



APPLICATION PACK

ASSOCIATE ASSISTANT HEADTEACHER FOR
LITERACY/TEACHING AND LEARNING
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/carer 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 BURY CHURCH OF ENGLAND!

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", which was recognised in our recent SIAMS inspection.

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

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.

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 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 working 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 – Associate Assistant Headteacher for Literacy and Teaching and Learning

Job Title:	Associate Assistant Headteacher for Teaching and Learning and Literacy	Department/Group:	SLT / Teaching Staff
Level/Salary Range:	L3 – L7	Reporting to:	Deputy Headteacher
Contract term:	Permanent	Hours per week:	Full Time

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:

“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.

All Senior Leadership staff employed by The Bishop Fraser Trust are required to:

- Model and drive the values and vision of the school.
- Inspire, challenge and support others to enable them to be the best they can be.
- Drive the school's vision and expectations to have a significant impact on students' life chances sharing our ethos that 'no child is left behind'.
- Be an outstanding leader, teacher and role model for all.
- Have a proven track record of leadership at middle or senior level.
- Nurture a culture of professional development.
- Can project presence and articulate our vision to all members of the school community.
- Demonstrate high level inter-personal skills to work successfully with a wide range of audiences.
- Show a commitment to modelling the highest professional standards and the ability to teach outstanding lessons.
- Have a proven track record of change management to secure improved academic standards.
- Are committed to equality of opportunity and inclusive education.
- Have the energy, enthusiasm, personal warmth and humour to remain resilient and deliver the above.

Main Objectives of Role:

- To be the strategic lead for teaching and learning and literacy ensuring all young people make excellent progress and fulfil their full potential.

Job Description:

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.

General Responsibilities of all teachers:

To contribute to the 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 school 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 school's community, with strong, mutually

supportive relationships with parents, partner schools and the broader community. The school's ethos will be that of achievement, aspiration, commitment, good citizenship and enjoyment.

Responsibilities of Senior Leadership Postholders:

Posts at Senior Leadership Level are expected to be flexible and committed to the development of others and themselves. Over time, responsibilities are likely to change to develop our leaders' experience.

Generic Job Description – Associate Assistant Headteacher for Literacy/T & L

In addition to those professional responsibilities common to all classroom teachers of the school, the Associate Assistant Headteacher will be a member of the Senior Leadership Team and will play a full part in the management of the school.

Accountability for strategic leadership and operational management of aspects of the School Development Plan and whole school areas of responsibility:

- To make a substantial contribution to the development, articulation and implementation of the School development plan.
- Building capacity amongst staff to deliver and sustain the highest quality outcomes.
- Leading others in making an impact on the educational progress of all students.
- Being accountable for project management of deadlines and engaging staff as appropriate; delegating, providing resources and delivering the highest quality outcomes.
- Being accountable for the management of funding or budgets related to areas of responsibility.
- Being accountable for the continuing effective work of all staff for whom the post holder is responsible.
- Reporting to the headteacher and governors regularly and attending progress boards and full governing board meetings and various committees as required.
- Acting as the key driver of development and change in a range of areas.

Significant contribution to the collaborative work of the Leadership Group.

- Leading, with other members of the Leadership Group, the behaviour management of the school.
- Contributing to policy discussions and decisions on curriculum, assessment, pastoral management, staffing and other matters.
- Modelling the ethos and vision of the school.
- Leading whole school assemblies.
- Making a significant contribution to school self-evaluation.
- Deputising for other members of the leadership group within the school and wider community and assisting other members of the SLT as appropriate.
- Undertaking new tasks and personal development within the leadership role as preparation for headship, if this is your aspiration.
- Ensuring creativity, innovation and other transformational activities to raise standards in all areas.

Accountability for leading and line managing other staff

- Leading, developing and enhancing the teaching practice of others through the line management process.
- Ensuring that all students have equality of opportunity and can work to their optimum.
- Coaching, developing and supporting leadership and management skills.
- Monitoring, reviewing and quality assuring the areas specified in the role and establish procedures and processes in response to identified needs.
- Ensuring that the self-review of line management areas is consistent, systematic and sustained.

