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* **HARDWORK**
* **ASPIRATION**
* **RESPECT**

[Cite your source here.]

VACANCY:

Assistant Vice Principal

*Cedar Mount Academy, 50 Wembley Road, Gorton, Manchester. M18 7DT*

**CEDAR MOUNT ACADEMY**

**INFORMATION PACK**

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**A group of people posing for a photo

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**CONTENTS**

**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 Assistant Vice Principal at this academy.

If having read the information pack and wish to apply, please follow the link to the online application platform: <https://bfet.jotform.com/221182639476866>

Closing Date: Wednesday 18th May 2022 at 12 noon  
Selection dates: Tuesday 24th & Wednesday 25th May 2022

Start date: September 2022

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**ABOUT BRIGHT FUTURES EDUCATIONAL TRUST**

Bright Futures Educational Trust (The Trust) is a multi-academy trust (MAT) 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.

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Our schools have their own identities and form one organisation and 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](https://www.bright-futures.co.uk/about-us/) Us

The central team comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs; 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, HR, Educational Psychology, Marketing and Communications, and Digital Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future](https://www.bright-futures.co.uk/wp-content/uploads/2021/12/Why-Join-Bright-Futures.pdf).

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](https://tsh.bright-futures.co.uk/), 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](http://allianceforlearning.co.uk/) 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](https://www.bright-futures.co.uk/development-network/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](http://www.nw1mathshub.co.uk/) offering a wide range of maths specific high-quality professional development opportunities and training/coaching to 500 schools.

Logo

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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](https://www.bright-futures.co.uk/about-us/our-strategy/)

**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.  The school was judged by Ofsted as Requiring Improvement in July 2017.  The most recent Ofsted inspection was January 2020 and whilst the school was judged RI overall it was judged as being good in both personal development and leadership and management demonstrating the huge improvements that have taken place under the new leadership. The report states that, “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.”

The number of students on roll currently stands at **873** and we expect it to reach 900 in 2023.

Cedar Mount is situated in South Gorton, the **5th most deprived** ward in the country according to the latest set of figures. The Free Schools Meals percentage currently stands at **57**% but this still 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 residential opportunities than previously, which is enabling them to improve their knowledge and confidence in a range of areas. Behaviour has also shown great progress with fixed term and permanent exclusions reducing significantly; the school is a cohesive community.

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**CEDAR MOUNT ACADEMY – SLT STRUCTURE**

**CEDAR MOUNT ACADEMY – TEACHING STAFF STRUCTURE**

|  |  |  |  |
| --- | --- | --- | --- |
| Maths | English | Science | History |
| Senior Leader (Maths) | Senior Leader (English) | Head of Dept | Head of Dept |
| 2nd in Dept | 2nd in Dept | 2nd in Dept | Subject Teacherx 2 |
| Curriculum Lead | Curriculum Coordinator | Subject Teacherx 9 |  |
| Subject Teacher x 8 | Literacy Lead |  |  |
|  | Subject Teacherx 5 |  |  |
| Geography | **RS / Citizenship** | **PE** | **Creative Arts** |
| Head of Dept | Head of Dept | Head of Dept | Head of Dept |
| Subject Teacher x 2 | Subject Teacher x 3 | 2nd in Dept | Subject Teacher - Art |
|  |  | Subject Teacher x 3 | Subject Teacher - Music |
|  |  |  | Subject Teacher - Dance |
| Business | **Computer Science** | **MFL** | **EAL** |
| Head of Dept | Head of Dept | Head of Dept | Head of Dept |
| Subject Teacher x 2 | Subject Teacher x 1 | 2nd in Dept | Subject Teacher x 1 |
|  |  | Subject Teacher x 2 |  |
|  |  |  |  |
| Alternative Provision |  |  |  |
| Provision Manager |  |  |  |
| Provision Teacher x 2 |  |  |  |
| SENDCo |  |  |  |

**CEDAR MOUNT ACADEMY – STUDENT INFORMATION**

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**Type:** Mainstream School

**Phase:** Secondary

**Funding status:** Public - Academy

**Gender:** Mixed

**Religion:** Mixed

**Age Range:** 11 - 16 years

**No of students on roll:** 873

**PAN:** 900

**SEN Students:** 24.28%

**EAL Students:** 65.7%

**FSM Students:** 57.27%

**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 – VISION, MISSION AND CULTURE**

**Vision**

**The best *for* everyone, the best *from* everyone**

**Mission**

At Cedar Mount Academy we believe that all students should learn to be the best version of themselves, so that they leave school after five years as happy, caring and knowledgeable young people ready contribute as global citizens. This is a school designed to support and develop its local community and driven by our three values of **hard work**, **aspiration** and **respect**.

**Overarching principles**

Education is the entitlement to powerful knowledge that takes students beyond their experiences. The curriculum at Cedar Mount Academy is designed to enable students to acquire **knowledge, understanding, skills and behaviours** that take them beyond their context. This is **knowledge** that our students may not have had access to before. This **understanding** is the narrative of human culture. These **skills** and **behaviours** enable students to become useful citizens in a global society.

