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| Job Title | Belonging Advocate (Level 2/3 Teaching Assistant) |
| Department | Castleway Family of Schools |
| Prepared by and date | Stuart Mycroft-Armer – May 2026 |

Employee Specification Form

| Essential Personal Attributes | | Stage Identified | Desirable Personal Attributes | | Stage Identified |
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| Qualifications | <ul style="list-style-type: none"> Relevant Level 2 or Level 3 Teaching Assistant qualification (or equivalent) GCSE Grade C/4 or above in English and Maths (or equivalent) | App/letter | <ul style="list-style-type: none"> Emotional Literacy Support Assistant (ELSA) Training/Certificate Relevant training or willingness to undertake training in areas such as emotional wellbeing, nurture, attachment or therapeutic approaches Paediatric First Aid or Team Teach/positive handling training desirable (or willingness to complete training) Certificate or Diploma in Childcare and Education. | App | |
| Experience | <ul style="list-style-type: none"> Experience of building positive, trusting relationships with children who may struggle with regulation or engagement Experience delivering interventions, nurture support or pastoral provision for individuals or small groups Experience working collaboratively with teachers, families and external professionals Experience supporting children with social, emotional and mental health needs and/or communication needs Experience within an ELSA, nurture, pastoral or therapeutic support role | App/letter | <ul style="list-style-type: none"> Experience of working with children with Social, Emotional and Mental Health difficulties | App/letter | |
| Knowledge and skills | <ul style="list-style-type: none"> Strong understanding of nurturing, attachment aware and trauma informed approaches Ability to support children with emotional regulation and co-regulation strategies Excellent communication and interpersonal skills Ability to remain calm, patient and consistent when supporting distressed or dysregulated children Ability to build positive relationships with children, families and colleagues Good understanding of child development and barriers to learning Ability to adapt approaches to meet a range of individual needs Strong teamwork and reflective practice skills Ability to maintain professional boundaries while showing warmth and empathy Good organisational skills and ability to keep accurate records where required Commitment to inclusion, safeguarding and child-centred practice | App/letter | <ul style="list-style-type: none"> Evidence of working collaboratively with other staff Knowledge and understanding of inclusion within every aspect of the school and the classroom Understanding of trauma informed practice and the impact of ACES on children's wellbeing Understanding of the importance of outdoor learning in developing children's independence and self-confidence | App/letter | |

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| | <ul style="list-style-type: none"> • A genuine passion for supporting children’s emotional wellbeing and helping every child and their family feel safe, valued and successful | | | |
| Special Requirements | <ul style="list-style-type: none"> • To have a passion for working with children with social, emotional and mental health needs • Be highly motivated and enthusiastic • An understanding and genuine respect for children who can sometimes struggle to regulate their emotions • Flexibility, and able to adapt to changing circumstances and new ideas • Honesty, integrity, empathy, humility, and humour • Highly developed social, emotional intelligence and strong emotional resilience • Ability to work independently on own initiative and also contribute as part of a team | Letter/ Int | <ul style="list-style-type: none"> • Willingness to contribute towards wider school life • A commitment to continuing professional development and training | Letter/ Int |

