ELSA Teaching Assistant (Learning Coach) Job Description

Job Title: ELSA Learning Coach (Emotional Literacy Support Assistant)
Grade of Post: Grade 5
Contract Type: Temporary Fixed-Term
Hours of Work: 22.5 hours per week (8:30 AM – 1:00 PM, Monday to Friday, Term Time only)
Location: Green Top School
Responsible to: SENDCo & Inclusion Team Lead

Purpose of the Job:

To support the education, supervision, emotional wellbeing, and care for students in school, assisting with the promotion of the highest levels of achievement by providing targeted, evidence-based Emotional Literacy Support Assistant (ELSA) interventions and high-quality Learning Support to those students identified as being in need (specifically pupils receiving SEN Support / SEN K within mainstream classrooms).

Teaching Assistants are expected to meet the Teaching Assistant Standards

Key objectives:

- To assist the teacher in the raising of attainment by ensuring that all learners have equal opportunity to achieve their full potential
- To provide care, nurture, and support for all learners to ensure their safety, emotional wellbeing, and resilience
- To foster enjoyment, enthusiasm, self-awareness, and independence in learning
- To contribute to the development of confident, caring learners who show positive social connections and a sense of responsibility and pride in themselves and the school
- To assist in the provision of a welcoming, stimulating, and emotionally regulated environment
- To help to plan and co-construct, where appropriate, Learning Expeditions
- To be a crew leader (where appropriate) and support learners through our pastoral systems, including daily morning check-ins
- To assist in the smooth running of the school

Supporting the learner:

- To plan, facilitate, and deliver structured 1:1 and small-group ELSA interventions covering emotional regulation, self-awareness, social skills, anxiety management, social storytelling, and restorative reflection under the direction and supervision of the SENDCo and class teachers
- To align individual and group interventions with the school's *Zones of Regulation* framework to maintain consistent emotional regulation strategies across all key stages
- To conduct morning pastoral check-ins and prep sessions (8:30 AM – 9:00 AM daily) to prepare pupils for successful school days
- To establish constructive working relationships with learners, setting high expectations, firm boundaries, and acting as a positive role model
- To promote the mainstream inclusion and acceptance of all learners within the classroom by building transition tools and self-regulation skills
- To encourage learners to interact and work cooperatively with others
- To promote independence, confidence, and self-esteem
- To provide feedback to learners in relation to progress and achievement

Supporting the curriculum and Learning Expeditions:

- To deliver targeted learning and emotional literacy activities to learners within an agreed system of supervision in specialist areas
- To liaise with other personnel and take responsibility for maintenance/quality/safety of specialist intervention resources and equipment

Supporting the teacher and SENDCo:

- To work directly under the supervision and direction of the SENDCo and class teachers, participating in the planning, monitoring, and evaluation of pupil learning and wellbeing
- To share responsibility with the teacher and Inclusion Team for the delivery of relevant initiatives within the assigned class and across the school
- To assist, with the class teacher, SENDCo, and other professionals as appropriate, in the development of suitable programmes of support (IEPs / SEN K support plans)
- To maintain accurate intervention records and contribute to the maintenance of learners' progress records, tracking baseline and termly progress (attainment, attendance, behaviour logs, and SEND outcome success rates)

- To participate in the evaluation of support programmes and present impact updates to the Inclusion Panel
- To provide regular feedback about the learners to the class teacher and SENDCo
- To assist in maximising the use of technology in the learning process under the direction of the class teacher

Other responsibilities:

- Provide clerical / administrative support as required e.g. maintaining intervention logs, photocopying, typing, filing, etc.
- Contribute to the overall ethos, work, and aims of the school and Inclusion Team
- Appreciate and support the role of other professionals
- Attend relevant meetings, case reviews, and protected weekly clinical/peer supervision, and participate in training (including the official ELSA training package and ongoing trauma-informed CPD)
- Accompany other staff and students on visits, trips, and out of school activities as required
- Assist with the supervision of students out of lesson times

Person Specification (Qualifications, Experience & Skills):

- **Qualifications & Training:** Previous ELSA or trauma-informed practice training and experience is desired but not essential (full sponsorship and enrolment in the official ELSA training package will be provided by the school).
- **Experience:** Experience working with primary-aged pupils with Social, Emotional, and Mental Health (SEMH) needs or Speech, Language, and Communication Needs (SLCN), and experience operating within primary educational settings or supporting SEN K learners.
- **Knowledge & Skills:** Strong understanding of emotional literacy, nurture-based approaches, and the *Zones of Regulation*.
- **Personal Attributes:** Exceptional interpersonal skills with the ability to establish trust, warmth, and firm boundaries; strong organisational skills to manage a structured daily timetable; and the ability to work independently while remaining an active, collaborative member of the Inclusion Team.

Additional Information:

- These duties are neither exclusive nor exhaustive and you may be required to undertake other duties and responsibilities, without changing the general nature of the role, in order to meet the needs of the school.
- The role is subject to Pay and Conditions and to other locally agreed conditions of employment.
- The school provides funded CPD/qualifications (official ELSA certification) and protected weekly time allocated for intervention planning, case review, and clinical/peer supervision.
- Duties must be carried out in compliance with XP Trust's Equal Opportunities and Health and Safety at Work Act (1996) requirements.

The post holder must always comply with the XP Trust Staff Code of Conduct which includes the expectation to **read, understand and gain clarity around the professional documentation** within the XP Trust Staff User Guide and Staff Handbook Policies