



Elms Bank
School & College



Temporary Teacher / Instructor – General Subjects

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

Temporary Teacher / Instructor – General Subjects

Salary: Unqualified Teacher Pay Scale – Upper Pay Scale 3 plus SEN allowance, actual salary £23,137 to £49,064 per annum.

Hours: 1265 hours per annum as per Teacher Pay and Conditions.

Closing Date: 9.00am, Friday 28th June 2024.

Required for January 2025 or earlier.

Oak Learning Partnership, on behalf of Elms Bank School and College, are seeking to appoint a highly motivated and passionate full-time Teacher on a fixed term basis, who will join a welcoming team of professionals working with children who exhibit a range of complex needs including profound and multiple learning difficulties and autism.

This post is particularly suitable for a teacher/instructor who has experience of teaching and working with pupils who are working significantly below age related expectation. Teachers would be expected to demonstrate that they are competent in using a range of teaching strategies to engage and develop pupils' understanding to ensure that they reach their full potential.

Experience of working with pupils with special educational needs is essential. We are looking for an outstanding teacher who will demonstrate a high level of commitment to our students.

The ideal candidate will:

- Provide excellent learning opportunities and engage our pupils.
- Be able to inspire confidence in meeting the needs of our pupils.
- Be highly motivated and will contribute to team working and team building.
- Be able to take advantage of the professional learning opportunities we can offer.
- Be able to teach outstanding lessons.

This role is suited to a strong primary school teacher or SEND Specialists and will involve teaching semi formal learners as well as teaching across the school. Teachers will be expected to demonstrate their ability to be an effective Pastoral Form Teacher who will communicate with families to develop pupil wellbeing.

Applications from either primary or secondary trained teachers are welcome. ECT'S are also invited to apply for this post.

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 - Teacher

Overview of Job/Role from Headteacher

Teaching at Elms Bank is a complete privilege! Our teachers are exceptionally passionate about our young people and strive to give them opportunities to learn, grow and understand the world in a variety of different ways. Teachers who join us understand what excellent teaching and learning looks like and possess tremendous curriculum knowledge. They are fully committed to being an exceptional form tutor and form positive links with all the students' families within their care. However, they also recognise that they very often need to reinvent teaching strategies, approaches and goals to ensure our individual and unique student population achieve aspirational personal and academic targets. Clear line management exists within Elms Bank, and across the Trust, so that everyone who works in a teaching role feels supported and invested in. Many of our teachers carve out lifetime career goals with us and multitudes of teachers have progressed either into offering outreach work across the Trust, Local Authority or Greater Manchester, or promoted into middle leadership roles or progressed into senior leadership roles.

If you feel you can be part of an innovative team, where individuals matter, and qualities of integrity, resilience, reflective practice and teamwork are truly important, then we would be really looking forward to receiving 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.

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

Temporary Teacher / Instructor – General Subjects

Salary: Unqualified Teacher Pay Scale – Upper Pay Scale 3 plus SEN allowance, actual salary £23,137 to £49,064 per annum.

Hours: 1265 hours per annum as per Teacher Pay and Conditions.

Closing Date: 9.00am, Friday 28th June 2024.

Job Description

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

Normal working hours: 1265 hours per annum as per Teacher Pay and Conditions.

Responsible to: Headteacher, Deputy Headteachers, Assistant Headteacher.

This is a temporary position from 1st September 2024 to 31st August 2025.

PURPOSE OF THE POST

- To promote the aims and objectives of the school as laid down by the trust.
- To promote the development of the trust's 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.

DUTIES AND RESPONSIBILITIES

- Register classes taught at the commencement of the day.
- Plan and prepare courses and lessons for a range of subjects, appropriate to each class assigned in written form.
- Teach, according to educational needs, classes assigned to and record teaching activity in the approved format.
- Maintain classroom discipline and a safe working environment for pupils, observing all school guidelines with regard to the welfare, health and safety of pupils.
- Implement the process of assessment, recording and reporting on the development, progress and attainments of pupils taught.
- 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.
- Participate in arrangements for his/her further training and professional development as a teacher.
- Attend all appropriate professional meetings as defined by the school's Directed Time.
- Provide work for classes affected by your absence when this is by prior arrangement.

- Co-operate and participate with the Head of Department in Departmental administration, activities and management.
- Maintain a stimulating work environment, principally through display material.
- Implement, in a professional manner, agreed school Curriculum and Departmental policies.

General Classroom Responsibilities

- Ensure that pupils are appropriately and fully assessed in line with the school assessment policies.
- 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 Trustees' Curriculum Statement.
- Ensure that pupils' record of progress is maintained in accordance with the school record keeping policies.
- To be responsible for the associated work of any non-teaching staff.
- Ensure that necessary resource material is available, coordinated and accessible for efficient implementation of individual, group and class work and to update such material as necessary within budgetary constraints.
- Ensure that all classroom stock is properly maintained and accommodated as securely as possible.
- Maintain and control records of classroom stock.
- Produce suitable classroom and corridor displays of work.
- Promote parental and if appropriate, community interest in classroom work.
- Liaise with teaching and non-teaching staff and concerned professionals with regard to the education of pupils at the school.
- Liaise with other staff members with regard to the effective and smooth transition of pupils between classes.
- Contribute to the Annual Review and Statement process and to case conferences as necessary.
- Work with class teaching assistants ensuring that they are appropriately directed and managed in accordance with the policies and procedures of the school.
- To be an effective Pastoral Form Teacher and communicate with families to develop pupil wellbeing.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.

