**Independent Living Teacher**

**(with some general subjects)**

**(Maternity Cover)**

Elms Bank High School

Application Pack



**CONTENTS**

|  |  |  |
| --- | --- | --- |
| A | Job Advert | 2 -3 |
| B | About Elms Bank High School | 4 - 5 |
| C | Mission Statement | 6 |
| D | Job Description | 7 - 9 |
| E | Person Specification | 10 -11 |

**Independent Living Teacher (with some general subjects)**

**(Maternity Cover)**

**Elms Bank School**

***“An outstanding school”***

(Ofsted October 2014)

**Required for November 2020**

# **Main payscale plus 1 SEN**

(£23,720 - £35,008 + £2,209 SEN Allowance)

The Trustees are seeking to appoint a dedicated and highly motivated temporary Independent Living Teacher that will also include some general subjects teaching, to work at Elms Bank School whilst covering maternity leave. The successful candidate will join a team of professionals working with a range of complex needs including profound and multiple learning difficulties and autism. Elms Bank is an outstanding and highly successful generic secondary school for pupils ages 11-19. Experience of working with pupils with special educational needs is essential. You will work with our young people and help them achieve the best possible outcomes within Key Stage 3, 4 and 5. The successful candidate will have passion for their subject and will have a creative, inspirational approach to delivering the curriculum.

We are looking for a colleague who will demonstrate a high level of commitment to these special young people. 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, bespoke inductions where we pride ourselves in investing in our staff and providing training and development opportunities to enhance your performance and knowledge.

Ofsted November 2014
*“Teaching is outstanding and has a very strong impact on students’ learning and progress over time.”*

We are looking for colleagues who:

* Will provide excellent learning opportunities in Independent Living and engage our pupils
* Will be resilient and hard-working particularly in engaging support staff with your subject
* Will be able to inspire confidence in meeting the needs of our pupils
* Will be highly motivated and will contribute to team working and team building
* Will recognise the impact your subject will make on the life chances of our young people
* Will be able to take advantage of the professional learning opportunities we can offer
* Will be able to teach outstanding lessons
* Will have the ability to teach BTEC

This post would be particularly suitable for an outstanding teacher who has experience of teaching pupils working below National Curriculum level 4. 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.

Applications from both primary and secondary trained teachers welcome. You will be part of an excellent team and will be given extensive support to develop to your full potential both in this role and beyond. NQTs are invited to apply for this post

We are committed to **equality** of **opportunity** for all staff and applications from individuals encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The college is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Closing date for applications is 9.00am, Friday 02nd October 2020. Completed applications should be returned to Mrs O Langley-Sadler, Headteacher at recruitment@elmsbank.co.uk

**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 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. In September 2019 sixth form students moved to Elms Bank College Hub on the site of St. Monica’s.

**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.

**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 and other libraries in Bury in 2018.

**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 - Bob, Bear 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! Bob also helps pupils to understand the responsibilities of owning a pet.

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**

**Independent Living Teacher (with some general subjects)**

**(Maternity Leave)**

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

Responsible to: Headteacher, Deputy Headteachers, Assistant Headteachers

Responsible for: Teaching Assistants

 Salary: Mainscale plus 1 SEN (£23,720 - £35,008 - £2,209 SEN Allowance)

**Job Purpose**

* 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.

**KEY RESPONSIBILITIES**

**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 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 Duties**

* 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 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.

**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

**Special Conditions of Service**:

The post holder will be required to undertake any other duties of an equal nature appropriate to the post as determined by the Headteacher.

|  |  |  |
| --- | --- | --- |
| **Job Description Prepared by:**    | **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 / professional development in Special Educational Needs  |  | ✓ |
| Willingness to learn and a commitment to professional development | ✓ |  |
| ***Experience*** |  |  |
| Successful teaching of SEN pupils and be able to demonstrate impact | ✓ |  |
| Positive relationships with pupils’ parents | ✓ |  |
| Ability to provide excellent opportunities young people with learning disabilities and physical disabilities **or** have the dedication and disposition to train to do this | ✓ |  |
| ***Knowledge and skills*** |  |  |
| Effective classroom practitioner with the ability to teach outstanding lessons | ✓ |  |
| Knowledge and understanding of specialist strategies for with SEN | ✓ |  |
| 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 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 | ✓ |  |