



APPLICATION PACK

HEAD OF MATHS

BOLTON ST. CATHERINE'S ACADEMY



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 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 BSCA SECONDARY

A WORD FROM OUR HEADTEACHER, RYAN MALLETT...

We are delighted that you are considering joining our vibrant and nurturing school community at such an exciting time in our development. Located in the heart of Bolton, our school is a place where every pupil is encouraged to grow, learn, and excel. We believe in making our pupils' dreams come true regardless of starting point or economic background. Hopefully, you do too!



Grounded in Christian values and with a mission that we ensure all our community can live 'life in all its fullness' (John 10:10), we are proud to provide an environment where faith, respect, and kindness underpin everything we do as we seek to embed our warm, welcoming and friendly culture. Our journey to excellence is guided by our core BSCA values:

BELIEVE – We inspire confidence and faith in every student, encouraging them to believe in their potential and their ability to succeed.

STRIVE – Together, we work hard, persevere, and aim for excellence in all aspects of school life.

CARE – We cultivate a community that shows compassion and respect, ensuring every individual feels valued and supported.

ACHIEVE – With high aspirations and dedicated guidance, we empower students to reach their goals and celebrate their successes.

Our recently identified core principles of teaching, affectionately known as '*The BSCA Way*' are designed to keep the conversation around teaching and pedagogical development. We use research and evidence to develop our own practices and support staff in their development at all stages of their career, from protected departmental CPD time to NPQs and our internal leadership development programmes.

As part of our staff, you will be entrusted to work with the team to continue to develop our exciting, engaging and relevant curriculum that responds to the needs of our pupils and is ambitious for all. The Bishop Fraser Trust does not dictate one curriculum for everyone but instead challenges us to foster innovation and creativity. As such, our subject offer is dynamic and designed to allow our pupils to create a clear path to their future career path.

We are also lucky to benefit from excellent learning facilities and modern sports facilities.

At BSCA, the staff share some real commonalities. They are determined, resilient and passionate staff with a strong sense of moral purpose. They believe from their core that our pupils can and deserve to achieve. If this sounds like you, you'll feel at home within a day. We want all our staff to feel a sense of belonging in our school community, and our comprehensive induction programme will hopefully give you this before your first day.

Please feel free to come and look around – we would love to meet you and talk through our journey and plans. We are a passionate, enthusiastic team but open and honest in all that we do.

Ryan Mallett
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 OPPORTUNITIES

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: | Head of Maths | Department/ Group: | Maths / Teaching Staff |
| Level/Salary Range: | LPS L6 - L10 | Reporting to: | SLT Line Manager |
| 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 be responsible and accountable for all aspects of the leadership and management of the department, with particular emphasis on the progress of all students and their achieving excellent results; the design and delivery of the curriculum, the quality of teaching and learning in every lesson in the department, dealing with matters of student behaviour and rewards; the leadership of the department team, celebrating excellence, dealing with less good performance, and ensuring high quality professional development for all. • To take a leading role in the upholding and promoting of the Christian ethos of the school. | | | |
| 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>The Head of Department will be the leading classroom practitioner in their subject in the school and will lead and inspire by example. After that, the main tasks will be as follow:</p> <p>Strategic direction and development of the department with the support of the SLT Leadership Link and of the Headteacher:</p> | | | |

- To develop and implement policies and practices which reflect the school's commitment to highest achievement and excellent student progress through best quality teaching and learning.
- To lead the design and regular evaluation of the department's curriculum (including extra-curricular) ensuring all students engage, enjoy and make outstanding progress.
- To have an enthusiasm for and commitment to the subject and for the department, which motivate and support other staff and encourage a shared understanding of the contribution the department can make to all aspects of students' lives.
- To use the school, local and national data as a means of monitoring the department's success and students' progress, and to inform targets for development and further improvement for individuals and groups of students.
- To develop plans for the department which identify clear targets, time scales and success criteria for its development in line with the school development plan.
- To produce the departmental SEF and improvement plan each year.
- To monitor progress and evaluate the effectiveness of teaching and learning through the Quality Assurance framework, drawn up with the SLT link, and by working alongside colleagues, analysing work and outcomes.
- To contribute to the development of whole school policies, particularly academic.
- To be a member of the School Curriculum and Assessment Committee, taking a leading role in the development of teaching and learning.
- To provide guidance and support to ensure excellent student conduct and an effective, safe learning environment.
- To ensure that all aspects of self-evaluation are carried out both within the department and as part of the wider school's policy on self-evaluation.
- To be up to date with subject developments. This will include keeping up to date with research into effective curriculum design, teaching and learning and assessment.
- To promote and encourage out of classroom activities through visits, extra-curricular activities and clubs. This will include contributing to the school social media communications.

