



## **Emotional Literacy Support Assistant (ELSA)**

**SCP 5-12 FTE £19,312-£22,183**

**Actual Salary £14,103 - £16,200 (starting point depending on qualification and experience)**

**35hrs per week: Monday – Friday, term time only plus 2 inset days**

**Deadline: Midday Monday 7<sup>th</sup> February 2022**

**Interviews Thursday 10th February 2022**

The Governors and Principal are seeking an ELSA to work with pupils primarily in the primary phase of the school. Experience and ELSA training is desirable but not essential as full training and support to complete the ELSA qualification will be given.

The ELSA is a key post in our school which is centred around supporting children to understand and regulate their own emotions whilst also respecting the feelings of those around them. Our emotional literacy support provision helps children to develop the social and emotional skills they need to flourish in school. Working in small groups or as a 1:1, our ELSAs work with colleagues in the wider school community, along with parents/carers and outside agencies. If the successful applicant is not qualified as an ELSA, the school will support and fund training to achieve this qualification. Once qualification has been achieved, as part of the performance management process, salary will be reviewed.

The ELSA post is challenging but extremely rewarding. The successful candidate would have a passion for nurturing, challenging and inspiring children so all make excellent progress. They need to be able to work as part of a small team and be expected to contribute to its development, have a positive attitude towards personal development and the ability to maintain confidentiality.

The successful candidate will be required to remain an employee of Chichester Free School for a set period to ensure the ELSA qualification has been successfully achieved. Achieving the qualification will be a required part of the job role.

### **The School**

CFS is a non-profit making, state-funded school, established in response to real demand within the local area for a greater variety of schools. We have been open since 2013, and are now fully established in our state-of-the-art facilities on the Carmelite Convent Site on the Hunston Road in the south of Chichester. We are full in all year groups from Years R to 11, with waiting lists in most phases of the School. Our PAN is 60 in primary, and 120 in secondary.

Since 2013, CFS has achieved two 'Good' Ofsted Inspections and three years of average Progress 8 at GCSE. Our 4+ English and Maths results have consistently been significantly above the national average. Outcomes in Primary are also strong and improving. As a school we are now striving to be outstanding and to achieve above average outcomes in all phases. Our values of 'nurture, challenge and inspire' influence everything we do as a school, and permeate all areas of school life.

CFS is open to pupils of all abilities. We do not have a catchment area, thus ensuring the School is fair and inclusive. We take part in the West Sussex County Council (WSCC) admissions process. As a Free School we benefit from the same freedoms and flexibilities as academies, and are subject to the same Ofsted inspections and rigorous standards as all state schools.

For more information on our ethos and values, prospective applicants are strongly encouraged to look at our website: [www.chichesterfreeschool.org.uk](http://www.chichesterfreeschool.org.uk).

### **The Team**

This role will be predominantly supporting children from reception to year 7. You will work closely with the school SENDCO and wider primary team. This team provides support in a range of ways which can consist of in class support, small group intervention and working 1:1 with pupils.

### **The Role**

CFS is looking to appoint an exceptional ELSA to work with pupils in all stages of the primary school and during transition into year 7. This position will include:

- Receive, supervise pupils and plan activities for pupils excluded from, or otherwise not working to, a normal timetable who are accessing our Nurture provision.
- Support, plan and deliver the implementation of agreed learning activities and teaching programmes for groups of children who are not able to fully access the curriculum, adjust activities according to pupil responses and needs.
- Prepare and use specialist equipment, plans and resources to support pupils.
- Use the Boxhall profile to assess and inform planning
- Support the assessment of pupils to determine those in need of particular help and support.
- Assist the teacher with the development and implementation of individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.
- Support the class teacher to develop one to one mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance.
- Support the challenge and motivation of pupils, promoting and reinforcing self-esteem.
- Provide objective and accurate feedback to other staff on pupil's achievement, progress and other matters as requested.
- Assist with the gathering of information and updating of records and contribute to the review of systems or records, as directed by the teacher.

- Develop good relationships with parents and carers, including exchanging information and facilitating their support for their child's attendance.
- Assist with the development, implementation and monitoring of systems relating to attendance, integration and Early Help.
- Provide appropriate administration support e.g. phone calls; dealing with correspondence; compilation of data / information on attendance and exclusions.
- Assist with the supervision of pupils on visits, trips and out of school activities as required.
- Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school.
- Communicate effectively with other agencies/professionals, in liaison with the SENDCO, to support achievement and progress of pupils.
- Be aware of, and comply with, policies and procedures relating to child protection; health and safety; confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.

