



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BMHP5015

**Assignment Title; Changemaker: Building your Personal Sustainable
Employment.**

Component -2 Online Assignment Report

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Introduction

This report explore the role of an SEN Teaching Assistant and its key responsibilities and the employability skills required to support children with Special Educational Needs (SEN). This role important in health and social care because it promotes inclusion, emotional wellbeing, and equal access to education for vulnerable pupils. I am interested in this role because I am passionate about helping them to reach their full potential and ensuring they have equal opportunities to learn, develop, and feel valued. Working with SEN children allow me to make a meaningful difference in their lives, supporting their individual needs and celebrating their achievements no matter how small.

Job Advertisement:**SEN Teaching Assistant**

ANZUK  | Birmingham | £95 - £120 a day

You must create an Indeed account before continuing to the company website to apply

[Apply on company site !\[\]\(23d9fc146e83b5c3013cfa32c784f8d5_img.jpg\)](#)

**Full job description**

Job Title: SEN Teaching Assistant

Location: Birmingham

Pay Range: £95 – £120 per day (based on experience)

Contract Type: Temporary / Supply — Long-term positions available

ANZUK Education is working with welcoming and inclusive schools across Birmingham and the wider West Midlands area seeking experienced SEN Teaching Assistants to join their teams as soon as possible. These temporary and long-term positions offer the opportunity to make a meaningful difference every day, supporting pupils with Special Educational Needs across both primary and secondary settings.

The settings are known for their strong commitment to impactful education and supportive team cultures, creating environments where SEN Teaching Assistants are valued and empowered to do their best work.

These SEN Teaching Assistant roles in the greater Birmingham area would suit experienced Teaching Assistants, Learning Support Assistants, intervention and SEN Support Workers who are passionate about working with pupils with additional needs and ready to make a lasting impression.

Key Responsibilities of a SEN Teaching Assistant:

- Provide 1:1 and small-group support to pupils with Special Educational Needs under the direction of the class teacher
- Support pupils with ASD and other additional needs to access learning and achieve their individual outcomes
- Help maintain a safe, nurturing and inclusive learning environment
- Build positive relationships with pupils, staff and families
- Accurately record observations and feedback to support assessment and planning
- Uphold safeguarding, confidentiality and health & safety procedures at all times

The Ideal Candidate Will:

- Have experience working with pupils with SEN in a primary or secondary school setting
- Demonstrate a genuine passion for supporting children and young people with additional needs
- Have knowledge or experience of working with pupils with ADHD, behavioral needs and ASD (desirable)
- Maintain high expectations for pupils' progress, confidence and individual outcomes
- Hold an exemplary commitment to safeguarding and promoting the welfare of children
- Work collaboratively within a team and communicate effectively with colleagues and families
- Hold an enhanced DBS on the Update Service (or be willing to apply)

(Indeed.com, 2026)

Job Role Employability skills:

A special educational need (SEN) teaching assistant requires a range of employability skills to support children with special educational needs. One of the most important skills is effective communication (Witherslackgroup.co.uk, 2024). SEN teachers must communicate clearly and appropriately with pupils, teachers, parents, and other professionals. Effective communication helps pupils to understand instructions and allows staff to share information effectively regarding a child's progress and individual needs.

In addition, patience and empathy are also essential skills. Some pupils need additional time to complete the task or may struggle to express their emotions (Broomhead, 2013). Being patient and understanding, I can build positive relationships that help children feel safe, valued, and confident. Furthermore, teamwork is another important employability skill. SEN teaching assistants are required to work collaboratively with teachers, SEN coordinators, parents, and other support staff. Strong teamwork contributes to creating an inclusive environment that

promotes children's educational, social, and emotional development (Smile-education.co.uk, 2025). Moreover, behaviour management skills are particularly important when working with children who have attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), or behavioural needs. Encouraging good behaviour and remaining calm can help to deal with challenges and keep the learning environment safe. Additionally, good organisation and record-keeping skills are important for recording observations and tracking children's progress (CER, 2024, jessicaemery, 2025).

