



**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: Educational Welfare Officer  
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 Educational Welfare Officer 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](mailto:vacancies@cma.bfet.uk), or post it to be received by noon on Monday 10<sup>th</sup> August 2020.

Closing Date: Monday 10<sup>th</sup> August 2020

Shortlisting by: Thursday 13<sup>th</sup> August 2020

Selection process: To be arranged





## 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.



Altringham Grammar  
School for Girls  
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Marton Primary  
Academy and Nursery  
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South Shore Academy  
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Cedar Mount Academy  
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Melland High School  
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Rushbrook Primary Academy  
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Stanley Grove  
Primary 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 **5<sup>th</sup> 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  
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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



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:** +44 161 248 7009

<http://www.cedarmount.manchester.sch.uk>

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.



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**Job Description**

<b>POST:</b>	Education Welfare Officer
<b>RESPONSIBLE TO:</b>	The Principal
<b>GRADE:</b>	8
<b>KEY RELATIONSHIPS:</b>	Academy Leadership Team; Governing Body; teaching and support staff; LA representatives; DfE; students; parents; other Bright Future Trust Academies.
<b>LOCATION:</b>	Cedar Mount Academy
<b>WORKING PATTERN:</b>	Term-time plus an additional 15 days (5 INSET)
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>RESPONSIBILITIES:</b>	

To be responsible for the planning, development, design, organisation and monitoring of whole academy, procedures and policies to ensure a consistent school-wide focus on students' attendance, using data and benchmarks to measure and monitor progress and set targets which will promote and sustain school improvement.

**Main tasks**

- To implement a programme of regular monitoring of all school attendance. To consult, advise and support the Principal and other school staff on issues of attendance and absence. To consider a range of actions and alternatives and recommend implementation to the Principal, in accordance with relevant legislation and DfE guidelines.
- To understand and analyse school attendance, challenge and assist when appropriate.
- To devise in-school programmes to promote the attendance of individual pupils. These may include gradual re-integration into schools through part-time timetables, in-school meetings with Progress Leaders and facilitating support groups of problematic attendees, and other appropriate activities suitable to individual circumstances.
- Investigate the underlying causes of poor attendance in individual cases and target resources by effective intervention to maximise attendance. Effective intervention will involve liaison with parents/carers and may involve social services to address the specific needs of children. Devise and develop a range of alternative actions to promote attendance.
- To conduct home visits in order to pursue concerns about attendance and other welfare issues. To formulate during such visits strategies as appropriate to the family and to deal with the consequences.
- To have a working knowledge of relevant Education and Child Care Legislations that has a significant influence on the functions of the Academy. Be able to advise the Principal, Academy staff and parents/carers on the implications of such legislation and its practical application.
- To be up to date with Ofsted criteria and judgements associated with school attendance.
- To provide pupils and parents with an effective advice and support service. Liaise between pupil's home and school involving other support agencies as appropriate, including social services, education psychologists, tuition services, medical and counselling services.
- Attend Core Group and Strategy Meetings for young people in need or young people in need of protection.



- To have a working knowledge of legislation and local bye-laws on child employment. Issue child employment and work permits. Offer advice to applicants and employers and monitor the process.
- To prepare witness statements for cases of non-school attendance for Magistrates Court. Attend and give evidence at such court hearings.
- To have working knowledge about special educational needs provisions.
- To mediate between Academy, parents and pupils. This would include initiating and participating in meetings to discuss ways of resolving presenting problems.
- To have to make value judgements in circumstances where pursuing legal action could be considered detrimental to the child's welfare.
- To have an understanding of and ability to work with children from different cultures.
- To identify and work with refugee/asylum seeking families, to ensure children access and benefit from education.

#### **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.
- A willingness to be first aid trained.
- Attend Academy events and activities as directed by the Principal.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**



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**Person Specification**

<b>Post</b>	<b>Education Welfare Officer</b>	
<b>Method of candidate assessment:</b>	A = Application Form	I = Interview
<b>Weighting:</b>	3 = most important	2 = least important

Selection Criteria	Assessment	Weighting
<b>Experience:</b> Previous experience as an Education Welfare Officer or related profession. Previous experience of dealing with members of the public.	A A & I	3 3
<b>Skills:</b> Excellent written and verbal communication skills. Negotiation skills. Problem solving skills. To be able and willing to adopt a flexible and imaginative approach to work. Ability to work in a demanding environment and meet deadlines. Ability to prioritise work. To be able to work as part of a team. The ability to write complex reports and Court papers. To be able to participate in meetings. Valid driving licence with use of own vehicle for business purposes (reasonable adjustments will be considered for disabled applicants). To be able to work in multi-agency environments.	A & I I I I A & I A	3 2 2 2 3 3 3 3 2 3 3 3
<b>Knowledge:</b> An understanding of the Education system. Knowledge of relevant Education legislation and of Children Act. Knowledge of Child Protection issues. To recognise and understand the reasons for non-school attendance. To have an understanding of partner agencies referral procedures and constraints.	A & I A & I A & I A & I A & I	3 3 3 3 2