



**Elms Bank**  
School & College



# Part Time Welfare Support Assistant

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

# Welfare Support Assistant

**Salary:** Grade 3, SCP 2, actual salary £4,541 per annum

**Hours:** 8.75 hours per week, term time only

**Closing Date:** 9.00 am, Friday 12<sup>th</sup> April 2024

## Required as soon as possible

The trust, on behalf of Elms Bank School, are seeking to appoint highly motivated, committed, and enthusiastic Welfare Support Assistant 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.

This rewarding work includes supervising pupils at lunchtime to ensure their safety, welfare and good conduct, assisting with feeding when necessary and attending to pupils' personal care requirements.

A number of our Welfare Support Staff have gone on to develop their career and are now working as Teaching Assistants in the classroom. This is an ideal opportunity for applicants wishing to start a career in special education.

### **In return we can offer you:**

- An opportunity to work within an inclusive and values driven organisation.
- Extensive support to develop your potential in this forward-thinking trust at an exciting time in our development.
- An opportunity to be part of a team of welcoming, dedicated and hardworking individuals.
- A true commitment to Continuing Professional Development with access to over 180 courses via the National College.
- Healthcare in the palm of your hand with Medicash, a Health Cash Plan that is paid for by the Trust and gives access to a range of benefits to support your wellbeing including:
  - Covering the costs towards optical, dental and alternative therapy treatments such as Reflexology, Reiki and Indian head massage.
  - Health screening, discounted gym memberships and a large range of retail discounts.
  - Support with mental health, including access to 8 in person counselling sessions.
  - Virtual GP - Accessible by smart phone or computer, same day appointments available at a time that suits you.
  - Children can be added for free and share your Medicash benefits.

# How to Apply

## Overview of Role - Support Staff

### Overview of Job/Role from Headteacher

Support staff are the fundamental backbone of Elms Bank School and College. Our support staff 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 support staff have gone on to progress in their careers in various roles across Elms Bank and the Trust.

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.

**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

# Welfare Support Assistant

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**Hours:** 8.75 hours per week, term time only

**Closing Date:** 9.00 am, Friday 12<sup>th</sup> April 2024

## Job Description

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

**Normal working hours:** Monday to Friday 11.35am to 1.20pm

The post is 8.75 hours per week term time only.

**Responsible to:** Class Teacher

### PURPOSE OF THE POST

- To secure the safety, welfare (including personal care) and good conduct of pupils during the mid-day break period in accordance with the practices and procedures of the trust.

### DUTIES AND RESPONSIBILITIES

#### Principle Duties (These duties may vary according to the pupils' special needs)

- To supervise pupils whilst they use the toilets and wash their hands, wash and change pupils where necessary.
- Attend to all personal care needs following individual care plans.
- Follow appropriate moving and handling procedures for all pupils.
- Communicate with pupils using verbal and non-verbal methods e.g., signing.
- Escort pupils to and from designated areas.
- Supervise pupils when lining up on the yard and whilst queueing for dinner. Collect pupils' dinner when assistance is required.
- Supervise pupils whilst eating their dinners.
- Cut up food for children and show them how to use their cutlery, if necessary and in some cases, feed pupils on an individual basis following the pupil's lunch-time support programme.

- Encourage pupils to tidy / clean up after finishing dinner.
- Prevent pupils from taking food outside the dinner hall.
- Manage and promote positive behaviour of pupils at all times.
- Ensure pupils do not leave designated areas without permission.
- Supervise pupils in designated areas inside as required, facilitating activities for pupils in these areas (i.e., play music, read a book, use sensory equipment).
- Collect play equipment from storage areas and return at the end of dinner.
- Organise and supervise activities in the designated areas.
- Attend to and report all accidents to the class teacher.
- Report to the Engagement and Wellbeing Team or Senior Leadership Team any concerns, e.g., safeguarding or health and safety concerns.
- To work as a member of a team and to co-operate with other members of staff within the school.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.

### **Occasional**

- To undertake training as and when required including Team Teach training.
- To undertake any duties of an equivalent nature appropriate to the post, as may be determined by the Headteacher.

### **Other**

- 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.
- To keep professional knowledge up to date by attending briefings, undertaking training and keeping abreast of DfE requirements, legislation and procedures.

