

**The
Orchards**

BRIGHT FUTURES EDUCATIONAL TRUST

**'Championing
Remarkable
Children'**

Candidate Pack



Teaching Assistant (Level 3)



Bright Futures

EDUCATIONAL TRUST

The best *for* everyone, the best *from* everyone

Overview of the role



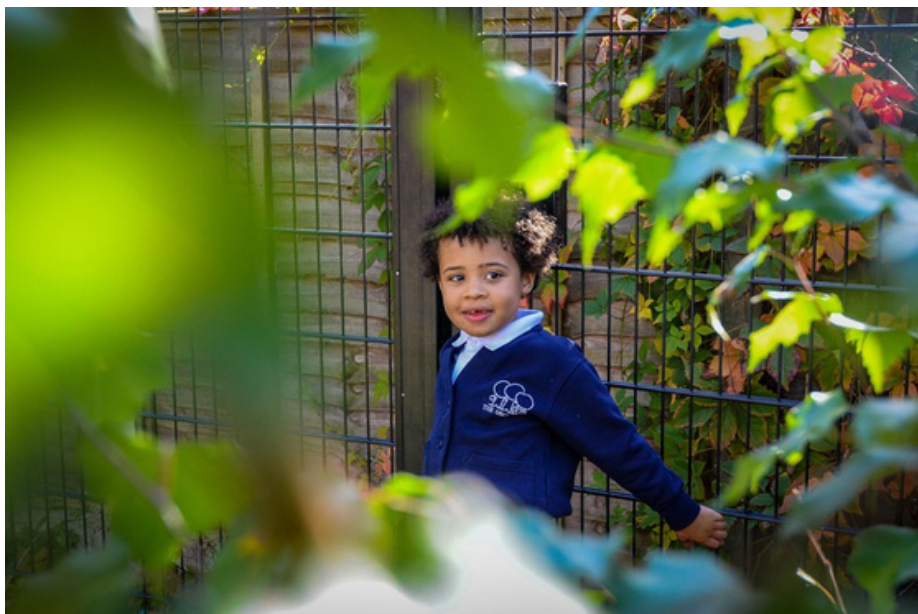
The
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Join our team at The Orchard's and be a part of something truly special. We're not just a school; we're a community dedicated to 'Championing Remarkable Children'. With a focus on child-centred and inclusive education, we're looking for someone who embodies our ethos and values, ready to make a significant impact in the lives of the children we serve.

At The Orchard's, you'll find more than a job. You'll discover a place where your passion for education and your commitment to making a difference align. Our staff team is supportive, friendly, and united by a common goal: to provide an outstanding education for every child. We believe in the power of empathy, kindness, and teamwork, and we live these values every day.

If you're eager to be at the forefront of specialist education and recognise the importance of shaping young lives with compassion and dedication, we want to hear from you. Join us and be part of a team that not only believes in the potential of every child but works tirelessly to unlock it. Together, we can change lives and build a brighter future for our children.

The full job description and person specification are at the end of this pack



Bright Futures



The best for everyone, the best from everyone

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, Heads of School 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: [About Us - BrightFutures Educational Trust\(bright-futures.co.uk\)](http://BrightFutures Educational Trust(bright-futures.co.uk))

The Central Team includes the Executive Team: John Stephens, CEO; Lisa Fathers, Deputy Chief Executive; Charlotte Layton, Director of People & Strategy and Anna Sharpley, Chief Finance Officer.

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: [Why-Join-Bright-Futures](#)

Professional Development Institute

Bright Futures Professional Development Institute is another important outward facing component of our organisation.

Underneath this umbrella we have several hubs. Bright Futures Training which provides school improvement services and CPD to over 700 schools, a North West Maths' Hub NW1 Maths Hub, providing mathematics training and coaching to 500 schools, and a SCITT (School Centred Initial Teacher Training) Bright Futures SCITT, which is the largest in the North West. Within the Development Institute, Bright Futures also has two Teaching School Hubs, serving Manchester, Stockport, Salford, and Trafford. Bright Futures SEND Outreach is another service which we provide across the North West. We have also been designated as an Early Years Stronger Practice Hub to work across the North West as the Bright Futures Early Years Hub.



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 The Orchards



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At our specialist provision school, nestled in the heart of the North of Trafford, we pride ourselves on 'Championing Remarkable Children'. Each day, we are committed to recognising and nurturing the unique potential within each child, offering a tailored educational journey that acknowledges their individual needs and aspirations.

Our school is a sanctuary of learning and growth. Our children are happy, safe learners who enjoy trusting and supportive relationships with both their important staff and each other. The aspirations of our children and families are met with the unwavering support and dedication of our expert staff.

The community we serve in the North of Trafford is at the heart of everything we do. Our commitment to our pupils extends beyond the classroom, as we work closely with families and local organisations to create a supportive network for our children. By championing the remarkable within each child, we truly believe we provided an education which prepares pupils exceptionally well for their next steps of education and ensures that their voices are truly heard and understood.

Our staff team would like you to join us if you ...