Supporting the teacher (and other professionals as appropriate) by:

- assisting in the development of suitable programmes of support and resources for children, including those with identified additional needs
- working with identified children and focus groups
- contributing to the assessment of children's learning and the maintenance of records
- contributing to reviews (both statutory and non-statutory) of the children's progress
- participating in the evaluation of the support programmes
- providing regular feedback about the children to the teacher
- keeping appropriate records as required e.g. behaviour logs, personal information, meeting minutes etc

Supporting the school achieve its aims by:

- being aware of and following relevant school procedures and policies
- promoting positive links between home and school and the wider community
- respecting the sensitivity and confidentiality of information about the children and the school in general
- being aware of daily and forthcoming events
- being a positive role model for the children and parents
- maintain positive professional relationships with all colleagues
- actively promoting the ethos and vision of the school
- supporting school trips and visits
- attending relevant in-service training
- undertaking other duties as required
- take appropriate action to support child protection and the safeguarding of children

The successful candidate will:

- Have a special interest in supporting the social and emotional development of children.
- Be committed to gaining the ELSA qualification including any additional study required outside of working hours.
- Have the ability to work with all pupils across different key stages.
- Provide a high standard of physical, emotional, social and intellectual care for children in all key stages.
- Support the classroom teachers and help to facilitate the active participation of the children in the social and academic activities of the school.
- Contribute to raising standards of achievement for all pupils.
- Work closely with the SENDCO and wider SLT to support and improve outcomes for children with additional needs
- Implement and support the daily routines within the school.
- Help with the planning and implementation of a programme of activities suitable to the age range and to prepare and complete activities to suit each child's stage of development
- Contribute to the development and provision of a high-quality learning environment, which will meet the individual and collective needs of all children
- Regularly evaluate the children's development and contribute to record keeping
- Support the delivery of key elements of school provision
- Support all school staff towards maintaining a good team working relationship
- Liaise with and support parents and other family members as directed by the SENDCO
- Work alongside the teaching staff
- Observe School policy on health and safety requirements and being aware of any subject specific health and safety requirement, ensuring that they are implemented appropriately at all times
- Attend 2 inset days and all training sessions as required by the School
- Take part in the professional appraisal process as required by the School
- Commit to the Code of Conduct for Staff as detailed in the School's Employment Manual
- Develop and maintain good relationships with parents and the local community

All staff at CFS commit themselves to contribute fully to the ethos and life of the School in and outside the classroom.

**CFS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Principal'. The successful applicant must obtain List 99 clearance and DBS clearance at enhanced level.**

## Person Specification

The School will seek to identify these attributes through the recruitment and selection process of application, certification, interviews, professional references and observation.

### Qualification/Attainment

a. English and Maths GCSE grade C or above or equivalent	Essential
b. Have a current ELSA qualification	Desirable
c. Degree, A levels, NVQ qualifications	Desirable
d. Appropriate qualification related to working with children	Desirable
e. First Aid training	Desirable

### Experience

a. Previous experience of working within an educational setting	Essential
b. Experience of working with pupils with additional needs	Essential
c. An understanding of the role of the teaching assistant and other professionals working in the classroom	Essential
d. Awareness of and compliance with school procedures and policies, including child protection and reporting any concerns as appropriate	Essential
e. Understanding the principles of child development and learning processes	Desirable
f. Knowledge of national curriculum and other learning programmes	Desirable
g. Knowledge of supporting schools in applying for additional arrangements in exam situations	Desirable

### Skills Required

a. Ability to act on own initiative	Essential
b. Ability to motivate and encourage children	Essential
c. Ability to observe and monitor progress; and maintain records	Essential
d. Ability to work from instructions and own initiative	Essential
e. Able to maintain confidentiality	Essential
f. Willingness to participate in training and performance management, including self-evaluation of learning needs	Essential
g. Ability to teach a small group of children	Essential
h. Ability to deal with behavioural needs	Essential
i. Willingness to support additional offsite educational activities	Essential
j. Willingness to assist and participate in the wider aspects of school life	Essential

### Attitude/approach

a. A deep and passionate commitment to the values and ethos of CFS	Essential
b. Developing and sustaining a learning culture that has the Chichester free School ethos at its core	Essential
c. High expectations and standards of achievement for all	Essential
d. Commitment to promoting the health, welfare and safeguarding of children	Essential
e. Good communication skills with both adults and children	Essential
f. Calm and patient	Essential
g. Caring	Essential
h. Resilient and realistic	Essential
i. Team player	Essential
j. Positive role model	Essential
k. flexible attitude	Essential
l. smart and professional	Essential

### Safeguarding

a. Commitment to promoting the health, welfare and safeguarding of children	Essential
b. Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school	Essential

### The Recruitment Process

For further information and informal discussion about this post, please do not hesitate to contact Sue Moon on [hr@chichesterfreeschool.org.uk](mailto:hr@chichesterfreeschool.org.uk) or on 01243 792690.

Candidates should complete an application form and supporting statement addressing the criteria presented in the role description and person specification. Completed applications should be sent to [hr@chichesterfreeschool.org.uk](mailto:hr@chichesterfreeschool.org.uk) by **Midday on Monday 7<sup>th</sup> February 2022**.

Short-listed candidates will be invited to interview on **Thursday 20<sup>th</sup> February 2022**.

A formal contract will be issued once the successful applicant has been appointed. It will be offered subject to a Disclosure and Barring Service (DBS, formerly CRB) check.