

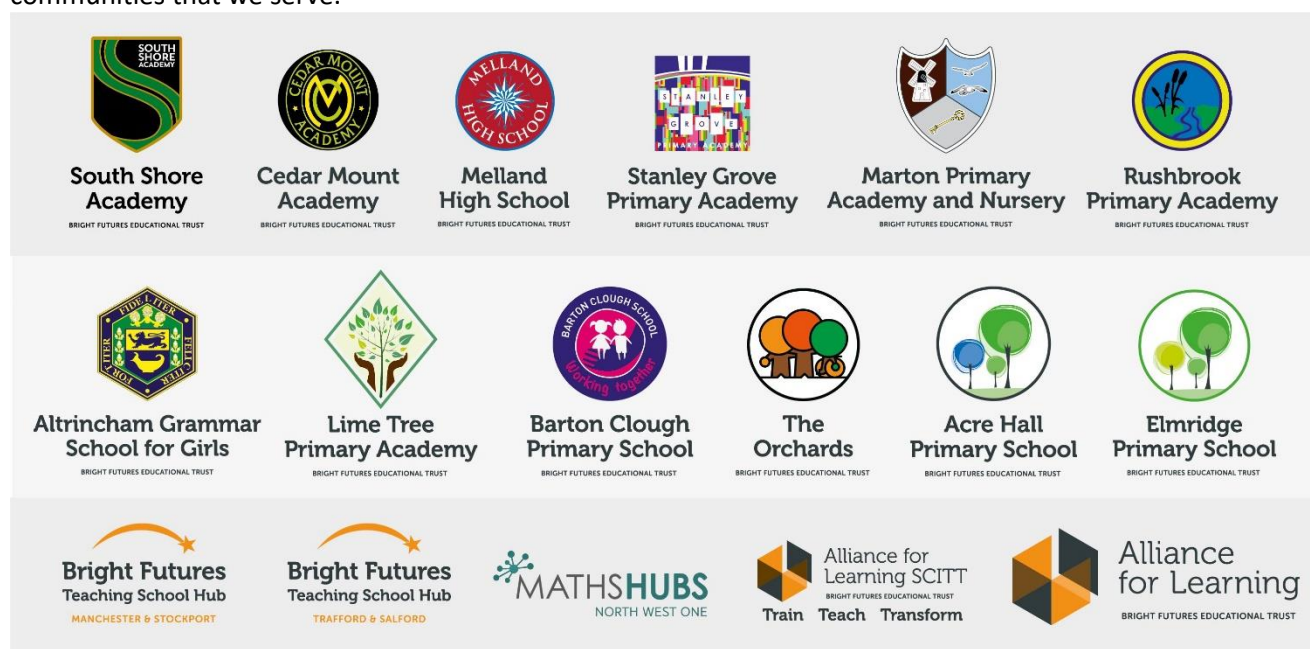
INFORMATION PACK

3 x Midday Assistants

Permanent contract from Nov 21

Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: <http://bfet.co.uk/about-us/>.

The central team, comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Teaching School and Partnerships and Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge and support. In addition to the executive team, we have central operations for finance, HR, educational psychology and Digital Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future](#).

Bright Futures Development Network is another important outward facing component of our organisation. Underneath this umbrella we have 5 network hubs. 'The Alliance for Learning' (AFL) which provides school improvement services and CPD to over 700 schools (<http://allianceforlearning.co.uk/>); a North West Maths' hub providing mathematics training and coaching to 500 schools: a SCITT (School Centered Initial Teacher Training) which is the largest in the North West. After significant national reforms to the teaching school policy, Bright Futures was designated with two new large-scale Teaching School Hubs in 2021. The areas we serve are Manchester, Stockport, Salford and Trafford.

Collaboration and strong relationships form one of the ‘commitments’ in our Strategy and all components of the Bright Futures’ family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).

The Orchards School opened in September 2016, providing high quality places for primary-aged children with moderate to complex special educational needs, specialising in cognition and learning and communication and interaction difficulties.

