

**A great place
to work**

Candidate Pack



**Cedar Mount
Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

SEND HLTA

Overview of the role



Cedar Mount
Academy
BRIGHT FUTURES EDUCATIONAL TRUST

This is an exciting and rare opportunity to join our wonderful school. We are looking for SEN HLTA with a strong moral purpose, that every child can achieve their dreams and goals.

SEND HLTAs work with the SEND Team, Alternative Provision, Progress Leasers, and Senior Staff to strategically support individual and small groups of students to realise their full potential and secure good outcomes.

Our school is a fantastic place to work. We have been on a strong journey of improvement and are ambitious about our next steps. We are a team of staff and students who are working together relentlessly to ensure a world class education for all our students.

You will benefit from supportive colleagues, a forward looking Executive Leader, Principal and a supportive Trust with engaged and supportive parents. Most importantly, we have truly incredible students. In short, we have a very warm and welcoming school team. Along with this, the Bright Futures Educational trust have a comprehensive SEND strategy encompassing our trust Educational Psychologist team and specialist support from our two outstanding special schools.

We are open, supportive and flexible with high-quality CPD opportunities through our Teaching School Hubs and Professional Development Institute where we are able to harness the very practice.

The full job description and person specification are at the end of this pack.



Bright Futures



Bright Futures Educational Trust (The Trust) is a multi-academy trust 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: Leadership, Integrity, Passion, Community, Equality and Resilience.

In everything we do, we remember that we are accountable to the children, families, and communities that we serve.

Leadership



Integrity



Passion



Community



Equality



Resilience



Acre Hall Primary School
BRIGHT FUTURES EDUCATIONAL TRUST



Altrincham Grammar School for Girls
BRIGHT FUTURES EDUCATIONAL TRUST



Barton Clough Primary School
BRIGHT FUTURES EDUCATIONAL TRUST



Cedar Mount Academy
BRIGHT FUTURES EDUCATIONAL TRUST



Elmridge Primary School
BRIGHT FUTURES EDUCATIONAL TRUST



Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST



Marton Primary Academy and Nursery
BRIGHT FUTURES EDUCATIONAL TRUST



Rushbrook Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST



The Orchards
BRIGHT FUTURES EDUCATIONAL TRUST



Stanley Grove Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Our schools have their own identities, form one organisation and have 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 Us - Bright Futures Educational Trust \(bright-futures.co.uk\)](http://bright-futures.co.uk)

The Central Team includes the Executive Team: Lisa Fathers, CEO ; Anna Sharpley, Chief Finance & Operations Officer; Sarah Schollar, Director of Education and Jayne Carmichael, Director of Professional Learning & Partnerships.

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, communications and marketing, HR, educational psychology and digital technologies. Please see our website brochure which explains our central operations: [Why-Join-Bright-Futures](http://bright-futures.co.uk)

Professional Development Institute

Bright Futures Professional Development Institute is another important outward facing component of our organisation.

Underneath this umbrella we have several hubs. [Bright Futures Training](#) which provides school improvement services and CPD to over 700 schools, a North West Maths' Hub [NW1 Maths Hub](#), providing mathematics training and coaching to 500 schools, and a SCITT (School Centred Initial Teacher Training) [Bright Futures SCITT](#), which is the largest in the North West. Within the Development Institute, Bright Futures also has two [Teaching School Hubs](#), serving Manchester, Stockport, Salford, and Trafford. [Bright Futures Send Outreach](#) is another service which we provide across the North West. We have also been designated as an Early Years Stronger Practice Hub to work across the North West as the [Bright Futures Early Years Hub](#).



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](#).

Cedar Mount Academy

A BRIEF HISTORY AND BACKGROUND INFORMATION

Cedar Mount Academy opened in 2000 and is co-located with Melland High School, an outstanding special school which is also part of Bright Futures Educational Trust as is Rushbrook Primary Academy which also shares the campus.

VISION, VALUES AND CULTURE

Vision

The best for everyone, the best from everyone

Mission

To foster an inclusive community, built on strong relationships, shared values and rich diversity; where all individuals have a sense of belonging, which enables them to flourish. Making CMA the place to be. Through education, we nurture excellence, build powerful knowledge, develop character and instil a life-long love of learning and self-discovery. Our young people leave us ready to take their place in the world and make a positive difference.

Values

Our key values have been chosen to allow students and staff to achieve things they never thought they could.

Kindness: We think of others and act in a way that benefits our whole community.

Hard work: We always try our best- this is crucial for success

Resilience: We embrace challenges, take risks and never give up.

Respect: We accept everyone on an equal basis and show courtesy to all. Respect begins with oneself.

Honesty: We accept responsibility for our actions. We reflect so we can learn, move forwards and grow.



