**St James’s CE High School**

**Assistant Headteacher - Pastoral Lead**

**Required from September 2018**

**Leadership Pay Scale**

**£52,930 to £58,389 (L13 – L17)**

**Full time and permanent**

**Are you passionate about helping every child succeed and improve their life chances?**

**Are you prepared to work collaboratively for the benefit of young people?**

**Will you offer children the opportunity to experience *“life in all its fullness”* by doing what it takes, no matter what their starting point or social challenges?**

**If so, St James’s High School would love to hear from you!**

This is a fantastic opportunity to join our outstanding, outward looking, oversubscribed school. Due to the promotion of the current AHT, we are looking for a passionate and ambitious Assistant Headteacher who inspires students and supports them in making excellent progress.

For further information we encourage you to contact our Headteacher and CEO of The Bishop Fraser Trust, Tania Lewyckyj. We also welcome visits to our school. Please telephone Suzanne Walker, HR Manager on 01204 333 000 for an appointment.

The successful candidate will:

• have a proven track record in leading and innovating change, particularly in pastoral care

• have experience in leading aspects of student welfare, safeguarding and inclusion

• be ambitious and well qualified

• be an excellent communicator capable of influencing and inspiring others

• possess strong leadership and management skills and be able to challenge and support both staff and students to great achievement

• hold to account those colleagues who fail to uphold or demonstrate agreed standards

• have a genuine passion for quality learning, pastoral care and excellence

• ensure that students are at the centre of every decision

• quickly build rapport and effective professional relationships with our young people and enthuse and motivate them to work hard and try their best

• be prepared to share good practice and actively seek to continue to explore ways to improve their own and others’ teaching and pastoral care

• demonstrate personal resilience and role models those personal qualities we wish to instill in our young people

In return we can offer:

* development as a senior leader and preparation for Headship, if this is something you aspire to
* the opportunity to work in an outstanding school, which is part of a new and exciting Trust
* a supportive and encouraging staff team
* the opportunity to work with our motivated, ambitious and caring students.
* a school culture that understands the importance of staff wellbeing and workload management
* fantastic opportunities for continuous professional development including weekly CPD sessions on a Wednesday afternoon facilitated by an early pupil finish.

The schools of The Bishop Fraser Trust aim to offer:

* A high quality, inclusive and distinctive education
* A caring and nurturing environment based on our Christian values, recognising the uniqueness of each child.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to child protection screening including an enhanced disclosure from the Disclosure and Barring Service and also past employment checks. References will be sought prior to interview. We are an equal opportunities employers.

To apply please complete the TES online application form or, in the event of difficulty, download an application form from our website [www.st-james.bolton.sch.uk](http://www.st-james.bolton.sch.uk) and email to [recruitment@st-james.bolton.sch.uk](mailto:recruitment@st-james.bolton.sch.uk)

St James’s C of E High School, Lucas Road, Farnworth, Bolton BL4 9RU 01204 333000

**Closing date: 8.30am on Monday 21st May 2018**

**Assessment date to be held: on Wednesday 23rd May 2018**

**(with those successfully shortlisted for interview returning on Thursday 24th May 2018)**

**Welcome to The Bishop Fraser Trust from the Chief Executive, Tania Lewyckyj**

The Bishop Fraser Trust is a new MAT set up on the 1st December with St James’s CE High School (11-16) and Canon Slade School (11-18). Bolton St Catherine’s Academy (an all through school from nursery to Sixth Form) joined the trust on the 1st May 2018.

All our schools are situated in Bolton and all remain part of Bolton’s collaborative network where 17 high schools work together through the Bolton Learning Alliance. We are an outward facing trust and constantly look to learn and collaborate with others. We are also part of St James’s Teaching School Alliance, which offers excellent CPD and school to school support. Our links with Manchester Diocese continue 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. We also wanted to secure our ethos and distinctiveness, enabling us to work together and to become the trust of choice for local families and staff. Staff are very important to us as we rise or fall by the professionalism and dedication of our staff.

