

ECIE5015

Personal and
Professional
Development

Portfolio

Student Number: 2414600

Student name: Sarah Stanley

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Professional Standards for Assisting Teaching

Name: Sarah Stanley

Role/Placement Setting: Teaching Assistant level 3.

Date: 03/09/2026

Guidance

Using the Welsh Government's Professional Standards for Assisting Teaching, reflect on your current practice, skills, knowledge and experience. Rate yourself against each standard and provide evidence from your professional practice to support your evaluation.

Rating Scale

Rating	Description
1	Limited experience / Significant development needed
2	Developing
3	Competent
4	Confident
5	Highly skilled / Able to support others

1. Pedagogy

How effectively do you support teaching and learning to meet the needs of learners?

Self-rating: 1 2 3 4 5

Evidence from Practice

- I adapt my teaching and support to meet the individual needs of a 15-year-old wheelchair user with dyslexia and motor skills difficulties.
- I consider both their physical access needs and individual learning needs when planning activities.
- I position equipment at an accessible height and within the student's reach.
- I ensure there is a clear route for their wheelchair around the learning area.
- I avoid placing equipment where the student would need to stretch, twist or reach unnecessarily.
- I demonstrate the task first so the student can see what is expected.
- I break activities down into smaller, manageable steps.
- I give instructions verbally as well as in writing to support their dyslexia.
- I use a simple, step-by-step instruction sheet with clear language.

- Where tasks involve fine motor skills, I adapt the equipment or the way the task is completed.
- I allow additional time where needed so the student does not feel rushed.
- I encourage the student to work as independently as possible, while providing support when required.
- These adaptations help the student to access the lesson, participate safely and achieve the learning objectives.
- I make sure the learner can access learning resources and classroom activities from their wheelchair, ensuring that the workspace is suitable and that resources are positioned where they can reach them safely and comfortably.
- I allow additional processing time when the learner needs it and avoid putting pressure on them to respond immediately, particularly when tasks involve reading, writing or processing information.
- I adapt written tasks where appropriate because the learner experiences difficulties with motor skills. For example, I may reduce the amount of handwriting required, and provide alternative ways of recording their answers. For example being his scribe.
- I encourage the learner to be as independent as possible while providing assistance when required. I avoid doing tasks for them and instead provide appropriate prompts and encouragement so they can complete as much of the task independently as possible.
- I monitor the learner's engagement and progress during activities and adjust my level of support if they are becoming frustrated, tired or finding the task difficult.

Areas for Development

Develop my knowledge and confidence in using assistive technology and alternative learning strategies to support learners with dyslexia and motor skill difficulties.

I would like to develop my knowledge of different assistive technologies that could help the learner access and complete written work more independently. For example, I could explore speech-to-text software, text-to-speech tools, accessible digital resources and adapted keyboards. This would reduce the physical demands of writing while also supporting the learner's dyslexia. I would work alongside the class teacher and follow the learner's individual support plan to identify which strategies are most appropriate. I would then evaluate whether the technology helps the learner become more independent and make progress.

2. Professional Learning

How do you engage in your own professional learning and development?

Self-rating: 1 2 3 4 5

Evidence from Practice

- I ask questions when I am unsure about how best to support an individual learner and use the experience and knowledge of colleagues to develop my understanding.
- I develop my knowledge of individual learners' needs, including understanding how dyslexia and motor difficulties can affect their ability to access learning.
- I apply strategies that I have learned from colleagues, training and professional discussions to my day-to-day practice. For example I use positive reinforcement and encouragement to build learners confidence and motivation.
- When supporting a learner with dyslexia, I have developed my use of shorter instructions, verbal explanations, visual prompts and additional processing time to help them understand and complete tasks.
- When supporting a learner with motor difficulties, I consider whether tasks need to be adapted so that the learner can demonstrate their knowledge without unnecessary physical barriers, while still working towards the same learning objective.
- I recognise the importance of continuing to develop my knowledge and skills so that I can provide effective and inclusive support for learners.

Areas for Development

Develop my confidence in identifying and accessing professional development opportunities that are relevant to my role and the individual needs of the learners I support.

I would like to develop my knowledge of specific strategies and resources for supporting learners with dyslexia, physical disabilities and motor difficulties. For example, I could undertake relevant training or professional learning around dyslexia-friendly practice and technology. I could then apply what I have learned when supporting the learner, such as using speech-to-text, text-to-speech, visual prompts or alternative ways of recording work. I would reflect on whether these strategies improve the learner's independence, confidence and engagement and discuss my observations with the class teacher.

