



Community First Academy Trust

Special Educational Needs Coordinator Application Pack

Community First Academy Trust
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V1 Rose Bridge Academy – December 2017



Contents

	Page
Welcome Letter	3
Letter from the Headteacher	4
Advertisement	5
Vision and Values.....	6
Job Description.....	8
Personal Specification	11
Seven reasons to choose to live and work in Wigan.....	13
Pay & Reward at Community First Academy Trust	15
How to Apply	16

Welcome Letter

Dear Applicant

Thank you for your interest in the position of Special Educational Needs Coordinator (SENCO). The successful candidate will work predominantly at Rose Bridge Academy but potentially across Community First Academy Trust's family of schools.

Rose Bridge Academy is located in the heart of Ince and they are looking to appoint an outstanding SENCO who will inspire, challenge and motivate our students to achieve positive outcomes.

We are seeking to appoint an individual who is:

- An outstanding SENCO, who has the knowledge and experience to teach across the age and ability range.
- Committed to ensuring the highest possible standards of student learning, progress and achievement.
- Highly credible in this specialist area and able to clearly demonstrate a track record in delivering a curriculum that addresses the needs of students.
- A team player, demonstrating high expectations and a capacity for hard work.
- Able to exemplify ability and determination to secure high quality outcomes for all students.
- Able to show evidence of continually improving their own teaching and learning of their subject through schemes of work
- Committed to sharing good practice.

Community First Academy Trust consists of like-minded individuals and educational establishments who want the best for all pupils, staff, families and communities that we serve.

Our vision is a simple one. We want to provide every child with the outstanding education they deserve and we believe that we can best do this by working together, sharing resources and encouraging excellence as standard. We aim to ensure that every child develops as a confident and competent person with the highest aspirations to be the best they possibly can be.

Community First Academy Trust has a proven track record of school improvement and an established track record for producing outstanding results. It is our intention to build on this success by growing our family of high-performing academies with a shared vision and all working towards the same goal.

As we grow, we are delighted to welcome new and experienced employees into the trust each year, as well as the support staff that help our academies to thrive. We hope that you will be inspired to join us on the next stage of our journey to create schools that we can all be proud of.

This is an exciting and very rewarding role and we look forward to receiving your application.

For further information about Community First Academy Trust please visit our website at www.cfat.org.uk

Yours faithfully

Mrs Sue Darbyshire
Chief Executive Officer
Community First Academy Trust



Letter from the Headteacher

Special Educational Needs Coordinator

Dear Applicant

Thank you for your enquiry relating to the above position.

At Rose Bridge Academy we are proud of our achievements. We converted to academy status in April 2015 to join Community First Academy Trust.

We are looking to appoint an inspirational, hard-working and passionate individual to join our innovative and dynamic academy.

The successful candidate will:

- Implement and delivery an appropriately broad, balanced, relevant and differentiated curriculum for students with SEN, in accordance with the academy's aims and curricular policies.
- Co-ordinate the provision for students with SEND.
- Provide professional guidance in the area of SEN.
- Monitor and support the overall progress and development of SEN students.
- Ensure that the academy meets its responsibilities under the Equality Act 2019 with regard to reasonable adjustments and access arrangements.

The successful candidate will be a reliable, flexible individual who has a passion for working with students with special educational needs and is dedicated to our values of Respect, Believe, Achieve.

An application pack is available from the academy website which also contains a wealth of useful information.

This can be found at www.rosebridgeacademy.co.uk . This information pack includes the job description and person specification.

Closing date for applications: 9.00 am on Monday 22nd January 2018

I look forward to receiving your application and thank you for your interest in our academy and this position.

Yours faithfully

Mrs Debra Wood
Headteacher
Rose Bridge Academy





ROSE BRIDGE
A C A D E M Y

Special Educational Needs Coordinator

We are seeking to appoint an outstanding and committed individual to work as part of our Trust. The desired candidate will be hardworking, honest, dependable and self-motivated in order to uphold the ethos, aims and values of the Trust and its family of schools.

