



**Elms Bank**  
School & College



# Connect Lead

## Candidate Pack



Part of the

**Oak**   
Learning Partnership

# Connect Lead

## 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.



# Connect Lead

## Welcome from the Headteacher

We are looking for a Connect Lead who is enthusiastic about making a difference and helping young people with complex needs overcome their barriers to learning. As Connect Lead, you are required to have ambition and drive to develop the Connect Pathway. You will be an inspirational leader, implementing methods to enhance teaching and learning across the Connect Pathway.

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**







**"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 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**

# Connect Lead

**Salary:** Main Pay Scale 1 to Upper Pay Scale 3, plus TLR 2b (£5,647) and an SEN allowance (£2,679). Actual pro-rata salary, £39,976 - £57,410

**Hours:** 1265 hours per annum, as per the Teachers Pay and Conditions.

## Job Description

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

**Normal working hours:** 1265 hours per annum worked as per the Teachers Pay and Conditions.

**Responsible to:** Headteacher, Deputy Headteacher and Assistant Headteacher

### PURPOSE OF THE POST

- To be responsible with SLT for leading teaching and learning and implementation for young people whose main barrier to learning is Complex ASD, Sensory Processing Disorder and/or present challenging behaviors due to their learning barrier.
- To develop the curriculum and to have a clear vision across the department.
- To lead the staff in providing care for these pupils both within the classroom and across the school day.
- To establish, organise and operate resources to assist in maximizing pupil progress
- To co-ordinate the work of a range of agencies to ensure outstanding provision.
- To lead and manage a range of strategies and interventions to support pupils to make progress (hydrotherapy and TEACCH).
- To establish a clear and strong vision of what outstanding specialist provision should look like and the ability to support the school to get there.
- To be the line manager to key staff involved in supporting young people with complex needs.
- To promote the aims and objectives of the school as laid down by the trust.
- To contribute to the Teaching School by developing your expertise and sharing this with others.
- Raise achievements and aspirations of the pupils by providing challenge, opportunity and celebrating success.

### DUTIES AND RESPONSIBILITIES

#### Teaching and Learning Responsibilities

- To lead teaching and learning under the direction of the Deputy Headteacher for young people with learning disabilities and challenging behaviours
- To work alongside the Deputy Headteacher responsible for young people with young people with learning disabilities and challenging behaviours to develop the curriculum and track data effectively
- Specialist provision pathway line manager.

- To lead the staff in providing care for these pupils both within the classroom and across the school day.
- To establish, organise and operate resources to assist in maximising pupil progress.
- To co-ordinate the work of a range of agencies to ensure outstanding provision.
- To be the line manager to key staff involved in supporting young people with special needs.
- To report to the QEB and the Headteacher about pupil attainment and achievement.
- To contribute to the Teaching School by developing your expertise and sharing this with others.
- To promote the aims and objectives of the school as laid down by the governing body.
- To promote the development of the Authorities Equal Opportunities Policy throughout all aspects of school life.
- To deliver appropriate courses and accreditation to meet a range of needs.
- To provide excellent learning opportunities for all pupils.

### **Principal Duties**

- To register classes taught at the commencement of the day.
- To plan and prepare courses and lessons for a range of subjects appropriate to each class assigned to him/her in written form.
- To teach, according to their educational needs, classes assigned to him/her, recording teaching activity in the approved format.
- Maintain classroom behaviour and a safe working environment for pupils, observing all school guidelines with regard to the welfare, health and safety of pupils.
- To implement the process of assessment, recording and reporting on the development, progress and attainments of pupils taught.
- To maintain an up-to-date professional knowledge of developments within a range of subjects reviewing from time to time methods of teaching and programmes of work.
- To participate in arrangements for his/her further training and professional development as a teacher
- To attend all appropriate professional meetings as defined by the school's Directed Time.
- To provide work for classes affected by your absence when this is by prior arrangement.
- To co-operate and participate with the Head of Department in Departmental administration, activities and management.
- To maintain a stimulating work environment, principally through display material.
- To implement, in a professional manner, agreed school Curriculum and Departmental policies.

### **General Classroom Responsibilities**

- To ensure that pupils are appropriately and fully assessed in line with the school assessment policies.
- To ensure that suitable and appropriate individual programmes, group programmes and class programmes of work are prepared, implemented and evaluated in accordance with school policies and the Governors' Curriculum Statement.
- To ensure that pupils' record of progress are maintained in accordance with the school record keeping policies.
- To be responsible for the associated work of any non-teaching staff.
- To ensure that necessary resource material is available, co-ordinated and accessible for efficient implementation of individual, group and class work and to update such material as necessary within budgetary constraints.
- To ensure that all classroom stock is properly maintained and accommodated as securely as possible.
- To maintain and control records of classroom stock.
- To produce suitable classroom and corridor displays of work.




- To promote parental and if appropriate, community interest in classroom work.
- To liaise with teaching and non-teaching staff and concerned professionals with regard to the education of pupils at the school.
- To liaise with other staff members with regard to the effective and smooth transition of pupils between classes.
- To contribute to the Annual Review and Statement process and to attend case conferences as necessary.
- To work with class teaching assistants ensuring that they are appropriately directed and managed in accordance with the policies and procedures of the school.

# Connect Lead 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"><li>Graduate; Qualified Teacher Status.</li><li>Willingness to learn and commitment to professional development</li><li>Successful teaching of SEN pupils and be able to demonstrate impact</li><li>Ability to lead the teaching of pupils with profound learning disabilities and complex needs</li><li>Positive relationships with pupils’ parents</li><li>Ability to provide excellent opportunities for young people with learning difficulties</li></ul>		<ul style="list-style-type: none"><li>Additional qualification / professional development in Special Educational Needs</li><li>Evidence of impact on a department / group of staff / students outside of your own class</li></ul>
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"><li>Effective classroom practitioner with the ability to teach outstanding lessons</li><li>Knowledge and understanding of specialist strategies for working with SEN</li><li>Ability to evaluate and develop practice from evidence of pupil learning</li><li>Able to provide for pupils’ different learning styles</li></ul>		
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		
<ul style="list-style-type: none"><li>A reliable attendance record</li><li>Demonstrable commitment to SEN 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></ul>		

tions

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 panels are decorated with colorful paper stars in yellow, pink, green, and blue. The background is a dark blue wall also adorned with stars. The boy on the left is wearing a black hoodie, and the girl on the right is wearing a black jacket and glasses. A blue jacket is draped over the boy's chair.

**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





**Elms Bank**  
School & College

**Elms Bank**  
Ripon Avenue  
Whitefield  
Manchester  
M45 8PJ

0161 766 1597

[enquiries@elmsbank.oaklp.co.uk](mailto:enquiries@elmsbank.oaklp.co.uk)

[www.elmsbank.co.uk](http://www.elmsbank.co.uk)



Part of the

**Oak**   
Learning Partnership