

RACHEL - ELIZABETH PAYNTER BRITISH SIGN LANGUAGE COMMUNICATOR

CONTACT



07539937168



Rachelbethbsl@gmail.com



26 Clos Madlen, Fforestfach, Swansea
SA54AG

SKILLS

British Sign Language - Level 4

Irish Dance

Good interpersonal skills

Friendly and approachable

EDUCATION

Inclusive education

University of Wales Trinity St David

2020-2023

British sign language level 4

I BSL

2022-2023

LANGUAGES

English



BSL



Welsh



PROFILE

I am a hard-working British sign language communicator with 4 years' experience of supporting Deaf pupils in educational settings. I have had experience through my career of working with children and young people up to the age of 18. Professional development is important to me, and I am constantly working to improve my knowledge and skills. I work well both as part of a team and on my own using my own initiative. I am both friendly and approachable and am able to build professional relationships with both children and adults.

WORK EXPERIENCE

British Sign Language Communicator

City and County of Swansea

2018--present

- Support Deaf pupil to access their lessons through sign language support
- Work with outside agencies, such as the sensory support team, to ensure that the best possible support is available.
- Support pupils in exams.
- Support pupil in the use of British sign language including learning new curriculum specific signs.
- I am a form tutor to a group of pupil's children ranging from the ages of 11 to 16 years caring for the pastoral needs of those pupils.
- Building relationships with the children that I work with and their families.
- Work as part of a team in the school supporting teachers and other staff.

Teaching assistant - ASD STF unit

City and county of Swansea

2018

- Working with primary school aged children with autism.
- Planning and preparing activities for the children based on their needs and interests.
- Monitoring and recording the children's development.
- Working with the families of the children in our class.
- Encouraging integration of the children into the mainstream areas of the school, supporting the children where possible in mainstream classes and in whole school activities.
- Supporting the children in building life skills both in school and in the community.
- Supporting the children when transitioning to the next stage of their education, for example when moving from primary to secondary school.

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EXPERTISE

- I have good personal skills and build good professional relationships with the staff that I work with and also the pupils I work with.
- I am a good team worker but also work well as part of a team.
- I thrive with new challenges
- I can take the lead and make decisions when needed.
- I am a good communicator, both in person and in writing.
- I have a passion for helping people in any way that I can.
- I have good time management skills and can prioritise my work accordingly.
- When working, I am able to think outside the box giving new ideas and perspectives on things.

REFERENCES

HELEN BURGUM

01792400411

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LAURA WILLIAMS

07775853711

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WORK EXPERIENCE

Teaching assistant - STF Unit

City and County of Swansea

2016-2018

- Supporting the pupils in the STF unit and in mainstream classes.
- Supporting the children with personal care when required.
- Assisting the pupils integrating into the school's mainstream classes.
- Working with the families to provide the best education possible for the pupils.
- Assisting with the pupil's annual review meetings and one-page profiles.
- Working with outside agencies to ensure consistency of care.
- Planning and carrying out activities for the pupils in the STF unit.
- Teaching classes in the absence of the class teacher.
- Supporting all of the pupils in the school.
- Provide pastoral support for pupils in the school.

Nursery manager/Nursery nurse

The Baby Bug Day Nursery

2004-2016

- Care for the children from 12 weeks of age.
- Plan and carry out activities for the children and evaluate the activity.
- Work with the families of the children to provide the best possible care for the children.
- Book children into the nursery and manage staff ratios.
- Maintain the childcare setting, ensuring that it is suitable for the needs of the children.
- Manage all staffing matters, including staff rotas, payroll, staff wellbeing, staff holidays, ensuring that all staff have access to professional development courses and the interview and selection process
- Carrying out risk assessments for the setting.
- Working with outside agencies such as social services, local schools, health visitors and speech and language therapists.
- Ensuring that the policies for the setting are updated and followed.
- Managing the parents' bills for the nursery, took payments and managed petty cash

Childcare worker

Flying start

2012-2014

- Working with children between the ages of 2 and 3 years, planning activities based on their needs and interests and tracking their development.
- Ensuring the day to day needs of the children are met.
- Building professional relationships with the families in the setting.
- Tracking the attendance of the children.
- Ensuring safeguarding concerns were reported.
- Working with outside agencies, such as health visitors and parental support.
- Conducting home visits to meet with the children.
- Helping the child with the transition into school.
- Taking lead on school and community activities when needed.

Reference List

(2022, Oct 1). Retrieved from Canva - Online graphic design platform: <https://www.canva.com/>

Personal Statement – Post Graduate Certificate in Education

I wish to apply for the Primary Education PGCE. I have many of the qualities that are needed when working in education and that is why I would make a great candidate for the PGCE course. It has been an ambition of mine since leaving school to become a primary school teacher but took time out of education to have and raise my family. I believe that now, with the experiences that I have both from working in schools and from my own children that I would make a good candidate for the course.

I am currently working as a communication support worker in a comprehensive school supporting a child who is profoundly Deaf through British Sign Language. In this role I support the pupil in all lessons and in developing their British sign language skills by teaching curriculum specific vocabulary and encouraging Deaf awareness throughout the school.

I have experience working with children in all education settings, from very young children in preschool to comprehensive school pupils working towards their A-levels in sixth form. I have also had experiences working with children in STF settings in both primary and secondary schools. I found my work in STF setting to be both very challenging and rewarding.

