

Dear Sir/Madam,

I aspire to teach at a school where there is an active commitment and emphasis on developing students holistically, both inside and outside the classroom. I started teaching in the UK in September 2023. Since I was quite new to the country and the British education system, I particularly spent a lot of time focusing on enhancing my skills in behaviour management and adaptive teaching during my ITT and ECT 1 years. I made leaps and bounds of progress in this regard with the help of training, guidance from mentors, observation of specialists and much more. It was a significant milestone for me, especially since I was teaching at quite a challenging school where a large proportion of students have SEND. More recently, in my ECT 1 year, where I had a lot of opportunity to teach high-ability students - which I excelled in - I was able to spend a lot more time focusing on scaffolding and building relationships to help low-ability students with their learning and retention (TS5 and TS7). In this respect, I developed a "Rule Book" that had procedures they could refer to while solving some problems. In the long run, I envision developing it even further to include more procedures that cover the lengths and breadths of the curriculum. My ECT 1 year was also a time when I really got confident with my instruction delivery, whereby I became strong in using precise subject jargon with succinctness. I have become well-equipped with teaching using the Gradual Release of Responsibility (GRR) model (I Do, We Do, and You Do) that my most recent school utilised, and I have always successfully adapted both the phases and the contents on the fly depending on the needs of the students. I did not take much time to adapt to the assessment methods as well, when I carried out both formative and summative assessments effectively by regularly following them up with feedback and further adaptations to the subsequent content being taught, though I will aim to become even better at the latter with time. Though I have taught Y11 Mathematics when I was required to and even as part of providing them with extra revision during the term breaks, my teaching journey as yet has revolved around teaching Mathematics to students between Y7 and Y10 and Computing to Y7 and Y9 students. Right in the middle of my ITT year, my school entrusted me with Form Tutor responsibilities with a Y9 Form Group. It was known to be a challenging Form Group with behaviour management concerns, but I effectively implemented well-planned seating arrangements alongside student engagement strategies such as showing them motivational clips and Football match highlights at the end of Form Time and much more that incentivised positive behaviour. This year, I was a Y10 Form Tutor entrusted with weekly responsibilities to monitor and support student attendance and behaviour, to deliver Career and PSHE sessions and maintain and provide rewards for student attendance, behaviour and adherence to school policies, including uniform and so on. I was also regularly involved in the preparation of resources for the Maths department and was sometimes particularly involved in adapting resources based on student and set needs. In my lessons, I had the idiosyncratic habit of ensuring that I not only displayed student homework progress daily but also spent a little amount of time discussing some key questions that quite a few of them struggled with so that they could all complete them on time. In my most recent school, I was very adept in the use of Mini-White Boards, cold-calling, 3-2-1 transitional countdowns and live marking. I have also been regular at attending CPD and ITT/ECT training sessions that have both made me understand the nuances of teaching and have also made me think more deeply about why many of the routines and strategies I use are in place, along with their merits, demerits and possible alternatives. While I have improved my subject and pedagogical knowledge in the past two

years, especially by adapting to the British curriculum, my immediate focus at present will be to enhance it significantly with a particular emphasis on specialising in the Y11 Higher curriculum. Both in this regard and other aspects of growth in my teaching career, since I am a very quick and conscientious learner, I look forward to working at an ideal school that will provide me with the right opportunities, ambience and guidance in order to ace all the tasks at hand. Further, since I am known to embrace challenge and have also demonstrated consistently high academic records in Mathematics right up to when I studied some modules in University, especially till High School, levelling up in this regard to teach the Y11 Higher curriculum, with a particular focus towards making it practically relatable, interesting and appealing to students, will not be a task too far-fetched to achieve that too not very long from now.

If appointed, I have no doubt that, besides my contributions in the classroom, the umpteen number of avenues that I can contribute to outside the classroom through clubs and other such initiatives will make me an unparalleled teacher when it comes to having a holistic influence on my students (TS8). While I can offer a lot of co- and extra-curricular activities, such as a Cricket Club, IT Club, Maths Skills Club, Philosophy and Debate Club, etc., I will liaise with my seniors and fellow colleagues and also gauge the interests of students to dynamically decide on what and how many initiatives I will set up for the benefit of the students. In the long run, I intend to develop my IT Club extensively to such an extent that students build interesting software and IoT-based hardware projects that can be exhibited in the school, both for the students and perhaps even the local community to view. Even inside the classroom, I envision providing opportunities for students to prepare and deliver presentations on a variety of topics based on their interests, just as I implemented it with the “Teach a Topic” initiative in my most recent school. All this, I believe, will make the students develop a massive enthusiasm towards learning, as my initiatives will trigger them to manifest themselves in a full-fledged way without any inhibitions. Just like in my previous school, I will be happy to support my school extensively by joining students on both residential and one-day trips, if and when needed, and will also be an active volunteer who supports my fellow colleagues in whatever capacity possible when they conduct Music, Performing Arts, Sports, and other such events.

In conclusion, I believe a polymathic candidate like me with multi-faceted skills will be an asset to my school, with my presence felt visibly throughout the campus in no time, given how I envision becoming a purveyor of more crafts than just the curriculum. I am also known to be an individual who evidently thrives in an environment where there is a lot of emphasis given to independence. In the long run, I wish to advance in the school leadership structure by consistently enhancing my skills through professional development courses. I consider myself a very reflective practitioner who has evidently exhibited professionalism in all the tasks I perform. I will also show a constant attitude of welcoming constructive feedback from everyone I work with, so as to get better in all aspects of teaching.

Yours Sincerely,

Febin Thomas M