Tania Lewyckyj is the CEO of The Bishop Fraser Trust and is also in her ninth year as the Headteacher of St James’s CE High School. Tania started her career in teaching 33 years ago and has worked in a number of schools across the North of England, as well as a year teaching English in Japan.

Tania is an NLE and set up the St James’s Teaching School in 2012, which has gone from strength to strength and offers excellent training and development opportunities from NQT to Headteacher level for the trust and beyond.

Tania said of her appointment:

***“It is an absolute privilege to have the opportunity to make a difference in the lives of our young people. From 2 to 18 years old, we have the potential to enhance life chances in all of our schools and improve our town at the same time. Our focus is on more than exams; it is about the development and wellbeing of the whole child, allowing them to effectively thrive in this fast moving world in which we live. If this is the first time you have heard about us, we hope you are inspired and feel that you could thrive within our positive and aspiring trust”.***



Dear Applicant

Thank you for your interest in our current vacancy here at St James’s.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then St James’s is a good place to be.

We were judged as outstanding (December 2011) by Ofsted and SIAMs Inspection (December 2016). We were also delighted to be designated a National Teaching School in September 2013. We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

Myself and the Senior Team work under a distributed leadership model and constantly look towards developing others and building capacity.

You will find further information about the school and the new Trust on both the school website and through our TES site. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know please contact me.

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 the interest shown.

Yours sincerely



**Tania Lewyckyj**

**Headteacher**



**St James’s C of E Church of England High School**

St James’s is a Voluntary Aided Church of England Secondary School, judged ‘Outstanding’ by Ofsted and SIAMS. However, we are never complacent and know that there is still so much we can achieve.

The school motto of ‘Caring for Others † Achieving Excellence’ is central to everything we do. When young people join the school, they become part of the school family and through this develop their potential through academic success, personal and social development and self -discipline, based on the beliefs and values of Christian faith.

Academic standards are very high and well above the national average. The school curriculum offers a personalised approach, meeting the needs and abilities of each young person, whether they are more able or have special educational needs.

It is very important that students feel confident and secure at school and display the Christian values of respect for self and others. Pastoral Care provision is excellent and the Governors support a full time Chaplaincy position. The school takes pride in the close links it has with parents and carers. Work within the community, locally and internationally, allows students to see how they can take an active role in society and make a difference in the world.

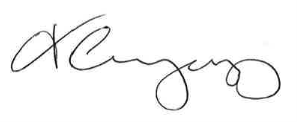
Pupils and parents are expected to be fully supportive of the Christian principles which form the foundation of the education and care provided. The school intake reflects the commitment of parents to our Christian foundation and also recognises other faiths and service to others.



