



APPLICATION PACK

ASSOCIATE ASSISTANT
HEADTEACHER - DIRECTOR
OF HUMANITIES & CHRISTIAN
DISTINCTIVENESS

BURY CHURCH OF ENGLAND HIGH SCHOOL



THE **BISHOP FRASER** TRUST
A CHURCH OF ENGLAND MULTI-ACADEMY TRUST

WELCOME

Dear Applicant,

I'm delighted that you are thinking about joining us. The Bishop Fraser Trust is Multi Academy Trust which was set up on the 1st December 2017. Our family of schools are as follows:

- St James's Church of England High School (11-16)
- Canon Slade School (11-18)
- Bolton St Catherine's Academy (3-16)
- Bury Church of England High School (11-16)
- St Catherine's Church of England Primary, Horwich (3-11)



At The Bishop Fraser Trust, our vision is to ensure all our communities experience **'LIFE IN ALL ITS FULLNESS'** (JOHN, 10:10).

For our pupils, this means an unwavering commitment to ensuring our pupils attain the outcomes they need to lead a happy life, but also that they have been immersed in a wide range of experiences both within the taught curriculum and through enrichment opportunities. This is so they will leave us knowing how they might best lead a life in its fullness. This also means knowing how to navigate setbacks and harder times.

For our staff, we know they cannot achieve life in its fullness if they are not fulfilled at work. We know our staff have great moral purpose, so for our staff we need to ensure we are providing an environment where they feel great job satisfaction and know that we will invest in their own career pathways, in the same way they are doing so for our children.

For our parents and carers, we know that they cannot live life in their fullness if they feel that their own child is not able to thrive in their school community. To this end, we need to work with all our parents in a partnership to remove any barriers which are hindering their children flourishing. We know our children very well, but the real expert is the parent/carers and we recognise this.

For our communities, we want our mission to reach beyond the school gates and even beyond our family homes. At The Bishop Fraser Trust we believe that we should be adding value to our communities. All our children will engage with community social action while they are with us. This is because we want to ensure that they develop a sense of pride and agency in their community and a sense of civic duty. This will ultimately help develop, sustain and improve our communities.

What this means in practice:

If we are serious about this (and we are), this meant that when deciding on the next set of goals for our strategy, they needed to reflect that personal development of our children was as important to us as their educational outcomes. Therefore, perhaps unusually in such an attainment driven system, we have collectively set goals for our schools around enrichment experiences and social action, as well as the value we add to ensuring that our young people will remain in either education, employment or training, long after they leave us. This, we know, will

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only happen if we have taught our children successfully on how to navigate setbacks through a rich personal development and character education programme.

We are an outward facing Trust and constantly look to learn and collaborate with others. We also have an excellent provision via our Train Teach Lead Partnership (TTLP), which offers excellent CPD and school to school support. Our links with Manchester Diocese, GMLP and the Bolton Learning Partnership continues to be strong.

Our employees are very important to us as we rise or fall by the professionalism and dedication of our staff. As such, I place great importance on continuous professional development for all staff members and have always strived to create a culture where our educators know that if they go the extra mile for our children, we will do the same for them.

Educational attainment is important to me, I want to make sure we are opening all doors for our children. However, as important to me is children's personal development. I firmly believe that character education is a cornerstone in the development of well-rounded, responsible, and empathetic individuals who will go on to make meaningful contributions to our world. In this way we prepare our pupils to lead 'life in all its fullness'.

When recruiting, we always look for people who share these beliefs. If this strikes a chord with you, then we would love to hear from you.

Tuesday Humby

Chief Executive Officer



WELCOME TO BURY CHURCH OF ENGLAND!

A WORD FROM HEADTEACHER JOHN-PAUL CRAIG...

Thank you for your interest in Bury Church of England High School. I hope the information provided here gives you what you require at this stage as you consider whether to apply for this post.

We are creating a true centre of excellence where every child and member of staff is valued and encouraged to "let their light shine".

We are a school with a rich history which has served Bury for more than 250 years and which remains at the heart of the community.

