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ECIE5007

E-Portfolio Evidence of Learning

Skills for Employability for the 21st Century

2204676

Foundation Degree Inclusive Education

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Zander Letter

June 2025

Dear Mr Zander,

I got my A grade by embarking on a journey, starting with a leap of faith that has transformed my life in ways I could never have imagined. At the age of 42, I enrolled in a Foundation Degree in Inclusive Education, embracing the unfamiliar and opening myself to new possibilities. Completing this degree has been an experience that resonates deeply with Julius Caesar's declaration, I came, I saw, I conquered; "Veni, Vidi, Vici" (Ida Östenberg, 2013).

From the very start, my commitment to attendance was unwavering. I came to every lecture without fail, motivated by the desire to lead by example for my children. I wanted them to see that their mum truly believes that we can achieve anything we set our minds to. In showing them this, I also discovered the strength within myself to overcome obstacles. There were times when I felt overwhelmed in balancing the demands of a full-time job, a hectic family life, and the rigorous coursework. I saw all the difficulties, yet I persevered and remained determined to succeed. I conquered not just by passing but by earning a distinction, which is a testament to my hard work and resilience.

I learned to view challenges not as roadblocks but as opportunities for growth, I developed a growth mindset (Dweck, 2017). Each struggle became a lesson in self-discovery, and I embraced the idea that mistakes are merely stepping stones on the path to improvement (Zander and Stone Zander, 2002). This transformed learning into an enjoyable journey, not just a destination I was desperate to reach.

Initially, my greatest fear was that I lacked the necessary time and ability to complete the coursework. This anxiety had held me back for years. However, by confronting this fear head-on, I acquired invaluable time-management skills. I discovered the principle that "work expands so as to fill the time available for its completion" (Brannon, Hershberger and Brock, 1999). This realisation allowed me to produce quality assignments within the limited time I had, effectively challenging my fixed mindset; similarly, as each module pushed me beyond my comfort zone, it fostered a

growth mindset that instilled in me the belief that anything is possible with dedication and self-motivation (Dweck, 2017).

Throughout my studies, I applied the knowledge I gained to my work with children in education. I learned to communicate effectively with colleagues, identifying problems collaboratively and seeking solutions. I once admired strong leaders from a distance, but now I recognise my own potential as someone who can spark meaningful change and action, I've become a "catalytic leader" (Attaway, 2022). I approach responsibilities with proactivity and courage, I am no longer afraid of failure. Instead, I view setbacks and mistakes as opportunities to reflect and learn; as you suggest, "how fascinating" this shift in perspective has been! (Zander and Stone Zander, 2002).

Reflecting on my journey, I am deeply grateful for my initial brave step to inquire about the Foundation Degree in Inclusive Education. It has inspired me to believe in myself and recognise the unique value I bring to the table. Through my contributions in lectures, I realised my voice matters, and I can make a difference; not just in the lives of my children and those I work with, but in every aspect of my life.

This transformative experience has given me the confidence to pursue further studies, and I am excited to enrol in the BA Hons Degree next. I am certain that by applying what I have learned so far and maintaining my commitment to continuous growth, I will excel in this next endeavour as well. I envision myself crossing the stage next year, proudly receiving a first class BA Honours Degree in Inclusive Education.

Whilst my overall achievement may have taken longer than Caesar's swift "triumph" (Ida Östenberg, 2013). I understand now that no matter what challenges I face, I can overcome them with the right mindset (Dweck, 2017). Life may throw obstacles in my path, but I now know that I can achieve greatness, after all, I am an A! (Zander and Stone Zander, 2002).

Yours Sincerely,

Sarah Roberts-Ogleby

CV

SARAH ROBERTS-OGLEBY

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CAREER PROFILE

Currently in my third year of studying for a BA (Hons) Degree in Inclusive Education, with 10 years' experience as an LSA, the last 3 years have also included being an ELSA. Confident in supporting students with additional learning needs and those affected by trauma; with empathetic, person-centred care.

Experienced in analytical and investigative fields, as well as leadership, through working in the HSE and manufacturing industries, which allowed my thoughtful and reflective traits to thrive. Highly organised and diligent through my enjoyment of continuous learning and volunteering with drama groups.

I would like a more senior role within the education sector, either in a school or in the community, through partnerships with outside providers.

