

Candidate Pack



**Cedar Mount
Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

Year Lead

(Assistant Head of Year)

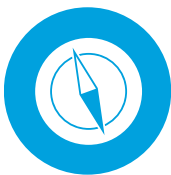
Bright Futures



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	Bright Futures NJC Grade 6 Scale Points 21-25 (£33,143-£36,363) Actual Salary: (£28,507 - £31,277.)
Hours	Term Time, working hours 36.25 a week, 7.25 hours a day
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/jobs/138097/EDV-2024-CMA-24281>

Closing date: Friday 26 June 2026 at 12am

Interview date: Week commencing Monday 29 June 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

Year Lead (Assistant Head of Year)

Bright Futures NJC Grade 6 | Scale Points 21-25 (£33,143-£36,363)

The Year Lead will report to the Head of Year and work closely with the wider pastoral, attendance, safeguarding and inclusion teams to ensure that students within a designated year group are well supported, effectively safeguarded and able to thrive personally, socially and academically.

The post holder will provide day-to-day pastoral support for students, helping to secure high standards of behaviour, attendance, punctuality, wellbeing and personal development. They will support the Head of Year in identifying barriers to learning, coordinating timely support and ensuring that students are ready to learn and able to make strong progress.

The Year Lead will build positive relationships with students, families and staff. They will use student information carefully and effectively, keep accurate records, follow Academy systems and contribute to a consistent, caring and purposeful year group culture.

All members of Academy staff are expected to be professional and active members of the Academy community. They will work as part of a wider team to raise standards, improve outcomes and widen opportunities for all students, while promoting a lifelong love of learning.

Key Responsibilities

Pastoral Support

- Support the Head of Year in providing effective pastoral care for students within the designated year group.
- Develop a strong working knowledge of students in the year group, including their strengths, needs, barriers to learning and any relevant pastoral or safeguarding concerns.
- Be a visible and positive presence around the Academy, supporting students during lessons, reset, transitions, social times and other key points in the school day.
- Work directly with students to help them understand Academy expectations, make positive choices and develop strong learning behaviours.
- Support students who are experiencing difficulties with behaviour, attendance, punctuality, wellbeing, peer relationships or engagement with school.
- Contribute to the planning and delivery of targeted support for individual students and groups of students.
- Communicate key information about students to relevant staff in a timely and appropriate way.
- Support the Head of Year in promoting a positive year group culture based on kindness, hard work, resilience, respect and honesty.

Attendance and Punctuality

- Support the Head of Year, Attendance Team and Form Tutors to improve attendance and punctuality across the designated year group.
- Track and monitor attendance and punctuality information, identifying patterns, concerns and barriers at an early stage.
- Follow up attendance and punctuality concerns promptly, in line with Academy policy and procedures.

- Make contact with parents and carers to discuss attendance and punctuality concerns and agree clear next steps.
- Support and contribute to attendance meetings, panels and reviews where required.
- Take part in targeted attendance interventions for individual students and groups of students.
- Support rewards and recognition activities that promote excellent attendance and punctuality.
- Keep accurate records of attendance actions, parental contact, student meetings and agreed interventions.

Behaviour and Standards

- Support the consistent application of the Academy Behaviour Policy across the designated year group.
- Track and monitor behaviour information, identifying patterns, repeated concerns and students who may require additional support.
- Work with students to help them reflect on their behaviour, repair relationships where appropriate and make better choices.
- Support behaviour processes, including restorative conversations, reintegration meetings, internal suspensions, suspensions and follow-up interventions, as directed by the Head of Year or senior staff.
- Make contact with parents and carers to review behaviour concerns, share key information and agree actions for improvement.
- Keep accurate records of behaviour incidents, actions taken, parental contact and intervention work.
- Support staff by sharing relevant pastoral information and helping to secure consistent expectations for students.
- Contribute to a calm, orderly and purposeful Academy environment through high visibility, clear routines and consistent follow-up.

Safeguarding, Welfare and Inclusion

- Take appropriate action to ensure students are effectively safeguarded and protected from abuse, neglect, exploitation and harm.
- Follow Academy safeguarding and child protection procedures at all times, reporting concerns promptly to the Designated Safeguarding Lead or appropriate member of staff.
- Support students who may be vulnerable, disadvantaged, at risk of persistent absence, at risk of suspension, or facing barriers to learning.
- Liaise with relevant internal teams, including safeguarding, attendance, SEND and inclusion, to ensure support is coordinated and effective.
- Support communication with external agencies where appropriate and under the direction of senior staff.
- Take proactive steps to prevent bullying, support students affected by bullying and promote the Academy's anti-bullying procedures.
- Treat students with dignity and respect, maintaining professional boundaries at all times.
- Promote equality, inclusion and respect for difference across the year group and wider Academy community.

Family Liaison

- Build positive and professional relationships with parents and carers.
- Communicate with families clearly, respectfully and in a timely way.
- Support the Head of Year with parental meetings linked to attendance, punctuality, behaviour, wellbeing and student support.
- Provide clear follow-up after meetings, ensuring agreed actions are recorded and shared with relevant staff.
- Work with families to remove barriers to learning and strengthen student engagement with school.
- Escalate concerns appropriately where further support, safeguarding action or senior involvement is needed.

