



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



**INFORMATION PACK**  
**Teacher – 2 Terms to cover Maternity**  
**Lower KS2**  
**To start September 2022**

**Overview of the Role**

To take responsibility for the education and welfare of a designated class of children having due regard to the requirements of the National Curriculum and Trust policies. The full job description and person specification are on pages 5 and 6 of this pack. The full job description and person specification are at the end of this pack.

**Bright Futures Educational Trust**

Bright Futures Educational Trust (The Trust) is a multi-academy trust (MAT) 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 and form one organisation and 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](#)

The central team comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs; Lynette Beckett, Director of HR & Strategy. 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, HR, Educational Psychology, Marketing and Communications, and Digital



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Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future.](#)

Bright Futures Development Network is another important outward facing component of our organisation made up of a number of hubs and networks at the heart the Trust. In January 2021, after significant national reforms to the teaching school policy Bright Futures was designated with two new large-scale [Teaching School Hubs](#), which replace the Alliance for Learning Teaching School. This growth and expansion in our outward facing work brings about a significant increase in accountability and reach. The two Bright Futures Teaching School Hubs are designed to provide strong strategic regional leadership to build robust partnerships to support teachers and leaders in every phase and type of school, at each stage of their development. A crucial part of the hub remit is carefully ensuring structured collaboration. The Teaching School Hubs are at the forefront of providing high quality professional development, playing a significant role in the implementation and delivery of: The Early Career Framework, National Professional Qualifications (NPQ), Initial Teacher Training and Continuous Professional Development (CPD). The Hubs work directly with the Department for Education and national NPQ/ECT providers. In addition to this, the Hubs enhance the professional development needs of Bright Futures schools and academies. Within this outward facing area of Bright Futures Educational Trust, we have a commercial offer run through the [Alliance for Learning](#) which provides first-class school improvement services and CPD to over 700 schools, further complementing the work of our Teaching School Hubs. Our School-Centred Initial Teacher Training (SCITT) [Bright Futures SCITT](#) is also an integral part of the Teaching School Hubs, with over 10 years' experience and judged Good by Ofsted, we offer Early Years, Primary and Secondary teacher training programmes. Within the Bright Futures Development Network, we are also proud to have a Maths Hub: [NW1 Maths Hub](#) offering a wide range of maths specific high-quality professional development opportunities and training/coaching to 500 schools.



# Bright Futures

## DEVELOPMENT NETWORK



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



Barton Clough is a one form entry school in Stretford with currently 180 pupils on roll.

We are proud to be part of Bright Futures Educational Trust.

At Barton Clough we nurture positive relationships. It is at the heart of all we do. We are committed to teaching the skills and knowledge each child needs to flourish and succeed, with enthusiasm, energy and hope. We value children as individuals and encourage our pupils to have a go and try new things. We aim to build confidence in our pupils and develop a 'can do' attitude so that children learn from mistakes and aren't afraid to get things wrong.

As a school, we value the support our local community brings and welcome parents and carers in to school on a regular basis. Having strong positive relationships with our parents is important to enable us to provide the very best for our pupils. We work closely with other outside agencies and welcome visitors in to school to develop learning opportunities and experiences.

Learning is fun at Barton Clough as we aim to teach the required skills of the national curriculum in an engaging and stimulating way. Children are encouraged to explore new ideas and work collaboratively with their peers.

At Barton Clough we house 2 specialist classes for pupils from across Trafford with Education and Health Care plans. These children learn in our 'Small Classes' and are an integral part of our school. They work alongside all other pupils in school, building relationships and sharing learning experiences whilst accessing a personalised curriculum. All our pupils are treated as individuals and we pride ourselves on making everyone feel valued and cared for.

There are lots of reasons why Barton Clough is a fabulous school. We work very closely with our families and work hard to ensure that our pupils achieve their very best whilst enjoying learning.

Are you...

- Excited about education and are an exemplary classroom practitioner?
- Passionate about learning?
- A creative thinker; can inspire and challenge our children?
- An excellent communicator; to empower our community?
- An innovator and a visionary; to work with enthusiasm and energy?

If you are interested in this vacancy, then we would love to hear from you.



## 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, treated fairly and with dignity and respect. Please see the [Equality, Diversity, an Inclusion statement](#) on our website.

### Terms and Conditions

- Salary:** School Teachers Terms & Conditions pay range, dependent upon experience
- Hours:** Full Time for 2 terms to cover Maternity Leave
- Pension:** Teacher's Pension Scheme: <https://www.teacherspensions.co.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.