3. Innovation

How do you contribute to improving practice through creative and innovative approaches?

Self-rating: 1 2 3 4 5

Evidence from Practice

Use new ideas or approaches to support learning:

- In PE, I adapt activities so that my wheelchair-using learner can participate alongside the rest of the class. For example, rather than removing the learner from a team activity, I adapt the rules, playing area or equipment so they can have an active role within the same activity as their peers.
- In practical activities, I consider the learner's physical access and adapt the layout, equipment or task so they can participate as independently as possible.

Suggest improvements to practice:

- I contribute ideas to colleagues about how activities can be adapted to make them more inclusive. For example, in PE I can suggest changing the rules or equipment so that a wheelchair user can take part in the same activity rather than completing a separate task.
- I share ideas about adapting classroom layouts and positioning equipment so learners with physical difficulties can access resources more easily.

Adapt to changing circumstances and learner needs:

- If an activity is not working well for the learner, I adapt it during the lesson rather than expecting them to struggle with the original task.
- For example, if a PE activity requires too much movement around the playing area, I can reduce the size of the area, change the positioning of the learner or introduce equipment that allows them to participate more effectively.
- I regularly consider the learner's individual needs and adjust my support as their confidence, abilities and independence develop.

Areas for Development

As an area for development, I would like to develop a wider range of inclusive PE activities that can be adapted so that wheelchair users can participate alongside their peers. I would like to research different adapted PE equipment and games that could help learners with physical disabilities take part more independently. I would also like to work more closely with PE colleagues to develop activities where the rules, equipment or playing area can be adapted without separating the learner from the rest of the group. This will help me build my confidence in adapting activities quickly during a lesson when I recognise that a learner is struggling to access the original activity. I would also like to share successful adaptations and ideas with colleagues so that inclusive approaches can be used more widely across lessons.

4. Leadership

How effectively do you take responsibility for driving improvements and supporting others, regardless of role?

Self-rating: 1 2 3 4 5

Evidence from Practice

- Take initiative within my role:
 - I take the initiative to prepare resources and equipment in advance so that lessons run smoothly and learners can begin activities without unnecessary delays.
 - I recognise when a learner may need additional support and take steps to provide this rather than waiting to be asked.
 - I help organise activities and support learners to understand what is expected of them.
- Demonstrate responsibility and accountability:
 - I take responsibility for the learners in my care and make sure that I follow relevant policies and procedures, particularly around safeguarding, health and safety and inclusion.
 - I communicate with teachers and colleagues when I have concerns about a learner's progress, behaviour, wellbeing or support needs.
 - I reflect on my own practice and recognise when something could have been done differently, using this to improve my future practice.
- Support improvements in practice:
 - I share ideas with colleagues about strategies that have worked well when supporting individual learners.
 - I contribute to discussions about how activities, resources or the learning environment could be improved to make them more accessible and inclusive.
 - When I find a strategy that works particularly well for a learner, I communicate this to relevant colleagues so that a consistent approach can be used.
- Act as a positive role model:
 - I model patience, respect, positive communication and an inclusive attitude when working with learners.
 - I encourage learners to be independent and to have confidence in their own abilities rather than doing tasks for them.
 - I remain calm and professional when dealing with challenging situations and encourage learners to approach difficulties positively.
 - I treat all learners fairly and respectfully, recognising that different learners may need different levels of support to achieve the same outcome.

Areas for Development

As an area for development, I would like to become more confident in taking a greater lead when sharing ideas and successful strategies with colleagues. I would like to contribute more actively to professional discussions and share examples of

adaptations and approaches that have worked well for individual learners. I would also like to develop my confidence in suggesting new ideas for improving inclusive practice and supporting colleagues when appropriate. This will help me develop my leadership skills further and contribute more widely to a positive and inclusive learning environment.

5. Collaboration

How effectively do you work with others to support learners and contribute to the wider learning community?

Self-rating: 1 2 3 4 5

Evidence from Practice

- I work closely with the class teacher and other members of staff to support the individual needs of my 1-to-1 learner and help them access learning as independently as possible.
- I communicate regularly with teachers and support staff about my learner's progress, behaviour, engagement and any concerns, so that we can work together to provide consistent support.
- I follow the teacher's guidance and adapt my support when needed, while also sharing observations and ideas that may help the learner engage more positively with their learning.
- I build positive and trusting relationships with learners by being patient, approachable and encouraging, helping them to feel safe, valued and confident in school.
- I work positively with families by communicating appropriately and professionally and sharing relevant information about the learner's day, progress or achievements when required.
- I share useful strategies, resources and ideas with colleagues when I feel they could benefit other learners or support the classroom environment.
- I contribute to a positive and supportive classroom by encouraging inclusion, teamwork, respect and positive behaviour.
- I am open to feedback from teachers and other professionals and use this to reflect on and improve my own practice.

