

EMOTIONAL LITERACY SUPPORT ASSISTANT (ELSA)

Responsible to: Special Needs Co-ordinator (SENDSCO), Headteacher

Grade: 8

Hours: 6 hours per week

Role:

To support children with emotional and behavioural difficulties to enable them to effectively access the curriculum.

To support and encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills.

To support children to make progress in learning through the delivery of specific interventions.

Work in partnership with: Emotional Learning Support Assistants may work with and receive instructions from a number of staff members, such as the SENDSCO, Headteacher and Class Teachers.

Duties: In relation to the pupils

To work with individual children and/or groups who are experiencing difficulties with emotional literacy or other aspects of school or home life.

To implement and review intervention programmes/targets designed by Educational Psychologist, teachers and/or other professionals as required.

To create, develop and produce resources for use with intervention programmes, as appropriate and may include social skills, emotional skills, friendship, bereavement and anger management groups.

To ensure that all records are kept up to date, distributed and files in accordance with the school's procedures, and that appropriate levels of confidentiality are maintained.

To liaise, and maintain good working relationships with other staff, parents, outside agencies etc. as required.

To provide information for and attend SEN reviews as required.

To liaise with the class teacher, Head of Year, Behaviour and Inclusion manager and SENDCO in the identification and targeting of children with emotional and behavioural problems.

Duties: In relation to the school

To comply with confidentiality requirements.

To work as part of the team in relation to individual pupils, liaising, advising and consulting where appropriate.

To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.

To attend appropriate internal and external in-service training.

To support the inclusion of pupils with special educational needs within the wider school community.

To attend staff meetings where required.

Any other tasks as directed by the Headteacher which fall within the purview of the post.

Supervision arrangements:

Periodic formal review of performance with SENDCO

Regular meetings for LS staff with SENDCO.

Periodic observation of support work and/or paperwork

Person Specification

KNOWLEDGE/QUALIFICATIONS	Essential	Desirable	Where
Elsa qualification	✓		D
Level 3 qualifications (A level or equivalent or significant experience)	✓		D
Level 4 qualifications (Foundation degree or diploma)		✓	D
Knowledge & understanding of Safeguarding, Health & Safety and Equality & Diversity	✓		I
Knowledge of current and recent developments in the field of supporting pupils with social and emotional needs		✓	A
Knowledge and awareness of equal opportunities and multi-cultural issues	✓		I
Clear understanding of the importance of absolute confidentiality	✓		I
Understanding of emotional regulation techniques	✓		A
Commitment to personal/professional development	✓		I
EXPERIENCE			
Experience of working with children and young people	✓		A
Experience of supporting children with social & emotional needs	✓		A
Previous experience of communicating with parents (written and verbal)		✓	A
Previous experience of setting / planning and reviewing learning objectives		✓	A
Experience of working collaboratively with colleagues and external agencies	✓		A
Experience of a similar role in a primary school		✓	A
SKILLS and ATTRIBUTES			
Ability to establish good working relationships and effective teamwork	✓		I/R
Ability to create a happy, challenging and effective learning environment	✓		R
Ability to establish a rapport with children, engaging them, keeping them focused and motivated	✓		R
Ability to respond effectively to children & adapt teaching approach	✓		R
Ability to work without direct supervision	✓		A/I/R
Ability to keep accurate records	✓		R
Excellent role model for pupils and staff	✓		I/R
Excellent organisational skills.	✓		I/R
Ability to remain calm under pressure, be flexible and methodical and meet deadlines against competing demands	✓		I/R
Enthusiastic and highly motivated	✓		I/R
Excellent listening and communication skills (verbal and written)	✓		I/R
Good standard of literacy and numeracy skills	✓		A/R
Understanding of the barriers to achievement & wellbeing and willingness to use innovative approaches to pupil motivation and pastoral care	✓		I/R
Effective IT skills and the ability to use IT to support pupils learning/access to the curriculum	✓		I/R
Commitment to ensuring excellent standards of behaviour at all times	✓		I
Set consistently high expectations of self & others. Be professional at all times	✓		I/R
Excellent interpersonal skills	✓		I/R
The ability to access a range of data/evidence to monitor/evaluate progress of pupils	✓		I
An understanding of the wider curriculum beyond school and the opportunities it provides for pupils	✓		I

A = Application I = Interview D = Document R = References