



Job Description: Emotional Literacy Support Assistant (ELSA)

Location: King's Academy Easthampstead Park (KAEP)

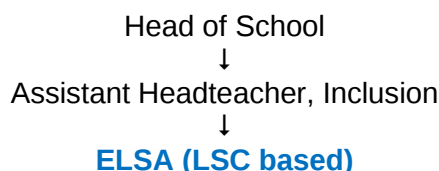
Department: Learning Support

Pay Grade: KGA03 (points 3 to 4) – FTE £25,525 to £25,930 starting on £13.23 per hour

Actual Starting Salary: £18,834 per annum inclusive of London Weighting and Holiday Entitlement

Core Hours: 32.5 hours per week (flexibility required), Monday to Friday, 8.30am to 3.30pm (includes a 30 minute unpaid break). Term time only.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE



The job description identifies the responsibilities attached to your post.

This job description is subject to amendment from time to time within the conditions of employment, as the needs of the school require, but only to an extent consistent with those conditions of employment and only after consultation with you.

All post holders are expected to support the schools' vision, values and beliefs and familiarise themselves with school policies and procedures and to reinforce these with students, parents and partners where appropriate.

All employees working with children, young people and vulnerable adults are responsible for safeguarding and promoting their welfare.

Job purpose

The primary role of ELSAs is to support successful learning in the classroom. ELSAs liaise closely with teaching staff to help students with learning or emotional difficulties to concentrate, access the curriculum and fulfill their potential. Some of our students have an Educational Health Care Plan (EHCP), which goes beyond the ordinary resources of the school.

The ELSA is there to support their learning whilst supporting any emotional needs. Therefore, it is essential that the ELSA can establish a purposeful and trusting relationship with the individual. 'Firm, fair, friendly and approachable' would be appropriate words to describe the relationship between the ELSA and student. You will be working in collaboration with Heads of Departments and Heads of Year.

The role is primarily based in our LSC (Learning Support Centre).

There is a career structure in place to enable particularly skilled, experienced and ambitious Learning Support Assistants to progress either to a more specialised position or into teacher training.

Designation of post and position within the Department Structure

The post holder works closely with, and is line managed by, the Assistant Headteacher Inclusion, who is the school SENCO (Special Educational Needs Co-ordinator) and leads on work in support of students designated as pupil premium.

Main Duties and Responsibilities

- Working with identified children and young people in order to help overcome barriers to learning related to anxiety and mental health difficulties, as well as building confidence and resilience by facilitating access to learning.
- Establish supportive relationships with students.
- Support students with the management of stress, grief, anger and conflict.
- Provide dedicated time to listen and work with individual students 1:1.
- Support students with learning within the LSC so they can keep up with work within the classroom and successfully re-integrate into the classroom.
- Support the successful re-integration of students who experience emotional based school avoidance to access the LSC and then re-integrate into lessons.
- Write succinct session plans and add subsequent evaluative comments.
- Liaise with teachers and other support assistants about the needs and progress of students receiving support within the LSC.
- Attend meetings and liaise with parents for those students who may be accessing the LSC.
- Work within own competencies and level of development, under the guidance of the line manager.
- The post holder is responsible for ensuring that the school child protection policy is adhered to.
- To undertake other duties appropriate to the grading of the post as required cerns are raised in accordance with this policy.

The Learning Support Team

Learning Support Assistants are seen as fellow professionals in the classroom; both teacher and LSAs are there to support learning and ensure students fulfil their potential. Teaching staff realise that LSAs are often experts and can advise them about strategies to deal with a variety of learning needs.

The Learning Support team have developed skills in understanding Dyslexia, Dyspraxia, Asperger's Syndrome and ADHD. Courses are available and the school is happy to support LSAs who wish to further their own professional development in attaining knowledge of Learning Difficulties and Disabilities (LDDs).

Supporting the Academy

In November 2022, we joined King's Group Academies (KGA). This has created excellent opportunities for teachers to share ideas and approaches across schools, for the benefit of our students.

