

ECIE5007
E-Portfolio

2205543
Katie Williams

Contents

Element 1: Katie Williams; CV Page 3

Element 2: Katie Williams; Personal Statement Page 5

Element 3: Zander letter Page 7

Katie Williams

Address: Pembroke, SA71 5TX

Contact Number: 07890675073

Email: Katielunt08@aol.com

Career Focus

I am a final year student at UWTSD Swansea studying the BA Education Studies, predicted to graduate with a **1st class**. I have 12 years plus of experience as a Teaching Assistant in a challenging primary school in Pembroke with majority of children with specific and additional needs. I have run a nurture club through my own initiative to support pupils whose social skills precluded them from play. I approach my practice in a positive child centred way to model attitudes to learning and demonstrate effort, resilience and creativity, always striving for the best outcomes for each learner, by promoting the four purposes and school vision. I professionally navigate difficult behaviour classroom-based with empathy, patience and understanding. Now seeking a more senior teaching assistant position in a primary school.

Education / Qualifications

2023 – present BA (hons) Education Studies - (Results Pending, Predicted a 1st class).

The undergraduate degree has advanced my comprehension of learning and development within the classroom, as well as my pedagogical knowledge throughout Inclusive Education in the 21st century. I plan to continue my studies and complete the top up year to gain a full degree.

2024 - Read Write Inc Training	Pass
2023 - First Aid certified	Pass
2023 – Safeguarding	
2020 – Elsa certified	
2021 – Playwork - Diploma Level 3	Pass
2013 – Supporting for Teaching and Learning in Schools -Level 3	Pass
2012 – Supporting Teaching and Learning in Schools - Level 2	Pass
1998 – 4 GCSE’s, Pembroke Comprehensive School	C-D

Including English Literacy and Language.

Employment

2011 – Present LSA Golden Grove School

Assisting teachers in managing classroom behaviours by implementing positive reinforcement and reward schemes. Creating child centred supportive environments for pupils to achieve their learning goals. Monitoring and reassessing daily. Devised long term support plans for children with

learning or emotional difficulties and implementing strategies to manage their difficulties. Understanding the importance of safeguarding and the correct manner within dealing with disclosures. Successfully communicate and collaborate with professionals, parents and the wider community.

2011 – Also, Lunch Time Supervisor at Golden Grove School

Quickly and calmly resolved pupil conflict, managing issues appropriately. Dealt with minor playtime injuries and first aid assistance, attending regular First Aid training. Provided activities and games for all children to participate in.

2001 – 2005 Various roles in local hotels

Cleddau Bridge Hotel, Clarence House Hotel,

Head Housekeeper, Waitress and chambermaid – Organising the cleaning schedule within the bedrooms and main common areas. Managing a team of staff and working a tight timescale ensuring a high standard of cleaning. Communicating effectively with guests and working collaboratively within a large establishment carrying out thorough cleaning duties throughout the hotel.

Skills

Supported and able to establish excellent rapport with pupils

- Demonstrated by working in small intervention groups or 1:1 adapting my pedagogical skills to suit each pupil to enable them to flourish and reach their target goals. This varies on a day-to-day basis but can include, linguistic, numeracy, coordination skills, and fine motor skills.

Able to create a positive leaning environment

- Demonstrated by running a lunch time 'Drop in club' for children who find it hard to engage with other children appropriately, an inclusive club open to all pupils to play games, have a chat, listen to music or some alone time. The running of the club developed my organisational skills and rapport with children of various ages and backgrounds whilst providing a positive, safe and secure environment for all pupils. Offering my Elsa role as and when needed.

Able to support and understand Emotional Literacy

- My ELSA training has equipped me with the appropriate skills to promote emotional literacy with pupils and teach them appropriate strategies to deal with any issues they may have. I understand the importance of confidentiality and always adhere to safeguarding and confidentiality school policies and procedures.

Skills other

Reading, camping and exploring our local area whilst walking my dog.

