



Emotional Learning Support Assistant

Central MAT Office
The Diocese of Coventry Multi Academy Trust
St James' C of E Academy
Barbridge Road
Bulkington
Bedworth CV2 9PF

**Candidate
Information**

Emotional Literacy Support Assistant

Together, pursuing life in all its fullness

Our Trust

Thank you for your interest in joining The Diocese of Coventry Multi Academy Trust, we are delighted to provide you with an application pack. It is hoped that the information provided will be of interest and will help you to begin your journey with us.

The Diocese of Coventry Multi Academy Trust was incorporated in 2013 and is one of over 2,500 Multi Academy Trusts in England. The trust is now home to twenty-two academies spread across the Diocese of Coventry. This scale makes us one of the 100 largest Multi Academy Trusts in the country.

Our vision, “together, pursuing life in all its fullness”, is based on John 10:10 and reflects the Church of England’s vision for education. You will see this come to life in all of our academies every day. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. We offer opportunities for children to realise their God given potential and flourish.



Our strategic plan focuses on five key stakeholder groups and recognises that these groups will flourish together, far better than they will flourish alone. We aim to:

- Support colleagues to flourish
- Support children to flourish
- Support those involved with governance to flourish
- Support families to flourish
- Support the wider church school family to flourish

To work with us, you must aspire to be an outstanding colleague, be prepared to go the extra mile and be comfortable with high levels of accountability for the progress of over 5,000 children. You must be willing to share and learn. Above all else, you must like young people and aspire to make them outstanding citizens.

In return, we offer excellent working conditions, first class professional development, genuine career development and opportunities for growth. All of our teachers are offered membership of the Teachers Pensions Scheme and all support staff are offered membership of the Local Government Pension Scheme.

In short, we believe our Trust has a bright future and are looking for bright people to help us get there.

Thank you once more for your interest in The Diocese of Coventry Multi Academy Trust and in the position available. I hope that this introductory letter has given you a clear sense of our vision and I hope that this pack gives you a feel for what we need. We look forward to hearing from you and exploring your future with us through our selection process.

Michael Cowland, Chief Executive Officer

What our employees say about us...

In our 2024 staff survey, the Trust scored above national benchmarks in almost every area. Support from colleagues is a particular strength of working for us: our staff value the respect and support they receive from their colleagues. Leadership is also an area of significant strength and staff rate their leaders highly. Finally, job satisfaction and employee communication are rated highly and above national benchmarks.

Staff support and relationships

How comfortable are you with asking your colleagues for help when you need it?	93%
How respected by your colleagues do you feel?	89%

Leadership

Leadership dynamics	15% higher than national benchmark
Professional support from line manager	4% higher than national benchmark

Job satisfaction and communication

Effective and regular communication with employees	18% higher than national benchmark
Job satisfaction	20% higher than national benchmark

Diocese of Coventry

The Diocesan Board of Education seeks to serve and equip the church school family in a variety of ways. The Diocesan Director of Education, Reverend April Gold, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:



- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- facilitate creative and flexible networking between schools;
- promote excellence and distinctiveness within the family of church schools/academies and beyond;
- share best practice collectively;
- provide professional development: for staff at all stages of their careers and for governors;
- facilitate collaborative school improvement partnerships through the growth of our six CofE majority MATs;
- support the process of academy conversion;
- promote the establishment of new church schools;
- represent church schools to the wider church, to diocesan groups, in the press, and in public and community debate;
- champion inclusion and equality including advising on admissions policies and managing appeals;
- protect the status of church schools
- and promote the importance and the continuance of the voluntary sector.

'Our schools are a hugely significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each and every person, and reflect God's desire for the world to be a better place for us all to live in. I believe they are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.'

As a Diocese, our 76 Church of England schools serve 18,500 children, and their families. The 2000 members of staff and all the volunteers who support, as governors, directors, and other contributors, are seeking to offer both an excellent education and ensure that all our young people have the opportunity to live life to the full. We aim to do this by living, telling and sharing the values of Jesus Christ. Thank you for being willing to share in this journey with us!'

Bishop of Coventry

Emotional Learning Support Assistant

About the Role

The Trust is looking to appoint an inspirational and highly effective Emotional Literacy Support Assistant who is committed to supporting Harris CofE Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- The position is Monday – Friday 8.30am – 4.00pm, 35 hours/week, Term Time only plus 5 days.
- We are offering a salary of Grade H, SCP14 £25,576 (Actual), £31,022 (FTE)
- Eligibility to join the Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact recruitment directly on recruitment@harris.covmat.org for an informal discussion about the post.

Please note the closing date for applications is midnight, Sunday, 31st May 2026. Please apply through My New Term's online application process.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews TBC

Job Description

KEY PURPOSE

This role will be working with small groups of students to help them develop their emotional literacy. To design and implement small group work for students requiring emotional literacy, To work collaboratively with the SENCO and teachers and work with responsibility for the development and education of students, including those with special educational, physical and emotional needs, by utilising detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.

ACCOUNTABILITIES

The appointee will be line managed by the SENCO

PRINCIPLE RESPONSIBILITIES

- To plan and deliver individualised programmes of support for children to develop their emotional literacy, including: - Awareness of own and other people's emotions;
- Development of an increased range of emotional vocabulary;
- Management of stress, grief, anxiety, anger and conflict;
- Development of social interaction and friendship skills;
- Promotion of a realistic self-concept and good self-esteem;
- Coping with significant life changes including loss and bereavement;
- To run small group literacy session for students;
- To support increased attendance in school and lessons;
- Plan and deliver programmes of support to small groups of children to develop resilience skills;
- Write succinct session plans and add subsequent evaluative comments;
- Liaise with teachers and other support assistants about the needs and progress of children receiving support;
- Share knowledge and ideas from training/supervision sessions with other school staff as appropriate;;
- Meet regularly with line manager to review ELSA work;
- Liaise with parents in line with school policy;
- Undertake regular supervision sessions by EP;
- To ensure accurate testing is carried out to support the identification of needs and to ensure adequate plans are in place and reviewed regularly to support student outcomes;
- To deliver sessions to small groups to support improved educational outcomes;
- To support the SENCo in writing and implementing support plans, costed IEP's EHCP plans, annual reviews and personal safety plans for students. Prepare data and reports to support statutory and mandatory returns for stakeholders;
- To liaise with key stakeholders, including parents, specialist's teams, partners and external agencies.

Support for students

- Use specialist (curricular/learning/behavioural management) skills/training/ experience to support students;
- To work collaboratively with the departments in the planning of work programmes for individuals and groups of pupils;
- Establish productive working relationships with students, acting as a role model and setting high expectations;
- Promote the inclusion and acceptance of all students within the classroom and school;

- Support students consistently whilst recognising and responding to their individual needs;
- Encourage students to interact and work co-operatively with others and engage all students in activities;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance;
- Provide feedback to students in relation to progress and achievement.

Support for the teacher

- Supervise the activities of individuals or groups of pupils to ensure their safety and facilitate their physical and emotional development;
- Work with the teacher to establish strategies to support emotional literacy in lessons;
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Be responsible for keeping and updating records, contributing to reviews of systems/records as requested
- Undertake marking of students' work and accurately record achievement/progress;
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour;
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed;
- Administer and assess routine tests and invigilate exams/tests;
- Provide general clerical/admin support, e.g. administer coursework, produce worksheets for agreed activities, etc.

Support for the curriculum

- Implement emotional literacy programmes and tools;
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs;
- Implement local and national learning strategies, e.g. Literacy, Numeracy, Key Stage 3, Key Stage 4 and make effective use of opportunities provided by other learning activities to support the development of relevant skills;
- Support the use of ICT in learning activities and develop students' competence and independence in its use;
- Help students to access learning activities through specialist support;
- Support the SENCo in determining the need for, prepare and maintain general and specialist equipment and resources.

Support for the school

- To co-ordinate the work of individual or group of teaching assistants including on the job training of other teaching assistants;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students;
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate;
- Supervise students on visits, trips and out of school activities as required.