This is an exciting and rare opportunity to join our wonderful school. We look for humble leaders with a strong moral purpose who believe that every child at CMA can achieve their dreams and goals.

Our school is a fantastic place to work. We have been on a strong journey of improvement and are ambitious about our next steps. We are a team of staff and students who are working together relentlessly to ensure a world class education for all our students. You will benefit from supportive colleagues, a forward looking Principal, a supportive Trust, engaged parents and students; and a very warm and welcoming school.

We are open, supportive and flexible with high-quality CPD opportunities through our Teaching School Hubs and Professional Development Institute where we are able to harness the very practice.

OUR AIMS

The school has the following aims in offering a world class education for all students:

- To help students become the best version of themselves so they can make sense of change, and improve the world
- To provide a curriculum that enables students to be successful, to be challenged and to meet their potential
- To create an inclusive community that allows everyone's identity to be recognised, celebrated and valued, and for individuals to flourish
- To offer equity of opportunity to all members of the community so they can develop the knowledge and skills needed to go into the world and be successful
- To ensure all members of the community take responsibility for their own actions and support others to make the right choices

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. 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 allowing them to be the best versions of themselves. We have a wonderful enrichment offer to complement the curriculum which teaches students how to behave, present themselves and represent their community.

Running throughout Cedar Mount Academy is a relentless desire for our students to be happy. We have a sophisticated wellbeing strategy. We believe our students need to be challenged to think and work hard but we 'challenge with compassion': every student will be given the opportunity to achieve academic success in a supportive and creative environment.

THE CEDAR MOUNT ACADEMY WAY

“Leaders’ strong moral purpose and unwavering focus to create a positive culture for learning has transformed the school into a better place.” Ofsted 2023

Cedar Mount Academy is a fantastic school. 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 scholars.

We are a school designed to support and develop our local community, driven by our core values. Our firm belief in these values ensures our commitment to high-quality education for all students.

Parents who choose to send their children to Cedar Mount Academy know they will be giving their child an opportunity to learn in a hardworking, academic culture that brings out the best in everyone.

At Cedar Mount Academy we ensure students have access to a wide range of educational opportunities, both academic and extra-curricular, that prepare them for their future and open up their prospects for further development. We are proud to give our students authentic experiences that excite and interest them. We have notable success in sports (we are City Champions in a range of events), public speaking, drama (students have taken part in a range of performances) and much more. Students enjoy many trips, visits, and residential opportunities, enabling them to enjoy the very best experiences so they thrive in all they do.

We are a diverse and multicultural community where differences are celebrated and where students are given high quality pastoral care from our wonderful staff team. The school offers a vibrant, studious, calm and welcoming environment. Ofsted said this year (2023): “...the school is like a second family”.

We have been on a strong journey of improvement and are ambitious about our next steps. Leadership is strong and ambitious, and the curriculum work has been extensive. Our last inspection in April 2023 gives us much to celebrate with three areas of school judged as securely ‘Good’:

- Leadership and Management – Good
- Behaviour and Attitudes – Good
- Personal Development – Good

Exciting work is underway to embed the curriculum work and secure ‘Good’ for the ‘Quality of Education’. This is an exciting time to join our thriving school community and we are proud of the difference we are making to children’s lives.

“Cedar Mount is a welcoming and inclusive school. Pupils share highly positive relationships with staff and their peers. They know that staff care deeply for them. This helps pupils to feel happy and safe in school. Pupils say that the school is like a second family” and “Leaders have developed a rich, varied and ambitious curriculum. Pupils enjoy learning new knowledge and ideas”.

Further information about the school can be found on our website: <https://cedarmount.bright-futures.co.uk/>

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, and treated fairly and with dignity and respect. Please see the Equality, Diversity, and Inclusion statement on our website.

Terms and Conditions

Salary	Bright Futures NJC scale points 21 - 25 (Bright Futures Grade 6) . The full-time equivalent pay is £33,143 rising to £36,363 per annum. The actual pay based on the working pattern below is £28,506 - £31,275.
Working weeks	This is a great opportunity for flexible working as the role will work 39 weeks during school term-time including five school based training days (INSET).
Hours	36.25 hours per week; 8:15 - 4:00pm, Monday to Friday 7 ¼ hours per day with a half hour lunch break
Pension	Local Government Pension Scheme
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.



A Great Place to Lead

At Bright Futures we offer endless opportunities to lead:

- Leadership coaching
- National Professional Qualifications (NPQ) and Early Career Framework (ECF) facilitation
- System leaders e.g., National Leaders of Education (NLEs)/Specialist Leaders of Education (SLEs)
- Involvement with school-to-school reviews
- Mentoring Early Career Teachers and trainee teachers
- Networks



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 equality and diversity.

NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: <https://mynewterm.com/school/Cedar-Mount-Academy/138097>

Alternatively, you can click Apply Now on this role via the current vacancies page of our website.

