

Archie Hillier-Wood

33 Essex Road, Pembroke Dock

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About me:

I am hard-working and focused. I am very dedicated and organized, I see myself as a reliable staff member. I embrace challenges and new experiences that will subsequently teach me new skills and lessons that will benefit me within the future. In addition, I am a keen enthusiastic individual that is confident to work in a team and as an individual. I have a range of strengths that include being reliable, trustworthy, adaptable and flexible and I am always keen to learn new skills. I have also experienced many leadership skills as I have been the captain of the Haverfordwest County juniors' side for the past few years, this is also where I have been able to expand my friendship group and get to know new people very well in short amounts of time. My aim is to be a valued member of a team that can be fully relied on. Moving forwards, I will learn to apply these skills in an educational setting while acquiring my degree and eventually getting the job as a PE teacher where I will ensure to get the best out of every child in an inclusive and safe setting where every student can be themselves and express their feelings through sport.

Status:

I am currently in my second year of study in UWTSD doing the PE course, alongside working a part-time job at Heatherton and doing part-time work for Swansea kicks. Heatherton is an activity center which offers a range of activities which requires me in to take small groups throughout the day and give them a brief talk on safety and how to excel and get the best out of the experience. During my time here I have developed my people management, customer experience, teamwork and communication skills. Working here has given me a great experience and has taught me lessons in a fast-paced environment which will benefit

me massively as I transfer these skills over to a teaching environment.

Education:

2014 – 2019:

Henry Tudor Secondary School – Completed my GCSEs obtaining a minimum of a C grade in every subject.

2019 – 2021

Pembrokeshire College Level 3 Sport Course - After my two years of studying in College I achieved a DDM grade which allowed to get accepted into a range of University's.

2021 -

I am currently studying in UWTSD on a Physical Education course hoping to achieve a minimum of a 2:1 grade to enhance my skills and guide me onto a fulltime teaching job.

Hobbies and interests:

I have a range of hobbies and interests, such as football, cricket, socializing with friends and coaching.

Archie Hillier-Wood

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Henry Tudor School

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Dear Mr.Davies,

I am writing to express my sincere interest in the Physical Education Teacher position at Henry Tudor School, as advertised. With a promising future in education, a passion for promoting physical fitness, and a commitment to fostering a positive learning environment, I am confident in my ability to contribute to the exceptional academic standards upheld at Henry Tudor School.

As a dedicated and qualified Physical Education teacher, I have successfully designed and implemented dynamic curricula that engage students of diverse abilities. My teaching philosophy centers on creating an inclusive and supportive atmosphere where students are not only motivated to excel in physical activities but also develop essential life skills such as teamwork, leadership, and resilience.

Here are some key highlights from my professional background:

1. Academic Excellence: In my previous education, I consistently achieved outstanding academic results by tailoring lessons and sessions to accommodate various learning styles. My commitment was recognized through positive feedback from past teachers

2. Inclusive Approach: I am proud of my ability to create inclusive physical education programs that cater to diverse student needs. Through adaptive teaching methods, I ensure that every student experience success and gains confidence in their physical abilities.

3. Extra-Curricular Engagement: I have a proven track record of attending and coaching football sessions and other sports in my spare time which only proves how willing I would be to initiate and manage extracurricular activities such as sports clubs and fitness programs. These initiatives not only enhance students' physical well-being but also contribute to the overall sense of the school community.

I am particularly drawn to Henry Tudor School because of its commitment to fostering a holistic educational experience. The reputation for academic excellence, combined with a strong emphasis on character development, aligns perfectly with my educational philosophy.

I am excited about the opportunity to contribute my skills and passion to the Physical Education program at Henry Tudor School I look forward to the possibility of discussing how my background and expertise can benefit your school and contribute to the success of your students.

Thank you for considering my application. I am available at 07780 664386 or 2205529@student.uwtsd.ac.uk to schedule an interview. I am eager to further discuss how my experiences align with the goals and values of Henry Tudor School

Sincerely,

Archie Hillier-Wood

Focus statement:

SWOT:

Strengths:

Passion for Physical Fitness:

- Enthusiasm for physical fitness and sports (Smith et al., 2017), providing a strong foundation for inspiring students in the field of physical education.

Communication Skills:

- Effective communication skills (Jones & Cooper, 2016), vital for conveying instructions, explaining concepts, and interacting with students, colleagues, and parents.

Subject Knowledge:

- In-depth knowledge of physical education principles, sports, and health-related topics, enabling the delivery of comprehensive and accurate information to students.

Pedagogical Skills:

- Strong teaching skills, including effective lesson planning, classroom management, and the ability to adapt teaching methods to diverse learning styles.

Leadership Abilities:

- Demonstrated leadership abilities, whether through participation in sports teams, student organizations, or other extracurricular activities.

Weaknesses:**Limited Teaching Experience:**

- Lack of formal teaching experience (Ingersoll & Strong, 2011), highlighting the need for gaining practical exposure through internships, volunteer work, or student teaching.

Adaptability to Diverse Needs:

- Limited experience in adapting lesson plans to accommodate diverse student needs and abilities, particularly in an inclusive classroom setting.

Subject Knowledge Gaps:

- Potential gaps in subject knowledge requiring ongoing education and professional development in physical education concepts and techniques.