**Job Description**

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| --- | --- | --- | --- |
| **Job Title:** | **Assistant Headteacher** | **Department/Group:** | **Leadership at St James’s CE High School** |
| **Level/Salary Range:** | **L13 - 17** | **Reporting to:** | **Deputy Headteacher** |
| **Weeks per year:** | **All year round** | **House 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 staff employed by The Bishop Fraser Trust are required 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 | | | |
| **Main Objectives of Role:** | | | |
| Strategic lead for student welfare, inclusion, attendance, personal development, behaviour and well-being across the school. To lead on the further development of a strong culture of safeguarding across the school. | | | |
| **Job Description** | | | |
| **Students’ welfare and safeguarding:**   * To be the lead practitioner for Safeguarding * Ensure that the school observes relevant statutory guidance and legislation in the areas of Safeguarding and Prevent and oversee staff training in this regard * To lead on all aspects of strategic and operational pastoral care for students to ensure they are appropriately supported whilst in the school, liaising with staff, parents and other stakeholders as appropriate * To oversee the maintenance of detailed and comprehensive logs/records relating to child protection incidents and oversee * To develop and line manage a specialist pastoral team (Behaviour lead, Pastoral Support Officers, Inclusion Lead, SEND) working to enhance the experience and progress of students through ensuring continued support, intervention and outstanding tutoring * Lead on the pastoral curriculum and interventions to ensure all students achieve well. * To work with and develop links with multi agencies as appropriate * Lead on equality, diversity, inclusion and wellbeing across the school * Working with colleagues within pastoral teams to support the ongoing review and development of the school’s tutorial programme * Working with student services, oversee the coordination of parents’ evenings and year 6 induction * To liaise with Bolton and oversee the process of student in-year admissions and year 7 transition * To line manage SENDCo, Behaviour Lead and Heads of Year * Oversee the inclusion agenda and work closely with the SENDCO to ensure LACs, and those with EHCPs are provided with the appropriate support to allow them to succeed. * To oversee parents evenings and parents evaluations   **Students’ attendance, behaviour and uniform**   * Lead the development of policies and procedures, as well as managing systems, to ensure excellent student behaviour for learning within the school and whilst students travel to and from the school * Along with other members of the Leadership Team, support colleagues in tackling more difficult student behaviour and in enacting higher level intervention procedures * To work with the Headteacher in the management of exclusions and managed moves and the process of reintegration following exclusion * Provide a visible presence to colleagues, students, parents and the local community as required * To ensure that students’ files and Pastoral Support Plans and logs of incidents e.g. racial/hate are effectively maintained and readily available * To take responsibility and be accountable for students’ attendance by tracking students, identifying and resolving attendance issues and supporting individual students * To provide regular reports on student attendance, behaviour and other reportable incidents for governors * To oversee processes with regard to ensuring students meet our high expectations in relation to uniform and personal appearance * To further develop alternative provision for a small minority who require a bespoke curriculum offer, using outside agencies where appropriate   **General responsibilities – Assistant Headteacher**  **1. 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 full governing board meetings and various committees; * Acting as the key driver of development and change in a range of areas; * Deputise for the headteacher in her absence; * Support the development of collaborative work across the Multi Academy Trust.   **2. Significant contribution to the collaborative work of the Leadership Group.**   * Leading the behaviour management of the school; * Contributing at a high level to policy discussions and decisions on curriculum, assessment, pastoral management, financial administration, staffing and other matters; * 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; * Together with the headteacher and other deputy headteachers, plan and organise the working of the SLT.   **3. 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 assure 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.   **4. 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; * Other duties that might reasonably be required of an Assistant Headteacher. | | | |

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| **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 * Be courteous to colleagues and provide a welcoming environment to visits 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 by the Headteacher or SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocated 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:** | **May 18** |

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**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_May 18\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: \_\_\_\_Tania Lewyckyj\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Person Specification**

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| --- | --- | --- |
|  | **JOB TITLE - CRITERIA** | **Essential/Desirable** |
| **Personal Qualities & Professional Dispositions** | A passionate belief in the school’s vision, Christian ethos and educational purpose | **E** |
| A strong commitment to inclusion and overcoming barriers to learning and achievement. | **E** |
| Strongly self-motivated and demonstrates personal resilience, persistence and perseverance. | **E** |
| Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness | **E** |
| Strong intellect underpinned by a clear moral compass, instinct and intuition | **E** |
| A strong commitment to inclusion and overcoming barriers to learning and achievement. | **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** |
| Creative, constructive, insightful and innovative approach to problem-solving | **E** |
| Commitment to support the academy’s agenda for safeguarding and equality and diversity. | **E** |
| Ability to work under pressure, prioritising workloads to meet specified deadlines, in a situation with frequent interruptions | **E** |
| Commitment to the pursuit of continuous professional development by oneself and others. | **E** |
| **Qualifications** | Qualified Teacher Status | **E** |
| A degree qualification. | **E** |
| Experience of Continuous Professional Development | **E** |
| Senior Management qualification (e.g. NPQSL, NPQH, etc) | **E** |
| L3 Designated Safeguarding Lead qualification | **D** |

