

## INFORMATION PACK

### Due to school growth a number of TA3 SEN positions Permanent contracts from Sep 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

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 17 to 19 (Bright Futures grade 5). The full time equivalent pay is £24,491 rising to £25,481 per annum. The actual pay based on the below working pattern commencing £20,972 rising to £21,819, 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.jotform.com/211106271850950>. Please upload the forms by 5pm on 07/07/2021. 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 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 selection & interviews will take place week commencing 12/07/21.



The  
Orchards



### 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

### TA3 SEN

#### Main purposes of the job

- To work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and learning for pupils who have complex needs and multi barriers to learning.
- During the short term absence of the class teacher a level 3 teaching assistant may be required to supervise the whole class and deliver pre prepared activities within agreed staffing levels and appropriate risk assessments.
- To provide general support to the class teacher in the management and organisation of the pupils and the classroom ensuring appropriate support for each pupil dependant on their individual planned needs which will require working closely with other professionals such as speech therapists and/or physiotherapists.
- To use behaviour management strategies in line with the schools policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome barriers to learning, including physical, emotional and behavioural difficulties.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

#### Main responsibilities and tasks

##### Support for pupils

- To support working relationship with the pupils, acting as role model and setting high expectations.
- To support pupils learning in the most effective way working with multidisciplinary teams in order to promote the learning objectives of each pupil.
- To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance.
- To support pupils through the delivery of specific learning programmes and to contribute to setting individual education plan (IEP) targets and to IEP reviews.
- To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in appropriate activities based on their age and special needs. To have a knowledge of complex special needs and being able to use appropriate programmes such as Sign a long, PECs and Intensive Interaction.
- To recognise that pupils may have communication difficulties and to be able to use alternative communication techniques if required
- Working closely with other professionals and following their designed programme for individual pupils i.e. occupational health, speech therapists and physiotherapists.

- To provide support in the delivery of the National Strategy in literacy, numeracy and ICT.

### Support for the teacher

- To work closely with the teacher to assist in the planning, development and delivery of all areas of the curriculum. In the short term unplanned absence of the teacher, to cover all pre prepared activities to provide continuity for the pupils.
- As required, to prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate
- To work on classroom displays following consultation with the teacher.
- To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the teacher.
- To be able to adopt a flexible approach to meet the varied needs of the pupils in the classroom and participate in any physical activities as appropriate.
- To administer and mark routine tests under the guidance of the class teacher and in line with the school's marking policy.
- To provide objective and accurate feedback and reports to the class teacher and to other professionals as necessary.
- Support for the school
- To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection, reporting all concerns to the appropriate named person.
- To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and or others.
- To attend relevant meetings and participate in training opportunities and professional development as required.
- To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- To plan, prepare for and accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils and their individual needs under the supervision of the teacher.
- To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties.
- To be able to follow the programme of medication for individual pupils as required.
- To assist in the training and development of other staff. To adhere to school health and safety policy including risk assessment and safety systems.
- To adhere to school policy on equality and diversity.
- Support for the curriculum
- To assist in the development of basic literacy, numeracy and ICT skills and support the use of these learning activities as directed by the class teacher.

- To help adapt and plan the development of resources necessary to lead learning activities, taking into account complex and profound learning difficulties as well as pupils' interests, language and cultural backgrounds.

Undertake broadly similar duties commensurate with the level of the post as required by the head of School.

## PERSON SPECIFICATION

### TA3 SEN

#### Essential Requirements

#### Education and Experience

- a) Good numeracy and literacy skills.
- b) Experience of working with relevant age groups within a learning environment.
- c) Experience of working with children with complex and profound additional needs.
- d) Experience of general clerical/administrative work.
- e) Experience in a relevant discipline.

#### Knowledge, Skills and Abilities

- f) Ability to work well as part of a multidisciplinary team.
- g) An understanding of classroom roles and responsibilities.
- h) Able to use basic ICT including computer, audio, video equipment and photocopier.
- i) Good keyboard skills and knowledge of relevant ICT packages.
- j) Knowledge of relevant policies and codes of practice and awareness of relevant legislation.
- k) An ability to understand the principles of child development and learning processes and in particular barriers to learning.
- l) Ability to relate well to children.
- m) Ability to relate well to adults.
- n) Ability to understand roles of parents and carers in pupil learning and demonstrate ability to liaise with them sensitively and effectively.
- o) Ability to observe, monitor and provide constructive feedback on pupils progress.
- p) Ability to provide necessary personal care to children including manual handling and toileting.
- q) Ability to stay calm and be patient and understanding when dealing with children.
- r) To be able to deal with inappropriate behaviour in a calm and non-judgemental way following school guidance. Ability to successfully complete first aid training as required.
- s) Ability and willingness to identify own training needs and participate in training.
- t) To be responsible for promoting and safeguarding the welfare of children and young people within the school.