

## Job Description **ELSA Teaching Assistant Level 3**

Start Date:	1 <sup>st</sup> September 2026
Responsible to:	SENCO
Location:	St Clement's & St John's CE Infant School
Grade:	Grade 4 SCP 6-9 (£13.47 – £14.13 per hour)
Hours of work:	31.25 hours, 39 weeks
Disclosure Level:	Enhanced Disclosure & Barring Service Check

### **Main Purpose**

To provide targeted emotional literacy support to pupils through the delivery of ELSA interventions, alongside contributing to high-quality teaching and learning as a Teaching Assistant Level 3. The role supports pupils' social, emotional and mental health (SEMH), enabling them to access learning and achieve their full potential.

The post holder may be required to support and/or supervise the child / children during lunchtime, if necessary

### **Safeguarding**

*Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.*

*The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.*

### **Key Duties and responsibilities**

#### **ELSA Provision**

- Plan, deliver and evaluate structured ELSA programmes for individuals and small groups.
- Support pupils with emotional regulation, social skills, anxiety, self-esteem and behaviour for learning.
- Build positive, trusting relationships with pupils to support emotional development.
- Maintain accurate, confidential records of interventions and pupil progress.
- Liaise with the SENCo, teachers and external professionals to review and adapt provision.
- Contribute to the identification and assessment of pupils requiring emotional support.
- Ensure a safe, nurturing and supportive environment for all ELSA sessions.

#### **Support for Pupils**

- Support pupils' learning, emotional well-being and inclusion within the classroom.
- Adapt activities to meet individual needs, particularly for pupils with SEN and SEMH needs.
- Promote independence, resilience and self-regulation.
- Support pupils during periods of emotional difficulty, using agreed strategies.
- Encourage positive peer relationships and social inclusion.

#### **Support for Teaching and Learning**

- Work in partnership with teachers to support planned learning activities.
- Deliver structured interventions linked to academic and/or SEMH outcomes.
- Monitor, record and report on pupil progress.

- Contribute to support plans, EHCP provision and targeted learning strategies.
- Use specialist knowledge to remove barriers to learning.

### **Behaviour and Wellbeing**

- Implement the school's behaviour policy and relational practice approach.
- Model positive behaviour and emotional regulation strategies.
- Support pupils to understand and manage their behaviour effectively.
- Promote a positive, inclusive and supportive school environment.

### **Communication and Partnership Working**

- Work collaboratively with staff, parents/carers and external agencies.
- Contribute to meetings, reviews and professional discussions as required.
- Maintain confidentiality and professional boundaries at all times.
- Share effective strategies and approaches to support pupil well-being across the school.

### **General Responsibilities**

- Prepare and organise resources to support learning and intervention activities.
- Supervise pupils during learning and, where required, during less structured times.
- Contribute to assessment processes and pupil tracking.
- Engage in professional development, including ELSA supervision.
- Support wider school priorities in line with the School Improvement Plan.

### **Safeguarding Responsibilities**

- The post holder is responsible for promoting and safeguarding the welfare of children and young people.
- Adhere to all safeguarding policies and procedures within the school and Coastal Learning Partnership.
- Report any safeguarding concerns promptly in line with statutory guidance.
- Maintain up-to-date safeguarding training.

### **Professional Expectations**

- To uphold the values and ethos of the school and Coastal Learning Partnership.
- To demonstrate a commitment to inclusion, equality and high expectations for all pupils.
- To work collaboratively and professionally with colleagues.
- To engage in continuous professional development.

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the ELSA Teaching Assistant (Level 3) will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the SENDCo or Headteacher.*

## Person Specification **ELSA Teaching Assistant Level 3**

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> <li>GCSE (or equivalent) minimum grade C/4 or above in English and Mathematics</li> <li>Teaching Assistant Level 3 qualification or equivalent (or working towards)</li> <li>ELSA Training (or willingness to complete on the job)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant training in SEN, SEMH or behaviour support</li> </ul>
Experience:	<ul style="list-style-type: none"> <li>Experience of working with children in an educational setting</li> <li>Experience supporting pupils with SEN and/or SEMH needs</li> <li>Experience delivering small group or 1:1 interventions</li> </ul>	<ul style="list-style-type: none"> <li>Experience of ELSA interventions or similar therapeutic approaches</li> <li>Experience working with external agencies and professionals</li> </ul>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>Understanding of child development and barriers to learning</li> <li>Knowledge of SEMH needs and strategies to support emotional regulation</li> <li>Understanding of safeguarding and child protection procedures</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of trauma-informed and relational approaches</li> <li>Understanding of SEND Code of Practice and inclusive education</li> </ul>
Skills & Abilities	<ul style="list-style-type: none"> <li>Ability to build positive, trusting relationships with pupils</li> <li>Strong communication and interpersonal skills</li> <li>Ability to plan, deliver and evaluate interventions</li> <li>Ability to support pupils experiencing emotional distress</li> <li>Good organisational skills and ability to maintain accurate records</li> <li>Ability to work independently and as part of a team</li> <li>Ability to adapt support to meet individual needs</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of children</li> <li>Commitment to inclusion, equality and high expectations for all</li> <li>Empathy, resilience and emotional intelligence</li> <li>Professional integrity and ability to maintain confidentiality</li> </ul>	

	<ul style="list-style-type: none"> <li>• Positive, flexible and proactive approach to work</li> <li>• Commitment to ongoing professional development</li> </ul>	
Other Requirements	<ul style="list-style-type: none"> <li>• Ability to attend ELSA supervision sessions</li> <li>• Willingness to undertake relevant training and CPD</li> <li>• Ability to support pupils with potentially challenging behaviour</li> <li>• Enhanced DBS check</li> </ul>	

The post holder may be required to travel to other local sites, including other CLP schools.