In my current role I am a form tutor to a group of pupils between year 7 and year 11. I provide pastoral support for these pupils who I meet daily. My role as a form tutor includes checking in with the pupil's, caring for the pupil's well-being and supporting them wherever necessary. I have also built positive relationships with the families of these pupils, bridging the gap between home and school life. I aim to be a trusted person within the school environment for all the pupils but especially the children in my form who can come to me for support when they are experiencing difficulties during the school day. Supporting these

pupils may be by being available as somebody they can talk to, but I am also able to support these pupils in getting any help that they need including signposting them to more knowledgeable people, such as outside agencies, should they need additional support.

I also feel that my previous experiences would make me a good candidate for this course. In both primary and secondary schools, I have covered classes in the absence of the class teacher delivering work to the class that has been left for them. These experiences have taught me the importance of classroom management, ensuring that there is good behaviour even in the absence of their class teacher, the use of daily routines within the classroom to provide continuity for the pupils and how to use the technology within the classroom effectively to ensure the smooth running of the lesson, this could be a particularly important when using technology to register children for example.

I have been responsible for making resources for classrooms in both primary and secondary schools. During my time as a primary school teaching assistant, I made resources for the children in the classroom to suit each child's developmental stage. I have differentiated work to ensure that the lessons work accessible to all pupils. When working with these pupils it is important to remember that every child learns in a different pace and so when preparing resources for the classroom, they should be accessible for all children regardless of ability. I have also been responsible for creating a welcoming classroom environment using display boards and areas, displaying the children's work, and ensuring the classroom is safe and accessible for all.

I have been fortunate during my career to attend multiple training sessions that I believe would benefit me moving forward in a career in teaching. These included courses such as child protection working with children with additional learning needs, speech, and language therapy, supporting children with autism,

and first aid to name just a few. I have been able to take the information I have learned from these courses and use them in practice in the classrooms on a day-to-day basis. Professional development is something that is important to me as we are forever learning and developing our skills.

I hope that you would consider me as a possible candidate for the primary teaching program based on my experience in educational settings and passion that I have for working with children and young people.

Reference List

Dobbs, J. (2021, December 12). *Complete University Guide*. Available at:

<https://www.thecompleteuniversityguide.co.uk/student-advice/applying-to-uni/what-to-include-in-a-personal-statement> [Accessed on 29/10/2022]

Edwards, J. (2020) *How to write the PERFECT personal statement for top universities!!!*. [online video] Available at: <https://youtu.be/FtCeRCVwfH4> [Accessed on 29/10/2022]

Zander Letter

Dear Mr. Zander,

I have passed my foundation degree in inclusive education. I did this by overcoming the challenges that hold me back from me reaching my full potential.

One of the biggest challenges I faced was time management. As a single parent who works full-time, trying to balance university work and life had been a struggle. I had tried, in the past, to manage my time in a variety of different ways, none of which had been successful. This was partly because at the time I was unwilling to ask for support when I needed it. In order to complete my foundation degree, I started by planning my weeks in advance, filling out my timetable with everything I already had to do during the week. From there I was able to see where I had spare time. I then set time aside every week to complete my work, these times were non-negotiable, so if something came up during these times, I had to make other arrangements or ask for help to allow me to complete my work.

Another issue that I faced was my lack of self-confidence and belief in my own work. Following several negative experiences in education previously my assignments were not good enough and that I was not reaching my full potential. Following a recent diagnosis of dyslexia that stigma of not being good enough was removed I felt able to ask for support in my university work. Academic support was able to show me new techniques of working to help me complete my assignments in a much more time effective way using scaffolding (Vygotsky 1978). They would also support me by helping me to organise my work using technology such as the use of mind mapping software to help me get all my thoughts onto paper which I could then reorganise into my assignment. The support the academic study skills were able to give me, helped me gain independence in my studies and self-belief that I could full of reach my full potential and that nothing is going to hold me back.

Another aspect of university assignments that I found quite challenging was the research that needed to go into my assignments in order to complete them. I struggled to gain access to the necessary research to ensure that my assignments were well read and that my thoughts and opinions are academically supported. With the support of the University, I came to realise the different research methods that I could use in my assignments to help me reach my full potential. These included journal articles that can be found both online and on campus, videos that I could find online and access at home in my spare time, online sites where I was able to gather information that I needed and the University library where I could look at books and articles to back up my thoughts and opinions. Earlier in my degree I struggled balancing my research methods using mainly textbooks that I had at home or from Internet which I later found were not reliable sources of information, however through my studies I was shown where to find reliable sources of information online and been able to access the University's library online off campus helping with my time management issues. I have also learnt how to check if a source is reliable and importantly, how to reference my findings in all my assignments. These skills helped when completing my work for my foundation degree and have ensured that my assignments are well read, researched and that my arguments are well supported.

I would not have done so well in my foundation degree without the help and support of the University and so I move forward in my studies with gratitude and the understanding that asking for support is not a weakness, but a strength.

Rachel-Elizabeth Paynter

Reference list

Garaventa, K. (2016) *Benjamin Zander – Give yourself an A*. [online video] Available at:

<https://youtu.be/M1ANV5BQnJA> [Accessed 12/10/2022]

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.