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| **Emotional Literacy Support Assistant (ELSA)** |
| We know from experience that things change throughout the lifetime of a role and so this JD isn’t a list of everything you will do – this gives our people the chance to play to their strengths. |
| **How you will make an impact…** |
| * Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values. * Taking responsibility for your own development - that way we can make the biggest impact! * We are always looking for someone who can contribute to our growth. * More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we’d love it if they resonate with you too. |
| **About the role…** |
| **Main purpose of the role:**   * To support students with emotional difficulties to enable them to effectively access the curriculum. * To support and encourage a learning environment throughout the school which allows students to acquire and develop emotional literacy skills. * To provide specific assistance to students working one-to-one and with small groups. * To have a clear understanding of the range of difficulties that students present within mainstream schools and to be able to demonstrate suitable strategies which can be implemented to enable these children to fulfil their potential and partake fully in all aspects of the National Curriculum and school life.   **Key accountabilities:**   * To work under the direction of the Safeguarding Manager and working closely with members of staff within the Safeguarding Team and Learning Support team. * Attend meetings in the Learning Support department and work closely with the SENDCo and Safeguarding Manager to ensure most effective provision is in place. * To work with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life. * To support SEMH students in class when required. * To establish supportive, caring and secure relationships with students and to be available to offer individual support and someone for a student 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 student’s emotional literacy skills and emotional well-being. To monitor and evaluate the success of these initiatives. * To establish success criteria and to provide evidence of progress. * To assess and develop programmes to support the needs of students within the Foundation pathway. * To implement and review intervention programmes designed by Educational Psychologists and SEN staff. * To create, develop and produce resources for use with intervention programmes, as appropriate. * To ensure that all records and case notes 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 promote respect, self-esteem and a positive, inclusive ethos for all students and adults throughout the school. * To contribute to monitoring and recording pupils’ progress and providing relevant feedback to SENDCo and teachers. * To provide welfare support to the children, including administering First Aid (training provided) and attending to personal hygiene and identified medical needs as required. * To assist with general school duties, which may include setting up classrooms, preparing resources and displays and tidying and clearing away * When required, supervise students during break, lunchtime, and before and after-school. * To oversee a lunchtime clubs/drop-in sessions designed to support SEN students. * As a member of support staff, contribute to the Fire Evacuation procedures acting as a sweeper for a key area when required.   **General Information**   * The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. * The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. * Therefore, it is the postholder’s responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation. * The above duties may involve having access to information of a confidential nature which may be covered by the GDPR. Confidentiality must be maintained at all times.   **As a member of staff of The Trust**   * Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance * Role model high levels of literacy and numeracy including modelling appropriate language * Aspire to develop own professional skills and qualifications * Use all forms of social media appropriately * Take responsibility for the reputational management of all sites across the Trust * Contribute to systems of evaluation and performance of the organisation positively |
| **About you…** |
| This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:  **Qualifications and Training**  Essential   * Good basic level of education including GCSEs in English and Maths * Evidence of commitment to personal and professional development. * Level 2 Literacy and Numeracy. * ELSA qualification   Desirable   * SEN qualification, e.g. NVQ Level 2 Supporting Teaching and Learning.   **Experience, Knowledge and Skills**  Essential   * Experience of working with children and/or young people with SEN, preferably in a Secondary school environment. * Evidence of experience to support the required duties as specified in the Job Description. * Evidence of working with students with a range of difficulties including behavioural difficulties. * Able to demonstrate evidence and knowledge of strategies that can be implemented to promote inclusion. * Knowledge of a range of special educational needs. * Knowledge and understanding of Child Protection and Safeguarding issues in Schools. * To have a clear understanding of the range of difficulties that students present in mainstream schools and to be able to demonstrate evidence and knowledge of strategies which can be implemented to enable these children to fulfil their potential and partake fully in all aspects of the curriculum and school life. * Knowledge of the curriculum and an understanding of the expected progress students should make. * To have an awareness of any relevant legislation, policies and practices in relation to SEN.   Desirable   * Experience of delivering intervention programmes to small groups and/or individuals. * Experience of assessing student progress. * Experience of evaluating the success, or otherwise, of intervention programmes. * Knowledge of SEN Code of Practice and how this informs day-to-day practice within a secondary school. * Knowledge of emotional literacy. * Ability to set up and run games for students with a physical handicap * A greater understanding of supporting students in Literacy, Numeracy and Science   **Values and Personal Competencies**  Essential   * High levels of organisational and self-management skills. * Ability to develop effective professional relationships with students and staff. * Good communication skills, both written and spoken. * Appropriate awareness of health and safety in relation to area of work. * Effective team player * High levels of personal and professional integrity. * Personal impact and presence to inspire respect and confidence in students, colleagues and parents. * Confidentiality. * Self-motivation and willingness to accept responsibility. * Commitment to the School ethos of respect and inclusion for all. * Commitment to the safety and welfare of students. * A positive role model for young people and colleagues. * Energy, enthusiasm, optimism and ambition. * Excellence of day to day contribution and reliability. * Ability to follow instructions for the SENDCo and teaching staff.   Desirable   * Good IT skills. * Level of fitness required to support students in practical lessons, including PE * Willingness to get involved in wider extra-curricular activities. * Willingness to contribute to and participate in continuous professional development. * Committed to the values and vision of the Trust. * Team focused with the ability to work independently and take initiative. * Committed to equality, diversity and inclusion. * Strong morals, ethics and sound judgement. * A role model of the Trust’s Values. |