Personal statement (Sports and Exercise Sciences)

For over a decade of my life, I have been playing a vast array of sports; ranging from gymnastics to kung fu and archery. All of which have led me to my passion of football. Transferring this interest into my studies, I have chosen related qualifications which are intrinsically linked to the three key aspects of a sports science degree; biomechanics, physiology and psychology. With these subjects, I wish to attain a greater understanding of the human body and how it can be utilised to push its’ perceived limitations.

My interest lies in physiology and how different mechanisms within the body function together to keep us alive. As a student prefect at school, I have mentored younger students in all three sciences and have found that I am most enthusiastic when teaching them about the structure and functions of specific organs, like the circulatory system in the heart or neural pathways within the brain. A lot of this information can be transferred into my studies of psychology and physical education; providing me with a more in-depth understanding of these subjects.

Longstanding volunteer work with Age UK has allowed me to integrate within a multigenerational dynamic and promote the general participation of different sports within my community.Ensuing a recent walking football competition, my father unfortunately had a heart attack. This struck me, as we have a history in our family of heart conditions; I began to research and read more around the subject. My wider reading lead me to the conclusion that more needs to be done in society to combat issues concerning heart health, such as, preventing sedentary lifestyles and combating obesity. For my research project at University, I would like to find ways to provide assistance to patients with heart problems; whether that be through diet, drugs or exercise. My outcome goal would be to help them return to, or start leading a more healthy and positive lifestyle.

Online, I have immersed myself in the fitness culture, subscribing to newsletters, YouTube channels and podcasts. These platforms have allowed me access to information from qualified health professionals and doctors. Watching the documentary ‘Forks over Knives’ and following content creators like Dr. Leo Venaas on YouTube, has changed my perspective of how a plant-based diet can be used as a leading preventative healthcare strategy and how athletes can use plant-protein to fuel their performances and aid recovery. Other content creators, such as Dr. Stefanie Cohen, DPT have taught me about the more physiological aspect of training and recovery. I have applied this knowledge into my own strength and conditioning training in the gym, seeing an increase in my performance and an improved recovery rate. Additionally, I have completed online courses such as the FA Level 1 Psychology Award to learn more about the overall well-being of the human body.

Recently, I went on a residential trip to Bath University and gained invaluable knowledge about how undergraduates research and execute a dissertation. Throughout the week, I learned how to use references and citations to back up my research evidence. Going into University with this prior knowledge will help me to excel and attain my goals.

With this degree, I would want to help as many people as possible, not just cardiac patients. Therefore, as I am interested in sports injury rehabilitation, I have booked future work experience placements at Gloucester Rugby for wheelchair rugby physiotherapy and at Cheltenham General Hospital for NHS-delivered physiotherapy. This will provide me with the clinical experience required to provide rehabilitation to injured sports people and will allow me to kinesthetically develop my knowledge of physiology and anatomy.

I believe that this course will facilitate my journey in achieving my goals; therefore, I will bring hard work and perseverance to my time spent at University.

**Applied for:** Primary Education

**Offers received:**

Bath Spa University – Unconditional

Plymouth Marjon University – CC Merit

Throughout school, teachers have always been an inspiration to me. Having an understanding drama teacher, who took the time to help me develop strategies to cope with my workload when I was struggling due to commitments beyond my control outside lessons, made me realise how little actions can make a huge impact on an individual whilst maintaining high expectations. Spending time to get a good understanding of all students in the classroom and adapting teaching strategies when required to suit each student's need is critical in teaching.

Studying sociology has increased my awareness of the way different societies work as well as helped me gain an understanding of why some students may be discriminated against for a range of reasons. Learning this has made me aware of the different ways I can prevent a child feeling alienated in the classroom and has made me determined to ensure each child I teach has an equal opportunity. Applied science has developed my practical and analytical skills, which will be important in teaching it as a core subject.

