

ELSA Job Description

Job Purpose and Objectives

Details:

- 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.

Personal and Professional Conduct

- Show professionalism by having proper regard for the ethos, policies and practices of the academy.
- Consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
- Develop and sustain effective relationships within the academy community.
- Have regard for the need to safeguard children's wellbeing by following statutory guidance along with Trust/Academy policies and practice.
- Respect all individual differences and cultural diversity.
- Commit to improving own practice through self-evaluation and awareness.

Personality

- Has a warm personality and is able to stay calm under pressure.
- Demonstrates good interpersonal skills with children and adults.
- Is able to build trusting relationships with children who are either externalising or internalising their social emotional wellbeing needs.

Competencies

While no formal pre-qualifications are specified, the following competencies are essential:

- Enjoys learning and has good communication skills
- Has the capacity to understand and apply psychological concepts introduced through ELSA training and supervision
- Thinks creatively
- Is able to plan programmes of support that incorporate variety, interest and pace
- Is able to keep succinct records of involvement

Main Duties and Responsibilities

Details:

- Plan and deliver individualised programmes of support for 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. This may include:
 - Awareness of own and other people's emotions
 - Development of an increased range of emotional vocabulary
 - Management of stress, grief, anxiety, anger and conflict
 - Development of social interaction and friendship skills
 - Promotion of a realistic self-concept and good self-esteem
 - Coping with significant life changes including loss and bereavement
 - Emotional based school non-attendance
- To establish, 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 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. required.
- To contribute to monitoring and recording pupils' progress and providing relevant feedback to teachers.
- To liaise with the class teacher and Inclusion Leader in the identification and targeting of children with emotional and behavioural problems.
- To liaise with teachers in the preparation of individual SEND Arrangement Plan's and subsequent reviews (emotional and behavioural) for identified children.
- To attend in-service training as appropriate.
- To attend supervision sessions run by Local Authority's Educational Psychologists.
- To liaise with Senior Leaders as appropriate.
- To meet regularly with Inclusion Leader to review ELSA work.
- Share knowledge and ideas from training/supervision sessions with other school staff as appropriate
- Much of the work undertaken within the academy is of a highly confidential nature. The post holder must at all times maintain confidentiality.
- To lead parent information forums such as talks, coffee mornings and arrange training.
- To attend regular ELSA supervision meetings led by the Educational Psychologist.
- To take on some DSL responsibilities (training will be provided) to help support children and families when there are particular difficulties

Additional Information

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. It may be amended from time to time in consultation with the post holder concerned and duties may vary from time to time without changing the character or general level of responsibility.