**ELSA/Learning Mentor: Job Description /Personal Specification**

Responsible to: Headteacher / SENDCo

Responsible for: Mainstream pupils with an EHCP and pupils identified as SEN Support. Pupils who need SEMH support

**Job Purpose:**

♣ To oversee the identification and implementation of ELSA sessions for EHCP, SEMH and SEN support pupils

♣ Plan and deliver individualised programmes of support for students 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

♣ Write succinct session plans and add subsequent evaluative comments

♣ Liaise with identified staff about the needs and progress of the students 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

♣ Meet regularly with ELSA trained staff

♣ To liaise with parents as required

**MAIN DUTIES**

Support for SEND/SEMH pupils:

♣ Assess the needs of the students and use detailed knowledge and specialist skills to support pupils’ learning

♣ Establish productive working relationships with pupils, acting as a role model and setting high expectations – daily check ins with vulnerable pupils

♣ To work with individual students or with groups of students who are experiencing difficulties with emotional literacy or other aspects of school or home life as identified by the Headteacher/SENDCo.

♣ To establish, develop and maintain a space in school for ELSA/intervention work to be carried out.

♣ To establish supportive, caring and secure relationships with students

♣ To develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop students’ emotional literacy skills and emotional well-being.

♣ To implement and review intervention programmes/targets designed by Educational Psychologist, Head of Inclusion and/or other professionals as required.

♣ To create, develop and produce resources for use with intervention programmes, as appropriate and may include social skills, emotional skills, friendship, bereavement and anger management groups.

♣ To liaise, and maintain good working relationships with staff, parents, outside agencies etc.as required.

♣ To contribute to monitoring and recording pupils’ progress and providing relevant feedback to relevant staff. To liaise with the Head teacher/SENDCo in the identification and targeting of children with emotional and behavioural problems.

♣ To liaise with relevant staff in the preparation of IPMs, Behaviour Support Plans etc, and subsequent reviews (emotional and behavioural) for identified students

♣ To maintain the ELSA accreditation by attendance at regular ELSA supervision sessions by an Educational Psychologist and any other meetings/training required.

♣ To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required)

♣ Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.

♣ To write impact reports on completion of sessions

♣ To attend weekly staff meetings and Twilight sessions where appropriate, as directed by the Headteacher and to lead staff meetings to deliver training where appropriate

♣ Deliver ELSA/therapies to identified SEND/SEMH pupils within agreed system of supervision, adjusting activities according to pupil responses/needs

♣ Use ICT effectively to support learning activities and develop students’ competence and independence in its use

♣ Select and prepare resources necessary to lead activities, taking account of pupils’ interests and language and cultural backgrounds

♣ Advise staff on supportive strategies to ensure consistency for SEND/SEMH pupils

♣ Implement agreed therapeutic programmes, adjusting plans and activities according to pupil responses/needs

♣ Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich sessions

♣ Determine the need for, prepare and use equipment, plans and resources to support students

♣ To promote the progress and well‐being of individual SEND/SEMH students.

♣ To liaise with the relevant pastoral leaders, Senior Leaders, to share relevant knowledge and information

♣ To undertake other duties appropriate to the post that may reasonably be required from time to time including breakfast club, lunchtime and after school enrichment and support sessions

**Support for the School:**

♣ Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

♣ Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop

♣ Contribute to the overall ethos/work/aims of the school

♣ Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teaching staff to support achievement and progress of pupils

♣ Attend and participate in regular meetings

♣ Participate in training and other learning activities as required

♣ Recognise own strengths and areas of expertise and use these to advise and support others.

♣ Assist in mentoring support and guidance to other Learning Support Assistants undertaking formal training

♣ Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested

Personal Responsibilities:

♣ To follow school procedures regarding signing in and out, as well as any other procedures relating to attendance.

♣ Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and pupils to follow this example.

♣ Actively promote school policies and procedures

♣ Responsibility for own continued professional development.

♣ Compliance with the school’s Health & Safety policy undertaking risk assessments as appropriate.

♣ To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.

♣ Punctual arrival to work, lessons, duties and meetings.

♣ Adhere to the School’s Safeguarding Policy

♣ Attend Inset days and use all inset hours effectively to promote own development and support for the School

♣ The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment

♣ The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

♣ The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post

♣ The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher

**Person Specification:**

Experience

♣ Experience working with children of relevant age

♣ Experience of working with students with SEND/SEMH Qualifications/Training

♣ ELSA certification is desirable

♣ Excellent numeracy/literacy skills – equivalent to at least GCSE Grade C or Level 4 in English and Maths

♣ Equivalent NVQ Level 3 standard of education.

♣ Training in relevant learning strategies e.g. literacy

♣ Training with regards to SEND Knowledge/Skills

♣ Specialist skills – direct knowledge/experience of SEND/SEMH

♣ Effective use of ICT to support learning

♣ Use of other equipment technology – video, photocopier

♣ Understanding of relevant polices/codes of practice and awareness of relevant legislation

♣ General understanding of national curriculum and other basic learning programmes/strategies

♣ Ability to self-evaluate learning needs and actively seek learning opportunities

♣ Ability to relate well to children and adults

♣ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

♣ Understanding of principles of child development and learning processes and in particular, barriers to learning

♣ Ability to plan effective actions for students at risk of underachieving

♣ Understand range of support services/providers

♣ Ability to self-evaluate learning needs and actively seek learning opportunities

♣ Shows a personal commitment to safeguarding and promoting the welfare and rights of young people.

♣ Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances

♣ Can demonstrate an ability to contribute towards a safe environment

♣ Excellent interpersonal skills both in working relationship with young people and in forming effective professional relationships with a wide range of contacts including parents and families

♣ Enthusiasm, drive and a love for the job

♣ Committed to high personal standards at all times

♣ Ability to form and maintain appropriate relationships and personal boundaries with children and young people