



**Elms Bank**  
School & College



# Assistant Headteacher

## Candidate Pack



Part of the

**Oak**



Learning Partnership

# Assistant Headteacher

## 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.



# Assistant Headteacher

## 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 an experienced and compassionate Assistant Headteacher who is enthusiastic about making a difference and helping young people with complex needs overcome their barriers to learning. This is a key leadership role that requires a strong commitment to improving the welfare, behaviour, and personal development of our students. The successful candidate will act as the Designated Safeguarding Lead, ensuring that the highest standards of child protection and safeguarding procedures are in place.

If you are a strong team player who can think creatively and continually reflect on how to improve outcomes for young people, we would love to hear from you. 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](mailto:hr@oaklp.co.uk)**

We look forward to receiving your application. Please visit our school website for further information. **[www.elmsbank.co.uk](http://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](http://www.oaklp.co.uk)

*James F-Smith*

**James Franklin-Smith**  
**CEO of Oak Learning Partnership**

**Oak**   
Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)





**"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

# Assistant Headteacher

**Salary:** Leadership 11 – 15, actual salary £63,815 - £70,293 per annum

**Closing Date:** 9.00 am, Thursday 24<sup>th</sup> April 2025

**Interview Date:** Thursday 1<sup>st</sup> May 2025

## Job Description

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

**Normal working hours:** This role does not operate on a timebound contract and is not subject to the working time provisions of a full time teacher in line with Teacher's Pay and Conditions.

**Responsible to:** Headteacher

### PURPOSE OF THE POST

- To be responsible for the leadership of a specific whole-school development dependent on candidate's strengths. In conjunction with the Headteacher and Deputy Headteacher, assist with the leadership and management of all the staff and the general organisation of the school. To carry out ad hoc duties delegated by the Headteacher and Deputy Headteacher.
- To support in providing professional leadership for the school that secures its success and improvement, ensuring high quality education for all pupils and improved standards.
- To support the Headteacher, Deputy Headteacher, and the Trust to create a vision, which can be shared by all members of the school community and a strategic plan that inspires and motivates pupils, staff, and all other members of the school community.
- To ensure that best practice is delivered throughout the school and that all provision demonstrates the values and aspirations in the schools' aims and objectives.
- To play a significant role in setting aims and objectives for the school and in formulating the School Development Plan along with the Headteacher, the Trustees, and other senior staff. To take responsibility for appropriately delegated aspects in the School Improvement Plan, in agreement with the Headteacher.
- To ensure that all parents are fully engaged with pupils' learning and that they are supported with advice, guidance and training where necessary.
- To uphold the ethos, aims and values of the school, its policies and codes of practice at all times and in all circumstances and to lead by example playing a full part in the life of the school and celebrating students' successes.
- To manage the school and college in the absence of the Headteacher and Deputy Headteacher and support the Headteacher and Deputy Headteacher in leading and managing the school to the highest professional standards.
- Assisting the Headteacher and Deputy Headteacher in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.

- Raise achievement and aspirations of the pupils by providing challenges and opportunities as well as recognising and celebrating success.
- Liaise effectively with parents, external agencies and QEB members.
- To report on the effectiveness across the school and college to the Senior Leadership Team, QEB members and Trustees where appropriate.
- Carry out the general and specific professional duties as set out in the current 'School Teachers Pay and Conditions' document.
- Ensure the provision maximises pupils access, choice and opportunities, and strategies are adapted to support pupils where necessary.
- To manage the strategic development of on an area of school improvement.
- Monitor and evaluate the quality of behaviours and attitudes, teaching and standards of learning, and achievement for all pupils.
- To be the Deputy Designated Safeguarding Lead.

