

LITTLE HEATH SCHOOL

Reading, Berkshire

JOB DESCRIPTION: Teaching Assistant

Job Title: Emotional Literacy Support Assistant (ELSA)

Grade/Salary Range/Hours: Grade D-SP5 £24,790.00 p.a. pro-rata (Approximately £21,014.00 p.a. 37 hours per week, term time only, plus one Inset day which will be paid as additional hours)

To be responsible to the: TA Subject Team Leader or Inclusion or SENCO as identified on the TA Structure.

Job Purpose: The Teaching Assistant will:

- improve standards of learning and achievement for all students;
- help students to develop independent learning skills;
- promote the school's inclusion policy by supporting students in their learning and personal development, removing barriers to achievement.
- carry out administrative and other tasks related to the smooth running of the department;
- support students in their learning and development, in small groups or with individual students as directed, including the differentiation of resources as appropriate;
- take responsibility for improving provision for students with emotional literacy difficulties.

Specific responsibilities of the post

Working under the direction and supervision of a qualified teacher, TA Subject Team Leader or Head Teacher:

Teaching and Learning:

- To encourage students to improve their learning, promoting self confidence and enhanced self esteem.
- To promote and support the inclusion of all students in the learning activities in which they are involved.
- To promote high standards of student behaviour in line with the school's behaviour policy, in consultation with the classroom teacher.
- To deliver differentiated activities and small group work with identified groups, both within and outside the classroom, under the guidance of the subject teacher.
- To help students to record work in an appropriate way.
- To help students to develop more effective organisational skills.
- To support subject delivery in line with the appropriate teaching methods.
- To help raise standards of achievement for all students, including use of support and intervention programmes.
- To work within a department to ensure that resources and the learning environment assist students to learn.

Assessment and Recording:

- To monitor students' responses to learning and provide feedback about progress to students and the teacher.
- To complete record keeping and filing in relation to student progress.
- To use assessment of pupil progress, in consultation with the class teacher, to identify individuals or groups of students who require additional support or intervention.
- To support teachers in evaluating and maintaining records of student progress.
- To contribute where appropriate, specifically in relation to student progress, to the monitoring of Personal Learning Plans and Annual Review targets.

Curriculum:

- To contribute to discussions, with teachers, head of department and other members of the TA team, on the development of programmes of study, personalised work and resources, and support programmes for students.
- To contribute, where appropriate, to the preparation of teaching resources and materials.

- To differentiate resources and teaching materials to support the teaching and learning in the department. Assessment of pupil progress should be used to inform appropriate levels for differentiation.

Student personal development and well-being:

- To promote equal opportunities for all students.
- To ensure that equal opportunities, bullying or harassment issues are dealt with appropriately in line with school policy.
- To ensure that the school follows the national policy on safeguarding and thus ensures that students are healthy and safe at school.
- To have high expectations of all students and assist the promotion/reinforcement of students' self esteem.
- To respect students' social, cultural, linguistic, religious and ethnic backgrounds.
- To build and maintain successful relationships with students.
- To demonstrate and promote the same positive values, attitudes and professional behaviour that are expected from students.
- To be committed to raising the educational achievement of students.

Management of Staff:

- To support the SENCO in the deployment of teaching resources in subject areas and within the Inclusion department. relationships with key stakeholders.
- To work collaboratively with colleagues to meet the needs of all students (inc. SEN students).

Other duties:

- To attend and participate in relevant meetings as required.
- To carry out all aspects of the role effectively and seek help, advice or guidance as necessary.
- To identify personal training needs and attend appropriate internal and external in-service training sessions per year.
- To attend annual appraisal and review meetings with other members of the Inclusion team.
- To provide access arrangements provisions to students in their examinations such as scribe or reader.
- This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to converse at ease with pupils/members of the public and provide advice/instruction in accurate spoken English is essential for the post.
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Specialist duties in relation to Emotional Literacy:

- To liaise with the Success Plus Manager, the Pastoral Team and teachers, when planning Emotional Literacy support for specific groups or individual students.
- To liaise with outside agencies involved in supporting the personal development and well being of students.
- To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses / needs.
- To deliver bespoke programmes of work aimed at improving small group or individual students' self-esteem and emotional stability, for example anxiety or self-image groups.
- To contribute to training programmes for other teaching assistants on strategies for supporting emotionally vulnerable students.
- To maintain a strong knowledge of current research, theory and practice in relation to Emotional Literacy (ELSA), in order to develop up-to-date provisions and strategies for supporting these students.

No direct budgetary responsibility