Katie Williams

Pembroke

Sa71 5TX

Katielunt08@aol.com

07890675073

Dear Sir/Madam,

I am eager to submit my application for the HLTA job. As an experienced Teaching Assistant with over 12 years' experience. I was excited to find that my qualifications and personal strengths align with your needs and vision. My passion for education and facilitating children to succeed has led me to apply for this position.

While studying for my degree at Trinity Saint David University I have acquired strong time management skills to successfully manage and complete multiple authentic assignments simultaneously within deadlines. I am punctual and stay focused on multiple tasks and can handle working under pressure. I have also proficient self-motivation skills. This is supported by completing assignments by submission dates. I feel my expertise makes me a strong candidate for this position.

My current role as an ELSA for the past four years should not escape your notice as I am a dedicated, empathetic professional who strives to support children with emotional and social literacy difficulties by providing interventions and strategies to enable them to manage their emotions, develop confidence and enhance their interpersonal skills. I take a proactive approach to ensure all children have a positive school experience. My Elsa sessions have positively impacted the children's overall social outcomes. I have assisted with various age groups at Golden Grove School including spending 2 years in a nurture class with children with complex needs. I have also worked one-to-one with a visually impaired child delivering my pedagogy with a bespoke student-centered approach to remove any learning barriers. This enabled the child to successfully reach their targets and goals in a safe and secure environment whilst promoting independence and resilience. I have regularly synergised with specialist advisory teachers e.g. Ed psych, speech and language and Visual impairment specialist to accommodate the children's educational and personal growth.

Throughout my career, I have developed a strong understanding of the diverse needs of children, particularly those with specific and additional needs. I initiated and ran a

lunchtime club for children who struggle to interact appropriately with others at playtime. This supports children in developing their social skills and demonstrates my commitment to fostering a positive and inclusive environment. My pedagogies are always child centered, focusing on promoting resilience, creativity and a love for learning. I have organised lesson plans for an extra curriculum club 'forest school' concentrating on environmental and inclusive well-being activities. I can establish excellent rapport with children and have a hands-on, friendly community orientated manner that enables and empowers all to get involved.

As a dedicated and hardworking individual, I have always approached my responsibilities with a strong sense of commitment. I believe that success is built on the foundation of perseverance and effort, and I strive to bring my best to every task I undertake. My effective communication skills enable me to engage well with pupils, colleagues, parents and the wider community fostering a collaborative atmosphere conducive to effective learning. This ability has not only helped me build strong relationships but has also enhanced my problem-solving skills, allowing me to navigate challenges effectively and efficiently. I have catalytic abilities as demonstrated by my effective collaboration with team members, always striving to endorse the school's vision and encouraging innovation.

I fully understand that safeguarding all pupils is paramount, I adhere to school safeguarding policies, procedures and guidance and liaise with the designated person (SENCO and/or class teacher) regarding any concerns I may have.

Please review my enclosed resume for a more in-depth illustration of my work history and accomplishments. I would appreciate the opportunity to interview at your earliest convenience. I am keen to discuss how my personal and professional skills fit a more senior role in education support.

Yours sincerely,

Katie Williams

10 Strongbow Walk

Pembroke

SA71 5TX

June 2025

Dear Mr Zander,

I got my A grade (equivalent to a distinction) in the Foundation degree of Inclusive Education. I decided to embark on my mature student journey with University Wales Trinity Saint David when my son turned 16. This was a goal I had always envisioned for myself, but family commitments had previously taken precedence. With my son reaching his milestone, I believed it was the right time to concentrate on my own personal development and enhance my knowledge and skills for employability in the 21st century. As I began my journey as a mature student, I experienced anxiety and doubt regarding my ability to balance my academic pursuits with my familial and professional responsibilities. However, part-time and blended learning pedagogy delivery of the degree (Rothwell, 2020), reassured me that I could successfully manage both my studies and work commitments.

