



**Cedar Mount
Academy**

Bright Futures EDUCATIONAL TRUST


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EDUCATIONAL TRUST
The best for everyone, the best from everyone



Cedar Mount Academy

**Gorton Education Village, 50 Wembley Road,
Gorton, Manchester, M18 7DT**

INFORMATION PACK

**VACANCY: Senior Leader of English
CEDAR MOUNT ACADEMY**



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HOW TO APPLY

This information pack is designed to provide you with further information on Bright Futures Educational Trust, Cedar Mount Academy and the role of Senior Leader of English at this academy. If having read the information and you want to apply, please:

Complete the application form, with a covering letter (no more than two sides of A4 please)

Email the application form and letter to vacancies@cma.bfet.uk, or post it to be received by Sunday 8th March 2020

Closing Date: Sunday 8th March 2020

Shortlisting by: Tuesday 10th March 2020

Shortlisted candidates will be advised of interview date and details by Wednesday 11th March 2020





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ABOUT BRIGHT FUTURES EDUCATIONAL TRUST

Bright Futures Educational Trust The best for everyone, the best from everyone

Bright Futures Educational Trust (BFET) was established in 2011 and comprises 7 schools in the Great Manchester and Blackpool areas, a teaching school (Alliance for Learning), Maths Hub and School Centred Initial Teacher Training and the central head office team.



Altrincham Grammar
School for Girls
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Cedar Mount Academy
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Rushbrook Primary Academy
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Marton Primary
Academy and Nursery
BRIGHT FUTURES EDUCATIONAL TRUST



Melland High School
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Stanley Grove
Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST



South Shore Academy
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Our schools are their own entities and form one organisation and one employer, BFET. The BFET 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 Board on our website: <http://bfet.co.uk/about-us/>

Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the BFET family work closely together. Our Strategy was developed collaboratively and is contained in this pack for your reference. We are in the process of engaging with all staff across the trust in reviewing this work.

The Alliance for Learning is our Teaching School and partners with many schools across the North West, including our own. The Teaching School includes a maths hub, a SCITT, a broad range of professional learning and wider network opportunities. Please see the website for more details <http://allianceforlearning.co.uk/about-us/welcome-director-of-teaching-school-and-partnerships/>

The head office team, comprises the Executive team: John Stephens, CEO; Edward Vitalis, Finance Director; Gary Handforth, Director of Education; Lisa Fathers, Director of Teaching School and Partnerships and Lynette Beckett, Director of HR & Strategy. The focus of all of these roles is to work with schools, providing high quality and timely guidance, challenge and support to our schools. The finance operations of all our schools are centralised in two hubs, reporting to the Finance Director. Similarly, HR support is overseen by our HR Director. There is an HR Adviser based at Cedar Mount, reporting directly to the HR Director.



BRIGHT FUTURES EDUCATIONAL TRUST STRATEGY

Vision

The best for everyone, the best from everyone

Mission

Our family of schools places young people, families and communities at the heart of everything we do. We are a true community with shared responsibility and common core values which create a culture of collaboration, opportunity, respect and innovation. We inspire excellence and believe in nurturing the abilities of all within our schools and communities. We empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society. Through excellence in education all of our young people will have a bright future.

Values

Community: We work together for a common purpose acknowledging our diversity as strength
Integrity: We do the right things for the right reasons
Passion: We take responsibility, work hard and have high aspirations

Commitments

Collaboration and strong relationships
Professional learning
Supportive, challenging and fair
Effective communication
Strong Governance and Accountability
Value for money
United behind decisions

Aims 2017-2020

Excellent progress and achievement for all pupils

Ensure financial viability

An environment where our people are valued

The Trust's direction is clear and well defined

Outcomes

All schools to be improving at pace and have the capacity for sustainable continuous improvement in all aspects.

Long term sustainable viability, managed within a robust financial control environment that is effective and efficient.

People are listened to, held to account, supported and challenged.

Any growth adds value to the rest of the trust. Roles, responsibilities and organisational systems are fit to deliver the strategy.

Governance

Board of Trustees: Provides strategic leadership, monitors school improvement and compliance and oversees effective controls for financial viability

Executive team: Provides strategic and operational leadership.

