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**Cedar Mount Academy**

**Gorton Education Village, 50 Wembley Road,**

**Gorton, Manchester, M18 7DT**

VACANCY: Teacher of RS & Citizenship

CEDAR MOUNT ACADEMY

INFORMATION PACK

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HOW TO APPLY

This information pack has been designed to provide you with further information on Bright Futures Educational Trust, Cedar Mount Academy and the role of Teacher of Modern Language 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 Tuesday 4th May 2021.

Closing Date: Tuesday 4th May 2021. (12 noon)

Start Date: September 2021

Selection process: we will advise shortlisted candidates of the selection date as soon as we possibly can following shortlisting.



**Bright Futures Educational Trust**

ABOUT 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.

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| Altrincham Grammar School for Girls | Cedar Mount logo | http://bfet.co.uk/wp-content/uploads/2013/02/Rushbrook-Primary-Academy_Logo-300x82.jpg |
| http://bfet.co.uk/wp-content/uploads/2015/07/Marton-Crest-031-300x100.jpg | Melland logo | BFET-white-label |
| South Shore Academy |  |  |

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***

TTo provide high quality educational opportunities that nurture the best in everyone, enabling every student to develop the values, qualities, knowledge and skills to live happy and fulfilling lives and to help others to do the sameo provide high quality educational opportunities that nurture the best in everyone, enabling every student to develop the values, qualities, knowledge and skills to live happy and fulfilling lives and to help others to do the same.

**Aims 2017-2020**

**Outcomes**

**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**

**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.**

**Commitments**

**Collaboration and strong relationships Strong Governance and Accountability**

**Professional learning Value for money**

**Supportive, challenging and fair United behind decisions**

**Effective communication**

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

**Excellent progress and achievement for all pupils**

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

**Ensure financial viability**

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

**An environment where our people**

**are valued**

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

**The Trust’s direction is clear and well defined**

**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 oportunities than previously, which is enabling them to improve their knowledge and confidence in a 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

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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](tel:+441612487009)

[http://www.cedarmount.manchester.sch.uk](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.

CEDAR MOUNT ACADEMY

# **Subject Teacher**

**MPS**

(Conditions of service as defined in the current Schoolteachers’ Pay and Conditions Document)

The Subject teacher will be a successful and experienced teacher, 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.

**Job Purpose**

* Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as defined in the school teachers pay and conditions of service and national professional standards.
* Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students
* Facilitate and encourage a learning experience which provides students with the opportunity to realise their full potential and secure good progress and attainment.
* Monitor and support the overall progress and development of students as a form tutor

**Teaching, Learning and Outcomes**

* Set high expectations that inspire, motivate and challenge students.
* Teach students according to their educational needs, including the setting and marking of work to be carried out by students in the Academy and elsewhere.
* Ensure all lessons prepared and delivered in accordance with the Academy teaching and learning policy and are personalised and differentiated to take into account student needs and prior attainment. These needs include SEND, EAL and gifted and talented students.
* Ensure all lessons prepared and delivered are suitable to secure expected or better progress by all students.
* Ensure feedback and marking provided to students, in both written and verbal form, supports students better understanding of their achievement to date and what is needed to progress further.
* Assess record and report on the attendance, progress, development and attainment of students and keep such records as required.
* In line with Academy policy report, evaluate and analyse student progress towards targets to identify individual and groups of underperforming students
* Work with the Head of Subject to implement strategies to address the underperformance of individual and groups of students
* Ensure that literacy, numeracy and other Academy curricular initiatives are reflected in the learning experience for all students taught.
* In line with Academy policy maintain high standards of behaviour both within the classroom and the subject area to facilitate high standards of teaching and learning.
* Encourage and maintain high standards of attendance, punctuality and work by students
* Actively engage in subject/Academy quality assurance processes in line with subject/Academy policy including lesson observations and work scrutiny.
* Make use of formative and summative assessment to secure students’ progress
* Undertake assessment of students requested by external examination bodies, subject and Academy procedures
* Create and maintain an engaging, exciting and orderly learning environment
* Ensure the effective deployment of additional support staff within the classroom
* Assist in the development of appropriate schemes of work and resources for the subject area
* Maintain accurate records of student progress and assessments and attendance registers

**Other Responsibilities of a Subject Teacher**

* To work professionally and effectively as part of a subject 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 a teacher’s professional position
* Have regard for, and promote the need to, safeguard students’ well-being, in accordance with statutory provisions and Academy policy.
* To be a form tutor to an assigned group of students and carry out that role in line with Academy policy.
* To carry out supervision duties as directed in the Academy duty rota
* To contribute to regular reports to parents on the progress, attainment and development of students taught.
* Continue own professional development in relevant areas including subject knowledge and teaching/learning methodology.
* Engage actively in the Academy performance management process.
* Engage actively in the Academy CPD program to develop skills and improve practice.
* Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy
* Communicate effectively with parents and carers.
* Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
* Contribute to the preparation of subject improvement plans, policy and practice as part of the subject team.
* 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
* The duties of this post may vary from time to time without changing the general character of the post of level of responsibility entailed.

## **Commitments**

## **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

**Our values**

* **Community:** Evidence of working together for a common purpose and encourage diversity
* **Integrity:** Evidence of doing the right thing for the right reason
* **Passion:** Evidence of taking personal responsibility, working hard and having high aspirations

**Person Specification – Subject Teacher**

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| --- | --- | --- |
|  | *Essential* | *Desirable* |
| *Qualifications, Educational, Training* | Degree and teaching qualification in subject specialism  Q.T.S. | Relevant in-service training. |
| *Relevant*  *Experience* | Successful teaching experience in a temporary or permanent post or on  teaching practice, including subject specialism to GCSE level | Experience of teaching to advanced level.  Experience as a form tutor. |
| *Knowledge,*  *skills,*  *abilities* | Very good oral and written communication skills.  Ability to exercise control in the classroom and encourage good behaviour.  An enthusiasm for subject specialism and the ability to generate this in others.  Ability to work as part of a team.  Excellent ICT skills. | Knowledge of VLE.  Knowledge of SIM’s or similar |
| *Others* | A passionate commitment to develop the best in young people  Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work  Personal commitment to the Academy’s professional standards and code of conduct  A commitment to further training and a willingness to participate in relevant CPD.  Willingness to be engaged in partnership and community activities  Commitment to the aims and ethos of the Academy.  A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour |  |
| *Safeguarding* | Willingness to consent to apply for an enhanced disclosure CRB check  Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people. |  |