

INFORMATION PACK

TA3 (with Drama & Expressive Arts)

36.25 hours per week, 7.25 hours per day, Monday - Friday
Term time only 39 Weeks

Initial 12 month Fixed Term Contract starting September 2022

Job Overview

We are looking to recruit an experienced Teaching Assistant to join our highly skilled support team, focussing on supporting the drama and/or the Expressive Arts curriculum across the school alongside supporting with phonics, English and Maths

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.](#)



About Lime Tree

Lime Tree Primary Academy is an Ofsted outstanding, nationally designated Teaching 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



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/>.

Terms and Conditions

- Salary:** NJC scale point 12-19 (Bright Futures grade 5). **The actual pay based on the below working pattern is £19,327-£22,201 per annum**
- Working weeks:** The role will work 36.25 hours per day over 5 days per week, 39 weeks during school term time:
- 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 link is <https://bfet.jotform.com/221173503594958> Please upload BOTH forms by 12pm on Tuesday 28th June 2022.

The shortlisting will take place on Tuesday 28th June 2022 with the interview/selection process on Friday 1st July 2022.

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

TA 3 (with Drama/Expressive Arts)

KEY PURPOSE OF THE JOB

Key Role/Functions

The primary focus will be supporting with delivering phonics, supporting with English and Maths. The additional focus will be planning and delivering wider opportunities for expressive arts curriculum across school each day.

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement expressive arts programmes groups. 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.

Specific Duties and Responsibilities:

1. Support for Pupils within the drama and/or expressive arts curriculum

- 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 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;

• Support for Teachers with the English and Maths

- 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;
- To liaise with other professionals to ensure an appropriate learning environment;
- To set out, prepare, use and tidy equipment;
- To promote home-academy 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 where appropriate and directed;
- 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;
- To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support for the drama and/or expressive arts 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 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 Academy

- To promote the policies and ethos of the academy, 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, safeguarding, health, safety and security and to refer all concerns to the Head of School, receiving training where necessary from the academy;
- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with academy policy and practice, receiving training where necessary from the academy;
- To support and encourage students on childcare courses, work experience, teaching practice, etc.;
- To be a proactive member of the academy 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 academy 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 of School considers reasonable, that are commensurate with the grading and designation of the post

Professional Development

- Identify CPD Opportunities and undertake professional reading
- Attend staff meetings and INSET days
- Participate in Performance Management cycles
- Participate in pupil progress meetings

Communication and Community Links

- Fully support the life and work of the academy
- Develop and maintain positive and effective relationships with parents, the local community and governors
- Develop and maintain links with the LA advisory and support services
- Ensure that parents are well-informed

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 Academy's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils
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Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Enquire Learning Trust's Equal Opportunities Policies.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Dignity and Respect at Work

The post holder will be expected to carry out all duties in the context of and in compliance with Bright Futures Dignity and Respect at Work Policy.

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.

PERSON SPECIFICATION

POST TITLE: Teaching Assistant Level 3 (Drama/ Expressive Arts)		
PERSON SPECIFICATION		
MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT	
Qualifications and Experience		
NVQ Level 3 or equivalent Qualification in Teaching and Learning.	E	A/C
Excellent numeracy and literacy skills (minimum GCSE).	E	A/C
Experience of working in a school environment.	E	A/I
Experience of working with children with specific social and emotional needs.	D	A/I
Formal recognised training in drama and/or Expressive Arts.	E	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.	D	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.	E	A/I
Knowledge		
Understand issues faced by looked-after children and those with Social Services involvement.	D	A
Understanding of the National Curriculum and the demands of 21 st Century 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

E = Essential D = Desirable
A = Application I = Interview C = Certificate

Lime Tree Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Any offer of employment will be subjected to receipt of a satisfactory enhanced disclosure from the Criminal Records Bureau.