We are proud of the school's good practice and high standards of achievement. Like any school we also have our challenges, but through our collective efforts, The Governors of the IEB, staff, parents and community partners are committed to improving the effectiveness of the school yet further. Our aim is to provide a high-quality educational experience for our pupils as we help to prepare them for adulthood and lifelong learning.

If you can work collaboratively, are emotionally intelligent and resilient, then Bury Church of England High School is a good place to be.

The Governors of the IEB seek to appoint a well-qualified, innovative and committed individual who will support the values, aims and ethos of the school and work hard with us to help realise our vision.

We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on our website. We hope you will find the details informative and of interest to you. If there is anything else you would like to know, please do not hesitate to contact us and also, if you wish, we can arrange a tour of the school prior to you submitting an application.

Application forms can be completed via our online portal – SAMRecruit. If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful. Whatever the outcome, we thank you for your interest.

John-Paul Craig

Headteacher



WHY WORK FOR THE BISHOP FRASER TRUST?

PERFORMANCE DEVELOPMENT – Touchbase opportunities as part of your working day.

At The Bishop Fraser Trust, we focus on **growth and supporting your professional development**. That's why we've replaced traditional appraisals with a more supportive approach:

No Formal Appraisals – Say goodbye to rigid performance reviews.

Performance Development – Ongoing support to help you succeed, not just a once-a-year check-in.

Touchbase Opportunities – Regular, informal check-ins during your workday to discuss progress, goals, and support needs.

We believe in continuous development and real-time feedback to help you thrive—without the stress of traditional appraisals!

AUTOMATIC PAY PROGRESSION FOR ALL

We believe in recognizing and rewarding your hard work. That's why we offer **automatic pay progression** for all employees, including Teachers. As you grow with us, your reward grows too—without the need for negotiations or uncertainty.

Clear and Fair Growth – Your pay increases automatically at set milestones.

No Unnecessary Hassle – No need to request raises; they're built into your journey.

Commitment to Your Success – We value long-term dedication and make sure it's reflected in your earnings.

Join us and build your future with confidence!

LEADERSHIP DEVELOPMENT OPPURTUNITIES

At The Bishop Fraser Trust, we invest in your future. Our **Leadership Professional Development Programmes** are designed to help you grow, lead, and succeed.

Tailored Leadership Training – Develop the skills to take your career to the next level, with our Into SLT, Aspiring Leaders Programme, Into Deputy and Into Headship programmes.

Real Growth Opportunities – Clear pathways to leadership roles within the company.

Ongoing Support & Mentorship – Learn from experienced leaders and gain valuable insights.

Whether you're aspiring to lead or looking to enhance your leadership skills, we provide the tools and support to help you **reach your full potential!**

EQUALITY, DIVERSITY, AND INCLUSION

Our strategy underscores the importance of **weaving equality, diversity and inclusion** throughout all our work. While we acknowledge that there is more to be done in this area, we are committed to the process of inclusion, and the continuing focus on removing barriers to participation and access, alongside the focus on recruitment and support of a diverse workforce.

Become a more diverse organisation at senior levels - We welcome applications from black and ethnic minority candidates who are currently underrepresented.

We always hire on merit – We welcome discussions around flexible working. We believe in the power of our people and their potential to make a positive impact on the lives of our pupils. Join us in shaping a brighter future for education, where **everyone is valued and empowered** to succeed!

WELLBEING AND SUPPORT

We understand the **importance of taking care of our employees' wellbeing**. We know that the thing that has the biggest impact on people's wellbeing is their leadership, and with that in mind we are focussed on developing our leadership capability across the trust. In addition, we also offer a range of services that are designed to support your health and wellbeing:

Employee assistance programme - A counselling service and legal helplines, fitness and wellbeing support, to gym and retail discounts for you and your family. We strive to ensure your happiness and health in your role. Additionally, our academies have the freedom to offer workload support tailored to their local preferences, which may vary slightly from one location to another.

Refreshment and re-energisation – We offer generous holiday provisions, parental leave, and flexible working arrangements. Working for TBFT also includes membership of either the Local Government Pension Scheme (LGPS) or Teachers' Pension Scheme (TPS) depending on the role applied for. Our package of support continues to evolve as we refine how we recognise and reward our employees' contributions in various ways.

