



Learn. Grow. Achieve. Flourish
St Mary's C.E. Primary School

ELSA with Support Staff Duties Candidate Pack

St Mary's Church of England Primary School



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St Mary's CE Primary School is committed to promoting equality. We are also committed to safeguarding and promoting the welfare and safety of all our pupils. We expect all staff and volunteers to share this commitment.

The successful candidate will be subject to a successful and enhanced DBS (CRB) clearance, and reference check.



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ELSA with Support Staff Duties Candidate Pack

Contract: Full time and Fixed Term
Start Date: Appointment of a Suitable Candidate

We are a thriving 3 form entry primary school with a nursery, located near Slough town centre and close to Datchet, Eton and Windsor. If you are interested in supporting children with their learning and want to be part of a great team, then St Mary's is the place for you.

ELSAs are *Emotional Literacy Support Assistants*. They are teaching assistants who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

We are looking for someone who:

- Has a patient and encouraging approach.
- Has a passion for supporting teaching and learning.
- Has high expectations of achievement and behaviour.
- Is enthusiastic with a caring attitude.
- Is keen to work as part of a team, is very flexible and has experience of working with primary school age children.
- Is prepared to attend to pupils' personal needs including First Aid matters.
- Is discreet and able to maintain confidentiality.
- Is prepared to carry out lunchtime supervision when children play and eat their lunch.
- Is prepared to support children with Special Educational Needs in small groups and /or in 1:1 situations
- Has good organisational and IT skills.

In return, we can offer you:

- ELSA training from educational psychologists on aspects of emotional literacy including emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills, loss, bereavement and family break-up.
- ELSAs supervision from educational psychologists once every half term in a local group.
- A caring ethos with support from dedicated ELSA lead, leadership team and colleagues.
- A positive, friendly and resource-rich learning environment.
- Excellent professional development and career opportunities.
- An inclusive school which thrives on equality and diversity.

To arrange a visit or for any other information or questions, please contact our HR Mrs. L. A. Brown.

- Email: HR@stmarys.slough.sch.uk
- Telephone: 01753 534791.

- An application form is available on the school website: [Home - St Mary's Church of England Primary School About Us, Vacancies.](#)

Please return your completed application form to Mrs L A Brown at HR email address. CVs will not be considered.

- **Closing date:** Appointment of a Suitable Candidate

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Job Description

- Job Title: ELSA with Support Staff Duties
- Reporting to: Headteacher
- Location: St Mary's C.E. Primary School, Yew Tree Road, Slough, SL1 2AR
- Hours of work: Monday to Friday, term time only.

Main Purpose of the Post

- To use ELSA training to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.
- To support the work of class teachers by managing/preparing resources and the classroom environment for children, including those with specific learning or behaviour needs who may/may not be supported by Education, Health and Care Plans.
- To work with teachers to support the delivery of the curriculum and to help implement necessary strategies to support children to learn, grow, achieve and flourish.
- To identify and champion opportunities to develop successful social interaction and encourage peer support.

