

Kaine Petty

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Personal Details

Eligible to work in the UK: Yes

Work Experience

Teaching Assistant

Reading Borough Council-Reading, Berkshire
January 2026 to Present

I currently work as a TA / 1:1 across multiple year groups / individuals. This role requires great patience, compassion, listening and intensive interaction. The individuals have SEND which often means their learning they find more challenging or certain situations where they struggle to emotionally regulate. It is our role to help them with these challenges in their learning and other situations they may find challenging. In Maths our role can include situations such as live marking and helping the class where they are stuck and need further help. Another key role is that of positive reinforcement to make sure all individuals praised when they are trying or doing well and supported when they are struggling emotionally or with the work.

Activity Instructor

Super Camps-Salisbury
February 2023 to Present

I enjoy my role and it has helped me develop significantly during my time working with Super Camps. I have been personally responsible for small groups of children leading unique and engaging sessions across a range of ages. In addition, to working as a team across age groups has been to work together with our groups sharing ideas and professional practice. This has helped to build up communication between staff which has helped to a more beneficial environment for all. The main priority is to ensure you keep all children safe with an essential awareness and understanding of safeguarding. In addition, it is vital you care to their well-being effectively as an individual as well as within the group dynamics. Each child is unique and is your role to build up a professional relationship, ensuring you get to know them as well as them getting to know one another, so they feel valued when attending camp. Thereby, fulfilling our roles as `loco parentis` effectively when looking after the children in our care.

After this, the focus of the sessions is to provide an engaging, unique and interactive time across the activities you lead. By having an enthusiastic, energetic and compassionate approach you can help to achieve this. A key responsibility is to ensure no child is left out or not participating in the activities. By having a range of activities or a variety you can help to avoid this, as you equate for children of all different interest. This can also be achieved by having a sideline activity on occasions. By being a positive role model, being approachable ensuring they have a safe and engaging time this helps to create positive memories for the children and you alike! As an activity leader it has further developed my ability to build up professional rapport and grow in my professional development. The role has further emphasised the importance and benefits of being able to enthusiastically plan then deliver effectively a variety of activities.

Learning Support Assistant

Hampshire County Council - Talavera Junior School-Aldershot
October 2024 to July 2025

I worked in this school as a Learning Support Assistant. My key priority was to ensure the wellbeing and safety of all pupils throughout the school day. To support this we have a worry monster in class and

ensure this is regularly checked by adults to support any students, whether this be any school or home concerns. Everyone has different home lives, personalities, and school experiences so it is essential we maintain compassion and respect to all their relative situations. In Maths I worked as a class TA doing live marking and ensuring students are supported in their learning. A vital role of this was to ensure you are giving positive reinforcement to both students who are trying really hard and those who are getting it right. But also importantly to the ones who are really trying but have not quite grasped the concept yet. Therefore, I often supported those who may be struggling in a particular topic and help them learn through modelling the method. Often, this required patience where some students do not understand the concept or have not quite fully grasped it yet. In this case, for these students I done immediate interventions in the afternoon with any of the students who require it from any of our group classes. This may be in small groups or with individuals depending on the dynamics of the relevant work and students. This required great patience and flexibility as often you were working with students who were not in the class you were in when the topic was being taught.

Alongside this, I ran the reading interventions for those who required it in our year group. This may be because they are struggling particularly with their reading or that they just don't read often at home. Or in some cases these are EAL students. I also worked as a 1:1 in Reading Journey and English in the morning alongside a student with SEN. This was with the aim of supporting them in their learning where they were struggling. They particularly did not like English or handwriting and struggled to focus for such a long time, particularly if significant writing was involved. They often found it tricky to concentrate or stay engaged because of this and the frustration of writing or writing a significant amount. Therefore, it is vital as a 1:1 to recognise where they may need brain breaks and implement this effectively. This was done very successfully particularly with this student alongside a couple other focused students. For this to be successful you need to ensure they are getting their work done but to a relevant and appropriate level for the individual student. This is essential to try to avoid them becoming overwhelmed which will affect their wellbeing and confidence. This would subsequently affect their ability to work or their engagement in trying to complete their work. In addition, to these roles I was also a MDSA where I supervised lunchtimes. This may be in organising games or equipment on the playground or in ensuring effective behaviour management from any situations that may arise during breaktimes. I also helped ran Breakfast Club in the mornings ensuring that all children who have not eat before school are fed and offered a drink. In addition, I helped to get out and tidy away all the activities, tables, chairs and equipment. Alongside supporting any concerns or worries as the pupils first come in, this was particularly key with a couple of students who had significant separation anxiety. It is essential therefore to be compassionate and understanding to give them space if they need it, alongside being there if they wish to talk. I built up a very good relationship with some and even a simple game of rock, paper, scissors can help encourage them to get the day off to a positive start, even if they do not wish to talk yet. This helping ease some of their separation anxiety when arriving in the morning. This is alongside helping to support any behavioural issues that may occur at club.