Throughout the course I have completed a variety of ‘authentic assessments’ as they reflect what is required in the working world. These tasks have significantly contributed to enhancing both my linguistic and technical skills. I have developed a deeper understanding of educational theorists and methodologies such as B. F Skinner (1992) and Lev Vygotsky (1980). Their theories were articulated in the 20th century yet continue to be relevant and influential in the classroom today. My ability to design inclusive and engaging environments has flourished

ensuring every child in my care feels safe, secure, valued and supported. Maslow (1987) suggests once learners feel included and that they ‘belong’ then they are ready to learn (Maslow,1987; UNICEF, 2023; Welsh Government, 2010; Education Endowment Foundation, 2023). I have embraced a growth mindset (Dweck, 2017) constantly seeking opportunities to improve my teaching practice and adapt to the evolving complex needs of the children within my care. My cognitive qualities (Bandura, 1986) have been ignited by attending each and every lecture via asynchronous and synchronous learning (Scheiderer, 2021). The statement of Woody Allen about success emphasizes the importance of showing up, stating that 80 percent of success is attributed to this action (Allen, p.230. *as cited in*, Hollenbeck and Hall, 2004).

I have developed effective communication skills that have enabled me to build relationships with the other students in the course creating a supportive network, that allowed for effective collaboration with pupils, teachers, colleagues, parents and the wider educational community. My leadership qualities have positioned me to become a catalyst for change, as I am proactive and make positive changes which result in good outcomes for all. My academic achievements, skills and competencies have progressed through incremental steps. (Vygotsky, *as cited in* Dolittle, 1995; Clark, 2012).

My time management traits have improved significantly enabling me to meet deadlines and submit all assignments on time. I consistently embraced both positive and negative feedback as Dweck (2017) suggests making mistakes is an essential component of learning. Albert Einstein indicates, “Anyone who has never made a mistake has never tried anything new” (P.14 *as cited in*, Cohen, 2012).

Most importantly I have developed into an educator who believes in the potential of every child, fostering an atmosphere of curiosity, resilience and creativity. I understand the importance of empathy, patience and dedication, and I continually strive to make a positive impact on the lives of children. I have demonstrated this by always focusing on the five key areas of the Professional Standards established by the Welsh Government (2019). The five key standards have been a catalyst to the reform in the new curriculum for Wales. I constantly improve and evaluate my targets set at professional learning meetings outlined in my 'professional learning passport' whilst adapting my pedagogies in alignment with the newly updated Welsh curriculums 'four purposes' to promote a more equitable, inclusive education for all children (Welsh Government, 2020; UNICEF, 2022).

I am currently in possession of a BA degree in Inclusive Education, which I regard as invaluable. I am immensely proud of pushing myself beyond my comfort zone to successfully completing the degree, and I am forever grateful for the support of my family, colleagues and university staff.

References

- Bandura, A., (1986). Social foundations of thought and action. *Englewood Cliffs, NJ, 1986*(23-28), p.2. Available at: [The Health Psychology Reader - Google Books](#) (Accessed;18.10.2024).
- Clark, R.M., (2012). 'I've never thought of myself as a leader but...': the Early Years Professional and catalytic leadership. *European Early Childhood Education Research Journal*, 20(3), pp.391-401. Available at: ['I've never thought of myself as a leader but...': the Early Years Professional and catalytic leadership \(tandfonline.com\)](#) (Accessed: 12.10.2024).

