

INFORMATION PACK

SEN KEYWORKER

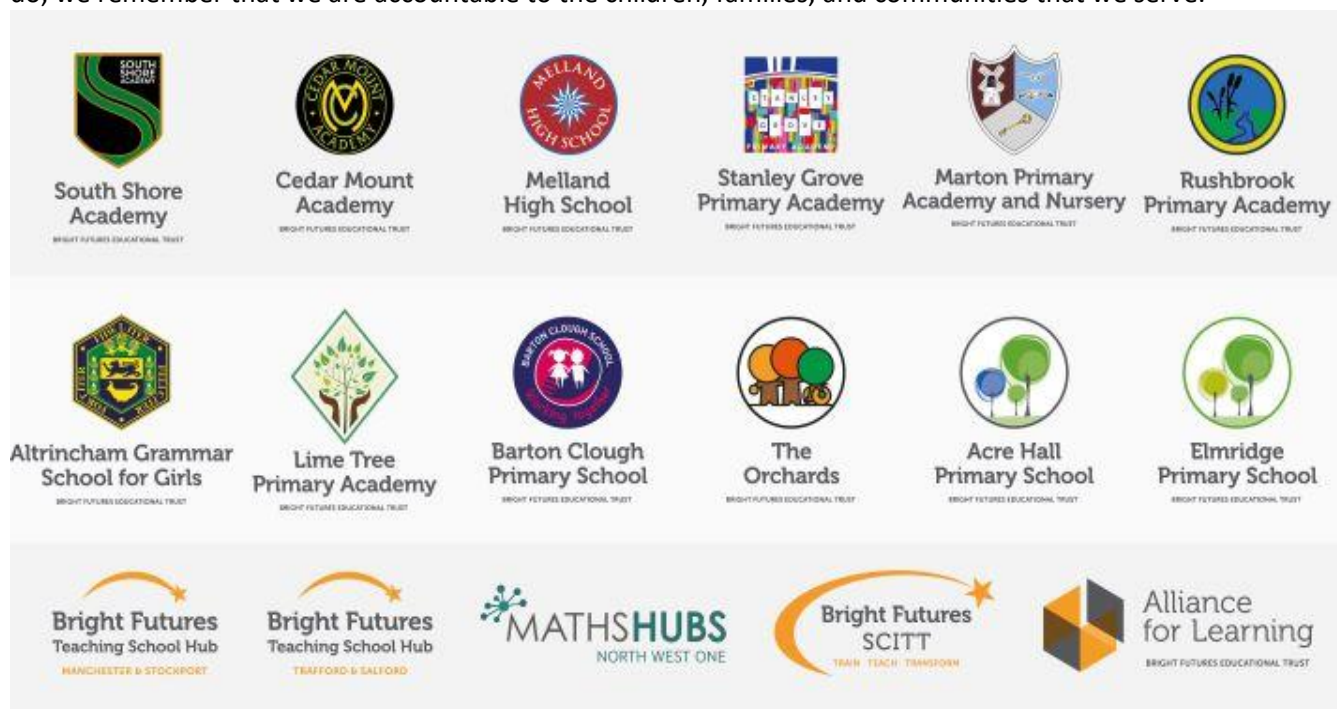
1 X PART TIME ROLE (FIXED TERM UNTIL 31/08/23) 0.8FTE/4 DAYS A WEEK

Stanley Grove are looking to recruit experienced practitioners with a passion for Special Educational Needs and general classroom support. The ideal candidate has extensive skills and knowledge of a wide range of additional needs such as sensory processing, social communication and speech and language needs. They will work with a team of highly effective keyworkers and Primary Learning Assistants.

The full Job Description and Person Specification can be found on page 5 -8 of this pack.

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, 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://www.bright-futures.co.uk)

The central team includes the Executive: 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 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, communications and marketing, HR, educational psychology, and digital 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.



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 School
Parry Rd, Longsight, Manchester M12 4NL

Stanley Grove is a larger than average primary school, with a PAN of 690, and joined Bright Futures as a sponsored academy in August 2012. The school was fully refurbished in 2016-2017. The new school facilities incorporate the 1902 Victorian building and a large new extension, which provides a modern EYFS unit and KS1 and 2 shared learning spaces. The outdoor facilities include a Forest School area and a full sized 3G pitch with flood lighting.



