

ELSA Teaching Assistant

Job Description

Purpose of the Role

To support the emotional, social and mental wellbeing of pupils by delivering targeted Emotional Literacy Support (ELSA) interventions. The role will focus on helping pupils with Autism Spectrum Condition (ASC) and associated needs develop emotional awareness, resilience, and coping strategies to overcome barriers to learning and thrive both academically and socially.

Key Responsibilities

1. ELSA Intervention Delivery

- Plan, deliver and evaluate high-quality ELSA sessions on a 1:1 and small group basis
- Deliver structured programmes covering areas such as:
 - Emotional literacy
 - Anxiety and stress management
 - Self-esteem and confidence
 - Social skills and friendships
 - Anger management and emotional regulation
- Adapt interventions to meet the individual needs of pupils, particularly those with ASC
- Use evidence-based strategies and creative resources to engage learners

2. Supporting Pupils' Emotional Development

- Support pupils to identify, understand and regulate their emotions
- Develop pupils' resilience, independence and problem-solving skills
- Provide safe, calm and nurturing spaces where pupils feel able to express themselves
- Model and reinforce positive behaviours and coping strategies

3. Assessment, Monitoring and Record Keeping

- Identify pupils' needs in collaboration with the SENCo/ELSA Lead
- Set clear intervention outcomes and track progress against targets (e.g. SMART targets)
- Maintain accurate and confidential records of all interventions
- Evaluate the impact of support and adapt programmes accordingly

4. Collaboration and Communication

- Work closely with teaching staff, pastoral teams and SEND colleagues
- Share strategies with staff to support pupils' emotional needs in the classroom
- Liaise with parents/carers and external professionals where appropriate
- Contribute to review meetings, EHCP processes, and pastoral discussions

5. Wider Wellbeing Support

- Contribute to whole-school wellbeing initiatives and awareness events
- Provide drop-in or informal support sessions where appropriate
- Support vulnerable groups (e.g. disadvantaged pupils, young carers, EBSA pupils)
- Assist with transition support and key points of change in pupils' school journey

6. Safeguarding

- Safeguard and promote the welfare of children and young people at all times
- Follow all safeguarding policies and report concerns in line with school procedures
- Maintain accurate safeguarding records using the school's reporting systems
- Maintain confidentiality while adhering to safeguarding requirements

General Responsibilities

- Participate in supervision, training and continuing professional development (including ELSA supervision)
- Support the inclusive ethos and values of Venturers' Academy and E-ACT
- Work collaboratively as part of a multidisciplinary team
- Maintain professional standards, reliability and punctuality
- Undertake any additional duties appropriate to the role

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work

	• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSEs (or equivalent), including English and Mathematics at Grade C/4 or above	X		X		
	Understanding of the emotional, social and mental health needs of children and young people	X		X	X	X
	Understanding of the needs of pupils with additional learning needs, particularly Autism Spectrum Condition (ASC)	X		X	X	X
	Knowledge of the ELSA programme, principles and intervention approaches		X	X		X
Experience	Experience working with children or young people in an educational, care or youth setting	X		X	X	
	Experience building positive, trusting relationships with children and young people	X		X	X	
	Experience delivering targeted interventions (1:1 or small groups) to support emotional wellbeing		X	X	X	
	Experience working with pupils with Autism Spectrum Condition (ASC)		X	X	X	
Skills	Ability to build positive, professional and trusting relationships with children and young people	X		X	X	X
	Strong interpersonal and communication skills (both verbal and written)	X		X	X	X
	Ability to support pupils to understand and regulate their emotions	X		X	X	X
	Good listening skills and the ability to show empathy and sensitivity	X		X	X	X
	Ability to work calmly and effectively in challenging situations	X		X	X	X
	Strong organisational skills, including the ability to plan and deliver structured interventions	X		X	X	X
	Ability to maintain accurate records and monitor pupil progress	X		X		X
	Skills in delivering 1:1 and small group emotional wellbeing interventions		X	X		X