



Elms Bank
School & College



Teaching Assistant Level 3

Candidate Pack



Part of the

Oak



Learning Partnership

Teaching Assistant Level 3

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 3

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 for a Teaching Assistant Level 3. 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.

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



Elms Bank
School & 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. Below the title, there are several arrows pointing in different directions, some with handwritten labels like 'Looking at the sea from the beach', 'Looking at the sea from the boat', 'Looking at the sea from the hill', and 'Looking at the sea from the road'. A yellow rectangular area is drawn at the bottom of the page. A white ruler with black markings is placed horizontally across the bottom of the drawing, with the words 'SHATTER RESIST' visible on it. The background is slightly blurred, showing a wooden desk and a red object, possibly a pencil case.

"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

Teaching Assistant Level 3

Salary: Grade 9, SCP 18 – 23, £30,559 - £33,366, actual salary £23,562–£25,726 per annum.

Hours: 32.5 hours per week, term time only plus 5 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, Tuesday to Friday 8.45am – 3.30pm. 32.5 hours per week, term time only plus 5 days to be worked during school closures.

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.
- Work will involve assisting the teacher in the management and preparation of resources. Supervision of whole classes during the short-term absence of the teacher.

DUTIES AND RESPONSIBILITIES

Support for the Pupil

- Use specialist (curricular/learning) skills/training/experience to support SEND pupils with diverse, severe learning needs and challenging behaviours.
- Follow specialist therapy programmes to ensure the needs of individual pupils are met e.g., OT plans, physio plans, speech and language plans, feeding programmes.
- Using specialist knowledge and skills contribute to the development and implementation of individual Curriculum and/ or Behaviour programmes including sensory diets.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance within the classroom.
- Encourage pupils to interact with others and work co-operatively with others and engage all pupils in activities.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.

- Provide feedback to pupils and achievement under the guidance and direction of the teacher.
- To explain targets, simplify explanations and encourage pupils to use appropriate educational terminology when talking about targets.
- To be trained to use positive handling techniques and implement teaching programmes as necessary.
- Support pupils during breaks from teaching activities.

Support for the Teacher

- Create displays of children's work whilst liaising with the teacher responsible.
- Establish and maintain an appropriate learning environment with the teacher.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as necessary.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Administer and access routine tests and invigilate exams/tests.
- Promote positive values, attitudes and 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.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction.
- Provide general clerical/admin support e.g., administer coursework, produce worksheets for agreed activities, etc.
- Support curriculum coordinators in the development and maintenance of resources.
- Plan, prepare and deliver individual/group learning activities e.g., friendship groups, social stories, 1-1 mentoring.
- Help the teacher devise suitable learning targets for the pupils included.

Support for the Curriculum

- Supervision of whole classes during the short-term absence of the teacher.
- Delivering specific areas of curriculum to individual, small groups – whole class.

- Implement agreed learning activities/teaching programmes, differentiating between the activities according to pupil learning styles and individual responses/needs.
- Implement local and national learning strategies e.g., literacy, numeracy effectively utilising all alternative opportunities to support pupil development.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning through specialist support e.g., curriculum/SEND specialism.
- Select and prepare required resources necessary to lead learning activities, considering pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/ resources/ equipment.
- Access appropriate training e.g., Team Teach, PECs, Signalong and individual communication aids.

Support for the Teaching/Group Class

- Establish constructive relationships/partnerships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Assist in the training and development of classroom support staff, including mentoring new staff.
- 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 differentiation and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/aims/work of the school.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Prepare a bank of teaching and learning activities for cover lessons.
- Act as a cover supervisor, supervising whole classes occasionally during the short-term absence of teachers. Deliver learning activities, maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.
- Supervise pupils on visits, trips and out of school activities as required.
- Transport pupils as appropriate subject to MIDAS training if using the school minibus.

Support for the School

- Undertake home visits to support pupils and families. Liaise with parents/carers to help maintain good relationships between pupils, school and parents.
- Manage the behaviour of pupils off site in establishments outside of the school e.g. local colleges. Undertake lunchtime supervision.

- Carry out baseline assessments/testing on new pupils to ascertain educational ability of pupil and pass results to the teacher.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.
- Undertake planned supervision of pupils out of school hours learning activities e.g., residential.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Carry out risk assessments on pupils to ascertain if a pupil is safe to be in a particular learning environment e.g., Educational Visits. Staff to go on Risk Assessment course where needed.
- Assist with whole school organisation for e.g., transport, lunch duties.
- Administer medication to pupils in line with the Medical Policy of the school.
- Attend meetings as appropriate.
- Take minutes of meetings as required.
- Assisting with transporting pupils as needed e.g., escorting to bespoke provision.
- Attend staff/development meetings at school, as required.
- Undertake administrative tasks as necessary.
- Provide logs, visit records and contribute to reports.
- Attend meetings on pupils in schools.

Teaching Assistant Level 3 Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
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ESSENTIAL

- NVQ 3 in Supporting Teaching and Learning and/or 'A' Level in English, Maths or ICT and/or degree qualification in a school-based subject. Applicants with results due are able to apply.
- GCSE A* - C in English, Maths and ICT or Level 2 Key Skills qualification in English, Maths and ICT. Applicants with results due are able to apply.
- To have experience of covering the class in absence of the class teacher, being able to deliver a range of learning activities and direct other staff and pupils appropriately or to be able to show through observation that you are able to do this.
- To be able to follow a lesson plan and deliver a lesson from a plan using your own working knowledge of the National Curriculum and your Literacy, Numeracy and ICT skills.
- Significant experience in an education setting with pupils with special educational 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:
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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 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.
- Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range / subject area) e.g., knowledge of core subject areas, use of ICT across the curriculum etc.
- Working knowledge of relevant policies/codes of practice/legislation relevant to the post.


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:
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ESSENTIAL

- Able to provide for continuity and consistency for a group of pupils in your care.
- An understanding of the use of appropriate resources to aid progress.
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.
- Establish constructive relationships with parents and carers.
- Able to improve their own practice through observations, evaluations and discussion with colleagues and be involved in the professional review process.
- Ability to direct the work and practice of other staff where appropriate.

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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 panels are decorated with large, colorful paper stars in yellow, pink, green, and blue. The background is a dark blue wall also adorned with several red and yellow stars. The boy on the left is wearing a black hoodie, and the girl on the right is wearing a black jacket over a white shirt and glasses. A blue jacket is draped over the back of 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



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