

Lead Emotional Learning Support Assistant (ELSA)

Department	Children, Young People, Education and Skills	
Section	Schools and Colleges, Education Department	
Reports to	Headteacher	
JE Ref	CYP1145	
Grade	TAF07	JE Date: 13/07/2023

Job purpose

To support, via the delivery of specific interventions, children with emotional and behavioural difficulties to enable them to effectively access the curriculum and to encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills.

Job specific outcomes

- Supervise and support students who are experiencing difficulties with emotional literacy both inside and outside the classroom to meet the needs of individuals or small groups.
- Plan, deliver, and evaluate appropriate interventions programmes to help develop children's emotional literacy skills and emotional well-being, giving feedback to the team on the progress of the pupil(s) within their identified needs.
- To create, develop and produce resources for use with intervention programmes, as appropriate and may include social skills, emotional skills, friendship, bereavement, and anger management groups.
- To establish, develop and maintain a space in school for ELSA/intervention work to be carried out.
- Maintain links with families / carers of pupils in need of additional support.
- Facilitate the sharing of information between the school and external agencies and act as the point of contact for specialist support services
- Line manage and co-ordinate other pupil support staff
- To establish supportive, caring, and secure relationships with children, and through individual sessions, group work and checks ins.
- Provide regular feedback to the SENCo and/or the school based Counsellor.
- To attend regular group supervision and CPD sessions run by CYPES Educational Psychologists.

Statutory responsibilities

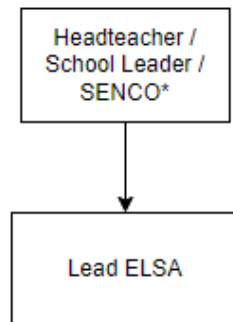
Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisational structure

One Government Departments



Organisation chart



*Dependant on size of school

Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications</p>	<p>Good literacy / numeracy skills to Level 3 standard.</p> <p>Diploma in Early Education qualification or CACHE / NVQ Level 3.</p> <p>ELSA Network approved qualification.</p> <p>The ability to relate well to children and adults.</p> <p>To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.</p>	
<p>Knowledge</p>	<p>Knowledge and understanding of the different social, cultural and physical needs of pupils.</p>	<p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>Working knowledge of ELSA programme (initial 6 days ELSA training).</p> <p>Understanding of principles of child development and learning processes.</p>
<p>Technical / Work-based Skills</p>	<p>The ability to communicate at all levels while exercising a high degree of confidentiality.</p> <p>An awareness of how to deal with students who may find it challenging conforming to rules and expectations.</p> <p>Willingness to</p>	<p>The ability to use ICT effectively to support learning</p>

	participate in relevant professional development as deemed appropriate by the SENCo and Senior Leadership Team.	
General Skills/Attributes	<p>The ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p> <p>Flexibility and a solution-focused approach.</p>	<p>Knowledge of Health and Safety.</p> <p>The understanding of the range of support services, agencies, providers and knowledge of their effective use.</p> <p>Ability to upskill and train team members in the specialist area and in the use of specialist programmes / equipment.</p> <p>Support the professional development needs of the team.</p>
Experience	3- 5 years' experience working with, or caring for children / students with additional complex needs.	

Personal Attributes

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the Government of Jersey Tier 5 core accountabilities attributes and behaviour indicators.