



Elms Bank
School & College



Teaching Assistant (Level 2)

Candidate Pack



Part of the

Oak



Learning Partnership

Teaching Assistant (Level 2)

Welcome from the Headteacher

Dear Candidate,

Welcome to Elms Bank! Thank you for your interest in joining our amazing staff team and for taking the time to read about our wonderful school.

Elms Bank is an extraordinary place. Visitors comment on our welcoming atmosphere, happy and successful pupils and our supportive and warm staff team. Our vision is "Excellence for All", and we truly mean that; we are equally committed to both the outcomes of our learners and the professional development and wellbeing of our staff. We are very proud to have continuously maintained an Outstanding Ofsted judgement and were delighted with our latest inspection report in September 2023, which you can read on our website.

Elms Bank is a school with a real sense of community. Our students all have EHCPs and their needs vary hugely. They join one of our five, highly personalised Pathways when they come to us and receive a bespoke education that meets their needs and helps them to achieve their potential. We are incredibly proud of them and celebrate their achievements and successes widely. We use innovative and aspirational strategies to increase their resilience and confidence, to ensure their lives are enriched both now and into adulthood.

We believe that at the heart of a student's 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'. Our students are happy and safe and love coming to school.



Teaching Assistant (Level 2)

Welcome from the Headteacher

Are you passionate about supporting young people with special educational needs to reach their potential and be the best they can be? Do you want to work in a supportive and positive environment, with colleagues who are committed to ensuring the best outcomes for the children they work with? If so, we want to hear from you.

Elms Bank is a special school for pupils aged 11-19 with a range of special educational needs. Our vision is "excellence for all" and we are determined to support our amazing students to become the best adults they can be.

We are looking to appoint a Teaching Assistant (Level 2). You will join a dedicated team in a specialist environment tailor-made to suit the needs of our pupils. You will support the class teacher and deliver interventions to help our students make the best progress they can, accessing a curriculum which meets their needs. If you are creative, resilient and looking for your next opportunity, we would love you to apply to work with us. In return, we offer you clear career pathways, excellent opportunities for professional development both in the school and the wider Trust and commitment to promoting your wellbeing at work. We fully recognise that our staff are our greatest asset, and we work hard to support them.

We are delighted to be part of a family of schools within the Oak Learning Partnership. Oak Learning Partnership is passionate about inclusion and improving the life chances of all children within the Trust. As a school in the Trust, we pride ourselves on being a welcoming school with a strong emphasis on pastoral care, alongside a rigorous academic education tailored to the needs of the individual.

If you would like to know more, we would be delighted to welcome you to our school. Visits prior to application are both welcomed and encouraged. Please contact the school on **0161 766 1597** or by e-mailing **enquiries@elmsbank.oaklp.co.uk** to arrange an appointment.

We ask that you do not send CV's, please complete and send your application form and a personal statement to hr@oaklp.co.uk

We look forward to receiving your application. Please visit our school website for further information. **www.elmsbank.co.uk**


Gemma Parkes

Headteacher at Elms Bank School and College



Elms Bank
School & College





"The school and the trust have ensured that pupils' and staff's well-being lie at the heart of all they do".

Ofsted Report,
September 2023.

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Elms Bank School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; 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, they are contributing to our collective aim of transforming lives. We invest heavily in our people 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.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk

James F-Smith

James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk






Elms Bank

"Pupils enjoy an abundance of rich and exciting opportunities at the school. The school includes and values every pupil. There is a 'can-do' culture where staff ensure that pupils, no matter what their special educational needs and/or disabilities are, take a full and active part in school life.

Ofsted Report,
September 2023

Teaching Assistant (Level 2)

Salary: Grade 8, SCP 12 – 17, £27,711 - £30,060 actual salary £21,366 – £23,177 per annum

Hours: 32.5 hours per week, term time only plus 5 additional days

Job Description

Normal place of work: Elms Bank School, although you may be asked to contribute towards trust wide projects.

Normal working hours: Monday 8.45am – 4.45pm and Tuesday to Friday 8.45am – 3.30pm.

The post is 32.5 hours per week term time plus 5 additional days to be worked during school closure.

Responsible to: Class Teacher.

PURPOSE OF THE POST

- To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher.
- To support learning for pupils and provide general support to the teacher in the management of pupils and the classroom.
- To enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.