**For a full explanation of our employment offer, please see the booklet on our website:**

[Great-Place-booklet.pdf \(bfet.co.uk\)](#)

### 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 equalities and diversity.

### NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is <https://bfet.jotform.com/221163324904953> Alternatively, you can click Apply Now on this role via the current vacancies page of our website. Please upload the forms by 19<sup>th</sup> May at 12 Noon. Shortlisting will take place on 20<sup>th</sup> May 2022.

The selection process may be conducted virtually, so candidates will need access to a device with a camera and a microphone to participate. However, we will confirm this following the closing date. The selection will take place on 25<sup>th</sup> May 2022. 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](#)



## JOB DESCRIPTION

### Class Teacher

#### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

##### MAIN ACTIVITIES

1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and academy policies.
2. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with academy policy.

##### PRINCIPAL ACCOUNTABILITIES

1. To plan work for the class in accordance with national, trust and academy curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
2. To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
3. To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo
4. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
5. To provide children with opportunities to manage their own learning and become independent learners.
6. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
7. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
8. To maintain a high standard of display both in the classroom and in other areas of the academy.
9. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
10. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
11. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with academy policies.
12. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
13. To ensure that the academy's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
14. To liaise with support staff both academy based, from the Trust & from other external bodies as required.
15. To take responsibility for the management of other adults in the classroom.
16. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
17. To undertake any other reasonable and relevant duties in accordance with the changing needs of the academy.
18. To take responsibility for a curriculum subject area as agreed with the leadership team as detailed below:



- Promote the teaching of the agreed subject throughout the academy, according to the requirements of the National Curriculum and the academy's agreed structures and frameworks.
- In conjunction with the head teacher or other senior staff, be responsible for the implementation and management of the academy's policy for the agreed subject area.
- Review the policy and adapt it as appropriate.
- Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the head teacher.
- Offer support and advice to colleagues.

### **KEY ORGANISATIONAL OBJECTIVES**

The Post holder will contribute to the academy's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation.
- At all times operating within the Trust's Equal Opportunities framework.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

### **Other**

- We will always consider a flexible approach to working –just ask at interview
- Any other reasonable duties requested by the leadership team.
- Attend relevant meetings as required, acting as a role model consistently promoting the Trust's vision, values and commitments.
- Acting as an ambassador ensuring that the Trust's high standards are promoted at all times.
- A commitment to maintaining confidentiality and discretion inside and outside work



### PERSON SPECIFICATION – CLASS TEACHER

Category	Essential	Desirable	Method of assessment
Qualifications, Education, training	<ul style="list-style-type: none"> <li>• Educated to degree level.</li> <li>• Qualified Teacher Status or NQT.</li> <li>• GCSE English and Mathematics up to GCSE grade 4 or above.</li> <li>• Knowledge and understanding of curriculum areas within the primary curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• 2:1 Degree or above.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Certificates</li> </ul>
Relevant Experience	<ul style="list-style-type: none"> <li>• A successful classroom teacher or with the ability to become a successful classroom teacher.</li> <li>• Successful experience on teaching practices.</li> <li>• Teaching practices across two key stages as part of training</li> </ul>	<ul style="list-style-type: none"> <li>• OFSTED grade 1 lessons observed</li> <li>• Range of additional experiences with primary age children</li> <li>• Experience of children with SEN</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>
Knowledge, skills and abilities	<ul style="list-style-type: none"> <li>• A sound knowledge of the National Curriculum and/or EYFS Framework.</li> <li>• Ability to deliver the programme of study of the National Curriculum subjects differentiated to meet need.</li> <li>• Sensitivity towards the requirements of children with Special Educational Needs.</li> <li>• Working knowledge of Microsoft Office, including Word, Excel and PowerPoint.</li> <li>• Strong verbal and written communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of target setting for pupils.</li> <li>• Potential to contribute to the development of a specific subject area.</li> <li>• Ability to suggest and implement initiatives to raise standards.</li> <li>• Ability to offer 'extra-curricular' activities</li> <li>• Experience of liaising effectively with outside agencies.</li> <li>• Experience of developing links.</li> <li>• Experience of encouraging parent/family liaison and participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• Task</li> </ul>



Category	Essential	Desirable	Method of assessment
	<ul style="list-style-type: none"> <li>• Ability to build strong working relationships with all stakeholders</li> <li>• Ability to work under pressure and unsupervised on own initiative working to tight deadlines</li> <li>• Ability to preserve confidentiality and discretion</li> </ul>		
Our Values	Community: Evidence of working together for a common purpose and encouraging diversity		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Tasks</li> </ul>
	Integrity: Evidence of doing the right things for the right reason		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Tasks</li> </ul>
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Tasks</li> </ul>

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