



Job Title: Emotional Literacy Support Assistant (ELSA) Job Description

Grade: 6

Post Number:

Responsible To: Lead SENCo

**Key Relationships/
Liaison with:** Teachers, Other classroom support staff, SENCo,

Job Purpose: Support children with social, emotional and behavioural difficulties to enable them to effectively access the curriculum. Encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills.
Build strong positive relationships with the community and be strong links for our more vulnerable families and children.

Occupational Standards: Supporting Teaching and Learning (STL) Level 3

MAIN DUTIES AND RESPONSIBILITIES:

1. Working with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life.
2. Establishing supportive, caring and secure relationships with children, and to be available to offer individual support and someone for a child to talk to.
3. Develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop children's emotional literacy skills and emotional wellbeing.
4. Creating, developing and producing resources for use with intervention programmes, as appropriate.
5. Ensuring that all records and notes are kept up to date, distributed and filed in accordance with the school's procedures, and that appropriate levels of confidentiality are maintained.
6. Working as directed by the SENCo/DSL and SLT, to support children in the above ways, either through regular interventions or ad-hoc sessions, as appropriate.
7. Provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention, under the supervision of senior staff.
8. Monitoring and assist with routine tasks such as cleaning equipment, tidying up and maintaining supplies of materials and equipment.
9. Run a lunchtime support club for identified children and Elsa Social Communications group..
10. Care and respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs).
11. May occasionally provide support with whole class supervision for teachers' planned lessons.

12. Deliver specialist programmes of intervention and therapy (once trained)- including SALT.

Planning and Organising

13. Plan and organise own work and/or intervention to meet given priorities.
14. Assess the range and volume of work to be undertaken for the days or weeks ahead and plan to ensure it is completed to time and to an appropriate standard.

Analysis reporting and documentation

15. Maintain and submit records following relevant school policies & procedures
16. Liaise with class based staff about the themes of the sessions and share advice/resources regarding how pupils can be supported

Working with Others

17. Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary.
- 18.. Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.
19. Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities
20. Embrace Supervision and networking opportunities with other ELSAs in the local area
21. Close liaison and working relationships with the SENDCo, Home-School Link Worker to best meet the needs of the pupils

Other duties the school may wish to include, not affecting the grade of the post:

22. To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
23. To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.
24. To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of

section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.



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	Essential	Desirable	How assessed
<u>Qualifications</u> <ul style="list-style-type: none"> NVQ 2/3 in Supporting Teaching and Learning, or equivalent OR Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post. Level 2 qualifications in maths/numeracy and English/literacy OR Able to demonstrate competency in literacy and numeracy equivalent to level 2. ELSA Training 		✓	App/Doc
<u>Experience</u> <ul style="list-style-type: none"> Experience of supporting teaching and learning in a formal setting. Supporting learning within the Early Years Foundation Stage &/or Key Stage 1 or 2 Previous ELSA experience. Have experience of working with children with medical needs. Experience of working with children on the Autistic spectrum 	✓		App/Int/ Ref
<u>Knowledge</u> <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. Knowledge and understanding the theory and practice of providing effectively for the individual needs of children 	✓		App/Int/ Ref
<u>Skills/Attributes</u> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Able to develop appropriate trustful relationship with specific children. Promote the school's aims and vision positively Develop good personal relationships within a team. 	✓		App/Int
	✓		Int/Ref
	✓		Int/Ref
	✓		Int/Ref
	✓		Int/Ref

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> Establish and develop close working relationships with parents, and the community. Communicate effectively. Promote a happy, challenging and effective learning environment. Use ICT to enhance children's learning. Use ICT as a day to day tool. Good interpersonal skills. Empathy with children and young people. 	✓ ✓ ✓ ✓ ✓		Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref
<u>General Circumstances</u> <ul style="list-style-type: none"> An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int
<u>Factors not already covered</u> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)