

A great place to work

Candidate Pack



**Barton Clough
Primary School**

BRIGHT FUTURES EDUCATIONAL TRUST

Teaching Assistant 3

Bright Futures



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: Leadership, Integrity, Passion, Community, Equality and Resilience.

In everything we do, we remember that we are accountable to the children, families, and communities that we serve.

Leadership



Integrity



Passion



Community



Equality



Resilience



Acre Hall
Primary School
BRIGHT FUTURES EDUCATIONAL TRUST



Altrincham Grammar
School for Girls
BRIGHT FUTURES EDUCATIONAL TRUST



Barton Clough
Primary School
BRIGHT FUTURES EDUCATIONAL TRUST



Cedar Mount
Academy
BRIGHT FUTURES EDUCATIONAL TRUST



Elmridge
Primary School
BRIGHT FUTURES EDUCATIONAL TRUST



Lime Tree
Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST



Melland
High School
BRIGHT FUTURES EDUCATIONAL TRUST



Marton Primary
Academy and Nursery
BRIGHT FUTURES EDUCATIONAL TRUST



Rushbrook
Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST



The
Orchards
BRIGHT FUTURES EDUCATIONAL TRUST



Stanley Grove
Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

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: [About Us - Bright Futures Educational Trust \(bright-futures.co.uk\)](http://bright-futures.co.uk)

The Central Team includes the Executive Team: Lisa Fathers, CEO; Anna Sharpley, Chief Finance & Operations Officer; Sarah Schollar, Director of Education and Jayne Carmichael, Director of Professional Learning & Partnerships.

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](http://bright-futures.co.uk)

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 an Early Years Stronger Practice Hub working across the North West [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](#).



Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

Barton Clough Primary School is an inclusive school situated in Stretford with a strong, caring, pastoral structure which underpins an excellent curriculum. We seek to develop the potential of every child in all areas. Staff care for the children and are skilled in planning to meet their individual needs, both personally and academically.

We believe that building good relationships is the key to success and the children and staff are encouraged to work together to ensure everyone feels cared for, valued and happy – supported by parents and the governing board. Older children are encouraged to take on responsibility around school and be good examples for our younger children, including working as prefects and reading buddies.

Our curriculum is based on developing a high standard of English and maths skills which can be transferred to other areas of the curriculum. High academic achievement and creative development are valued at all stages, with staff providing memorable learning, challenge, engagement, inspiration and fun.

Learning is celebrated in all its forms and children are encouraged to take risks and be brave, positive and determined in order to thrive, both inside and outside the classroom.

Throughout their time at Barton Clough, all pupils benefit from an on-site Forest School, with dedicated Forest School teacher. In addition, we have 2 Small Specialist Classes (SSC's), supporting pupils with additional needs to access a high-quality education.

Our aim is that all children leave Barton Clough Primary School believing in themselves, having the skills to support others and striving to reach their full potential.

At Barton Clough we offer our children the very best start in their education. Please contact us for a tour of the school on Audley Avenue in Stretford and see our wonderful school in action.



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	Bright Futures NJC Grade 5 - Actual (£14,758-£16,546)
Contract	Part time, 21.75 per week, 39 weeks per year
Pension	Local Government Pension Scheme
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.



**Barton Clough
Primary School**
BRIGHT FUTURES EDUCATIONAL TRUST





A Great Place to Lead

At Bright Futures we offer endless opportunities to lead:

- Leadership coaching
- National Professional Qualifications (NPQ) and Early Career Framework (ECF) facilitation
- System leaders e.g., National Leaders of Education (NLEs)/Specialist Leaders of Education (SLEs)
- Involvement with school-to-school reviews
- Mentoring Early Career Teachers and trainee teachers
- Networks



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 equality and diversity.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://mynewterm.com/school/Barton-Clough-Primary-School/144649>

Alternatively, you can click Apply Now on this role via the current vacancies page of our website.

Closing date: Monday 28 September 2026

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 read the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: [Applicant Privacy Notice](#).



Job Description

Teaching Assistant 3

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. 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. Staff may also supervise whole classes occasionally during the short-term absence of teachers. In providing cover supervision Teaching Assistants will need to deliver learning, respond to questions and generally assist pupils to undertake set activities. The primary focus of the role can be summarised the following key areas, supporting pupils, supporting the class teacher, supporting the curriculum and supporting the school.

Key Responsibilities

Supporting the Pupil

- 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 IEPs 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.

Supporting the Class Teacher

- To plan, with input from teachers, the daily/weekly programme of lessons, activities and events in order to support individual 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-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;
- 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;



Job Description

- 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.

Supporting 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, KS3, 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.

Supporting 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 Headteacher, 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, such as after school clubs;
- 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 Principal considers reasonable, that are commensurate with the grading and designation of the post.

Person Specification



Category	Essential	Desirable	Means of Identification
Qualifications, Education, Training	• Holder of an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools • To possess GCSE English and Mathematics at Grade A*- C, or GCSE Level 4- 9, or a Level 2 qualification in Literacy and Numeracy. or CSE Grade 1 in English and Mathematics • Experience of working in a school environment • Working with or caring for children of relevant age • Trained in relevant learning strategies e.g. literacy /numeracy KS2 / Foundation Stage strategies and a good overview of Key Stage relevant curriculum; • Sound knowledge of positive values, attitudes and behaviour expected from children and strategies to address these • Sound knowledge of how children learn and how to create and maximize learning opportunities	• Relevant first aid training or willingness to carry out training • Safeguarding Training	Application form Certificates
Skills	• Ability to work independently and as part of a team. • Ability to work with creativity, imagination and optimism in the creation of a happy, challenging and effective learning environment • The ability to communicate effectively and sensitively with children and colleagues • Ability to establish effective working relationships with a wide range of people; • Ability to contribute to a range of teaching, learning and pastoral activities; • Ability to observe, monitor and provide constructive feedback on pupil progress; • Ability to build and maintain fair, respectful, trusting, supportive and constructive relationships with children; • The ability to recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and demonstrate ability to liaise sensitively and effectively; • Ability to take responsibility, with minimum supervision, for delivering work programmes over extended period to groups of children with complex needs.	• Experience of working as a leader in more than one setting • Experience of working in schools that are Ofsted graded 'Good' or better	Application Interview Tasks References

Category	Essential	Desirable	Means of Identification
Knowledge	- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies; - Understand the need for confidentiality; - Understanding of how to ensure good behaviour through positive reinforcement - Knowledge of special educational needs, in particular speech & language, learning skills, social interaction and self-help skills		Interview Tasks
Personal Characteristics	- Works enthusiastically but remains calm under pressure; - Maintains professionalism and confidentiality at all times; - Demonstrates initiative and ability to organise own workload; • Ability to adapt to a variety of situations		
Our Values	- Thriving - Positive - Brave - Determined		Interview Tasks
Pre-Employment Screening	- Enhanced DBS check - Two satisfactory employment references, from the last two employers - Evidence of the right to work in the UK - Online screening - ID checks		Online DBS check References deemed suitable by Bright Futures Educational Trust Passport or other evidence allowed by UK Home Office