General Responsibilities

- To work flexibly to meet the changing needs of the trust.
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.
- Attend events or meetings out of normal working hours as required.
- Undertake other tasks as reasonably requested by the Headteacher.
- Follow school ethos and values of aspiration, integrity and resilience.

Temporary Teacher / Instructor – General Subjects 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
- Graduate; Qualified Teacher Status (for Teacher applicants). - Willingness to learn and commitment to professional development. - Successful teaching of SEND pupils and be able to demonstrate impact. - Positive relationships with pupils' parents. - 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.		Additional qualification / professional development in 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:	
ESSENTIAL		
- Effective classroom practitioner with the ability to teach outstanding lessons. - Knowledge and understanding of specialist strategies for working with SEND. - Ability to evaluate and develop practice from evidence of pupil learning. - Able to provide for pupils' different learning styles.		
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		
- A reliable attendance record. - Demonstrable commitment to SEND work. - Ability to manage other team members in the classroom. - A team player. - Approachable and sensitive to the needs of others. - A willingness to work positively with challenging behaviour. - A demonstrable commitment to equal opportunities.		

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 blue lab coats and various 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.



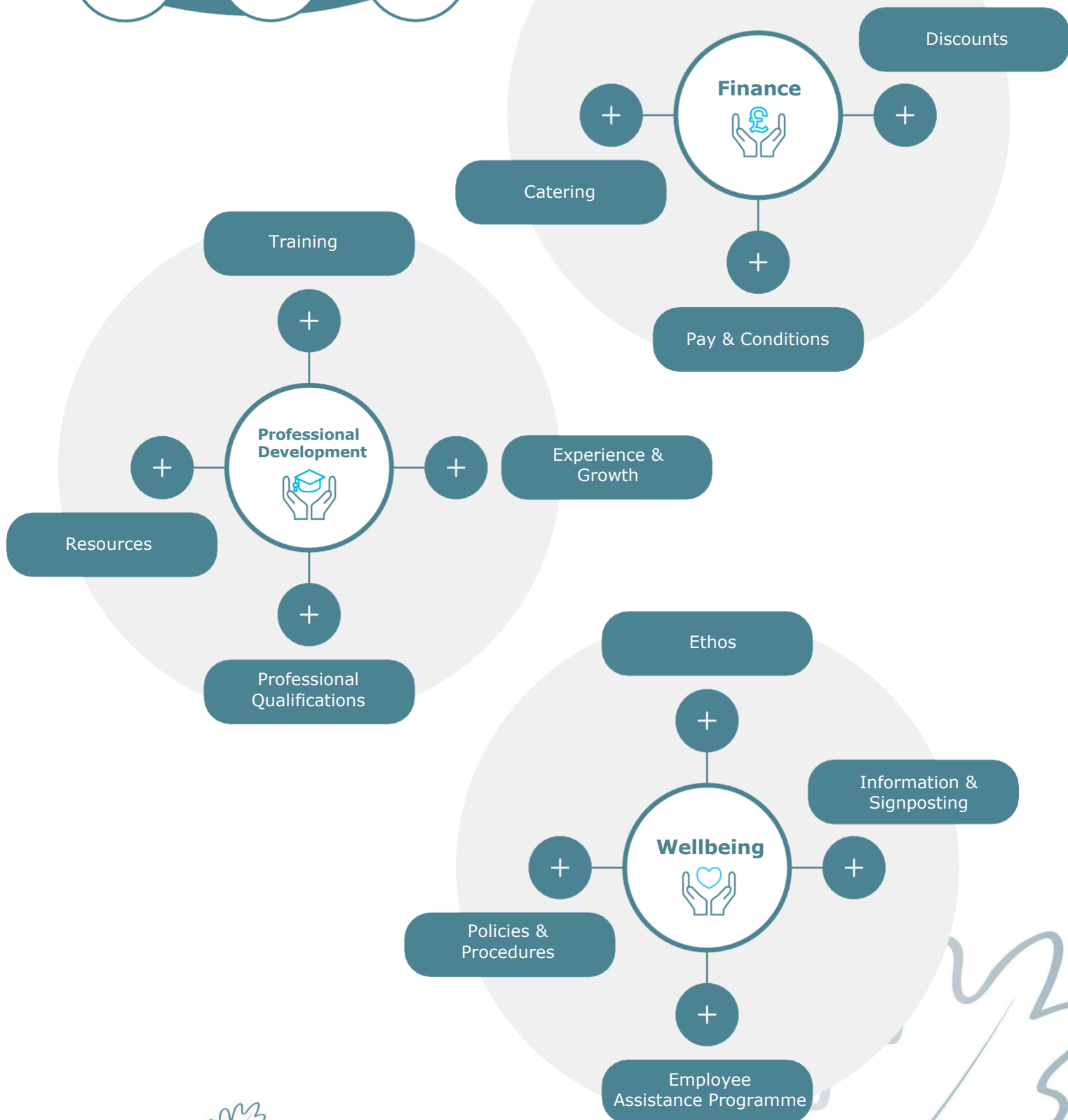
Being Flexible

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
School & College

Elms Bank

Ripon Avenue
Whitefield
Manchester
M45 8PJ

0161 766 1597

recruitment@oaklp.co.uk

www.elmsbank.co.uk



Part of the

Oak



Learning Partnership