



Job Description: ELSA Practitioner

Job details

Salary: £23,703 - £26,401 FTE (Actual £19,916 - £22,183)

Hours: 36.25

Contract type: Permanent/ Term Time Only

Reporting to: SENDCo and Deputy SENDCo

We are looking to appoint a well organised, skilled and professional person to support young people with social, emotional and mental health needs, including ASD, within the school. If you are passionate about young people, enjoy variety in your role and thrive on working in a busy environment this is a great opportunity for you. The successful candidate should have excellent interpersonal and communication skills, relate well to young people and possess Maths and English GCSE Grade C or above (or equivalent). Additionally, they should possess an ELSA qualification (or similar nurture focused qualification), knowledge of working with individuals with challenging behaviours, and an awareness of the social and emotional issues faced by those with autism and social communication difficulties. Some understanding of supporting young people who have experienced trauma would also be an advantage.

Working as part of a team is a crucial aspect of the role within many different departments, so you must have a flexible attitude to react to different situations throughout the school day and the ability to use your own initiative within the learning environment.

Duties and responsibilities:

The main role of the ELSA practitioner is to assist in the support and inclusion of young people with a wide range of special educational needs and difficulties within the school:

- To support the development of young peoples' emotional literacy and social skills through specific and targeted intervention.
- To support academic and social communication needs (which may be linked to diagnosis of autism).
- To support positive social and emotional wellbeing, enabling young people to engage in learning in and out of the school environment.

Main Duties:

- Plan and deliver individualised and small group programmes of support for young people to develop their emotional literacy skills. The exact tasks will depend on the learning support needs of the individual/s but may include: 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 to develop social and friendship skills, and the writing of session plans and subsequent review documentation.
- Supporting young people's inclusion, anxiety and mindset through encouraging their acceptance and inclusion, providing personalised anxiety management plans and strategies to meet need, providing 1:1 and small group intervention for young people with anxiety, and developing strategies to promote and support a growth mindset and independence.
- Support the school staff through contributing to individualised programmes of support, providing advice to others, including at CPD sessions to staff, and providing regular feedback about young people to teachers.
- Support the school through fostering links between a young person's home and school.