



**Elms Bank**  
School & College



# General Teacher with SEMH Specialism

Candidate Pack



Part of the

**Oak**   
Learning Partnership

# General Teacher with SEMH Specialism

## 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. Elms Bank is a special school for pupils aged 11-19 with a range of special educational needs. 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.



# General Teacher with SEMH Specialism

## Welcome from the Headteacher

Are you passionate about supporting young people with special educational needs to reach their potential and be the best they can be? Do you want to work in a supportive and positive environment, with colleagues who are committed to ensuring the best outcomes for the children they work with? If so, we want to hear from you.

We are seeking to appoint a General Teacher with SEMH Specialism to join our Nurture Pathway. Our Nurture Pathway is tailored to the needs of students whose main barrier to learning is an aspect of Social, Emotional, Mental Health barriers to learning. Many students within this pathway will have additional barriers to learning, such as speech and language needs, communication and interaction needs, hearing impairment visual impairment, autistic spectrum continuum, attention deficit and hyperactivity disorder, a range of physical disabilities and sensory needs.

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 ask that you do not send CV's, please complete and send your application form and a personal statement to [hr@oaklp.co.uk](mailto:hr@oaklp.co.uk)**

We look forward to receiving your application. Please visit our school website for further information. **[www.elmsbank.co.uk](http://www.elmsbank.co.uk)**

**Gemma Parkes**


**Headteacher at Elms Bank School and College**



**Elms Bank**  
School & College







**"The school and the trust have ensured that pupils' and staffs' 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.

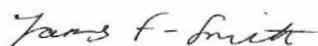
Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure 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](http://www.oaklp.co.uk)**



**James Franklin-Smith**  
**CEO of Oak Learning Partnership**

**Oak**   
Learning Partnership

[oaklp.co.uk](http://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**

# General Teacher with SEMH Specialism

**Salary:** Main Pay Scale 1 to Upper Pay Scale 3 plus SEN allowance (£2,679), actual salary £34,329 - £51,763

**Hours:** 1265 hours per annum worked as per the Teachers Pay and Conditions

**Closing Date:** 9.00 am, Monday 25<sup>th</sup> November 2024.

## Job Description

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

**Normal working hours:** 1265 hours per annum worked as per the Teachers Pay and Conditions.

**Responsible to:** Headteacher, Deputy Headteacher and Assistant Headteacher.

### PURPOSE OF THE POST

- 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.
- To deliver outstanding teaching for our students in the Nurture Pathway whose main barriers to learning include social, emotional, and mental health barriers. Many students in this pathway will have additional barriers to learning, such as speech and language needs, communication and interaction needs, autism, and a range of physical disabilities and sensory needs.

### DUTIES AND RESPONSIBILITIES

- Register classes taught at the commencement of the day.
- Plan and prepare courses and lessons for a range of subjects, appropriate to each class assigned in written form.
- Teach, according to educational needs, classes assigned to and record teaching activity in the approved format.
- Maintain classroom discipline and a safe working environment for pupils, observing all school guidelines with regard to the welfare, health and safety of pupils.
- Implement the process of assessment, recording and reporting on the development, progress and attainments of pupils taught.

- 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.
- Participate in arrangements for further training and professional development as a teacher.
- Attend all appropriate professional meetings as defined by the school's Directed Time.
- Provide work for classes affected by your absence when this is by prior arrangement.
- Co-operate and participate with the Head of Department in Departmental administration, activities and management.
- Maintain a stimulating work environment, principally through display material.
- Implement, in a professional manner, agreed school Curriculum and Departmental policies.

### **Classroom Responsibilities**

- Ensure that pupils are appropriately and fully assessed in line with the school assessment policies.
- 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 Trustees' Curriculum Statement.
- Ensure that pupils' record of progress is maintained in accordance with the school record keeping policies.
- Be responsible for the associated work of any non-teaching staff.
- Ensure that necessary resource material is available, coordinated and accessible for efficient implementation of individual, group and class work and to update such material as necessary within budgetary constraints.
- Ensure that all classroom stock is properly maintained and accommodated as securely as possible.
- Maintain and control records of classroom stock.
- Produce suitable classroom and corridor displays of work.
- Promote parental and if appropriate, community interest in classroom work.
- Liaise with teaching and non-teaching staff and concerned professionals with regard to the education of pupils at the school.
- Liaise with other staff members with regard to the effective and smooth transition of pupils between classes.
- Contribute to the Annual Review of the EHCP process and to case conferences as necessary.
- Work with class teaching assistants ensuring that they are appropriately directed and managed in accordance with the policies and procedures of the school.
- To be an effective pastoral form teacher and communicate with families to develop pupil wellbeing.



- Use Team Teach de-escalation strategies in a highly effective manner in line with training.
- Use Team Teach positive handling appropriately in line with training.

### **General Responsibilities**


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

# General Teacher with SEMH Specialism 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		DESIRABLE
<ul style="list-style-type: none"><li>Graduate; Qualified Teacher Status</li><li>Willingness to learn and a commitment to professional development.</li><li>Ability to teach pupils on the autistic spectrum.</li><li>Successful teaching of SEND/ SEMH pupils (unless ECT).</li><li>Positive relationships with pupils’ parents.</li><li>Ability to provide excellent opportunities for young people with learning disabilities and physical disabilities <b>or</b> have the dedication and disposition to train to do this.</li></ul>		<ul style="list-style-type: none"><li>Additional qualification / professional development in Special Educational Needs</li></ul>
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		
<ul style="list-style-type: none"><li>Effective classroom practitioner.</li><li>Knowledge and understanding of specialist strategies for pupils with SEND / SEMH.</li><li>Ability to evaluate and develop practice from evidence of pupil learning.</li><li>Able to provide for pupil’ different learning styles- particularly those with SEMH.</li><li>Ability to teach outstanding lessons.</li></ul>		
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		
<ul style="list-style-type: none"><li>Demonstrable commitment to SEND work.</li><li>Ability to manage other team members in the classroom.</li><li>A team player.</li><li>Approachable and sensitive to the needs of others.</li><li>A willingness to work positively with challenging behaviour.</li><li>Demonstrate commitment to equal opportunities.</li></ul>		

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Resilience

A photograph of two children, a boy and a girl, sitting on green chairs and peeking from behind light-colored wooden panels. The panels are decorated with colorful stars (yellow, pink, green, blue, purple). The background is a dark blue wall with more stars. The boy is on the left, wearing a black hoodie, and the girl is on the right, wearing a black jacket and glasses. A blue jacket is draped over the boy's chair.

**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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