

This Document has been created to help you consider which of your staff may be most appropriate for the role of ELSA

ELSA Person Specification and Job Description

Person Specification

The ideal potential ELSA:

- has a warm personality
- is able to stay calm under pressure
- demonstrates good interpersonal skills with children and adults
- is able to gain the confidence of children who are behaviourally challenging or socially withdrawn
- enjoys learning
- is able to work independently and show initiative
- has good time management and organisational skills
- is able to plan programmes of support that incorporate variety, interest and pace
- is able to keep succinct records of involvement.

Job Description

The role requires the ELSA to:

- attend training days and group supervision sessions led by the facilitator
- 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, anger and conflict
 - development of social interaction skills
 - development of the ability to initiate and maintain friendships
 - promotion of a realistic self-concept and good self-esteem
- plan and deliver programmes of support to small groups of children to develop social and friendship 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
- work within own competencies and level of development, under the guidance of the line manager
- liaise with parents in line with school policy.