



APPLICATION PACK

HEAD OF RE

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, The Bishop Fraser Trust



WELCOME TO BSCA SECONDARY A WORD FROM OUR HEAD OF SCHOOL, 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
Head of School



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.

APPLICATION PACK HEAD OF RE

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 School Direct Programme and will continue once School Direct end with local universities. The Trust successfully appoints Schools Direct 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.

ABOUT BOLTON ST CATHERINE'S ACADEMY

Bolton St Catherine's Academy educates children and young people from 3 to 16 years of age. The values of Bolton St Catherine's Academy are underpinned by a growing Christian ethos. They are an inclusive Academy for those of Christian faith, for those of other faiths, and those of no faith. St Catherine is the patron saint of students and scholars and at Bolton St Catherine's Academy, learning is at the heart of everything.

The entire Academy is geared to support every single child as they develop and progress, guaranteeing success for each individual. Bolton St Catherine's Academy is located in a £36million building with innovative spaces and state of the art facilities to support children's learning. These facilities are amongst the very best in the country and support in delivering a rich, varied and relevant curriculum. Challenging targets and goals are set for every single student and staff work tirelessly to ensure these are achieved. Children learn and develop most effectively when they are happy and secure.



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 also 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 restaurants, 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, Manchester Metropolitan University and Salford.

HEAD OF RE

Department/Group	RE	Contract Term	Permanent
Level/Salary Range	L6-L10	Hours Per Week	Full Time
Reporting To	Designated member of SLT		

WE ARE SEEKING A PASSIONATE CANDIDATE WHO:

- Loves RE and inspires that same love in pupils and staff alike.
- Has a proven track record of achieving results in GCSE RE and can lead others through their first GCSE cohorts.
- Demonstrates a strong moral purpose, recognising the potential to make a life-changing impact on our pupils.

JOB DESCRIPTION

Job Title:	Head of RE	Department/Group:	RE
Level/Salary Range:	L6-10	Reporting to:	SLT Link
Contract term:	All Year Round, Permanent	Hours per week:	Full Time
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. 			
Main Objectives of Role:			
<ul style="list-style-type: none"> • To provide professional leadership and management for Religious Studies • To be a role model to members of the department, demonstrating excellent teaching and learning in their own practice and providing innovative curriculum thinking to drive the curriculum forward in all linked subjects • To raise standards across all linked subjects in Teaching and Learning and Curriculum leading to better outcomes for all 			
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>Specific leadership responsibility:</p> <ul style="list-style-type: none"> • Promote teamwork and collective ethos in the RE department, bringing together staff on shared objectives. • Lead the curriculum area in the development of high-quality teaching and learning that meets the expectations of the teaching and learning policy and that schemes of work are fit for purpose and drive outstanding achievement 			

- Strategically lead the department, ensuring that the School development plan is implemented through the department development plan.
- Produce exam reports for RE ensuring deadlines are met and the data feeds the development plans.
- Lead and manage the curriculum in RE and develop a clear enrichment curriculum ensuring that our students have a deep and rich experience of the subjects within the department and beyond the classroom.
- Review the syllabus offered at GCSE regularly making sure it is fit for purpose and meets the needs of our learners.
- Ensure that robust assessment and recording is carried out by all members of the department, and track and monitor the performance of students making sure that achievement is recognised, and underachievement addressed
- Set expectations for staff and objectives using the appraisal system, supporting teaching staff in their CPD and holding staff to account for their individual performance.
- Implement the School Quality Assurance process at department level ensuring that findings are acted upon in a timely fashion.
- Manage the delegated department capitation budget ensuring value for money in terms of resources and that it is utilised to raise standards.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- Attend meetings as directed by the Headteacher and SLT line-manager.
- Work with the senior leadership team to ensure that the curriculum, teaching and learning and outcomes in RE meets SIAMS expectations.
- Work alongside the HT to plan for SIAMS inspections ensuring the school maintains its Christian distinctiveness in all every aspect of school life.

The classroom teacher will:

- Demonstrate consistently the positive attitudes, Christian values and behaviour which are expected of all students.
- Ensure that high quality lessons are planned, prepared and delivered in accordance with school and department policy.
- Demonstrate excellent and secure subject knowledge and a clear understanding of how pupils learn, ensuring teaching methods are age appropriate.
- Demonstrate a critical understanding of developments in the subject and its curriculum areas.
- Ensure lessons are planned for accessible learning, taking into account the capabilities, prior knowledge and specific needs of students, making sure all students are challenged and stretched at an appropriate level.
- Follow the locally agreed syllabus framework and exam board specifications in planning.
- Contribute to the planning, preparation and implementation of schemes of work in the subject.
- Assess, record and report on pupil progress, promoting excellent progress outcomes for pupils.
- Be accountable for student performance in the classes that they teach and strive to achieve the best possible results.
- Deliver high quality learning experiences in other subjects such as PHSCE as required.
- Manage behaviour effectively to ensure a good and safe learning environment in the classroom and around school, following the school's behaviour policy, promoting calm and respectful manners.
- Accurately record pupil attendance.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