Salary:	Leadership Range L5 to L9
Start Date:	1 st April / Easter 2018, 1 st September 2018 might be possible for the right candidate
Contract Type:	Permanent
Working Pattern:	Full Time
Closing Date:	9.00 am on Monday 22 nd January 2018

You will be enthusiastic and passionate about teaching and learning, with the vision, commitment and determination to continue raising standards across all levels and abilities and further contribute to the progress of our students.

You will join a dedicated SEND team at Rose Bridge Academy. We ensure that every student is given the opportunity to achieve their full potential. Our teachers strive to pass on their enthusiasm and engage students in fun and relevant activities. The Small Learning Community (SLC) is part of our SEND provision.

You will inspire and challenge students to enable them to develop into highly effective, independent learners and achieve their potential as individuals. You will teach across the ability range at KS3, KS4 and GCSE. More information regarding the Small Learning Community curriculum at Rose Bridge Academy can be found by visiting: <http://www.rosebridgeacademy.co.uk/curriculum/subjects/smalllearningcommunity/>

You will require a good honours degree (or equivalent) and recent relevant teaching experience throughout the age and ability range in the secondary sector. The successful candidate will be:

- An outstanding Teacher, with the knowledge and experience to teach across any age and ability range
- Committed to ensuring the highest possible standards of student learning, progress and achievement
- Highly credible in this specialist area and able to clearly demonstrate a track record in delivering a curriculum that addresses the needs of students
- A team player, demonstrating high expectations and a capacity for hard work
- Able to exemplify ability and determination to secure high quality outcomes for all students
- Able to show evidence of continually improving the teaching and learning of their subject through schemes of work
- Committed to sharing good practice
- Dedicated to our values of Respect, Believe, Achieve

You will also have an accredited SENCO award or be willing to work towards it.

This is an excellent opportunity to join a successful, rapidly improving academy with a vibrant, forward thinking philosophy and a positive, friendly atmosphere. We can offer an exciting opportunity to make a real impact in our academy.

In return for your commitment we will offer an inspiring learning environment, a supportive induction programme leading to excellent professional development opportunities and the opportunity to work with dedicated staff and students who value and respect their academy.

Community First Academy Trust is committed to rigorous safeguarding procedures and consistently promoting the welfare of children. All appointments will be subject to satisfactory Enhanced DBS Disclosures.

Vision and Values

About Community First Academy Trust (CFAT)

CFAT was one of the first Multi-Academy Trusts (MAT) in Wigan with plans to become a family of high performing primary and secondary academies, who, by working together will make a significant impact on the life chances of young people in our communities.

The whole purpose of a school is that children come first and everything we do must reflect this goal. Delivering teaching excellence is our overriding focus. Our family of academies work strategically together to deliver long term sustainability through efficiencies and savings that release resources to improve the rate of progress for all our children. This enables us to deliver the excellence in education that our communities deserve, by the sharing of best practice and the delivery of continuous and sustained improvement.

So far this has developed a strong focus on education whilst not losing sight of the individual child, alongside a range of back office developments that deliver a robust infrastructure for the future. This includes central finance, IT, HR and premises / estates management. Leadership development, succession planning and capacity building are also major priorities for the Trust.

Join CFAT and you will have:

The freedom to help & shape our schools: We believe every academy needs its own individual identity. So unlike other MATs, our Headteachers genuinely have the freedom to shape their school. We believe that this is the only way to truly meet the needs of a community, as being there every day means that they will know it better than anyone else.

A support network second-to-none: We passionately believe in the power of collaborative working and actively promote school-to-school support. This includes accessing support from our strong Teaching School Alliance (Westbridge) who offer a range of high quality professional development opportunities for staff at all levels. In this role, you will also have the support of other Headteachers, not to mention the strength of the wider CFAT group.

