



JOB DESCRIPTION

Post Title: ELSA
Responsible to: SENCO/Headteacher

The role requires the ELSA to:

- attend training days
- have some understanding of trauma informed school's approach
- plan and deliver individualised programmes of support for children to develop their emotional

literacy, including:

- awareness of own and other people's emotions
- development of an increased range of emotional vocabulary
- management of stress, grief, anger and conflict
- development of social interaction skills
- development of the ability to initiate and maintain friendships
- promotion of a realistic self-concept and good self-esteem
- plan and deliver programmes of support to small groups of children to develop social and friendship skills
- write succinct session plans and add subsequent evaluative comments
- liaise with teachers and other support assistants about the needs and progress of children receiving support
- share knowledge and ideas from training/supervision sessions with other school staff as appropriate
- meet regularly with SENDCO to review ELSA work
- work within own competencies and level of development, under the guidance of the line manager
- liaise with parents in line with school policy
 - Work closely with the SENDCO and other outside agencies.

ELSA Person Specification (Emotional Literacy Support Assistant)

Essential Criteria

1. Qualifications & Experience

- Good standard of general education (e.g., GCSE English and Maths or equivalent)
- Experience working with children in a school or childcare setting
- Understanding of child development and emotional wellbeing
- Experience building positive relationships with pupils, especially those with additional needs

2. Skills & Abilities

- Ability to listen actively and communicate with sensitivity
- Skilled at helping children express feelings safely and appropriately
- Ability to plan and deliver structured emotional-literacy interventions
- Good organisational and record-keeping skills
- Ability to work independently and use initiative
- Ability to work effectively as part of a wider pastoral or SEND team
- Ability to maintain confidentiality and professional boundaries

3. Personal Qualities

- Empathetic, warm, and patient
- Calm, consistent, and emotionally resilient
- Non-judgemental and child-centred in approach
- Reliable and committed to supporting children's wellbeing
- Reflective, open to feedback, and motivated to develop professionally

4. Knowledge

- Understanding of safeguarding and child protection procedures
 - Awareness of emotional, social, and behavioural difficulties (ESBD/SEMH)
 - Understanding of factors that affect children's wellbeing (e.g., trauma, attachment, anxiety)
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Desirable Criteria

1. Additional Training

- ELSA training (or willingness to undertake accredited ELSA training)
- Training in:
 - Emotional regulation
 - Trauma-informed practice
 - Mental health first aid
 - Autism awareness
 - Behaviour support techniques

2. Relevant Experience

- Delivering small-group or 1:1 interventions
- Working with parents/carers or multi-agency teams
- Supporting children experiencing bereavement, loss, friendship issues, or anxiety
- Experience in a primary, secondary, or specialist school setting

3. Additional Knowledge & Skills

- Understanding of SEND Code of Practice
- Ability to use simple therapeutic tools (scaled feelings, social stories, emotion coaching, etc.)
- Competent with basic ICT for recording and reporting