**Lead Teacher for Complex Needs**

Elms Bank High School

Application Pack



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**Advert**

**Lead Teacher for Complex Needs**

**Elms Bank**

**Required for September 2021**

***“An outstanding school”***

(Ofsted October 2014)

**Mainscale plus 1 SEN + TLR2B**

Are you looking for an innovative role, where you positively impact on the lives of young people every day? Do you want to work with a creative and dedicated team of education, on site health and therapy professionals, with access to high quality facilities and resources? Do you have vision to develop a department? If so, this is the post for you!

Elms Bank is an outstanding, generic secondary special school for pupils aged 11-19.

Working as our ‘Thrive’ Pathway leader we require you to have ambition and drive to develop our PMLD & complex SLD Pathway. You will join a team of professionals, working with pupils with a range of profound and complex learning needs, often with additional visual or hearing impairments, medical conditions and/ or sensory processing disorders.

You will be an inspirational lead, implementing methods to enhance teaching and learning across our Thrive Pathway. You will work with and manage a small team of Teachers and Teaching Assistants. You will provide vision, leadership and direction for the continuing development of our Thrive Pathway. You will be part of a highly motivated and skilled team and will be given extensive support to develop your full potential.

We are looking for a ‘team player’ who will support the development of our whole-school values, in which raising of pupils’ attainment is central to your work on a day to day basis. The school community will need to see you as a highly effective leader who is able to lead by example by being an excellent practitioner. You will need to be innovative, creative, forward thinking and have a passion for working with the vulnerable children in our school to ensure they get the education and care they deserve.

In return, we offer some fantastic incentives such as cycle to work scheme, Perkbox, childcare vouchers through salary sacrifice, tech save scheme, discounted gym fees at Bury Leisure. We offer bespoke inductions where we pride ourselves in investing in our staff and providing training and development opportunities to enhance your performance and knowledge.

The successful candidate will:

* Have extensive experience and skills in working with pupils with a range of profound, complex, communication, sensory needs and be passionate about helping all our young people to achieve their full potential;
* Be able to demonstrate how their work has had a significant whole school impact and how they have raised standards;
* Be able to demonstrate outstanding classroom practice and be able to lead outstanding teaching and learning;
* Have excellent interpersonal, organisational, leadership and management skills;
* Have a strong commitment to innovative curriculum development, which should include a good knowledge of provision for pupils with complex needs and demonstrate that you are passionate about your learning in this area.

Applications from colleagues who meet the criteria are welcome from mainstream or special settings. Mainstream colleagues will need to demonstrate their commitment to SEND provision and how they have enhanced the provision in their own setting.

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 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.

Completed applications to be returned to Mrs Orienne Langley-Sadler, Head teacher of Elms Bank at recruitment@elmsbank.co.uk

**Closing Date:**

**Shortlisting Date:**

**Interview Date:**

**About Elms Bank**

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 249 pupils in school. Our pupils are divided between 34 classes including specialist classes for pupils who are on the autistic spectrum. 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.

The school had a significant new build for September 2015 and a brand new hydrotherapy pool for September 2019.

We have a specialist provision department for pupils with autistic spectrum disorder and pupils who have sensory processing disorders. This is based on the lower ground floor of the new building.

**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 and music 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.

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

**Elms Bank – College Hub**

Elms Bank College Hub is a provision for Elms Bank learner’s age 16-19 years old. 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.

**Community Flat**
The College has a Community Flat that enables students to practice independent living skills in an accessible kitchen, bathroom, living space and bedroom space. The kitchen has rise and fall appliances and cupboards and the bathroom is an accessible hygiene suite.

**College Sporting Facilities**
We have a fully equipped gym, with a wide range of gym equipment and changing facilities. We also have a multi-use hall space that can be used for gym classes as well as sporting activities. The College also has a grass area that can be used for outside sports.

**College Personal Care and Security**
The College has two private bathroom areas and a range of student toilets throughout the college. All classrooms have access for wheelchair users. The College is securely fenced and fobbed doors throughout the college.

**College Sensory Integration**
The College has a state of the art sensory room and can be accessed by a range of students.

The school also has a well-stocked garden with accessible planters.

**College Bistro**
The College Bistro provides a relaxed eating area and provides a space for a range of students to socialise during their break and dinner.

