



Elms Bank
School & College



Teaching Assistant Level 1 – Maternity Leave Cover

Candidate Pack



Part of the

Oak 
Learning Partnership

Please visit our school website for further information.
<https://www.elmsbank.co.uk/>

Welcome from the Headteacher

Dear Candidate,

Welcome to Elms Bank! Thank you for taking the time to read about our wonderful school and your interest in working as part of our amazing staff team. We are highly committed to staff development and pride ourselves on having clear career pathways and opportunities for all staff at Elms Bank and across the Trust. We are looking for individuals who are enthusiastic about making a difference, can think creatively and continually reflect on how to improve outcomes for young people.

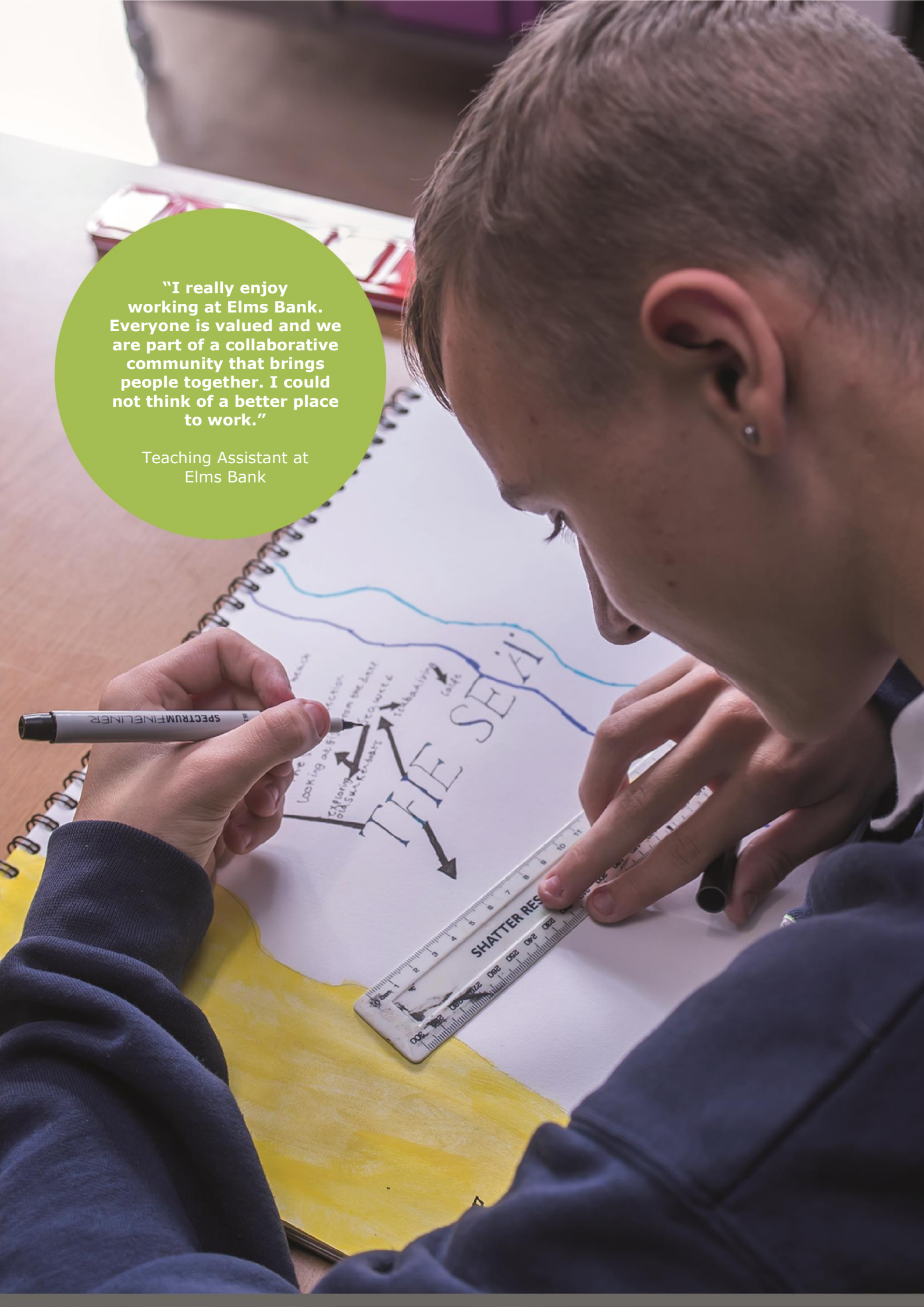
Elms Bank is a school with a real sense of community! We are delighted to be part of a family of schools within the Oak Learning Partnership. Oak Learning Partnership is passionate about inclusion and improving the life chances of all children within the Trust. As a school in the Trust, we pride ourselves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