General Responsibilities

- Work collaboratively with a range of internal and external partners, demonstrating a positive 'can do' attitude and working as one team for the wider 'team BFT'.
- Limited flexibility with working hours on occasion beyond the usual working day, recognising the variable nature of workloads and deadlines. It must also be noted that the Trust strongly recognises the fundamental importance of a private and family life, and of adequate rest and recreation.

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.

All staff employed by the Bishop Fraser Trust are expected to:

- Uphold and promote the Trust's vision.
- Uphold and promote the Christian ethos of all schools in 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.
- 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.
- Undertake professional training to enhance personal development and job performance.
- Share best practice, expertise and skills with others.
- Offer ideas and suggestions for making things better.
- Engage actively in the appraisal and performance review process.
- Seek to be positive and build up the common good through their own individual contribution to the life of their school.
- Seek to develop a better work/life balance.
- 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.
- Comply with all Trust and individual school policies and procedures including safeguarding, child protection, health, safety and security, confidentiality and data protection.
- Work within the Trust and individual school's Health & Safety Policies to ensure a safe working environment for all staff and pupils.
- 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.
- Follow any reasonable request from the Headteacher or SLT to undertake work of a similar level that is not specified in this job description.

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.

Last Updated:

January 2025

PERSON SPECIFICATION

1. PROFESSIONAL VALUES AND PRACTICES OF THE BISHOP FRASER TRUST

- High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.
- Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.
- 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.
- Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice.
- Able to liaise sensitively and effectively with parents and carers recognising their role in student learning.
- Able to improve their own practice through evaluations and discussion with colleagues.
- Flexible with an ability to be able to embrace and generate change.
- A full and active member of a church in membership of, or sharing the statement of belief of, Churches Together in England and/or Churches Together in Britain & Ireland.

2. PERSONAL QUALITIES

- Self-motivated and personally resilient.
- High levels of personal integrity, discretion, honesty, reliability and self-awareness.
- Conscientious and diligent work ethic.
- High standard of personal presentation with an excellent attendance and time-keeping record.
- Exacting standards, with high levels of attention to detail and accuracy.
- Patience, kindness and understanding.

3. PROFESSIONAL DISPOSITIONS

- Pro-active in using initiative.
- The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focussed on meeting customer needs and satisfaction.
- Maintains a positive outlook at work.
- Willingness to take a hands-on approach as necessary.
- Flexibility, on occasions and within reason, in approach to working hours.

4. QUALIFICATIONS

- Qualified Teacher Status.
- Honours degree in a relevant discipline.
- Experience of recent professional development (E.g NPQML etc).
- 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.

5. LEADERSHIP AND MANAGEMENT

- Ability to develop others and motivate staff, bringing together separate subjects under one department.
- Experience of designing a curriculum that meets the needs of all learners.
- Evidence of line managing others and managing staff performance.
- Evidence of producing an accurate self-evaluation and putting in place a clear development plan.
- Evidence of improving and sustaining achievement and progress for all.

6. EXPERIENCE

- Experience of Teaching RE at KS3 and KS4.
- Experience of working with a wide range of pupils.
- Evidence of ability to create a challenging and effective learning environment.
- Experience of leading collective and form worship.
- Experience of teaching in a Church of England School.

7. SKILLS AND KNOWLEDGE

- The ability to understand the protestant tradition in an inclusive manner, creating a place for all Christian traditions in a Church of England school.
- High level teaching and organisation skills.
- Good time management skills and a high level of personal organisation.
- Sound understanding of current issues relating to the subject.
- Ability to promote a positive ethos and role model positive attributes.
- Good interpersonal and communication skills.
- Awareness and understanding of pupil progress.
- Good ICT skills.

8. CURRICULUM

- Knowledge of current curriculum developments including assessment for learning (AFL).
- Ability to plan and prepare schemes of work for the delivery of lessons in all key stages.
- Excellent understanding of data and its impact on planning for progress.
- Ability to ensure good progress is made by all pupils.
- Ability to ensure the spiritual needs are being met through the programme of worship throughout the school.

9. SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

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.

ALL STAFF EMPLOYED BY THE TRUST ARE EXPECTED TO:

- Uphold and promote the Trust's vision.
- Uphold and promote the Christian ethos of all schools in 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.
- 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 from the CEO, Governors or Trustees 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.

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