

Emotional Literacy Support Assistant (ELSA)

Person specification

Personality

- Has a warm personality and is able to stay calm under pressure
- Demonstrates good interpersonal skills with children and adults
- Is able to build trusting relationships with children who are either externalising or internalising their social emotional wellbeing needs

Competencies

While no formal pre-qualifications are specified, the following competencies are essential:

- Enjoys learning and has good communication skills
- Has the capacity to understand and apply psychological concepts introduced during through ELSA training and supervision
- Thinks creatively
- Is able to plan programmes of support that incorporate variety, interest and pace
- Is able to keep succinct records of involvement

Organisational skills

- Is able to work independently and show initiative
- Has good time management and personal organisational skills

Job description

- Attend training days and group supervision sessions led by an Educational Psychology Service
- 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, anxiety, anger and conflict
 - Development of social interaction and friendship skills
 - Promotion of a realistic self-concept and good self-esteem
 - Coping with significant life changes including loss and bereavement
- Plan and deliver programmes of support to small groups of children to develop resilience 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 line manager to review ELSA work
- Liaise with parents in line with school policy