



Elms Bank
School & College



Temporary Teaching Assistants Level 1

Candidate Pack



Part of the
Oak 
Learning Partnership

Temporary Teaching Assistants Level 1

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.



Temporary Teaching Assistants Level 1

Welcome from the Headteacher

We are looking for highly motivated and committed Teaching Assistants (Level 1) who are enthusiastic about making a difference and helping young people with complex needs overcome their barriers to learning.

There are a number of vacancies available that are on a fixed-term basis and to cover maternity leave.

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 look forward to receiving your application. Please visit our school website for further information. **www.elmsbank.co.uk**

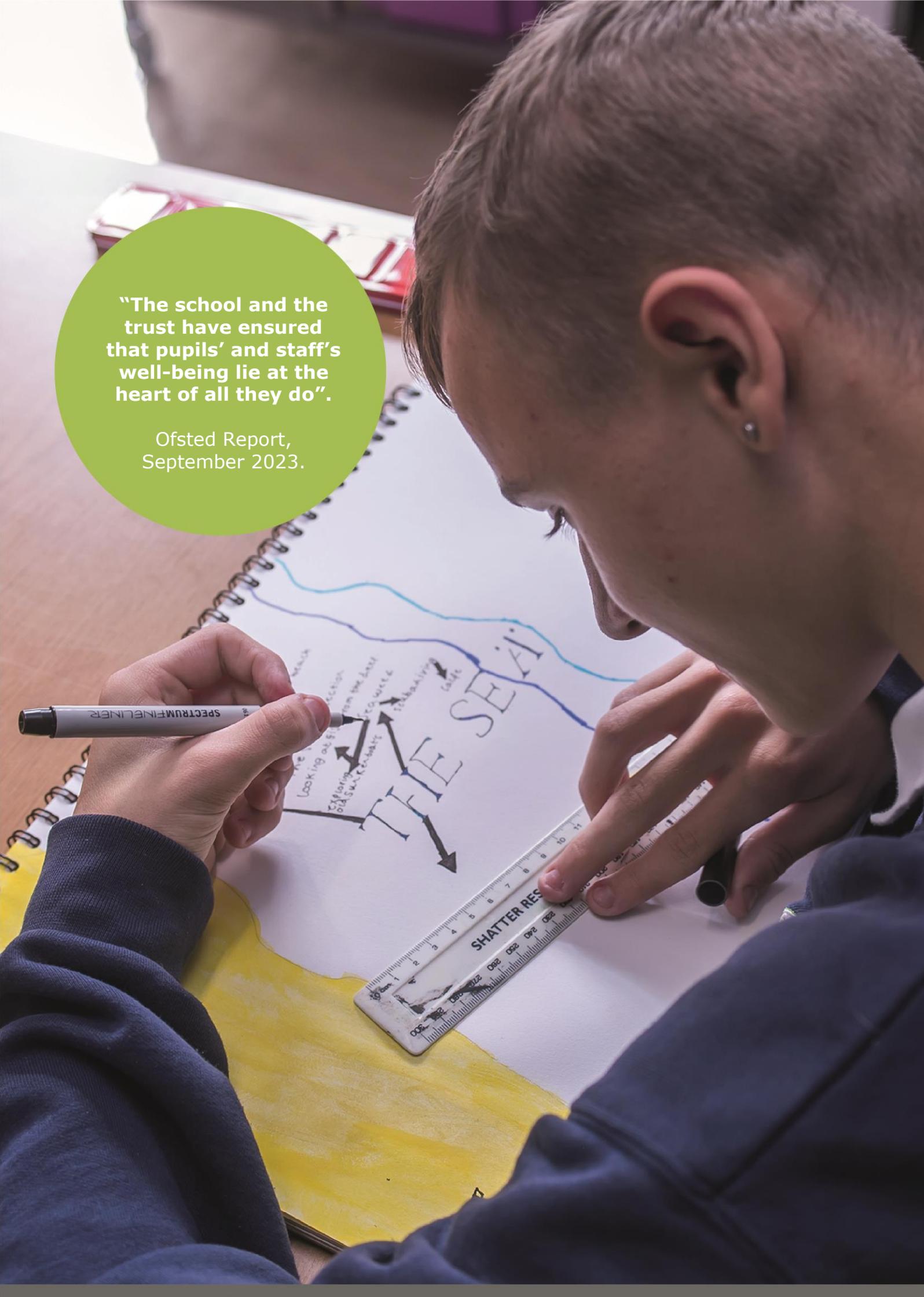
Gemma Parkes

Headteacher at Elms Bank School and College



"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 F-Smith

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

Temporary Teaching Assistants Level 1

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

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

Closing Date: 9.00 am, Monday 23rd September 2024

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.

Responsible to: ~~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 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 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

- 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.

DESIRABLE

- 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.

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Resilience



“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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