

Dear Headteacher,

We are delighted to have offered a conditional place to a student on the **Secondary Science**: Salaried without Endorsement, to commence the PGCE programme at The Open University in September 2024. The student-teacher has applied for the unendorsed route which means they are looking for a school to endorse them for the duration of the programme.

Why endorse a PGCE student from the OU?

- English medium Secondary schools receive a 100% salary grant for endorsing a student on the Welsh subject route and 50% salary grant for endorsing students on the D&T, Science, Maths, English or ICT routes and
- Welsh medium schools receive a 100% salary grant for the 6 secondary subject pathways on offer.
- A “grow your own model”, shaping the next generation of teachers in your school.
- Supporting the diversification of the profession in Wales.
- Access to professional learning opportunities, close to practice research projects, mentoring and coaching.

Further information regarding the programme and the salary grant can be found on the [OU ITE Partnership](#) website, but in the meantime, please find below a summary of the student’s qualifications and experience.

If you are interested in endorsing a student and require further information, please don’t hesitate to contact the PGCE Wales Team by emailing Wales-PGCE@open.ac.uk

On the following page you'll find further information regarding the student-teacher.

Personal Profile

I wish to become a Secondary school teacher in Science, specialising in Chemistry. Chemistry intrigues my fascination to further my knowledge and understanding through the element of teaching. Science is such a diverse subject which is what fascinates me and separates this subject from any other. I believe that my endorsement school will help my understanding of relevant skills that are needed to enhance and develop a young person's love for science. I aspire to enhance skills to engage and inspire pupils to engage in a range of aspects of science and motivate them to push themselves into new and challenging situations, by developing their vessel of scientific and mathematical skills. I hope to become an expert at building young students' confidence through the power of science, as I believe the correct approach can change the future outcome of a young student.

I have had the opportunity to study BSc Sport and Exercise Science for the last 3 years. Each specialist module over the last 3 years has broadened my knowledge of Science, whether it may be: Physiology, Biomechanics, Chemical changes and responses in the body. These modules have given me the correct knowledge to educate young students on performing experiments in research labs and develop practical and theoretical skills modern chemists' need. Along with my A Levels/and GCSEs, I believe I am equipped with the correct depth and wide range of knowledge in science, and I aspire to demonstrate to students the different route of studying science and where it can take you.

I am extremely passionate about education in all its form. From the time where I was a student myself, I always wanted to be on the forefront in educating young people, through Science and the medium of Chemistry. Along with the valuable guidance and assistance from my endorsement school, I believe my enthusiasm and passion for education, along with my communication skills and experience in schools will assist myself in becoming the best teacher I can be.

Work Experience

Alongside my degree at University, I had the pleasure of working in schools all over south Wales as a cover supervisor in a variety of subjects, with my main subject(s) being Science, specialising in Chemistry. I had the pleasure of gaining experience with students aged 11-16 with wide range of social backgrounds. This role allowed me to build rapport with students, even if for a brief period by inspiring them to engage in my lessons. To do this, I had to create and follow the plan for the lesson direct the content in an understanding manner and ensure all work/activities were completed by the end of the lesson. While adhering to the schools' individual discipline and health and safety guidelines. This role only fuelled my ambition to become a 'teacher of the whole child,' this was achieved through the rewards of witnessing young students engaging and enjoying my cover lessons. Throughout this role, I trust that my patience and ability to remain calm under stressful situations compliments the role of a teacher. My strengths in communication allowed me to create the best learning environment for the students, my creativity assisted my teaching by making the content of the work engaging for students who would otherwise struggle in this area and lastly, I believe my enthusiasm for school and education inspired students to make the most of their studies.

Education Qualifications

Bsc Sport and Exercise Science – First Class Honours Degree

A Levels – Chemistry, Mathematics, History and Welsh Bacculaureate

GCSE'S – Mathematics, Numeracy, English Language and Literature, Chemistry, Biology, Physics, Physical Education, Welsh (second language), History, Religious Studies, Personal and Social Care, Welsh Bacculaureate.

Achievement and Interests

During my last year in school, I was elected Head Pupil, this role was the beginning of my journey in becoming a teacher, as it gave me an insight in what it would be like to be a leader and potential role model for younger students.

In relation to my academic interests, I am extremely passionate about Chemistry and how science is the origin of all matter. I had the honour of attending the Oxford University and Imperial College London summer school, for Chemistry. Whereby I extended my knowledge and passion for the subject by learning from current Chemistry professors/students, who had a pool of knowledge to pass on. This experience exacerbated my thirst for learning Chemistry and all aspects of science, to make sure one day I have the honour of being able to teach new generations of young students. Furthermore, during my A-Level studies, I had the privilege to take part in the "Seren Hub", where I got to work alongside a PhD student to produce a University assignment on Ocean Acidification, and its impact on marine species.

I am a Personal Trainer and CrossFit coach in my spare time on the weekends, that is my time to develop other aspects of my role as a teacher and develop my social and communication skills outside of my work/study life. I am also a competitor in the sport of CrossFit, where I have the opportunity to push myself, get outside of my comfort zone and release any stressors of everyday life.

References: Can be provided upon request by e-mailing Wales-PGCE@open.ac.uk