I love getting to know children's different personalities and sense of humour. For the past
five years, as a Girlguiding Rainbows leader, I have developed a range of ways to motivate and engage the girls in my pack. Coming up with new ways for the girls to develop their own skills as well as developing mine is something I enjoy. Being a teacher can be time consuming and I am aware that I will spend a lot of time planning lessons. I am currently completing my leadership qualification, which includes thinking of new ideas for activities and contributing to regular strategy meetings to coordinate the delivery across the district; this has given me an idea of the time I need to commit to being a teacher.

Another important aspect in my life is drama. This has broadened my creativity and has allowed my confidence to develop. Running a Y7 drama club allowed me to teach new skills and develop their confidence. It also gave me insight to the pressures of teaching, as I had to dedicate a lot of free time into rehearsals and re-writing the script half a dozen times to make the parts accessible to each individual. It also developed my problem solving skills as, on the day of their performance of 'Peter Pan', two of the cast members did not turn up. This meant I had to re-write an iconic scene at the last minute and stay calm in a difficult situation.

Music has always been a passion and I have been a member of Tewkesbury Brass Band for the past ten years, achieving the Young Player of the Year Award, voted for by my peers. Multitasking is a key component to being in a brass band as you have to follow the conductor, read the music, listen to others, as well as actually playing the instrument. I feel that teachers need to be good at multitasking, as they need to keep the children focused as well as teaching the curriculum. Primary teachers will also need good communication skills as they are talking to young children whose language has not yet developed fully and adults, often from external agencies, in a professional capacity.

Work experience with Reception to Y6 gave me the opportunity to discover the range of
strategies used to develop independence over a short time in children's lives. The progress in seven years was fascinating to see. I also came to understand how the way you act, feel and sound when you talk can influence children negatively or positively, giving me the motivation to ensure I have a positive and encouraging attitude when working with young minds.

My experience working with children in Rainbows, running a drama club, playing music and work experience has increased my awareness of the demands of primary teaching; I feel it is worth it when you get to make such a huge impression on children's lives for the better. I would personally like to ensure as many children as possible have an equal chance at a good start in life.

Sport Coaching Personal Statement

University of Gloucestershire – Unconditional Offer

Sport has always been my passion and an integral part of my life. My preferred sports are football, rugby and basketball and I play all three at a high level. I am committed, skilled, competitive and determined with excellent leadership skills which have, in turn, presented me with numerous opportunities to play sport in the UK and abroad via various leagues, events and tournaments. I have also coached and taught football and rugby which has fuelled my aspiration to study sport (teaching/coaching) at degree level.

At school, I have balanced sport and study to guarantee I achieve the grades I need to further my education. I ensure consistent time management, clear focus on my targets and continued self-reflection to support my short and long term goals. In Business, I have developed research skills in preparation for the Case Study exams and Media has developed my written communication skills through the regular evaluative essays set; both of these will be useful on the university course. I enjoyed developing my knowledge of anatomy and physiology and evaluating performance through coaching in my BTEC showing I will be able to cope with the academic sides of this course.

I have been involved with coaching football through school and outside of school doing work experience. This year I have coached football to KS3 and 4 pupils at school and have taught KS2 pupils in a primary school initially to play rugby and then football. I feel really proud and motivated when I see pupils learning new skills and techniques, becoming competitive and enjoying themselves. I also did work experience at Prospect Training Services where I coached Chinese students to play football, led drills, taught theory to improve their understanding of the sport. I coached football to children 3-8 yrs. old ‘Timmy Tigers’. The coaching method was to give the children a basic understanding of football, enabling me to progress as a coach.

I am a House Captain and Senior Prefect which allows me to fulfil roles and responsibilities in school life and extracurricular activities. Making a difference in school is very important to me; from Y8 I was a member of school council for 3 years and then a Prefect. This was an honour, as it allowed me to support the school and make successful changes, enabling the school and learning environment to thrive.

