

It was during my A levels that I realised I wanted to become a teacher. I was drawn to the idea of working with children, which led me to volunteer for a children's sight loss charity, where I supported a range of activities with groups of visually impaired children. A particular highlight was Arts and Crafts Hour, a weekly session during the school holidays when parents would bring their children to the service centre for an hour of creative fun. Being an artist myself (I achieved an A in my Art A level), it was an enjoyable session for me anyway, but what I loved most was getting to know the children and helping them learn through creative activities.

Address what inspired you to choose teaching as a career. Give specific reasons to justify your motivations, drawing upon your own insights and experiences.

Talk about any special skills that could be useful for the range of extracurricular activities that schools provide.

The children were between 4 and 11 years old, with varying levels of sight loss, so activities had to be selected carefully to make them inclusive. I led a session on making sock puppets which turned out to be very popular! I explained various ways to make the puppets (including those which required no needle and thread) to ensure the activity was accessible for everyone. I also provided materials in a variety of textures to decorate the puppets, providing an added sensory experience to help engage severely sight impaired children in the activity.

It was initially tricky to find the balance between instructing the whole group and giving my attention to individual children, but I enjoyed the challenge and found my rhythm as the session went on. This experience gave me a taster of what being a primary school teacher might be like, and I decided that it was something I would love to do.

Include any experience of working with children or young people and what you learnt from this. You can also talk about any voluntary experience you have undertaken, reflecting on how the skills you have gained will make you an effective teacher.

I arranged work experience in two primary schools to gain further insight into teaching. In the first school, I shadowed a year 6 teacher for a week in April, through which I learned more about the national curriculum and assessments at primary level. The class were preparing for their key stage 2 SATs. I observed that the teacher was under pressure to get the children ready for the tests and to build familiarity with SATs style questions into lesson plans and homework, which I assisted the teacher in marking.

If you have gained any teaching experience in a classroom, make sure to mention it in your statement. Describe areas of the national curriculum you observed, age groups you worked with, subjects you covered, and the types of schools you visited and for how long.

During this period, class time was focused on maths and English lessons, while less priority was given to other subjects. This showed me the importance of organisation and time-management as a teacher – not only in terms of week-by-week lesson planning, but also planning ahead for the whole school year to take into account important events such as the SATs.

Include an appraisal of the demands and rewards of teaching, showing a realistic understanding of teacher training and the role of a teacher.

At the second school, I took a more hands-on role in supporting the teacher of a year 2 class for two weeks. I assisted lessons in English, maths and science, and helped small groups of children with their reading. Reading levels varied hugely, showing me that younger children especially can be at very different stages of development in this formative period, even if they are the same age. I also supported the class in creating artwork for an upcoming summer fair – once again my artistic skills came in handy! The teacher was

particularly impressed with how I managed to connect with a very shy pupil in the class and encourage him to participate more fully in the art activities, which in turn improved his confidence. The ability to understand variations in ability, learning style and confidence – and to work carefully with these – is crucial for nurturing each child's potential. This makes for effective teaching and, ultimately, is why teaching is an exciting and much-needed calling.

You may wish to include your thoughts on welfare and education based on your knowledge and experience.

I am fascinated by how people grow, develop, and engage in the world around them from a young age. Seeing how children's personalities form, the ways in which they express themselves and how different individual, familial, societal and environmental factors impact their development. These questions influenced my decision to study sociology and psychology at A level and later education studies at undergraduate level. While these are not national curriculum subjects (though my high grades in English, maths, and science at GCSE level are testament to my proficiency in those subjects), they demonstrate my intellectual curiosity: a quality that makes me particularly suited to teaching primary school children, in whom I hope to spark an early passion for learning.

Explain the relevance of your undergraduate degree for teaching the range of subjects in the primary national curriculum. If your degree is not a national curriculum subject, you may wish to talk about how your degree (or another experience) has prepared you for teaching the primary age range. You could also talk about other qualifications you have, such as A Levels, to demonstrate your suitability for teaching at primary level.

Through my degree I gained a solid grounding in educational theories, policies, and practices, which will be useful for progressing onto teacher training and, ultimately, a career in teaching. For example, my final year 'Education and Equality' module taught me how race, ethnicity and class affect people's access to educational opportunities and their future job prospects. I want to use this knowledge to effect positive change, principally by fostering an inclusive learning environment in a primary school. Having worked with children at a sight loss charity, I am especially in tune with how to support children with additional needs, and I would be able to use this experience advantageously as a primary teacher to support each child's individual needs and nurture their potential.

My bubbly personality, creativity, and energetic nature make me an excellent candidate for undertaking a rigorous and demanding PGCE course as well as for pursuing a career in primary teaching. Such qualities enable me to connect particularly well with younger children, which I recently discovered while helping to organise birthday parties for my two nephews and niece. I planned a dinosaur-themed party for my seven-year-old niece, and this involved sending invitations to the whole of her class, booking entertainers, arranging a venue and decorations, organising a buffet and refreshments for the children and their parents, providing party bags and sourcing prizes for the games, and, of course, baking a birthday cake. All of this required careful preparation, meticulous attention to detail (my niece would notice if I mixed up Jurassic period dinosaurs with Cretaceous ones), time management skills, and imagination – all transferable skills that would make me a fantastic primary teacher.

Explain your interest in, and suitability for, teaching with the primary school age range.

Discuss the relevant personal qualities and transferable skills (such time-management and organisational skills, communication skills, teamwork, leadership) you have developed through your studies or other experiences to show your suitability for teaching.