Our Vision – is ‘Excellence for All’. 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’.

Orienne Langley-Sadler

Headteacher at Elms Bank School





**"I really enjoy
working at Elms Bank.
Everyone is valued and we
are part of a collaborative
community that brings
people together. I could
not think of a better place
to work."**

Teaching Assistant at
Elms Bank

Teaching Assistant (Level 1) – Maternity Leave Cover

Salary: Grade 6, SCP 6, £23,893, actual salary £18,422

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

Closing Date: 9.00am, Monday 10th June 2024

Required as soon as possible

The trust, on behalf of Elms Bank school, are seeking to appoint a highly motivated and committed Teaching Assistant (Level 1), to cover maternity leave, who can join a team of dedicated professionals. You will be part of an excellent team and provided with extensive support that will enable you to develop to your full potential both in this role and beyond.

Our pupils are aged 11 to 19 years, with a diverse range of learning disabilities (PMLD, SLD, MLD, SEMH), combined with medical conditions, physical disabilities, visual impairment, hearing impairment, and/ or autism.

Successful candidates may be asked to work at either of our school or college sites, within one of our five pathways (Thrive, Explore, Inspire, Specialist Provision, or Nurture), either on a 1:1 basis or as part of a class.

The Teaching Assistant role provides high quality learning and pastoral support for our pupils as well as taking on additional responsibilities such as administering medication following NHS training.

In return our trust can offer you:

- An incredible opportunity to be part of an exceptional school and work with experienced and successful leaders.
- The chance to be part of a growing and forwarding thinking trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.
- Support with health and wellbeing via 'Medicash', a Health Cash Plan that is paid for by the trust and gives access to a range of helpful benefits. The trust also provides access to 'Welbee', a dedicated staff wellbeing improvement service.

How to Apply

Overview of Role – Teaching Assistant

Overview of Job/Role from Headteacher

Teaching Assistants at Elms Bank are an exceptionally highly skilled team and change our students' lives on a day-to-day basis. Our teaching assistants are widely celebrated and are recognised as being an integral part of the wider staff team by everyone at Elms Bank. Clear line management exists within Elms Bank, and across the Trust, so that everyone who works in a support staff role feels supported and invested in. Many of our teaching assistants carve out lifetime career goals with us and multitudes of teaching assistants have progressed either into promoted teaching assistant roles or progressed into the teaching profession.

If you feel you can be part of an innovate team, where individuals matter, and qualities of integrity, resilience, reflective practice, and teamwork are truly important, then we welcome an application from you.

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

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.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Please note, we reserve the right to close this vacancy early if we receive sufficient applications for the role.

We ask that you do not send CV's, and applications are to be completed via our vacancy portal:

[Vacancies at Oak Learning Partnership \(oaklp.co.uk\)](http://oaklp.co.uk)





"The school has highly effective systems for managing students' behaviour. The systematic approach, consistent use of the behaviour policy and skilled behaviour management result in students with more challenging behaviour making exceptional progress in gaining self-control and re-engaging with learning within a very short space of time."

Ofsted 2014

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Job Description

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

Normal working hours: Monday 8.45am – 4.45pm, 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 periods of school closure.

Responsible to: Class Teacher

This is a temporary post that will cease upon the return of the previous post holder from Maternity Leave.

