

A great place to work

Candidate Pack



**Cedar Mount
Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

Vice Principal Culture

Welcome from our CEO



Dear Applicant,

Thank you for your interest in Cedar Mount Academy and Bright Futures Educational Trust.

Cedar Mount is on a strong improvement journey, making this an exciting time to join the school. We are seeking a dynamic, ambitious leader for the role of Vice Principal to help drive the next phase of progress.

Bright Futures is a well-established multi-academy trust of 11 schools across the North West, supported by a strong Central Team and a sector-leading Professional Development Institute. We are outward-facing, collaborative and committed to system leadership at local, regional and national levels.

Our ambitious five-year strategy focuses on educational excellence, people development and long-term sustainability. At the heart of this is our commitment to improving the life chances of the children, families and communities we serve. We are driven by a strong moral purpose, placing children at the centre of every decision and taking collective responsibility for the success and wellbeing of all children and young people across our Trust.

We are looking for an experienced leader with a proven track record of impact: someone who can inspire teams, raise standards and help take Cedar Mount to the next level. You will be supported by the Principal, Trust Team and a collaborative network of school leaders who share best practice and work together to achieve the best outcomes for every child.

If you have the vision, drive and expertise to lead on culture and behaviour, we would be delighted to hear from you.

I wish you every success with your application and look forward to meeting you.

Mrs Lisa Fathers OBE



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 (Interim); Anna Sharpley, Chief Finance & Operations Officer; Sarah Schollar, Director of Education (Interim) and Jayne Carmichael, Director of Professional Development.

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](#)

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. We expect all members of the Cedar Mount family to:

Show respect:

We are polite and courteous at all times

Be honest:

We tell the truth and take responsibility for our own actions

Be kind:

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

Show resilience:

We never give up and have the strength to face challenges, knowing that we can always improve

Work hard:

We complete every task to the best of our ability, knowing that by working hard we can meet our potential



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

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

“Pupils speak positively about what the school now offers, from their learning to the range of enrichment activities.” Ofsted, January 2026

Cedar Mount Academy is a fantastic school with strong values, high expectations and a clear sense of moral purpose. We are proud to serve our community and proud of the progress our school is making. Our latest Ofsted inspection recognised the positive difference being made across the school, highlighting the strength of our leadership, the calm and respectful culture we are building, and the clear sense of belonging felt by pupils and staff.

Inspectors recognised that:

- pupils feel happy and safe in school
- pupils increasingly value their education
- pupils are proud of the diversity in their school community, value difference and show respect for one another
- recent changes have helped to create calm and purposeful lessons
- leaders have strengthened the curriculum so that it is broad, ambitious and logically sequenced
- leaders have placed inclusion at the centre of their work
- leaders make decisions with pupils’ best interests at heart
- staff are proud to work at the school

Cedar Mount Academy is a diverse, inclusive, and welcoming school where young people are known, valued, and supported to succeed.

As Ofsted noted in 2026, “Pupils feel happy and safe in school.”

We want every student to leave us with the knowledge, character, and confidence to take their next steps successfully and to make a positive contribution to the world around them.

We are ambitious for all our students. Alongside a broad and carefully planned curriculum, pupils benefit from a wide range of opportunities beyond the classroom that enrich their experience and broaden their horizons.

This is an exciting time to join Cedar Mount Academy. We are a school with momentum, clarity and ambition, and a staff team that is proud to make a genuine difference every day.

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	Leadership Scale L18-L22: £79,086-£87,225
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.



Bright Futures
EDUCATIONAL TRUST
The best for everyone, the best from everyone

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/jobs/138097/EDV-2024-CMA-24281>

Closing date: Monday 18 May 2026 at 9am

Shortlisted candidates will be contacted on Monday 18 May 2026.

Interview date: Wednesday 20 May 2026.

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

Vice Principal - Culture Leadership Scale L18 - L22

To work collaboratively with the Principal and Senior Leadership Team to provide strategic leadership for Cedar Mount Academy, with a particular focus on securing an exceptional culture for learning. The Vice Principal will lead key aspects of behaviour, attendance, safeguarding, personal development, and student conduct, ensuring that every student is safe, supported, and able to thrive.

The Vice Principal will play a major role in leading whole-school improvement and will be central to realising the academy's vision: the best for everyone, the best from everyone. They will help to ensure that Cedar Mount Academy continues to be a school at the heart of the Gorton community, where diversity is embraced, individuality is celebrated and ambition is nurtured.

Working within the values and ambitions of Cedar Mount Academy and Bright Futures Educational Trust, the Vice Principal will develop and sustain a calm, purposeful, and inclusive culture built on strong relationships, clear routines, and high expectations. They will ensure that students understand the importance of positive behaviour and attendance, and that staff are supported to uphold consistent standards across the academy.