- Cohen, S., (2012). *Google Books. My Time with Einstein*. Available at: https://www.google.co.uk/books/edition/My_Time_with_Einstein/CgIq5Mww4qYC?hl=en&gbpv=1&dq=my+time+with+einstein&printsec=frontcover. (Accessed: 12.10.2024).
- Doolittle, P.E., (1995). *Understanding Cooperative Learning through Vygotsky's Zone of Proximal Development*. Available at: [ERIC - ED384575 - Understanding Cooperative Learning through Vygotsky's Zone of Proximal Development., 1995](https://eric.ed.gov/?id=ED384575) (Accessed:14.10.2024).
- Dweck, C., (2017). *Mindset-updated edition: Changing the way you think to fulfil your potential*. Hachette UK. Available at: [Mindset - Updated Edition - Google Books](https://www.google.co.uk/books/edition/Mindset-Updated_Edition/CgIq5Mww4qYC?hl=en&gbpv=1&dq=mindset+updated+edition&printsec=frontcover) (Accessed: 14.10.2024).
- Education Endowment Foundation (2023). *Improving Behaviour in Schools, EEF*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>. (Accessed: 10.10.2024).
- Hamer, J. and Smith, J. (2021) *Online and blended delivery in Further Education: A literature review into pedagogy, including digital forms of assessment*. Report. Available at: https://assets.publishing.service.gov.uk/media/60d44b09d3bf7f4bd11a249f/online_and_blended_delivery_in_further_education.pdf. (Accessed: 16.10.2024).
- Hollenbeck, G.P. and Hall, D.T. (2004) *Self-confidence and leader performance, Organizational Dynamics*, pp. 254–269. Available at: <https://doi.org/10.1016/j.orgdyn.2004.06.003>. (Accessed: 14.10.2024).
- Maslow, A. and Lewis, K.J., (1987). Maslow's hierarchy of needs. *Salenger Incorporated*, 14(17), pp.987-990. Available at: [Maslow's Hierarchy of Needs - Research History](https://www.researchgate.net/publication/312111111_Maslow's_Hierarchy_of_Needs_-_Research_History) (Accessed: 18.10.2024).
- Nabavi, R.T., (2012). Bandura's social learning theory & social cognitive learning theory. *Theory of Developmental Psychology*, 1(1), pp.1-24 Available at: [\(PDF\) Bandura's Social Learning Theory & Social Cognitive Learning Theory \(researchgate.net\)](https://www.researchgate.net/publication/312111111_Bandura's_Social_Learning_Theory_&_Social_Cognitive_Learning_Theory) (Accessed: 14.10.2024).
- Rothwell, W.J., (2020). *Adult learning basics*. Association for Talent Development. *Google Books*. Available at: https://www.google.co.uk/books/edition/Adult_Learning_Basics_2nd_Edition/u5v5DwAAQBAJ?hl=en&gbpv=1&dq=mistakes+are+learning+opportunities+ADULT+LEARNING&pg=PT9&printsec=frontcover. (Accessed: 14.10.2024).
- Scheiderer, J. (2021). *What's the difference between asynchronous and synchronous learning?* Available at: <https://online.osu.edu/resources/learn/whats-difference-between-asynchronous-and-synchronous-learning>. (Accessed: 11.10.2024).
- Skinner, B. F. (1958). Reinforcement today. *American Psychologist*, 13(3), 94–99. Available at: <https://doi.org/10.1037/h0049039> (Accessed:13.10.2024).
- Skinner, B.F. (1992) 'Superstition' in the pigeon.,' *Journal of Experimental Psychology: General*, 121(3), pp. 273–274. Available at: <https://doi.org/10.1037/0096-3445.121.3.273>. (Accessed: 15.10.2024).

UNICEF, UK (2022) *The Right to Education - UNICEF UK*. Available at: <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/the-right-to-education/>. (Accessed: 15.10.2024).

UNICEF, UK (2023). *The United Nations Convention on the Rights of the Child - UNICEF UK*. Available at: <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/>. (Accessed: 12.10.2024).

Vygotsky, L.S. (1980) *Mind in society: The Development of Higher Psychological Processes*. Harvard University Press. Available at: [Mind in Society: The Development of Higher Psychological Processes - L.S. Vygotsky - Google Books](#) (Accessed: 15.10.2024).

Welsh Government (2010). *Equality Act*. Available at: <https://www.csie.org.uk/inclusion/equality-act-2010.shtml>. (Accessed: 16.10.2024).

Welsh Government (2019). *Professional standards - Hwb*. Available at: <https://hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-standards>. (Accessed: 15.10.2024).

Welsh Government, (2020). *Developing a vision for curriculum design - Hwb*. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>. (Accessed: 16.10.2024).