

A great place to work

Candidate Pack



**Rushbrook
Primary Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

PLA Level 1 SEND

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
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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 (Interim); Anna Sharpley, Chief Finance & Operations Officer; Sarah Schollar, Director of Education (Interim) and Jayne Carmichael, Director of Professional Development.

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](#).

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	Grade 3 Point 4 - Point 6
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.



Bright Futures
EDUCATIONAL TRUST
The best for everyone, the best from everyone

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.

NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://mynewterm.com/school/Rushbrook-Primary-Academy/138784>

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

Closing Date: Tuesday 30th June 2026 @ 12.00pm

You will be notified after the closing date whether you have been shortlisted.

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](#).

About the role

- To complement the professional work of teachers by taking responsibility for delivering agreed learning activities to identified groups of students. The post holder will provide support to curriculum development in specialised areas.

Job Description

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes
- Demonstrate good subject and curriculum knowledge
- Under the direction of the teacher, deliver well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities as required, for example, ongoing and close liaison with health, parents/carers, colleagues, therapists and other professionals.
- A willingness to undertake appropriate training to support complex needs.
- Supporting students who have a range of needs
- Supporting students with mobility and/or medical needs.
- Utilise the procedures in place to ensure pupils' individual needs are identified and met to guarantee maximum access to the curriculum and learning opportunities
- Pupils will need support with Speech & Language and often use Objects of Reference, sign or PECS to communicate.
- Some pupils have physical needs and will require Personal Care and support with medication and feeding regimes.

Person Specification

Category	Essential	Desirable	Means of Identification
Qualifications, Education, Training	<ul style="list-style-type: none"> • Good standard of education, including GCSE Grade C/4 or above (or equivalent) in English and Mathematics. • 	<ul style="list-style-type: none"> • Relevant qualification in Supporting Teaching and Learning, Childcare, SEND or related field (e.g. Level 2 or 3 Teaching Assistant qualification). First Aid qualification. 	<p>Application</p> <p>Certificates</p> <p>Interview</p>
Relevant Experience	<ul style="list-style-type: none"> • Experience of working with children or young people in an educational, childcare or community setting. Experience of supporting learning and promoting positive behaviour. 	<ul style="list-style-type: none"> • Experience of working with pupils with SEND, including Autism, Speech and Language Needs, SEMH or learning difficulties. Experience of delivering interventions or small-group support. 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>
Knowledge and understanding	<ul style="list-style-type: none"> • Understanding of the needs of children and young people. Awareness of safeguarding and child protection responsibilities. Understanding of the importance of inclusion and equal opportunities. 	<ul style="list-style-type: none"> • Knowledge of SEND legislation, EHCPs and intervention programmes. Understanding of behaviour support strategies and restorative approaches. 	<p>Application</p> <p>Interview</p>
Personal qualities	<ul style="list-style-type: none"> • Patient, caring and supportive approach. Commitment to helping all pupils achieve their potential. Flexible, reliable and professional. Ability to maintain confidentiality and demonstrate discretion. Resilient and able to remain calm under pressure 	<ul style="list-style-type: none"> • Experience of taking initiative and contributing to wider school life. 	<p>Applciation</p> <p>Interview</p> <p>References</p>

Category	Essential	Desirable	Means of Identification
<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • Ability to build positive relationships with pupils, staff and families. Good communication and interpersonal skills. Ability to support pupils' learning under the direction of teaching staff. Ability to work effectively as part of a team. Good organisational skills and attention to detail. Ability to maintain accurate records and provide feedback on pupil progress. 	<ul style="list-style-type: none"> • Ability to adapt learning resources to meet individual needs 	<p>Application</p> <p>Interview</p>
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. Willingness to undertake safeguarding training and comply with all statutory guidance and school policies. 	<ul style="list-style-type: none"> • Previous safeguarding training. 	<p>Application</p> <p>Interview</p> <p>Task</p>
<p>Alignment with academy and Trust values</p>	<ul style="list-style-type: none"> • Commitment to Rushbrook Primary Academy's values • Commitment to Bright Futures values • Evidence of working collaboratively for a common purpose and encouraging diversity 	<ul style="list-style-type: none"> • Wider evidence of partnership working across schools, Trusts or communities 	<p>Interview</p> <p>Tasks</p>
<p>Pre-Employment Screening</p>	<ul style="list-style-type: none"> • Enhanced DBS check • Two satisfactory employment references, from the last two employers • Evidence of the right to work in the UK • ID Check • Online Screening 		