**JOB TITLE: Emotional Literacy Support Assistant**

**ACCOUNTABLE TO: Headteacher, Deputy Headteacher, Assistant Headteacher, SENDCO**

**RESPONSIBLE FOR: Pupils either 1-1 or groups**

**DATE: January 2025**

### Key Requirements and Accountabilities:

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

|  |  |
| --- | --- |
| **Role Purpose** | * To work collaboratively within the school community to instil in each child a love of learning for life that enables them to achieve beyond what they thought possible. * To promote the highest standards of education in a caring and supportive environment where children feel safe, secure and ready to learn. * Working with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life. * Establishing supportive, caring and secure relationships with children, and to be available to offer individual support and someone for a child to talk to. * To support the needs of some of our most vulnerable learners, to ensure they make progress towards their targets. * To share in the corporate responsibility for the well -being and discipline of all pupils. * To work to establish strong community links. |
| **Teaching and Learning** | * 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 wellbeing. * Working as directed by the SENDCo/DSL and SLT, to support children in the above ways, either through regular interventions or ad-hoc sessions, as appropriate. * Use of specialised equipment/tools. This may include overseeing an activity and or use of powered equipment. * Care and respond to pupils’ needs in routine, pre-agreed tasks (including routine medical needs) * May occasionally provide support with whole class supervision for teachers’ planned lessons * Establish constructive relationships with parents/carers * Provide clerical/admin support e.g. photocopying, typing, filing, money handling etc |
| **Planning** | * Plan and organise own work and or/intervention to meet given priorities * To deliver individual programmes over a specified time period that will support identified children or identified families’ wellbeing concerns linked to issues such as bereavement, anxiety, family separation, domestic violence or any other specific difficulty that may have an adverse effect on the wellbeing of individuals * Assess the range and volume of work to be undertaken for the days of the weeks ahead and plan to ensure it is completed to time and to an appropriate standard * Operate and check equipment is safe to use and properly adjusted, carry out appropriate maintenance and use equipment in the correct and safe manner. * Monitoring and assist with routine tasks such as cleaning equipment, tidying up and maintaining supplies of materials and equipment. |
| **Behaviour** | * Use effective behaviour management strategies consistently in line with the school’s policy and procedures * Maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment * Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour * Be consistent with dealing with any challenging behaviour, following the school’s behaviour policy * Liaise with class teachers and/or the school’s SENCO to support specific pupils with challenging behaviour * Support pupils with their independence and self-esteem when carrying out activities |
| **Working with others** | * Communicate effectively with other staff members and pupils, and with parents and carers * Communicate their knowledge and understanding of pupils to other school staff and education, health & social care professionals, so that informed decision making can take place on intervention and provision * Liaise with the SENDCo/DSL and SLT about any relevant matter as appropriate. * Respond to individual needs and/or answers simple queries politely and ask for assistance where necessary * Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities * Collaborate and work with colleagues and other relevant professionals within and beyond the school * Develop effective professional relationships with colleagues |
| **Other areas of responsibility** | * Promote the safety and wellbeing of pupils, and to help safeguard pupil’s wellbeing by following the school’s policies and procedures regarding safeguarding, reporting any incidents of concerns directly to the Designated Safeguarding Lead or via the school’s reporting system, CPOMS. * Maintain and submit records following relevant school polies and procedures * Support the aims and ethos of the school, behaving in accordance with the school’s Staff Code of Conduct * To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health & safety of themselves and others * Read and follow the relevant school policies * Undertake training required to develop in the role * Attend school INSET days when applicable and staff meetings where possible * Take part in the school’s appraisal policy * Take opportunities to build skills, qualifications and or experience needed for the role, with support form the school * To comply with the school’s First Aid policies and procedures, ensuring all accidents are recorded appropriately and that parents are informed * Deliver first aid to respond to minor and major incidents * Make a positive contribution to the wider life and ethos of the school * Respect individual differences and cultural diversity * Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within the and outside the school * Undertake any other necessary tasks under the direction of the Headteacher or member of the School’s Leadership Team |

**Person Specification**

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| **QUALIFICATIONS AND EXPERIENCE** | |
| Good level of education to at least GCSE standards or equivalent including Maths and English grade A-C.  ELSA qualification.  Awareness of adverse childhood experiences and trauma.  Willingness to undertake relevant training.  To be committed to continual personal and professional development. | First aid training.  Safeguarding training.  DSL Training.  Experience of working in a school, working with children  Experience of supporting children with SEND and English as an additional language.  NVQ in Supporting Teaching and Learning or equivalent.  Positive handling qualification or willingness to train in this area. |
| **SKILLS AND ABILITIES** | |
| Competent in a range of IT tools.  Good literacy and numeracy skills.  Able to design appropriate resources and interventions to meet a range of SEMH (social, emotional and mental health).  Demonstrate good organisation skills  Ability to build effective working relationships with pupils and adults.  Experience and ability to work collaboratively with outside agencies as necessary.  Understanding the needs to children.  Child development and the ways in which children learning.  Understand the importance of safeguarding and promoting the welfare of children.  The ability to remain calm in stressful situations. | The ability to monitor, record and make basic assessments about individual progress and write appropriate reports.  Ability to facilitate and sometimes organise extended services opportunities that would benefit parents/carers. |
| **PERSONAL QUALITIES** | |
| Enjoyment of working with children.  Ability to work in a team.  Willingness to adopt a flexible approach.  To be committed to equality, diversity and the inclusion of all.  Professionally discreet and able to maintain confidentiality.  Empathy with children.  A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.  Well organised, enthusiastic, energetic, and reliable.  Self motivated and able to take initiative and responsibility. |  |

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.