



Job Description	L4 – Specialist Teaching Assistant
JOB TITLE	Emotional Literacy Support Assistant (ELSA)
JOB FAMILY	Education Support
PHASE	Primary
HOURS	30 hours per week, 38 weeks per year
REPORTING TO	SENCO/Inclusion Manager
RESPONSIBLE FOR	n/a
Job Purpose	
<p>To support the school with its responsibility for the development and education of children. Support pupils with physical, emotional and /or educational needs in accordance with school policy to meet the School's Aims.</p> <p>There may be a requirement to work with pupils with Education, Health and Care Plans or additional educational needs throughout the Key Stages.</p>	
Duties and Responsibilities	
<p>Under the direction of the Inclusion Manager/SENCO</p> <ul style="list-style-type: none">• With support, plan programmes of work to support children in learning specific new skills or coping strategies.• Help children learn to understand their emotions and respect the feelings of those around them.• Set clear programme aims (SMART targets) alongside teachers.• Create and maintain a climate of acceptance and easy communication.• Discuss with, and report back to the teacher and Inclusion Team on the planning and assessment of groups and individuals.• Organise and maintain the learning environment.• Plan and deliver individualised programmes of support for children to develop their emotional literacy, including:<ul style="list-style-type: none">○ awareness of own and other people's emotions○ development of an increased range of emotional vocabulary○ management of stress, grief, anger and conflict○ development of social interaction skills○ development of the ability to initiate and maintain friendships○ promotion of a realistic self-concept and good self-esteem• Support children on trips, with assessments and with other school activities.	



- Support children at break and lunchtimes when required.
- Promote planned behaviour strategies in class.
- Review and monitor progress.
- Attend meetings with other agencies as required.
- Support children in class on a 1:1 basis, developing emotional literacy skills, as well as providing curriculum support, enabling children to stay in class.
- Take children out of class and provide emotional support in order for the children to return to class.
- Meet and greet children and carers in the morning.
- Empathise with pupils and adapt strategies to support individual needs.
- Promote positive behaviour patterns, raise self-esteem and improve independent working in pupils to assist in their education and growth.
- Ensure that pupils receive their statutory Duty of Care in a caring environment.
- Be familiar with the toileting and medical needs of pupils with disabilities in order to meet individual pupils' needs as appropriate in the company of another adult.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the Inclusion Manager/SENCO
- Liaise with teachers and other support assistants about the needs and progress of children receiving support.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness



- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Other Areas of Responsibility

Provide clerical and administrative support, e.g. photocopying, typing, filing, collation of pupil reports.

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Penbridge School. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.



ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are



indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of an ELSA

Name:

Signed:

Date: