

# GENERIC PERSON SPECIFICATION

POST: EMOTIONAL LITERACY SUPPORT ASSISTANT – GRADE 6			
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<b><u>KNOWLEDGE</u></b>			
Previous experience of working with/ supporting children with a range of social, emotional and behavioural difficulties	To support the identified children fully and effectively	Now	5
Understanding of what is meant by emotional literacy and some knowledge of effective intervention tools and techniques	To demonstrate a sound knowledge of emotional literacy and the ways in which children can be helped and supported	Highly desirable	5
GCSE Grade C (or equivalent) in English and Maths	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
Qualification to Level 3 NVQ (or equivalent) in a relevant discipline	To provide the theoretical framework and context for responsibilities and duties of an ELSA	Highly desirable	4
Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment	Now	3
<b><u>MENTAL SKILLS</u></b>			
Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To contribute to monitoring and recording pupils' progress and providing relevant feedback to teachers	With training on systems	3
Creative ability	To create, develop and produce resources for use with intervention programmes	Highly desirable	3

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<p><b><u>INTERPERSONAL &amp; COMMUNICATION SKILLS</u></b></p> <p>Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and excellent oral communication skills</p> <p>Ability to maintain children's interest and motivation for learning and to employ active listening skills</p> <p>Ability to work well as a member of a team</p>	<p>To support classroom based learning for pupils with specific emotional literacy needs</p> <p>To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors)</p> <p>To work with individuals and groups of children with emotional literacy needs and to offer individual support and someone for a child to talk to</p> <p>To support colleagues and maintain effective working relationships</p>	<p>Now</p> <p>Ability now; support given</p> <p>Now</p>	<p>5</p> <p>4</p> <p>5</p>
<p><b><u>PHYSICAL SKILLS</u></b></p> <p>Ability to make and use a variety of resources</p>	<p>To support the classroom learning and assist children with creative work</p>	<p>Desirable; not essential</p>	<p>2</p>
<p><b><u>INITIATIVE &amp; INDEPENDENCE</u></b></p> <p>Working within established procedures, to use own judgement and initiative</p>	<p>To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems</p>	<p>With support</p>	<p>4</p>
<p><b><u>PHYSICAL DEMANDS</u></b></p> <p>Limited</p>			

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<p><b><u>MENTAL DEMANDS</u></b></p> <p>Awareness of needs/demands of young children (particularly those with specific behavioural/emotional needs) and how they act/react</p> <p>Ability to deal with interruptions and unexpected peaks in workload</p>	<p>To react to children's needs and demands and to ensure their safety and welfare</p> <p>To cope with situations where several children require attention at the same time</p>	<p>Awareness now</p> <p>Ability now</p>	<p>5</p> <p>5</p>
<p><b><u>EMOTIONAL DEMANDS</u></b></p> <p>Ability to work with, support, understand and empathise with children who may have a complex range of emotional, behavioural and physical needs</p>	<p>To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties) who are experiencing emotional and/or behavioural difficulties</p> <p>To listen to children, establish relationships and (in accordance with school policies and procedures) be able to act/deal appropriately with emotionally difficult situations</p>	<p>Ability/aptitude essential now. Training given in specific procedures</p>	<p>5</p>
<p><b><u>RESPONSIBILITY FOR PEOPLE</u></b></p> <p>Understanding of key safeguarding issues and procedures</p>	<p>To ensure correct reporting and monitoring of any safeguarding issues arising across the school;</p> <p>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information</p>	<p>Good understanding now – training given in specific school procedures</p>	<p>5</p>

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<b><u>RESPONSIBILITY FOR SUPERVISION</u></b>  N/A			
<b><u>FINANCIAL RESPONSIBILITY</u></b>  N/A			
<b><u>RESPONSIBILITY FOR PHYSICAL RESOURCES</u></b>	Some responsibility for safe and secure storage of materials and resources		