Finally, safeguarding awareness is a fundamental responsibility (Department for Education, 2024). A teaching assistant must protect children's welfare, follow school policies, and maintain confidentiality at all times (Educate, 2023).

Evaluate my own skills:

After reading the SEN teaching Assistant job advertisement, I have many of the skills, qualifications and experiences needed for this role. I am currently studying health and social care level 5 which has enhanced my understanding of how to support children and meet their physical, emotional, and social needs. I also work part time in school supporting children with special educational needs. This experience has helped me to understand how to support children with different abilities and how to create a safe, positive, and inclusive learning environment.

I have an Edexcel level 3 diploma in children and young people workforce (early learning and childcare), which has given me good understanding of child development and ways to support their learning. I have up to date level 2 safeguarding children certificate and up to date DBS check. Furthermore, I have completed understanding Autism Diploma and SEND Diploma course. These qualifications will increase my knowledge and skills when supporting children with special educational needs.

However, I know there are some areas that I need to improve. One area is communication skills. I would like to become more confident when speaking with teachers, parents, and other professionals especially when discussing a child's progress or needs. Another area is gaining more SEND qualifications to improve my understanding of different learning difficulties and effective support strategies.

There are several people who can help me develop these skills. My university lecturers can help improve my communication skills by giving me feedback and providing opportunities to take part in discussions and presentations. My colleagues, teachers and special education

need coordinator (SENCO) can share their experiences and teach me different strategies for supporting children with additional needs.

Overall, I am suitable candidate for this role because I already have relevant experience, qualifications, and personal qualities. By improving my communication skills and continuing my professional development I will become more effective SEN teaching assistant and provide high-quality support to children with additional needs.

Action Plan and Timeline:

I created action plan to build the skills, knowledge, and qualification I need to work as a SEN teaching assistant and progress towards a teaching career. The plan will help me develop my communication skills, learn more about special educational needs and gaining more experience and qualifications.

In short term (within 6 Months) I will continue to study health and social care level 5 and prepare to level 6. Alongside my academic studies I will maintain my part-time work in school setting, supporting children with special educational needs. This will allow me to gain practical experience, will develop stronger behaviour management, teamwork, and communication skills. In addition, I will actively seek regular feedback from both my university lecturers and special educational needs coordinator (SENCO) within my workplace. I will also ensure that my safeguarding knowledge remains up to date and my DBS certification is continuously valid.

In the medium term (6 months to 1 year), I will continue my Level 6 Health and Social Care studies with the aim of strengthening my academic understanding of child development, inclusion, and educational support strategies. During this time, I will attend extra training courses on SEN, behaviour management, and inclusive teaching through my agency's CPD programmes. My aim is to finish my Bachelor of science (BSc) degree in Health and Social Care by 2027. Achieving this qualification will give me a strong academic base and help me progress in education and children's services.

My long-term goal (2- 5years) is to finish my degree and then plan to complete a Postgraduate Teaching Diploma (PGTD) and gain Qualified Teacher Status (QTS). This will help me become a qualified teacher and support children with Special Educational Needs in an inclusive setting.

Overall, this action plan will support my continuous professional development and ensure that I acquire the skills, experience, and qualifications to progress from an SEN teaching assistant role to a fully qualified teacher.

Building My Personal Brand:

Building a strong personal brand is important as it supports the achievement of my future career goals in health and social care, particularly in progressing towards a teaching role that focuses on supporting children with special educational needs.

One way I can build my personal brand is by creating a professional LinkedIn profile. This will allow me to highlight my qualifications, work experience, training courses and achievements including health and social care studies, safeguarding training and SEND related qualifications. LinkedIn will also allow me to connect with teachers, SEN professionals and other individuals working within education and health and social care.

