

## Salop Teaching School Alliance

### ASSOCIATE TEACHER PROFILE

<b>Name</b>	Benjamin G. Finch
<b>Main Subject Area</b>	Geography

#### QUALIFICATIONS

8 GCSE's at Grade C or above including Maths, English and Geography

1 AS Level

3 A levels including Geography

<b>Title of First degree</b>	<b>Classification</b>
History BA (Hons)	1st

**Please indicate whether you hold any other awards / qualifications (including postgraduate academic) e.g. NVQ, Governing Body / Coaching Awards, Health and Safety, First Aid etc.**

Date of Award		Award level	Subject	Grade/Result
Month	Year			
July	2019	-	28-Week Subject Knowledge Enhancement (SKE) Course in Geography	Completion
September	2013	Gold	The Duke of Edinburgh's Award	Completion
June	2010	Silver	The Duke of Edinburgh's Award	Completion
September	2008	Bronze	The Duke of Edinburgh's Award	Completion

#### School-Based Learning Placements

Name of Employment / Voluntary Establishment	Description of Experience	Date of Experience
Mary Webb School.	Impending.	02/10/2019 – 12/02/2019

#### Other Placements and/or employment in schools

Placement Name and Postcode	Key Stage / Age Phase	Date of Experience
Longden Church of England Primary School. SY5 8EX.	KS1, KS2	23 /09/2019 – 25/09/2019
Pontesbury Church of England Primary School. SY5 0TF	KS1, KS2	16/09/2019
Teaching Assistant. The Priory School. SY3 9EE.	KS3, KS4	09/2015 – 08/2019

#### STRENGTHS WITHIN MAIN SUBJECT AREA

<b>Personal Strengths</b>	<b>Teaching Strengths</b>
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Having completed the 28-week SKE Geography programme, I undertook all of the available units, covering a broad spectrum of human and physical geography, in addition to both distinct and integrated pedagogy components. This course enabled me to revisit, recall and develop my existing subject knowledge and understanding, introduced me to new subject areas, and helped me to consider how all this could be delivered from a pedagogical perspective.

This course emphasised to me the great importance in allowing students the opportunity to investigate local issues. I have seen first-hand that if pupils can relate to the topic, they will immediately be more interested and motivated, and therefore get the most out of the work. This is something that I will endeavour to bring to my lessons. Equally, I recognise that pupils are much more likely to engage in the work if they can see the impacts and implications of their studies played out in the news and current affairs of the day. I will therefore seek to ensure that, where possible, case studies are contemporary and 'of the time'.

*'Throughout the course, Ben has proved himself to be an outstanding student who is competent in his subject knowledge and is a hard-working and enthusiastic individual. His positive attitude and passion for geography have enabled him to progress well and achieve his goals for the course'. SKE Final Report, July 2019.*

**\*\*This section is very much based upon my experience and observations working as a teaching assistant. Following commencement of my first School-Based Learning Placement, I will be able to update this section with direct experiences from the classroom\*\*.**

I recognise the importance of a consistent and fair approach when it comes to managing behaviour. Building strong and trusting relationships with pupils is key and I will aspire to this in my teaching.

I also recognise the importance of thorough planning; when I gave my 'mini-teach' as part of my teacher training application, I made sure that my lesson was well-planned and well-structured to ensure that the lesson maintained a steady rhythm and that there was minimal opportunity for pupils to become disengaged and distracted from the task at hand.

I understand that the best examples of differentiation address the wide range of needs within the classroom, from the more challenged pupils to the most able.

My learning support experience has taught me the importance of assessment that is deeply entrenched within the school curriculum, and how beneficial it is to both teachers and pupils to meaningfully engage in reflection activities; to identify and address misconceptions, determine areas for progression, and ultimately promote learners who are self-aware of their shortcomings and know how to effectively and independently overcome them.

## MY PERSONAL SKILLS AND QUALITIES

I am conscientious and enthusiastic, determined to do my very best and always keen to get involved. In my previous role as a teaching assistant I actively engaged in the wider life of the school, and this is something that I will endeavour to continue through my training year and beyond. I jointly ran the after-school Homework Club, providing direction and support where required; I also assisted with the school's Duke of Edinburgh Award programme, monitoring expeditions and delivering map reading and route planning sessions. Not only did I thoroughly enjoy getting involved, but I recognised the wider significance of this contribution; it enabled me to build deeper and more meaningful working relationships with staff and pupils, both of whom were very appreciative of my contribution to enriching the school's extra-curricular provision. With colleagues and pupils, I am approachable, supportive, patient and understanding. My learning support work has given me a privileged insight and understanding of the unique difficulties and pressures facing SEND pupils.

*'Ben has **immersed himself thoroughly** in the course and has responded positively to all feedback and suggestions given. He has been a truly outstanding student in all areas of the course and has made the most of the SKE. I have no doubt at all that Ben will maintain this level of **hard work and commitment** as he continues developing his subject knowledge and explores his passion for teaching. He will make a strong addition to any ITT course and to the teaching profession, as a whole, and I wish him every success in the future.' SKE Final Report, July 2019.*

## MY OTHER INTERESTS AND HOBBIES

My main sporting pursuits are badminton and squash, which I play to a reasonable, though entirely amateur level. I am also a keen fair-weather cyclist.

I very much enjoy outdoor pursuits and go on regular hikes with family and friends. In the name of Geographical exploration, as well as for a bit of fun, I traversed Crib Goch over the summer. Having lived to tell the tale I can now provide students with first-hand insight of a knife-edge arête, though red tape may prevent future school expeditions.

I enjoy historical fiction and am particularly partial to the writings of Wilbur Smith, sparked by my family connections to Africa.