Areas for Development

I would like to develop my confidence when communicating and collaborating with all members of staff. As my 1-to-1 has specific mobility and motor-skill needs, effective communication between staff is particularly important. At times, I can find it difficult to approach certain colleagues when I feel that my ideas, observations or offers of support are not always welcomed. I would like to develop strategies to communicate more confidently and professionally in these situations, while

maintaining positive working relationships and keeping my learner's needs and best interests at the centre of my practice.

Professional Development Plan

Think about the Professional Standards for Assisting Teaching (Welsh Government, 2019)

What are your 5 priority areas for professional development?

Professional Development Goal (SMART targets)	Actions Required	Target Date
I will improve my knowledge and confidence in using assistive technology to support learners with dyslexia and physical difficulties by researching, trialling and evaluating at least four technologies, including speech-to-text, text-to-speech, accessible digital resources and adapted keyboards. I will identify which approaches best support learner independence and access to learning.	• Research four assistive technologies relevant to learner needs. • Practise using speech-to-text and text-to-speech software. • Explore accessible digital resources and adapted equipment. • Consult the class teacher and learner support plans to identify appropriate strategies. • Support learners to trial suitable technologies. • Monitor the impact on learner	July 2027

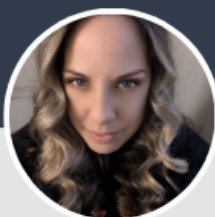
	participation and independence. Evaluate effectiveness and identify next steps for development.	
I will complete professional learning related to dyslexia, physical disabilities, motor difficulties and assistive technology, and apply at least three new inclusive strategies within my practice to improve learner participation, independence and progress.	- Complete relevant training, workshops or online professional learning focused on dyslexia-friendly practice, physical disabilities, motor difficulties and assistive/learning technology. (through Pembrokeshire County Council) - Research and identify practical strategies and resources that can be used to support individual learners, such as visual resources, adapted materials, assistive technology, alternative ways of recording work and appropriate classroom adjustments. - Discuss learners' individual needs	March 2027

	and appropriate strategies with the Additional Learning Needs Coordinator (ALNCo), class teacher and/or other relevant staff. • Observe experienced colleagues using inclusive strategies and discuss the approaches they use. • Trial at least three new strategies or resources in my practice and reflect on their effectiveness. • Keep a brief record of the strategies used, the impact on learners and any further adjustments that may be needed. • Seek feedback from the ALNCo, class teacher/line manager and relevant colleagues on my use of inclusive strategies and how effectively I am supporting learners.	
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	• Where appropriate, seek feedback from learners themselves about which strategies and resources help them to access learning more effectively.	
I will complete Disability Sport Wales Disability Inclusion Training and develop, trial and evaluate at least three adapted PE activities that enable learners with physical disabilities, including wheelchair users, to participate alongside their peers.	• Complete Disability Inclusion Training for Schools and Education. • Attend a practical inclusion workshop where available. • Research adaptations to PE activities, equipment and rules. • Work with PE staff to develop and trial inclusive activities. • Evaluate learner participation and engagement. • Seek feedback from PE colleagues, the ALNCo and line manager. • Share successful adaptations and resources with colleagues.	February 2027

I will develop my leadership skills by sharing at least three successful strategies, resources or adaptations with colleagues and contributing regularly to professional discussions, including leading or supporting a short staff development activity	• Explore and, where eligible, apply for the Aspiring HLTA Development Programme. • Use the Professional Standards for Assisting Teaching to identify areas for development, particularly Leadership, Collaboration and Professional Learning. • Take opportunities to contribute to staff meetings, team discussions and professional conversations. • Share at least three examples of successful strategies, adaptations or resources with colleagues. • Work alongside experienced colleagues and observe how they lead discussions and share good practice. • Ask my line manager, ALNCo and/or class teacher for feedback on my	May 2027
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	contribution, communication and confidence. • Reflect on the feedback received and identify further opportunities to develop my leadership skills. •	
I will improve my confidence and effectiveness in communicating with colleagues by using professional, solution-focused communication strategies and contributing regularly to discussions regarding learner support, while obtaining feedback on my communication from relevant staff.	• Improve confidence and effectiveness in communicating with colleagues • Use professional, solution-focused communication strategies • Contribute regularly to discussions regarding learner support • Obtain feedback on communication from relevant staff	March 2027



