

A great place  
to work

# Candidate Pack



**Cedar Mount  
Academy**

BRIGHT FUTURES EDUCATIONAL TRUST

# SEN Teaching Assistant

# 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 Teaching Assistants with a strong moral purpose, that every child can achieve their dreams and goals.

SEND TA's 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: 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  
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-Educational-Trust.org.uk)

The Central Team includes the Executive Team: Interim CEO Lisa Fathers: Interim Director of Education: Sarah Schollar, Anna Sharpley: Chief Finance and Operations Officer, 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](http://Why-Join-Bright-Futures.org.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.

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	NJC scale points 12 - 19 (Bright Futures Grade 5) . The full-time equivalent pay is £28,598 rising to £32,061 per annum. The actual pay based on the working pattern below is £24,597- £27,575.
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	Greater Manchester Pension Fund <a href="http://www.gmpf.org.uk">www.gmpf.org.uk</a>
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 promotional banner for Bright Futures Educational Trust. The top left features the logo with a stylized orange and yellow star and the text 'Bright Futures EDUCATIONAL TRUST' and 'The best for everyone, the best from everyone'. The main title 'A Great Place to Lead' is in large purple font. Below it, a purple box contains the text 'At Bright Futures we offer endless opportunities to lead:' followed by a bulleted list of roles and activities. To the right of the list is a circular inset photo of three people jumping joyfully. The bottom of the banner has a decorative orange and white geometric pattern.

**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/school/Cedar-Mount-Academy>

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

Closing Date: Thursday 12<sup>th</sup> February 2026 12:00pm / Interviews week commencing Monday 23<sup>rd</sup> February 2026

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

## SEN Teaching Assistant

This is an exciting and rare opportunity to join our wonderful school through the role of Teaching Assistant. 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.

You will benefit from supportive colleagues, a forward looking Principal, a supportive Trust, engaged parents and students. In short, we have a very warm and welcoming school team.

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 best practice.

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

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.

### Key Achievements

- To work with the Alternative Provision, Progress Leaders and Senior Staff in order to ensure targeted groups of students are aware of their aspirations, identify key strategies to help modify their behaviour, knowledge and understanding which results in them performing below their target minimum levels/grade. Identifying which skills and competencies need to be demonstrated in order for them to maximise their outcomes and reach their targets.
- Take responsibility for delivery of Academic Achievement programme for individual and small groups under the direction of teaching staff.
- Prepare suitable support programmes that are differentiated to meet the needs of the students in the SEND Base.
- Help students who are underperforming on a one-to-one basis outside the classroom looking at why they are underperforming and what can be done to help their situation.
- Help students resolve a range of issues which are creating barriers to learning for students in the SEND Base and developing effective relationships to help provide them with strategies to overcome those barriers.
- Track, monitor and assist in the assessment of students within the SEND Base.
- Support and help implement action plans for students who need particular support and contribute to reviews and work to objectives in these plans.
- Develop pro-active approaches to learning for students with complex learning needs.
- To be trained in personal care for students.

## An environment where our people are valued

- Develop positive one-to-one relationships with students needing particular support which is aimed at achieving the goals defined in their individual plan.
- Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students' learning.
- 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 progress and evidence of progress.
- Contribute to the identification and sharing of good practice between individuals to enhance the provision.
- Work as part of a team to ensure students make excellent progress within Cedar Mount Academy.
- Work as part of a team to ensure that students are able to enjoy and participate in all aspects of school life and reach their full potential.

## Financial Viability

- Contribute to the school budgets for SEND and EHCP pupils as appropriate.
- Robust governance and systems and processes
- Promoting resilience, independence and focus on education and employment.
- Successful deployment of departmental and school policies to contribute to continual school improvement.

## 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"> <li>Formal Qualifications a minimum of a C grade in both English and Mathematics at GCSE</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 SEN TA qualified</li> </ul>	Application form Certificates Interview/Task
Relevant Experience	<ul style="list-style-type: none"> <li>Experience of following procedures and instructions.</li> <li>Experience of mentoring young people in a secondary school on a full time basis.</li> <li>Experience of establishing and maintaining accurate records.</li> <li>To have established and developed successful working relationships with parents/carers, teachers and support staff in a variety of situations.</li> <li>Experience of planning, leading and managing behaviour for learning support programmes for KS3 and KS4 students.</li> <li>Experience of working with Parents / Carers, Teachers and other outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>To have led and managed a team of staff.</li> <li>To have experience of liaising with external support agencies such as social services</li> </ul>	Application Interview Tasks References
Other	<ul style="list-style-type: none"> <li>Very good oral and written communication skills.</li> <li>An enthusiasm for education and the ability to generate this in others.</li> <li>Ability to work as part of a team.</li> <li>Ability to be able to manage own workload and prioritise.</li> <li>Ability to recognise potential barriers to learning and develop strategies to overcome these barriers.</li> <li>Excellent ICT skills.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of SIMs or similar.</li> </ul>	Application Interview Tasks References



	<ul style="list-style-type: none"> <li>• Ability to recognise potential barriers to learning.</li> <li>• Understanding of P Stages, APP Assessment. Understanding of changes in differentiations required to enhance the learning of students with the SEND spectrum.</li> <li>• Experience of developing students with SEND / complex needs</li> </ul>		<p>Application Form</p> <p>Interview</p> <p>Task</p>
Safeguarding	<ul style="list-style-type: none"> <li>• Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of 'Keeping Children Safe In Education' (KCSIE) and 'Meeting Digital and Technology Standards in Schools and Colleges' government guidelines</li> </ul>	<p>Application Form</p> <p>Interview</p> <p>Task</p>
Our Values	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• hard work</li> <li>• resilience</li> <li>• honesty</li> <li>• respect</li> </ul>		<p>Interview</p> <p>Tasks</p>
Pre-Employment Screening	<ul style="list-style-type: none"> <li>• Enhanced DBS check</li> <li>• Two satisfactory employment references, from the last two employers</li> <li>• Evidence of the right to work in the UK</li> <li>• ID Check</li> <li>• Online Screening</li> <li>• Section 128 checks</li> </ul>		