

Personal and Professional Development
(ECIE5015/CY)

Date of Submission:

05/10/2026

Submitted by:

Nerissa Leka

Submitted to:

Mrs. Sue Ainsworth

Acknowledgement

I acknowledge I have used generative AI in this assignment to support my research, including search for bibliography, grammar correction, used tools to summarise, compare and interrogate materials and I confirm that I have not presented any AI generated texts as my own work.

Table of Contents

Professional standards for assisted teaching	4
Pedagogy.....	4
Professional learning.....	6
Innovation.....	7
Leadership.....	8
Collaboration.....	9
Priority areas	10
Curriculum vitae	12

Professional Standards for Assisting Teaching

Name: Nerissa Leka

Role/Placement Setting: Teaching Assistant level 3.

Date: 05 /10/2026

1. Pedagogy

How effectively do you support teaching and learning to meet the needs of learners?

Self-rating: 3- Competent

Evidence from Practice

- Support learner progress and achievement.
 - I support learners progress and achievement by adapting to their Individual Development plan (IDP).
 - I give praise and recognise the learner's work and achievement to promote confidence and motivation, and I made sure that teachers are aware of every little progress the learner has made.
 - I keep a close eye on how involved the learners are on tasks and support them when necessary to promote independent learning.
 - I maintain a supportive learning environment by giving learners space to process to minimise performance pressure that can lead to melt down.
- Use effective learning strategies.
 - I encourage and prompt them in their task by giving a little clue and only help them when they are completely stuck to promote deeper level of critical thinking.
 - I break instructions in a step-by-step basis to ensure clarity to pathway learners.
- Adapt support to meet individual learner needs.

- I work closely with the teachers and other professionals involved in supporting the learner.
- Promote inclusion and engagement.
 - I promote inclusion by ensuring that learners are involved in group activities, making reasonable adjustments where necessary rather than excluding them from activities.
- I adapt my teaching to meet individual needs
 - I always take a step back to look at what is working and what is not so I can adjust my strategies to keep the learner moving forward.

Areas for Development

As for my areas for development, I would like to focus on improving my little technical knowledge and developing my basic practical skills in Information Technology. I am particularly interested in building my ability to effectively use modern digital tools. To achieve this, I plan to familiarise myself with the use of platform such as google classroom by accessing and completing the task alongside learners while following teacher's instruction. This will help me gain practical experience and improve my confidence in supporting learners with their digital learning. I also want to ensure that my communication with learners is clear, patient and appropriate to their individual needs. I will focus on using simple and precise language, giving learners sufficient processing time, checking their understanding and being mindful of my tone and body language. By continuing to develop my English communication skills, I believe I will become more confident in contributing to classroom discussions, following and communicating instructions effectively, supporting the teacher and building positive relationships with learners. Ultimately, strengthening my communication skills will enable me to provide more effective and responsive support to learners in their learning and development.

2. Professional Learning

How do you engage in your own professional learning and development?

Self-rating: 3- competent

Evidence from Practice

- Reflect on your practice.

- I refer and seek advice from teachers or immediate managers when I am unsure on how to best support and manage learners specifically with behavioural condition.
- I recognise that learning is an ongoing process to acquire knowledge and enhance my skills to be effective and able to support learners.
- Act on feedback.
 - I take feedback positively instead of building a grudge and use it effectively to support learning.
- Engage in professional development activities.
 - I look for training and courses offered, most of all I observe my seniors applying the skills that are not my strongest.
- Apply new learning to improve practice.
 - I read learners individual development plan and research any diagnosis to improve my strategies in supporting learners.

Areas for Development

As for my areas of development professionally, I would like to be equipped with the knowledge and skills on how to confidently demonstrate the strategies and approach on behavioural and pastoral management. I recognise that effective behaviour management with additional needs is not about de-escalating the situation but rather understanding the underlying needs, triggers and barriers that may influence a learner's behaviour. It would benefit me to shadow my senior known for strong classroom climate control to see how they handle transitions; I could attend workshop sessions on de-escalation and routines. I am also continuing to develop my communication skills daily, as I recognise that my body language, tone and emotional responses can have a significant influence on a learner's behaviour and their sense of safety. I am currently on a waiting list for ELSA training. Developing this area of practice would allow me to respond consistently in a calm and effective manner that can result to a more inclusive learning environment.

3. Innovation

How do you contribute to improving practice through creative and innovative approaches?

Self-rating: 3- Competent

Evidence from Practice

- Use new ideas or approaches to support learning.
 - I adapt activities to different learning styles and abilities, using games, storytelling, practical tasks, role play, technology and visual resources to make learning more engaging.
 - I adapt approach by familiarising each learner's strengths, interests, needs, and preferred ways of learning rather than expecting them to respond in the same method.
- Use technology effectively.
 - I explore digital tools, interactive resources, educational apps, and assistive technology that can improve participation, communication or independence.
- Suggest improvements to practice.
 - Attend relevant training, read current events or research and open to new ideas, evaluating their effectiveness to provide more inclusive, engaging and effective support for learners.
- Adapt to changing circumstances and learner needs.
 - I ask learners what helps them learn and involve them in setting goals and evaluating activities as they might come up with ideas that were overlooked.
 - I regularly consider what worked, what did not and why, through feedback, observations, assessments, and learner outcomes to facilitate improvement.

