



Elms Bank
School & College



Assistant SENCO

Candidate Pack



Part of the

Oak 
Learning Partnership

Assistant SENCO

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 SENCO

Welcome from the Headteacher

We are looking for a passionate Assistant SENCO who is enthusiastic about making a difference and helping young people with complex needs overcome their barriers to learning. Working under the direction of the SENDCo, the post holder will contribute to the development and implementation of best practices for inclusion across the whole school and college. A crucial part of the role involves building strong, collaborative relationships with parents, external agencies, and the Trust to ensure the needs of SEND students are fully supported and championed.

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

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



A close-up, over-the-shoulder shot of a young person with short brown hair, wearing a dark blue school uniform, focused on drawing in a spiral-bound notebook. They are using a grey 'SPECTRUM FINE LINER' marker to draw a map. The map features a blue wavy line representing a coastline, with the words 'THE SEA' written in large, stylized blue letters. Arrows point from the land towards the sea, with handwritten notes: 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach', 'Looking at sea from the beach'. A yellow rectangular area is drawn at the bottom of the page. A white ruler with 'SHATTER RESISTANT' printed on it lies across the bottom of the drawing. The background is slightly blurred, showing a wooden desk and a red object.

"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.

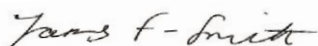
Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure 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 Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

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 SENCO

Salary: Grade 10, SCP 24 – 27, actual pro rata salary £32,095 - £34,640 per annum

Hours: 37 hours per week, term time only plus 20 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: 37 hours per week, term time only plus 20 additional days to be worked during periods of school closure.

Monday 8.45am to 4.45pm, Tuesday to Thursday 8:00am – 4:00pm, Friday 8:00am – 3:30pm.

Responsible to: The SENCO

PURPOSE OF THE POST

- To provide efficient support and administration for the SEN department, the continuation of a strong culture of SEND provision across Elms Bank School and College.
- To lead, under the direction of the SENCO in establishing best practice for inclusion across the whole school and college
- Develop relationships with parents, Trust and multi agencies that positively support SEN students and the role of SENCO.

DUTIES AND RESPONSIBILITIES

- To maintain accurate confidential records including the SEN register and external agency caseloads.
- To be the first contact in school to receive and co-ordinate information on SEN students. Collate and update information and records, arranging actions and reviewing suitability of provision.
- Lead the coordination of the provision map, under the direction of the SENCO, to ensure it is up to date and reflects current provision.
- Develop positive working relationships with SEN students, understanding their needs to enable the role to be undertaken successfully
- Make referrals for dyslexia, dyscalculia, spelling and reading screens/assessments. Circulate results to appropriate parties, monitoring interactions linked to this
- To visit pupils in Primary Schools and home to assess their suitability for Elms Bank and to share outcomes with SLT.
- Promote the inclusion and acceptance of all students within the classroom including in one to one and small group intervention.
- To oversee and co-ordinate student support facilities through the use of internal/external agencies.
- To lead and chair EHCP meetings whilst supporting pupils learning.
- To provide constructive feedback on student progress/achievement, including EHCP reviews.

- Ensure all pupils have access to specialist equipment as stated in their EHCP. Manage the intervention and equipment budget, chase orders and monitor the usage.
- To oversee and contribute to the quality assurance of the EHCP review process and interventions.
- Track multi-agency provision through the 3-tier approach.
- Establish constructive relationships and communicate with other stakeholders, in liaison with the teacher, to support achievement and progress of students.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- Undertake general administration duties that support the teaching and learning of SEN students and support the strategic work of the SENDCo. This includes maintaining filing system, produce and distribute resources, templates as and when necessary.
- Be responsible for the effective use of materials and resources.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Manage the school's Extended Services package in the form of activities after school and during school holidays.
- Promote extended services activities with pupils and engage the pupils and their families of Elms Bank to ensure access is available for all pupils to the activities provided.
- Attend home visits where required.
- Attend meetings as appropriate and record accurate minutes as required.
- Attend staff staff/development meeting at school as required.
- Contribute to the overall visions, values and aims of the school.
- Appreciate and support the role of other professions to best meet the needs of the pupils.
- 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 or instructed by SLT.

CORE RESPONSIBILITIES AND DUTIES


- Ensure that you understand and comply with the Trust Health and Safety policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.

Assistant SENCO 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">• A Level or equivalent or significant experience working with students with a range of Special Educational Needs• Experience of basic technology, PC, internet, MS Office packages.• Working knowledge of SEND Code of Practice and Children and Families Act 2014, and commitment to keeping abreast of developments and innovations in SEN• Working with students with high needs and Education Health Care Plans (e.g. within sixth form, FE college or secondary school setting)• Experience and understanding of the EHCP and annual review legislation and processes• Experience of successfully building relationships with identified students, or groups of students (of a relevant age to the setting).• Knowledge of ICT and appropriate new technologies• Experience of working with multi-disciplinary teams• Experience of forging community/voluntary/parent and partner agency links.• Significant experience in an administrative role. | | <ul style="list-style-type: none">• Educated to a degree level or equivalent relevant experience.• Understanding of Safeguarding and Child Protection issues.• Experience acting as lead professional within the EHCP annual review process• Experience of working with multi-disciplinary teams | |
| CRITERIA | | Ability, Skills, Qualities 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 | | DESIRABLE | |
| <ul style="list-style-type: none">• Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline• Effective communication and interpersonal skills• Ability to establish rapport with a wide range of people• Excellent organisation skills• Strong organisational and administrative skills.• Ability to use initiative and manage a caseload and a varied and demanding workload.• Ability to interpret and analyse data and other information for reporting purposes• Ability to manage the emotional demands of working with students who have complex needs and to stay calm under pressure• Collaborate and network with others within and beyond the Trust including parents, external professionals and the wider community.• Able to use initiative and develop creative and imaginative solutions to solve problems.• Understand the importance of Equal Opportunities, Safeguarding, Confidentiality and Data Protection. | | <ul style="list-style-type: none">• Commitment to personal development and learning. | |

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Resilience

A photograph of two children, a boy and a girl, sitting on bright green chairs and peeking out from behind light-colored wooden panels. The boy on the left is wearing a black hoodie and looking towards the camera. The girl on the right is wearing glasses and a black jacket, smiling. The background is a blue wall decorated with several colorful stars (yellow, red, pink, green, blue, purple). The floor is covered with a grey carpet. A green circular graphic is overlaid on the bottom left of the image, containing text.

“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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