



INFORMATION PACK

Learning Support Assistant in the Marton Suite

31.25 Hours per week

38 weeks per year

Required as soon as possible

Fixed Term Contact for Two Years

Overview of the Role

Our Learning Support Assistants in the suite, under the direction of the teacher, provide a vital role supporting the children with their day-to-day routines and their learning. They work closely with our parents and with other professionals who come and support the children in the suite.

The full job description and person specification are at the end of this pack.

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Bright Futures Educational Trust

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: **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, 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, Heads of School 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: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs and Lynette Beckett, Director of People & 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, 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)



**Marton Primary
Academy and Nursery**
BRIGHT FUTURES EDUCATIONAL TRUST



Bright Futures

Professional Development Institute



Bright Futures Professional Development Institute is an important part of the Trust. The Institute is the home of all professional development and school improvement resource in Bright Futures. The Institute is also where all of our outward facing work happens. Underneath this umbrella we have several hubs. The [Alliance for Learning](#) (AFL) 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 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 Northwest. We have also been designated as an **Early Years Stronger Practice Hub** under the name of Bright Futures North West Early Years Stronger Practice Hub providing guidance and support to settings across the region.

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](#).

Marton Primary Academy and Nursery

Marton Primary Academy has a long standing and successful commitment to inclusive and high-quality education for all pupils. Our vision is for children and young people with special educational needs and disabilities (SEND) to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and their local community.

Some pupils who have an Education and Health Care Plan (EHCP) to meet their special needs require a higher level of specialist support than can be provided in a mainstream setting. However, their needs are not so complex or severe that they require a place at a special school. To meet this need, Marton Primary Academy in partnership with Blackpool Children's Services has developed an Additionally Resourced Provision on site for primary aged children with autistic spectrum disorders (ASD).

Pupils who are admitted to The Marton Suite are absolutely pupils of Marton Primary Academy & Nursery. We have created a provision that will include numerous opportunities for inclusion within mainstream classes and wider school life. This provision is being carefully developed so that staff, pupils, parents and carers benefit from close and integrated working between the special and the mainstream provision, taking the best from both approaches and creating a holistic, inclusive 'Marton' provision with high aspirations for all.

Children will be based predominately in 4 bespoke classroom areas, according to their need. There is a separate entrance the Suite for use at school drop off and pick up. For the majority of the time the pupils would be supported with a greater adult to pupil ratio throughout the school day including unstructured



times. The provision will be resourced with a specialist team of teaching and support staff in order to ensure the needs of pupils are met effectively.

The facilities have been designed to meet the special needs of the pupils and to promote inclusion. The design will take account of the sensory environment, including the proximity of others and visual and auditory stimulation. Each class base will have a its own secure outdoor play and learning area.





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:** NJC scale points 4 to 6 (Bright Futures Grade 3). The full time equivalent pay is £24,404.00 rising to £25,183.00 per annum. The actual pay based on the below working pattern is £17,631.47, per annum actual pay.
- Hours:** 31.25 hours per week over 5 days.
- Holidays:** You will be paid for the prorata equivalent of 25 days, plus 8 public holidays. This increases to 30 days plus 8 public holidays after 5 years' service.
- Pension:** Local government pension scheme. Please take a look at the website: www.lppapensions.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:
[Our-Employment-Terms-November-2022.pdf \(bright-futures.co.uk\)](#)

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. You can click Apply Now on this role via the current vacancies page of our website. Please upload the forms by Thursday 16th January 2025.

The selection will take place on Friday 17th January 2025.



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

Learning Support Assistant in the Marton Suite (SEND unit for children with autism).

Reporting to: Class Teacher

JOB SUMMARY

Under the guidance of our Inclusion Lead and the class teacher, provide support to address the educational, emotional, behavioural and social needs of pupils who require particular help to overcome barriers to learning.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Support for pupils

1. To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and the implementation of Individual Learning Plans.
2. Provide pastoral support to pupils.
3. Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
4. Participate in the comprehensive assessment of pupils to determine specific next steps for the pupils.
5. Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
6. Establish productive working relationships with pupils, being a role model by presenting a positive personal image and responding appropriately to individual needs.
7. To form close working relationships with the pupils' parents and communicate effectively and professionally with them at all times.
8. To support pupils on integration placement in mainstream school if applicable.
9. To assist with the dispensing of medication if required, with appropriate training.
10. To assist with the intimate care of pupils if required, following our academy policy.

Support for Teachers

11. To assist the teacher to ensure a safe classroom and outdoor learning environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to academy guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
12. Under the direction of the teacher, prepare classrooms for lessons, including display and also to clear afterwards, as appropriate.



13. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into Individual Learning Plans.
14. Support pupils' access to learning using appropriate strategies and resources.
15. Work with the teacher in planning, evaluating and adjusting learning activities as appropriate.
16. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
17. Be responsible for keeping and updating records.
18. 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.
19. Supervise pupils on educational visits and out of school activities.
20. Assist in maintaining high standards of health and safety at all times.
21. Maintain good relationships with colleagues and work together as a team.
22. Assist in the supervision of classroom and outdoor activities
23. Assist the children at lunchtime.

Support for our Academy

24. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
25. Contribute to the overall ethos/work/aims of the academy.
26. Always be a positive Ambassador of Marton Primary Academy, Nursery and Specialist Provision.
27. Attend and participate in regular meetings.
28. Participate in training and other learning activities as required.
29. Recognise own strengths and areas of expertise and use of these to advise and support others.

Other

- You will be expected to carry out any other reasonable duties requested by the Head of School or the Leader of the Specialist Provision.
- You will be expected to attend relevant meetings as required, acting as a role model consistently promoting the Trust's vision, values and commitments.
- You will be expected to act as an ambassador ensuring that the Trust's high standards are promoted at all times.
- You will be expected to have a commitment to maintaining confidentiality and discretion inside and outside work.



PERSON SPECIFICATION

Category	Essential	Desirable	Method of assessment
Qualifications, Education, training	Numeracy/Literacy skills (at a level equivalent to NQF Level 2) NVQ Level 3 for Teaching Assistants or equivalent qualification or experience		<ul style="list-style-type: none">• Application form• Certificates
Relevant Experience	Experience of working with pupils with additional needs.		<ul style="list-style-type: none">• Application form• Interview
Knowledge, skills and abilities	Strong verbal and written communication skills. Ability to build strong working relationships with all stakeholder. Ability to preserve confidentiality and discretion. Ability to work as part of a team. An understanding of the role of the Teaching Assistant and other professionals working in the classroom. Ability to use relevant technology e.g photocopier. Ability to plan effective actions for pupils at risk of underachieving. Ability to self-evaluate learning needs and actively seek learning opportunities.		<ul style="list-style-type: none">• Application form• Interview• Task



Category	Essential	Desirable	Method of assessment
	Willingness to undertake first aid training as appropriate.		
Our Values	Community: Evidence of working together for a common purpose and encouraging diversity.		<ul style="list-style-type: none">• Interview
	Integrity: Evidence of doing the right things for the right reason		<ul style="list-style-type: none">• Interview
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		<ul style="list-style-type: none">• Interview