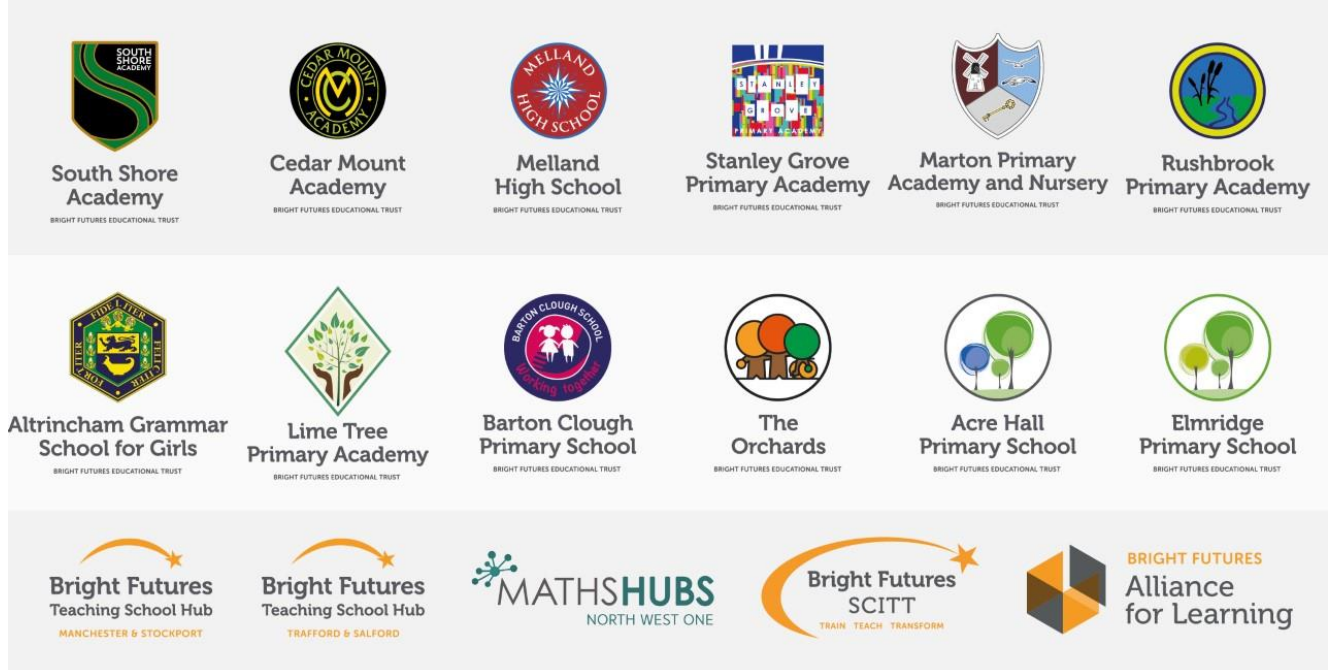


INFORMATION PACK

**Due to school growth a number of TA2 SEN positions
Permanent contracts to start as soon as possible**

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.

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. We truly embrace our core purpose to ‘Champion Remarkable Children’.

In September 2020 the school moved into its permanent home. Since then it has seen sustained and rapid growth of pupil numbers. 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 links us with other inspirational and innovative schools across Trafford and beyond. 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.

The Orchards has 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.

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 scale points 12 to 15 (Bright Futures grade 5). The full time equivalent pay is £22,183 rising to £23,541 per annum. The actual pay based on the below working pattern commencing £18,995 rising to £20,158, 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 and an additional 1 week to be agreed. A total of 39 weeks.
- Hours:** 36.25 hours per week *over 5 days*. Flexible working will be considered, please discuss at interview if you wish this to be considered.
- Holidays:** You will be paid for the prorata equivalent of 25 days, plus 8 public holidays. This increases to 30 days plus 8 public holidays after 5 years' service.
- 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.iotform.com/212842504477962> Please upload the forms by **12 Noon on 5th November 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 shortlisting and Interview process will take place Week Commencing 8th November 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-Applicant-privacy-notice-002.pdf>

JOB DESCRIPTION

TA2 SEN

Key Role/Functions

To work under the guidance of teaching/senior staff and within a system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils on task. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities.

Specific Duties and Responsibilities

1. Support for Pupils

- To support pupils' development and promote independence in a safe, secure and challenging environment employing strategies to recognise and reward achievement;
- To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations;
- To focus on individual pupils to ensure their needs are being met within the group;
- To work with other staff to develop and implement the EHCs for pupils;
- To encourage pupils to interact and work co-operatively with others;
- To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement;
- To promote the inclusion and acceptance of all pupils within the classroom;
- To encourage good personal hygiene and assist with necessary self-help skills (feeding, toileting, dressing, etc);
- To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.

2. Support For Teachers

- To plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate;
- Occasional supervision of the class in the course of short-term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision;
- To liaise with other professionals to ensure an appropriate learning environment;
- To set out, prepare, use and tidy equipment;
- To promote home-school partnerships;
- To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents;

- To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;
- To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence;
- To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required;
- In class to undertake marking of pupils' work as agreed with the teacher and accurately record achievement/progress;
- To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher;
- To provide general clerical support, e.g. administer coursework, produce worksheets for agreed activities, etc.;
- To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support for the Curriculum

- To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs;
- To set out and prepare equipment indoors and outdoors;
- To implement local and national learning strategies, e.g. literacy, numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills;
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- To help pupils access learning activities through specialist support;
- To determine the need for, prepare and maintain general and specialist equipment and resources.

4. Support for the School

- To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour;
- To display pupils' work to reflect their achievement;
- To supervise pupils on outings and visits as required;
- To attend staff meetings as required;
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Head teacher, receiving training where necessary from the school;
- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school;
- To support and encourage students on childcare courses, work experience, teaching practice, etc.;
- To be a proactive member of the school and class team;

- To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support the achievement and progress of pupils;
- To provide appropriate guidance and supervision and assist in the training and development of staff as appropriate;
- To undertake planned supervision of pupils' out of school hours learning activities;
- To attend relevant courses and learning activities in order to update knowledge as required;
- To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects.

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Head teacher considers reasonable, that are commensurate with the grading and designation of the post

PERSON SPECIFICATION

TA2 SEN

POST TITLE: Teaching Assistant 2 + SEN SCP 12		
PERSON SPECIFICATION		
MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT	
Qualifications and Experience		
NVQ Level 3 Qualification in Early Years and Child Care, or equivalent.	E	A/C
Excellent numeracy and literacy skills.	E	A/C
Experience of working in a school environment.	E	A/I
Experience of working with children with range of SEND, particularly communication and interaction/cognition and learning	D	A/I
Training in relevant strategies in appropriate curriculum area.	D	A/I
Relevant first aid training or willingness to carry out training.	D	A/C/I
Skills		
Ability to work independently and as part of a team.	E	A/I
Ability to work with creativity, imagination and optimism in the creation of a happy, challenging and effective learning 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 teaching, learning and 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 understand the roles of parents and carers in pupils' learning and demonstrate ability to liaise with parents and carers sensitively and effectively.	E	A/I
Ability to take responsibility, with minimum supervision, for delivering work programmes over an extended period to groups of children with complex needs.	E	A/I
Ability to provide personal care to children.	D	A/C/I
Demonstrate good ICT skills and awareness of methods of use of ICT in teaching practice.		
Knowledge		
Understand issues faced by looked-after children and those with Social Services involvement.	D	A
Understanding of the National Curriculum and the adapted SEN teaching and learning, as well as classroom roles and responsibilities.	D	A/I
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