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 orinternalising their social emotional wellbeing needs

Competencies

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

- Enjoys learning and has good communication skills
- Has the capacity to understand and apply psychological concepts introducedduring 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 EducationalPsychology Service
- Plan and deliver individualised programmes of support for children to developtheir 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 developresilience skills
- Write succinct session plans and add subsequent evaluative comments
- Liaise with teachers and other support assistants about the needs and progress ofchildren receiving support
- Share knowledge and ideas from training/supervision sessions with other schoolstaff as appropriate
- Meet regularly with line manager to review ELSA work
- Liaise with parents in line with school policy