MDSA / After School Assistant / Breakfast Club / TA

Wiltshire Council = ST Martin's CE Primary School-Salisbury

January 2024 to July 2024

In a similar role to previously at the school doing breaktimes, MDSA and After School clubs. I ran many different types of After School clubs after rejoining including Dodgeball / Benchball, Football, Hockey, and lego. This has helped developed further a positive professional rapport and relationship with the pupils outside the academic curriculum. This means you get to know them more and in turn they can see they are valued which helps support them in having someone to trust or approach. This can be about a problem at school or outside of school. Likewise it could just be positive news or topics they want to initiate a discussion with you. This was particularly helpful for developing a good professional relationship with two French pupils, who joined the school mid year not knowing any English at first. With the use of the Ipad and behaviour picture / language support cards particularly during breaktimes and clubs this helped to build up positive relationships with both pupils. This combined with their amazing ability to learn lots of English in such a short time led to building up a positive relationship whereby they approached me on occasions they needed support.

Additionally, I enjoyed leading Year 6 PE lessons including Football, Dodgeball / Bench Ball, Diamond Cricket and Rounders. This helped significantly to further develop my professional PE primary experience leading PE lessons. This enhanced my professional practice, alongside developing more positive professional relationships. Likewise, I ran / co - ran multiple PE lessons in Year 4, sometimes with an experienced colleague which has helped further to build my professional knowledge and expertise. In addition to this, I worked in Year 4 for much of the week as extra support for certain pupils with the aim of supporting them and deescalating any situations that may arise. This was a similar role to that I had previously been in with a Year 6 and a Year 1 student, which has given me a diverse experience across the primary age.

Furthermore, I volunteered many hours, including doing lots of extra work on the behaviour support cards for children of different nationalities. This included French and Polish. Alongside this extra support outside

paid hours I further supported children. I done many reading interventions with Year 3 and recorded this in their reading diary`s. This gave me further purpose and professional awareness. In one particular case, I noticed a child had not read for a couple months at home or at least didn't have recorded it in their diary. This highlighted to me that some pupils learning is very much just limited to at school and shows the essential need / responsibility for us to further support pupils both professionally and personally / academically. Particularly, as not all children may receive this at home.

MDSA / Teaching Assistant / After School Assistant

Wiltshire Council - ST Martin`s CE Primary School-Salisbury

May 2023 to July 2023

I worked in a variety of roles within the school from Teaching Assistant, MDSA to After - School club assistant. The most important quality is to show compassion and care to the children and to be a safe listening ear for any problems, emotions, issues or to hear about all the positive things or interest too! All roles require great flexibility and patience in personal and academic circumstances. Often faced with challenging behaviour it is vital that you have the personal skill of patience and by staying calm you do not escalate any situation further. As each child is unique the role requires great flexibility with multiple approach`s and strategies to try to ensure the most positive outcomes for all. Not only is each child unique but each day may be different and they may respond differently on different days which is why flexibility and patience are interlinked in working towards positive outcomes for well-being and academic development.

In After - School club as with lessons each child has different interest so is vital that you have range of activities from Arts and Craft to more sporty activities. This is to make sure that each child has time to enjoy some downtime with a more relaxed approach as their peers get to when they go home but still within the structured school environment. The lunchtime role required great awareness and to ensure that all children are behaving nicely to one another and nobody is being bullied, left out, upset or injured. If so, this needs to be urgently addressed and dealt with in a fair professional manner, whilst showing great compassion and listening to all those involved.

Camp Coach

Learn By Design

December 2022 to June 2023

As a Camp Coach I had several key responsibilities within this role. Alongside my colleagues, I was responsible for running activities for a group of young people, ensuring the well-being of young people and supporting the site leader in running a safe and engaging program. The role has helped further developed my communication and experience in working in a team environment to work effectively with colleagues.

One key responsibility is to support, pastoral and safety needs of young people in our care. An essential responsibility is to ensure all children have an engaging positive time. It is important to try to help them to engage and be interactive with one another, as well as building a professional relationship with ourselves to ensure they are having fun in a safe trusting environment. Being approachable is a key skill required so the children can approach you with any feelings or issues or topics they want to talk about. Likewise, it is key to building up professional rapport that you interact and engage with them to build positive shared feelings and professional relationships.