The Orchard’s is a specialist free school currently has places for up to 96 children from the ages of 3 – 11. The Orchards School caters for children with a wide range of special educational needs and disabilities. All of the children at the school have difficulties with cognition and learning, with the majority having moderate to severe learning difficulties. Some of our children have profound and multiple difficulties, some have social communication difficulties including Autism and some have sensory impairments. The Orchards does not cater for children where Social, Emotional and Mental Health needs are identified as a primary need.

At The Orchards we celebrate every child and see each pupil as an individual. We want all our children to flourish and achieve their very best in a safe and stimulating learning environment. We encourage all our children to be reflective, creative and independent global citizens who are effective communicators and respectful of themselves and of others. We believe that by working collaboratively and that by building strong relationships with all stakeholders then we can provide the best opportunities to our learners and enable them to achieve their unique potential.

The school now has a new building with specialist facilities designed specifically for the needs of our children since September 2020. This is an exciting opportunity to become a part of a positive and our innovative team that aims to provide high quality support for the children and their families.

Currently judged as “good” by Ofsted, we are ambitious and are well placed to becoming outstanding. We are committed to providing our pupils with the best possible learning opportunities and supporting them in their development.

We are proud to be a part of Bright Futures Education Trust which link us with other inspirational and innovative schools across Trafford. At The Orchards we are passionate about providing our children with meaningful learning experiences which promote their development through a holistic curriculum. We focus on ensuring high quality outcomes through responding individually to each child’s point of learning and ensuring that we meet that point of learning by using creative, innovative and aspirational teaching or support. At The Orchards we have a highly skilled team of teachers and teaching assistants who ensure that every child’s needs are met. Our teachers lead their class teams through shared outcomes which are informed by parents, families, therapists and multi-agency support teams. We believe in the power of truly inclusive provision and place that at the heart of our school’s mission and vision.

The development of social and emotional skills is at the very core of all our work. All the staff work with a clear behaviour policy that promotes pupil respect and decision making. Within the personal development curriculum social and emotional skills are a fundamental aspect of work. In addition, each class works closely with families to support pupils.

At The Orchards we are proud to have such a hardworking and highly skilled staff team. Ensuring our staff have the knowledge and expertise to meet the needs of our learners is a priority for us and as such we have a comprehensive programme of induction for new staff and whole school training. We also provide individual training for individual staff and small groups of staff where appropriate. Our induction and training programme includes safeguarding, health and safety, and moving and handling. Our training programme ensures staff are kept up to date on curriculum matters linked to the School Development Plan and also on meeting the additional needs of learners e.g. training on alternative communication strategies such as sign along / use of symbols.



Bright Futures

A great place to work

Why work for us?

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect.

Terms and Conditions

- Salary:** NJC starting scale point 4 (Bright Futures grade 3). The full time equivalent starting pay is £18,933 per annum. The actual pay based on the below working pattern is £3,275 per annum actual pay. Pay progression is linked to performance.
- Working weeks:** This is a great opportunity for flexible working as the role will work 38 weeks during school term time. A total of 38 weeks.
- Hours:** 7.5 hours per week over 5 days. Flexible working will be considered, please discuss at interview if you wish this to be considered.
- Pension:** Local government pension scheme. Please take a look at the website: <https://www.gmpf.org.uk/>.
- Other:** We offer salary sacrifice schemes for purchasing cycles and technology, through monthly interest free salary deductions.

How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education, require us to check various details of job applicants and an identical application format for each candidate enables us to do this.

Our new portal contains our application form and disclosure of criminal background form. The portal https address is <https://bfet.jotform.com/211106271850950>. Please upload the forms by 5pm on **22/09/2021**. We haven't been using the portal for long so please call the school office on 0161 748 0670 if you encounter any problems.

The selection will take place on **23/09/21** & interviews will take place on **04/10/21**.

Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Data Privacy

You can the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: <http://bfet.co.uk/wp-content/uploads/2018/07/BFET-Applicant-privacy-notice-002.pdf>

JOB DESCRIPTION

Midday Assistant

Reporting to Head of School (Helen O'Brien)

JOB SUMMARY

To work under the guidance of teaching/senior staff and within a system of supervision, to assisting in the domestic care and general welfare of pupils in respect of meal times, using specialist equipment where necessary.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

- Supervise activities and maintain the health, safety, welfare, good conduct and safeguarding of pupils during the midday break, having regard to special or additional needs.
- Report incidents in line with school policy.
- Assist in the supervision of other activities during the midday break, including setting out and storing equipment
- Encourage pupils to select and eat healthy balanced meals
- Clean up spillages of food or liquid during meal service
- Wipe down tables and clean dining areas between meals
- Undertake similar work at other times, such as before and after school.
- To give non-discriminatory care and support that values the diverse and unique qualities of each pupil seeing the whole person and not merely their care needs.
- To follow the instructions of the care and support plans of each individual pupil.
- To rigorously following school procedures in relation to changing and hygiene.
- To safely use specialist equipment, chairs and hoists in accordance with the general training/guidelines provided and in line with individual care plans.
- To ensure that the maintenance of pupil dignity is paramount at all times.
- To build positive relationships with pupils, staff and other professionals within school.
- To report any changes or causes for concern to your line manager immediately and be clear about when to seek help and advice in order to keep pupils safe and promote their well being.

- To be responsible for the care and cleanliness of specialist class equipment.
- To take part and attend meetings and training as required. This will potentially be sometimes outside of your normal working hours.
- To be responsible for the completion of and the keeping up to date with CPD.
- To complete any additional duties commensurate with the level of the post which may be required from time to time as reasonably directed by the Head of School.

Other

- We will always consider a flexible approach to working –just ask at interview
- Any other reasonable duties requested by Head of School.
- Attend relevant meetings as required, acting as a role model consistently promoting the Trust’s vision, values and commitments.
- Acting as an ambassador ensuring that the Trust’s high standards are promoted at all times.
- A commitment to maintaining confidentiality and discretion inside and outside work

PERSON SPECIFICATION

POST TITLE: Midday Assistant SCP's 4-6 within band 3 pro rata		
PERSON SPECIFICATION		
MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT	
Qualifications and Experience		
Excellent numeracy and literacy skills.	E	A/C
Experience of working in a school environment.	E	A/C
Experience of working with children with range of SEND, particularly communication and interaction/cognition and learning	E	A/I
Training in relevant care strategies.	D	A/I
Relevant first aid training or willingness to carry out training	D	A/I
Skills		
Ability to provide effective care and supervision to children.	E	A/I
Ability to work independently and as part of a team.	E	A/I
Ability to work with sensitivity and optimism in the creation of a happy, challenging and effective school environment.	E	A/I
Demonstrate good communication skills, both written and spoken, with adults and children.	E	A/I
Ability to establish effective working relationships with a wide range of people.	E	A/I
Ability to contribute to a range of pastoral activities.	E	A/I
Ability to observe, monitor and provide constructive feedback on pupils' progress.	E	A/I
Ability to build and maintain effective relationships with pupils, treating them equitably, with respect and consideration.	E	A/I
Ability to take responsibility, with minimum supervision, for delivering support to children with complex needs.	E	A/I

Demonstrate ICT skills appropriate to the role	D	A/C/I
Knowledge		
Understand issues faced by looked-after children and those with Social Services involvement.	D	A
Understand the need for confidentiality.	E	A/I
Understanding of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.	D	A/I
Understanding of the different ways in which children learn and relevant behaviour management strategies.	D	A/I
Personal Characteristics		
Works enthusiastically but remains calm under pressure.	E	A/I
Maintains professionalism and confidentiality at all times.	E	A/I
Demonstrates initiative and ability to organise own workload.	E	A/I
Ability to adapt to a variety of situations.	E	A/I
Other		
Flexible approach to working hours with the willingness to work occasional evenings to support school events.	E	A
Willingness to undertake training, identify own training needs and show a commitment to further professional development.	E	A