



SS PETER & PAUL'S CATHOLIC PRIMARY SCHOOL

The Good Shepherd Catholic Trust

Gordon Rd, Ilford, Essex IG1 1SA

Tel 020 8478 1267

Headteacher: Ms. T M Osei

email: admin.sspeterandpauls@redbridge.gov.uk

HLTA / ELSA (Higher Level Teaching Assistant with Emotional Literacy Support Assistant responsibilities)

Type: Fixed-Term Term time, plus 5 inset days

Hours: 35 hrs per week 8:15 – 4:15 with 1 hour lunch

Salary: LBR 5 Point 12-15 £31,542 - £32,931 pa FTE

Main purpose of the post:

- To work collaboratively with teaching staff to plan, prepare and deliver learning activities for individuals, groups and whole classes under the professional direction of a teacher.
- To provide emotional literacy support to children experiencing temporary or long-term emotional difficulties, helping them develop resilience and emotional wellbeing so they can access learning effectively.

Support for Pupils: Under the direction of a qualified teacher:

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Plan and deliver tailored emotional literacy support programmes to individuals and small groups (e.g. anxiety, self-esteem, anger management, social skills, bereavement).
- Establish supportive, nurturing relationships with children, encouraging trust and respect.
- Support children to understand and manage emotions, develop resilience, and improve their social interactions.
- Use strategies to support children in achieving their personal, social and academic targets.
- Promote the inclusion of all pupils, ensuring equal access to opportunities for all learners.
- Encourage pupils to engage in learning and foster independence and motivation.
- Provide pastoral support and respond to the personal and emotional needs of pupils sensitively and effectively.

Support for the Teacher:

- Work in partnership with teachers to plan, resource and evaluate learning activities.
- Provide whole-class cover in the absence of the teacher (planned and short-term), ensuring continuity of learning.
- Assist in the development and implementation of Individual Education Plans (IEPs) and behaviour support plans.
- Observe, assess and record pupils' progress and behaviour, feeding back to the teacher and contributing to reports and reviews.
- Support behaviour management strategies, using consistent approaches to promote positive behaviour.
- Offer insight into pupils' emotional or learning needs to inform future planning and intervention.

Support for the Curriculum Under the direction of a qualified teacher:



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- Contribute to curriculum planning, evaluation and implementation.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver small group and one-to-one interventions to support pupils' academic progress in areas such as reading, writing and numeracy.
- Adapt learning materials and activities to meet the needs of pupils, including those with SEND.
- Use ICT and other resources to support effective teaching and learning.
- Contribute to planning and delivering curriculum enrichment activities that promote social and emotional development.
- Help to ensure the learning environment is stimulating, supportive and well-organised.

Support to School: (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for, or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers, parents, guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Be willing to attend relevant training, supervision (for ELSA), and team meetings as required.
- Contribute to the monitoring and evaluation of ELSA and intervention impact on pupil outcomes.
- Be a positive role model for pupils and represent the school positively in all interactions.

References will be taken prior to interview.

Please email the completed application pack to Mrs Linda Hasan, Office Manager:

admin.sspeterandpauls@redbridge.gov.uk

Closing date: Friday 11th July 2025

Interviews: Tuesday 15th July 2025

SS Peter and Paul's is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced DBS will be undertaken for the successful candidate.



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Person Specification

Criteria	Essential	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Meet HLTA standards or equivalent qualification and experience. Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). 	<ul style="list-style-type: none"> ELSA trained (or willingness to undertake training supported by the school)
Skills & experience	<ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice including school performance management policies. A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Understanding of principles of child development and learning processes. Ability to plan effective actions for pupils at risk of underachieving. Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other members of staff Effective use of ICT to support learning. Use of other equipment and technology – video, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people. Excellent communication skills. Experience of supporting children with social, emotional or mental health needs 	<ul style="list-style-type: none"> Familiarity with SEND strategies and inclusive classroom practices
Attitudes	<ul style="list-style-type: none"> Value the education of every pupil as equally important Be committed to equal opportunities Believe in pupils' entitlement to a broad, balanced and meaningful education Be committed to high quality in all aspects of their work Have a collaborative approach to partnership working Have an understanding of school systems, timetabling, data tracking for pupils, development, planning and implementation Commitment to personal development and growth. Inclusive mindset, valuing diversity and difference 	
Qualities	<ul style="list-style-type: none"> A highly professional approach to their work The ability to thrive in a 'no excuses' culture Great energy, enthusiasm and hope A real drive to make things happen A passionate desire to make a difference A good sense of humour 	<ul style="list-style-type: none"> The desire for further career progression