



# APPLICATION PACK

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HEADTEACHER



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



## WELCOME

Dear Applicant,

In January, I took on the role of Chief Executive at The Bishop Fraser Trust, and I'm delighted that you are thinking about joining us. The Bishop Fraser Trust is a 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)



The Trust's vision is based on our strongly held Christian values: "To allow all children to experience 'Life in all its fullness', no matter what their starting point." We offer a high quality, inclusive and distinctive education within a caring and nurturing environment based on our Christian values, recognising the uniqueness of each child.

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.

We became a Trust to secure the special nature of our individual schools as we do not think that one size fits all. Our schools still retain considerable autonomy over their curriculum to ensure it is the best possible offer for the context of the school.

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

## LETTER FROM MRS KAREN SUDWORTH, HEADTEACHER

To my potential successor,

Welcome to the very best job you could ever imagine - and the most exhausting! If you've found yourself wondering, *what on earth have I signed up for?* - You're in good company. I had that thought daily at the start, and let me tell you, it is absolutely worth every moment.

First and foremost, I want to tell you about the children. They are incredible. Our young people are the kind who will make you laugh until you cry one minute, then challenge every ounce of your patience and wisdom the next. They will surprise you, teach you, and sometimes even stump you, but their kindness and courage will make you proud in ways you can't yet imagine.

Then there's the staff—a true community, if ever there was one. They are the heart of this school and have built something so much more than a place of work. They are funny, fiercely dedicated professionals who frequently go the extra mile for our young people. The SLT team is something rare: they show up every day for each other and for our young people, never hesitating to jump in to lend a hand. They are quite simply the best team I have had the privilege of working with. Lean on them - they're the most resilient, passionate people I know, and they will have your back as you settle into this crazy wonderful role.


The Trust, CEO and LGB will support, protect and challenge you in equal measures and will be there not only in times of success and celebration – of which there will be many! But also in times of challenge and difficulty. Be open and honest with your 'critical friends', they are excellent advocates.

I leave you with some advice, for what it's worth. Don't worry about doing everything at once; pace yourself and enjoy the moment. Focus on the big stuff, celebrate the little victories, and never underestimate the power of random acts of kindness. Embrace the chaos and keep your sense of humour—it will save you more times than you think.

My hope for the future is that you continue to build on the amazing work we've all done together, making this school a place where every child feels seen, loved, and valued, and where every member of staff knows they are appreciated. The exciting opportunities that will come with the DfE school rebuilding and refurbishment project will propel the school into the 21<sup>st</sup> century. The challenges will be there, but so will the laughter, and that deep, profound sense of purpose that only comes with working in a school as special as this one.

So, here's to new beginnings, a fresh vision, and - if I may say so - some of the best times of your life. Take care of our Sladian family, and it will take care of you.

With all my best wishes,



Karen Sudworth  
Headteacher

## WHY WORK FOR THE BISHOP FRASER TRUST?

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### PROFESSIONAL DEVELOPMENT

Making thousands of professional decisions every day requires the best evidence, knowledge, and professional wisdom to secure the best outcomes for our children. At TBFT, we recognise the importance of investing in our staff and placing continuous professional development (CPD) at the heart of our efforts to engage, develop, and retain the best talent. We offer a range of development opportunities and strong career pathways for all roles within the Trust. Whether through internally run programmes or partnerships with external providers, we provide accredited and bespoke training programs, including a range of NPQs to support teachers and leaders at all levels. Moreover, we collaborate closely with other educational leaders to deliver high-quality CPD in pedagogy, behaviour management and curriculum development. Through steering groups, forums, improvement networks, peer reviews and conferences, you'll have the support and challenge of your peers from across the trust, fostering opportunities to network and collaborate.

### 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. We want to become a more diverse organisation at senior levels, and so welcome applications from black and ethnic minority candidates who are currently underrepresented. We always hire on merit and 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. From an employee assistance programme for you and your family, a counselling service and legal helplines, fitness and wellbeing support, to gym and retail discounts and more, 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. We also value the need for refreshment and re-energisation, offering 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



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Welcome to The Bishop Fraser Trust which 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. These four values are woven through each of the schools' 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 next year 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, 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.

# HEADTEACHER

<b>Department/Group</b>	Senior Leader	<b>Contract Term</b>	Permanent
<b>Level/Salary Range</b>	L30-L40	<b>Hours Per Week</b>	Full Time
<b>Reporting To</b>	Chief Executive Officer		

## VISION STATEMENT

To allow all children to experience 'life in all its fullness', no matter what their starting point" by:

- 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 THE ROLE

To provide vision, leadership, and management for the school so that an environment is created in which all the principles of Christian education described in the school's Mission Statement can operate and flourish.

- To nurture a Christian community which values and supports its members and partners.
- To ensure that an environment exists that encourages the highest standards of teaching, learning and achievement.
- To establish, model and communicate a shared vision for the school.
- To ensure the whole school community, pupils, parents and staff, can work together effectively and make the most of each member's contribution.