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



# Welfare Support Assistant Person Specification

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
<b>ESSENTIAL</b>	
<ul style="list-style-type: none"> <li>• Willingness to participate in relevant training and development opportunities.</li> <li>• Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required e.g., Moving and Handling training.</li> </ul>	
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:
<b>ESSENTIAL</b>	
<ul style="list-style-type: none"> <li>• Ability to work effectively within a team environment, understanding supervision roles and responsibilities.</li> <li>• Ability to build effective working relationships with all pupils and colleagues.</li> <li>• Ability to promote a positive ethos and role model positive attributes.</li> <li>• Ability to adapt own approach in accordance with pupil needs.</li> <li>• Ability to ensure that pupils' care needs are met with dignity and respect.</li> <li>• Ability to work effectively within a team environment, understanding supervision roles and responsibilities.</li> <li>• Ability to build effective working relationships with all pupils and colleagues.</li> <li>• Ability to promote a positive ethos and role model (high expectations of dignity and courtesy) when working across school to attend to pupils' care needs.</li> <li>• Ability to work with children at all levels regardless of specific individual needs and identify learning styles as appropriate.</li> <li>• Ability to adapt own approach in accordance with pupil needs.</li> <li>• Ability to use basic technology.</li> </ul>	
<b>CRITERIA</b>	<b>Personal style and behaviour:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:
<b>ESSENTIAL</b>	
<ul style="list-style-type: none"> <li>• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and commitment to raising their educational achievements.</li> <li>• Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.</li> <li>• Demonstrate and promote the positive values, attitudes and behavior they expect from the pupils with whom they work.</li> <li>• Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.</li> <li>• Establish constructive relationships with parents and carers if necessary.</li> <li>• Able to improve their own practice through training observations, evaluations and discussion with colleagues.</li> <li>• Able to follow written and verbal guidance to keep pupils safe e.g., physio and SALT programmes.</li> </ul>	

**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](http://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. A third student, a girl with braided hair, is also wearing safety goggles and looking towards the camera. 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