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| **Experience** | Senior post holder with experience of whole school leadership responsibility (e.g. AHT, or other whole school senior leadership responsibilities in a secondary school/academy) | **E** |
| Experience in more than one school/academy in an urban setting, teaching students | **D** |
| Track record of outstanding learning and teaching practice. | **E** |
| Successful and sustained delivery of outstanding attainment and achievement. | **E** |
| Innovation and creativity to engage, enthuse and progress learners. | **E** |
| Partnership working and collaboration within a school, college or local authority context. | **E** |
| Developing and leading the implementation of strategies to sustain whole school improvement. | **E** |
| Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment. | **E** |
| Managing safeguarding issues in a school setting | **E** |
| Involvement with addressing SEND in a school setting. | **E** |
| Senior leadership in a church school setting. | **D** |
| Ability to teach GCSE level | **E** |
| Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets | **E** |
| **Abilities, Skills and Knowledge** | Ability to develop and implement strategies to enhance and sustain whole school initiatives | **E** |
| Ability to work with a range of external agencies and stakeholders to deliver whole school initiatives | **E** |
| Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies | **E** |
| Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes | **E** |
| Knowledge of statutory guidance on attendance, exclusions, safeguarding and SEND | **E** |
| Ability to work autonomously, prioritise conflicting demands and thrive under pressure | **E** |
| ICT skills to manage and report to a range of audiences (Ofsted, Governors, parents, staff and students) | **E** |
| Understanding of contemporary issues relating to attendance, behaviour, safeguarding, SEND and inclusion | **E** |
| Determination to hold people to account and challenge underperformance | **E** |
| Commitment to fostering an open, fair and equitable culture which encourages ideas and contributions from others | **E** |
| Ability to manage and resolve conflict, to negotiate and provide appropriate support | **E** |
| Good time management skills and a high level of personal organisation | **E** |
| Good interpersonal and communication skills | **E** |
| Knowledge of current curriculum developments including assessment for learning (AFL) | **E** |
| Ability to plan and prepare schemes of work for the delivery of lessons in all key stages | **E** |
| **Curriculum** | Excellent understanding of data and its impact on planning for progress | **E** |
| Knowledge of baseline assessment and value added measures | **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** |
| 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** |
| **Work related circumstances – professional values and practices of The Bishop Fraser Trust** | 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 observations, evaluations and discussion with colleagues | **E** |
| Be flexible with an ability to be able to embrace and generate change | **E** |

**STAFF TESTIMONIALS ON WORKING AT ST JAMES’S**

**Staff views on working at St James’s**

We asked staff if they would be willing to share their views on working here with others who may be interested in joining our family, here are a few of their comments at September 2017:

**Pastoral Colleague joined September 2017:** *When an opportunity to work at a school with the reputation that St James’s has, I had to give it some serious consideration, no matter how happy or settled I was in my previous job.*

*Walking through the door the first time, I was made to feel very welcome by both pupils and staff alike. I knew instantly that I wanted to work at St James’s.*

*Since starting at St James’s in September, I feel settled, comfortable and very happy in my surroundings in a school where people really do care for each other.*

**This person joined us as a member of support staff and has since trained with us to become a teacher:** *For me, one of the most refreshing things about working at St James's is the support network available to staff and the emphasis on professional development. Within departments, and at a whole school level, there is support and advice swapped freely between colleagues. Moreover, if there is a particular area you are interested in, the school encourages and supports progression which ultimately leads to more job satisfaction.*

**HOD, joined us around 7 years ago:** *A lovely friendly school where you can actually teach and enjoy your job!*

*At St James’s it isn’t just about the results it is about the child, our ethos and each other.*

**HOD, joined us around 3 years ago:** *It is a privilege to work in a supportive, family environment that nurtures and facilitates continual personal and professional improvement.*

**A member of the administration team:** *I would just like to say that being a ‘southerner’ I find St James’s a lovely place to work in.  Everybody is friendly and willing to help and I have to say that out of the three schools that I have worked in this has come out top.  It is difficult to put into words, but after working in my previous school for 14 years I thought I would find it difficult to adapt to change but at St James’s you are made to feel so welcome and everyone is so caring that you fit into the St James’s way so quickly that is seems as though you have always been here.*

**Our School Chaplain:** *If I was to sum this place up in one word, it would be family. St James’s is a team of hugely talented and massively dedicated staff who care for each other and the pupils within our care*.

