



## TEACH POOLE – MULTI ACADEMY TRUST

### JOB DESCRIPTION

Job Title:	<b>Emotional Literacy Support Assistant – Ad Astra Infant School</b>
School:	<b>TEACH Poole</b>
Salary Grade:	<b>D (Point 5 – 6)</b>
Responsible to:	<b>Pastoral Care Worker</b>
Responsible for:	<b>N/A</b>
Contracted Hours:	<b>10 hours per week</b>
Working Times:	<b>1.00pm – 3.00pm</b>

#### **Main Job Purpose**

- 1) To support children with emotional and behavioural difficulties to enable them to effectively access the curriculum, and to support and encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills
- 2) Work within the school as part of a team, under the general direction of the Executive Headteacher who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
- 3) ELSA's at this level may work with whole classes, smaller groups or be assigned to work with particular pupils who may have particular requirements or Statements of their Special Needs.

#### **Main Responsibilities and Duties**

##### **Support the pupil by:**

- 1) Working with either individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life, in order to ensure their safety and facilitating their physical, emotional and educational development.
- 2) To establish supportive, caring and secure relationships with the children and parents concerned, and to be available to offer individual support and someone for a child to talk to.
- 3) 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.

- 4) To create, develop and produce resources for use with intervention programmes, as appropriate.
- 5) To liaise with the relevant cluster school/s to support the transition process for identified children.
- 6) Carrying out pre-determined educational activities and work programmes whilst promoting independent learning, including working without the supervision of the teacher as appropriate.
- 7) Regularly utilising appropriate behaviour management skills in line with the school's relevant work policies, as well as those skills necessary to promote children's thinking.
- 8) Encouraging acceptance and inclusion of children with special needs.
- 9) Promoting and reinforcing respect, self-esteem and a positive, inclusive ethos for all children throughout the school.

**Support the teacher by:**

- 10) Monitoring individual children's needs and reporting these to their designated supervisor as appropriate.
- 11) Keeping such records of the children's development up to date as are required by the school in accordance with school procedures, and that appropriate levels of confidentiality are maintained.
- 12) Liaising with teaching staff in the planning and delivery of work programmes for individuals and groups of children. There is limited discretion to vary the programme without prior reference to the teacher.

**Support the school by:**

- 13) Being aware of and working in accordance with the school's policies and procedures.
- 14) Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the teacher.

**Support personal development by:**

- 15) Participating in the school's appraisal and employee development procedures.
- 16) Attending relevant training and development opportunities as required by the Executive Headteacher.

**Generally:**

- 17) Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
- 18) Retain the confidentiality of all aspects of school life.
- 19) Comply with all decisions, policies and standing orders of the Trust and the Borough of Poole; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- 20) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure.

## **Supervision and Management of People**

- 1) Little or no supervisory responsibility other than assisting work familiarisation of peers and new recruits.

## **Knowledge and Skills**

- 1) An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable, together with a qualification relevant to supporting the learning process in schools such as NVQ3, BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
- 2) Experience of working with children in an educational setting is essential.
- 3) The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
- 4) An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.

## **Creativity and Innovation**

- 1) Within prescribed school guidelines and under the direction of the teacher, implement a range of strategies to engage individuals and groups of pupils, often with differing requirements, in learning activities.
- 2) Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- 3) The post encompasses a range of tasks involving application of readily understood rules, procedures or techniques.
- 4) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

## **Contacts and Relationships**

- 1) Contact with all staff and occasionally with parents and carers to pass on and receive information, advice, guidance, suggestions and ideas.
- 2) Contact with pupils on issues which are generally not contentious but where the outcome may not be straightforward.

## **Decisions**

- 1) Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- 2) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.
- 3) There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

## **Resources**

- 1) Little or no responsibility for physical or financial resources.

## **Work Environment**

- 1) The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
- 2) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities. There may be an occasional need to physically lift pupils for safety or care needs.
- 3) The post holder will be expected to challenge behaviour of pupils.
- 4) There will be a requirement to attend to pupils with soiled clothing due to sickness or toileting problems, which may include cleaning up soiled surfaces.
- 5) The post holder should expect to work within an environment with very low level furniture, to meet the needs of Early Years and KS1 age groups as required.

Prepared by: TEACH Poole  
Date: February 2016



## PERSON SPECIFICATION

Job Title:	<b>Emotional Literacy Support Assistant</b>
School:	<b>TEACH Poole</b>
Salary Grade:	<b>D (Point 14 – 17)</b>

<b>ATTRIBUTES</b>	<b>CRITERIA</b>	<b>METHOD OF ASSESSMENT</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children who have a variety of educational needs.</li> <li>• Experience with children who have social, emotional and behavioural difficulties.</li> <li>• Experience of working with children in an educational environment</li> </ul>	Application form Interview References
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience</li> <li>• Working towards NVQ Level 2 or equivalent</li> <li>• NVQ Level 2 qualification or equivalent</li> <li>• Working towards NVQ Level 3 or equivalent</li> <li>• ELSA Qualification / Certificate</li> </ul>	Application form Certificates Interview
<b>Aptitudes &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent verbal communication skills</li> <li>• Patience and commitment</li> <li>• Ability to remain calm and make decisions whilst under pressure</li> <li>• Good organisational and planning skills</li> <li>• Excellent evaluation and monitoring skills</li> <li>• Ability to work under own initiative</li> <li>• Ability to respond sensitively and flexibly to competing demands from pupils</li> <li>• Ability to handle confidential information with discretion</li> <li>• Ability to supervise and mentor others</li> <li>• Ability to cope with children's personal hygiene needs and respond sensitively to pupils' needs</li> <li>• Ability to support children with Special Educational Needs</li> <li>• Ability to lead groups of children, applying appropriate behaviour and learning strategies</li> <li>• Ability to apply a wide range of strategies for the benefit of the pupil</li> </ul>	Application form Interview References
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Understanding of the school's health and safety policy</li> <li>• Understanding of basic first aid procedures</li> </ul>	Application form Interview References

	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum</li> <li>• Excellent knowledge of KCSIE document</li> <li>• Understanding of lesson plans</li> <li>• Understanding of Individual Education Plans</li> <li>• Knowledge of school's behaviour and management policy and procedures</li> <li>• Knowledge of Child Safeguarding</li> </ul>	
<b>Attitude / Motivation</b>	<ul style="list-style-type: none"> <li>• A commitment to developing children as independent learners</li> <li>• A commitment to developing yourself through continuing education and training</li> <li>• Enthusiasm</li> <li>• Empathy</li> <li>• Self motivated</li> <li>• Team player</li> </ul>	Application form Interview References
<b>Other Factors</b>	<ul style="list-style-type: none"> <li>• A flexible and adaptable approach</li> <li>• Willingness to continue and maintain professional development</li> <li>• Commitment to Equal Opportunities</li> <li>• Enhanced DBS check</li> </ul>	Application form Interview References DBS process