We recognise the importance of TBFT being a **flexible workplace** and are determined to be creative and to develop our approach further!



ABOUT OUR TRUST

The Bishop Fraser Trust was established in December 2017. We came together to support one another and enhance our schools' communities to enable all of our young people to experience **'LIFE IN ALL ITS FULLNESS'** through an excellent education based on our Christian values.

We are dedicated to the Bolton and Bury areas. All our schools can be reached within 20 mins from our Central Office, which is based at Bolton St Catherine's Academy.

Our strategic growth plan aims to expand our primary sector to around 4 / 5 schools in the next few years and establish the primary trust offer. We would also consider further growth in our secondary sector.

Our vision is: allow all young people to experience **'LIFE IN ALL ITS FULLNESS'** (John 10:10), no matter what their starting point. Our Trustees' work focuses on how we operate as a Christian Trust through our four values of:

WISDOM

COMMUNITY

HOPE

DIGNITY

These values are the basis of all decision making and are woven through each of the schools' personal core values. We work collaboratively at all levels; Executive Team, Strategic Leadership Group, Senior Leader Teams, Departmental Hubs and with our large body of associate support staff. What is clear is that together we are stronger. Our teams now share best practice at all levels, benefitting our young people's education, both academically, spiritually and culturally and their own professional development.

Developing our workforce is so important to us. We have a legacy teaching school which we have retained, the Train Teach Lead Partnership (TTLP), a standalone centre based at St James's CE High School with a Director and Manager to oversee all aspects. The Director of Teaching and Learning works closely with TTLP. Through TTLP, we support the Trust with:

- Support the training and development of new teachers through our Initial Teacher Training Programme and will continue in partnership with local universities. The Trust successfully appoints ITT candidates, who have completed their training through the TTLP.
- NPQs & Apprenticeships.
- SLT, Trustee, Governor, Middle Leader & Support Staff Training.
- School to school support, both in the Trust and the local area, where we have 50+ SLEs registered.

We are approved by the Department of Education as an academy sponsor and are seeking to continue to grow our Trust further.

LIVING AND WORKING IN BOLTON AND BURY

Affordable cost of living: compared to some of the bigger cities in the UK, the cost of living in Bolton and Bury is relatively affordable.

Convenient transportation: Bolton and Bury have transportation links, with easy access to the M60, M61 and M62 motorways and regular train services into Manchester City Centre. Bury has an excellent tram link to Manchester central and two major train stations.



Beautiful green spaces: Bolton and Bury have a range of beautiful parks and green spaces, such as Heaton Park, Jumbles Country Park and Rivington and Moses Gate Country Park. These offer an opportunity to escape from the hustle and bustle of daily life, and enjoy nature walks, picnics, or outdoor activities. The local moorland is exceptional.

Cultural attractions: Both Bury and Bolton are rich in industrial history and have several museums, galleries and historical landmarks that showcase this proud heritage. These include the Bolton Steam Museum, Bury Transport Museum, and the East Lancashire Railway, which is a popular tourist attraction. Bolton has an excellent theatre, The Octagon. Manchester offers a huge array of culture and arts programmes. There is also a plethora of eating places, country pubs and activities. Bolton runs the UK Iron Man competitions in July and there is the Food Festival in August.



Academic institutions: Bolton and Bury are home to a number of Universities, Colleges and other academic institutions, such as the University of Bolton, and Bolton and Bury Colleges. There are great links with universities in the area, such as Manchester University, MMU and Salford.

