

LYPPARD GRANGE PRIMARY SCHOOL

JOB DESCRIPTION

Post Title: Emotional Literacy Support Assistant

Grade: TA 2

Reporting To: Head Teacher

Responsible for Supervision and Management of: Not responsible for the supervision or management of other staff

Main Purpose of Job:

To support the Senior Mental Health Leader with their responsibility to provide emotional support and guidance to children, helping them develop crucial emotional intelligence skills as well as strategies to manage challenging emotions.

Responsibilities, Duties and Tasks:

Under the direction and control of the Senior Mental Health Leader will:

- Establish supportive, caring and secure relationships in order to undertake those activities necessary to meet the social and emotional needs of children.
- Use specialist skills to foster the social and emotional development of children, including those who may present with challenging and/or delayed development.
- Work therapeutically with children who may be experiencing emotional difficulties and provide one-to-one or group support.
- Create a safe and nurturing environment where children can express their feelings and concerns, and reinforce their self-esteem through praise and encouragement.
- Develop and implement strategies and activities to enhance emotional literacy and resilience in children.
- Collaborate with teachers, parents and external agencies to identify and address emotional and behavioural challenges.
- Offer guidance and coping mechanisms to children and parents dealing with stress, anxiety, or emotional issues.
- Monitor individual pupil's progress, maintain confidential and accurate records of interactions and progress, ensuring these are up-to-date and accurate, and report these to the SMHL and/or others as appropriate.
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.

Tasks may also include:

- Plan and implement any specific arrangements for individual pupils, such as Pastoral Support Plans and Positive Coping Plans, ensuring that relevant staff members are aware of any measures in place.
- Act as a point of contact for parents, at the start and end of each day, regarding the wellbeing of pupils and provide the necessary support.
- Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate, to ensure the wellbeing of pupils and their full participation in school life.
- Support with liaison at key transition times including with nurseries/pre-school settings, schools we are receiving from and handing on to, and secondary schools, to ensure that pupils are effectively prepared for, and supported in, their current and future education.
- Work with the DSL, ideally in the role of a DDSL, and other staff members to ensure continuity of pastoral care throughout the school.
- Carry out home visits to pupils whose attendance is of concern, are school avoidant, or are absent due to prolonged ill-health.
- As a DDSL, make referrals, in liaison with the DSL/SMHL, and undertake internal early help activity.
- Contribute to preparation for meetings to discuss the specific child's progress.
- Assist with the support of group activities within and away from the pupil's classroom, e.g., P.E., swimming, educational visits.
- Support individual pupils by providing medical, personal and intimate care when required, as outlined in their care plan, and attend training to support this work as relevant.
- Ensure that pupils can safely use equipment and materials provided and be aware of the range of resources available.
- Create, develop and produce resources to support children's emotional/social/behavioural needs.
- Organise activities to support children's emotional and social needs at lunchtime, including the use of 'playground friends' and 'Olivia's Garden'.
- Take a proactive role in supporting engagement, including leading on interventions such as movement breaks, sensory regulation activities etc.
- Working with the school's 'Dog Mentor' dog to support children's emotional and social needs.

Additional General Duties:

- To undertake such other duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this job.
- To undertake health and safety duties commensurate with the post with consent of employee and/or as detailed in the School's Health and Safety Policy.

QUALIFICATIONS REQUIRED

- Qualified Teaching Assistant
- The ability to support pupils and staff and communicate with parents through fluent and accurately spoken English

SUPERVISION RECEIVED

SENDCo/SMHL & SLT.

PRINCIPAL CONTACTS

Pupils, parents, Teaching Assistants, Teachers, SENDCo/SMHL, SLT.

In all contacts the postholder will be required to present a good image of the School as well as maintaining constructive professional working relationships, adhering to and maintaining school routine and codes of conduct and supporting the ethos of the school.

Notes:

- This post is subject to a criminal record check.
- The Head Teacher reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.
- Reasonable adjustments will be considered as required by the Equalities Act.
- The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the School's Equal Opportunities Policy.
- The English fluency duty applies to this post. Person specifications should include that the postholder must have the ability to support pupils and staff and communicate with parents through fluent and accurately spoken English

Prepared by: Becky Thorp, Head Teacher

Date: September 2023