**Appendix 11: Example of coding for semi-structured interviews: ThA Identifying themes Phases 1 and 2**

[RESEARCHER] Good morning [P2]. Well thank you [P2] for meeting with me today.

[P2] That’s fine.

[RESEARCHER] Alright. So why do you think you were chosen to go on the ELSA training course?

[P2] It’s just kind of how my role’s progressed over the years since I started here. I seem to have worked - in the beginning I worked with a lot of children with behavioural problems and I’m very patient. I think it just kind of developed over that, you know, I was doing social skills groups to start with and then that turned into some one to one support for children with behavioural problems and then my hours just grew really and my role grew.

[RESEARCHER] And were you consulted about the course before embarking on it?

[P2] Yes. Yes, my SENCO spoke to me about it and at first she wondered whether I was already doing the role so it wouldn’t really be worth it but there were things that interested me on the course, things that I hadn’t worked with, things that I didn’t know an awful lot about, so I was glad that I actually got to go on the course, because I was looking forward to doing those things.

[RESEARCHER] And if we look at a number scale 1-5 and 1 - you had no involvement at all, you just found yourself on the course, nobody had spoken to you about it to 5 - you’d seen the course yourself, seeked it out, badgering senior members of staff saying I need to go on this course, where would you place yourself on a scale of 1-5 as to how well you were consulted?

[P2] About a 4, cos at first it was like, maybe you shouldn’t go on the course, maybe someone else should do it. So it was kind of a bit up in the air, so maybe a 4.

[RESEARCHER] And things changed because you felt it was suitable for you or was a case of the management came back to you and said we’ve reconsidered it?

[P2] I think it was that there was nobody else in the school that was suitable for the course, they weren’t working with children like, you know, on the scale of what I’m working with them. There was only one other person, she didn’t feel that she could commit or that she wasn’t fulfilling all of the requirements, so in the end it was decided that I should do it.

[RESEARCHER] Ok, lovely. And how well did you feel prepared for the training in terms of say life experience or your own level of education or anything else that might have impacted on your preparation and how prepared you were to start the course.

[P2] I’ve done lots of - yeah plenty of training within the school before, so I felt quite prepared for the course and it’s something that really interests me so I was really looking forward to doing it. I felt like I had the qualifications to do it and the knowledge and I was just hoping to build in that knowledge and get something out of the course.

[RESEARCHER] And using the scale once again 1-5, 1 having been totally unprepared for it to 5 couldn’t have been prepared any more, gone and done additional reading before I started on the course, how do you rate yourself on a 1-5 scale?

[P2] Again I’d say a 4 because I am the sort of person who kind of goes into things. There’s always that doubt in my mind that perhaps you start to doubt yourself and doubt your abilities and think, you know, what if it is too much work, so I would say a 4 again.

[RESEARCHER] OK and do you consider you feel supported since embarking on the course by the school management, including managerial supervision?

[P2] At first I didn’t but I’m feeling more supported now than I did before we broke up in the school holidays. I do feel like it’s being drip fed and not - you know, not put out there straight away but I do feel like I’m slowly getting the message out to everybody and the support is there and it’s growing but it has been really slow. I’ve found it really frustrating, especially at first.

[RESEARCHER] Mm, cos on the scale 1-5, you said 4, it was very low because you felt that people hadn’t really taken into account that you’d actually been on a course.

[P2] Mm.

[RESEARCHER] What has happened then? What change has taken place?

[P2] I think the level of some of the children that I’m working with, they are very difficult. Some of the cases are quite upsetting, child protection issues, and I think because of the level of care that I’ve had to give these children and the level of input I feel like I’ve had a lot more support, you know, and I don’t know, the role being taken more seriously and I think because over the time these children have improved and have felt better because of, just through working with me, that I think, you know, it’s starting to, we’re starting to get a few results and I think that the main thing is that they’re seeing results, so that’s good.

[RESEARCHER] It’s been results driven really, that’s how people are thinking, why is this working out so well, it must be because of the impact of the course that you attended.

[P2] Absolutely, yes.

[RESEARCHER] So on a scale again of 1-5 how do you see things now, as to regarding school management support including managerial supervision.

[P2] I would say possibly a high 3 or a low 4. We’re getting there. If it’s a 4 we’re just a 4, you know, still got work to do.

[RESEARCHER] OK. And since you’ve embarked on the training, how do you consider you feel with regard to being supported by your colleagues, so we’re talking about the teaching staff here and the TAs.

[P2] I think they’ve been very supportive. Again, they don’t really know an awful lot about the training that I did. It’s just what I’ve been drip feeding them every time I see a pupil in their class, but they’ve been ever so supportive. The feedback’s been brilliant and the communication between me and the teacher’s been really good. It’s just nice to be thanked for all the work that I’ve been doing. Some of the children can be quite difficult and that is recognised and I think that’s been a really big thing for me, is that, you know, I’m getting the thanks really. But again, it’s only what I’ve drip fed to them, it’s nothing that’s come from the headteacher or.

[RESEARCHER] Cos I happen to know that you’ve not had a chance to speak to staff as a whole about your role.

[P2] No.

[RESEARCHER] But you have been finding ways of dripping that information through, so you tell me a little bit about what you actually have been doing.

[P2] Yes, I did my own handout information about my role, what the process would be, the ideas surrounding the ELSA, my training, the length of training that I did, what we covered, so I did my own little sort of one sheet A4 handout, I’ve done my own, working from the ELSA materials that we were given I’ve done some forms, like referral forms, I use a lot of the ELSA materials, I adapt them if I need to and go through those with the teacher, so they’ve got an idea of what it is, what it entails, how long I’m going to see those children for and the level of feedback that is required.

[RESEARCHER] So is it only by chance then than teachers know that you are an ELSA and they have the preferred paperwork and then they approach you with it?

[P2] It’s normally, I get stopped in the corridor - oh this child needs some work, can you fit this child in? And then I say well, you know, since I’ve been on this ELSA training it’s a procedure I have now, so I can come and see you when it’s convenient and we can go through the form, so it really is, when somebody approaches me about a child it’s then I say well this is how I do it now and we’ll meet up, so.

[RESEARCHER] And is that when members of staff find out that you’re an ELSA?

[P2] Yes.

[RESEARCHER] Have you got a poster in the staff room as well, with information on, or am I making that up? It’s just leaflets that you’ve given out to staff.

[P2] I don’t know whether anything, no this is just something I’ve given out to staff. But that’s a good idea actually, I should maybe try and put something up in the staffroom, that would be a good idea. Cos they’re supposed to read all the notices.

[RESEARCHER] Oh right, you’ve got a pigeon hole system or pigeon drawers, don’t you?

[P2] Yes.