



Community First
Academy Trust

Head of Science Application Pack

Community First Academy Trust
Rivington Avenue, Platt Bridge, Wigan WN2 5NG
[T. 01942 487973](tel:01942487973) | [E. info@cfat.org.uk](mailto:info@cfat.org.uk)
www.cfat.org.uk

V1 Rose Bridge Academy – January 2018



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Welcome Letter

Dear Applicant

Thank you for your interest in the position of Head of Science. 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 Head of Science who will inspire, challenge and motivate our students to achieve positive outcomes.

The Head of Science will lead a dedicated team of science teachers.

We are seeking to appoint an individual who is:

- An outstanding Science Teacher, 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

Head of Science

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:

- Raise standards of student attainment and achievement within science and monitor and support student progress.
- Be accountable for student progress and development within all areas of science.
- Develop and enhance the teaching practice of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying science, in accordance with the academy's aims and curricular policies.
- Be accountable for leading, managing and developing the whole science department.
- Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

An application pack can be found at www.cfat.org.uk which also contains a wealth of useful information. 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

Head of Science

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: Lead Practitioner (Range L4 – L8)
Start Date: 1st April / Easter 2018, 1st September 2018 might be possible for the right candidate
Contract Type: Permanent
Working Pattern: Full Time
Closing Date: 9.00 am on Monday 22nd 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 science 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.

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 science curriculum at Rose Bridge Academy can be found by visiting: <http://www.rosebridgeacademy.co.uk/curriculum/subjects/science/>

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

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

Head of Science



| | |
|--|---|
| 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). • Raise standards of student attainment and achievement within the department and monitor and support student progress. • Be accountable for student progress and development within all areas of the department. • Develop and enhance the teaching practice of others. • Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the academy's aims and curricular policies. • Be accountable for leading, managing and developing the whole department. • Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio. |
| Reporting to: | The Headteacher / SLT Liaison / Assistant Headteacher Science |
| Liaising with: | Headteacher, SLT, teachers and support staff, LA representatives, external agencies and parent/guardians |
| Responsible for - Staff | Responsible for –subject leaders, teaching staff and support staff within the department |
| Salary: | Lead Practitioner (Range L4 – L8) |
| Disclosure level: | Enhanced |
| Teaching | |
| <ul style="list-style-type: none"> • To raise standards of student achievement. • To foster enjoyment and satisfaction in the subject by guaranteeing a variety of learning experiences that are relevant, motivating and challenging. • To ensure student entitlement to the National Curriculum across the department. • To foster the morale, confidence and competence of all staff who teach or assist in lessons by ensuring their active involvement and access to effective training and development. • Ensure that ICT, Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching of all staff in the department. • Monitor and ensure a high quality learning experience for students which meets internal and external quality standards. • 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, department and academy procedures, including marking of work. • Undertake an appropriate programme of teaching in accordance with the duties of a subject leader. • To foster the morale, confidence and competence of all staff who teach or assist in lessons by ensuring their active involvement and access to effective training and development. | |

| Strategic/ Operational Planning |
|--|
| <ul style="list-style-type: none"> • Lead the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department. • Lead the curriculum area and department's development plan and its implementation. • Plan and prepare courses and lessons that reflect the abilities and needs of the students. • Be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources. • Monitor and analyse the assessment, recording and reporting of progress, development and attainment of students, by all teachers in the department and to keep records as required. • Implement academy policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH. • Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy. • Monitor actively and follow up student progress, including progress towards Rose Bridge targets. • To track the performance of students within and across key stages; or within a specified key stage, using Fischer Family Trust estimated outcomes and Rose Bridge targets. • To identify underperforming students and to ensure that appropriate intervention is planned, delivered, monitored and evaluated. • To contribute to the development of the Management Information System to ensure the above, incorporating the use of Sisra to analyse examination data, producing reports for the department and Senior Leadership Team. • Lead and manage the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, ADP/DDP and the aims and objectives of the academy. • Link with other Subject Leaders to ensure that the work in the curriculum area fully reflects the academy's distinctive ethos and mission. • Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the academy's Health and Safety Manager. |
| Curriculum Provision |
| <ul style="list-style-type: none"> • Lead curriculum development for the whole department to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives. • Lead the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's mission and strategic objectives. • Liaise with the Assistant/Deputy Head to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements academy self-evaluation and the Academy Development Plan. • Be accountable for the development and delivery of the subject areas within the department. • Keep up to date with national developments in the subject area and teaching practice and methodology and share this good practice within the department. • Actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • Liaise with the Assistant/Deputy Head to maintain accreditation with the relevant examination and validating bodies. • Ensure that the developments of the subjects in the department are line with national developments. • Ensure that students are accurately taught examination body syllabi. |
| Staffing |
| <ul style="list-style-type: none"> • Work with the Assistant/Deputy Head to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • Be responsible for the efficient and effective deployment of the department's staff. |

- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Participate in the academy's ITT programme when requested.
- Be responsible for the day-to-day management of staff within the department and act as a positive role model.

Quality Assurance

- Ensure the effective operation of quality control systems.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy and department.
- Establish the process of the setting of targets within the department and to work towards their achievement.
- Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles within the department.
- Contribute to the academy procedures for Performance Management.
- Implement academy quality procedures and to ensure adherence to those within the department.
- Monitor and evaluate the department in line with agreed academy procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- Ensure that the department's quality procedures meet the requirements of self evaluation and the Strategic Plan.
- Contribute to the academy procedures for Managing Staff Absence.

Management

- Complete the relevant documentation to assist in the tracking of students.
- Track student progress and use information to inform teaching and learning.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.
- Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- Make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Produce reports within the quality assurance cycle for the department.
- Produce reports on examination performance, including the use of value-added data.
- In conjunction with the relevant Assistant/Deputy Head, manage the department's collection of data.
- Provide the Governing Body with relevant information relating to the department performance and development.
- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Work with the Assistant/Deputy Head in order to ensure that the department's teaching commitments are effectively and efficiently time-tabled and roomed.

Communication and Liaison

- Ensure that all members of the department are familiar with its aims and objectives.
- Ensure effective communication/consultation as appropriate with the parents/carers of students.
- Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- Represent the department's views and interests.
- Contribute to the planning and delivery of academy liaison activities.

- Lead the development of effective subject links with partner schools (secondary and primary) and the community, promoting subjects effectively at liaison events in the academy, partner schools and the wider community.
- Promote actively the development of effective subject links with external agencies.

Pastoral System

- Communicate as appropriate, with the parent/guardians of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- Apply the academy's behaviour management systems so that effective learning can take place.
- Monitor and support the overall progress and development of students within the department.
- Ensure the behaviour management system is implemented in the department so that effective learning can take place.

Academy Ethos

- 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

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.

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.

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 |
| Experience | | |
| Recent experience of working with students across the secondary age range including GCSE | E | A R |
| Recent proven experience in raising students' attainment | E | A R I |
| A passion for learning and an outstanding teacher | E | A R I |
| Evidence of successful experiences of leading and managing a team of people | E | A R I |
| Evidence of successful experiences of senior management | D | 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 |
| Leadership Skills and Role | | |
| Secure commitment to a clear vision for the curriculum area and the academy | E | A R I |
| Ability to match children's needs in terms of curriculum, spiritual, personal and social development | E | A R |
| Understanding and awareness of current educational developments and the implications of relevant educational legislation | E | A |
| Experience of the establishment and development of successful policies and procedures | E | A R I |
| Motivate and inspire students, staff, parents, governors and the wider community | E | A R I |
| Communicate effectively, orally and in writing for a range of audiences and purposes | E | A R I |
| Excellent ICT skills | E | A R I |
| Capacity to lead the curriculum area to improve the quality of teaching and learning | E | A |
| Initiate and manage strategic and continued improvement | E | A I |
| Prioritise, plan, organise and evaluate the work of the academy | E | A I |
| Direct and co-ordinate the work of others, devolving responsibilities and delegating tasks | E | A |
| Analyse student progress data to initiate student intervention | E | R I |
| Achieved significant impact in current role | E | A R I |
| Significant experience of improving results | E | A R I |
| Capability to assist in effectively | | |
| Selective deployment and development of staff within the curriculum area | E | A |
| Deploying resources and financial management | E | A |
| Developing the academy reputation and role in the community | E | A |
| Planning and delivering training and development activities with the faculty | E | A |
| Accurate National Curriculum assessment, recording and reporting | E | A |
| 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 |

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| 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 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.