Closing Date: Friday 18 September at 12pm

Start Date: As soon as possible

You will be notified after the closing date whether you have been shortlisted.

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](#).

Job Description



Cedar Mount
Academy
BRIGHT FUTURES EDUCATIONAL TRUST

SEND HLTA Grade 6

This is an exciting and rare opportunity to join our wonderful school through the role of SEND HLTA. We are looking for a humble and caring person with a strong moral purpose and a belief that every child can achieve their dreams and goals.

Our school is a fantastic place to work. We have been on a strong journey of improvement and are ambitious about our next steps. We are a team of staff and students who are working together relentlessly to ensure a world class education for all our students.

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

Specific Responsibilities

- Assist teaching staff in the preparation of adaptive and differentiated resources in lessons and gain familiarity with the curriculum, design appropriate teaching aides and prepare materials for the classroom to ensure an effective learning environment.
- To work with the SEND Team, Alternative Provision, Progress Leasers, and Senior Staff to strategically support individual and small groups of students to realise their full potential and secure good outcomes.
- Responsible for inducting students into the school who experience Emotional Based School Avoidance and require additional support to reintegrate back into school life.
- Provide support specific to accessing the secondary curriculum at Key Stage 3 and 4 such as phonics interventions, reading interventions and options for pupils with SEND students at Key Stage 4
- Support and supervise pupils throughout the school day whilst promoting pupil's independence self-esteem and social inclusion.
- Deliver short- term induction programmes to suit individual student's needs.
- Work with pupils and assist with their specific areas of learning difficulty to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Assessing the needs of students and liaising with the SEND Coordinator and relevant members of staff regarding the placement of students back into mainstream lessons.
- Take responsibility for the delivery of specific learning and support programmes for individual and small groups of students, facilitating learning and sharing responsibility for teaching aspects of the curriculum for Key Stages 3 and 4.
- Help students resolve a range of issues which create barriers to learning by devoting time and developing effective relationships with the students to help provide them with strategies to overcome those barriers.

- Track, monitor and analyse identified students' progress through the Academy reporting system and liaise with relevant staff.
- Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.
- Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students' learning.
- Liaise with teachers, pastoral staff, other external professional colleagues and parents/carers creating an effective team sharing knowledge and information to develop knowledge and understanding of the specific needs of the pupil.
- Maintain accurate records so that information can be communicated to appropriate parties who have an educational interest in students receiving support. Particular attention should be paid to the Pupil Passports of pupils with SEND.
- Contribute to the identification and sharing of good practice between individuals to enhance the provision.
- Work as part of a team to ensure that students can enjoy and participate in all aspects of Academy life and reach their full potential.
- To be trained in personal care for students

Key Responsibilities

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
- Support assemblies and participate in break, lunchtime, before and after hours supervision.
- Contribute to support programme for students and staff that may, on occasion, include weekends and holiday periods

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 always 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 be a form tutor or associate 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.
- Engage actively in the Academy performance management process.
- Engage actively in the Academy CPD programme 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

Category	Essential	Desirable	Means of Identification
Qualifications, Education, Training	• 5 GCSE's(or equivalent), including English and • Mathematics and able to demonstrate high standards of numeracy and literacy. • Experience of working with pupils with a SEND. • Strong understanding of SEND best practices and legislation. • Experience of mentoring or supporting young people in a secondary or primary school. • Experience of establishing and maintaining accurate records. • To have established and developed successful • working relationships with parents/carers, teachers and support staff in a variety of situations. • Experience of leading and managing intervention programmes, for primary or secondary students. • Evidence of ongoing professional development	• Further Education. • Experience of planning, leading and managing intervention programmes for students with SEND • Training in Emotional Based School Avoidance • Experience of planning and delivering a curriculum • for children with SEND • Experience of liaising with external support agencies such as social services	Application form Certificates Interview/Task
Other	• Very good oral and written communication skills. • An enthusiasm for education and the ability to generate this in others. • Ability to work as part of a team. • Ability to be able to manage own workload and prioritise. • Ability to recognise potential barriers to learning and develop strategies to overcome these barriers. • Excellent ICT skills.	• Knowledge of SIMs or similar.	Application Interview Tasks References

	• A passionate commitment to develop the best in young people. • Tact and diplomacy in all interpersonal relationships with the stakeholders, students and colleagues. • Self-motivation and drive to complete tasks to a high quality and within set timescales. • Flexibility to adapt to changing workload demands. • 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.		Application Form Interview Task
Our Values	• Kindness • Hard work • Resilience • Honesty • Respect		Interview Tasks
Pre-Employment Screening	• Enhanced DBS check • Two satisfactory employment references, from the last two employers • Evidence of the right to work in the UK • ID Check • Online Screening • Section 128 checks		