Boundless opportunities for career progression: When you deliver and achieve, you will be rewarded for your success – and that could be from leading multiple schools, to additional responsibilities that will impact across CFAT, through to Leadership roles. If you are ambitious, we will help you to succeed with pace.

A great social culture: We know how to enjoy ourselves and have a great team ethos. Conferences, summer parties, fun days and team building activities give you the chance to let your hair down with colleagues and know that your hard work is appreciated.

Our Teaching School (Westbridge Teaching School Alliance) will support the learning and personal / professional development of all staff within our academies, designing and delivering a range of bespoke programmes. Expert practitioners will be used to lead training at all levels from classroom practice level to senior leadership.

Community First Academy Trust staff also have access to CPD, through focused professional development, observation, coaching and support to further develop innovative, creative, and imaginative practice to ensure effective learning, progress and achievement.

Academies / Organisations within the Trust

Primary Schools:

Platt Bridge Community School

Secondary Schools:

Rose Bridge Academy

Other:

Westbridge Teaching Alliance

Kingsbridge Initial Teacher Training (SCITT)

Platt Bridge Start Well & Family Centre

Platt Bridge Community Childcare

The Trust is also currently seeking to sponsor a further secondary school and is also in discussions with three primary schools.

About Rose Bridge Academy

Rose Bridge Academy is a 11-16 mixed academy serving Ince and the wider community. We are located close to Wigan town centre with good transport links to the M6 and M61 motorways and Wigan's two rail stations. We are within an hour's commute from Preston, Liverpool and Manchester city centres. We have approximately 680 students on roll. This is rising with Years 7 and 8 being oversubscribed in 2018/19.

At the heart of Rose Bridge Academy are our values of Respect, Believe and Achieve.

These values underpin everything that we do.

RESPECT ourselves, each other and our Academy.

BELIEVE in ourselves, we can do it and we will never give up.

ACHIEVE our very best in all that we do.

At Rose Bridge Academy, we aim to:

- develop well rounded individuals that demonstrate greater resilience, determination and strength of character.
- equip students with the skills required to access increased opportunities and enhance their life chances.
- insist on high expectations and challenge.
- develop an aspirational academy that engages all parents and guardians

Our vision is for every student to enjoy and succeed in the academy regardless of their starting point or background.

Every student is valued and treated as an individual. We are proud of our caring, inclusive ethos where we set high standards and expectations and we encourage and support our students to achieve their very best.

We have a culture in school that promotes student progress and an ethos that focuses on our values of Respect, Believe, Achieve.

All students, regardless of their ability, deserve to be offered the opportunity to achieve their full potential and to this end we offer a curriculum that meets the needs of all. We are a fully inclusive academy and are seen as a model of good practice for inclusion through the recognition we receive for our work with students with SEND within our Small Learning Community.

All departments are well resourced and fully equipped with leading edge technology to provide staff with the tools to enhance teaching and learning and to ensure that the students' experiences at school are varied, exciting and challenging.

Primary transition to secondary school is second to none at Rose Bridge Academy. We ensure the smoothest of starts with meticulous attention to detail and close communication with local primary schools, students and parents. We offer opportunities for primary pupils to visit and experience life at Rose Bridge Academy. Learning Mentors and Heads of Year continue this high level of support once students commence their time here, ensuring that they are settled, happy and confident.

We believe the secret of our success is that we are large enough to offer a rich and diverse curriculum, yet small enough so that every student is well known and cared for as an individual.

We expect the highest standards of performance, behaviour and effort and students are expected to wear full school uniform at all times. We know that our students are well cared for in school. I am sure that you will get a feel for that when you visit or when you talk to our students who are very proud of their school.

