**The role of ELSA/Pastoral Teaching Assistant**

**Robert Miles Junior School**

The role of our ELSA/Pastoral support assistant at Robert Miles Junior School has several elements:

* To plan and deliver timetabled ELSA interventions for specified children
* To see children in emergency situations such as sudden bereavement or crisis at home
* To check in with children who are on our safeguarding register
* To support the Headteacher and SENCO with attendance where the main barrier is an emotional/mental health related issue

At Robert Miles Junior School our ELSA supervision is allocated on a referral basis. Forms need to be completed by the class teacher and given to the ELSA TA. These will be discussed between the ELSA TA and the SENCO. There may be a waiting list for a slot and we aim to take children in turn. However, as it is needs based, the team may need to prioritise some cases over others.

Most ELSA interventions last between 6-12 weeks. The sessions focus on something specific; it does not address every need a child has. Once sessions are complete the child will be given time to put strategies in place. There are times when a crisis situation arises, which may be safeguarding or a family emergency which means that the ELSA can be called upon to support the child.

**General job description:**

* Attend training days and group supervision sessions led by an Educational Psychology Service
* 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, 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 develop resilience 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
* Liaise with parents in line with school policy
* Support the headteacher and SENCO with emotional based school non-attendance
* To meet regularly with SENCO to review ELSA work
* Share knowledge and ideas from training/supervision sessions with other school staff as appropriate
* Maintaining accurate records of ELSA interventions and student progress.
* To establish, develop and maintain a space in school for ELSA/intervention work to be carried out.