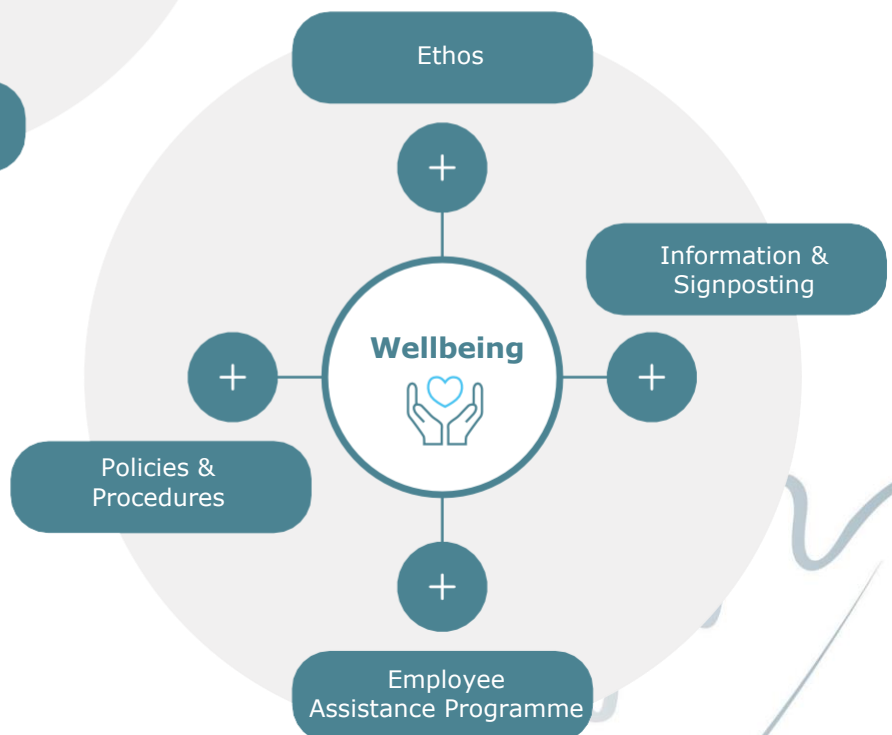
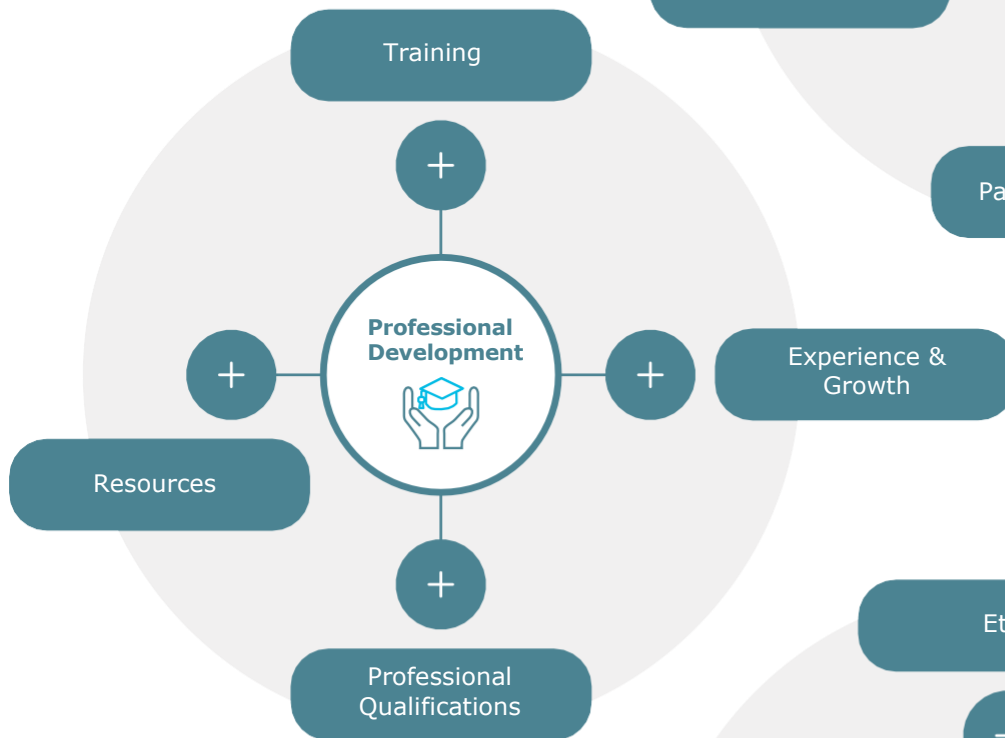
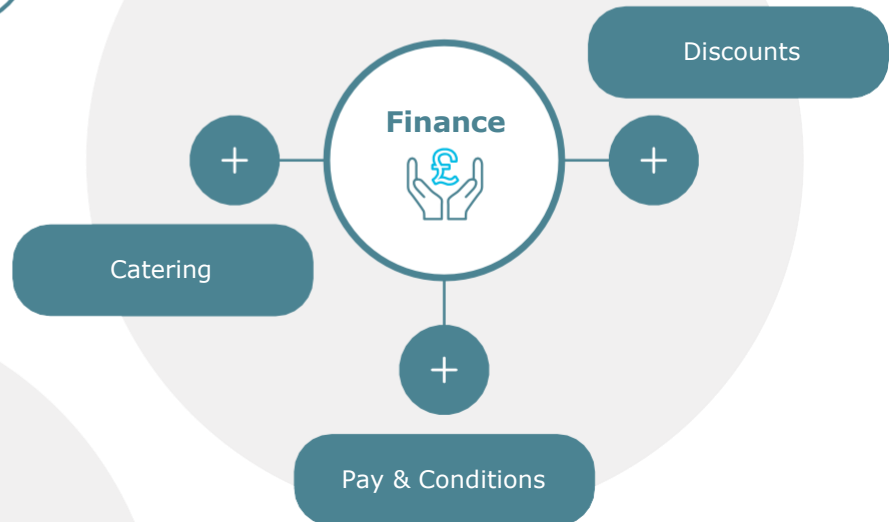
Flexible Working policy and practises available.





# 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](mailto:recruitment@oaklp.co.uk)

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



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