For further information about Rose Bridge Academy please visit our website at www.rosebridgeacademy.co.uk

Special Educational Needs Coordinator (SENCO)



ROSE BRIDGE
A C A D E M Y

Job purpose:	<ul style="list-style-type: none"> • Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). • Oversee the day to day operation of the academy's SEND policy. • Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students with SEN, in accordance with the academy's aims and curricular policies. • Co-ordinate the provision for students with SEND. • Provide professional guidance in the area of SEN. • Monitor and support the overall progress and development of SEN students. • Ensure that the academy meets its responsibilities under the Equality Act 2019 with regard to reasonable adjustments and access arrangements. • To undertake lunchtime supervision of students.
Reporting to:	Deputy Headteacher
Liaising with:	Headteacher, SLT, teachers and support staff, including HLTAs and LSAs, LA representatives, external agencies and parent/guardians
Responsible for - Staff	Responsible for – Teaching and support staff and students
Salary:	Leadership Range L5 to L9
Working Hours:	195 days as specified in the STPCD Full Time
Disclosure level:	Enhanced with Barred list check

Teaching

- Undertake an appropriate programme of teaching in accordance with academy policy.
- To raise standards of student achievement.
- Set high standards which inspire, motivate and challenge all students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- To teach to the highest standard.
- Teach students according to their educational needs, including the setting and marking of work including homework.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching.
- Ensure a high quality learning experience for students which meets internal and external quality standards.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and academy's procedures, including marking of work.

Strategic/ Operational Planning

- Contribute effectively to the development of a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to students' development and in preparing for adult life within the aims and objectives of the academy.
- Ensure that the academy identifies students and maintains an accurate list of those requiring SEN support and those who have an EHCP/ statement of SEN.
- Ensure that every student with SEN has an individual learning plan.
- Plan timetables for support and intervention.
- Develop and review the academy's SEN policy and be responsible for overseeing its day to day provision, including effective deployment of staff and physical resources.
- Ensure that the objectives of the SEN policy are reflected in the academy improvement plan.
- Ensure that effective systems are in place to identify and meet the needs of the students and that they are co-ordinated, monitored, evaluated and reviewed.
- Set standards and provide examples of best practice for other teachers and support staff in identifying, assessing and meeting students' SEN.
- Work with students and staff to ensure that realistic expectations of behaviour and achievements are set for students with SEN.
- Monitor actively and follow up SEN student progress.
- Analyse and interpret relevant data, research and inspection evidence to inform the SEN policy and practice.
- Implement academy policies and procedures, for example equal opportunities, literacy.
- Manage the planning function of the department to ensure that these reflect the needs of the SEN students and the aims and objectives of the academy.
- Advise and provide regular information to the Headteacher and Local Academy Board (including the designated SEN governor) on student progress and the effectiveness of the provision for SEN students to inform decision making and policy review.
- In conjunction with the Headteacher, ensure that the academy fulfils its legal obligations with regard to the SEN Code of Practice.
- Ensure that examination access arrangements are put in place where appropriate.
- Develop strong co-productive partnerships with parent/ guardians.
- To liaise with SENCOs in partner primary schools to support transition.
- Delegate responsibility within the department as appropriate.
- To oversee the work of the Small Learning Community.

Staffing

- Continue own professional development as agreed with Deputy Head.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Lead the professional development of staff through example.
- Motivate and enable all staff to carry out their roles to the highest standard.
- Take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- Engage actively in the performance management process.

Quality Assurance

- Assist the Headteacher in monitoring, evaluating and reviewing the effects of policies, priorities and targets of the academy in practice, and take action as necessary.
- Assist the Headteacher in monitoring, evaluating and reviewing the effects of the academy improvement plan to secure progress and academy improvement.
- Ensure the effective operation of quality control systems.
- Contribute to the academy procedures for lesson observation.
- Implement academy quality procedures and to ensure adherence to those as delegated by the Headteacher.
- Assist the Headteacher in developing, implementing and reviewing the monitoring and evaluation of the curriculum in line with agreed academy procedures including evaluation against quality standards and performance criteria.
- Support the Headteacher in ensuring that resourcing and staffing are dedicated to promoting the highest standards of achievement for all students.
- To aid the monitoring, review and evaluation of curriculum areas.
- Review methods of teaching and schemes of work.

