

Enhanced Learning Provision Assistant
( ELP Assistant)
Job Description and Personal Specification

( June 2025 )

 **Purpose of the Role:**To support the learning, development, and wellbeing of children with Autism Spectrum Disorder (ASD) or Moderate Learning Difficulties ( MLD) within an Enhanced Learning Provision (ELP) and mainstream classroom settings. Working under the direction of the Teacher/ Lead ELP TA, the ELP Assistant contributes to a consistent, structured, and inclusive environment tailored to the needs of neurodiverse learners.

**Key Responsibilities:**

**Direct Pupil Support:**

* Provide individual and small group support to pupils, promoting engagement, independence, and the development of social and communication skills.
* Support children in both the ELP and mainstream settings, helping them to access learning in a way that meets their individual needs.
* Use knowledge of each child’s strengths, interests, and needs to adapt resources and approaches.
* Implement individual support plans and behaviour regulation strategies consistently.

**Working Under Guidance:**

* Work under the direction of the Lead ELP Teacher/TA and class teachers to deliver structured interventions and learning activities.
* Follow timetables and routines that support the child’s ability to access a predictable and supportive school environment.
* Provide feedback to the relevant staff to help assess progress and inform planning.
* The ELP Assistant is expected to help lead and manage the provision in the short-term absence of the Lead ELP TA/Teacher, ensuring consistency and continuity of support for the children.

**Collaboration and Communication:**

* Contribute to a team approach to supporting pupils, sharing observations and ideas with colleagues.
* Liaise with parents and carers as appropriate, maintaining a respectful and professional relationship.
* Support a consistent approach between the ELP and mainstream settings, ensuring transitions are smooth and positive.

**Inclusion and Wellbeing:**

* Promote inclusion by supporting pupils to participate in school life both socially and academically.
* Encourage emotional regulation and resilience through modelling and structured support.
* Foster positive relationships with pupils, built on trust, empathy, and clear communication.

**Person Specification:**

**Essential Skills and Qualities:**

* Experience supporting children with ASD or other additional needs in a school or similar setting.
* Understanding of autism and a commitment to inclusive practice or a willingness to learn.
* Ability to adapt communication and learning approaches to meet individual needs.
* Strong interpersonal skills and the ability to work well as part of a team.
* Good literacy and numeracy skills, with the ability to support curriculum learning.
* Patience, empathy, and the capacity to remain calm and consistent in a range of situations.

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