I will also attend professional network events, workshops, and training courses to improve my knowledge and build professional relationships. These opportunities will help me stay up to date with new ideas and development in SEN education. Furthermore, I could develop a personal website or online portfolio to document my achievements, qualifications training certificates and reflections on my experiences working with children.

In addition, I can use social media professionally by sharing relevant articles, blogs and case studies related to Autism, SEND, and inclusive education. This will demonstrate my commitment to the field and continuous professional development.

Overall building a strong personal brand will help me establish myself as a knowledgeable, caring, and dedicated SEN teaching assistant and support my future career into teaching.

Promoting my professional identity

Promoting my professional identity is important because it helps potential employers recognise my skills, qualifications, and commitment to supporting children with Special Educational Needs (SEN). To communicate my experience by tailoring my CV and cover letter

for each job application, ensuring they highlight my relevant qualifications, work experience, and achievements. I will highlight my qualifications, including my Level 5/6 Health and Social Care studies, Level 3 Diploma in Children and Young People's Workforce, safeguarding training, and SEND and Autism qualifications and my practical experience as an SEN Teaching Assistant. My cover letter will demonstrate my passion for inclusive education, strong work ethic, and ability to support children's educational, emotional, and social development.

in addition, I will maintain a professional online presence by keeping my LinkedIn profile up to date with my education, work experience, training courses, and professional achievements. This will enable me to connect with teachers, SENCOs, and other professionals in the education sector while increasing my employment opportunities. I also plan to create a personal website or digital portfolio to showcase my CV, certificates, professional development, and reflections on my practice. By demonstrating my knowledge, experience, and commitment to continuous learning, I will build a positive professional reputation and improve my chances of securing future teaching opportunities within the SEN sector.

Curriculum Vitae

Varuni Perera

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Moseley
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CURRENT EMPLOYMENT

Bank Teaching Assistant in Primary Schools in Birmingham - Mainstream and Special Need Children and one to one special needs children
Aug 2024-to-date

PREVIOUS EMPLOYMENTS

1. Care Giver – Age Concern 2007- 2009
2. Self Employed Childminder Feb 2011 –To January 2019
3. Lunchtime Supervisor - 2021-Aug 2024 -Clifton Primary School , 150 Brunswick Rd, Spark brook, Birmingham B12 8NX

QUALIFICATIONS AND EXPERIENCE

Certificate of Higher Education -In skills for the work place (Health and Social Care) University Of Wales Trinity Saint David - Sept 2025

Safeguarding Children Training Level -2 -Sanza Teaching Agency Oct 2025.

- 1) First Response Paediatric First Aid 2017
- 2) Birmingham City Council Allergy &Anaphylaxis Awareness Training 2016.
- 3) Birmingham City Council Enteral feeding Awareness Training 2016
- 4) Family Support Childminding Training - specialist Childminder available to provide Children and families with Quality Respite Care 2015
- 5) Two days of Designated Person for Child Protection Training -2015
- 6) Certificate of Level 2 Food Safety in catering course. Feb 2013
- 7) Completed Level 3 Diploma for the children and Young People's workforce (December 2013)
- 8) Northamptonshire Child Minding Association Training Workshop -The Revised EYFS Sept 2012

- 9) Northamptonshire County Council Early Years Common Induction Standards Programme – June 2011
- 10) Chartered Institute of Environmental Health- Foundation Certificate in Food Hygiene - July 2006
- 11) Diploma in Montessori Method Of Education – August 2005 (In Sri Lanka)

ADDITIONAL QUALIFICATIONS

- | | | |
|--|-------------|-----|
| 1. GCE A/L Examination Bishops Collage Colombo (Sri Lanka) | | |
| Economics | Credit Pass | (C) |
| Logic | Credit Pass | (C) |
| Commerce and Finance | Credit Pass | (C) |
| Accountancy | Pass | (S) |

REGISTRATIONS

1. Certificate Of Registration OFSTED Date of registration -22.02.2011
2. Member Of National Childminding Association – Membership No: 00105415
3. Member Of Northamptonshire Childminding Association

HOBBIES

Cycling , Walking, Cooking

References

- 1.

