

Elms Bank School

Teaching Assistant (Level 1)

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Introduction

Dear Applicant

Thank you for your interest in this post at Elms Bank School, which is a member of Oak Learning Partnership Trust.

Our Trust is a recently established group of schools currently comprising of a primary, secondary and special school all located in Bury, Greater Manchester. At Oak LP we are passionate about transforming children's lives and their communities through the delivery of a well-balanced, rounded education, providing individual support in schools which are happy places within which staff and young people thrive. We are passionate about inclusion; this is at the heart of our ethos and is a consistent focus. In all our schools we endeavour to leave no child behind.

We understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, be that supporting or teaching, they are contributing to our collective aim of transforming lives. We have high expectations for our staff, we invest heavily in them ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

Our schools work closely with one another: they collaborate, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has individuality and freedom to be innovative. What we do insist on is clarity and consistency from our leaders and always making sure common sense is at the heart of decision making.

I joined the Trust in September and I'm excited to lead Oak LP into the next part of its journey. We are laying strong foundations for growing the Trust and with this, will come multiple development opportunities for our staff. We are committed to making a difference on a wider scale, whilst continuing to build on our current strengths. Above all we will continue to have a strong moral purpose, provide a truly inclusive education and embed our core values of **Aspiration, Resilience, and Integrity** in everything we do.

If you're excited about joining Oak LP, your values are aligned with ours and you feel like you can make a difference please contact the school directly for any additional information about the role.

Yours sincerely

James Franklin-Smith
CEO of Oak Learning Partnership

Welcome from the Headteacher

Dear Candidate,

Elms Bank is a vibrant and forward thinking generic secondary special school based in Bury, Greater Manchester. All our pupils have a Statement of Special Educational Needs. Our age-range is from 11 to 19 and we currently have 284 pupils in school. Our pupils are divided between classes including specialist classes for pupils who are on the autistic spectrum and those with complex needs.

Our intake is mainly from Millwood Primary Special School and a range of mainstream primary schools across Bury. We also accommodate pupils who come from other local authorities. This will depend on the availability of places.

At Elms Bank we embrace the Arts (Drama, Art and Music) and Applied Learning. Both these areas enrich the curriculum for our young people and contribute to making Elms Bank a place where talent can be nurtured and young people can grow in confidence. You will see lots of information on the website about the achievement of our pupils. These areas include our annual school production, our choir with over 50 members and work placements completed by our pupils.

Central to our vision is to work in partnership within a multi-disciplinary approach to meet the needs of all the young people in our school community. We aim to create a safe and happy learning environment where everyone is treated with respect and dignity. The website contains information about all the people who work in partnership with us. These include a range of services from the National Health Service, the Educational Psychologist and the Local Authority SEN Department.

We have strong links with Millwood Primary School and a range of other local primary schools. We ensure that all our Year 7 pupils have a very positive transition from our feeder schools into Elms Bank. Many of our pupils are able to access inclusion opportunities in mainstream high schools. We value the opportunities created through these links to allow our pupils to grow in confidence both socially and academically.

The staff team are the greatest strength of the school. We aim to provide the highest standards of education and care for our special young people. We plan to meet each pupil's specific needs. We look for every opportunity to celebrate their achievements.

Please visit our school website for further information.

<http://www.elmsbank.co.uk>

Yours sincerely

Orienne Langley-Sadler
Headteacher at Elms Bank School

**Elms Bank School Teaching Assistant Vacancies
Required for as soon as possible**

“An outstanding school”
(Ofsted October 2014)

Teaching Assistants Level 1 – Grade 6 (£15,121 pro rata)

Elms Bank is a secondary special school, which is passionate about achieving the best outcomes for pupils and their families. Our pupils are aged 11 to 19 years, with a diverse range of learning disabilities (PMLD, SLD, MLD, SEMH), combined with medical conditions, physical disabilities, visual impairment, hearing impairment, and/ or autism.

Successful candidates may be asked to work on our school or college sites, in one of our five pathways (Thrive, Explore, Inspire, Specialist Provision, or Nurture), either on a 1:1 basis or as part of a class.

The posts are **32.5 hours** per week (Monday 8.45am – 4.45pm, Tuesday to Friday 8.45am – 3.30pm) term time plus 5 professional activity days worked during periods of school closure, in accordance with service requirements.

In return, we offer some fantastic incentives such as cycle to work scheme, perkbox, childcare vouchers through salary sacrifice, tech save scheme, discounted gym fees at Bury Leisure, bespoke inductions where we pride ourselves in investing in our staff and providing training and development opportunities to enhance your performance and knowledge.

The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour. Applicants must have relevant qualifications and experience and be willing to undertake training relevant to the post. Please ensure that you meet the person specification before applying.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Further details and an application pack can be downloaded from this site. Please complete an application form and write a letter explaining how you meet the person specification.

