**Welfare Support Staff**

Elms Bank High School

Application Pack



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**About Elms Bank School**

Elms Bank is a vibrant and forward thinking generic secondary special school based in Bury, Greater Manchester. All our pupils have a Statement of Special Educational Needs. Our age-range is from 11 to 19 and we currently have 284 pupils in school. Our pupils are divided between classes including specialist classes for pupils who are on the autistic spectrum and those with complex needs. Our intake is mainly from Millwood Primary Special School and a range of mainstream primary schools across Bury. We also accommodate pupils who come from other local authorities. This will depend on the availability of places.

At Elms Bank we embrace the Arts (Drama, Art and Music) and Applied Learning. Both these areas enrich the curriculum for our young people and contribute to making Elms Bank a place where talent can be nurtured and young people can grow in confidence. You will see lots of information on the website about the achievement of our pupils. These areas include our annual school production, our choir with over 50 members and work placements completed by our pupils.

Central to our vision is to work in partnership within a multi-disciplinary approach to meet the needs of all the young people in our school community. We aim to create a safe and happy learning environment where everyone is treated with respect and dignity. The website contains information about all the people who work in partnership with us. These include a range of services from the National Health Service, the Educational Psychologist and the Local Authority SEN Department.

We have strong links with Millwood Primary School and a range of other local primary schools. We ensure that all our Year 7 pupils have a very positive transition from our feeder schools into Elms Bank. Many of our pupils are able to access inclusion opportunities in mainstream high schools. We value the opportunities created through these links to allow our pupils to grow in confidence both socially and academically.

The staff team are the greatest strength of the school. We aim to provide the highest standards of education and care for our special young people. We plan to meet each pupil’s specific needs. We look for every opportunity to celebrate their achievements.

**Hydrotherapy Pool**
The new, state of the art hydrotherapy pool is serviced by a range of changing rooms with integrated hoisting. It also has a light system installed to enhance sensory experiences.

**Sporting Facilities**
We have a fully equipped sports hall, with a climbing wall and trampolines. We also have a multi-use games area, outside gym equipment area, and a full-sized football pitch.

**Personal Care and Security**
Each department has its own private bathroom area and all classrooms have access for wheelchair users. The school is securely fenced and accessed through the front entrance. The school has security doors at the front and back of the school.

**Sensory Integration**
Within our Specialist Provision we have a sensory integration room, which allows students access to sensory input to meet their needs. The room contains sensory equipment including a swing.
In addition to this we have a sensory light pod that is mobile and therefore can be accessed by a range of students. The school also has a well-stocked sensory garden.

**Elms Bank Bistro and Common Room**
The Bistro provides a professional working kitchen in which students work and study courses in food and hospitality. The common room attached to the bistro provides a space for a range of students to socialise during their break and dinner.

**Elms Bank College Hub**

Located on Bury Old Road, Prestwich, the College Hub offers a wide range of vocational opportunities within Hair and Beauty, Hospitality, Library Hub and Sport and Leisure, whilst maintaining a smaller, family-like community. Our College Hub has a strong emphasis on pastoral care, alongside a curriculum that focuses upon preparation for adulthood tailored to the needs of the individual.

**Unsworth Community Hub**

We are developing the former Unsworth Library as a community hub first, foremost to give our students the opportunityto develop their employability skills. The students from Elms Bank College work in the community hub.The hub is being developed as a community resource and has become part of Elms Bank due to a community asset transfer agreement following the closure of Unsworth Library.

**Extended Services**
Elms Bank is part of the Extended Schools Initiative through clubs, residential activities and weekend events.

**Buddy Dog**

**What does a Buddy Dog do?**

A Buddy Dog gives pupils the opportunity to build on their communication and mobility skills needed to enhance their lives. Confidence is also enhanced by giving certain responsibilities to pupils to care for the dog’s needs, i.e. feeding, grooming and walking. We have Bob and Bear at the main school site and Holly at the College Hub.

Bob, Bear and Holly have other dog friends who come and help in school and the College Hub.

**Our Buddy Dogs – Cooper, Bear, Poppy and Holly**

The dogs are very busy during the day and they go into classes with pupils. A pupil from the class collects and returns them from and to the office either independently, if they are confident to do so, or with a member of staff if needed. The dogs are used as reading dogs that allows pupils who are less confident at reading out loud to be able to read to them as this can be less intimidating than reading to a member of the reading team.

They are well liked around school and have a very calming effect on pupils. If a pupil becomes distressed the dogs can help to calm them down as pupils always want to interact with them.