Through their leadership, the Vice Principal will promote the academy's values of kindness, hard work, resilience, respect, and honesty in all aspects of daily life. They will collaborate with staff, students, families, and wider partners to strengthen personal development, safeguard young people effectively, remove barriers to learning, and support students to develop the character, confidence, and self-belief they need to succeed.

Key Responsibilities

Cedar Mount Academy has two Vice Principal roles within its senior leadership structure: one with a focus on Quality of Education and one with a focus on Culture. We are seeking an exceptional leader to take on the role of Vice Principal for Culture, providing strategic leadership across behaviour, attendance, safeguarding, personal development, and the wider culture of the academy.

1. Strategic leadership

- Provide visible, values-led leadership across the academy.
- Work closely with the Principal and Senior Leadership Team to shape, implement and evaluate the academy improvement strategy.
- Contribute to self-evaluation, improvement planning, and the academy's journey towards excellence.
- Lead strategically on whole-school priorities as agreed with the Principal.
- Deputise for the Principal where required and undertake professional duties in their absence.
- Contribute to Trust-wide leadership and collaboration across Bright Futures Educational Trust.

2. Teaching, learning and achievement

- Lead the development of high-quality teaching so that all students achieve strong progress and outcomes.
- Develop and implement effective systems for quality assurance, monitoring, evaluation, and follow-up.
- Ensure that staff training and pedagogical development are sharply focused, evidence-informed and improve classroom practice.
- Lead detailed analysis of student performance and use this to plan interventions, support key groups, and address underachievement.
- Work with senior and middle leaders to secure consistently high standards in curriculum implementation, teaching, and assessment.
- Ensure that lessons and provision are informed by prior and current student data, so students are well supported to achieve excellence.

3. Culture, behaviour, attendance and personal development

- Lead and sustain a culture of high expectations, belonging, and community cohesion across the academy.
- Provide strategic leadership for behaviour, attitudes, attendance, personal development, character education and SMSC.
- Develop and maintain transparent, fair, and effective behaviour systems rooted in academy values.
- Promote a culture of celebration, reward, and student leadership.
- Lead strategies to improve attendance and punctuality, including support for vulnerable students and key groups.
- Ensure students are supported to become self-regulating, responsible, and respectful members of the community.
- Oversee a highly relevant personal development curriculum that fulfils statutory requirements and prepares students for future pathways.

4. Safeguarding, inclusion and student welfare

- Promote a strong safeguarding culture across the academy and ensure safeguarding responsibilities are fully understood and enacted.
- Collaborate with safeguarding leaders and external agencies to protect children and promote their welfare.
- Ensure that provision for all students, including those educated outside the mainstream classroom or in alternative provision, is safe and of high quality.
- Support the academy's inclusive ethos and ensure that all students are known, valued, and supported.
- Contribute to the academy's wellbeing strategy so that challenge is matched by compassion.

5. Leadership of people

- Line manage and performance manage designated senior and middle leaders.
- Build leadership capacity through coaching, support, challenge, and professional development.
- Create and foster a culture of reflective practice, openness, and continuous improvement.
- Challenge underperformance at all levels and ensure timely corrective action.
- Ensure staff are treated fairly, with dignity and respect, in line with Trust policies and values.
- Lead by example as a teacher and senior leader, demonstrating professionalism, integrity, and high standards.

6. Systems, communication and accountability

- Develop, implement, and review robust systems, policies, and processes across areas of responsibility.
- Use accurate data, reporting and evaluation to inform decision-making and measure impact.
- Provide clear and thorough reports and updates to the Principal, Senior Leadership Team, governors, and Trust colleagues as required.
- Communicate clearly and transparently with staff, students, parents and carers, and external stakeholders.
- Contribute to policy development and ensure consistent implementation of academy and Trust expectations.

7. Partnerships and community

- Sustain positive relationships with students, families, governors, Trust colleagues, partner schools, the local authority, and external agencies.
- Be a visible presence for students, parents, and the local community.
- Support community engagement, partnership working and external representation where appropriate.
- Contribute to the inclusive, multicultural, and welcoming character of Cedar Mount Academy.

8. Operational and wider responsibilities

- Attend and lead meetings, assemblies, training, and academy events as required.
- Participate in break, lunchtime, before-school, and after-school supervision.
- Contribute to support programmes for students and staff, including occasional weekend or holiday provision where needed.
- Manage delegated budgets in line with academy and Trust expectations.
- Keep abreast of national developments and relevant research in areas of responsibility.
- Undertake any other reasonable duties commensurate with the role as directed by the Principal.