Areas for Development

I would like to make greater use of assistive technology, practical activities, collaborative learning, and problem-solving tasks, including gamified learning approaches, to increase learner engagement. I also intend to develop my ability to differentiate activities to better meet individual learners' needs, abilities, and interests. These approaches would provide learners with more opportunities to make choices, experiment, and reflect on their own learning. In turn, this could help them develop greater independence, confidence, and critical-thinking skills. I will continue to reflect on the effectiveness of different approaches, seek feedback from learners and colleagues, and use this feedback to evaluate and improve my practice.

4. Leadership

How effectively do you take responsibility for driving improvements and supporting others, regardless of role?

Self-rating: 3- Competent

Evidence from Practice

- Take initiative within your role.
 - I anticipate resource needs and prepare required materials instead of waiting for instructions to maximise time.
 - I use low profile strategies to de-escalate distractions, so teachers remained uninterrupted in teaching.
- Demonstrate responsibility and accountability.
 - I empower learners to ensure a cohesive learning approach.
 - I help keep the learners focused and engaged to minimise disruption.
- Support improvements in practice.
 - I am adaptable and flexible when responding to daily workplace challenges.
- Act as a positive role model for learners and colleagues.
 - I am proactive and collaborative keeping in mind lead teachers and colleagues' authority.
 - I encourage open communication about mistakes or safety concerns.

Areas for Development

My areas for development include expanding my focus beyond my assigned learners to support incoming teaching assistants by sharing my experiences and effective intervention strategies to help them develop their practice and confidence. I will continue to develop the professional communication skills needed to provide constructive feedback to colleagues and, in time, feel confident in challenging practices that may not be effective. I also intend to seek further training to develop my expertise in managing complex crisis situations and de-escalation strategies. In the longer term, I would like to contribute to reviewing and updating classroom behaviour policies, drawing on my practical experience and knowledge of effective strategies.

5. Collaboration

How effectively do you work with others to support learners and contribute to the wider learning community?

Self-Rating: 3 Competent

Evidence from Practice

- Work effectively with teachers and other professionals.
 - I maintain communication with the teacher and other professional involved in the progress of learners so we can be consistent in giving the support needed.
 - I follow teacher's guidance and supplement instructions; made sure they are clear and promote independent learning.
 - I share my insights and valuable knowledge about learners emotional and academic barriers especially to supply professionals.
 - I engaged in joint training for professional growth focusing on inclusive teaching practice to develop my own understanding and improve my effectiveness in collaborating with others.
- Build positive relationships with learners and families.
 - I talked to learners, asked about their day and listen to them.
 - I am consistent to the learners, and I show interest on their hobbies. I made sure they can speak to me freely.
 - I validate their feelings whenever they struggle and help them refocus.
 - I praise their efforts sensibly and allow them to speak up or share their ideas.
 - I greet families and make sure I give positive observations about their child.
- Share information, ideas, and resources.
 - I verbally pass topics to build rapport and use email for a lengthy and more complex information, ideas or resources.
- Contribute to a supportive learning community.
 - I build rapport by respecting boundaries.

Areas for Development

As for my areas of development, I would like to develop my teamworking and improve my communication skills so that I can confidently and accurately communicate learner's progress and areas of barriers. This will enable other professionals involved to have a clear understanding of the learner's needs and provide appropriate intervention. By developing my communication skills,

I can confidently participate in discussions and contribute ideas with my colleagues as often times I worry that I am unable to express my thoughts and muddled things up when I am speaking.

5 priority areas for professional development



Professional Development Goal (SMART targets)	Actions Required	Target Date
To develop my knowledge and confidence in behavioural and pastoral management by undertaking relevant professional learning. Success will be evidenced by applying at least three evidence-informed behaviour support strategies consistently in my practice.	• Access ELSA training. • Shadow senior staff known for strong classroom control. • Attend workshop sessions on de-escalating behavioural challenges. • Do my own research to understand more about it.	End of academic year.
To improve my competence in using the school's virtual learning platforms and assistive technologies, including voice typing, by applying them regularly to support learners with fine motor difficulties, dyslexia, or English as an Additional Language (EAL). Success will be evidenced through the effective use of at least two digital support tools with identified learners, resulting in increased learner independence.	• Familiarise myself with the tools available in our school's hardware. • Explore and practice tools and educational apps such as Google Classroom and Maths interventions.	End of term.
To develop and consistently apply effective communication strategies to support learners with ALN, adapting my verbal, non-verbal and visual communication approaches to meet individual learner needs. Success will be evidenced	• Carefully observing someone who is a good communicator and adapt. • Log 3 to 5 new phrases per week and use in conversation or writing.	Adapt as a lifestyle practice.