The majority of pupils come from minority ethnic backgrounds with the largest group from Pakistani backgrounds. 90% of pupils speak English as an additional language and we have 26 different languages spoken in school. The proportion of pupils known to be eligible for pupil premium funding is high (49%) The proportion of pupils who have SEN 9.4% and the school has two Pathways groups, which offer specialist teaching and curriculum to support children who have high levels of additional need. Pupil outcomes are below national expectations, and we need to build on and sustain recent improvement.

The school's curriculum follows the principles of social and associative learning. Our drivers shape the curriculum, bring about the aims and values of the school and respond to the particular needs of our community. These drivers are communication, exploration and creativity. Children are given many opportunities for enrichment through visitors, trips, residential and as a Unicef 'Rights Respecting School', we promote children's rights and give opportunities to explore the experiences of others whose lives are different to ours.

Developing communication is one of Stanley Grove's key priorities. We provide screening and support for communication in EYFS and KS1 and are an Elklan 'Communication Friendly School'. Throughout the school, lessons provide children with opportunities to develop their vocabulary and oracy skills. Mental health awareness is promoted with staff through our Mental Health First Aiders and pupils by our Mental Health Ambassadors. We have been working to ensure our curriculum content reflects our community and promotes diversity. The school won the Youth Sports Trust 'Outstanding Primary School' award in 2019, for our work on increasing opportunities in sports participation.



Stanley Grove is a happy school where pupils thrive in the exciting and caring atmosphere. Staff live our Bright Futures vision of 'the best for everyone, the best from everyone', to provide every child with an education that is right for them and widens their horizons.

OFSTED inspected Stanley Grove on 3rd & 4th July 2019 giving school a 'good' rating.

Find out more about our school on the website:

[Stanley Grove Primary Academy - Bright Futures Educational Trust \(bright-futures.co.uk\)](http://stanleygroveprimaryacademy.co.uk)

- Salary:** NJC scale points 7 to 11 (Bright Futures scale). Bright Futures Grade 4 Point 7 £20,444 to Point 11 £22,129 (Actual salary £14,004) Pay progression is linked to performance.
- Working weeks:** This is a great opportunity for flexible working as the role will work 38 weeks during school term time and an additional 5 inset days to be agreed. A total of 39 weeks.
- Hours:** 29 hours per week over 4 days. Flexible working will be considered, please discuss at interview if you wish this to be considered.
- Holidays:** You will be paid for the prorate 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:
<https://www.gmpf.org.uk/>.

**For a full explanation of our employment offer please see the booklet on our website:
[Great-Place-booklet.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 on line, along with the disclosure of criminal background form. The portal link is: [SEN Keyworker \(Part Time\) \(jotform.com\)](#)

Please complete the application by 9am on Monday 26th September 2022. Shortlisting will take place on Tuesday 27th September, and shortlisted candidates will be contacted that day.

The selection will take place on Friday 30th September 2022, at Stanley Grove Primary Academy, Parry Road. Longsight. Manchester. M12 4NL.

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 the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: [BFET-Applicant-privacy-notice-002.pdf \(bright-futures.co.uk\)](#)

SEN Keyworker

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

Main Purpose of the Job:

Under the guidance of a teacher and SENCo, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of 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)

Main Duties

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

Liaise 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

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 SEN Keyworker must carry out his or her duties with full regard and commitment to the Governing Body and Trust Principles.

Person Specification

For this job we are looking for:

Experience of working with or caring for children of the relevant age.

Experience of working with pupils with a range of Special Education Needs (SEN).

Numeracy/literacy skills (at a level equivalent to NQF Level 2).

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.

Ability to relate well to children and adults.

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).

Ability to work as part of a team.

An understanding of the role of the Primary Learning Assistant, Primary Learning Mentor, SEN keyworker and other professionals working in the classroom.

Ability to use relevant technology.

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.

Understanding the principles of child development and learning processes.

Understanding of a range of strategies used to support pupils with SEN.

Ability to plan effective actions for pupils at risk of underachieving.

Full understanding of the range of support services/providers.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Willingness to undertake first aid training as appropriate.

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self-motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced DBS enhanced check.

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure by the Criminal Records Bureau. The post is exempt from the Rehabilitation of Offenders Act 1974.