

Trainee Profile

Personal Information	
Name	Ryan Gayles

My academic qualifications	
School/ college	University
<p>Institution: Hurworth Comprehensive School</p> <p>GCSE Results: 9 GCSE's</p> <p>English Language- C</p> <p>English Literature- B</p> <p>Maths- C</p> <p>Science- B</p> <p>History- B</p> <p>Religious Studies- A</p> <p>IT- A</p> <p>PE- C</p> <p>DT Food- C</p> <p>Institution: Darlington College</p> <p>Course Name: BTEC Level 3 Extended Sport and Exercise Science</p> <p>Grade Achieved: Distinction, Distinction, Merit</p>	<p>Institution: Northumbria University</p> <p>Course Name: Sport Development with Coaching</p> <p>Grade Achieved: BA (Hons) Second Class Upper Division</p> <p>High Force Education SCITT (2020- 2021) PGCE and QTS (pending)</p>

The experience I have had in schools	
PGCE placements	<p>School Placement (1): Sedgefield Hardwick (28th September- 11th December 2020) KS1 Year 1: September-November KS2 Year 3: Spent the last two weeks of this school placement within Year 3.</p> <p>School Placement (2): Federation of Abbey (11th January-12th February 2021) KS1 Year 1</p> <p>School Placement (3): Sedgefield Hardwick (23rd February- 26th March 2021) KS2 Year 3</p> <p>School Placement (4)</p>

	Heighington Primary School (April- present) KS2 Year 6
Undergraduate placements	As part of a university module, I spent a short period of time working within the PE department at Hurworth Comprehensive school. I was required to develop a reflective account on my time within the school alongside participating in an assessed reflective interview.
Other placements and/or Employment in schools	CER Education (January 2017- April 2019) I have worked within a range of schools intermittently as an agency worker during the aforementioned time frame. My experiences with the agency were varied and enabled me to gain insights into the roles and responsibilities of teachers and teacher assistants who work within mainstream and SEN educational settings.

The strengths I have within my teaching	
Core subjects	Other
<p>Secure pedagogical understanding of early maths and systematic synthetic phonics. I have utilised learning theory and evidence-based research to support my teaching practice to ensure young pupils have access to sequenced learning pathways and the opportunity to explore concepts.</p> <p>Ability to use different resources to model concepts and promote progression through a wide range of Assessment for Learning (AFL) strategies such as diagnostic questioning.</p> <p>Practical science and inquiry to prompt pupil engagement whilst facilitating a constructivist learning environment in which pupils explore and collaborate with their peers.</p> <p>Within KS2, in English, I have promoted lots of speaking and listening through guided whole class discussion as this scaffolds ideas for mixed ability groups.</p>	<p>Effective use of different presentational mediums to communicate ideas. I always aim to make my lessons both inclusive and interactive through incorporating pictorial and when appropriate media input in conjunction with paired and whole group discussion.</p> <p>When teaching foundation subjects, I always highlight key vocabulary that the children need to learn. Furthermore, this is reinforced with pictorial representations to promote dual coding and aid memory retention when assessing prior knowledge in subsequent follow-up lessons.</p> <p>Contextual examples I include within my lessons to reinforce a concept are tailored towards the needs and interests of my pupils. This promotes a hook for learning and prompts pupil engagement.</p>

I model processes and procedures clearly before allowing pupils to work independently.

Direct questioning to different pupils to assess who is ready to progress and who will benefit from further additional support.

My sports coaching background has enhanced my capacity to engage and communicate with children clearly and effectively which has aided group management. Alongside this, I experiment with call and response strategies to sustain attention and readiness for the lesson.

My Personal skills and qualities

I believe my range of educational and international working experiences has allowed me to refine a range of interpersonal and intrapersonal skills that are vital for becoming an effective primary school practitioner. Within a 4-year post-graduation period, I worked within four different countries to which I undertook a diverse range of roles and responsibilities. My ability to lead, communicate and work effectively within a dynamic team stems from my previous employment as a camp counsellor, activity leader, lead coach and more recently a head of department within a busy childcare setting. Appraisals from previous employers highlights my positive attitude, work ethic and approachability as desirable characteristic traits that I possess. I have always done my utmost to transfer these skills and qualities within my teaching practice, with the hope that my actions are in alignment with the ethos and culture of the schools I have worked with so far. I genuinely care about what I do and the subsequent impact this has on the children and the team I am working with. Moreover, I am always reflecting on my own development and how I can improve as a teacher and as a person so that I can share both knowledge and joy with the class I work with.

My other interests and hobbies

When I am not working you will find me running laps around my local village and taking in the scenery. I enjoy challenging myself within physical endeavours and I aspire to get fighting fit for future endurance events post COVID-19. My other hobbies and interests include cooking whilst listening to podcasts (or a gripping audiobook) and travel so that I can meet new people and explore new horizons.

Preferred location

Staying within the North East region would be desirable. However, I would also be very much open to the possibility of relocating if circumstances permit me to do so. I have often considered working internationally as I am a keen advocate for travel and cultural immersion.