through improved learner engagement and understanding in at least 80% of supported sessions.		
To increase my participation in classroom planning and assessment by contributing ideas, supporting the development of learning activities and providing feedback on learner progress during planning and review discussions. Success will be evidenced through regular contributions.	• I will work closely with the lead teachers to maintain accurate records of learners' progress through regular observations. • I will contribute relevant observations and updates during planning and review discussions to help teachers identify appropriate next steps and support learners in achieving their full potential.	End of each term.
To maintain and strengthen positive working relationships with colleagues through effective communication, collaboration, and professional conduct, contributing to a supportive and productive working and learning environment. Success will be evidenced through positive feedback from colleagues and managers, active participation in team activities and meetings and sustained professional working relationships.	• I will communicate professionally, listen and be respectful to their views. • I will contribute and share relevant ideas during meetings or discussions. • I will work cooperatively and seek feedback whenever it is appropriate to improve my communication and teamwork.	Adapt as a lifestyle practice.

Curriculum Vitae

Name: Nerissa Leka

Address: 38 Gatehouse View, SA71 4TQ, Pembroke, Pembrokeshire

Telephone: 07919653830

Email: nerissaleka.is@gmail.com

Professional Profile

I am a patient, learner-focused, teaching Assistant with four years of experience in Secondary schools. Skilled in inclusive teaching practice, behaviour management with positive reinforcement and in delivering interventions in numeracy. I demonstrate a commitment to supporting learner achievement, collaborating effectively with class teachers and other professionals to deliver an engaging and safe learning environment for the children to achieve their potential.

Alongside my current employment commitments, I am a highly motivated part-time undergraduate student at UWTSD studying Foundation degree in Inclusive Education. I also aim to take up my bachelor's degree, and to pursue Master's in the near future to deepen my knowledge and develop advanced skills as an Education Practitioner.

Key Skills

I am very empathetic and I demonstrate strong active listening skills by giving my full attention to learners and understanding their individual needs. I ask appropriate questions and provide clear and supportive replies to help them cope with learning challenges.

Professional Experience

Current Job Title: Teaching Assistant

School Name: Henry Tudor School October 2022- Present

Key Responsibilities

- Assist learners to engage in lessons across a range of levels and abilities.

- Provide one-to-one and small group support to help learners understand and complete tasks and to become increasingly independent.
- Support the class teacher to create and maintain a safe and inclusive classroom environment.
- Encourage positive behaviour, engagement, confidence and independence in learning.
- Monitor attendance, achievement, and progression.
- Provide academic and pastoral support to learners.
- Supervise learners during lessons, breaktimes, lunchtimes, school trips, and other school activities.

Key Achievements

I contributed to significant improvements in the confidence, engagement and participation of a learner with hearing loss and additional literacy and numeracy needs through personalised support, relationship-building and the promotion of inclusive participation in PE and swimming activities.

Previous Employment

Company Name: Pembroke Haven Residential Home

March 2012- June 2017; August 2018-September 2022 as Care Head of Shifts

Key Responsibilities

- I dispensed clients' medications.
- Monitored client's health and daily progress.
- I Checked blood sugar for diabetic clients and took vital signs for the unwell.
- Made doctors' appointment and ambulance call for deteriorating clients or falls.
- Helped clients with daily support needs and personal care.
- Provided companionship through conversation which reduced isolation.

Key Achievements

- During my shift, I listened to a client who reported experiencing severe pain in her buttock. Although there was no visible wound initially, I took her concerns seriously and carried out a thorough check in the presence of a colleague. I identified a break in the skin and immediately contacted the community nurse. Following further examination, a Stage 4 pressure ulcer was diagnosed. Although this was upsetting for the client, family and the staff, my prompt action and escalation resulted in her receiving the appropriate medical intervention and care.

Company Name: Bush House Care Home, Pembroke

October 2006– March 2012 as Health Care Assistant

Key Responsibilities

- Assisted clients in their personal care and provided a reassuring presence.
- Physically helped clients who cannot feed themselves nor use toilet independently.
- Made clients beds.

Key Achievements

- Provided care after death to clients.

Education and Qualifications

Qualification

Institution Name: University of Wales Trinity St. David

Current undergraduate student in Foundation degree in Inclusive Education (due to complete in June 2028)

Institution Name: Pembrokeshire College, Haverfordwest

2024- Level 3 Apprenticeship in Supporting Teaching and Learning in Schools

2019- Level 3 Diploma for Children's Care, Learning, and Development

Institution Name: Pines City Educational Centre School of Nursing

1992- Bachelor of Science in Nursing

Professional Development

- All POD trainings are up to date

Learning Platforms Used

- Microsoft Teams
- Moodle
- Canva
- Google Classroom
- Other VLEs

Additional Experience

2000- 2006 Staff Nurse, Ministry of Health, Kingdom of Saudi Arabia

1993- 1998 Staff Nurse, Ministry of Health, Libya

Interests and Hobbies

- Playing Chess
- Singing and Playing Guitar
- Sudoku and Crossword puzzles

References

References available on request