



Campion School
The best in everyone™
Part of United Learning

**CREATING
BRILLIANT
FUTURES**

Welcome to Campion School

APPLICATION PACK

Emotional Literacy Support Assistant (ELSA)

Salary: £25,918 FTE / £22,364.24 actual

Hours: 37.5 hrs/wk (8.00am-4.00pm Mon-Fri), 39 weeks

Start Date: ASAP

Closing Date: 20th May 2026 at 23.59pm

Proud to be Campion – Be part of something brilliant



Ambition ■ Respect ■ Integrity ■ Resilience

Campion School is seeking an Emotional Literacy Support Assistant (ELSA)

The ELSA will work under the guidance of the SENDCo to support the emotional and social wellbeing of students. The ELSA will develop and implement strategies to help students better understand and manage their emotions, build resilience, self-esteem, healthy coping strategies and improve their capacity for learning.

You will be ELSA trained, or willing to undergo the ELSA training; have experience of working with students in an educational or supportive role; have a strong understanding of emotional wellbeing, behaviour and SEMH needs; have empathy, patience and excellent listening skills; be a calm, reassuring presence with a genuine passion for helping students to succeed.

Campion School is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people can make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as you.

Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments. The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Ambition, Respect, Integrity and Resilience, and will have a working knowledge of how these will apply within a secondary academy context and within the role itself.

“Staff at Campion have high expectations of all pupils at the school, including those in the Sixth Form. There is an ambition that all pupils can achieve academically. As suggested by the school’s hashtag, pupils and staff are proud to be Campion.”

(Ofsted, November 2021)

Rewards and Benefits

Our pledge, to all our staff, is that by working for us you will benefit from more pay, more time and more support.

More pay.....	More time.....	And more support
<ul style="list-style-type: none">▪ We offer competitive salaries for support staff roles▪ Cash towards medical treatment▪ Generous staff discount scheme	<ul style="list-style-type: none">▪ Three extra INSET days for planning▪ At least one personal day a year	<ul style="list-style-type: none">▪ Great training for your career; excellent ongoing CPD and career development opportunities▪ Support for your wellbeing

A Message From The Principal



Dear Colleague,

Thank you for considering Champion School as the next step in your career. We are delighted that you are exploring the opportunity to join our team, and we believe that becoming part of Champion will be a truly rewarding experience.

Campion School is proud to be part of **United Learning**, a nationwide network of academies, primary schools, and independent schools. Our shared motto, *“The Best in Everyone,”* reflects our commitment to excellence and to helping every individual reach their full potential.

Our mission is clear: **“Creating Brilliant Futures.”**

Our vision is: **“To foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.”**

The safety and wellbeing of our students is at the heart of everything we do. We work together to provide every student with the best opportunities, focusing on character education to build confidence and resilience so they can achieve their goals and aspire to be the very best they can be.

At Champion, trust is fundamental. We trust our staff to perform their roles with professionalism while maintaining a healthy balance between work and personal life. You will find many initiatives to support staff wellbeing as you progress in your career with us.

Our school is on an exciting journey of improvement, and our students have high aspirations. Many go on to top universities and apprenticeships—and you could play a vital role in helping them achieve their dreams. People often say, *“I became a teacher to make a difference.”* At Champion School, you truly can.

Campion School is a special place, and we are confident it will only continue to grow stronger. We hope you will choose to join us and be part of something brilliant.

Thank you for considering Champion School - together, let's create brilliant futures.

Kim Bradley-Smith
Principal

“There are good relationships between staff and pupils. Pupils can talk to staff with ease, and pupils say that they feel safe at school.”

(Ofsted, November 2021)

“My department is very supportive and we work well as a team to ensure everything is done in the best way to support our students.”

(Staff Survey November 2025)

Why Work For Us?

The leadership of the school is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Detentions are conducted centrally by the Pastoral and Senior Teams. Teachers speak of this as one of the major benefits of working here.

In addition to this, teachers are trusted to be professionals through:

- No unannounced observations
- No lesson grading
- A feedback and recognition policy that lets teachers decide the best feedback mechanism for their own classes, rather than having this prescribed centrally
- Departments set their own feedback and recognition policy and have no expectation of teachers spending extra time marking
- 3 extra INSET days per year for collaborative team planning
- A genuine flexible working approach considered

“Leaders have revised the curriculum so that all pupils can study a broad range of academic subjects, including at least one modern foreign language. There are opportunities in all year groups to take on leadership roles, such as being an antibullying ambassador or head student. The aim of this is to create brilliant futures for Champion pupils.”

Ofsted November 2021



Our Vision

“To foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.”

