

INFORMATION PACK

JOB TITLE

Class Teacher - Nursery

Required from January 2022

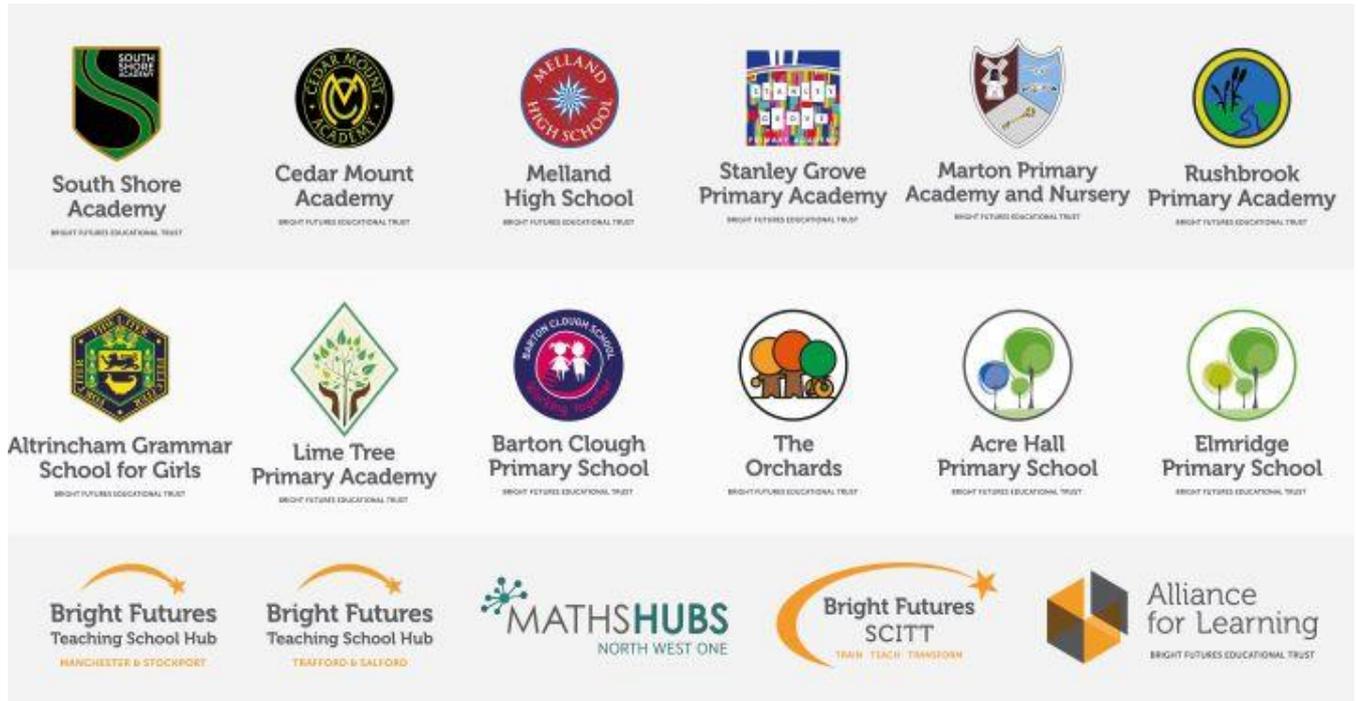
Initially on a Fixed Term Contract until July 2022

Pay dependant on Experience, applications from ECT welcome

To take responsibility for the education and welfare of a designated class of children having due regard to the requirements of the National Curriculum and Trust policies. The full job description and person specification are on pages 5 and 6 of this pack.

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](#).



Acre Hall's Aims and Values

Our main aim is to provide quality experiences in all aspects of school life so enabling the children to be happy, successful and keen to learn, thus helping them to grow into people who are fulfilled and able to make a positive contribution to society.

“They come this way only once so we should litter their pathways with quality experiences”

About Acre Hall

We house 3 specialist classes for pupils from across Trafford with Education and Health Care plans. These children learn in our ‘Small Classes’ and are an integral part of our school. They work alongside all the other pupils in school. All our pupils are treated as individuals and we pride ourselves on making everyone feel valued and cared for.

