

Here, I'm going to add to the original statement using the example job description as a framework. I've highlighted parts of the statement and job description in matching colours to show where they correlate.

Personal Statement

I am applying for this position because I want to continue my career development through the experience of a new school and all that I will learn there. In particular I was really interested to read, on your website, about your Forest School initiative, and I'm very keen to be part of this. I feel it's so important for children of all abilities to be able to access education in as many ways as possible, both inside and outside of the classroom.

Adding this opening statement demonstrates straightaway, that the TA role and career progression is taken seriously. Talking about the school's website and Forest School initiative shows that time has been taken to research the school and that an interest is being expressed. Writing about access to education, demonstrates that the 'main purpose' on the job description has been read and understood.

Since 1999, I have worked with children in schools from Nursery to Year 6. In 2001 I completed my NVQ Level 3 in Early Years Care and Education and secured a job at the school that had been my student placement for the previous 2 years. I continued at this school while I worked towards my degree and in 2006, I was given a place on the Graduate Teacher Programme. However, I quickly realised that I much preferred supporting teachers to BEING one! Keen to continue my progression I gained HLTA status in 2007 and for several years covered teacher absence in KS1 along with planning and delivering English and maths intervention sessions for children with special educational needs. During this time, I supported children individually, in groups and within whole classes, using appropriate resources to increase understanding and engagement.

I've altered this slightly so that it includes my TA qualification and it fulfils the requirements of some of the main responsibilities on the job description, as well as everything I mentioned in the previous example.

I moved to Devon in 2012 and mainly worked with individual children with Asperger's Syndrome, Pathological Demand Avoidance Syndrome and Reactive Attachment Disorder. These children, more than any, have taught me a great deal about how to create stage-related learning, both inside and outside of the classroom, to enable them to access their education. They've also taught me to be 'eagle-eyed' enough to pick up on potential flashpoints during playtime and lunchtime, when leaving the more controlled environment of the classroom makes it more difficult for them to self-regulate. Monitoring their progression by observing their behaviour and tracking the data from their assessments have both been useful ways to work out how to support them so that they continue to work towards becoming independent learners.

I kept this paragraph because it demonstrates my understanding of working with children with special educational needs, which is another requirement on the job description.

Most recently I've worked with a child in Year 6, focusing on the organisational skills and behaviour strategies he needs to enable him to learn with greater independence i.e. listening to the class teacher, and recognising when he needs to take a break and asking permission to do so, rather than getting wound up. I've worked with his class teacher to capitalise on this child's strengths in Maths and English to create the best outcome, for him, in his SATs. And, additionally, I encouraged him to try out a variety of pencils and pencil grips to enable him to record his work more legibly.

In this paragraph, I've gone into a little more detail about how I've supported one particular child, to demonstrate that I understand the requirements listed on the job description.

Where possible, I give children I work 1:1 with, opportunities to work independently and whilst they are doing this I support the class teacher in a variety of ways, ranging from guided reading sessions, supporting the use of ICT equipment, group interventions, maths and English assessments, helping children to set and achieve behaviour goals and keeping children on task by engaging them with their learning. I also set time aside to liaise with class teachers to keep them up to date with

pupil progress, assist with planning learning activities and to attend meetings when necessary.

In this paragraph, I've explained how I support the teacher and children in the class as a whole, thereby demonstrating I understand the general role of being a TA.

I have a calm demeanour that enables children to have honest conversations with me. Often these conversations happen whilst I'm supervising children at break times and where necessary I speak to the class teacher or to the member of staff responsible for child protection and safe-guarding. These conversations, of course, remain confidential. Happily though, most of the time it's a matter of helping children work out any disputes that occur between them whilst playing games etc.

I find break times are useful to keep an eye on any children who may be experiencing difficulty within their friendship groups, especially children who may be on the Autistic Spectrum and children whose first language is not English. It's also a good time to reinforce children's knowledge of health and safety when they are climbing on outdoor equipment. This gives me the opportunity to support children's decision making about their physical capabilities, enabling them to make better judgements about risk. Educational visits also provide opportunities to have conversations with children about how to stay safe.

Here, I've highlighted my understanding beyond my 1:1 role, by showing that I'm flexible enough to support the class as a whole. With the inclusion of safe-guarding, I've demonstrated my understanding of its importance and my role within it. And I've highlighted my awareness that ensuring children comply with health and safety is also part of my role.

I hope my application is good enough to be invited for interview. I'd love the opportunity to share my knowledge and experience with you further and learn more about your school.

I've finished the statement by demonstrating my interest in working at the school via my keenness to reach the interview stage.