St Stephen’s Junior School

Job Description

Teaching Assistant (ELSA)

(Emotional Literacy Support Assistant)

**Salary**: Kent Range 5 - £22595 (pro rata for hours and weeks)

**Hours**: 29 hours per week

**Contract type**: Permanent

**Purpose of Post:**

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.

**Main Duties and Responsibilities**

* The ELSA will be expected to work with individual children or in groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life as identified by the class teacher or any other significant adult.
* To develop and maintain a space in school for ELSA/intervention work to be carried out.
* To establish supportive, caring and secure relationships with children, and be available to offer individual support and someone for a child to talk to.
* To 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 well-being.
* 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 filed 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 contribute to monitoring and recording pupils’ progress and providing relevant feedback to teachers.
* To liaise with the class teacher and SENCO in the identification and targeting of children with emotional and behavioural problems.
* To liaise with teachers in the preparation of individual provision plans and subsequent reviews (emotional and behavioural) for identified children.
* To attend relevant in-service training as appropriate.
* To lead TA training where necessary.

**Supervisory/Managerial Responsibilities Details**

* To attend supervision sessions run by Local Authority’s Educational Psychologists.
* To liaise with Senior Leaders as appropriate.
* To meet regularly with line manager to review ELSA work.
* To work within own competencies and level of development, under the guidance of the line manager.

**Communication**

* To attend local authority seminars/meetings re ELSA work as required.
* To lead parent information forums such as talks, coffee mornings and arrange training.

**Additional Information**

* Any tasks as directed by the class teacher or SENCO/ Head teacher to support the school in meeting the pupils’ needs. This job description may be amended from time to time in consultation with the TA concerned.

NB: The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing the character or general level of responsibility.

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| **Person Specification – Behaviour Lead** | | |
|  | **PERSON**  **Essential** | **SPECIFICATION**  **Desirable** |
| Education and Qualification | * GCSE A-C for English and Maths. * ELSA training and qualification. | * Wellbeing/ nurture training |
| Experience | * Experience of working with children in the capacity of an ELSA. * Experience of working collaboratively with SENCO / behaviour lead to support pupils. * Experience of working directly with pupils to positively support them to navigate and manage their school day. * Experience of supporting pupils in class to complete work through the use of specific resources and support. | * Experience of staff training on the principles of ELSA * Understanding of zones of regulation. |
| Skills and knowledge | * Ability to manage and diffuse challenging behaviour situations. * Ability to show empathy and patience to provide long term solutions to specific behaviour needs. * Ability to develop others knowledge and understanding of the behaviour process and systems in place. * Knowledge of pupils emotional and wellbeing needs and the impact that this can have on their behaviour and their learning. * Ability to track and monitor progress of pupils based on intervention and feed this back to class teacher and pastoral team. |  |
| Personal Qualities | * Ability to form positive relationships with pupils in challenging circumstances. * A commitment to equality and inclusion. * A commitment to ensuring the best for every child in our school. |  |