Other Duties

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	NVQ Teaching Assistant level 3 or above qualification appropriate to the post		✓	✓	✓	
2	GCSE C/5 or above in English and Maths	✓		✓	✓	
3	Good IT, numeracy and literacy skills	✓		✓	✓	
4	Recognised first aid certificate		✓	✓	✓	
5	Must be willing to undertake specialist ELSA training and ongoing ELSA supervision sessions.		✓	✓	✓	
Professional Experience and Knowledge						
1	Previous experience of working in a classroom environment with students who are disabled or have special educational needs	✓		✓	✓	✓
2	Experience of procedures relating to child protection and safeguarding	✓		✓	✓	✓
3	Experience of planning and delivering literacy and numeracy intervention	✓		✓	✓	✓
4	Experience of testing		✓	✓	✓	✓
Skills and Abilities						
1	Suitability to work with young children	✓		✓	✓	✓
2	Able to form and maintain appropriate relationships and personal boundaries with children and young people	✓		✓	✓	✓
3	Positive attitude to the use of authority and maintaining discipline	✓		✓	✓	✓
4	Ability to maintain strictest confidentiality and integrity at all times	✓		✓	✓	✓
5	Ability to encourage high standards of student behaviour at all times	✓		✓	✓	✓
6	Ability to recognise behaviour giving cause for concern	✓		✓	✓	✓
7	Ability to supervise and assist students to ensure they make progress	✓		✓	✓	✓
8	Ability to liaise with other members of staff in a professional manner	✓		✓	✓	✓
9	Ability to manage own time effectively and demonstrate initiative including establishing priorities within own workload	✓		✓	✓	✓
10	Ability to work constructively as part of a team or individually, understanding school roles and responsibilities and own position within these	✓		✓	✓	✓
11	Ability to positively relate to students and staff	✓		✓	✓	✓
12	Ability to deal with problems in a positive and systematic manner	✓		✓	✓	✓
13	Ability to communicate effectively at all levels, in both written and verbal formats.	✓		✓	✓	✓
14	Ability to write concise accurate reports and records.		✓	✓	✓	✓
15	Knowledge of the national curriculum		✓	✓	✓	✓

Personal Qualities

1	A willingness to work with young people and adults.	✓		✓	✓	✓
2	Ability to use judgement and common sense	✓		✓	✓	✓
3	Approachable	✓		✓	✓	✓
4	Ability to prioritise/adapt	✓		✓	✓	✓
5	Reliable and trustworthy	✓		✓	✓	✓
6	Flexible approach to work	✓		✓	✓	✓
7	Professionalism	✓		✓	✓	✓
8	Willingness to reflect upon his/her experiences in a critical and constructive manner	✓		✓	✓	✓

I **(name)** hereby confirm that I have received a copy of the Job Description for the post of ELSA

Signed

Date

Our Academies



St Laurence's CofE Primary School
Old Church Road
Coventry
CV6 7ED



St Bartholomew's CofE Academy
Bredon Avenue, Coventry
CV3 2LP



Queens CofE Academy
Bentley Road
Nuneaton
CV11 5LR



Stretton CofE Academy
Stretton Avenue
Coventry
CV3 3AE



St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF



Harris CofE Academy
Harris Drive
Overslade Lane, Rugby
CV22 6EA



St Nicolas CofE Academy
Windemere Avenue
Nuneaton
CV11 6HJ



Studley St Mary's CofE Academy
New Road, Studley
B80 7ND



Central MAT Office
The Diocese of Coventry Multi Academy Trust
c/o St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF



St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ



All Saints Bedworth CofE Academy & Nursery
Off the Priors, Mitchell Road
Bedworth
CV12 9HP



Dunchurch Boughton CofE Junior Academy
Dew Close
Dunchurch
CV22 6NE



St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ



St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA



Leamington Hastings CofE Academy
Birdingbury Road, Hill,
Leamington Hastings, Rugby
CV23 8EA



Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ



Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD



All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR



Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB



Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP



Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE



Dunchurch Boughton CofE Infant Academy & Nursery
School Street
Dunchurch
CV22 6PA



Ryton-on-Dunsmore Provost Williams CofE Academy
Sodens Avenue
Ryton-on-Dunsmore
CV8 3FF

