

INFORMATION PACK
ASD Teacher
Maternity Cover - 2 Terms
Commencing Monday 4th January
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

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 behavior 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.



Why work for us?

Bright Futures

A great place to work

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:** MPS M1-M6 (£25,714 – £36,961), SEN allowance (£2,270). Pay progression is linked to performance.
- Working weeks:** A total of 52 weeks.
- Hours:** 27.5 hours per week over 5 days. Flexible working will be considered, please discuss at interview if you wish this to be considered.
- Pension:** Teachers Pension Scheme: <https://www.teacherspensions.co.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/212723472558964>. Please upload BOTH the forms by 12 Noon on **18th October**. 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 process will in all likelihood be conducted virtually, so candidates will need access to a device with a camera and a microphone to participate. The interviews will take place on **21st October 2021**.

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-Aplicant-privacy-notice-002.pdf>

JOB DESCRIPTION

ASD Teacher

Reporting to Head of School

1. Knowledge and understanding of:

- 1.1 The school's aims, priorities and action plans.
- 1.2 Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
- 1.3 The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- 1.4 The implications of the code of practice for special educational needs for teaching and learning.

2. Teaching

- 2.1 Planning and preparing courses and lessons.
- 2.2 Teaching pupils according to their educational needs including the setting and marking of their work.
- 2.3 Curriculum coverage, continuity and progression in the subject for all pupils, for those with special educational needs

3. Pastoral and communication

- 3.1 Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- 3.2 Providing guidance and advice to pupils on educational and social matters and on their further education and future careers.
- 3.3 Making records of and reports on the personal and social needs of pupils.
- 3.4 Communicating and consulting with the parents of pupils

4 Assessment, reporting and monitoring

- 4.1 Provide oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- 4.2 Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special needs.
- 4.3 Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- 4.4 Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress.

5. Discipline, Health and Safety

- 5.1 Maintaining good order and discipline among the pupils and safeguarding their health and safety both on the school premises and when they are engaged in authorised school activities elsewhere.

6. Staff Meetings

- 6.1 Participate in and lead school meetings relating to the curriculum, pedagogy, administration and general organisation of the school.

7. Professional Development

- 7.1 Participate in further training and professional development activities as a teacher
- 7.2 Carry out regular review of teaching methodology and programmes of work.

8. Equal Opportunities

- 8.1 Promote equal opportunities within the school and to seek to ensure the implementation of the Authority's and the school's Equal Opportunities policy.

9. Other duties

Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.

PERSON SPECIFICATION

CATEGORY	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications & Training	Graduate. Qualified Teacher Status or NQT. Knowledge and understanding of curriculum areas within the primary curriculum.	Has worked with children with complex needs Previous use of systems such as PECs or PODD	Letter of application. Application Form.
Experience	A successful classroom teacher or NQT with the ability to become a successful classroom teacher. Understanding and knowledge of Foundation, KS1 or KS2.	Experience of implementing/using a range of alternative communications strategies with children with SEND	Letter of application. Application Form.
Skills, knowledge and aptitude	Good understanding of the National Curriculum agenda. Ability to deliver the programme of study of the National Curriculum subjects differentiated to meet need. Ability to identify ways of personalising and tailoring learning according to need.	Experience of target setting for pupils. Potential to contribute to the development of a specific subject area. Ability to suggest and implement initiatives to raise standards.	Letter of application. Interview. Referees.
Communication	Ability to communicate effectively one to one or in a large or small group. Ability to communicate clearly in writing/orally. Ability to present to relevant audiences.	Experience of liaising effectively with outside agencies. Experience of developing links. Experience of encourage parent/family liaison and participation	Application Form. Interview.
Organisational skills	Ability to plan and organise effectively. Ability to meet deadlines and to encourage others to do the same.	Ability to work under pressure. Ability to be flexible and adaptable.	Application Form. Interview.
Personal Attributes	Team player Ability to lead others Energy, Creativity and good sense of Humour Flexibility		Letter of application. Interview. References.