Our Mission

“Creating Brilliant Futures”

Our Values

At Champion School we are committed to providing a friendly and safe environment for all students. Our values are at the heart of everything we do, and we strive to instil them in our students through our daily interactions, policies and practices.

We believe that the four core values that best define Champion School are:

AMBITION

- Aspiring to be the best people we can possibly be; and know what this looks like
- Aspiring to achieve the highest outcomes possible
- Aspiring to achieve the best jobs, college and university places

RESPECT

- Showing due consideration for the values, opinions and beliefs of others
- Understanding that we are all different from one another
- Respect for ourselves, others and the environment

INTEGRITY

- Doing the right thing, even when nobody is watching
- Being honest with yourself and others, even when in the wrong
- Having strong moral principles

RESILIENCE

- Not giving up, especially during adversity
- Embracing the challenges of learning at a high level
- Supporting each other to achieve

A School of Character

Campion School's Character Development Programme is delivered through the curriculum, assemblies, tutor time reading, PSHE and many other facets.

The Character programme is based on our core values:

- **Ambition** - aiming high, not just for what you want to be, but who you wish to be
- **Respect** - showing consideration for the views, opinions, and beliefs of others
- **Integrity** - doing the right thing, even when nobody is watching
- **Resilience** - never giving up

We promise our students leadership opportunities across every year group to ensure we develop them to be the leaders of the future. This strand of opportunity for our young people is one of many that we use to help develop their character.

Staff play a vital role in this development of students' character, and are expected to role model our values in all aspects of school life.

We fundamentally believe in nurturing talent within our staff body. Our in-house Continuous Personal Development Programme focuses on developing teaching and learning practices and techniques to ensure we become the best possible practitioners in the classroom. Further, we actively support staff in their CPD and ensure all leaders have formal leadership training through avenues such as the United Learning Leadership Development programmes as well as the National Professional Qualifications. Alongside this, we create succession planning for future senior positions.



Part of United Learning

Campion School is part of United Learning; a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing and our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.

“There is a strong work life balance mainly facilitated through the provision of United Learning curriculum resources, a flexible marking policy and offsite PPA.”

(Staff Survey November 2025)



About Northamptonshire

Northampton is nestled in a curve of the River Nene. It has great transport links direct into London or Birmingham by train in about an hour. It also has direct access to the M1. There is a wide range of attractions both in the town and the surrounding county, such as:

- Museums and theatres - northamptonmuseums.com, [The Royal and Derngate](#)
- Manor houses and gardens - [Delapré Abbey](#), [Castle Ashby](#)
- Great retail outlets - [Rushden Lakes](#)
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - [Cycle Northants](#)
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and watersports - [Stanwick Lakes](#)
- Great sporting scene – [Northampton Saints](#), [Northamptonshire County Cricket Club](#) & [Northampton Town FC](#)
- Picturesque golf courses - [Brampton Heath](#)
- Beautiful parkland and forests
- Canals and rivers





Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre



Stoke Bruerne

Job Description and Person Specification

Job Description – Emotional Literacy Support Assistant (ELSA)

Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

Reporting to:
SENDCo

Working hours:
37.5 hours per week, Monday-Friday 8.00am-4.00pm, term time plus training days (39 weeks)

Purpose

- To work with the SENDCo and SLT to support students who have social, emotional and mental health (SEMH) needs, including those experiencing emotion-based school avoidance (EBSA) or dysregulation
- To deliver planned, targeted and time-limited emotional literacy interventions, as part of the school's graduated response
- To support the planning, delivery and evaluation of appropriate intervention programmes, enabling students to develop emotional regulation and increase their ability to access learning

Safeguarding

- To uphold the school's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners

Key Responsibilities

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive

Working with Students

- To aid the students to engage as effectively as possible within a structured, supportive environment, both in small group situations and on an individual basis by, for example:
 - Clarifying and explaining expectations and routines
 - Supporting the students to access structured activities and intervention tasks
 - Motivating and encouraging the students through appropriate levels of reassurance and structured support
 - Using praise, commentary and guidance to encourage engagement and sustained participation
- To deliver planned ELSA interventions (1:1 and small groups), focusing on:
 - Emotional regulation
 - Anxiety management
 - Social interaction and communication
 - Self-esteem and resilience
 - Protective behaviours and independence
- To provide consistent check-ins and structured support to develop:
 - Emotional safety
 - Predictability and routine
 - Increasing tolerance of the school environment
- To support students to:
 - Understand and manage their emotions
 - Develop coping strategies