- Ensure that children influence everything that you do and you are driven to work so that every child gets the very best.
- Ensure that everyone's welfare is important and everyone feels listened to and valued.
- Believe in the shared vision of the school and work hard as an individual to bring that to life to improve outcomes for children and their families.

(Staff Culture Statement, 2023)





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What Ofsted said...

Ofsted 2025

“
The school encourages and supports pupils to be themselves.
”



The Orchards
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Ofsted 2025

“
The school's vision of 'championing remarkable children' is truly at the heart of everything the school does.
”



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Ofsted 2025

“
Relationships between staff and pupils are key to the school's success. This allows staff to respond in highly effective ways when pupils need additional support.
”



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Ofsted 2025

“
Pupils thrive in this supportive, compassionate environment.
”



The Orchards
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Ofsted 2025

“
The school is determined for each pupil to receive a high-quality education.
”



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Ofsted 2025

“
The school is focused clearly on ensuring that pupils, through their individual curriculum, gain the knowledge, skills and character needed to become as independent as possible in their future lives.
”



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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, and treated fairly and with dignity and respect. Please see the Equality, Diversity, and Inclusion statement on our website.

Terms and Conditions

Salary	£24,746.00 - £25,612.00 Annually (Actual) Bright Futures Grade 5 Point 17 - 19. 39 Weeks per Year Full time salary £28,770 - £29,777
Pension	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.

Job Description



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Teaching Assistant Level 3

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 work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and the implementation of ILPs
- Provide pastoral support to pupils
- Receive and supervise pupils, excluded from, or otherwise not working to a normal timetable

Job Description



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Continued

- Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- Provision of support for pupils with special needs
- Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and re-inforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- To assist with the dispensing of medication in exceptional circumstances, with appropriate training and under the supervision of medical staff where necessary.
- To carry out escort duties as appropriate whenever required.
- To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and providing support to the pupils with the activities in the pool.
- To support pupils on integration placement in mainstream schools or colleges and on work experience placements.

Support for Teachers

- To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.

Job Description



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Continued

1-Under the direction of the teacher, prepare classroom for lessons, including display and clear afterwards, as appropriate.

-Provide specialist advice and guidance (Art/Music) as required.

-To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.

-Liaise with schools and other relevant bodies to gather pupil information

-Support pupils' access to learning using appropriate strategies and resources

-Work with the teacher in planning, evaluating and adjusting learning activities as appropriate

-Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

-Be responsible for keeping and updating records, information and data, producing analysis and reports as required

-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

-Assist in the development and implementation of appropriate behaviour management strategies

-Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links

-Assist in the development, implementation and monitoring of systems, relating to attendance and integration

-Provide curricular and other related clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions.

Support for the Curriculum

-To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.

Job Description



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Continued

- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
- Supervise pupils on educational visits and out of school activities
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use of these to advise and support others
- Where appropriate, to attend review meetings of pupils who have been identified as experiencing physical disabilities or complex medical needs, providing information on options and access issues

Job Description



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All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Person Specification



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Category	Essential	Desirable	Evidence
<p>Qualifications and Experience</p>	<p>Good numeracy and literacy skills.</p> <p>NVQ Level 3 for Teaching Assistants or equivalent qualification</p> <p>Experience of working with relevant age groups within a learning environment.</p> <p>Experience of working with children/young people with behavioural difficulties and those with communication, severe, profound or complex learning difficulties where appropriate</p> <p>Experience of general clerical/administrative work.</p> <p>Experience in a relevant discipline.</p>	<p>Experience of working with children with range of SEND, particularly communication and interaction/cognition and learning</p> <p>Training in relevant strategies in appropriate curriculum area. Relevant first aid training or willingness to carry out training.</p> <p>Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)</p>	<p>Letter of application. Application Form. Interview.</p>

Person Specification



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Continued

Knowledge, Skills and Abilities

Ability to work well as part of a multidisciplinary team.

An understanding of classroom roles and responsibilities.

Able to use basic ICT including computer, audio, video equipment and photocopier.

Good keyboard skills and knowledge of relevant ICT packages.

Knowledge of relevant policies and codes of practice and awareness of relevant legislation.

An ability to understand the principles of child development and learning processes and in particular barriers to learning.

Ability to relate well to children and adults.

Ability to understand roles of parents and carers in pupil learning and demonstrate ability to liaise with them sensitively and effectively.

Demonstrate good ICT skills and awareness of methods of use of ICT in teaching practice.

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies

Full understanding of the range of support services/providers

Ability to self-evaluate learning needs and actively seek learning opportunities

Application Form.
Interview.

Person Specification



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Continued

Ability to observe, monitor and provide constructive feedback on pupils progress.

Ability to provide necessary personal care to children including manual handling and toileting.

Ability to stay calm and be patient and understanding when dealing with children.

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.

Ability and willingness to identify own training needs and participate in training.

To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils.

Personal commitment to continuous self-development.

Personal Commitment to continuous school improvement.

Be willing to consent to and apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.

Application Form.
Interview.