Teaching and Learning:

- To be the lead practitioner and example of high-quality teaching and learning in the department.
- To ensure continuity of learning and progress across the department by developing a high-quality scheme of learning, the focus of which is student progress based on well devised content and sequences of lessons.
- To establish clear targets for achievement throughout the department and evaluate progress using assessments and records and regular and termly analysis of the data;
- To evaluate the teaching within the department by the monitoring of teachers' plans and through work analysis and lesson observation, identify effective practice and areas for improvement, and take action to improve further the quality of teaching within the department's Quality Assurance framework.
- To ensure that teachers are aware of the implications of our duties to promote equality, in line with our Public Sector Equality Duty (PSED) and the school's statement on equality and diversity.

Leadership and Management:

- To support the development of all teachers through providing high quality professional development opportunities.
- To ensure that the Head, Senior Leadership Team and governors are well informed about policies, plans, priorities (including a current copy of the scheme of work) and targets for the department.
- To undertake the appraisal of staff as designated by school policy, ensuring that the totality of their performance is reviewed, challenging objectives are set, their development is supported in line with the school, and the department's needs and

aspirations, and that any issues of underperformance or capability are addressed in line with school policy.

- To participate in the selection process of new staff for the department.
- To secure a strong common purpose and shared vision and secure commitment to team working from all staff, teachers and support staff working within the department.
- To provide advice and support on professional issues such as threshold, upper pay spine, references, promotions, induction, and initial teacher training.

Effective Deployment of Resources

- To maintain the efficient and effective management and organisation of learning resources, by developing or identifying new resources including Information and Communications Technology applications to the department.
- To lead the management of Health and Safety across the department, ensuring all activities, clubs, trips and fixtures have been appropriately risk assessed and that the department team understand their role in ensuring the health and safety of all.
- To maintain the efficient and effective management of the budget for the department.
- To help colleagues to create a stimulating learning environment for the teaching and learning in the department.
- To ensure that department information on the school website is regularly reviewed and is up to date.

Safeguarding of children and young people

- The post holder is responsible for promoting and safeguarding the welfare of all children and young people he /she comes into contact with

This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.

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 by the Headteacher or SLT 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.

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|----------------------|---------------|
| Last Updated: | February 2024 |
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Signed: _____

Date: _____

Name: _____

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 |
| Conscientious and diligent work ethic. | 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. | E |
| Honours Degree in relevant discipline. | E |
| A higher degree. | E |
| Further study – higher or professional qualification. | D |
| 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. | E |
| Experience of being involved in curriculum design that meets the needs of all learners. | E |
| Evidence of helping to produce development plans. | E |
| Evidence of improving and sustaining achievement and progress for all. | E |

| Categories | Essential / Desirable |
|---|-----------------------|
| Experience | |
| Proven recognition of successfully teaching GCSE | E |
| Experience of teaching maths for understanding | E |
| To have experience of leading initiative to drive student progress | D |
| Experience of leading a maths department | D |
| Experience of leading / contributing to maths curriculum design | E |
| Experience of successfully leading maths intervention which led to good student outcomes | D |
| Skills and Knowledge | |
| Has clear understanding of what an outstanding maths curriculum should include. | E |
| Has a clear understanding of KS2 maths and how KS3 maths must build on this. | E |
| A good working knowledge of assessment for learning and how it can be used to drive progress. | E |
| An optimistic, positive and encouraging colleague as a member of the staff team | E |
| Work effectively as part of a team and understand classroom, department and school roles and responsibilities | E |
| Make effective use of ICT to support learning | E |
| Committed to the safeguarding and well-being of all pupils | E |
| To clearly demonstrate a clear understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievements of all students | E |
| Ability to understand and interpret complex data to identify appropriate intervention strategies to maximise student progress | E |
| Evidence of effective tracking and monitoring of intervention strategies that positively impact on a student achievement including question level analysis | E |
| A good understanding of external examination requirements | E |
| Ability to plan and organise and prioritise effectively. | E |
| Ability to use technology and appropriate software to enhance learning | E |
| Ability to use Management Information Systems (e.g., SIMS) | E |
| Confident communicator; communicating effectively and concisely both in written and verbal form to a variety of audiences | 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 |
| Valuing Diversity – listen to, support and respect contributions from all pupils and colleagues without prejudice. | E |
| Interest in research and development ideas, especially in teaching and learning | D |
| Evidence of effective tracking and monitoring of intervention strategies that positively impact on student achievement including question level analysis. | D |
| Safeguarding of Children and Young People | |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | E |