The dogs get involved in lessons in all sorts of ways which range from sitting with pupils to learning about how to take care of him and sometimes he is even measured!

Bear is a new addition to Elms Bank School and is only a young puppy. He is learning to socialise within the school environment and meeting all the students in different forms. As Bear grows, he will be joining the older dogs on their school duties with the pupils.

**Elms Bank Mission Statement**

Elms Bank offers a holistic provision. Out 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’.**

**Job Description**

**Welfare Support Staff**

Normal place of work: Elms Bank, although you may be required to work at any other school within the Trust

Responsible to: Class Teacher

Responsible for: Pupils

Hours of work: Various

Salary: £3,678 per annum (Grade 3, SCP 2)

**Special Conditions of Service**

* Annual leave to be taken in school closure periods
* Attendance at evening meetings may be required
* Be prepared to offer flexibility in hours

**Job Purpose**

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.

 **Control of Resources**

Lunchtime activities on the yard and indoors

 Lunchtime equipment in the dinner hall

**Duties/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.
* Escort pupils to and from designated areas.
* Supervise pupils when lining up on yard and whist queueing for dinner. Collect pupils’ dinner when assistance is required.
* Supervise pupils whilst eating their dinners and packed lunches.
* 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.
* Control the behaviour of pupils at all times.
* Ensure pupils do not leave yard without permission.
* Ensure pupils are not in classrooms when they should be outside.
* Supervise pupils in designated areas inside as required, facilitating activities for pupils in these areas (ie play music, read a book, use sensory equipment).
* Collect play equipment from storage area on the yard and return at the end of dinner.
* Organise and supervise activities on yard.
* Attend to and report all minor accidents and seizures, to the class teacher.
* Report to the Headteacher any untoward circumstances (eg Child Protection issues).

**SECONDARY DUTIES**

* To work as a member of a team and to co-operate with other members of staff within the school.

**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

We expect all staff at Elms Bank to share our core values.

**Aspiration**

1. To be an active participant in our school community. We expect our staff to be an active member of our community and to embrace school life.
2. To share and receive productive feedback. To have the ability to receive and share productive feedback.
3. To collaborate as a team; with a positive attitude. To work positivity as a team promoting a positive attitude.
4. To celebrate all successes. To positively celebrate all successes at Elms Banks
5. To reflect on our work to ensure we always keep on learning. To be open to learning, to reflect on our knowledge and strive to be better.
6. To know all our young people’s needs and work to meet them. To understand the needs of our students and actively work to be meet them

**Integrity**

1. To be professional in demeanour and appearance. To act in a professional manner at all times.
2. To be open, honest and responsible. To be open, honest and responsible in our role at Elms Bank
3. To take ownership – be solution focused. To take ownership of work and solve any problems when necessary.
4. To share concerns with the correct person within the school. To bring any concerns to your line manager or designated person at Elms Bank.
5. To be committed to Elms Bank’s vision and values in our daily work. To be committed to the vision and values at Elms bank and bring this into your work at Elms Bank.

**Resilience**

* To understand the school exists to serve the young people and families of its community. To understand that Elms Bank exists to serve the young people and families of its community
* To manage our own personal well-being. To look after yourself.
* To be aware of other’s well-being. To support each other, demonstrate compassion and empathy.
* To embrace change. To positively embrace change.
* To focus on successes and learn from mistakes. To understand that mistakes can be made to learn from them and embrace success.

**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

The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.

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| **Job Description Prepared by:**    K. Bloomfield     | **Signed:**   | **Date:**     |
| **Agreed Correct by Post- Holder:**         | **Signed:**   | **Date:**   |
| **Agreed Correct by CEO of Oak LP:**    E. Parkinson     | **Signed:**   | **Date:**   |

**Person Specification**

**Job Title** Welfare Support Staff

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| 1.1 | Ability to work effectively within a team environment, understanding supervision roles and responsibilities | Application Form/Interview |
| 1.2 | Ability to build effective working relationships with all pupils and colleagues | Application Form/Interview |
| 1.3 | Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.4 | Ability to adapt own approach in accordance with pupil needs | Application Form/Interview |

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| **2. Experience/Qualifications/Training etc** |
| 2.1 | Willingness to participate in relevant training and development opportunities | Application Form/Interview |
| 2.2 | Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required. | Application Form |

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| **3. Work Related Circumstances – Professional Values & Practices** |
| 3.1 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Establish constructive relationships with parents and carers if necessary. | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form & Interview |