Playing football at school, county and district level has developed my team working skills and leadership when captaining my school football team to trophies such as the District Schools Cup, 2 years consecutively. Winning the ‘treble’ with my Sunday league side (the League, League Cup and County Cup) and being scouted by a coach from Dubai were sources of great pride for me especially as I represented their country in an international football tournament; it was an unbelievable experience. At 16, I was offered a scholarship at Forest Green Rovers and I started an intense training and match play schedule. However, due to the educational element not providing me with sufficient qualifications a teaching career, I returned to sixth form. Currently, I play 1st team football in the Hellenic Premier League; this has been a great challenge as I am exposed to opponents who are older and more experienced in terms of their level of football. Although challenging physically and mentally, by playing for these teams and often training for 6 days a week, I have gained valuable experience, knowledge and skills of football which, in time, I can transfer to other aspiring sportsmen and women.

I am excited to develop further in the physical education field and achieve my ambition of being a Physical Education teacher/coach. I believe I have the right attributes and leadership qualities to succeed in my chosen degree. University will give me the platform to develop my skillset, quality of knowledge I have already acquired, and hopefully lead me into a long term, rewarding career in coaching or teaching.

Primary Teaching with PE Statement

University of Gloucestershire – Unconditional

Personal Statement:

Being confident in my Y9 athletics lessons resulted in my teacher suggesting I came along and helped to coach Y7 and Y8 in sprint relay after school. Little did I realise that this was to kick start my aspirations to become a PE teacher! I never understood how much satisfaction could be gained from helping young people to achieve their sporting goals and inspiring others who may not yet have achieved their potential.

As Head Girl, I have developed organisational and time management skills to balance my duties with my studies. A key responsibility is to make sure that I am a good role model to the younger students with my uniform and attitude round school. Having to speak to prospective parents and give speeches at important school events has allowed me to develop confidence in public-speaking. In addition to this, I have had to ensure that I am able to lead meetings listening to a range of opinions and acting as an intermediary between staff and students to help with the smooth running of the school and social events. All these skills will be useful in the classroom and in coping with a teacher’s workload.

Alongside competing in sport, I have developed teaching experience by coaching both Athletics and Netball teams after school for three years. This has involved planning and delivering sessions to all age groups. Additionally, in my GCSE I achieved 100% for my coaching after moderation. My part-time job as a swimming teacher has enabled me to develop my teaching skills further as I support a range of people; this includes children as young as 3 to elderly people wanting swimming experience. I am currently involved with two different swim schools, during my time at these two organisations, I have experience of teaching children with disabilities. Whilst being a new challenge, teaching these children has enabled me to improve my communication skills and my patience during my lessons. I have had to adapt my lessons in order to suit their specific needs which has required me to become more innovative with my lesson plans to make sure they are inclusive for all of the people involved.

My A-levels have developed key skills that will help me as a teacher and with the completion of assignments whilst training. Researching the socio-cultural section of PE particularly interested me in relation to the Olympics and the history of drug scandals/testing. Psychology and PE have both developed my scientific understanding of the human body whilst History has enabled me to develop my analytical skills to complete effective research critically evaluating sources. All of my subjects require me to do a lot of wider reading in order to develop my knowledge to be able to apply it to unfamiliar situations.

Teaching requires dedication and resilience as you need to keep varying your approach to enable all individuals to make progress. I demonstrated this when training as a sprinter. After reaching national standard, I was faced with a chronic injury that halted my training. Resilience was something that I displayed throughout this time, as I helped to coach younger students who had aspirations in athletics. Additionally, I trained to compete in shotput before the start of the season and, as a result of my determination and motivation to achieve, I got through to regional school championships in this event.

Last summer, I spent a week being a supervisor for Y8 camp to gain more work experience. I went along with my school to an outdoor activity centre where I supported day and led evening activities for the students. During coasteering I was faced with one girl scared of swimming, I was able to get her to swim alongside me and at the end of the activity she thanked me for helping and was proud of herself for completing it. This fulfilling week, further convinced me teaching was the career path for my future. I am looking forward to starting university and further developing the skills to be a successful teacher.