## **DUTIES AND RESPONSIBILITIES**

- In conjunction with the other Assistant Headteachers to liaise with the multi-disciplinary teams to ensure a seamless service for all pupils (timetables, in class support, reports for annual reviews etc).
- To be responsible for sections of the Self Evaluation Form, SDP and QEB reports as directed by the Headteacher and Deputy Headteacher to ensure developments and achievements are reflected and issues, actions and the impact of actions are clearly identified.
- To contribute to a range of Quality Marks.
- Participate in and assist with the organisation of Open Day/Parents' Evenings.
- Alongside the other Assistant Headteachers, attend key events in the school including outside school events. It is recognised that some of these will be on a rota basis with the other Assistant Headteachers.
- Line manager for identified Middle Leaders. Take responsibility for the line management of staff as delegated by the Headteacher including holding return to work interviews as directed by the Headteacher.
- To lead a team of Teachers and Teaching Assistants for appraisal ensuring that attention is paid to their development through targets set and that their training needs are met.
- Support the Headteacher and Deputy Headteacher in developing positive working relationships with and between all staff and provide and sustain motivation.
- To inspire, motivate and influence staff and pupils, taking the leading role in maintaining the highest standards of teaching, learning and pupil discipline.



- To maintain an informed view of standards and of the quality of provision across the school by monitoring pupils' work and teachers' planning and teaching, and standards of behaviour.
- To provide guidance and support to managers and other staff in order to improve the quality of provision.
- To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.
- Engage actively in Appraisal and Continuing Professional Development to ensure professional skills are kept up to date and further developed.

The job description will be reviewed on a regular basis to reflect the changing needs of the school. It is not intended to be a sole description of the tasks which may need to be undertaken by the Assistant Headteacher. However, there should be enough detail to ensure that the postholder has a clear understanding of the remit of their role.

The post holder will be required to undertake any other duties of an equal nature appropriate to the post as determined by the Headteacher.

# Assistant Headteacher Person Specification

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
<b>ESSENTIAL</b>		<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Graduate; Qualified Teacher Status.</li> <li>• Good Honours Degree</li> <li>• Willingness to learn and commitment to professional development.</li> <li>• Successful teaching of SEND pupils and be able to demonstrate impact.</li> <li>• Positive relationships with pupils' parents.</li> <li>• Ability to provide excellent opportunities to young people with learning disabilities and physical disabilities or have the dedication and disposition to train to do this.</li> <li>• Experience of leading whole school initiatives with evidence of how you have impacted upon the young people in your care.</li> </ul>		<ul style="list-style-type: none"> <li>• Additional qualification / professional development in Special Educational Needs.</li> <li>• Previous middle leadership/senior leadership experience.</li> </ul>
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
<b>ESSENTIAL</b>		
<ul style="list-style-type: none"> <li>• Effective classroom practitioner with the ability to teach outstanding lessons.</li> <li>• Knowledge and understanding of specialist strategies for working with SEND.</li> <li>• Ability to evaluate and develop practice from evidence of pupil learning.</li> <li>• Able to provide for pupils' different learning styles.</li> <li>• Possess the skills to build on the strength and expertise of individual staff and be able to motivate, lead and empower others, showing evidence of this in your present post.</li> <li>• To understand the role and benefits of work-based learning opportunities and be able to successfully deliver curriculum targets through this approach.</li> <li>• To have excellent written ability to write and present complex reports to inform and promote the school to a range of audiences.</li> <li>• Excellent team-building skills.</li> </ul>		
<b>CRITERIA</b>	<b>Personal style and behaviour:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
<b>ESSENTIAL</b>		
<ul style="list-style-type: none"> <li>• Demonstrable commitment to SEND work.</li> <li>• Ability to manage other team members in the classroom.</li> <li>• A team player.</li> <li>• Approachable and sensitive to the needs of others.</li> <li>• A willingness to work positively with challenging behaviour.</li> <li>• A demonstrable commitment to equal opportunities.</li> <li>• To be able to work under pressure and to meet tight deadlines and to lead others to do the same.</li> <li>• Ability to work closely with the senior leadership team on shared projects.</li> </ul>		

## Leadership Posts:

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

## Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

### Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.

### Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### System and processes


1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

itions

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



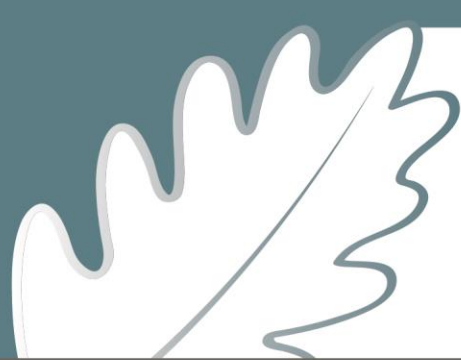
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