Job Description

| | | | |
|---|--|-------------------|--------------------|
| Job Title: | Associate Assistant Headteacher - Director of Humanities & Christian Distinctiveness | Department/Group: | Teaching Staff |
| Level/Salary Range: | Leadership scale 3-7 | Reporting to: | Deputy Headteacher |
| Contract term: | Permanent | Hours per week: | 1.0 FTE |
| Safer Recruitment Statement: | | | |
| The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | | | |
| Vision Statement: | | | |
| <p><i>“To allow all children to experience ‘life in all its fullness’ no matter what their starting point” by:</i></p> <ul style="list-style-type: none"> • Offering a high quality, inclusive and distinctive education • A caring and nurturing environment based on our Christian values • Recognising the unique nature of each child. | | | |
| All staff employed by the Bishop Fraser Trust are required to: | | | |
| <ul style="list-style-type: none"> • Uphold and promote the Trust’s vision. • Uphold and promote the Christian ethos of all schools within the Trust. • Support and contribute to the achievement of all students academically and pastorally. • Support and contribute to the Trust’s responsibility for safeguarding all students. • Undertake professional training to enhance personal development and job performance. • Comply with all Trust and individual school policies and procedures, including safeguarding, child protection, health, safety and security, confidentiality and data protection. • Maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members, treating everyone with dignity and respect. • Share best practice, expertise and skills with others. | | | |
| Main Objectives of Role: | | | |
| <ul style="list-style-type: none"> • To lead and develop a cohesive and ambitious Humanities faculty, fostering a shared vision and culture of high expectations across subjects, and ensuring that all pupils make excellent progress, enjoy their learning, and become thoughtful, well-educated individuals. • To take strategic leadership of the school’s Christian distinctiveness, embedding the school’s values and ethos across all aspects of school life, and strengthening its identity as a faith-based community where all pupils and staff can flourish. • To contribute to the wider life of the school as a senior leader, including through high-quality teaching, pastoral oversight as a form tutor, undertaking duties, and modelling the values and behaviours expected of pupils and staff alike. | | | |
| Job Description: | | | |
| <p>THE SCHOOL TEACHER’S PAY AND CONDITIONS DOCUMENT SETS OUT THE STATUTORY RESPONSIBILITIES OF ALL STAFF. THIS JOB DESCRIPTION COMPLEMENTS THAT DOCUMENT AND PROVIDES THE SPECIFIC CONTEXT FOR THIS POST.</p> <p>General Responsibilities</p> <p>To contribute to the ongoing development of a strong, effective Academy with an emphasis on aspiration and attainment, delivered through strong classroom practice and a fiercely held and demonstrated belief in the role of the academy in developing citizens for the future. All staff will demonstrate those philosophies which characterise effective schools – a commitment to education, to the needs and rights of all students and to the development of the academy’s community, with strong, mutually supportive relationships with parents,</p> | | | |

partner schools and the broader community. The Academy's ethos is that of achievement, aspiration, commitment, good citizenship and enjoyment.

We expect that you will:

- Have a sound and developed knowledge of your subject and of its examination specifications.
- Have the ability and/or experience to teach your subject at KS3 and KS4.
- Create and maintain a disciplined and stimulating environment in which all students are well motivated and learn.
- Promote the appreciation, understanding and enjoyment of your subject, being passionate about teaching it well.
- Monitor students' progress and create opportunities for all students to reach their full potential.
- Establish good working relationships with students and with colleagues and with the wider school community.
- Make excellent and inventive use of available resources to assist in teaching and learning.
- Follow departmental schemes of work and assessments in planning work with each group.
- Complete regular assessments of students' work, providing them with feedback which allows them to make progress.
- Contribute to the production of resources.
- Attend and contribute to departmental meetings and contribute to departmental policies and developments.
- Attend evening meetings as required, including with parents.
- Keep up to date records.
- Contribute to the production of examination papers and marking them.
- Ensure that the requirements of external examinations are met.
- Ensure that the Teachers' Standards are met or exceeded in all of your work.

Leadership of Humanities Faculty

- Lead and manage the Humanities department, uniting subject teams under a shared vision and strategic direction.
- Drive high standards of teaching and learning across Humanities subjects through curriculum leadership, quality assurance, and staff development.
- Promote collaboration and innovation within the faculty to ensure a rich, engaging, and inclusive curriculum.
- Monitor and evaluate pupil progress, using data to ensure that all students are challenged and supported effectively.
- Champion Humanities within the school, raising the profile of the subjects and their relevance to students' lives and the wider world.

Strategic Leadership of Christian Distinctiveness

- Shape and lead the school's Christian ethos, ensuring it is evident and impactful in all areas of school life.
- Develop and support opportunities for collective worship, reflection, and spiritual growth across the school community.
- Work collaboratively with senior leaders, staff, and governors to promote the school's Christian vision and values.
- Build positive relationships with local churches, diocesan partners, and the wider Christian community.
- Ensure that the Christian distinctiveness of the school enriches students' personal development and contributes to a culture of compassion, inclusion, and moral integrity.