- Build positive relationships with peers and staff
- Prepare for adulthood
- To help students refocus following dysregulation, supporting them to re-engage with expectations, routines and targets.
- To use effective strategies to encourage students to make their own decisions and take increasing responsibility for their actions.
- To use strategies for recognising and rewarding achievements and progress towards independence and self-regulation

Intervention and Provision

- To plan and deliver structured, outcome-focused intervention programmes in line with identified need
- To contribute to the school's Access-Plan-Do-Review (APDR) process by:
 - Gathering information on student needs
 - Supporting the setting of clear, measurable targets
 - Delivering agreed provision
 - Providing feedback on progress and impact
- To ensure interventions are:
 - Time-limited
 - Clearly defined
 - Regularly reviewed
- To support transition and reintegration, including:
 - Preparing students for reintegration
 - Gradual exposure to learning environments
 - Supporting readiness for increased academic demand
- To work collaboratively with others to implement a consistent, positive approach to supporting emotional and behavioural needs

Knowledge and Understanding

- Demonstrate a secure understanding of the school's policy on inclusive education and equality of opportunity and apply this within your role
- Follow and implement the school's policies and procedures relating to behaviour, safeguarding and SEMH needs
- Recognise the impact of anxiety, trauma and emotional dysregulation on learning and behaviour
- Use effective verbal and non-verbal communication (e.g. tone, body language, proximity) to support positive emotional responses
- Apply appropriate strategies for de-escalation, emotional regulation and supporting recovery following dysregulation

Recording, Monitoring and Communication

- Provide clear feedback to relevant staff on student engagement, participation and progress
- Maintain accurate and up-to-date records of:
 - Intervention plans
 - Session delivery
 - Outcomes and impact
- Liaise with class teachers, SENDCo and other professionals, contributing to planning and review processes as appropriate
- Communicate effectively with parents/carers where appropriate and as directed
- Follow agreed school policies for communication and information sharing

CPD

- Undertake specialist ELSA training (or equivalent) and engage in ongoing professional development
- Participate in the school's CPD programme and performance management process
- Work as a member of a designated team and contribute positively to effective working relationships within the school

Other specific duties

- Assist with the supervision of students at agreed times
- Accompany staff and students on visits, trips and out-of-school activities as required
- Contribute to the wider life of the school community, including events such as open evenings and parent events

General

All school staff are expected to:

- Work towards and support the school's vision, values and objectives
- Fully subscribe to the school values of Ambition, Respect, Integrity and Resilience regarding themselves, the school and our young people
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the school's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to school policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the school and the pastoral care of the students in their charge. Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

“There is a real sense of ambition and a drive for excellence, and it feels great to be part of that.”
(Staff Survey November 2025)

Person Specification – ELSA

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
GCSE Maths and English (or equivalent)	E	A
Recognised qualifications or training relevant to the post	D	A
Safeguarding training (level 2 or above)	D	A
Emotional Literacy Support Assistant (ELSA) training/certificate	D	A
EXPERIENCE		
Experience of ensuring that the school safeguarding and child protection policy is adhered to and concerns are raised in accordance with the policy	E	A/I
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour	E	A/I
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD	D	A/I
Understanding of alternative and therapeutic interventions for student progression	D	A/I
Experience of working with multiple agencies	E	A/I
SKILLS, BEHAVIOUR AND PERSONAL QUALITIES		
Ability to work as part of a team but also to use initiative within the guidelines set by the school with tact and diplomacy	E	A/I
Ability to empathise with the needs of students and to be firm but fair and consistent	E	A/I
Ability to prioritise and manage time effectively	E	A/I
Ability to recognise and be sensitive to the individual needs of students	E	A/I
Have a warm and caring personality	E	A/I
A team player with the ability to establish good working relationships with staff, students and parents	E	A/I
Evidence of proficient IT skills and the confidence and willingness to use and adapt them	E	A/I
Effective and professional communication skills with the ability to engage young people and adults	E	A/I
A willingness to increase own knowledge and understanding of social, emotional difficulties and mental health	E	A/I
Ability to liaise with parents/carers in an appropriate way	E	A/I
Good communication skills, both written and oral	E	A/I

Highly adaptable and flexible	E	A/I
Ability to work in a way that promotes the safety and wellbeing of students	E	A/I
Willingness to learn and undertake training appropriate to the role	E	A/I
An understanding of how an additional adult in a classroom can add to progress	E	A/I
Ability to gain the confidence of students who are behaviourally challenging or socially withdrawn	E	A/I
Awareness of data protection and confidentiality	E	A/I
Knowledge and experience of delivering high quality interventions for learning	D	A/I



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#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