Management
<ul style="list-style-type: none"> • Make explicit to all stakeholders the school's high expectations that all students can succeed. • Seek and use national, local and school data, OfSTED evidence and research findings in professional and school development. • Provide information to support the school's SEF. • Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.
Communication and Liaison
<ul style="list-style-type: none"> • Assist the Headteacher to recruit staff of the highest quality. • Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided. • Support the Headteacher in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Maintain existing resources and explore opportunities to develop or incorporate new resources from sources inside and outside the academy. • Communicate effectively with the parents of students as appropriate. • Where appropriate, communicate and co-operate with persons or bodies outside the academy. • Follow agreed policies for communications in the academy.
Pastoral System
<ul style="list-style-type: none"> • Support the Headteacher in ensuring that effective mentoring systems are in place to support student progress and achievement. • As delegated by the Headteacher, lead and manage teams of managers to develop and implemented pastoral systems. • Implement the Behaviour Management Policy so that effective learning can take place. • Support and promote Assertive Mentoring. • Implement and promote the Child Protection Policy so that children and adults are safeguarded in the academy.
Academy Ethos
<ul style="list-style-type: none"> • Commitment to the protection and safeguarding of children. • Play a full part in the life of the academy community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example. • Promote actively the academy's corporate policies. • Support the school in meeting its legal requirements for worship • Comply with the academy's health and safety policy and undertake risk assessments as appropriate.
Signatures
<p>The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.</p>

Personal Specification

Selection Criteria	Essential / Desirable	Source A = Application I = Interview R = References T = Task/Observation
Qualifications		
Qualified Teacher status with a good honours subject degree	E	A
Evidence of continued personal and professional development	E	A
Evidence of Leadership Qualifications eg NPQH, NPQSL	D	A
Accredited SENCO award or willingness to work towards it	E	A
Level 7 qualified assessor for examination access arrangement or willingness to work towards it	D	A
Experience		
Recent experience of working with students across the secondary age range including GCSE	E	A R
Knowledge and understanding of SEN and other complex needs experienced by students who find it challenging to access the normal school curriculum	E	A R I
A passion for learning and an outstanding teacher	E	A R I
Evidence of successful experiences of leading a team of people	E	A R I
Evidence of successful experiences of senior management	D	A R I
Proven ability in leading and managing a team of staff	E	A R I
Experience and understanding of the use of data to plan appropriate interventions	E	A R I
Up to date knowledge of curriculum, assessment and changes to the Code of Practice	E	A R I
Proven successful experience of leadership and management in the area of SEN and/or Inclusion	E	A R I
Knowledge and understanding of inclusion in a whole school setting	E	A R I
Understanding of SEN funding and experience of budget handling	E	A R I
Leadership Skills and Role		
Experience of the establishment and development of successful policies and procedures	E	A R I
An understanding of the challenges faced by students from disadvantaged backgrounds	E	A R I
Experience of managing or working in a setting where an inclusive approach under-pins practice	E	A R I
Initiate and manage strategic and continued improvement	E	A R I
Prioritise, plan, organise and evaluate the work of the school	E	A R I
Direct and co-ordinate the work of others, devolving responsibilities and delegating tasks	E	A R I
Work as part of a team	E	A R I
Motivate and inspire students, staff, parents, governors and the wider community	E	A R I
Deal sensitively with people and resolve conflicts	E	A R I
Develop innovative ways of working	E	A R I
Commitment to contribute to a clear vision for the academy	E	A R I
Secure knowledge of and use of data to measure and extend progress	E	A R I
Achieved significant impact in current role	E	A R I
Significant experience of improving results	E	A R I
Corporate Responsibility		
Commitment to comply with the academy's policies	E	A R
Commitment to continue personal development in relevant area	E	A
Commitment to participate in the staff review and development process	E	A R
Commitment to raising standards for all staff and students	E	A I
Commitment to equal opportunities and inclusion	E	A I
Commitment to participation in the full life of the academy	E	A