**Social** and **cultural** mobility are the keys to securing high quality, lifelong, positive academic outcomes for our students and allow them to be the best versions of themselves.

Our non-academic curriculum teaches students how to **behave**, **present** themselves and **represent** their community.

Running throughout this is a relentless desire to support the **wellbeing** of our students. We believe in **challenge with compassion**: every student will be given the opportunity to achieve academic success in a **supportive** and **creative** environment.

**Values**

**Hard work**

I believe that through hard work I can overcome challenges as I meet them. I am resilient and have a desire to complete every task to the best of my ability. Hard work is valuable because it allows me to be the best I can be and gives me the experience I need to succeed.

**Aspiration**

I believe that having high aspirations can motivate me to work hard and achieve my goals without excuses. I have high expectations in everything I do. Aspiration is valuable because it allows me to look beyond my current experiences and to understand, interpret and change the world.

**Respect**

I believe that respect is the most important element in a kind and cohesive community. Respect, and self-respect, means that I take things seriously and that I care about myself and others. Respect is valuable because it allows me to understand the differences in our community, and to know how to behave for the best benefit of that community

**WHY WORK FOR US?**

****We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the [Equality,  
Diversity, an Inclusion statement](https://www.bright-futures.co.uk/join-us/job-vacancies/) on our website.

**About the Vacancy**

The Assistant Vice Principal will be a successful and experienced teacher in his/her subject specialism. 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.

The candidate will be able to enthuse, motivate and inspire our students, generating a love for learning, and be willing to join an Academy that **truly lives its values.**

**Terms and Conditions**

**Salary:** Leadership Scale L15 – L18

**Pension:** Teachers Pension Scheme: https://www.teacherspensions.co.uk/

**Other:** We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions.  
We also offer opportunities for professional development.

**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.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://bfet.jotform.com/221182639476866>

Please upload your application form by **Wednesday 18th May 2022 at 12 Noon.**

**If you would like to visit our academy or discuss this vacancy before applying, please contact the office on 0161 248 7009.**

We will send selection details to shortlisted candidates as soon after the closing date as possible. Applicants who we do not contact during this period may assume that they have not been successful but are thanked for their interest. Unfortunately, we are unable to provide feedback to unsuccessful applicants not invited to the selection process.

**We do not wish to recruit for this vacancy via recruitment agency**

**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 read the details of how we use the personal data that you provide us with in our Job Applicants’ privacy notice on our website: [Applicant Privacy Notice](https://www.bright-futures.co.uk/wp-content/uploads/2021/11/BFET-Applicant-privacy-notice-002.pdf)

**CEDAR MOUNT ACADEMY**

**Assistant Vice Principal**

**L15 – L18**

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

The role of the Assistant Vice Principal is to provide vision, leadership and management for Cedar Mount Academy (CMA) and to work in close partnership with the Vice Principals and Principal 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 Assistant Vice Principal will seek to further the effective performance and development of the Academy, its pupils/students, staff and community.

The Assistant Vice Principal, responsible to the Principal, will be the Senior Manager with responsibility for a significant area of Academy policy and practice. The post holder will share in the responsibility for leadership of the Academy as a member of the Senior Leadership Team.

The Assistant Vice Principal will be a successful and experienced teacher in his/her subject specialism, 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.

The Assistant Vice Principal will also directly line manage a number of key departments and other middle leaders.

As CMA is a member of Bright Futures Educational Trust, 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.

The specific details of the role will be based on the skills and expertise of the post holder and may change at any time

Key Responsibilities which will form the basis of specific responsibilities

Excellent progress and achievement for all pupils

* Strategic leadership of a substantial area of whole school responsibility, including the line management of middle leaders, monitoring of curriculum implementation, assessment and feedback, and self-evaluation
* Development of the Academy’s policy and practice to ensure high expectations of behaviour throughout the academy
* Leadership that achieves high standards of student learning, attainment, progress, behaviour and motivation through effective implementation of whole school responsibilities
* 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 or pastoral targets are met, and improvement is secured

An environment where our people are valued

* Ensuring 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 to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. This post is exempt from the Rehabilitation of Offenders Act 1974.**

**Person specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Essential** | **Desirable** | **Means of identification** |
| **Qualifications, Education, training** | * Degree level qualification * Qualified teacher status or equivalent | * Post graduate qualification or professional qualification e.g. NPQML | Application form/Certificates |
| **Relevant Experience** | * Demonstrable track record of successful teaching across KS3 and KS4 to GCSE level * 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 school area * Current knowledge of leadership strategies to continually improve the quality of learning or behaviour of students * Experience in developing, implementing and monitoring practice and policy | * Evidence of successful teaching at KS5 | Application  Interview  Tasks  References |
| **Our Values** | * **Community**: Evidence of working together for a common purpose and encouraging diversity |  | Interview  Tasks |
| * **Integrity**: Evidence of doing the right things for the right reason |  | Interview  Tasks |
| * **Passion**: Evidence of taking personal responsibility, working hard and having high aspirations |  | Interview  Tasks |
| **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 |