DUTIES AND RESPONSIBILITIES

Support for the pupil

- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities.
- Effectively support the teacher to deliver learning, by leading activities to individuals and small groups as directed by the teacher.
- Assist with the development and implementation of Individual Education, Behaviour, Therapy and/or personal care programmes linked to EHCP's.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem, independence, confidence and communication.

- Provide feedback in relation to pupil progress and achievement under the guidance and direction of the teacher.
- Receive NHS training and give medication and deliver therapy programmes to a good standard.
- Receive training and follow specialist feeding programmes to ensure the needs of individual pupils are met.
- Support pupils during breaks from teaching activities.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.

Support for the Teacher

- Provide clerical/administration support (e.g., photocopying, typing and filing)
- Contribute to keeping accurate records of interventions e.g., medical, behavioural, learning, and personal care.
- Assist with the display of pupils' work.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, to use strategies to support pupils to achieve learning goals.
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupils' responses to learning activities and accurately record pupil achievement/progress as directed.
- Provide detailed and regular feedback to teachers on the pupil's achievement, progress, etc.
- Administer routine primary tests, invigilate exams and undertake routine marking of pupil's work.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under the teacher's direction.
- Support curriculum coordinators in the development and maintenance of resources.

Support for the Curriculum

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievements and progress and feeding back to the teacher.

- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

- Be aware of and comply with school policies and procedures relating to staff conduct, child protection, safeguarding, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person as soon as they arise.
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to and follow the school ethos, values and development.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of directed lesson time, including lunchtime.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

GENERAL RESPONSIBILITIES

- To be committed to the principles of on-going professional development and to undertake appropriate training as required.
- To undertake any other duties and responsibilities commensurate with the salary.
- To support and advise new staff members and TA1s where you have appropriate knowledge and skills.

Teaching Assistant (Level 2) Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
	<ul style="list-style-type: none"> GCSE 9-4 (A* - C) in English and Maths or Level 2 Key Skills in English and Maths. Applicants with results due can apply. NVQ 2 in Supporting Teaching and Learning or equivalent qualification Significant experience of working with children in an educational setting (within specified age range / subject area) with special educational needs. Willingness to participate in relevant training and development opportunities. Training in literacy and numeracy strategies and/or willingness to undertake training. Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required. Specialist experience in managing challenging behaviour and/ or therapy programmes and/ or specific learning interventions and/ or health interventions. 	<ul style="list-style-type: none"> NVQ 3 in Supporting Teaching and Learning. Training or experience in working with pupils with: ASD, physical difficulties, communication difficulties, complex medical conditions, learning difficulties and/or ADHD, Sensory Processing Disorder. Training in special educational needs or be able to demonstrate a commitment to special needs.
CRITERIA	Ability, 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:	
ESSENTIAL		
	<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 in all aspects of school life (dress, attitude, attendance and punctuality). Excellent numeracy, literacy and ICT skills to support learning and utilise these skills to develop appropriate learning activities. Ability to work with children at all levels regardless of specific individual needs and identify learning styles as appropriate. Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/ subject area) e.g., knowledge of core subjects' areas etc. Working knowledge of relevant policies/codes of practice/legislation relevant to the post. Understanding of inclusion and demonstrate this in your practice. Experience of resources preparation to support learning programmes. Ability to use basic technology – photocopier, computers, tablets, internet, email. Pupil Care - Listen and respond to student needs, seek out innovative ways of consulting users and engaging partners. Network with others to develop support for the benefit of the pupils and their families. 	

- **Valuing Diversity** - Listen, support and monitor the diverse contributions made to school 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.
- **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.

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- 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.
- Able to improve their own practice through observations, evaluations and discussion with colleagues.
- Ability to direct the work and practice of other staff where appropriate.
- Ability to follow instruction / training to carry out therapy or medical programmes, including administering medication.

isions

Resilience



“The school makes sure it considers the workload and well-being of staff when it makes decisions or introduces change. Staff feel valued and well supported to carry out their roles effectively.

Ofsted Report, September
2023



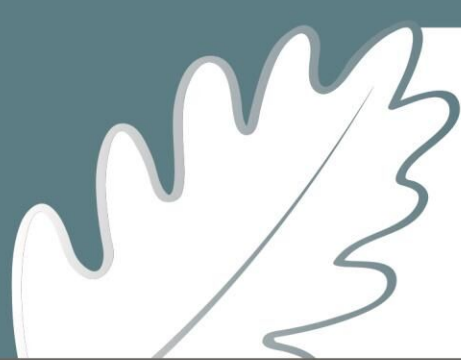
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