**New Teacher September 2017:** *I travel 17 miles each way to get to work and I look forward to every day.  I knew from the moment I stepped into St James's that it is a very special place.  There is a real family atmosphere and a buzz about the place and everything, from the daily routines to the special moments like Peace Café and Communion, embeds the school motto of Achieving Excellence and Caring for Others.*

**A colleague joining us on supply from an agency:** *I would like to say that from my first day of working here, I have been made to feel welcome. All staff and the pupils are very friendly and helpful.  This is definitely the place to work*

**Assistant Head who joined us originally as an MPS Teacher:** *St. James’s really is a family. From the minute you walk in there is something special about this place! It has a welcoming factor you can’t quite put into words. Your professional journey is supported and you are all given opportunities to develop and grow whichever role you are in.  There is a real team spirit and a sense of purpose towards a common goal; nurturing young people to be the best they can be. It’s so much more than a ‘job’. There is a true sense of belonging and it is a genuine pleasure to work at St James’s every day.*

**Teaching Assistant – several years at St James’s*:*** *It’s great to work here.  Colleagues are friendly and helpful.  You feel much supported and the pupils are great.*

**A HOD who joined us as an RQT several years ago*:*** *I love working here as I feel I am part of a culture of help, support and guidance. A place where people help you develop professionally and personally, where you don’t feel like an outsider. The real family feel is evident.*

**An experienced core subject teacher who likes our school canteen:** *Friendly staff and pupils with a great family ethos, supportive Headteacher. Everyone loves the chicken goujons from the canteen!*

**Behaviour Intervention Lead, joined us as an NQT and now a senior member of the pastoral team:**  *There is something different – nothing tangible, a feel. Staff go out of their way for pupils and each other. It used to be referred to as the family of St James’s, now more the ethos of St James’s. It is enjoyable to work here and staff become friends and not just colleagues by doing things outside of work – walks etc.*

**A long standing member of support staff:** *St James’s just has the “X” factor – it always has. I couldn’t contemplate working anywhere else.*

**New Teacher September 2017**

*As a new member of staff I was understandably a little anxious about starting at St James's.  The induction day was well organised and staff were friendly, approachable and happy to answer the many questions the new staff had. This has continued during my first few weeks.  I've worked in other schools but I have never encountered such a supportive staff.  Everyone at St James's works so hard to help each other and SLT are always visible, popping into lessons and speaking to students on corridors.  I have been made to feel welcome and valued.*

**New HOD –September 2017:** *When St James's say they're a family, they really do mean it. So many colleagues sought me out to introduce themselves within my first few weeks here and by week 4, I feel a part of the furniture. You're welcomed with open arms and the enthusiasm and commitment of the staff is palpable.*

**Geography Teacher –here several years*:*** *I was a pupil of St James’s. I loved my time here and it has always held a special place in my heart. The feel of community and belonging to something special. St James’s gave me a huge boost in my self-confidence as a pupil and, once I decided to teach, I always wanted to find the chance to give something back. I feel proud to have the opportunity to do so.*

**Member of the support staff team**: *Previously I have always moved on after about 2 years, however I am now in my 10th year at St James’s - time flies when you’re having fun. St James’s really is a lovely place to work, staff and pupils are friendly and it feels like a little family.*

**How to apply**

We hope that you have enjoyed reading about the Bishop Fraser Trust and our school and that you will feel able to apply for this post.

Please complete the **TES online** **application form.** Please do not send CV’s or open references as part of your application as these will not be considered.

It is important that you provide a complete employment history from when you left full time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please also write **a letter of no more than two sides of A4** to explain why you want to work at our school, why you are the best candidate for this post and what you would contribute to our Trust and school, with examples from your recent work if possible.

**Please let us have both the supporting letter and the application form by 8.30am on Monday 21st May 2018** as we will not be able to consider applications received after that.

Applications will be acknowledged by email through the TES application system, usually within two working days.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process, or if you would prefer, please contact Suzanne Walker, HR Manager at the school to discuss any requirements.

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2016.

**THE TRUST & VISION**

We are a new Multi Academy trust which currently runs with a family of three schools, potential four with the application for a free school.