Wider School Leadership

- Contribute to the strategic direction of the school as a member of the extended leadership team.

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- Uphold and model the school's values and high standards in all interactions with pupils, staff, and the wider community.
- Teach to a high standard within your subject specialism, inspiring students and ensuring excellent outcomes for all.
- Undertake key duties and responsibilities around the school, including break/lunch supervision and leading assemblies.
- Serve as a form tutor, supporting the academic progress, wellbeing, and personal development of students.
- Support whole-school initiatives and contribute to staff CPD, development planning, and improvement priorities.

All staff at the Bishop Fraser Trust will:

- Seek to be positive and build up the common good through their own individual contribution to the life of their school.
- Offer ideas and suggestions for making things better.
- Engage actively in the appraisal and performance review process.
- Seek to develop a better work/life balance.
- Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.
- Work within the Trust and individual school's Health & Safety Policies to ensure a safe working environment for all staff and pupils.
- Follow any reasonable request to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

If appointed, the successful applicant must be aware that the principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.

This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

Last Updated: May 2025

Person Specification

| Categories | Essential / Desirable |
|--|-----------------------|
| Professional values and practices of The Bishop Fraser Trust | |
| Ability to build and maintain successful relationships with students, treat them consistently with respect and consideration and demonstrate concern for their development as learners. | E |
| High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements. | E |
| Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work. | E |
| Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice. | E |
| Able to liaise sensitively and effectively with parents and carers, recognising their role in student learning. | E |
| Able to improve their own practice through evaluations and discussions with colleagues. | E |
| Flexible, with an ability to be able to embrace and generate change. | E |
| Personal Qualities | |
| Strongly self-motivated and personal resilience, persistence and perseverance. | E |
| High levels of personal integrity, discretion, honesty, reliability and self-awareness. | E |
| Presence, dynamism, good sense of humour and approachability. | E |
| Conscientious and diligent work ethic. | E |
| Strong intellect underpinned by a clear moral compass, instinct and intuition. | E |
| High standard of personal presentation with an excellent attendance and time-keeping record. | E |
| Exacting standards, with high levels of attention to detail and accuracy. | E |
| Patience, kindness and understanding. | E |
| Professional Dispositions | |
| Pro-active in using initiative. | E |
| The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focusing on meeting customer needs and satisfaction. | E |
| Maintains a positive outlook at work. | E |
| Willingness to take a hands-on approach as necessary. | E |
| Flexibility, on occasions and within reason, in approach to working hours. | E |
| Qualifications | |
| Qualified Teacher Status or equivalent in specialist area. | E |
| Honours degree. | E |
| Experience of recent professional development. | E |
| An awareness and ability to work within the rules of relevant policies, legislation and good practice relating to schools, particularly Data Protection, Child Protection and Safeguarding. | E |
| Leadership and Management | |
| Ability to develop others and motivate staff to drive outcomes for all learners. | D |
| Experience of being involved in curriculum design that meets the needs of all learners. | D |
| Evidence of helping to produce development plans. | D |
| Evidence of improving and sustaining achievement and progress for all. | D |

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| Categories | Essential / Desirable |
|--|-----------------------|
| Experience | |
| Evidence of Continuous Professional Development. | E |
| Track Record of outstanding pastoral and teaching practice. | E |
| Experience of successfully leading whole-school intervention strategies that drive student progress. | E |
| Experience of designing and implementing whole school systems and evaluating their impact. | E |
| Experience of engaging parents effectively. | E |
| Experience of managing change effectively. | E |
| Skills and Knowledge | |
| Ability to communicate well with students, to motivate and encourage. | E |
| Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies. | E |
| Ability to galvanise support from teachers and middle leaders | E |
| Ability to conduct difficult conversations in supporting and challenging underperformance of colleagues. | E |
| Ability to work autonomously, prioritise conflicting demands and thrive under pressure. | E |
| ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students). | E |
| Excellent knowledge of research-based practice that drives progress for all students including the under resourced. | E |
| Safeguarding of Children and Young People | |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | E |