

A great place to work

Candidate Pack



**Rushbrook
Primary Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

KS2 Class Teacher

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 (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](#).



Bright Futures Professional Development Institute



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	Teachers/Leaders Pay & Conditions
Holidays	Teachers Pay & Conditions
Contract	Teachers Pay & Conditions
Pension	Teachers 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.



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 23rd June 2026 @ 4.00 pm

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

We are looking to appoint an exemplary class teacher with successful experience who is committed to achieving high standards and to share our vision of providing an exceptional, innovative education that inspires and enables our pupils to choose a remarkable life. As an aspirational school, we are looking for candidates who can help Rushbrook on its development journey

Job Description

The professional duties of a teacher shall include:

Knowledge and understanding of:

1. The school's aims, priorities and action plans.
2. Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
3. The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
4. The implications of the code of practice for special educational needs for teaching and learning.

Teaching

1. Planning and preparing courses and lessons.
2. Teaching pupils according to their educational needs including the setting and marking of their work.
3. Curriculum coverage, continuity and progression in the subject for all pupils, for those with special educational needs

Pastoral and communication

1. Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
2. Providing guidance and advice to pupils on educational and social matters and on their further education and future careers.
3. Making records of and reports on the personal and social needs of pupils.
4. Communicating and consulting with the parents of pupils

Assessment, reporting and monitoring

1. Provide oral and written assessments, reports and references relating to individual pupils and groups of pupils.
2. Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special needs.
3. Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Person Specification

Category	Essential	Desirable	Means of Identification
Qualifications, Education, Training	<ul style="list-style-type: none"> Degree or good honours degree Qualified Teacher Status Evidence of continuing professional development 	<ul style="list-style-type: none"> Postgraduate qualification NPQSL, NPQH or other relevant leadership qualification Designated Safeguarding Lead training 	<p>Application</p> <p>Certificates</p>
Leadership experience	<ul style="list-style-type: none"> Successful teaching experience, including teaching to GCSE level Successful experience in a substantial senior or whole-school leadership role Proven track record of raising standards and improving student outcomes Experience of developing, implementing and monitoring whole-school policy and practice Experience of leading staff development, improvement planning and change 	<ul style="list-style-type: none"> Experience of whole-school leadership across more than one major area such as teaching and learning, behaviour, attendance, safeguarding or personal development Experience of leading whole-school CPD Experience of Trust-wide or wider system leadership Experience as a DSL or Deputy DSL 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>
Teaching & Achievement	<ul style="list-style-type: none"> Strong record as an effective classroom practitioner Experience of improving teaching through coaching, monitoring and professional development Secure understanding of curriculum, pedagogy, assessment and quality assurance Ability to analyse performance data and translate this into effective action 	<ul style="list-style-type: none"> Experience of designing a whole-school coaching programme Experience of leading on outcomes analysis across KS3 and KS4 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>

Category	Essential	Desirable	Means of Identification
<p>Culture, behaviour and pastoral leadership</p>	<ul style="list-style-type: none"> • Strong understanding of behaviour systems, student attitudes, attendance and personal development • Experience of developing an inclusive culture of high expectations • Ability to lead behaviour, reward, celebration and student leadership systems • Commitment to pastoral care, wellbeing and belonging 	<ul style="list-style-type: none"> • Experience of leading attendance strategy • Experience of delivering or leading PSHE or personal development programmes • Experience of using systems such as Class Charts or CPOMS 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Safeguarding and inclusion 	<ul style="list-style-type: none"> • Clear commitment to safeguarding and promoting the welfare of children and young people • Understanding of statutory safeguarding responsibilities and safer culture • Commitment to inclusion, equity and supporting vulnerable learners 	<p>Application</p> <p>Interview</p> <p>Task</p>
<p>Knowledge and skills</p>	<ul style="list-style-type: none"> • Detailed knowledge of effective school improvement strategies • Secure understanding of the use of data to inform strategic planning and intervention • Excellent oral and written communication skills • Ability to formulate, implement, monitor and review plans and policies • Ability to inspire, motivate, support and challenge others • Ability to lead change, resolve problems and secure accountability • Ability to build positive relationships with students, staff, families and external partners 	<ul style="list-style-type: none"> • Knowledge of school information systems or similar • Ability to lead research, INSET or Trust-wide improvement work 	<p>Interview</p> <p>Tasks</p>

Category	Essential	Desirable	Means of Identification
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Strong moral purpose and an unwavering belief that every child can succeed • Humble, values-driven and committed to service • High expectations and ambition for all students and staff • Resilient, hardworking and solution-focused • Ability to work well under pressure • Open, reflective and committed to personal growth • Excellent interpersonal skills, warmth and credibility • Commitment to flexible working in support of academy life 	<ul style="list-style-type: none"> • Good sense of humour • Willingness to contribute to wider community and enrichment opportunities 	
<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 • Section 128 checks 		