

welcome

Dear Applicant,

In January 2024, 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 vital to me as I want to ensure we are opening all possible 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

## A person wearing glasses and a blue shirt  Description automatically generatedWelcome to BSCA Secondary!  A word from Headteacher, Rachael Lucas and Head of School, Ryan Mallet

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 life ‘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 lucky to benefit from excellent learning facilities and modern sports facilities that both staff and pupils are welcome to take advantage of.

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.

We look forward to receiving your application.

Rachael Lucas (Headteacher) and Ryan Mallett (Head of School)

# Why work for The Bishop Fraser Trust?

## 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

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.

head of Mathematics

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

# We are seeking a passionate leader who:

* Loves mathematics and inspires that same love in students and staff alike.
* Has proven track record of achieving results, particularly in raising attainment at critical Grade ¾ borderline and in preparing students for A-Level mathematics.
* Demonstrates a strong moral purpose, recognising the potential to make a life-changing impact on our pupils.

# MAIN Duties:

* To provide professional leadership and management to the mathematics department.
* 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 groups of learners contributing to the highest outcomes for all
* To support the delivery of the whole school numeracy strategy.

# JOB DESCRIPTION

### 1. 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.
* 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 the 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 discussions with colleagues.
* Flexible, with an ability to be able to embrace and generate change.

### 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, focusing 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 (if not in a Mathematics related discipline, this is okay but please explain your professional development on your application to ensure quality subject knowledge).
* Experience of recent professional development.
* 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 to drive outcomes for all learners.
* Experience of being involved in curriculum design that meets the needs of all learners.
* Evidence of line-managing others and managing staff performance.
* Evidence of helping to produce development plans.
* Evidence of improving and sustaining achievement and progress for all.

### 6. EXPERIENCE

* Experience of mathematics teaching at GCSE level, with at least three years of results.
* Experience of working with a wide range of pupils.
* Evidence of ability to create a challenging and effective learning environment.
* Experience as an external exam moderator.

### 7. SKILLS AND KNOWLEDGE

* High level teaching and organisation skills.
* Sound understanding of current issues relating to the subject.
* Good time management skills and a high level of personal organisation.
* Good interpersonal and communication skills.
* Awareness and understanding of pupil progress.
* Good ICT skills.

### 8. 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.

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 January 2025

| **Categories** | **E**ssential / **D**esirable |
| --- | --- |
| 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 |
| 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  |
| 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 |
| Professional Dispositions |
| Pro-active in using initiative. | E |
| The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focusing on meeting customer needs and satisfaction. | E |
| Maintains a positive outlook at work. | E |
| Willingness to take a hands-on approach as necessary. | E |
| Flexibility, on occasions and within reason, in approach to working hours. | E |
| Qualifications |
| Qualified Teacher Status. | E |
| Honours degree (if not in a Mathematics related discipline, this is okay but please explain your professional development on your application to ensure quality subject knowledge). | E |
| Experience of recent professional development. | E |
| An awareness and ability to work within the rules of relevant policies, legislation and good practice relating to schools, particularly Data Protection, Child Protection and Safeguarding. | E |
| Leadership and Management  |
| Ability to develop others and motivate staff to drive outcomes for all learners. | E |
| Experience of being involved in curriculum design that meets the needs of all learners. | E |
| Evidence of line-managing others and managing staff performance.  | D |
| Evidence of helping to produce development plans.  | D |
| Evidence of improving and sustaining achievement and progress for all. | E |
| Experience  |
| Experience of mathematics teaching at GCSE level, with at least three years of results. | E |
| Experience of working with a wide range of pupils. | E |
| Evidence of ability to create a challenging and effective learning environment. | E |
| Experience as an external exam moderator. | D |
| Skills and Knowledge |
| High level teaching and organisation skills. | 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 |
| Good ICT skills. | D |
| Safeguarding of Children and Young People |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | E |