Opportunities:**Internships and Practical Experience:**

- Opportunities for internships and practical experience in school settings to gain firsthand teaching experience and exposure to diverse student populations.

Professional Development:

- Opportunities for continuous professional development through workshops, conferences, and certifications in education and physical education.

Networking:

- Networking opportunities within the education and sports communities to build connections with experienced educators and professionals in the field.

Inclusive Education Training:

- Training opportunities focused on inclusive education strategies (Salend & Duhaney, 2005) to ensure the ability to adapt to diverse student needs.

Threats:**Changing Education Policies:**

- Changes in education policies and priorities that may influence the emphasis on physical education in schools, potentially impacting job prospects.

Limited Job Opportunities:

- A competitive job market or limited job opportunities in certain geographic locations, requiring flexibility and adaptability in the job search.

Budget Constraints:

- Potential budget cuts in education that may affect resources available for PE programs, potentially impacting the quality and variety of sports and activities offered.

Health and Safety Concerns:

- Ongoing health and safety concerns, such as pandemics or other emergencies, that may affect the delivery of traditional physical education activities and require innovative solutions.

Goals:

Short-Term Goals:

Complete Relevant Coursework:

- Enroll in and successfully complete foundational courses in education and physical education, such as anatomy, pedagogy, and curriculum development (Dyson & Casey, 2014).

Gain Practical Experience:

- Secure a placement or part-time position as a teacher's assistant or coach to gain hands-on experience in an educational setting (Metzler, 2017).

Build a Network:

- Attend conferences like the National Association for Sport and Physical Education (NASPE) to connect with professionals, educators, and potential mentors (NASPE, n.d.).

Develop Lesson Plans:

- Work on developing sample lesson plans for various age groups and fitness levels to build a portfolio showcasing teaching creativity and adaptability (Metzler, 2017).

Medium-Term Goals:

Complete Student Teaching:

- Successfully complete a student teaching placement in a school, gaining experience in planning and delivering lessons, managing classrooms, and interacting with students (Dyson & Casey, 2014).

Earn Relevant Certifications:

- Pursue additional certifications, such as first aid, CPR, or coaching certifications, to enhance qualifications and increase employability (Metzler, 2017).

Participate in Extracurricular Activities:

- Volunteer or take leadership roles in extracurricular activities, clubs, or sports teams to demonstrate commitment and leadership skills (Shape America, n.d.).

Stay Informed:

- Stay up-to-date with the latest trends, research, and best practices in physical education by regularly reading academic journals and attending workshops (Dyson & Casey, 2014).

Long-Term Goals:

Obtain Teaching Certification:

- Complete all requirements for teaching certification, including passing necessary exams and fulfilling any additional state or regional requirements (Metzler, 2017).

Pursue Higher Education:

- Consider pursuing advanced degrees, such as a master's in education or a specialized degree in physical education, to open up opportunities for leadership roles or specialized teaching positions (Shape America, n.d.).

Secure a Teaching Position:

- Secure a full-time teaching position in a school or educational institution, ideally in a setting that aligns with personal values and career goals (Dyson & Casey, 2014).

Continual Professional Development:

- Commit to continuous professional development by attending workshops, conferences, and training sessions. Consider joining professional organizations related to physical education (Metzler, 2017).

Advocate for Physical Education:

- Actively advocate for the importance of physical education by participating in community events and engaging in initiatives that promote the value of physical activity in education (Shape America, n.d.).

SMART targets:

Specific:

- **Goal:** Complete all foundational courses required for a degree in Physical Education.
- **Why:** Building a strong academic foundation is crucial for success in the field.

Measurable:

- **Goal:** Achieve a minimum grade of 2:1 as a final grade
- **Why:** Maintaining high academic performance demonstrates dedication and competence.

Achievable:

- **Goal:** Secure a part-time internship as a teacher's assistant in a local school during the semester break.
- **Why:** Gaining hands-on experience will complement theoretical knowledge and enhance employability.

Relevant:

- **Goal:** Attend at least two physical education conferences or workshops during the academic year.
- **Why:** Staying updated with industry trends and networking with professionals is essential for future success.

Time-Bound:

- **Goal:** Develop and submit a sample physical education lesson plan by the end of the semester.
- **Why:** Creating a lesson plan demonstrates practical application of knowledge and teaching skills.

Specific:

- **Goal:** Successfully complete a student teaching placement in a local elementary school.
- **Why:** Gaining real-world classroom experience is a critical step toward becoming a licensed PE teacher.

Measurable:

- **Goal:** Obtain a CPR and First Aid certification before the end of the academic year.
- **Why:** These certifications are essential for ensuring student safety and increasing employability.

Achievable:

- **Goal:** Volunteer to coach a community youth sports team during the summer.
- **Why:** Coaching experience enhances leadership and interpersonal skills.

Relevant:

- **Goal:** Join a student organization related to physical education or health promotion.
- **Why:** Involvement in relevant extracurricular activities contributes to a holistic educational experience.

Time-Bound:

- **Goal:** Complete an informational interview with a practicing PE teacher within the next two months.
- **Why:** Gaining insights from professionals in the field will provide valuable guidance for career development.

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- Jones, P., & Cooper, C. (2016). Psychiatric disorders during early adulthood in those with childhood onset type 1 diabetes.
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