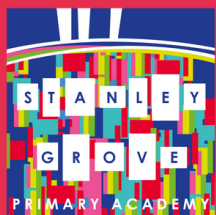


# A great place to work

## Candidate Pack



**Stanley Grove  
Primary Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

## SEN Keyworker- Communication Hub

# 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 \(bright-futures.co.uk\)](https://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](https://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](#).



**Stanley Grove  
Primary Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

Welcome to Stanley Grove Primary Academy based in the heart of Longsight. We are very proud of our school and are passionate about raising pupils' attainment whilst also nurturing their wellbeing.

As a Gold Unicef Rights Respecting School, we link everything we do to the rights children hold. I am proud of my role as a duty bearer and work to make sure all children have their rights met. At Stanley Grove, we believe in developing children's communication. We follow the principals of a Communication Friendly Setting (Elklan Award), all our staff are trained on how to support children to better understand and communicate.

We are also a Nurture school, NurtureUK, and I care about making sure we are an inclusive school, where all children can thrive and achieve.

Our wider curriculum has been designed especially for our pupils and has creativity, exploration and communication at its heart. Our Mathematic and English curricula have been carefully chosen to provide our pupils with the best learning opportunities through their sequenced and progressive design.

We believe in social and associative principals of learning, with teachers using a variety of strategies to make sure lessons are full of opportunities to communicate, collaborate and make links with previous knowledge.

At Stanley Grove Primary Academy we live by this simple statement. When we all give our best, it ensures that the high standards we hold are met.

## Our Values



### **Community**

We nurture relationships and celebrate our diversity.



### **Respect**

We show kindness and behave safely.



### **Success**

We always try our best, so everyone achieves.



# 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   | NJC scale points 7 to 11 (Bright Futures scale). Bright Futures Grade 4 Point 7 £26,403 to Point 11 £28,142. Pay progression is linked to performance. Actual Salary £22,709-£24,204                                       |
| Contract | Fixed Term until 27th February 2027                                                                                                                                                                                        |
| Pension  | Greater Manchester Pension Fund<br><a href="https://www.gmpf.org.uk/">https://www.gmpf.org.uk/</a>                                                                                                                         |
| 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. |



## 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/Stanley-Grove-Primary-Academy/138785>

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

**Closing date: Friday 11<sup>th</sup> September 2026**

**Interview date: Wednesday 16<sup>th</sup> 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

The post holder will report to the Teacher . Apart from other colleagues in the school, the main contacts of the job are; Principal, Assistant Principals, Teaching staff, other support staff and pupils.

## Main Purpose of the Job:

Under the guidance of a Class Teacher and SENCo, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of all pupils, including pupils with Special Educational Needs (SEN) who require help to overcome barriers to learning

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers)

## Support for pupils

- To work with groups of children under the supervision of the teacher including the implementation the delivery of programmes of works and interventions.
- Use specialist (curricular learning) skills/training/experience to support pupils
- Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Give regular feedback on children's progress to the class teacher and file records
- Provide feedback to pupils in relation to progress and achievement
- Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters

## Support for teachers

- Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.
- Give regular feedback on children's progress to the class teacher and file records
- Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher
- 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
- Undertaking marking of pupils' work and accurately record achievement/progress
- Administer and assess routine tests and invigilate exams
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Provide specialist advice and guidance (e.g. Art/Music) as required
- Liase with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents meetings)
- Contribute to the development and implementation of appropriate behaviour management strategies
- Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

# Job Description

## Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
- Contribute to the development of lesson/work plans
- Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

## Support for the school

- Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies
- 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
- Accompany teachers and pupils on educational visits
- 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
- The employee must carry out his or her duties with full regard and commitment to the Governing Body and Trust Principles.

# Person Specification

| Category            | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable                                                                                                                                                                                                  | Means of Identification                                            |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Relevant Experience | <ul style="list-style-type: none"> <li>• Experience of working with or caring for children of the relevant age.</li> <li>• Experience of working with pupils with a range of Special Education Needs (SEN).</li> <li>• Numeracy/literacy skills (at a level equivalent to NQF Level 2).</li> <li>• NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.</li> <li>• Ability to relate well to children and adults.</li> <li>• Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).</li> <li>• Ability to work as part of a team.</li> <li>• An understanding of the role of the Primary Learning Assistant, Primary Learning Mentor, SEN keyworker and other professionals working in the classroom.</li> <li>• Ability to use relevant technology.</li> <li>• 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.</li> <li>• Understanding the principles of child development and learning processes.</li> <li>• Understanding of a range of strategies used to support pupils with SEN.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Full understanding of the range of support services/providers.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Willingness to undertake first aid training as appropriate.</li> </ul> |                                                                                                                                                                                                            | <p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p> |
| Safeguarding        | <ul style="list-style-type: none"> <li>• Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Knowledge of 'Keeping Children Safe In Education' (KCSIE) and 'Meeting Digital and Technology Standards in Schools and Colleges' government guidelines</li> </ul> | <p>Application Form</p> <p>Interview</p> <p>Task</p>               |

| Category                 | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Desirable | Means of Identification                                                                                                                                   |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Others                   | <ul style="list-style-type: none"> <li>• Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.</li> <li>• Self-motivation and personal drive to complete tasks to the required timescales and quality standards.</li> <li>• The flexibility to adapt to changing workload demands and new school challenges.</li> <li>• Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.</li> <li>• Personal commitment to continuous self-development.</li> <li>• A commitment to school improvement.</li> </ul> |           | <p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>                                                                                        |
| Our Values               | <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Passion</li> <li>• Integrity</li> <li>• Community</li> <li>• Equality</li> <li>• Resilience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <p>Interview</p> <p>Tasks</p>                                                                                                                             |
| Pre-Employment Screening | <ul style="list-style-type: none"> <li>• Enhanced DBS check</li> <li>• Two satisfactory employment references, from the last two employers</li> <li>• Evidence of the right to work in the UK</li> <li>• Online screening</li> <li>• ID checks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |           | <p>Online DBS check</p> <p>References deemed suitable by Bright Futures Educational Trust</p> <p>Passport or other evidence allowed by UK Home Office</p> |