Commitment to the promotion of health and safety at work and to the protection and safeguarding of children	E	A I
Need for awareness of and commitment to equal opportunities	E	A I
Understand the diverse nature of British society and the local community	E	A I
Personal Qualities		
Tact and a sense of humour	E	I
Resilience	E	R I
Deal sensitively with people and resolve conflicts	E	R I
Ability to get the best out of people	E	R I
High levels of motivation and commitment	E	A R I
Ability to work under pressure and meet deadlines	E	A R I
Achieve challenging professional goals	E	A
Application		
Accurate completion of the academy application form	E	A
Letter which addresses person specification, evidence in letter and application	E	A
Technically accurate in terms of spelling, punctuation and grammar	E	A
Legally entitled to work in the UK	E	A

Seven reasons to choose to live and work in Wigan

In October 2017 Wigan was crowned the happiest place in Greater Manchester. Residents scored an average of 7.6 out of 10 on the cheeriness scale, according to the government's most recent wellbeing survey.



Conveniently located between the major cities of Manchester and Liverpool, Wigan is a great place to live and here are just a few reasons why you should make Wigan your home town and place of work.

Great commuter links

At the heart of the motorway network, Wigan has quick and easy access to the M6, M58, M60, M61 and M62 so as a commuter there is no better place to live.

Wigan boasts two rail stations, Wigan North Western and Wigan Wallgate. Our rail links are exceptional with frequent, direct services to London with a travel time of 2 hours. Manchester, Liverpool and Preston can be reached within 30 minutes. These travel times will be further reduced with the arrival of HS2.

Wigan is also well located for both Manchester Airport and John Lennon airport in Liverpool.

Value for money property

With the average house price in Wigan below the national average, houses in the area provide excellent value for money and there are opportunities for shared ownership schemes for those who wish to start their journey on property ladder.

Wigan has excellent housing stock of 142,000 covering a good range of property types and locations. There are also plans to enable the building of 10,000 homes in the next 10 years to ensure that the number of new homes matches demand in the borough.

The local authority has also been public about maintaining their committed to keep their council tax rates as one of the lowest. It is currently the second lowest in Greater Manchester.

Local attractions

Wigan boasts excellent shopping centres, wonderful areas of natural beauty, and an abundance of activities and sports in the area including bowling and roller skating.

The town hosts a number of events throughout the year including a half marathon, Wigan Pride, The Wigan 10K, Christmas markets, Christmas lights switch on and many other town center events including continental markets run throughout the year. Wigan has a vibrant and rich history and has two museums, Trencherfield Mill and the Museum of Wigan Life, meaning it's great for history buffs.

Shopping

Wigan town centre offers a superb shopping experience, major high street stores can be found in the Grand Arcade, this large shopping centre has plenty of high-street favourites.

Wigan also has more than 80 independent shops and restaurants in the numerous Victorian and Georgian arcades including the Galleries. Wigan has had a lot of money invested into its retail areas over recent years and the town centre has had further plans approved for a £60m regeneration project. The redevelopment will see the Galleries shopping centre revived into a modern retail destination including space for a cinema, gym, restaurants and leisure complex.



On the outskirts of Wigan is Robin Park, a sports, leisure and retail complex. Here you will find large retail stores, a cinema and a number of restaurants and eateries. Manchester, Liverpool and the famous Trafford Centre are all also in easy reach.

Workforce and colleagues

With a population of round 323,000 residents Wigan is home to 11.6% of Greater Manchester's total population providing access to a skilled and varied work force.

A recent study by the Office of National Statistics showed that Wigan has a high employment rate (75.4%) which is the 3rd highest in Greater Manchester and is above the UK average. When you live in Wigan there are plenty of jobs and opportunities around.

Wigan's economy grew by 2.4% between 2014-2016, faster than the Greater Manchester (2.1%) and UK (2%) average.