Completed applications to be returned to Mrs Langley-Sadler, Head teacher of Elms Bank at recruitment@elmsbank.co.uk

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.

We are committed to **equality of opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Closing date for applications: Monday 01st November 2021 at 09:00am

Job Description

Teaching Assistant (Level 1)

Normal place of work:	Elms Bank, although you may be required to work at any other school within the Trust
Responsible to:	Class Teacher
Responsible for:	N/A
Hours of work:	Various
Salary:	£15,121 per annum, pro rata (Grade 6, SCP 6)

Special Conditions of Service

- Annual leave to be taken in school closure periods
- Attendance at evening meetings may be required
- Be prepared to offer flexibility in hours

Job Purpose

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom

Support for the Pupil

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Follow behaviour management and positive handling programme.

Support for the Teacher

- Provide clerical/administration support (eg photocopying, typing filing, collecting money etc)
- Assist with the display of children's work
- Prepare classroom as directed for lessons and clear afterwards
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report basic information from/to parents/carers as directed.

Support for the Curriculum

- Support pupils to understand instructions.
- Support pupils in respect of local and national learning strategies eg. literacy, numeracy, early years as directed by the teacher
- Prepare and maintain equipment and resources as directed and assist pupils in their use.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals

- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.

We expect all staff at Elms Bank to share our core values.

Aspiration

1. To be an active participant in our school community. We expect our staff to be an active member of our community and to embrace school life.
2. To share and receive productive feedback. To have the ability to receive and share productive feedback.
3. To collaborate as a team; with a positive attitude. To work positively as a team promoting a positive attitude.
4. To celebrate all successes. To positively celebrate all successes at Elms Banks
5. To reflect on our work to ensure we always keep on learning. To be open to learning, to reflect on our knowledge and strive to be better.
6. To know all our young people's needs and work to meet them. To understand the needs of our students and actively work to be meet them

Integrity

1. To be professional in demeanour and appearance. To act in a professional manner at all times.
2. To be open, honest and responsible. To be open, honest and responsible in our role at Elms Bank
3. To take ownership – be solution focused. To take ownership of work and solve any problems when necessary.
4. To share concerns with the correct person within the school. To bring any concerns to your line manager or designated person at Elms Bank.
5. To be committed to Elms Bank's vision and values in our daily work. To be committed to the vision and values at Elms bank and bring this into your work at Elms Bank.

Resilience

- To understand the school exists to serve the young people and families of its community. To understand that Elms Bank exists to serve the young people and families of its community
- To manage our own personal well-being. To look after yourself.
- To be aware of other's well-being. To support each other, demonstrate compassion and empathy.
- To embrace change. To positively embrace change.
- To focus on successes and learn from mistakes. To understand that mistakes can be made to learn from them and embrace success.

Other

- To work flexibly to meet the changing needs of the Trust
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- Attend events or meetings out of normal working hours as required
- Undertake other tasks as reasonably requested by the Headteacher
- Follow school ethos and values of aspiration, integrity and resilience
- To keep professional knowledge up to date by attending briefings, undertaking training and keeping abreast of DFE requirements, legislation and procedures

Job Description Prepared by: K. Bloomfield	Signed:	Date:
Agreed Correct by Post- Holder:	Signed:	Date:
Agreed Correct by CEO of Oak LP: J. Franklin-Smith	Signed:	Date:

Teaching Assistant (Level 1)

Criteria	Essential	Desirable
<p>Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:</p>		
	<ul style="list-style-type: none"> • GCSE D-G in English and Maths or Level 1 Key Skills in English and Maths • Willingness to participate in relevant training and development opportunities • Training in literacy/numeracy strategy and / or willingness to undertake training • Willingness to complete Team Teach Behaviour Management and Physical Intervention Course, and other courses/training as required. 	<ul style="list-style-type: none"> • GCSE D-G or Level 1 ICT is desirable or must be able to demonstrate they are currently studying for this qualification or show willingness to study for this qualification • GCSE A* - C in English, Maths or ICT or Level 2 Key Skills in English, Maths or ICT • SEN experience • Experience of working in a school environment
<p>Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:</p>		
	<ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate • Working knowledge of relevant policies/codes of practice/legislation • Understanding of inclusion, especially within a school setting • Ability to prepare resources to support learning programmes • Ability to use other basic technology – video, photocopier • Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. 	

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Criteria	Essential	Desirable
<p>Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:</p>		
	<ul style="list-style-type: none"> • <i>Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.</i> • Developing self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others 	
<p>Work Related Circumstances – Professional Values & Practices: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following;</p>		
	<ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners • Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice • Establish constructive relationships with parents and carers. 	

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Criteria	Essential	Desirable
<p>Work Related Circumstances – Professional Values & Practices: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following;</p>		
	<ul style="list-style-type: none"> • Able to improve their own practice through observations, evaluations and discussion with colleagues. • The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour. 	