2 Pooja Rana
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kainth.pooja@yahoo.co.uk

Dear Manager,

I am writing to express my interest in the SEN Teaching Assistant position with ANZUK Education. I am a caring, enthusiastic and reliable individual with experience supporting children and young people. I am passionate about helping pupils with Special Educational Needs achieve their full potential within a safe, inclusive and supportive learning environment.

I am currently studying Health and Social care level 5/6 at the University of Wales Trinity Saint David, which has strengthened my understanding of child development, safeguarding and person-centred care.

I have experience working with children in educational and care settings, providing one-to-one support, encouraging positive behaviour and adapting my approach to meet individual needs. I understand the importance of building trusting relationships with pupils, teachers and families to promote confidence, independence and emotional wellbeing. I am also committed to maintaining confidentiality and always following safeguarding procedures.

I have experience working with children in educational and care settings, providing one-to-one support, encouraging positive behaviour and adapting my approach to meet individual needs. I understand the importance of building trusting relationships with pupils, teachers and families to promote confidence, independence and emotional wellbeing. I am also committed to maintaining confidentiality and always following safeguarding procedures.

I am patient, compassionate and able to remain calm in challenging situations. I enjoy working collaboratively as part of a team and am always willing to learn new strategies to support pupils with needs such as ASD, ADHD and behavioural difficulties.

Thank you for considering my application. I look forward to the opportunity to discuss how my skills, experience and commitment to supporting young people would make me a valuable member of your team.

Thank You ,

Yours sincerely,

Varuni Perera.

Building a Network for successful employment:

Building a strong professional network is essential for success as an SEN Teaching Assistant, as it helps individuals share knowledge, gain support, and access new career opportunities (Hawkins and Hawkins, 2023). Effective networking allows practitioners to learn from experienced professionals and remain up to date with best practice in inclusive education (The Autistic Advocate, 2021).

A key aspect of networking involves positive relationships with mentors such as SEN teaching assistants, teachers, special educational needs coordinators (SENCO). These professionals can provide guidance, practical advice, and constructive feedback on classroom practice. This support contributes to the development of key skills including communication, behaviour management, and the ability to support individual needs.

In addition, joining professional organisations is another effective way to build connections and develop knowledge. For example, the National Association for special educational needs (NASEN) provide access to training materials and support learner with additional needs. This helps improve understanding of current SEN polices and best practice approaches (NASEN, 2019).

Overall, effective networking supports SEN Teaching Assistants in building professional relationships, developing confidence, and improving their skills, which enhances the quality of support provided to children in education settings (Williams, 2023).

Conclusion

In conclusion, this report has analysed the role of a Special Educational Needs (SEN) Teaching Assistant and identified the key employability skills required to support children with additional needs effectively. The analysis highlighted the importance of communication, teamwork, behaviour management, safeguarding, empathy, and organisation in promoting inclusive education and improving children's educational and emotional outcomes. The report also evaluated my current skills, qualifications, and work experience, identifying my strengths as well as areas for further professional development, particularly in communication and expanding my SEND knowledge. An action plan was developed to support my continuous professional development by setting short-, medium-, and long-term goals, including completing my Health and Social Care degree, undertaking further professional training, and achieving Qualified Teacher Status (QTS). Furthermore, the report highlighted the importance of developing a strong professional identity by tailoring my CV and cover letter, maintaining a professional online presence, and building a personal portfolio to highlight my achievements. Overall, these strategies will support my career progression and help me achieve my long-term goal of becoming a qualified teacher specialising in Special Educational Needs.

Reference

Broomhead, K.E. (2013). 'You cannot learn this from a book'; pre-service teachers developing empathy towards parents of children with Special Educational Needs (SEN) via parent stories. *European Journal of Special Needs Education*, 28(2), pp.173–186. doi:10.1080/08856257.2013.778109. [Accessed 8th July. 2026].

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