Sport and leisure

70% of Wigan's 77 square miles comprise of open space. Mesnes Park, Worthington Lakes, Fairy Glen and Haigh Woodland Park are perfect spots for those who love the great outdoors. Haigh Country Park and Mesnes Park have recently been the focus of regeneration plans, and areas such as Alexandra Park hold Green Flags for their facilities.

Wigan boasts six leisure centres, four pools and an extreme adventure zone offering a huge range of activities across the borough.

The iconic Wigan Pier is set to be rebranded as the 'Wigan Pier Quarter' over the next 10 years with a new performance venue, shops and community garden.

Activities are in abundance as a result of the beautiful local environment and include golf, fishing, sailing and rambling.

Wigan also boasts world famous sports teams including Wigan Warriors Rugby League Club, Wigan Athletic Football Club, Leigh Centurions and Wigan Cricket Club so there is always plenty of action to watch.

Education



Wigan has a brilliant education network from primary schools right through to further education establishments.

Education in Wigan is something we are very proud of. 89 per cent of primary schools and 88 per cent of secondary schools are rated as good or outstanding. If you want to start a career in education, there are lots of opportunities within schools.



In 2015 our schools were singled out for praise by the head of OFSTED, Sir Michael Wilshaw who highlighted the good work as part of his third annual report. Wigan has consistently excelled in education and has gained a reputation for recruiting and retaining high quality and effective teachers.

Winstanley College has been named in the top ten further education colleges in the country. St John Rigby College has recently been rated as outstanding by Ofsted and Wigan and Leigh College has achieved University Centre status and is able to offer a range of post 16 options including Higher Education. Wigan is also the base for ALRA, a nationally acclaimed drama school and a member of Drama UK.

Wigan is conveniently located for the internationally renowned universities of Manchester and Liverpool. The University of Manchester itself boasts 25 Nobel Prize winners. There are 20 universities within less than a one-hour drive of Greater Manchester, with in excess of 400,000 students.

So if you are thinking of relocating to the Northern Powerhouse... think Wigan and choose Community First Academy Trust.

Pay & Reward at Community First Academy Trust

Community First Academy Trust has outstanding standards of excellence through a highly collaborative and enterprising approach, which helps us meet the high expectations of our students/pupils, their parents, our staff and our communities.

As well as outstanding professional learning and career development opportunities, we offer a highly competitive benefits package.



How to Apply

Application forms can be downloaded from either www.rosebridgeacademy.co.uk or www.cfat.org.uk

Completed applications may be returned via email to recruitment@cfat.org.uk

If you would prefer to submit a paper application form, please return to:

Mrs Helen Logue
Payroll & HR Manager
Rose Bridge Academy
Holt Street
Ince
Wigan
WN1 3XH

To organise a tour of school please contact Mrs Helen Logue, Payroll and HR Manager on 01942 510712 extension 207.

Short listed candidates will be notified by e-mail of the interview arrangements. Please ensure your correct email address is provided on your application form.

Key Dates:

- **Closing Date: 9.00 am on Monday 22nd January 2018**

For informal discussions please contact Helen on 01942 510712 extension 207. All conversations will be treated as confidential.

Relevant Policies:

- CFAT DBS Policy
- CFAT Safer Recruitment Policy
- Child Protection and Safeguarding Policy

Any offer of employment is subject to a satisfactory enhanced criminal record with barred list through the Disclosure and Barring Service (DBS), medical clearance, references and verification of your qualifications satisfactory to the Trust.

In line with safer recruitment guidelines we will be taking up references in advance of the interview and will take them into account during the interview process.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and adhere to the Trust's child protection policies and procedures.

Applications from all sections of the community are welcome.

Please note we cannot accept CVs as part of our safer recruitment process.

Unfortunately, we are unable to notify candidates individually if they have not been successful with their application.

To all recruitment agencies: Community First Academy Trust (CFAT) and all its organisations do not accept unsolicited agency CVs. Please do not send unsolicited CVs to any of our job openings or to CFAT employees. CFAT will not be responsible for any fee(s) related to unsolicited CVs and succeeding any job opening or recruitment initiative.