General expectations of all senior leaders

The Vice Principal will:

- Act with honesty, integrity and transparency at all times
- Embody the vision and values of Cedar Mount Academy and Bright Futures Educational Trust
- Model the highest standards of professionalism
- Maintain a relentless focus on improving life chances for all students
- Demonstrate commitment to safeguarding and promoting the welfare of children and young people.

This job description is not intended to be exhaustive. It outlines the main duties and responsibilities of the post and may be reviewed and amended from time to time in consultation with the post holder to reflect the changing needs of the academy.

Person Specification

Category	Essential	Desirable	Means of Identification
<p>Qualifications, Education, Training</p>	<ul style="list-style-type: none"> • Degree or good honours degree • Qualified Teacher Status • Evidence of continuing professional development 	<ul style="list-style-type: none"> • Postgraduate qualification • NPQSL, NPQH or other relevant leadership qualification • Designated Safeguarding Lead training 	<p>Application</p> <p>Certificates</p>
<p>Leadership experience</p>	<ul style="list-style-type: none"> • Successful teaching experience, including teaching to GCSE level • Successful experience in a substantial senior or whole-school leadership role • Proven track record of raising standards and improving student outcomes • Experience of developing, implementing and monitoring whole-school policy and practice • Experience of leading staff development, improvement planning and change 	<ul style="list-style-type: none"> • Experience of whole-school leadership across more than one major area such as teaching and learning, behaviour, attendance, safeguarding or personal development • Experience of leading whole-school CPD • Experience of Trust-wide or wider system leadership • Experience as a DSL or Deputy DSL 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>
<p>Teaching & Achievement</p>	<ul style="list-style-type: none"> • Strong record as an effective classroom practitioner • Experience of improving teaching through coaching, monitoring and professional development • Secure understanding of curriculum, pedagogy, assessment and quality assurance • Ability to analyse performance data and translate this into effective action 	<ul style="list-style-type: none"> • Experience of designing a whole-school coaching programme • Experience of leading on outcomes analysis across KS3 and KS4 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>

Category	Essential	Desirable	Means of Identification
<p>Culture, behaviour and pastoral leadership</p>	<ul style="list-style-type: none"> • Strong understanding of behaviour systems, student attitudes, attendance and personal development • Experience of developing an inclusive culture of high expectations • Ability to lead behaviour, reward, celebration and student leadership systems • Commitment to pastoral care, wellbeing and belonging 	<ul style="list-style-type: none"> • Experience of leading attendance strategy • Experience of delivering or leading PSHE or personal development programmes • Experience of using systems such as Class Charts or CPOMS 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Safeguarding and inclusion 	<ul style="list-style-type: none"> • Clear commitment to safeguarding and promoting the welfare of children and young people • Understanding of statutory safeguarding responsibilities and safer culture • Commitment to inclusion, equity and supporting vulnerable learners 	<p>Application</p> <p>Interview</p> <p>Task</p>
<p>Knowledge and skills</p>	<ul style="list-style-type: none"> • Detailed knowledge of effective school improvement strategies • Secure understanding of the use of data to inform strategic planning and intervention • Excellent oral and written communication skills • Ability to formulate, implement, monitor and review plans and policies • Ability to inspire, motivate, support and challenge others • Ability to lead change, resolve problems and secure accountability • Ability to build positive relationships with students, staff, families and external partners 	<ul style="list-style-type: none"> • Knowledge of school information systems or similar • Ability to lead research, INSET or Trust-wide improvement work 	<p>Interview</p> <p>Tasks</p>

Category	Essential	Desirable	Means of Identification
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Strong moral purpose and an unwavering belief that every child can succeed • Humble, values-driven and committed to service • High expectations and ambition for all students and staff • Resilient, hardworking and solution-focused • Ability to work well under pressure • Open, reflective and committed to personal growth • Excellent interpersonal skills, warmth and credibility • Commitment to flexible working in support of academy life 	<ul style="list-style-type: none"> • Good sense of humour • Willingness to contribute to wider community and enrichment opportunities 	
<p>Alignment with academy and Trust values</p>	<ul style="list-style-type: none"> • Commitment to Cedar Mount Academy's values: respect, honesty, kindness, resilience and hard work • Commitment to Bright Futures values • Evidence of working collaboratively for a common purpose and encouraging diversity 	<ul style="list-style-type: none"> • Wider evidence of partnership working across schools, Trusts or communities 	<p>Interview</p> <p>Tasks</p>
<p>Pre-Employment Screening</p>	<ul style="list-style-type: none"> • 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 		