PURPOSE OF THE POST

- 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 AND RESPONSIBILITIES

Support for the Pupil

- Supervise and support pupils ensuring their safety and supporting their 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 be as independent as possible.
- Attend to the pupils' personal needs.
- Implement pupil specific programmes, to support emotional and physical health and welfare needs.
- Follow behaviour management and positive handling programme.

Support for the Teacher

- Provide clerical/administration support (e.g., photocopying, typing filing, collecting money etc.).
- Assist with the display of children's work.
- Prepare the classroom as directed for lessons and clear afterwards.
- Be aware of pupil wellbeing, progress, achievements and inform the teacher.
- 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 the learning intention and success criteria.
- Support pupils in respect of local and national learning strategies e.g., literacy, numeracy, early years as directed by the teacher.
- Prepare and maintain equipment and resources as directed and assist pupils in their use.
- Provide specific feedback to the teacher to support in assessing pupil understanding.

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 visions, values and aims of the school.
- Appreciate and support the role of other professionals to best meet the needs of the pupils.
- Attend relevant meetings as required.
- Participate in training and other professional development opportunities.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate.
- 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.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.

Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

Teaching Assistant Level 1 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	
- GCSE 3-1 (D-G) in English and Maths or Level 1 in Key Skills in English and Maths. - Willingness to participate in relevant training and development opportunities. - Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required.		- GCSE 3-1 (D-G) / Key Skills Level 1 in ICT (Must work towards an ICT qualification during the probationary period if you do not have this) - GCSE 9-4 (A*-C) English, Maths or ICT or Level 2 Key Skills in English, Maths or ICT - NVQ Level 2 in Supporting Teaching and Learning and/or 'A' Level in English, Maths and ICT and/or teaching degree qualification. - SEND experience - Experience of working in a school environment	
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			
- 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. - Good personal numeracy and literacy skills. - Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. - Working knowledge of relevant policies/codes of practice/legislation. - Understanding of inclusion, especially within a school setting. - Ability to prepare resources to support learning programmes. - Ability to use basic technology – photocopier, computers, tablets, internet, email. Pupil Care – Listen and respond to pupil need, seek out innovative ways of consulting pupils 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 provision and reduce disadvantage. Developing Self and Others – Ability to question and request the 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 follow instruction / training to carry out therapy or medical programmes, including administering medication if applicable.			

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, which is a member 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, want to join a trust at an exciting part of its journey, we would love to hear from you.

James F-Smith

James Franklin-Smith
CEO of Oak Learning Partnership



oaklp.co.uk



Our Vision

To transform lives through a highly inclusive educational approach.

A photograph of three students in a science laboratory. Two students, a boy and a girl, are wearing grey school uniforms and safety goggles, working together at a lab bench. The boy is on the left, wearing a red tie, and the girl is on the right, wearing a black hijab. They are both focused on their work. In the foreground, another student is partially visible, also wearing safety goggles. The background shows other students and lab equipment.

Inclusion is at the heart of our trust

- We are **compassionately rigorous**; we care deeply about our community which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity, and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.



Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.



"Our Trust is a really supportive and friendly place to work. Whilst crossing from site to site I get a strong feeling that we are a Trust of schools working with and for each other."

Member of our Trust
Estates and Facilities
staff

Workload Charter



Email Embargos

No expectation that emails should be responded to out of working hours.



Working Practices

Workload managed in line with role.



Investment in Staff

Clear career progression and funding available for Continuing Professional Development.



Induction

Agreed programme of induction for all staff.



Open Door Policy

Open door policy allowing easy access to senior leaders.



Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



School Calendar

Planned and managed by Senior Leadership Team and issued at the beginning of the academic year.



Systems

Adopt systems to make the process effective and free up more time.



Communication Strategies

Agreed protocols in each school for communication.



Wellbeing

Access to specialist external support.



Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



Residential Payback

Staff received time back following their involvement in residential trips.



Instructional Coaching

Is adopted by all trust schools allowing staff to practise and develop their skills.