Accountability for delivering a range of other school responsibilities

- Undertake specific, significant roles in the leadership and management of the school.
- Develop, organise and hold colleagues accountable in their roles at all levels.
- Ensure that the management of the school through these designated roles is efficient and effective.

- Developing and promoting policies and procedures that ensure the school's distinctive ethos is reflected in all learning activities.
- Promoting the school's ethos and culture to the broader community and beyond.
- Assuming the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Compliance with the school's Health and Safety policy.
- Other duties that might reasonably be required of an Associate Assistant Headteacher.

Safeguarding of children and young people

- The post holder is responsible for promoting and safeguarding the welfare of all children and young people in the role of Associate Assistant Headteacher.

Specific Responsibility: Literacy/Teaching and Learning

- To lead and be accountable for our whole school strategy for teaching and learning to improve outcomes at KS3 and KS4.
- Working under the direction of the Deputy Head for QE to lead the quality assurance of teaching and learning.
- To be accountable for the quality of teaching and learning within the school. To use professional development, support, line management and performance development of staff in order to deliver consistently good or better teaching and learning.
- To lead CPD/Performance Development for teachers.
- To be the strategic lead for teaching staff development in school. This will include leading on the support and assessment of all ITT/ECT teachers and leading on teaching staff induction.
- To lead and be accountable for our whole school literacy strategy.
- To be the SLT lead for SEND and Inclusion which will include line management of the SENDCO/Head of Inclusion.

Any other duties which may arise while working and as authorised by the Headteacher or membership of the Senior Leadership Team. Such duties will be commensurate with the general level of this post and will be subject to the skills and abilities of the post holder.

All staff at the Bishop Fraser Trust will:

- 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 Headteacher or SLT 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 disadvantages 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 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:

April 2025

Person Specification – Associate Assistant Headteacher for Literacy and Teaching and Learning

Categories	Essential / Desirable
Professional values and practices of The Bishop Fraser Trust	
Ability to build and maintain successful relationships with students, treat them consistently with respect and consideration and demonstrate concern for their development as learners.	E
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.	E
Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work.	E
Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.	E
Able to liaise sensitively and effectively with parents and carers, recognising their role in student learning.	E
Able to improve their own practice through evaluations and discussions with colleagues.	E
Flexible, with an ability to be able to embrace and generate change.	E
Personal Qualities	
Strongly self-motivated and personal resilience, persistence and perseverance.	E
High levels of personal integrity, discretion, honesty, reliability and self-awareness.	E
Presence, dynamism, good sense of humour and approachability.	E
Conscientious and diligent work ethic.	E
Strong intellect underpinned by a clear moral compass, instinct and intuition.	E
High standard of personal presentation with an excellent attendance and time-keeping record.	E
Exacting standards, with high levels of attention to detail and accuracy.	E
Patience, kindness and understanding.	E
Professional Dispositions	
Pro-active in using initiative.	E
The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focusing on meeting customer needs and satisfaction.	E
Maintains a positive outlook at work.	E
Willingness to take a hands-on approach as necessary.	E
Flexibility, on occasions and within reason, in approach to working hours.	E
Qualifications	
Qualified Teacher Status or equivalent in specialist area.	E
Honours degree.	E
Experience	
Evidence of Continuous Professional Development.	E
Track Record of outstanding learning and teaching practice.	E
Experience of successfully leading whole-school intervention strategies that drive student progress.	E
Experience of designing and implementing whole school systems and evaluating their impact.	E
Experience of engaging parents effectively.	E
Experience of managing change effectively.	E

Categories	Essential / Desirable
Skills and Knowledge	
Ability to communicate well with students, to motivate and encourage.	E
Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies.	E
Ability to galvanise support from teachers and middle leaders	E
Ability to conduct difficult conversations in supporting and challenging underperformance of colleagues.	E
Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E
ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students).	E
Excellent knowledge of research-based practice that drives progress for all students including the under resourced.	E
Safeguarding of Children and Young People	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E