

A great place to work

Candidate Pack



**Cedar Mount
Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

SENDCo

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 an experienced SENDCo, with a strong moral purpose that every child can achieve their dreams and goals. The role of the Special Educational Needs and Disabilities Coordinator is to provide vision, leadership and management for all students who are identified as students with SEND. With overview of outcomes, achievement and wider experiences. The SENDCo would have responsible for the development of teachers in line with send code of practice and developing inclusive practice.

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: community, integrity, and passion. 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



Altrincham Grammar
School for Girls



Barton Clough
Primary School



Cedar Mount
Academy



Elmridge
Primary School



Lime Tree
Primary Academy



Melland
High School



Marton Primary
Academy and Nursery



Rushbrook
Primary Academy



The
Orchards



Stanley Grove
Primary Academy

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 \(bright-futures.co.uk\)](https://bright-futures.co.uk)

The Central Team includes the Executive Team: John Stephens, CEO; Lisa Fathers, DCEO; Anna Sharpley, Chief Finance Officer; Charlotte Layton, Director of People & Culture.

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.

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

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|---------|--|
| Salary | Leadership Scale L10 - L14 (£65,006-£71,679) School Teachers Terms & Conditions pay range, dependent upon experience |
| 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 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-2026-CMA-22846>

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

Closing date: 6th February 2026 by 12:00pm

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

Special Educational Needs and Disabilities Coordinator (SENDCo)

L10 – L14

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

The role of the Special Educational Needs and Disabilities Coordinator is to provide vision, leadership and management for all students who are identified as students with SEND, holding responsibility for student outcomes and achievement for these students. The post holder will also share in the responsibility for leadership of the Academy as a member of the Leadership Team to provide the leadership to continue the transformational journey to ensure the best for everyone, the best from everyone. The SENDCo will be responsible for enabling all students with SEND to successfully access the curriculum and be successful, working with the assistant SENDCo and a team of Teaching Assistants to enable student to be the best that they can be.

The SENDCo will be a successful and experienced teacher of a curriculum subject currently taught at Cedar Mount Academy, who is able to enthuse, motivate and inspire children, generating a love for learning regardless of the barriers. The successful candidate will have demonstrated the potential for excellent leadership, management and communication skills in their present role. Good teamwork, high standards and a capacity for hard work will have been at the core of this success. The successful candidate will be a creative thinker with an ability and determination to secure high-quality outcomes.

The role of SENDCo will bring with it a teaching timetable in line with other senior leaders in the academy.

Excellent progress and achievement for all pupils.

- Strategic leadership, direction and development of the SEND department, including a vision of how to support the curriculum, identification of students' SEND, leadership of the team's appraisal cycle, monitoring of intervention, and self-evaluation
- Leadership of adaptive teaching across the academy, working alongside the QE Team
- Organisation and delivery of a highly effective system for identifying, assessing and reviewing SEND provision Leadership of the development of personalised support plans for students with SEND ensuring high standards of student learning, attainment, progress, behaviour and motivation through overcoming barriers to learning, including the review of and education, health and care plan (EHCP) with parents or carers and students Effective use of accurate data to inform improvement planning and support strategies to raise attainment, secure good progress and address underperformance of students with SEND
- Leadership that ensures that all SEND attainment and progress targets are met, and improvement is secured Ensuring the appropriate use of access arrangements to enable the outcomes for students with SEND match the ambitions of the academy
- Liaise with internal and external agencies and experts to best support students with complex needs including Educational Psychologists, social services, CAMHS complex families and student/parent specific support groups
- Lead a team of SEN Teaching Assistants and the Assistant SENDCo

An environment where our people are valued

- Ensure staff training of both the SEND team and the wider staff is targeted to needs and measured to ensure that it positively impacts on standards when teaching students with SEND
- Ensure the culture of inclusion is prevalent through all aspects of the academy
- Ensuring all members of staff are up to date, recognise and fulfil their statutory responsibilities to students with SEND
- 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 via line management, 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 SEND policy and practice ensuring that the impact can always be measured
- Supporting the Principal to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements

Community

- Be a visible presence for pupils, parents and the local community and sustain effective and positive relationships
- Ensure Continuity of support and learning when transferring students with SEND through liaison with other primary and secondary schools
- Take assemblies as required and participate in break, before and after hours' supervision.

All other responsibilities, as directed by the Principal, commensurate with the role of SENDCo

Person Specification

| Category | Essential | Desirable | Means of Identification |
|--|--|---|--|
| Qualifications, Education, Training | <ul style="list-style-type: none"> Degree level qualification Qualified teacher status or equivalent Recent relevant in-service training Evidence of commitment to complete the National Award for SEN Co-ordination | <ul style="list-style-type: none"> National Award for SEN Co-ordination Post graduate qualification or professional qualification (e.g. NPQML) | Application form Certificates Interview/Task |
| Relevant Experience | <ul style="list-style-type: none"> Demonstrable track record of successful teaching of a curriculum subject taught at CMA across KS3 and KS4 Practical experience of the SEND code of practice and the statutory processes in place for SEND learners Track record of impacting positively on students with SEND demonstrated with outcomes Knowledge of analysis of data to support strategic planning Current knowledge of strategies to continually improve the quality of learning SEND students Experience of high-quality and effective communications with parents, students, staff and other school stakeholders | <ul style="list-style-type: none"> Experience in developing, implementing and monitoring practice and policy Evidence of successful teaching at KS5 Evidence of leadership of staff Experience of developing and leading high quality CPD | Application Interview Tasks References |
| Other | <ul style="list-style-type: none"> A passionate commitment to develop the best in young people A positive mindset focused on solutions 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 vision and values of the Academy and the Trust A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour To be prepared to work flexibly, outside the usual Academy hours | | Application Interview Tasks References |

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| Safeguarding | <ul style="list-style-type: none">• Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people | <ul style="list-style-type: none">• Knowledge of 'Keeping Children Safe In Education' (KCSIE) and 'Meeting Digital and Technology Standards in Schools and Colleges' government guidelines | Application Form Interview Task |
| Our Values | <ul style="list-style-type: none">• Kindness• hard work• resilience• honesty• respect | | Interview Tasks |
| Pre-Employment Screening | <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 | | |