## JOB DESCRIPTION

### 1 LEADERSHIP IN A CHURCH SCHOOL

- Provide professional leadership and management for the school within a strong Christian ethos
- Create an organisational structure which reflects the school's values and those of The Bishop Fraser Trust.
- Promote a vision of a Church school, witnessing to its Christian values in its local community.
- Work within the school and Church communities to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and Christian values in everyday work and practice.
- Ensure a range of Church and community-based learning experiences.
- Seek opportunities to invite parents / carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice with schools in the Diocesan family, working in partnership with others to promote innovative initiatives.

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### 2 WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

- Providing overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school and The Bishop Fraser Trust
- Developing, implementing and evaluating the school's policies, practices and procedures.

### 3 TEACHING

- Leading and managing teaching and learning throughout the school and thereby ensuring that teaching is outstanding
- Developing and implementing an innovative, and appropriate curriculum to meet statutory requirements and have regard to the needs, experience, interests and aptitudes of our students
- Promote a collaborative learning culture that secures outstanding progress and levels of attainment for all students across all Key Stages
- Teaching as may be required.

### 4 HEALTH, SAFETY AND DISCIPLINE

- Promoting the safety and well-being of pupils and staff
- Ensuring mutual respect, good order and discipline amongst pupils and staff
- Securing an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them
- Taking ultimate responsibility for safeguarding and promoting the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.

### 5 MANAGEMENT OF STAFF AND RESOURCES

- Leading, managing and developing the staff, including appraising and managing performance
- Organising and deploying resources astutely and effectively within the school and the Trust to maximize educational progress, effective budgeting and strong contract management
- Regularly reporting the school's financial status to the Local Governing Board, the CFO and Trustees
- Promoting harmonious working relationships within the school
- Ensuring that relationships with organisations representing teachers and other members of the staff contribute towards students making the best possible progress
- Leading and managing the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### 6 PROFESSIONAL DEVELOPMENT

- Promoting the participation of staff in relevant continuing professional development
- Participating and lead engagement in the Trust Performance Development process and review of their own performance and that of other teachers and support staff.
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

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### 7 COMMUNICATIONS

- Consulting and communicating with the Governing Board, local church groups, staff, pupils, parents and carers
- Developing and sustaining effective relationships with the Governing Board, and the Chair of Governors in particular, to ensure effective governance of the school
- Working with colleagues and other relevant professionals
- Collaborating and working with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

### 8 OTHER

- Carrying out any other such duties as the Governors and the Trust may reasonably require.
- The job description may be amended at any time after discussion with the CEO and Local Governing Board

## 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.



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- Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

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

**Last Updated** November 2024

## PERSON SPECIFICATION

	Headteacher - CRITERIA	Essential / Desirable
<b>Leadership</b>	Hold and articulate clear values and moral purpose	E
	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff and towards parents, governors and members of the local community	E
	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and those around them	E
	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development	E
	Work with political and financial astuteness, within a clear set of principles centred on the school's vision and ethos, ably translating local and national policy into the school's context.	E
	Lead school worship, promote the Christian aims and values of the school and commit to upholding the Anglican foundation of the school	E
	Foster, develop and communicate compellingly the school's vision and Christian ethos and drive strategic leadership, empowering all pupils and staff to excel	E
<b>Managing Pupils and Staff</b>	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E
	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being	E
	Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis	E
	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	E
	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	E
	Hold all staff to account for their professional conduct and practice	E

	Headteacher - CRITERIA	Essential / Desirable
<b>Managing systems and staff</b>	Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity	E
	Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society	E
	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice	E
	Welcome strong governance and actively support the governing board to carry out its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance	E
	Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability	E
	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making	E
<b>Commitment to system wide improvement</b>	Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils	E
	Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	E
	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.	E
	Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff	E
	Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability	E
	Inspire and influence others - within and beyond school - to believe in the fundamental importance of education in young people's lives and to promote the value of education	E
	NPQH	D
	Post graduate qualification	D

## APPLICATION PACK HEADTEACHER

	Headteacher - CRITERIA	Essential / Desirable
<b>Experience/ Qualifications / Training</b>	Evidence of preparation for leadership through Continuous Professional Development	E
	Significant experience in secondary school(s) as a head or deputy head	E
	Experience of having secured good and sustained student progress through their own teaching or leadership	E
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E
	Graduated with Qualified Teacher Status	E
	Personal experience of developing effective and sustainable relationships and securing respect and credibility when working with the school and wider community and other external partners and organisations	E
	Personal experience of: <ul style="list-style-type: none"> <li>• Motivating, inspiring and leading staff</li> <li>• Safeguarding and promoting the welfare and wellbeing of all students</li> <li>• Strategic development planning and self-evaluation</li> <li>• Raising standards in learning and teaching and improving outcomes</li> <li>• Recruiting and developing effective teams</li> <li>• Effective change management</li> </ul>	E
<b>Professional Values</b>	An active member of a church in membership of, or sharing the statement of belief of, Churches Together in England	E
	Applicants must be fully supportive of the aims and ethos of a Church of England School	E