



[Amy Robertson](#)

Education and Speech Therapy Assistant

Personal Profile

I am a highly driven and motivated individual with over eleven years of educational experience. I have worked within mainstream and special educational settings with a diverse range of young people with additional needs such as ASC, ADHD, PDA, SEMH, Dyspraxia, Dyslexia, Dysgraphia (writing), and Attachment difficulties. My primary focus has been working with individuals with ASC using Augmentative and Alternative Communication and Assistive Technology. I have a diagnosis of Dyslexia and Dyspraxia and feel like this offers me the ability to think outside the box, think abstractly, and have an extensive imagination which all work together to allow me to spot gaps in current practice.

Professional Qualifications

[University of Leeds 2021-2023 \(Graduate July 2023\)](#)

BA Hons (top up) in Learning and Teaching with SEND

[University of Leeds 2018 – 2021](#)

Foundation degree in Learning and Teaching with SEND

[University of Bolton 2013-2015 \(Graduate July 2023\)](#)

HND (two years) in Physical and Visual Effects for Film and Television

[Bury College](#)

Level 3 Hair and Media Makeup

BTEC Level 3 Extended Diploma in Health and Social Care

Employment History

[ATtherapy – Education and Speech Therapy Assistant · October 2022](#)

As an education assistant, I deliver regular face-to-face sessions to support various clients under the direction of the lead speech and language therapist. I remotely edit programmes and create resources to meet specific individual needs and interests alongside these sessions. Incorporate AAC and AT into the sessions and the national curriculum and provide guidance when updating educational targets. Differentiate schoolwork across all subjects to meet individual needs, EHCP requirements, and curriculum goals. I strive to remove barriers to promote learning, inclusion, happiness, and well-being to build richer lives through communication.

[St. Vincent's RC Primary School – Teaching Assistant](#)

In my role as a teaching assistant, I have had the opportunity to work in every year group from Reception to Year 6, providing a thorough understanding of the National Curriculum in EYFS, Key Stage 1 and 2. As a teaching assistant, I led work in all subjects and led various interventions. In addition, I also had the opportunity to work as a 1:1 to provide support, guidance, motivation and encouragement.

This role entailed:

- Differentiating work across all subjects to meet individual needs, EHCP requirements, curriculum goals and personal interests.
- Creating a work environment that is safe, enjoyable and enriching.
- Making reasonable adjustments in accordance with the SEND COP.
- Liaising with outside agencies, parents/carers, and colleagues.
- Carrying out interventions and tasks developed by outside agencies such as Occupational Therapy and Speech and Language.
- Incorporating and expanding such interventions into the curriculum to create a cross-curricular approach.
- Removing barriers to promote learning and happiness/well-being.
- Promoting inclusion within and outside of the school.
- Being aware of all policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and safeguarding.

St. Vincent's RC Primary School – Before Care and After Care Leader

Responsibilities included:

- Administrator duties such as record keeping of the children who attend
- To promote health and safety
- Manage professionals
- Create interactive and engaging activities
- Safeguarding duties

VOOSH Club Ltd

During my time at VOOSH Club Ltd, I've held a variety of positions. I began as a Playworker, advancing to Senior Playworker, and then finally to Club Manager.

These roles included:

- Supervising and assisting a team of playworkers in the provision.
- Planning and preparing activities.
- Record keeping
- Preparing food
- Liaising with parents/carers
- Interacting positively with children to encourage them to engage in activities and make them meaningful and relevant to the children.
- Establishing good relationships with children.
- Being aware of all children's needs to support and ensure that they have equal access and opportunities to learn and develop.
- Encouraging cooperation and mutual support.
- Ensuring the health and safety of all children.
- Being aware of all policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and safeguarding.

Training

- LAMP – Language Acquisition Through Motor Planning
- Clicker 7 and 8
- Bricks for Autism
- Social Stories
- Promoting Positive Behaviour
- Full First Aid

- Paediatric First Aid
- Safeguarding children and young people
- Food hygiene
- AAC Building Blocks
- Makaton level 1

Additional Skills

- Open College of Sign Language (OCSL) Level 1
- Colourful semantics
- Narrative therapy
- Differentiation of work to meet curriculum goals and additional individual needs

Additional information

Autism presentation

During my time as a Teaching Assistant, I was asked to deliver a presentation to the Rochdale borough's Autism Champions, demonstrating my knowledge of Autism. This included information on how I carried out my duties as a 1:1, passing on relevant insights into how others can provide effective support within their school settings.

Touch Typing

I created a colour-coded paper-based programme to help children with ASC learn how to touch type. This occurred because the majority of available programmes were unsuitable for meeting the needs of those with ASC. By creating my resource, I was able to break down steps, avoid unnecessary information, promote motivation through individual interests, and go at the child's pace.

ATtherapy

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