EDUCATION

SEPT 2021 – PRESENT BA (HONS) DEGREE INCLUSIVE EDUCATION [FIRST CLASS], UWTSO
APR 2013 L3 DIP SPECIALIST SUPPORT TEACHING & LEARNING SCHOOLS, PEMBROKESHIRE COLLEGE
JUL 2013 L2 DIP CHILDREN'S CARE LEARNING & DEVELOPMENT, PEMBROKESHIRE COLLEGE
FEB 2005 NEBOSH LVL 3 CERT IN OCCUPATIONAL HEALTH & SAFETY [CREDIT], COLEG GWENT
OCT 2004 IOSH MANAGING SAFELY, COLEG GWENT
NOV 2002 NEBS MANAGEMENT TEAM LEADER AWARD, PCS LTD
JUN 2002 L2 NVQ PERFORMING MANUFACTURING OPERATIONS, ACORN TRAINING LTD

EMPLOYMENT - EDUCATION RELATED

12/9/2019 – PRESENT

LEARNING SUPPORT ASSISTANT, GOLDEN GROVE SCHOOL/YSGOL GELLI AUR

Duties include supporting class teachers in preparing for lessons, making materials, and keeping records of pupil's specific targets and attainment levels. Carry out whole class support and small intervention groups involving literacy and numeracy support. Give ELSA support for those who need help to understand and regulate their emotions, adapting my methods to suit their needs using techniques such as mindfulness; art therapy; social stories; workbooks and active listening.

SEPTEMBER 2011 – AUGUST 2014

LEARNING SUPPORT ASSISTANT, PEMBROKE COMPREHENSIVE SCHOOL

Supporting class teachers, ensuring children were able to participate fully in school life. Working with children who had Additional Learning Needs either in small groups or on a one-to-one basis.

NOVEMBER 2010 – JULY 2011

VOLUNTARY PLAYGROUP ASSISTANT, STACKPOLE VC SCHOOL

Supporting the Playgroup Leader in meeting the physical, emotional, social, and intellectual needs of children.

EMPLOYMENT - OTHER

JULY 2017 – MAY 2019

STOCK CONTROL ASSISTANT, TESCO

Monitoring inventory levels and ordering stock where necessary; managing waste reduction and loss prevention; conducting regular stock audits and managing cycle counts to ensure inventory accuracy.

APRIL 2008 – OCTOBER 2010

HM INSPECTOR OF HEALTH & SAFETY, HEALTH & SAFETY EXECUTIVE

Promoting good health and safety practices; negotiating with stakeholders to eliminate conflicts between safety considerations and production/profit; providing specialist advice and advising on changes in legislation; as well as enforcing UK Health and Safety law via notices and/or prosecution. This involved examining working environments, machinery, and structures; investigating accidents and complaints; gathering evidence and determining if there has been a breach, then deciding the action required by presenting the appropriate evidence, drafting reports, and completing other necessary paperwork.

JULY 2005 – APRIL 2008

COMPLAINTS & GAS SAFETY OFFICER, HEALTH & SAFETY EXECUTIVE

First point of contact for all complaints or queries about Health & Safety for manufacturing, agriculture, and gas in South-East Wales. Investigating and resolving complaints through contacting the company/landlord; advising on action required for compliance with the law and immediately referring to the Principal Inspector if it was a serious breach.

EDUCATION RELATED SKILLS

· Experienced, Empathetic Pupil Support:

Three years experience as a qualified ELSA providing support throughout the primary age range at my school. As a result, I am a confident, active listener who can sensitively nurture children's emotional and social needs, as well as their physical and intellectual needs.

· Effective Class Management and Communication:

I act as a role model whilst supervising and monitoring children's behaviour and development, encouraging their independence and guiding them to behave appropriately in line with the school's policy and ethos.

OTHER PERSONAL SKILLS

· Drive, Commitment and Effective Communication:

A hard-working, conscientious person, who can work with initiative, be proactive within a team environment and demonstrate key motivation and leadership skills.

· Flexible, Adaptable and Keen Problem Solver:

I am always polite, helpful, and willing to learn; I have used these skills to adapt quickly to vastly different working environments and job roles. I like seeking solutions to challenges and working with colleagues to resolve difficulties.

ACTIVITIES/INTERESTS

I like keeping fit and active, I particularly enjoy running outdoors and spending time with my dogs exploring the countryside. I volunteer to help run the after-school drama club in my current workplace and regularly assist with managing stage productions, I can usually be found in charge of the set design and lighting! I am also quite passionate about my Duolingo streak and enjoy trying to learn new languages.