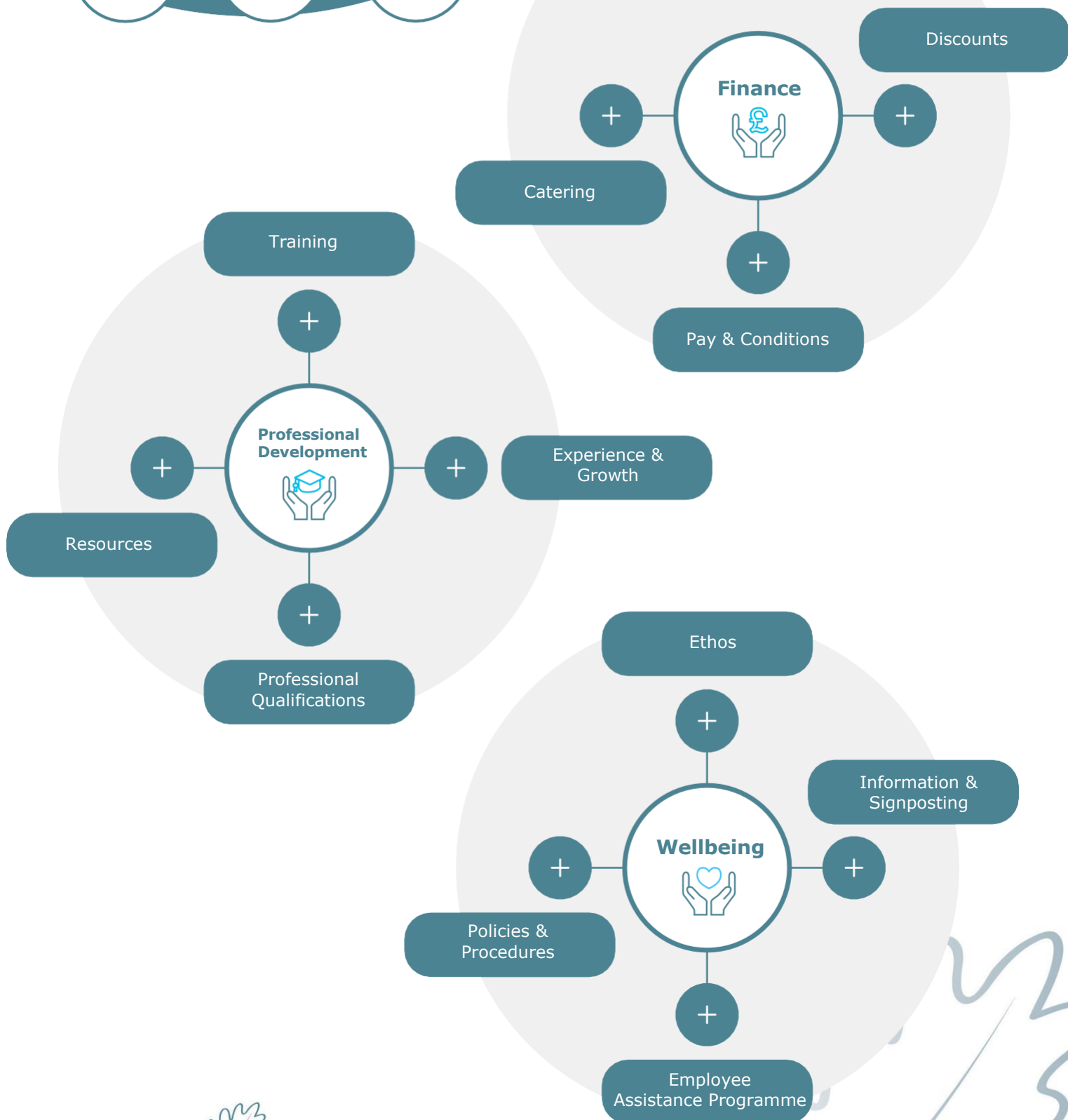
Being Flexible

Flexible Working policy and practises available.



Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





Elms Bank
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