

JOB DESCRIPTION

Grade 3 (below the bar) Teaching Assistant/Emotional Literacy Support Assistant (ELSA)

Grade: Grade 3, Points 4 to 6 (£25,185 to £25,989 per annum pro rata)
Hours: 37 hours per week, 38 weeks per year.
Responsible to: Headteacher, Senior Leadership Team, Pupil Support Officer

LEVEL DESCRIPTION

Posts at this level may be required in any school phase.

The teacher plans lessons and directs learning. Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Teaching Assistants work under the direction of the teacher, whether with the whole class, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance.

The post holder will be expected to have some expertise/specialism.

There will be some need to interpret information or situations and to solve varied problems. More complex problems will be referred to line manager.

No requirement to supervise others, but may demonstrate tasks to new colleagues or give advice and guidance to others.

INTRODUCTION

The level description gives an overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Headteacher, Deputy, Head of Year or SENCo.

The next section of this benchmark job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

EXAMPLES OF DUTIES AT THIS LEVEL

Support for pupils

Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc.

Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs.

As appropriate, look after sick/upset pupils and attend to physical needs.

Undertake first aid.

Support for the teacher

Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of pupils whilst the teacher is carrying out assessments.

Maintain records of pupil needs and progress.

Assist teaching staff to ensure that the aims and objectives of the school are achieved.

Support for the curriculum

Undertake tasks to support the curriculum and assist with events organised as part of the curriculum.

Support implementation of Government initiatives under the direction of the teacher.

Support for school

Attend and contribute to appropriate review meetings, if required by the Headteacher.

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate the exiting level of responsibility vested in the post.

Emotional Literacy Support Assistant

As ELSA you will:

- 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



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- 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



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PERSON SPECIFICATION

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Attributes	Essential	Desirable
Qualifications	Grade A – C in GCSE English and Maths.	Evidence of commitment to CPD.
Experience	<p>Successful experience of supporting children with learning.</p> <p>Successful experience of supporting children with SEND.</p> <p>Is able to build trusting relationships with children who are either externalising or internalising their social emotional wellbeing needs.</p>	Has the capacity to understand and apply psychological concepts introduced through ELSA training and supervision.
Skills and knowledge	<p>Ability to demonstrate good teaching skills.</p> <p>Ability to demonstrate a good knowledge and understanding of SEND.</p> <p>Ability to make accurate assessments about pupil progress and report this to the teacher.</p> <p>Understanding of how to establish effective learning attitudes.</p> <p>Is able to plan programmes of support that incorporate variety, interest and pace.</p> <p>Good ICT skills.</p>	<p>Ability to minimise low level behaviour and to support children with regulating their emotions.</p> <p>Ability to help children learn through play.</p> <p>Ability to lead and be responsible for learning tasks.</p> <p>Ability to teach phonics.</p> <p>Training in Elklan or equivalent Speech and Language course.</p> <p>To be able to use approaches such as: Makaton, PECs, Clicker, TEACCH or Intensive interaction.</p> <p>Sound knowledge of the SEN code of practice.</p> <p>Other relevant CPD.</p>
Disposition/ Attitudes	<p>Ability and commitment to work as part of a team.</p> <p>Ability to work on own initiative, including recognition of when and how to refer issues elsewhere for effective resolution.</p>	



	<p>To be able to effectively communicate with a wide range of people.</p> <p>To be able to build rapport with people from a variety of ages, abilities and backgrounds.</p>	
Practical and intellectual skills	<p>Good inter-personal skills.</p> <p>Good written and verbal communication skills.</p> <p>Good time management and organisational skills.</p>	
Physical and Personal Circumstances	<p>Sufficient stamina, patience, energy and good health to cope with a demanding post and stay calm under pressure.</p> <p>Good timekeeping.</p>	To be flexible if asked to come in for extra hours at short notice.
Safeguarding	<p>Understanding of how to promote the safety and wellbeing of children.</p> <p>The successful applicant will be required to undertake a criminal record check.</p>	

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

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