

LCLM4005 Employability and Career Development

Reflective Employability Assignment

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Selected Profession: Graduate Educational Support Worker

Task 1: Comparison of Job Adverts

To assess the employability skills required within the education and workplace sector, two graduate-level job adverts were compared: a Graduate Teaching Assistant role and a Student Support Advisor role. Both positions are relevant to an individual studying skills for the workplace because they involve supporting learners, communication and professional development. The Graduate Teaching Assistant role focused on classroom support, behaviour management, safeguarding and assisting children with educational progress. This role required patience, adaptability and strong communication with both pupils and teachers. In contrast, the Student Support Advisor role within higher education focused more on mentoring students, administrative support, wellbeing guidance and helping learners overcome academic or personal challenges. Although these roles operate in different educational settings, they share several key employability skills, including communication, teamwork, organisation, empathy, safeguarding awareness, adaptability and problem-solving. Both roles also require knowledge of learner development, inclusive practice, educational standards and professional responsibility. Communication was identified as the most significant shared skill because educational professionals must communicate effectively with learners, families, colleagues and external organisations. In practical terms, communication ensures that learners receive appropriate support, understand expectations and feel encouraged. For example, teaching assistants use communication to explain concepts clearly, while student advisors rely on communication to guide and reassure learners. According to Cottrell (2019), communication is one of the most essential transferable skills for professional success. Therefore, effective communication is critical because it directly improves learner outcomes, strengthens relationships and supports career advancement.

Task 2: Self-Assessment Using SWOT Analysis

A SWOT analysis was used to evaluate my employability readiness by examining my strengths, weaknesses, opportunities and threats. My key strengths include empathy, patience, communication and strong organisational skills. Throughout my university experience, I have developed the ability to manage deadlines, complete coursework efficiently and work collaboratively in group settings. These experiences have strengthened my teamwork, reliability and time management, all of which are highly valuable in educational support roles. Additionally, tutor feedback has reinforced my commitment, resilience and ability to learn independently, demonstrating readiness for professional development. Another major strength is my passion for supporting others. Educational and workplace support professions require emotional intelligence and interpersonal understanding, both of which align strongly with my personal qualities. My communication skills have improved significantly through coursework, presentations and collaborative assignments. However, weaknesses remain. My limited practical

experience in educational settings may reduce confidence when applying for graduate positions. While academic study has developed theoretical understanding, practical exposure is essential for workplace readiness. Public speaking is another weakness, particularly when presenting to larger groups. Developing stronger confidence in this area is important for future employability. Leadership confidence is also an area for improvement, as progression within educational professions often requires initiative and management capability. Several opportunities are available to support my development. Placements, volunteer work, safeguarding certifications and networking events provide realistic pathways to improve practical employability. Professional development courses can further strengthen my qualifications. Threats include competition for graduate roles, funding limitations within education, policy changes and emotional demands associated with support roles. These challenges highlight the importance of resilience, continuous learning and adaptability. Overall, this SWOT analysis demonstrates that I possess strong transferable qualities for educational support work, but future success depends on gaining practical experience, improving communication confidence and strengthening leadership skills.

Strengths: Strong empathy and patience; effective communication; reliable time management; teamwork experience; independent learning.

Weaknesses: Limited professional experience; public speaking confidence; leadership development; self-critical tendencies.

Opportunities: Educational placements; professional certifications; networking; sector growth.

Threats: Competitive market; policy changes; funding pressures; emotional demands.

Task 3: Employment Goals and Personal Development Plan

Based on the weaknesses identified, my short-term employment goals are to secure a placement, teaching assistant role or student support position within the next 12 months, improve presentation confidence within 3 months, and complete safeguarding or educational support certifications within 6 months. My long-term goals are to establish a stable professional career in educational support, progress into leadership or pastoral roles within five years and continue professional development in student wellbeing or educational administration. To achieve these goals, I will apply for placements and volunteer opportunities, participate in mock interviews and presentation practice, complete relevant certifications and actively seek leadership opportunities through coursework or extracurricular activities. Progress will be measured through successful placement applications, improved tutor or peer feedback, certification completion and increased confidence in communication. This development plan is directly aligned with my career aspirations and provides a clear pathway for improving employability while addressing personal weaknesses.

Personal Development Priorities:

1. Gain practical experience through placements and volunteering within 3–12 months.
2. Improve public speaking through structured presentation practice within 3 months.
3. Build leadership confidence by leading group tasks within 6 months.
4. Complete safeguarding or educational support qualifications within 6 months.

References

- Armstrong, M. (2020) *Armstrong's Handbook of Human Resource Management Practice*. London: Kogan Page.
- Cottrell, S. (2019) *Skills for Success*. London: Red Globe Press.
- Prospects (2026) *Careers in Education Support and Student Services*.
- TargetJobs (2026) *Graduate Careers in Education and Student Development*.