**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.

**Our Buddy Dogs – Cooper, 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 gets 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

**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**

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

**Responsible to:** Headteacher, Deputy Headteachers, Assistant Headteachers

**Responsible for:** Teaching Assistants

**Salary:** Main Pay Spine plus 1SEN + TLR2B

**Control of Resources**: Resources

**Job Purpose**

* To lead teaching and learning under the direction of the Deputy Headteacher for young people with profound learning disabilities and complex needs.
* To work alongside the Deputy Headteacher responsible for young people with young people with profound and multiple learning disabilities and complex needs to develop the curriculum and track data effectively.
* Thrive pathway line manager.
* To lead the staff in providing care for these pupils both within the classroom and across the school day.
* To manage the work of the Personal Care Assistants and lunchtime staff in relation to young people with complex needs.
* To establish, organise and operate resources to assist in maximising pupil progress.
* To co-ordinate the work of a range of agencies to ensure outstanding provision.
* To lead and manage a range of strategies and interventions to support pupils to make progress (sensory integration, hydrotherapy, TEACCH).
* To establish a clear and strong vision of what outstanding provision should look like and the ability to support the school to get there.
* To be the line manager to key staff involved in supporting young people with complex needs.
* To report to the Governors and the Headteacher about pupil attainment and achievement.
* To contribute to the Teaching School by developing your expertise and sharing this with others.
* Leading Welfare, moving and handling training across the school.
* To promote the aims and objectives of the school as laid down by the governing body.
* To promote the development of the Authorities 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.

**Principal Duties**

* To register classes taught at the commencement of the day.
* To plan and prepare courses and lessons for a range of subjects appropriate to each class assigned to him/her in written form.
* To teach, according to their educational needs, classes assigned to him/her, recording teaching activity in the approved format.
* To maintain classroom discipline and a safe working environment for pupils, observing all LA and school guidelines with regard to the welfare, health and safety of pupils.
* To implement the process of assessment, recording and reporting on the development, progress and attainments of pupils taught.
* To 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.
* To participate in arrangements for his/her further training and professional development as a teacher.
* To attend all appropriate professional meetings as defined by the school’s Directed Time.
* To provide work for classes affected by your absence when this is by prior arrangement.
* To co-operate and participate with the Head of Department in Departmental administration, activities and management.
* To maintain a stimulating work environment, principally through display material.
* To implement, in a professional manner, agreed school Curriculum and Departmental policies.

**General Classroom Responsibilities**

* To ensure that pupils are appropriately and fully assessed in line with the school assessment policies.
* To 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 Governors’ Curriculum Statement.
* To ensure that pupils’ record of progress are maintained in accordance with the school record keeping policies.
* To be responsible for the associated work of any non-teaching staff.
* To ensure that necessary resource material is available, co-ordinated and accessible for efficient implementation of individual, group and class work and to update such material as necessary within budgetary constraints.
* To ensure that all classroom stock is properly maintained and accommodated as securely as possible.
* To maintain and control records of classroom stock.
* To produce suitable classroom and corridor displays of work.
* To promote parental and if appropriate, community interest in classroom work.
* To liaise with teaching and non-teaching staff and concerned professionals with regard to the education of pupils at the school.
* To liaise with other staff members with regard to the effective and smooth transition of pupils between classes.
* To contribute to the Annual Review and Statement process and to attend case conferences as necessary.
* To work with class teaching assistants ensuring that they are appropriately directed and managed in accordance with the policies and procedures of the school.

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

**Aspiration**

* 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.
* To share and receive productive feedback. To have the ability to receive and share productive feedback.
* To collaborate as a team; with a positive attitude. To work positivity as a team promoting a positive attitude.
* To celebrate all successes. To positively celebrate all successes at Elms Banks
* 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.
* 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**

* To be professional in demeanour and appearance. To act in a professional manner at all times.
* To be open, honest and responsible. To be open, honest and responsible in our role at Elms Bank
* To take ownership – be solution focused. To take ownership of work and solve any problems when necessary.
* To share concerns with the correct person within the school. To bring any concerns to your line manager or designated person at Elms Bank.
* 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

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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**

|  |  |  |
| --- | --- | --- |
|  | ***Essential*** | ***Desirable*** |
| ***Qualifications and training*** |  |  |
| ***Graduate; Qualified Teacher Status***  | ✓ |  |
| Additional qualification / specialism if primary practitioner / professional development in Special Educational Needs  |  | ✓ |
| Willingness to learn and a commitment to professional development | ✓ |  |
| Ability to lead the teaching of pupils with profound learning disabilities and complex needs | ✓ |  |
| ***Experience*** |  |  |
| Successful teaching of SEN pupils and be able to demonstrate impact | ✓ |  |
| Positive relationships with pupils’ parents | ✓ |  |
| Ability to provide excellent opportunities for young people with profound learning disabilities, and complex needs  | ✓ |  |
| ***Knowledge and skills*** |  |  |
| Effective classroom practitioner with the ability to teach outstanding lessons | ✓ |  |
| Knowledge and understanding of specialist strategies for pupils with SEN with particular reference to complex needs | ✓ |  |
| Ability to evaluate and develop practice from evidence of pupil learning | ✓ |  |
| Able to provide for pupils’ different learning styles | ✓ |  |
| ***Disposition*** |  |  |
| A reliable attendance record  | ✓ |  |
| Demonstrable commitment to SEN work | ✓ |  |
| Ability to manage other team members in the department | ✓ |  |
| 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 | ✓ |  |
| Ability to lead and inspire others | ✓ |  |