to identify and support difficulties a child may face in the educational system such as dyslexia or mental health issues. This will be an advantage within the classroom assisting in the welfare and safeguarding of the child, particularly as mental health in primary schools is a rising educational matter. Other relevant skills I have gained are data analysis, critical thinking and social intelligence.

I have also volunteered for a charity called ANTS; looking after children suffering from bereavement. This experience strengthened my responsibility and empathy skills by being a support system and planning activities. This has prepared me for being relatable to children, allowing me to offer more than academic help. Furthermore, my current jobs reflect my adaptability, time management, and organization skills. Achieving set deadlines presents my ability to cope with high volumes of workload, necessary qualities needed when planning lessons whilst also juggling other teacher-related obligations. In addition, liaising with a variety of personnel, demonstrates my leadership, teamwork, and interpersonal skills which are transferable when communicating with students, parents and colleagues.

Additionally, I also enjoy several hobbies; I have taught myself guitar and piano also taking great enjoyment in the art and being creative. This will be an asset to the classroom by creating an exciting and stimulating environment, through colourful innovative learning techniques, to increase engagement and learning. These interests are beneficial in a primary classroom where cross-curricular and creative activities are part of everyday learning.

My varied academic and professional backgrounds offer me a unique platform to be a primary school teacher and further enhances my desire to inspire future generations to be creative, develop new ideas and challenge themselves. It would be a privilege to have involvement within these pupils' lives.

Interview

Is there anything this training provider should account for when planning your interview?

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Is there anything else you would like to tell us about your application?

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References

References have been requested and will be appended upon receipt.