From the start of the day when children arrive for our Breakfast Club, Acre Hall is a lively and vibrant place. Lessons are interactive and designed to aid progress and challenge learners.

Our extensive grounds provide wonderful opportunities for play and outdoor activities. We have a range of after school clubs which are always well attended.

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

Salary: MPS M1-M6 (£25,714 – £36,961), 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 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.

NO AGENCIES PLEASE.

Our application form is available on line, along with the disclosure of criminal background form. The portal link is: <https://bfet.jotform.com/213052892363960>

Please complete the application by 19th November 2021 at 3.00pm. Shortlisting will take place on 23rd November with interviews w/c 29th 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

Class Teacher

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN ACTIVITIES

1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and academy policies.
2. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with academy policy.

PRINCIPAL ACCOUNTABILITIES

1. To plan work for the class in accordance with national, trust and academy curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
2. To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
3. To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo
4. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
5. To provide children with opportunities to manage their own learning and become independent learners.
6. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
7. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
8. To maintain a high standard of display both in the classroom and in other areas of the academy.
9. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
10. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
11. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with academy policies.
12. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
13. To ensure that the academy's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
14. To liaise with support staff both academy based, from the Trust & from other external bodies as required.
15. To take responsibility for the management of other adults in the classroom.
16. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
17. To undertake any other reasonable and relevant duties in accordance with the changing needs of the academy.
18. To take responsibility for a curriculum subject area as agreed with the leadership team as detailed below:

- Promote the teaching of the agreed subject throughout the academy, according to the requirements of the National Curriculum and the academy's agreed structures and frameworks.
- In conjunction with the head teacher or other senior staff, be responsible for the implementation and management of the academy's policy for the agreed subject area.
- Review the policy and adapt it as appropriate.
- Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the head teacher.
- Offer support and advice to colleagues.

KEY ORGANISATIONAL OBJECTIVES

The Post holder will contribute to the academy's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation.
- At all times operating within the Trust's Equal Opportunities framework.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

Other

- We will always consider a flexible approach to working –just ask at interview
- Any other reasonable duties requested by the leadership team.
- 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 – CLASS TEACHER

Category	Essential	Desirable	Method of assessment
Qualifications, Education, training	<ul style="list-style-type: none"> • Educated to degree level. • Qualified Teacher Status or NQT. • GCSE English and Mathematics up to GCSE grade 4 or above. • Knowledge and understanding of curriculum areas within the primary curriculum. 	<ul style="list-style-type: none"> • 2:1 Degree or above. 	<ul style="list-style-type: none"> • Application form • Certificates
Relevant Experience	<ul style="list-style-type: none"> • A successful classroom teacher or with the ability to become a successful classroom teacher. • Successful experience on teaching practices. • Teaching practices across two key stages as part of training 	<ul style="list-style-type: none"> • OFSTED grade 1 lessons observed • Range of additional experiences with primary age children • Experience of children with SEN 	<ul style="list-style-type: none"> • Application form • Interview
Knowledge, skills and abilities	<ul style="list-style-type: none"> • A sound knowledge of the National Curriculum and/or EYFS Framework. • Ability to deliver the programme of study of the National Curriculum subjects differentiated to meet need. • Sensitivity towards the requirements of children with Special Educational Needs. • Working knowledge of Microsoft Office, including Word, Excel and PowerPoint. • Strong verbal and written communication skills. 	<ul style="list-style-type: none"> • 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. • Ability to offer 'extra-curricular' activities • Experience of liaising effectively with outside agencies. • Experience of developing links. • Experience of encouraging parent/family liaison and participation. 	<ul style="list-style-type: none"> • Application form • Interview • Task

Category	Essential	Desirable	Method of assessment
	<ul style="list-style-type: none"> • Ability to build strong working relationships with all stakeholders • Ability to work under pressure and unsupervised on own initiative working to tight deadlines • Ability to preserve confidentiality and discretion 		
Our Values	Community: Evidence of working together for a common purpose and encouraging diversity		<ul style="list-style-type: none"> • Interview • Tasks
	Integrity: Evidence of doing the right things for the right reason		<ul style="list-style-type: none"> • Interview • Tasks
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		<ul style="list-style-type: none"> • Interview • Tasks

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