



Gladstone Primary
Academy



Gladstone Primary Academy

Application Information Pack

Emotional Literacy Support Assistant



Principal's Welcome



Dear Applicant,

Thank you for considering a position with us at Gladstone Primary Academy. We are excited to share our vision for a vibrant and multicultural learning community where every child is happy, feels valued, and experiences success.

At Gladstone, you will be part of a dedicated team that contributes to a stimulating and challenging environment. Our aim is to foster confidence and eagerness to learn among our pupils, and every role in our academy is vital in helping the children realise their potential and achieve great things.

As a valued member of our academy community, you will work closely with parents and carers to ensure that every child receives the support they need. This partnership enhances the educational experience and builds a supportive network for both our pupils and their families.

Our academy is part of Thomas Deacon Education Trust (TDET), which offers valuable opportunities for collaboration with its other academies and partnerships throughout Cambridgeshire. You'll be able to share expertise and best practice with a network of professionals, exchanging ideas and supporting each other's growth. As well as providing enriched education for our pupils, this integrated approach offers opportunities for your own development.

In addition to professional opportunities, you can expect an aspirational atmosphere with dedicated colleagues and supportive leadership. We value input from all team members and encourage a culture of open communication and shared goals.

We are excited to welcome you to Gladstone Primary Academy. Together, we can provide the best possible start to every child's education and lifelong learning journey.

If you have any questions or would like to arrange a visit, please do not hesitate to contact me.

Warm regards,

Mr Simon Martin | Principal

www.gpa.education | [!\[\]\(235bfe13ebf007ce2eea9e689707fac7_img.jpg\) Find us on Facebook](#)



Job Description

Job Title	Emotional Literacy Support Assistant
Reports to	SENDCo
Salary/Grade	Pathway 4
Date Last Evaluated	November 2-25
Core Purpose	To support children across KS1 and KS2 with emotional and behavioural difficulties, fostering a supportive and encouraging learning environment to enable them to succeed. To plan and deliver personalised intervention programmes to develop and enhance emotional literacy.

Key Responsibilities

Operational Responsibilities

- The ELSA will be expected to work with individual children/ young people either 1:1 or in small groups who are experiencing difficulties with emotional literacy or other aspects of school or home life.
- To establish, develop and maintain a calm and welcoming space within the Academy for ELSA/intervention work to be carried out.
- To establish supportive, caring and secure relationships with children and young people, and be available to offer individual support and someone for a child/ young person to talk to.
- To develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement personalised programmes to help develop children and young people's emotional literacy skills and emotional well-being including;
 - o awareness of own and other people's emotions
 - o development of an increased range of emotional vocabulary
 - o management of stress, grief, anger and conflict
 - o development of social interaction skills
 - o development of the ability to initiate and maintain friendships
 - o promotion of a realistic self-concept and good self-esteem
- To create, develop and produce resources for use with intervention programmes, as appropriate and may include social skills, emotional skills, friendship, bereavement and emotional regulation.



- To continually review and evaluate the effectiveness of intervention programmes and the support offered, providing regular audit information to SLT.
- To implement and review intervention programmes/targets designed by Educational Psychologist, teachers and/or other professionals as required.
- To ensure that all records are kept up to date, distributed and filed in accordance with the Academy's procedures, and that appropriate levels of confidentiality are maintained.
- To liaise, and maintain good working relationships with other staff, parents and outside agencies as required.
- To cascade effective and useful strategies to teaching staff in order to support identified students in accessing classroom environments.
- To contribute to monitoring and recording pupils' progress and providing relevant feedback to teachers.
- To liaise with the class teacher and SENCO in the identification and targeting of children and young people with emotional and behavioural difficulties.
- To liaise with teachers in the preparation of individual learning plans and profiles and subsequent reviews (emotional and behavioural) for identified children and young people.
- To contribute and support the academy's work around trauma informed practice.
- To have knowledge of the Mental Health provision locally and nationally and to be responsible for their own Professional Development maintenance, updating knowledge and awareness through Continuing Professional Development.
- To be aware of, and comply with, policies and procedures relating to safeguarding and child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- To attend local authority seminars/meetings re ELSA work as required.
- To attend regular ELSA supervision meetings led by the Educational Psychologist.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.



- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
English & Maths GCSE Grade C or above, or equivalent	E	A
NVQ Level 2 in Supporting Teaching & Learning in Schools	D	A
Further training or qualification in working with children and young people with additional needs	D	A
Knowledge & Understanding		
An understanding of the developmental, emotional, social and educational issues of children and young people	E	A/I
Understanding of Complex Trauma and working with children/young people who are survivors of trauma	E	A/I
Professional knowledge and experience of working with Students with Medical/Clinically Diagnosed Needs i.e. ASD, ADHD, Attachment Disorder, FAS etc	D	A/I
Knowledge of local mental health and CAMHS Service	D	A/I
Understands the importance of assessment, reporting and recording of student progress	E	A/I
Skills & Abilities		
Able to demonstrate strategies for improving behaviour and sustaining high standards of learning and achievement for children and young people	E	A/I
Good written and verbal communication skills	E	A/I/T
Ability to take the initiative and work independently	E	A/I
Self motivated, well organised with a positive attitude	E	A/I
Positive communication and listening skills	E	A/I/T
Patience, tolerance and sensitivity	E	A/I
A mature and non-judgmental outlook	E	A/I
Experience		
Minimum of 1 years' experience of working with children and young people who have behavioural and social, emotion and mental health needs	E	A/I/R
Experience of working and liaising with external agencies	D	A/I/R
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A



Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application

I – Interview

T – Task/Activity

L – Lesson Observation

R – References



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