* St James’s CE High School (11-16 ) Judged outstanding by Ofsted
* Canon Slade School ( 11-18) Judged outstanding by Ofsted
* Bolton St Catherine’s Academy (2-19) judged RI by Ofsted but primary and sixth form are seen as good.

Our schools are supported by St James’s Teaching School Alliance and the Bolton Learning Alliance.

Bolton St Catherine’s Academy is based in a new state of the art building, whilst the other two school are in good condition but are old fashioned in appearance. However, it is what we do in the building that matters!

Our 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.

John 10:10

We aim to offer

* A high quality, inclusive and distinctive education
* A caring and nurturing environment based on our Christian values, recognising the uniqueness of each child.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands with resilience;
* wish to make a real difference in the lives of others;
* will subscribe to the ethos of the Trust and ‘go the extra mile’ in terms of time and commitment to get the very best from our young people;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research based. On a Wednesday afternoon, the pupils leave school slightly earlier and staff have two hours of training and development. This provides an opportunity to work with our trust schools and has allowed us to do cross moderation and joint training. It also allows valuable time for departments, encouraging joint planning and subject development.

The Bishop Fraser Trust, via the St James’s Teaching School Alliance, offers a clear professional development route, from NQT to headship, allowing staff to take opportunities within leadership at all levels, should they wish to. We are proud of the work carried out by our 35 Subject Leaders in Education (SLEs) and hope to grow more in the future.

**ABOUT OTHER SCHOOLS IN THE BISHOP FRASER TRUST**

**Canon Slade School**

Canon Slade School has a long and distinguished history, originally founded in 1855 by the then Vicar of Bolton, Canon James Slade. Over those one and a half centuries, the school has served families throughout Bolton and much farther afield in providing an outstanding education set firmly within a strong Christian ethos.

Though the school has changed much since its inception, our motto ***“Ora et labora”*** (Pray and Work) is still the guiding principle. It is this commitment to work and the Christian life that ensures the success of the school and its ability to flourish in a constantly changing and challenging world.

A visit to the magnificent school chapel bears witness to the centrality of Christian faith. Every member of the school community is involved in an act of Christian worship each day and everyone is expected to do their best in every aspect of their work. High standards of behaviour are demanded and mutual respect is part of the embedded culture.

Christian values of compassion and love for one another allow each individual to grow in a safe, caring community which has high expectations for all.

The Ofsted inspection of December 2012 rated the school to be outstanding in each of the four categories judged under the Inspection Framework. The National Society Statutory Inspection of Anglican School Report was also judged to be outstanding.

Canon Slade School is a friendly, vibrant and exciting place in which every member of the school community is recognised and valued for the individual they are, made in the image of God, and where each is given every opportunity to fulfil their potential.

**Bolton St Catherine’s Academy**

Bolton St Catherine’s Academy educates children and young people from 3 to 19 years of age. The values of Bolton St Catherine’s Academy are underpinned by a growing Christian ethos. They are an inclusive Academy for those of Christian faith, for those of other faiths, and those of no faith. St Catherine is the patron saint of students and scholars and at Bolton St Catherine’s Academy, learning is at the heart of everything.

Students will leave the Academy with

***• Good academic outcomes***

***• The Christian values of respect, tolerance and service***

***• A positive and enduring outlook***

so that they live happy, healthy and purposeful lives – irrespective of their background or circumstances.

The entire Academy is geared to support every single child as they develop and progress, guaranteeing success for each individual. Bolton St Catherine’s Academy is located in a £36million building with innovative spaces and state of the art facilities to support children’s learning. These facilities are amongst the very best in the country and support in delivering a rich, varied and relevant curriculum.

Challenging targets and goals are set for every single student and staff work tirelessly to ensure these are achieved. Children learn and develop most effectively when they are happy and secure. At Bolton St Catherine’s Academy staff strive to develop an environment in which learners thrive, working to develop trust and mutual respect between everybody within the Academy and beyond.

It is through these values that the Academy continues to build on the progress it has made. In 2016 Ofsted judged the Primary School and Sixth Form as "Good". The Primary school has also gained the best KS2 results of any school in the BL2 postcode area in 2017.