Local governing bodies: Provide scrutiny of school development plans, monitor that schools are working within agreed finances and policies



CEDAR MOUNT ACADEMY – HISTORY & CONTEXT



Cedar Mount opened in **2000** as a replacement for Spurley Hey High School and moved to the current site (a new building as part of the Gorton Education Village) in 2008. It is co-located and works well with Melland High School, an outstanding special school also within the Bright Futures Educational Trust.

Cedar Mount has a Published Admission Number of 180 per year group and therefore should have 900 on roll. When the new building opened the school was full but there was a decline across a number of years due to poor exam results and Ofsted outcomes, and the school had 620 on roll in 2016. The school was placed in Special Measures in April 2015 but, after a change of leadership in 2016, standards and pupil numbers began to rise and the

school was judged **RI in July 2017**. Our latest Ofsted inspection was January 2020 and was judged RI overall but good for both personal development and leadership and management, saying, “Cedar Mount Academy is improving strongly. Leaders have a clear and ambitious strategy which has pupils’ best interests at its heart” and “some of the improvements that leaders have put in place have made a real difference to the quality of pupils’ education.”

Exam results and progress have improved and are expected to do so again in 2019. The number on roll currently stands at **862** and we expect it to reach 900 for the first time in 10 years in 2020.

Cedar Mount is situated in South Gorton, the **5th most deprived** ward in the country according to the latest set of figures. The Pupil Premium percentage stands at **38%** currently but this does not reflect the actual situation, due to high numbers of international new arrivals and families not registering for FSM. **64%** of the school population speaks English as an additional language with 46 different home languages being spoken. There has been a significant shift in the school population in recent years with EAL numbers rising by over **20 percentage points** since 2014.

The last 3 years have seen real progress at Cedar Mount and it now needs to be built on and sustained for the students to get the education that they deserve. Students now have much more success in sports (we are City Champions in a range of events), public speaking (we were the top ranked school in the country for Debate Mate in 2018-19), drama (students have taken part in a range of performances within Manchester) and much more. Students are also able to take part in far more trips, visits and residentials than previously, which is enabling them to improve their knowledge and confidence in a



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range of areas. Attendance has improved by nearly 2% since 2016 but is still below the national expectation at **93.9%**. Behaviour has also shown great progress with fixed term and permanent exclusions reducing significantly; the school is a cohesive community.



CEDAR MOUNT ACADEMY – PUPIL INFORMATION



Type:	Mainstream School
Phase:	Secondary
Funding status:	Public - Academy
Gender:	Mixed
Religion:	Mixed
Age Range:	11 - 16 years
No of students on roll:	862
PAN:	900
SEN Students:	14.6%
EAL Students:	64%
Address:	Gorton Education Village, 50 Wembley Road, Gorton, Greater Manchester. M18 7DT
Telephone:	<u>+44 161 248 7009</u> <u>http://www.cedarmount.manchester.sch.uk</u>

Cedar Mount Academy is located within Gorton Educational Village in Gorton, East Manchester and shares the campus with two of our partner schools in the Trust; Melland High School, a Special Educational Needs school for 11-19 years and Rushbrook Primary Academy.



Job Description

CEDAR MOUNT ACADEMY SENIOR LEADER OF ENGLISH L10 – L14

(Conditions of service as defined for the Leadership Spine in the current Schoolteachers' Pay and Conditions Document)

The role of the Senior Leader of English is to provide vision, leadership and management for Cedar Mount Academy (CMA) and to work in close partnership with the Senior Leadership Team of CMA in all key areas to provide the leadership to continue the transformational journey to ensure the best for everyone, the best from everyone. The Senior Leader of English, reporting to their line manager, will be responsible for curriculum intent and implementation, student outcomes and achievement in the subject area they are leading. The post holder will also share in the responsibility for leadership of the Academy as a member of the extended Senior Leadership Team. The areas of whole school responsibility will depend on the knowledge, skills and experience of the successful candidate.

