



# APPLICATION PACK

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## HEAD OF PERFORMING ARTS

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 only happen if we have taught our children successfully on how to navigate setbacks through a

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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 HIGH SCHOOL

### A WORD FROM HEADTEACHER JON-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.

**Jon-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 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

<b>Job Title:</b>	Head of Performing Arts	<b>Department/Group:</b>	Drama / Music / Dance
<b>Level/Salary Range:</b>	MPS T3 – T9 Plus, TLR 2B	<b>Reporting to:</b>	Assistant Headteacher
<b>Contract term:</b>	Permanent	<b>Hours per week:</b>	1.0 FTE
<b>Safer Recruitment Statement:</b>			
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.			
<b>Vision Statement:</b>			
<p><b><i>“To allow all children to experience ‘life in all its fullness’ no matter what their starting point” by:</i></b></p> <ul style="list-style-type: none"> <li>• Offering a high quality, inclusive and distinctive education</li> <li>• A caring and nurturing environment based on our Christian values</li> <li>• Recognising the unique nature of each child.</li> </ul>			
<b>All staff employed by the Bishop Fraser Trust are required to:</b>			
<ul style="list-style-type: none"> <li>• Uphold and promote the Trust’s vision.</li> <li>• Uphold and promote the Christian ethos of all schools within the Trust.</li> <li>• Support and contribute to the achievement of all students academically and pastorally.</li> <li>• Support and contribute to the Trust’s responsibility for safeguarding all students.</li> <li>• Undertake professional training to enhance personal development and job performance.</li> <li>• Comply with all Trust and individual school policies and procedures, including safeguarding, child protection, health, safety and security, confidentiality and data protection.</li> <li>• 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.</li> <li>• Share best practice, expertise and skills with others.</li> </ul>			
<b>Main Objectives of Role:</b>			
<ul style="list-style-type: none"> <li>• To provide professional leadership and management for Drama, Music and Dance Departments.</li> <li>• To be a role model to members of the departments, demonstrating excellent teaching and learning in their own practice and providing innovative curriculum thinking to drive the curriculum forward in all linked subjects.</li> <li>• To raise standards across the subject in Teaching and Learning and Curriculum leading to better outcomes for all.</li> </ul>			
<b>Job Description:</b>			
<p><b>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.</b></p> <p><b>General Responsibilities of all teachers:</b></p>			

To contribute to the ongoing development of a strong, effective school 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, partner schools and the broader community. The Academy's ethos is that of achievement, aspiration, commitment, good citizenship and enjoyment.

### **Strategic direction and development of Performing Arts with the support of the Headteacher and senior leadership team.**

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- To have an enthusiasm for the Performing Arts, which motivates and supports other staff and encourages a shared understanding of the contribution Performing Arts can make to all aspects of pupils' lives.
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils.
- To develop plans for Drama, Music and Dance which identify clear targets, time scales and success criteria for its development and/or maintenance in line with the school improvement plan.
- To monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
- To contribute to the development of whole school policy, particularly academic.
- To attend meetings as directed by the Head/Designated Deputy Head in line with school policy.
- To provide guidance, support and intervention to ensure good conduct and an effective learning environment.
- To ensure that all aspects of self-evaluation are carried out both within the Performing Arts and as part of the wider school's policy on self-evaluation.
- To have knowledge of current developments relating to Drama, Music and Dance such as Information and Communications Technology, local and national pedagogy, classroom management, research and inspection findings, statutory requirements, and comparative data.
- To promote and encourage out of classroom activities through visits, exchanges, extra-curricular activities and clubs.
- Responsibility for annual school show and all productions.

### **Teaching and Learning**

- To use one's own class as an example of high-quality teaching and learning in Drama.
- To ensure continuity and progression across Drama, Music and Dance by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed annually in line with the school improvement plan.
- To establish clear targets for achievement in Drama, Music and Dance and evaluate progress using appropriate assessments and records and regular yearly analysis of this data.
- To evaluate the teaching within Drama, Music and Dance by the monitoring of teachers' plans and through work analysis and lesson observation, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching.
- To develop effective links with external agencies and the local community including parents, business and industry.
- To ensure that teachers are aware of the implications of equality of opportunity, which the Performing Arts raises.

## Leading and Managing Staff

- To enable all teachers to achieve expertise in planning for, and teaching Drama through example, support and by leading or 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 Performing Arts and that these are properly incorporated into the school improvement plan.
- To undertake the performance management 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 capability are addressed in line with school policy.
- To participate in the selection process of new staff as required.
- To secure a heightened common purpose/shared vision and secure commitment to team working from all staff, teachers, para teachers and support staff working within the Performing Arts.
- To provide advice and support on professional issues such as threshold, upper pay spine, references, promotions, induction, and initial teacher training.
- To dress in a manner that; reflects the high standards of teaching and learning of the school (including wearing academic dress whenever requested if entitled to do so), is acceptable to the Head and that is appropriate to the delivery of the Performing Arts.

## Effective Deployment of Resources

- To support the Head by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including Information and Communications Technology applications to the Performing Arts.
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to Drama, Music or Dance.
- To support the Head by maintaining efficient and effective management of the expenditure for Drama, Music and Dance.
- To help colleagues to create a stimulating learning environment for the teaching and learning of Drama, Music and Dance.
- To take on any additional responsibilities which might, from time to time, be determined.
- To ensure that resources to support the delivery of Drama, Music and Dance are developed both within and outside the Performing Arts Department, such as books in the library, software on the school server, special needs provision, cross curricular links, and appropriate school visits/events.

## 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.

<b>Last Updated:</b>	APRIL 2025
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## Person Specification

Categories	Essential / Desirable
<b>Professional values and practices of The Bishop Fraser Trust</b>	
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
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
<b>Personal Qualities</b>	
Self-motivated and personally resilient.	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
<b>Professional Dispositions</b>	
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
<b>Qualifications</b>	
Qualified Teacher Status – Specialist in Drama.	E
Honours degree	E
Evidence of continuing development of skills and knowledge as a Drama teacher and team leader.	E
Willingness to participate in relevant training and development opportunities	E
ITT mentor trained	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
Experience as an external examination moderator	D
<b>Leadership and Management</b>	
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
<b>Experience</b>	



Categories	Essential / Desirable
Experience of successfully teaching Drama across KS3 & KS4 and across the whole ability range	E
Experience of working with a wide range of pupils.	E
Evidence of ability to create a challenging and effective learning environment.	E
Experience of organising trips, visits or exchanges.	E
Understanding of vocational pathways and requirements.	E
Experience as an external exam moderator.	D
<b>Skills and Knowledge</b>	
High level teaching and organisation skills.	E
Knowledge of baseline assessment and value-added measures	E
Sound understanding of current issues relating to the subject.	E
Good time management skills and a high level of personal organisation.	E
Good interpersonal and communication skills.	E
Awareness and understanding of pupil progress.	E
Ability to build good relationships with parents and the wider community to provide information about the curriculum and harness support for raising achievement	E
Good ICT skills.	E
<b>Safeguarding of Children and Young People</b>	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E