

INFORMATION PACK JOB TITLE

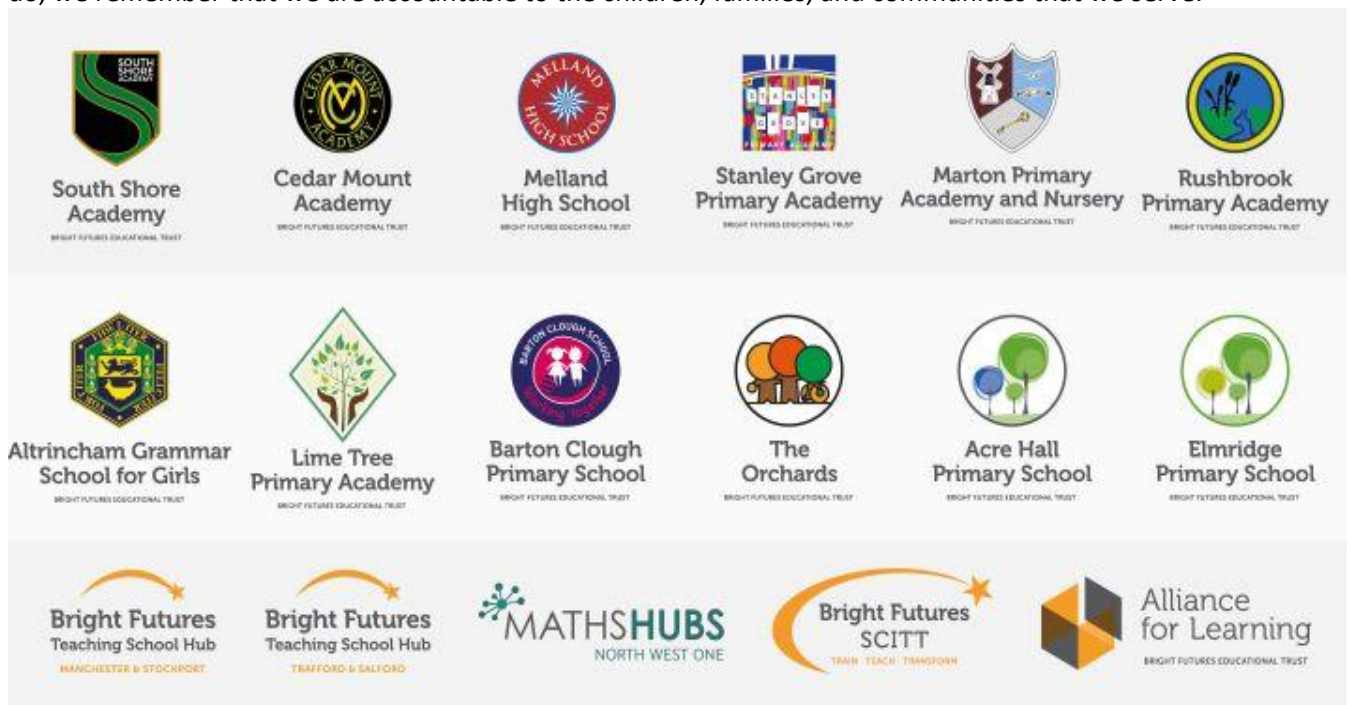
TA2 (SEN)

**Required from January 2022
Maternity Cover until January 2023**

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.

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, form one organisation and have 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 includes the Executive: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs 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, communications and marketing, 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 and 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. Our two Blackpool schools benefit significantly from the Trust's wide range of strategic partnerships, having priority access to high quality CPD, professional expertise and bespoke learning opportunities.

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](#).

About Lime Tree



Lime Tree Primary Academy is an Ofsted outstanding School that educates children aged from 2 to 11 years old.

Situated in the Borough of Trafford, our facility benefits from extensive grounds incorporating a working farm and several dedicated Forest School areas. The school building boasts spacious, light filled learning spaces and state of the art technology and resources.

At Lime Tree Primary Academy, we offer our pupils the very best start in their education through the careful nurturing of individuals via ingredients of creativity, innovation and academic challenge. We passionately believe that it is every child's right to receive an education that fosters a lifelong love of learning.

Lime Tree's Values

We believe in and strive for...

Skilled knowledgeable, independent and resilient
Learners

Creative, imaginative, structured and adaptable
Thinkers

World aware, community spirited, caring and healthy
Individuals

A place where everyone loves to learn.

Lime Tree exists, to push the boundaries, remove the barriers and challenge the ordinary, enabling learning construction that is truly accessible for all. Through research, innovation and creativity we champion education as the vehicle to ignite passions, discover talent, nurture self-belief and become the very heart of our community

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. Please see the Equality, Diversity, and Inclusion statement on our website: <http://bfet.co.uk/vacancies/>.

- Salary:** NJC scale points 12 to 15 (Bright Futures scale 4). 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 £19,764, 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 bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.

For a full explanation of our employment offer please see the booklet on our website:

[Great-Place-booklet.pdf \(bfet.co.uk\)](#)

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 (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

Our application form is available on line, along with the disclosure of criminal background form. The portal link is: <https://bfet.jotform.com/213261759109962> **Please complete the application by 9.00am on 3rd December, shortlisting will take place at 12 noon on 3rd December.** The Interview will take place on the 7th December at Lime Tree Primary Academy, Budworth Road, M33 2RP

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

JOB DESCRIPTION TA2 SEN

Key Role/Functions

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.

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		
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.	E	A/I
Demonstrate good ICT skills and awareness of methods of use of ICT in teaching practice.	D	A/C/I
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