The Senior Leader of English will be a successful and experienced teacher of English, who is able to enthuse, motivate and inspire children, generating a love for learning. The successful candidate will have demonstrated excellent leadership, management and communication skills in his/her present role. Good teamwork, high standards and a capacity for hard work will have been at the core of his/her success. S/he will be a creative thinker with an ability and determination to secure high-quality outcomes for all students.

As CMA is a member of the BFET, it is expected that all members of the Senior Leadership Team will also, where appropriate, contribute to the work of the Trust and the schools within the Trust.

Key Responsibilities which will form the basis of specific responsibilities:

Excellent progress and achievement for all pupils

- Strategic leadership, direction and development of English and the English department, including vision of curriculum, leadership of the appraisal cycle, monitoring of curriculum implementation, assessment and feedback, and self-evaluation
- Organisation and delivery of a highly relevant and stimulating knowledge-rich English curriculum, ensuring leadership of literacy across the Academy.
- Strategic leadership of a substantial area of whole school responsibility, including the line management of at least one middle leader
- Leadership that achieves high standards of student learning, attainment, progress, behaviour and motivation through effective curriculum implementation



- Effective use of accurate data to inform improvement planning and support strategies to raise attainment, secure good progress and address underperformance of groups and individual students
- Leadership that ensures that all attainment and progress targets are met, and improvement is secured
- Ensuring the appropriate use of external examinations to reflect the ambitions of the academy and to support the future needs of students

An environment where our people are valued

- Ensuring departmental staff training, learning and subject knowledge development is targeted to needs and measured to ensure that it positively impacts on standards
- Implementing the trust's people policies to ensure that people are recruited, managed, supported and developed appropriately and in accordance with our values and commitments
- Developing and maintain a culture of high expectations for self and other
- Open and transparent verbal and written communication strategies are implemented with staff, pupils, parents/carers and the local community, as appropriate.

Financial viability

- Contribute to the monitoring of school budgets in areas of responsibility, for approval by the Principal, which enable robust teaching and learning and value for money

Robust governance and systems and processes

- Provide transparent and thorough materials and updates to the Principal, and where necessary the local governing body, in order for them to challenge and hold the school to account and/or to make decisions
- Lead on the establishment of robust systems and processes across areas of responsibility in the academy, ensuring that the impact can always be measured

Community

- Be a visible presence for pupils, parents and the local community and sustain effective and positive relationships
- Take assemblies and participate in break, lunchtime, before and after hours' supervision.
- Contribute to support programmes for students and staff that may, on occasion, include weekends and holiday periods

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.



Person specification

Category	Essential	Desirable	Means of identification
Qualifications, Education, training	<ul style="list-style-type: none"> ▪ Degree level qualification ▪ Qualified teacher status or equivalent 	<ul style="list-style-type: none"> ▪ Post graduate qualification or professional qualification e.g. NPQML 	Application form/Certificates
Relevant Experience	<ul style="list-style-type: none"> ▪ Demonstrable track record of successful teaching of English across KS3 and KS4 ▪ Successful leadership in a middle leader role (such as departmental lead or second in department) evidenced with outcomes ▪ Track record of raising standards and achievement, demonstrated with outcomes ▪ Knowledge of the analysis of data to support strategic planning across a curriculum area ▪ Current knowledge of leadership strategies to continually improve the quality of learning of students in English ▪ Experience in developing, implementing and monitoring practice and policy 	<ul style="list-style-type: none"> ▪ Evidence of successful teaching at KS5 	Application Interview Tasks References
Our Values	<ul style="list-style-type: none"> ▪ Community: Evidence of working together for a common purpose and encouraging diversity 		Interview Tasks
	<ul style="list-style-type: none"> ▪ Integrity: Evidence of doing the right things for the right reason 		Interview Tasks
	<ul style="list-style-type: none"> ▪ Passion: Evidence of taking personal responsibility, working hard and having high aspirations 		Interview Tasks
Pre-employment screening	<ul style="list-style-type: none"> ▪ Enhanced DBS check 		On-line DBS check



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	<ul style="list-style-type: none">▪ 2 satisfactory employment references, from the last two employers▪ Evidence of the right to work in the UK		<p>References deemed suitable by BFET</p> <p>Passport or other evidence allowed by UK Home Office</p>
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