Key Accountabilities

- Promoting and safeguarding the welfare of children in accordance with the school's Safeguarding and Child Protection Policy, Behaviour Policy and SEND Policy.
- Attend ELSA training days and ELSA group supervision sessions led by an Educational Psychology Service.
- Plan and deliver individualised programmes of ELSA support for children to develop their emotional literacy, including: - 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.
- Plan and deliver programmes of support to small groups of children to develop resilience skills.
- Write succinct session plans and add subsequent evaluative comments.
- Liaise with teachers/line manager about the needs and progress of children receiving support.
- Share knowledge and ideas from training/supervision sessions with other school staff as appropriate.
- Meet regularly with line manager to review ELSA work.
- Assist with the preparation of specialist resources for individual children where required.
- Provide guidance and direction for the arrangement of the classroom to meet the needs of children.
- Work alongside teachers to enable children to meet their learning targets.
- Work alongside external staff where required to ensure that specific programmes of intervention, e.g. physical therapy/speech and language programmes are integrated into the daily plan.
- Liaise with external staff where required and ensure that information from visits is shared with the class teacher/SENDCo.
- Work collaboratively with parents/carers, a broad range of professional and voluntary bodies, in line with school policy.
- Liaise with the class teacher and SENDCo to ensure that children with additional needs are supported to make progress in the school.
- Administer (following specific training) and keep records of a child's medication/feeding (if appropriate).
- Undertake training for meeting the physical and medical needs of children, if required.
- Attend meetings pertaining to the role they do.
- Maintain records of evidence for children for whom Education, Health and Care Plans may be a future option.
- Provide support for and attend off-site visits as requested.
- Help organise and run specific intervention and pastoral groups.
- Help with the induction of new children with additional needs or teachers new to the school.
- Promote self-esteem by praising effort and ensuring identifiable success for all children.
- Contribute to reports/provide reports for review meetings.
- Provide written/oral feedback to teachers as required.
- Engage actively with professional development opportunities.

Note: This job description is not necessarily a comprehensive definition of the post and the particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the senior leadership team and the post holder.

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Person Specification

| Key Criteria | Essential | Desirable |
|---|--|--|
| Qualifications And Training | <p>Strong academic record including maths and written English GCSE Grade C (or equivalent). (Please include this information on your application).</p> <p>Numerate.</p> <p>Training or experience in appropriate areas, e.g.</p> <ul style="list-style-type: none"> Teaching early reading EYFS department SEND department Primary national curriculum | <ul style="list-style-type: none"> Emotional Literacy Support Assistant NVQ Level 3 teaching assistance or equivalent qualification or experience. Achieved or working towards Higher Level Teaching Assistant standard. First aid training. Fluency in another community language. |
| Competence Summary (Knowledge, abilities, skills, experience) | <ul style="list-style-type: none"> Experience of supporting children within the EYFS, Key Stage 1 or Key Stage 2 departments in a school/nursery setting. Able to plan and deal with conflicting priorities in organising own work schedule. Able to use school ICT systems to support learning and perform a range of administrative tasks. Able to use other equipment, e.g. video recorder, photocopier and relevant specialist equipment. Able to undertake a range of administrative procedures to support the teacher. Able to relate to and communicate well with children and adults, motivate pupils to learn, clarify and explain instructions to pupils and respond sensitively and flexibly to competing demands. Able to deliver educational work programmes, evaluate and implement strategies to enhance learning. | <ul style="list-style-type: none"> Teaching and supporting children with SEND. Good working knowledge of child development and learning processes, relevant policies/codes of practice, national curriculum, relevant learning programmes/strategies and awareness of relevant legislation. Able to prepare/display relevant resources/materials for teaching and learning activities. Able to assist with the organisation of the learning environment. |
| Work-related Personal Requirements | <ul style="list-style-type: none"> Knowledge of safeguarding and promoting the welfare of children. Supportive of the Christian ethos of the school. Able to work with pupils within the school's agreed behaviour management policy. Confidentiality and sensitivity. Enthusiastic and enjoy working with children. Hardworking, flexible and motivated. Team player and excellent interpersonal skills. Committed to equality of opportunity. Able to demonstrate relevant practical skills for resource preparation. Confident to take the initiative. | <ul style="list-style-type: none"> Able and competent to supervise whole classes. Ability and experience of communicating with parents within school or nursery context. Skills and interests that could help enrich children's learning e.g. Modern foreign language, cooking, gardening, playing a musical instrument, leading choir, leading a club etc. |
| Other Work Requirements | <ul style="list-style-type: none"> Able to identify own training needs and actively seek learning opportunities, share knowledge with others, support their development and participate in training and development activities. Ability to undertake lunchtime duties. | <ul style="list-style-type: none"> Comfortable with managing the personal care of children, including changing of soiled or wet clothing. Driving licence - able to drive a minibus. |