



Rumboldswyke Church of England  
Primary School

**Emotional Literacy Support Assistant  
(ELSA) / Teaching Assistant**



Closing Date for applications: Midday Monday 28th November 2022

Interview Date: Thursday 1st December 2022





We have an exciting opportunity for a permanent, part-time Emotional Literacy Support Assistant (ELSA) / Teaching Assistant to join the Bishop Luffa Learning Partnership.

Initially, the role will involve setting up and leading a nurture room for a small group of students at Rumboldswyke Church of England Primary School. This is a key post which is centred around providing a secure and calm classroom base and supporting the children to understand and regulate their own emotions whilst also respecting the feelings of those around them.

As a growing multi-academy trust, the role may also involve supporting students across the schools within the Partnership, undertaking general Teaching Assistant responsibilities.

We are looking for a motivated, highly organised and impactful individual who shares our vision to provide a nurturing, creative Christian community. We believe that everyone, children and staff, should be given the opportunity to 'embrace life in all its fullness,' (John 10:10).

Candidates should ensure that they meet the criteria set out in the person specification. Shortlisting for interview will be based on how well candidates' applications and supporting letters match this criteria. Where appropriate, candidates are encouraged to refer to specific examples to illustrate their understanding and experience of the requirements.

Rumboldswyke is a very special place to work where we strive to 'Love life, love learning and love God's world'. Before submitting the application you are strongly encouraged to visit the school.

Best wishes,

Mrs Lisa Harris  
Head of School





## The Bishop Luffa Learning Partnership Vision

*Our aim is to show every child what 'life in all its fullness' means.*

Staff at BLLP commit to:

- ◇ Maximise aspirations and progress for all
- ◇ Encourage and develop leadership amongst students and staff
- ◇ Develop Partnerships within, and beyond, the school
- ◇ Foster engagement in personal and spiritual development
- ◇ Nurture a sense of belonging to a safe school and the wider world





# About Us

Rumboldswyke Church of England Primary School is a small primary school at the heart of Chichester. In October 2020, we became part of the Bishop Luffa Learning Partnership.



We currently have just over 73 pupils on role from EYFS to Year 4. Our aim is to have a school of 119 by September 2024.

As a school we believe that children learn best when they see purpose in their learning. We explore our curriculum through 'learning experiences'. Each learning experience is rooted in a key question and three or four Christian values: these values are also linked to our daily worship programme. This is designed so children are able to explore and recognise values in different contexts, past and present, reflecting on what they mean for us today.



We strongly believe that for children to be truly engaged with their learning they must have an achievable goal. Having an authentic outcome is a key motivating factor to produce incredible work which children are excited about and intrinsically motivated to produce.

We try to engage our community as much as possible, e.g. displaying work in galleries and inviting our neighbours to an exhibition gives a real sense of purpose.

Presenting our work to BLLP students, parents, carers and governors or setting up a 'real-life' café gives a very clear message that we believe our children can do a professional job.





## 'Love life, love learning, love God's world'

Our vision is to provide a nurturing, creative, Christian community where everyone will achieve with confidence and enjoyment. We will nurture growth and development in all aspects of school life so that everyone will embrace 'Life in all its fullness,' (John 10:10).

### Our school values:

**Love** - our core Christian value is central to every decision and action we take. We are all loved by God: in return we love life, love learning and love God's world. Three main Christian values underpin this: compassion, respect, hope.

**Compassion** – caring about someone else's feelings and trying our best to understand how others might be feeling, and offering to help that person

**Respect** – for others and our environment. We are all different and think differently but we are all special, and we celebrate our differences. We treat others as we would like to be treated.

**Hope** - we have high hopes and aspirations for our future, our school and community. We understand that faith gives us hope, and this hope brings confidence. We know that there is always a future whatever situation we are in, because God promised to never leave us, to always love us, and to help us in times of need.

The Staff and Governors of Rumboldswyke Church of England Primary School believe that children learn best when everyone who contributes to their education work together. Therefore, they believe that the School values are central to every decision made by our school community.





# Job Description

## Emotional Literacy Support Assistant (ELSA) / Teaching Assistant

**Contractual arrangements:** Term-time only, plus 5 INSET days  
4 hours per day 8.30am – 12.30pm, 20 hours per week

**Grade 6:** £23,194 - £24,496 pro rata  
£10,656 - £11,255 actual salary

**Role:** To support children with emotional and behavioural difficulties to enable them to effectively access the curriculum.

To support and encourage a learning environment in the nurture room which allows children to acquire and develop emotional literacy and self-regulation skills.

**Responsible to:** Executive SENDCo

### Responsible for the following duties:

- To work with individuals and/or groups of students in the nurture room / classroom who are experiencing difficulties with emotional literacy or other aspects of school or home life;
- To organise the nurture room / classroom to support the educational and social development of the students based in the provision including: focused play, sensory breaks, nurture support, outdoor learning and the work provided by their class teachers;
- To help identified students who are vulnerable to under-achievement to make progress by taking into account their needs. To ensure these students are able to access the lesson contents through appropriate clarification, explanations, equipment and materials;
- To develop knowledge of a range of learning and behavioural support needs and to plan, devise, implement and assess appropriate programmes to support the needs of students within the nurture room / classroom;
- To create, develop and produce resources for use with intervention programmes, as appropriate, and to support the teacher in planning and implementing specific teaching programmes;
- To work under the guidance of the teacher and to liaise with class teachers to incorporate the students' class-based learning into the nurture room provision / classroom;
- To support the teacher in carrying out structured classroom assessment/observation and feedback (eg green penning) and by supervising practical tasks;
- Where necessary, help students record work in an appropriate way and prepare them for tasks beforehand;
- To help promote and develop independent learning, study and organisational skills, build motivation, and to model good practice in these areas;
- To build and maintain supportive and caring relationships with students, and to be available to offer individual support and someone for a student to talk to;



- To liaise, and maintain good working relationships with other staff, parents, and outside agencies, and to promote respect, self-esteem and a positive, inclusive ethos for all students and adults throughout the trust;
- To contribute to monitoring, evaluating and recording students' progress and providing relevant feedback to teachers, participating in and contributing to Pupil Review Meetings, as required;
- To ensure that all records and case notes are kept up to date, distributed and filed in accordance with the trust's procedures, and that appropriate levels of confidentiality are maintained;
- To provide emotional, physical and welfare support to the students, including administering First Aid (dependant on training) and attending to personal hygiene and identified medical needs as required;
- To assist with general school duties, which may include:
  - ◇ Setting up the classroom, preparing resources and displays and tidying and clearing away
  - ◇ Supervision of students during playtimes
  - ◇ Supervision of students entering or leaving school premises

**Working with the Support Faculty:**

- To clarify with the Executive SENDCo / Head of Support the precise requirements of the TA in the specified setting;
- To discuss strategies with Executive SENDCo / Head of Support for meeting students' particular needs and supporting their progress during the course of the year;
- To deliver specific interventions to identified students under the guidance of the Head of Support.

**Other responsibilities:**

- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate;
- To support implementation of school policies & procedures, including those relating to confidentiality and behaviour;
- To identify personal training needs and to attend appropriate internal and external in-service training;
- Any other tasks as directed by the Head Teacher which fall within the scope of the post.

*The school is committed to safeguarding and promoting the welfare of children and young people. This post is subject to successful DBS, health and qualification checks and satisfactory references.*

*Keeping Children Safe in Education 2022 recommends that shortlisted candidates be subject to an online search. The search is not part of the shortlisting process itself, and you will have a chance to address any issues of concern that come up during the search at interview.*



# Person Specification

## Emotional Literacy Support Assistant (ELSA) / Teaching Assistant

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED BY
<b>QUALIFICATIONS, TRAINING and EXPERIENCE</b>			
A good general education. Minimum of GCSEs Grade C or above, or the equivalent, in Maths and English	✓		Application form and interview
Education to A Level or its equivalent and beyond		✓	Application form and interview
Significant experience of working with SEMH learners	✓	▪	Application form and interview
Competent in Microsoft Word, Excel and Arbor		✓	Application form and interview
Evidence of having worked with children in some capacity; this could be as a parent/carers	✓		
Knowledge of/or previous experience of working in a school environment.	✓		Application form and interview
Experience of working with children with SEN		✓	Application form and interview
Ability to plan programmes of support that incorporate variety, interest and pace	✓		Application form and interview
Ability to keep succinct records of involvement	✓		Application form and interview
A commitment to safeguarding the welfare of children	✓		
<b>KNOWLEDGE, SKILLS, PERSONAL QUALITIES &amp; ATTRIBUTES</b>			
Good communication and interpersonal skills with children and adults.	✓		Application form and interview, professional references

Ability to work independently and show initiative	✓		Application form and interview, professional references
Able to gain the confidence of students who are behaviourally challenging or socially withdrawn.	✓		Application form and interview, professional references
The ability to maintain confidentiality	✓		Application form and interview, professional references
Friendly and patient manner, and the ability to stay calm under pressure	✓		Application form and interview, professional references
Good time management and organisational skills	✓		Application form and interview, professional references
Commitment to supporting the distinctive nature of a Church of England School	✓		Application form and interview, professional references