

Information for Candidates

ELSA

(Emotional Literacy Support Assistant)



Wolfreton School and Sixth Form College
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East Riding of Yorkshire
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Headteacher

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Dear Applicant

Thank you for your interest in our vacancy for an Emotional Literacy Support Assistant (ELSA).

Wolfreton School and Sixth Form College is a large and forward thinking school and is a part of a newly formed Multi Academy Trust; The Consortium Academy Trust (TCAT). We are an ambitious community and recognise the impact of exceptional staff on the development of our positive and engaged student body.

This is an exciting opportunity for an energetic and dynamic individual to join our support staff team. The successful candidate will support students with emotional difficulties to enable them to effectively access the curriculum. The postholder will provide specific assistance to students working both one-to-one and with small groups.

The successful candidate should have a good level of education and experience of working with young people in SEN, preferably within a secondary school environment. It is desirable for applicants to have completed ELSA Training, however, training will be provided for the right candidate.

This post is a term time only position with 1 additional day and is offered on 29.17 hours per week working 8.30am to 3.10pm, Monday to Friday, with a 30 minute unpaid lunch break.

How to apply

Application forms are available from our school website – www.wolfreton.co.uk/workingwithus and should be returned via email to recruitment@wolfreton.co.uk

The closing date for applications is 9.00am on Friday 26 February 2021.

If you have not heard from us within two weeks of the closing date you should assume that your application has been unsuccessful on this occasion.

I look forward to receiving your application and wish you every success with it.

Yours sincerely

Susanne Kukuc
Headteacher

OUR VALUES and OUR GOALS

At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

OUR VALUES

Excellence

We aim to **INSPIRE** – to be the best that we can be

Endeavour

We promote the qualities of
DETERMINATION and **COURAGE**

Respect

We are firm advocates of
FRIENDSHIP and **EQUALITY**

OUR GOALS

Create

An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.

Prepare

Responsible young adults who value learning, helping them to make a positive contribution to society.

Develop

Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.

Respect

Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.

Provide

All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

GENERAL SCHOOL INFORMATION

Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including on average around 200 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in October 2013, when the achievement of students, quality of teaching, behaviour and safety of students and leadership and management were all judged to be good. Since then, we have seen continuing improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

Standards of attainment at Wolfreton exceed the national average. Up to date exam results can be found on our website. Students enjoy access to a broad and balanced curriculum, and specialist teaching ensures that engagement and progress can continue to increase for all.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form Partnership', a widely recognised successful sixth form partnership with two other local schools. Students are able to study at Wolfreton as well as having the option to study subjects at either of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching House Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams, clubs, and

events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with the world of business and have developed links both nationally and internationally, for example with the Rushanje School in Uganda, who we continue to support through charity initiatives.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development.

The Consortium Academy Trust

The Consortium Academy Trust (TCAT), based in the East Riding of Yorkshire, was formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Community Academy Trust and Wolfreton School and Sixth Form College to form a new Multi Academy Trust. These three schools have a successful history of partnership working, having operated Consortium Sixth Form arrangements for over 25 years. The Trust seeks to build on these relationships to create a regional structure that will see like-minded schools working together effectively within a partnership based on mutual trust and shared values.

Although we are a relatively new Trust we have already grown from the three founding schools and TCAT currently comprises of six secondary schools and three primary schools, as well as two associate members, with a total of approximately 7700 learners and a significant staff team. Our academies include Croxby Primary, Cottingham High School and Sixth Form College, Hessle High School and Sixth Form College, Holderness Academy and Sixth Form College, Howden School, Keyingham Primary, Penshurst Primary, Winifred Holtby Academy and Wolfreton School and Sixth Form College.

Our Vision

We believe in putting our children and young people first and that everything we do has that as its goal. Our vision is to be:

A Trust that promotes academic excellence, where exciting opportunities allow students to excel in all that they do, and leave prepared to achieve all their ambitions.

A Trust whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.

A Trust with a leading community role, whose schools are the preferred choice for students, parents and staff.

Our core values underpin everything we do. They are developed in each academy to meet their needs.

Aspiration. We are ambitious and we aim high for ourselves and for others. We believe that we can make a real difference.

Respect. We respect ourselves and we respect each other. We respect our diverse environment and the community.

Integrity. We are honest with each other and ourselves. We do the right thing for the right reasons.

Responsibility. We take responsibility for everything we do. We see mistakes as an opportunity to improve and get things right next time. We do this in an environment where we can take appropriate risk in the pursuit of success

Job Description

Job Title: ELSA (Emotional Literacy Support Assistant)
Post No:
Pay Scale: Point 5 - £19,312 (actual salary - £12,754)
Hours: 29.17 hours per week
Work Pattern: 8.30am to 3.10pm with a 30 minute lunch break
Contract: Permanent
Responsible to: SENDCo

MAIN PURPOSE OF THE JOB

- To support students with emotional difficulties to enable them to effectively access the curriculum.
- To support and encourage a learning environment throughout the school which allows students to acquire and develop emotional literacy skills.
- To provide specific assistance to students working one-to-one and with small groups.
- To have a clear understanding of the range of difficulties that students present within mainstream schools and to be able to demonstrate suitable strategies which can be implemented to enable these children to fulfil their potential and partake fully in all aspects of the National Curriculum and school life.