SARAH STANLEY

TEACHING ASSISTANT

CONTACT

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SKILLS

- Inclusive Practice and differentiation
- One-to-One and Small group Support
- Teaching and Learning Support
- Learner Engagement and motivation
- Behaviour Support and relationship Building
- Coaching and Developing Independence
- Progress Monitoring and observation
- Communication and Teamwork
- Safeguarding and Professional Practice
- Adaptation of Learning Resources

PROFILE

- Dedicated Higher Teaching Assistant with experience supporting learners in inclusive educational settings.
- Skilled in adapting learning activities and resources to meet individual learner needs and remove barriers to participation.
- Strong communication, observation and problem-solving skills, promoting learner confidence, independence and engagement.
- Experienced in working collaboratively with teaching staff and support colleagues to deliver effective learner support.
- Currently studying a Foundation Degree in Inclusive Education at UWTSD, applying academic learning directly to professional practice.

PROFESSIONAL EXPERIENCE

- Higher Teaching Assistant
 - Pembrokeshire County Council – Henry Tudor School 2022 – Present
- Responsibilities**
- Provide individual and small-group support to help learners access the curriculum.
 - Adapt learning activities, resources and tasks to meet individual learner needs.
 - Support learners experiencing physical, motor or participation difficulties.
 - Promote learner confidence, independence and inclusion.
 - Work collaboratively with teaching staff to implement effective support strategies.
 - Monitor learner engagement, progress and wellbeing, communicating relevant information to staff.
 - Adapt support approaches in response to learner needs, fatigue or emotional wellbeing.
 - Use positive reinforcement and encouragement to promote participation and achievement.
 - Follow safeguarding procedures and maintain professional standards.
 - Contribute to a safe, respectful and inclusive learning environment.
- Achievements**
- Supported a learner to develop the confidence and skills needed to represent Wales in boccea.
 - Encouraged a reluctant learner to participate in competitive boccea, increasing confidence, engagement and participation.
 - Helped increase lesson attendance for a learner with behavioural challenges from approximately 15% to 80%.
 - Enabled learners to overcome barriers to learning through personalised support and adaptive approaches.

EDUCATION

- Pembrokeshire College - Level 3 Diploma In Supporting Teaching and Learning In Schools - [2023-2024]
- Pembrokeshire College - Level 2 Certificate In Supporting Teaching and Learning In Schools - [2012-2013]
- WJEC | 2004 GCSEs English, Maths - E, Science - D, sports science - A, art - C welsh - C, IT - C
- Pembrokeshire college - FD In sports science - Distinction
- Pembrokeshire college - NC In sports development and fitness - Distinction
- University of Wales Trinity Saint David: Currently completing a Foundation degree In
- Inclusive Education (due to complete June 2028)

INTERESTS AND HOBBIES

- Football
- Wrestling
- Reading
- Netball

REFERENCE

Available on request



PREVIOUS WORK EXPERIENCE

- Teaching Assistant-Hoop Recruitment Agency - Milford Haven Primary School 2019 - 2022

Responsibilities

- Supported pupils through individual and small-group learning activities.
- Assisted with literacy, numeracy and wider curriculum tasks.
- Maintained a positive, safe and inclusive classroom environment.
- Supported pupils experiencing behavioural, concentration or learning difficulties.
- Built positive relationships to promote confidence, wellbeing and engagement.
- Followed safeguarding procedures and school policies.

ACHIEVEMENTS

- Supported pupils with a range of learning needs to improve confidence and participation in learning.
- Developed strong, trusting relationships that encouraged independence and engagement.
- Successfully adapted support strategies to help pupils remain focused and engaged in lessons.

PROFESSIONAL DEVELOPMENT

- Safeguarding Training - [09/2026]
- Prevent Training - [04/2026]
- Equality, Diversity and Inclusion Training - [04/2026]
- Health and Safety Training - [05/2026]
- First Aid Training - [04/2026]
- GDPR and Data Protection Training - [09/2026]
- Behaviour Management / Positive Behaviour Support Training - [09/2025]
- Manual Handling / Moving and Handling Training - [08/2026]
- Elsa training - [01/2026]
- Currently studying part-time for a Foundation Degree In Inclusive Education at UWTSU. - [09/2024 - Present]

ADDITIONAL EXPERIENCE

Learning Platforms Used

- Microsoft Teams
- Google Classroom
- Microsoft 365
- Moodle
- UWTSU online learning platform / VLE
- School-based digital learning and communication systems
- Myed
- Classcharts