



**Cedar Mount
Academy**

Bright Futures EDUCATIONAL TRUST


Bright Futures
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: EAL Learning Support Assistant
CEDAR MOUNT ACADEMY**



CONTENTS

HOW TO APPLY	Page 3
ABOUT BRIGHT FUTURES EDUCATIONAL TRUST	Page 4
BRIGHT FUTURES EDUCATIONAL TRUST'S STRATEGY	Page 5
CEDAR MOUNT ACADEMY – HISTORY & CONTEXT	Page 6
CEDAR MOUNT ACADEMY – PUPIL INFORMATION	Page 8
JOB DESCRIPTION	Page 9
PERSON SPECIFICATION	Page 11





**Cedar Mount
Academy**

Bright Futures EDUCATIONAL TRUST



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 EAL Learning Support Assistant. 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 noon on Monday 10th August 2020.

Closing Date: Monday 10th August 2020

Shortlisting by: Thursday 13th August 2020

Selection process: To be arranged





**Cedar Mount
Academy**

Bright Futures EDUCATIONAL TRUST



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**
BRIGHT FUTURES EDUCATIONAL TRUST



Cedar Mount Academy
BRIGHT FUTURES EDUCATIONAL TRUST



Rushbrook Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST



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



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST



**Stanley Grove
Primary Academy**
BRIGHT FUTURES EDUCATIONAL TRUST



South Shore Academy
BRIGHT FUTURES EDUCATIONAL TRUST

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, Chief Operating Officer; 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 2 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 residential than previously, which is enabling them to improve their knowledge and confidence in a



**Cedar Mount
Academy**

Bright Futures EDUCATIONAL TRUST



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



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.



CEDAR MOUNT ACADEMY

Bilingual Learning Support Assistant (for students with English as an Additional language) Desired languages: Urdu, Arabic or Romanian

The aim of the role of the **Learning Support Assistant (EAL)** is to support the **EAL department** in the monitoring, progress and development of students for whom English is an additional language. The role is based in the Academy and will involve one to one and small group support with students from those who are new to English to those who are gaining competence.

All members of Academy staff are expected to be a professional and active member of the Academy community working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

It is expected that all staff within two years of joining CMA will be operating at a minimum of good with outstanding features and working towards being outstanding in their specific role.

Cedar Mount Academy is a member of Bright futures Educational Trust

Key Focus Areas

- Provide support in addressing the needs of international new arrivals (INAs) and other EAL pupils who require particular help to overcome barriers to learning.
- Deliver agreed programmes of induction and literacy and reading intervention to targeted EAL/INA pupils.
- Support the school to build links with parents/carers of EAL/INAs.
- Work alongside the Attendance, Safeguarding and Behaviour to provide support to families with little or no English.
- Support the EAL team and the whole school with specific programmes and community links.

Specific Responsibilities

- Provide pastoral, academic and bilingual support for INAs and EAL pupils for whom academic fluency of English is in its early stages.
- Provide bilingual support to families in one of the next languages: **Urdu, Arabic or Romanian.**
- Provide bilingual support across departments and Pastoral, Attendance or Safeguarding teams
- Participate in the comprehensive assessment of targeted pupils to determine those in need of particular help.
- Provide supervision for small groups of targeted learners for a lesson or a series of lessons, contributing to planning, preparation, assessment and reporting.
- Provide after-school study support and contribute to extracurricular activities that provide opportunities for pupils' social and cultural development.
- Assist with the administration of baseline testing of INAs.
- Provide support for INAs/EAL pupils in one or more of the targeted (desired) languages: **Urdu, Arabic or Romanian.**
- Establish productive working relationships with pupils and provide a positive role model
- Provide feedback to targeted pupils in relation to progress, achievement, behaviour and attendance.



- Promote the inclusion and acceptance of all pupils.
- Maintain good relationships with colleagues and work well in a team, sharing good practice and offering support on a regular basis.
- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting as soon as possible any concerns to the relevant member of staff.
- Participate positively in training and performance management, providing evidence of reflective practice.

Communication and Liaison

- To support and liaise with the parent community, including at Parental Progress Evenings

General Responsibilities

- To use initiative in time management to organise own workload in order to meet deadlines.
- To provide cover for other colleagues when required.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as they arise.
- Be aware of and support difference to ensure equal opportunities for all.
- To attend and participate in relevant meetings as required.
- Help to identify own personal development needs

Other Expectations of all Academy Staff

- To work professionally and effectively as part of a specific and wider Academy staff team.
- To be a positive professional role model for all students.
- Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staffs professional position.
- Have regard for, and promote the need to, safeguard students' well-being, in accordance with statutory provisions and Academy policy.
- To carry out supervision duties as directed in the Academy duty rota.
- Engage actively in the Academy performance management process.
- Engage actively in the Academy CPD program to develop skills and improve practice.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Attend Academy events and activities as directed by the Principal.



Person specification

Attribute	Essential	Desirable	Method of Assessment
Experience, qualifications and training	<p>Fluently bilingual or multilingual with excellent skills in one or more of the desired languages (Urdu, Arabic or Romanian).</p> <p>A good standard of education to at least GCSE Grade C level or equivalent in English and Mathematics.</p> <p>Good literacy and numeracy skills.</p> <p>Able to communicate effectively with families from a range of backgrounds.</p> <p>Experience of working with children and young people in a purposeful way that has impact on their progress.</p>	<p>Detailed knowledge of other educational systems and expectations relevant to the experience of INA pupils and their families.</p> <p>A working knowledge of the English National Curriculum and EAL specific pedagogy i.e. Levels of Proficiency in English</p> <p>Experience of carrying out pupil observations and assessments</p>	Application Interview
Skills & qualities	<p>Ability to work with and relate well to young people coming from various backgrounds.</p> <p>A caring and nurturing manner and a positive, calm approach.</p> <p>A commitment to ensuring that support is equally accessible and appropriate to the diverse needs of the pupils.</p> <p>The ability to work as part of a team and a commitment to collaborative practice.</p> <p>The ability to self-evaluate learning needs and to actively seek out learning opportunities.</p> <p>A commitment to safeguarding and providing a safe and secure environment for all pupils.</p>	Experience of Microsoft Office applications	Interview
Personal Qualities	<p>Ability to foster constructive relationships with, and gain the confidence of, young people, parents/carers and colleagues</p> <p>Adaptability and a flexible approach</p>		Interview



Attribute	Essential	Desirable	Method of Assessment
	Team player who works effectively with other colleagues Resilience Excellent sense of humour		
Our Values	Community: Evidence of working together for a common purpose and encouraging diversity Integrity: Evidence of doing the right things for the right reason Passion: Evidence of taking personal responsibility, working hard and having high aspirations		Interview
Pre-employment screening	Enhanced DBS check 2 satisfactory employment references, from the last two employers Evidence of the right to work in the UK		On-line DBS check References deemed suitable by BFET Passport or other evidence allowed by UK Home Office