

Teaching Assistant (Level 1)

Elms Bank High School Application Pack



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Elms Bank School Teaching Assistant Vacancies Required for January 2021

“An outstanding school”
(Ofsted October 2014)

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

Elms Bank is a secondary special school for pupils aged 11 to 19 years with a diverse range of learning disabilities including physical disabilities and autism.

Vacancies have arisen to support pupils with an Educational Health and Care Plan or Statement of Special Needs either on a 1:1 basis or as part of a class. Successful candidates will be required to work within a key stage or department across the school.

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: **Friday 8th January 2021 at 09:00am**

About Elms Bank School

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.

Hydrotherapy Pool

The new, state of the art hydrotherapy pool is serviced by a range of changing rooms with integrated hoisting. It also has a light system installed to enhance sensory experiences.

Sporting Facilities

We have a fully equipped sports hall, with a climbing wall and trampolines. We also have a multi-use games area, outside gym equipment area, and a full-sized football pitch.

Personal Care and Security

Each department has its own private bathroom area and all classrooms have access for wheelchair users. The school is securely fenced and accessed through the front entrance. The school has security doors at the front and back of the school.

Sensory Integration

Within our Specialist Provision we have a sensory integration room, which allows students access to sensory input to meet their needs. The room contains sensory equipment including a swing.

In addition to this we have a sensory light pod that is mobile and therefore can be accessed by a range of students. The school also has a well-stocked sensory garden.

Elms Bank Bistro and Common Room

The Bistro provides a professional working kitchen in which students work and study courses in food and hospitality. The common room attached to the bistro provides a space for a range of students to socialise during their break and dinner.

Elms Bank College Hub

Located on Bury Old Road, Prestwich, the College Hub offers a wide range of vocational opportunities within Hair and Beauty, Hospitality, Library Hub and Sport and Leisure, whilst maintaining a smaller, family-like community. Our College Hub has a strong emphasis on pastoral care, alongside a curriculum that focuses upon preparation for adulthood tailored to the needs of the individual.

Unsworth Community Hub

We are developing the former Unsworth Library as a community hub first, foremost to give our students the opportunity to develop their employability skills. The students from Elms Bank College work in the community hub. The hub is being developed as a community resource and has become part of Elms Bank due to a community asset transfer agreement following the closure of Unsworth Library.

Extended Services

Elms Bank is part of the Extended Schools Initiative through clubs, residential activities and weekend events.

Buddy Dog

What does a Buddy Dog do?

A Buddy Dog gives pupils the opportunity to build on their communication and mobility skills needed to enhance their lives. Confidence is also enhanced by giving certain responsibilities to pupils to care for the dog's needs, i.e. feeding, grooming and walking. We have Bob and Bear at the main school site and Holly at the College Hub.

Bob, Bear and Holly have other dog friends who come and help in school and the College Hub.

Our Buddy Dogs - Bob, Bear and Holly

The dogs are very busy during the day and they go into classes with pupils. A pupil from the class collects and returns them from and to the office either independently, if they are confident to do so, or with a member of staff if needed. The dogs are used as reading dogs, that allows pupils who are less confident at reading out loud to be able to read to them as this can be less intimidating than reading to a member of the reading team.

They are well liked around school and have a very calming effect on pupils. If a pupil becomes distressed the dogs can help to calm them down as pupils always want to interact with them.

The dogs get involved in lessons in all sorts of ways which range from sitting with pupils to learning about how to take care of him and sometimes he is even measured! Bob also helps pupils to understand the responsibilities of owning a pet.

Bear is a new addition to Elms Bank School and is only a young puppy. He is learning to socialise within the school environment and meeting all the students in different forms. As Bear grows, he will be joining the older dogs on their school duties with the pupils.

Elms Bank Mission Statement

Elms Bank offers a holistic provision. Our students' achievements and successes are celebrated widely.

We use innovative and **aspirational** strategies to increase students' **resilience** and confidence to overcome barriers to ensure their lives are enriched both now and into adulthood.

We believe that at the heart of a student's personalised success is exceptional teaching, learning and pastoral care.

We pride ourselves on our overwhelming sense of family and community; where every staff member leads with **integrity** and compassion to achieve '**Excellence for All**'.

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

Duties/Responsibilities:

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 positivity 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

The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.

Job Description Prepared by: K. Bloomfield	Signed:	Date:
Agreed Correct by Post-Holder:	Signed:	Date:
Agreed Correct by CEO of Oak LP: E. Parkinson	Signed:	Date:

Person Specification

Job Title Teaching Assistant (Level 1)

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Experience/Qualifications/Training etc		
1.1	GCSE D-G in English, Maths and ICT or Level 1 Key Skills in English, Maths and ICT or must be able to demonstrate they are currently studying for these qualifications.	Application Form
1.2	Willingness to participate in relevant training and development opportunities	Interview
1.3	Training in literacy/numeracy strategy and / or willingness to undertake training.	Interview/Application Form
1.4	Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required.	Interview
2. Skills and Knowledge		
2.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
2.2	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
2.3	Ability to promote a positive ethos and role model positive attributes	Interview/Reference
2.4	Good personal numeracy and literacy skills	Assessment
2.5	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Interview/Reference
2.6	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
2.7	Understanding of inclusion, especially within a school setting	Application Form/Interview
2.8	Ability to prepare resources to support learning programmes	Application Form/Interview
2.9	Ability to use other basic technology – video, photocopier	Application Form

2.10	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.	Interview
2.11	Valuing Diversity - <i>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>	Interview
2.12	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	Application Form/Interview

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Interview & Reference
3.5	Establish constructive relationships with parents and carers.	Application Form & Interview

3.6 Able to improve their own practice through observations, evaluations and discussion with colleagues.	Interview & Reference
3.7 The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.	Application Form/Letter & Interview

DESIRABLE REQUIREMENTS	METHOD OF ASSESSMENT
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1. Experience/Qualifications/Training etc	
1.1 NVQ 2 in Supporting Teaching and Learning and/or 'A' Level in English, Maths or ICT and/or teaching degree qualification.	Application Form
1.2 GCSE A* - C in English, Maths or ICT or Level 2 Key Skills in English, Maths or ICT	Application Form
1.3 SEN experience	Application Form
1.4 Experience of working in a school environment	Application Form