Student Development, Rewards and Wider Contribution

- Support the Head of Year in planning and promoting rewards, recognition and celebration activities within the year group.
- Contribute to assemblies, tutor time activities, student voice and student leadership programmes where required.
- Support transition work, including the move from primary school into Year 7, where appropriate.
- Encourage students to take pride in their year group, contribute positively to Academy life and uphold the Academy's values.
- Attend and support key Academy events where required, including parents' evenings, open events, transition events, celebration events and other activities directed by the Principal.

Administration, Systems and Communication

- Maintain accurate, timely and confidential records in line with Academy procedures.
- Use Academy systems effectively to record behaviour, attendance, safeguarding, parental contact and intervention work.
- Manage workload effectively, using initiative and prioritising tasks to meet deadlines.
- Attend and contribute to relevant meetings as required.
- Provide clear updates to the Head of Year and other relevant staff on key students, emerging concerns and completed actions.
- Handle confidential information with care and in line with Academy policy, data protection requirements and safeguarding procedures.

General Responsibilities

- Work professionally and effectively as part of the year team and wider Academy staff team.
- Be a positive role model for students at all times.
- Support high standards of behaviour, attendance, punctuality, uniform, conduct and respect across the Academy.
- Follow Academy policies and procedures, including those relating to safeguarding, child protection, behaviour, attendance, health and safety, confidentiality, data protection and equality.
- Carry out supervision duties as directed through the Academy duty rota.
- Provide cover or support for colleagues where required and appropriate.
- Engage actively in the Academy appraisal process.
- Take responsibility for personal development and participate in relevant CPD.
- Play a full part in the life of the Academy and support its mission, ethos, values and priorities.
- Maintain high standards of professionalism, conduct, communication and presentation.
- Undertake other duties appropriate to the grade and general character of the role, as reasonably directed by the Principal or delegated senior leader.

The duties of this post may vary from time to time without changing the general character of the post of level of responsibility entailed.

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"> • Good literacy and numeracy skills. • Experience of working with young people. • Experience of following policies, procedures and instructions. • Experience of maintaining accurate records. • Experience of communicating well. • Commitment to ongoing professional development. 	<ul style="list-style-type: none"> • GCSE English and mathematics at grade C or above, or equivalent. • Relevant training in safeguarding, attendance, behaviour, mental health, SEND, restorative practice or pastoral support. • Experience of working in a school or similar educational setting. • Experience of working with external agencies to support young people and families. 	<p>Application</p> <p>Interview</p> <p>Tasks</p>
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A strong commitment to securing the best outcomes for young people. • A clear commitment to safeguarding and promoting the welfare of children and young people. • Tact, diplomacy and professionalism in relationships with students, staff, families and the wider community. • A positive and solution-focused approach to challenges. • Resilience and emotional intelligence. Flexibility and willingness to respond to changing workload demands. • Personal commitment to the Academy's professional standards and code of conduct. • Commitment to the aims, ethos, values and ambitions of Cedar Mount Academy and Bright Futures Educational Trust. 	<ul style="list-style-type: none"> • Willingness to contribute to partnership, community, enrichment or parental engagement activities. • Experience of supporting transition, rewards, student leadership, parents' evenings, open events or other Academy activities 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>

Category	Essential	Desirable	Means of Identification
<p>Knowledge, skills, abilities</p>	<ul style="list-style-type: none"> • Good understanding of safeguarding and child protection responsibilities. • Understanding of strategies that support positive behaviour, strong attendance and good punctuality. • Ability to build positive and professional relationships with students, staff, parents and carers. • Ability to communicate clearly, calmly and respectfully, including when dealing with sensitive or challenging situations. • Ability to work well as part of a team. • Ability to use initiative and manage workload effectively. • Good organisational and record-keeping skills. • Good ICT skills and willingness to use Academy systems accurately. • Ability to maintain confidentiality and handle sensitive information appropriately. • Ability to remain calm, fair and professional under pressure. • Commitment to equality, inclusion and removing barriers to student success 	<ul style="list-style-type: none"> • Knowledge of school systems such as Bromcom, CPOMS or similar. • Understanding of the needs of disadvantaged students, students with SEND, vulnerable learners and students at risk of persistent absence or suspension. • Knowledge of restorative approaches, mentoring, coaching or early help processes. • Confidence in supporting meetings with parents, carers and external partners. 	<p>Application</p> <p>Interview</p> <p>Tasks</p> <p>References</p>
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo all required pre-employment checks, including an enhanced DBS check with children's barred list check where applicable, references, right to work checks and online searches in line with safer recruitment guidance. • Commitment to following Academy safeguarding, child protection, behaviour, attendance and record-keeping procedures at all times. 	<ul style="list-style-type: none"> • Recent safeguarding training relevant to schools. • Experience of working alongside safeguarding leads, attendance staff, SEND staff, social care, health professionals, police or other external partners. 	<p>Application</p> <p>Interview</p> <p>Task</p>

Category	Essential	Desirable	Means of Identification
<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 		