This role further developed my professional experience of working in a demanding environment, and the ability to remain calm in difficult situations. While, understanding there are reasons to feelings, behaviours and actions which often may have been built up, due to a variety of possible personal circumstances. The role further developed my experience of building a positive rapport with young people from a variety of cultural, economic and social backgrounds. I had received a confirmation offer of employment for the summer season (July 23 / August 23) , however I was later informed Learn By Design had ceased to trade.

Teaching Assistant/ MDSA

Wiltshire Council - Clarendon Junior School

January 2023 to May 2023

This experience required continued professional development and has led me to develop many of my professional skills. The position required many different personal and professional skills to fulfill the numerous responsibilities of the various challenges the job enquired. An essential priority of the role was the safeguarding and well-being of all children at all times. This covered many aspects from checking upon their well-being throughout the day to noticing anybody who may be upset, injured, isolated, excluded, being bullied or struggling with any mental, social or academic matter. It is important to

emphasise, sympathise, listen and develop a professional relationship where each child feels safe and supported in all aspects of their well-being and social development.

Further, to the mental well-being and social responsibilities as a compassionate person there are many professional roles that also require a continued learning process. I supported the class teacher`s, year phase leaders and lunchtime lead during my various roles at the school. I have developed my academic awareness of the curriculum and supported in class various pupils who needed extra support during the lessons. This role required great flexibility as each child is different and so is each topic, so the children you support may vary depending on their current working level in each lesson or topic. Furthermore, I ran group interventions such as Nessy, Reading Eggs, writing interventions and done daily readers which was aimed at helping certain children further develop targeted areas of support in their learning. This had a significant positive impact on certain individuals. This was shown by their development on Nessy and when we redone a reading test for the class nearly all their reading ages had gone up, some very significantly in what colour banding or age they were. This shows the positive impact learning and positive repetition / practice can have over a sustained period of time.

Kitchen Assistant

J D Wetherspoon PLC-Amesbury

September 2022 to November 2022

I was a kitchen assistant holding a wide variety of jobs such as preparing and making food using the microwave , fryers, grill and pizza pressors. Responsibility to keep the kitchen clean and organised such as floors, bins, equipment, surfaces etc.. Additionally to fulfill potwash duties ensuring cutlery, cups and plates are sufficiently and efficiently cleaned. This was to ensure safe and clean environment of products and surroundings for customers and staff alike. We worked together as team to achieve competent, efficient and quality customer service through a variety of aspects of our work.

Kitchen Assistant

J D Wetherspoon PLC-Winchester

October 2019 to June 2020

I was a kitchen assistant holding a wide variety of jobs such as preparing and making food using the microwave , fryers and pizza pressors. Responsibility to keep the kitchen clean and organised both as individual and as a team. Additionally, there was lot of hours were required on potwash duties ensuring cutlery, cups and plates were sufficiently and efficiently cleaned . This was in a very high pressured and fast environment that required very efficient service, especially as it was in the middle of a university town so the volume of customers was very high. We worked together as team to achieve efficient and quality customer service through a variety of aspects of work.

Cafe Assistant

WH Smith-England, UK

August 2016 to September 2019

I was a hard working cafe assistant who worked to display the professional nature of the store, the cafe and its staff. I worked honestly and with care recognising the importance to build genuine honest team relationships and customer relationships. This will enhance chances of customer's satisfaction and in turn increase the likeliness of them wanting to return to the store. This builds up customer relations and subsequently will help to increase profits and reputation of the store. A key responsibility was to maintain the presentation of the workplace to ensure customers and staff are pleased with the environment they were situated in or had experienced. I covered many hours, including many 12 hour shifts that other staff could not or would not fulfill. I worked on my own for several hours and shifts taking on various responsibilities that effectively saw me several times keep the cafe open, due to my flexibility and work ethic.

Education

(Hons) Childhood and Youth Studies (2:1) (Bachelor's)

University of Winchester-Winchester

September 2019 to July 2022

History - C, Government + Politics - D, Sociology - D, AS Level`s - History - B, Government + Politics - C, General Studies - C (A Levels)

The Burgate School and Sixth Form-Fordingbridge

October 2010 to August 2016

English Literature - A, English Language - C, Maths - C, History - B, Additional Science - C, Science A - C Religious Studies - C, ICT - BCS Level 2 (GCSE`S -)

The Burgate School and Sixth Form-Fordingbridge

October 2010 to August 2016

Additional Information

Main Skills -

- Compassionate
- Sincere
- Active and engaging listener
- Hard working
- Honest
- Patient
- Reflective learner
- Interactive