Covering Letter

SARAH ROBERTS-OGLEBY

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Headteacher
School Name
Street Name,
Town/City,
Post Code

Date:

DEAR [RECIPIENT NAME],

I am writing to express my interest in the Higher-Level Teaching Assistant position at [School Name], as advertised on the County Council website. With a BA (Hons) Degree in Inclusive Education underway and a decade of experience as a Learning Support Assistant (LSA), I am excited about the opportunity to contribute my skills and passion for supporting students and I feel confident that I would be able to contribute effectively to your team.

Throughout my career, I have developed a solid foundation in educational support, especially in my last three years as an Emotional Literacy Assistant (ELSA). My extensive experience in supporting students with additional learning needs has equipped me with the skills to provide empathetic, person-centred care. I take pride in creating a safe and supportive environment for students, particularly for those affected by trauma or experiencing challenges in their learning journey.

My background in inclusive education has not only enhanced my understanding of diverse learning needs but has also enabled me to implement strategies that foster resilience and independence among students. I believe in lifelong learning and that a strong emotional foundation is crucial for success, academically and personally, and I am dedicated to helping students build this foundation. I am committed to nurturing the emotional, social, physical, and intellectual needs of children, ensuring they feel valued and supported. In my role as ELSA, I have successfully supported a range of students across the primary age range, employing active listening and tailored interventions to meet their individual needs.

My experiences extend beyond the classroom, having worked in analytical and investigative roles in the Health and Safety Executive (HSE) and a leadership role in the manufacturing industry. These positions honed my reflective and thoughtful traits, which I bring to my educational practice. I am highly organised and meticulous, ensuring that I manage my responsibilities effectively while fostering a nurturing atmosphere for students. I thrive in environments that

require high levels of organisation, diligence, and progression. My passion for continuous learning is further exemplified through my recently acquired degree qualification and volunteering with drama groups, which has enhanced my creativity and ability to engage with diverse groups of children.

Effective communication is at the core of my practice. I pride myself on being a hard-working and conscientious team player, capable of taking the initiative while also valuing the contributions of others. This collaborative spirit not only enhances my own practice but also contributes to a positive team dynamic, benefiting the students we support. My adaptability and critical thinking skills have allowed me to thrive in diverse working environments, and I approach challenges with a cheerful outlook. I am always willing to learn and grow, both personally and professionally, and I look forward to bringing this mindset to [School Name].

I am drawn to the Higher-Level Teaching Assistant role because I am eager to take on more responsibilities within the education sector. I believe my background in effective class management and communication, along with my role-modelling approach, will contribute positively to the ethos of [School Name]. You will see from my enclosed CV that I meet all the criteria and qualifications you have stated in your advertisement, plus a few more. I have had a varied and interesting career, which shows that I am not afraid of stepping into the unknown and working hard to succeed; it also highlights my ability to adapt my expertise to suit the role I am working in.

I pride myself on my drive and commitment, working proactively within a team while demonstrating leadership qualities. I am dedicated to breaking down barriers to learning and finding solutions that benefit children in the long term. My conscientious and empathetic nature allows me to tune in to the needs of those around me and draw focus to common goals, overcoming perceived difficulties or polarised opinions by widening or changing the frame of reference. I am excited about the prospect of contributing to [School Name] and supporting your students in achieving their full potential.

Thank you for considering my application. I would welcome the opportunity to discuss how my qualifications, skills and experience align with the needs of your team and explore how I can contribute to your students' success. I look forward to the possibility of working together to make a positive impact on young learners' lives.

Yours Sincerely,

Sarah Roberts-Ogleby

Enclosure - CV

Reference list

Attaway, W.C. (2022) *Catalytic Leadership: 12 Keys To Becoming An Intentional Leader Who Makes A Difference* United States: Eriall Press, pp. 1–7.

Brannon, L.A., Hershberger, P.J. and Brock, T.C. (1999) *Timeless demonstrations of Parkinson's first law*. Available at: <https://librarysearch.uwtsd.ac.uk> (Accessed: 29th October 2024).

Dweck, C.S. (2017) *Mindset* London: Robinson.

Ida Östenberg (2013) *VENI VIDI VICI AND CAESAR'S TRIUMPH*. Available at: <https://www.cambridge.org/core/journals/classical-quarterly/article/veni-vidi-vici-and-caesars-triumph> (Accessed: 29th October 2024).

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Zander, B. and Stone Zander, R. (2002) *The Art of Possibility: Transforming Professional and Personal Life* London: Penguin.