KEY ACCOUNTABILITIES

- To work under the direction of the SENDCo and working closely with members of staff within the Learning Support team.
- Attend meetings in the Learning Support department and work closely with the SENDCo to ensure most effective provision is in place.
- To work with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life.
- To support SEMH students in class when required.
- To establish supportive, caring and secure relationships with students and to be available to offer individual support and someone for a student to talk to.
- To develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop student's emotional literacy skills and emotional well-being. To monitor and evaluate the success of these initiatives.
- To establish success criteria and to provide evidence of progress.
- To assess and develop programmes to support the needs of students within the Foundation pathway.
- To implement and review intervention programmes designed by Educational Psychologists and SEN staff.
- To create, develop and produce resources for use with intervention programmes, as appropriate.
- To ensure that all records and case notes are kept up to date, distributed and filed in accordance with the school's procedures, and that appropriate levels of confidentiality are maintained.
- To liaise, and maintain good working relationships with other staff, parents, outside agencies etc as required.
- To promote respect, self-esteem and a positive, inclusive ethos for all students and adults throughout the school.
- To contribute to monitoring and recording pupils' progress and providing relevant feedback to SENDCo and teachers.

- To provide welfare support to the children, including administering First Aid (training provided) and attending to personal hygiene and identified medical needs as required.
- To assist with general school duties, which may include setting up classrooms, preparing resources and displays and tidying and clearing away
- When required, supervise students during break, lunchtime, and before and after-school.
- To oversee a lunchtime clubs/drop-in sessions designed to support SEN students.
- As a member of support staff, contribute to the Fire Evacuation procedures acting as a sweeper for a key area when required.

GENERAL INFORMATION

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees.
- Therefore it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.
- The above duties may involve having access to information of a confidential nature which may be covered by the GDPR. Confidentiality must be maintained at all times.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of The Consortium Academy Trust will be expected to comply with the GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

Person Specification – ELSA (Emotional Literacy Support Assistant)

| Category | Essential | Desirable | Evidence |
|--------------------------------------|---|---|-------------------------------|
| Qualifications and Training | <ul style="list-style-type: none"> • Good basic level of education including GCSEs in English and Maths • Evidence of commitment to personal and professional development. • Level 2 Literacy and Numeracy. • Willing to work towards ELSA Training | <ul style="list-style-type: none"> • SEN qualification, e.g. NVQ Level 2 Supporting Teaching and Learning. • ELSA Training. | Application Form |
| Experience | <ul style="list-style-type: none"> • Experience of working with children and/or young people with SEN, preferably in a Secondary school environment. • Evidence of experience to support the required duties as specified in the Job Description. • Evidence of working with students with a range of difficulties including behavioural difficulties. • Able to demonstrate evidence and knowledge of strategies that can be implemented to promote inclusion. | <ul style="list-style-type: none"> • Experience of delivering intervention programmes to small groups and/or individuals. • Experience of assessing student progress. • Experience of evaluating the success, or otherwise, of intervention programmes. | Application Form Interview |
| Knowledge | <ul style="list-style-type: none"> • Knowledge of a range of special educational needs. • Knowledge and understanding of Child Protection and Safeguarding issues in Schools. • To have a clear understanding of the range of difficulties that students present in mainstream schools and to be able to demonstrate evidence and knowledge of strategies which can be implemented to enable these children to fulfil their potential and partake fully in all aspects of the curriculum and school life. • Knowledge of the curriculum and an understanding of the expected progress students should make. • To have an awareness of any relevant legislation, policies and practices in relation to SEN. | <ul style="list-style-type: none"> • Knowledge of SEN Code of Practice and how this informs day-to-day practice within a secondary school. • Knowledge of emotional literacy. • Ability to set up and run games for students with a physical handicap • A greater understanding of supporting students in Literacy, Numeracy and Science. | Application form Interview |
| Personal qualities and skills | <ul style="list-style-type: none"> • High levels of organisational and self-management skills. • Ability to develop effective professional relationships with students and staff. • Good communication skills, both written and spoken. • Appropriate awareness of health and safety in relation to area of work. • Effective team player • High levels of personal and professional integrity. • Personal impact and presence to inspire respect and confidence in students, colleagues and parents. • Confidentiality. • Self-motivation and willingness to accept responsibility. • Commitment to the School ethos of respect and inclusion for all. • Commitment to the safety and welfare of students. • A positive role model for young people and colleagues. • Energy, enthusiasm, optimism and ambition. • Excellence of day to day contribution and reliability. • Ability to follow instructions for the SENDCo and teaching staff. | <ul style="list-style-type: none"> • Good IT skills. • Level of fitness required to support students in practical lessons, including PE • Willingness to get involved in wider extra-curricular activities. • Willingness to contribute to and participate in continuous professional development. | Application form Interview |