At an appropriate level, according to the job role, grade and training received, all employees in the academy are expected to:

- Support and embrace the aims, values, mission and ethos of both King's Academy Easthampstead Park (KAEP) and King's Group Academies (KGA) and participate in a team approach to all aspects of school life.

KAEP

It takes a whole community to raise a child

KGA

HONESTY: A workplace where everyone feels safe and able to express their thoughts and ideas.

FAITH: We will encourage others to have faith in their own capabilities.

COURAGE: We embrace diversity and champion inclusivity.

Safeguarding

- Ensure personal understanding of the duties and responsibilities in relation to child protection and the safeguarding of children and young people. This includes understanding of the Academy's Child Protection Policy, Safeguarding Policy and Code of Conduct.
- Ensure all issues relating to pupils are reported immediately to the delegated member of staff.
- Attend mandatory training and refreshers to ensure a personal and up to date understanding of safeguarding requirements.

Health, Safety and Security

- Ensure a personal awareness of and compliance with, policies and procedures related to health and safety, security, confidentiality and data protection.
- Ensure concerns are reported immediately to the delegated member of staff.
- Attend mandatory training and refreshers to ensure personal and up to date understanding of relevant policies and practices.

Equity, Diversity and Inclusivity

- Contribute to the development of a workplace culture that promotes equity, diversity and inclusivity.

Our recruitment has safeguarding at the heart of the process. We are committed to the safeguarding and promoting the welfare of children and young people and we expect all colleagues to share this commitment. Appropriate checks will be undertaken including an enhanced Disclosure and Barring Service (DBS) check.

We reserve the right to carry out an online search as part of our due diligence obligations on shortlisted candidates and candidates will be provided the opportunity to address any issues or concerns that may come up during the search at interview.

Successful appointment would be subject to:

- A satisfactory enhanced Disclosure and Barring Service check as well as a Social Media check.
- Qualifications and prohibition checks.
- Two satisfactory written references including from current/most recent employer.
- All positions are subject to a probationary period during which you will be fully supported.

Person Specification:

Emotional Literacy Support Assistant (ELSA) Learning Support Centre (LSC) based

Key Criteria	Essential	Desirable
Qualifications and training	Minimum of 5 GCSE's or equivalent, including Mathematics and English or equivalent	- Knowledge of Numeracy and Literacy strategies. - Training related to working with children and young people with mental health issues. - Have undertaken mental health first aid training. - A Level qualification or higher held. - NVQ Learning Support Assistant qualification
Competence Summary (Knowledge, abilities, skills and experience)	- Suitability to work with children. - Ability to cope and respond sensitively to students' needs. - Ability to motivate students. - Knowledge and understanding of child development, learning, the National Curriculum and other basic learning programmes. - Ability to use Google Docs, email (Gmail), Internet Explorer, Word, Excel. - Ability to keep succinct records of Autism and Asperger's on young people. - Ability to relate well to adults and young people, responding sensitively and flexibly to competing demands from students. - Ability to plan programmes of support that incorporate the variety, interest and pace. - Excellent communication, listening and observation skills. - Ability to work independently and as part of a team using your own initiative when required. - Has a warm personality and is able to stay calm under pressure. - Demonstrates good interpersonal skills with students and adults. - Is able to gain the confidence of students who are behaviorally challenging or socially withdrawn. Enjoys learning.	- Experience of working with students whom have experienced loss, bereavement, trauma or self-harm. - Experience of working with children with learning difficulties. - Some knowledge of behavior management strategies. - Knowledge of basic first aid.
Work related personal requirements	- Committed to equality of opportunity. - Maintain confidentiality. - Sense of humor.	

	• Empathy, resilience, persistence. • Flexibility.	
Other work requirements	• Participate in training and development activities. • To take part in the Performance Management process in school, taking responsibility for your own professional development and undertaking training as appropriate. • A satisfactory enhanced DBS check (we will undertake this for you if you are successfully appointed).	
Safeguarding and Child Protection requirements	A satisfactory enhanced DBS check which will be conducted by us if you are appointed.	