



APPLICATION PACK

TRUST FAMILY INCLUSION OFFICER

THE BISHOP FRASER TRUST



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 a Multi Academy Trust which was set up on the 1st of 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)
- Walmsley Church of England Primary School (3-11)
- St Margaret's Church of England Primary, Heywood (3-11)
- Turton and Edgworth Church of England Methodist Primary (3-11)



At The Bishop Fraser Trust, our vision is to ensure all our communities experience **'LIFE IN ALL ITS FULLNESS'** (JOHN, 10:10).

For our pupils, this means an unwavering commitment to ensuring our pupils attain the outcomes they need to lead a happy life, but also that they have been immersed in a wide range of experiences both within the taught curriculum and through enrichment opportunities. This is so they will leave us knowing how they might best lead a life in its fullness. This also means knowing how to navigate setbacks and harder times.

For our staff, we know they cannot achieve life in its fullness if they are not fulfilled at work. We know our staff have great moral purpose, so for our staff we need to ensure we are providing an environment where they feel great job satisfaction and know that we will invest in their own career pathways, in the same way they are doing so for our children.

For our parents and carers, we know that they cannot live life in their fullness if they feel that their own child is not able to thrive in their school community. To this end, we need to work with all our parents in a partnership to remove any barriers which are hindering their children flourishing. We know our children very well, but the real expert is the parent/carers and we recognise this.

For our communities, we want our mission to reach beyond the school gates and even beyond our family homes. At The Bishop Fraser Trust we believe that we should be adding value to our communities. All our children will engage with community social action while they are with us. This is because we want to ensure that they develop a sense of pride and agency in their community and a sense of civic duty. This will ultimately help develop, sustain and improve our communities.

What this means in practice:

If we are serious about this (and we are), this meant that when deciding on the next set of goals for our strategy, they needed to reflect that personal development of our children was as important to us as their educational outcomes. Therefore, perhaps unusually in such an



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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



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.



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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 proudly serve communities across South Lancashire and Greater Manchester. 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 as we anticipate adding a further three schools over the course of our next strategic cycle. We would also consider further growth in our secondary sector.

Our vision is: allow all young people to experience **'LIFE IN ALL ITS FULLNESS'** (John 10:10), no matter what their starting point. Our Trustees' work focuses on how we operate as a Christian Trust through our four values of:

WISDOM

COMMUNITY

HOPE

DIGNITY

These values are the basis of all decision making and are woven through each of the schools' personal core values. We work collaboratively at all levels; Executive Team, Strategic Leadership Group, Senior Leader Teams, Departmental Hubs and with our large body of associate support staff. What is clear is that together we are stronger. Our teams now share best practice at all levels, benefitting our young people's education, both academically, spiritually and culturally and their own professional development.

Developing our workforce is so important to us. We have a legacy teaching school which we have retained, the Train Teach Lead Partnership (TTLP), a standalone centre based at St James's CE High School with a Director and Manager to oversee all aspects. The Director of Teaching and Learning works closely with TTLP. Through TTLP, we support the Trust with:

- Support the training and development of new teachers through our Initial Teacher Training Programme and will continue in partnership with local universities. The Trust successfully appoints ITT candidates, who have completed their training through the TTLP.
- NPQs & Apprenticeships.
- SLT, Trustee, Governor, Middle Leader & Support Staff Training.
- School to school support, both in the Trust and the local area, where we have 50+ SLEs registered.

We are approved by the Department of Education as an academy sponsor and are seeking to continue to grow our Trust further.

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LIVING AND WORKING IN GREATER MANCHESTER/ SOUTH LANCASHIRE

Affordable cost of living: Compared to some of the larger cities, such as London, Greater Manchester offers a relatively affordable cost of living, with a wide range of housing options across its diverse towns and communities, supporting a strong quality of life.

Convenient transportation: Greater Manchester benefits from extensive transport links, including access to the M60, M61 and M62 motorway network, as well as regular rail services into Manchester city centre and across the wider UK. The region is also served by the Metrolink, one of the UK's largest tram networks, providing frequent and reliable connections across the city region.



Beautiful green spaces: Greater Manchester offers a wealth of high-quality parks, countryside and green spaces, including Heaton Park, Jumbles County Park, Rivington and Moses Gate County Park.

These areas provide opportunities to step away from urban life and enjoy walking, cycling, picnics and a range of outdoor activities. The surrounding moorland and nearby countryside are particularly notable, offering striking landscapes and easy access to nature across the region.

Cultural attractions: Greater Manchester has been a proud historical, reflected in its many museums, galleries, and heritage attractions. Highlights include Bolton Steam Museum, Bury Transport Museum, and the East Lancashire Railway, a well-known visitor attraction. The region offers a thriving cultural scene, from local venues such as Octagon Theatre to the extensive arts, music and performance programmes across Manchester, one of the UK's Leading cultural centres. Greater Manchester boasts a diverse range of restaurants, cafes, traditional pubs and leisure activities. The area hosts a dynamic Calander of events such as the Ironman Uk and the popular Bolton Food and Drink Festival, alongside numerous cultural community events across the region for a diverse community.



Academic institutions: Greater Manchester is home to a wide range of universities, colleges and further education institutions, supporting a strong pipeline of talent and skills development. The region includes institutions such as University of Bolton and Bury College. Alongside major universities including University of Manchester, Manchester Metropolitan University and University of Salford. These strong academic connections provide opportunities for collaboration, research, workforce development and access to emerging talent across a wide range of discipline.

APPLICATION PACK TRUST FAMILY INCLUSION OFFICER

Job Title:	Trust Family Inclusion Officer	Department/Group:	Support Staff
Level/Salary Range:	Grade F SCP 17 – 23	Reporting to:	CEO in the first instance
Contract term:	Permanent Term Time Plus 5 days	Hours per week:	20 hrs
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:			
<i>“To allow all children to experience ‘life in all its fullness’ no matter what their starting point” by:</i> • 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 within 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 the Role:			
The Family Inclusion Officer will work across the Trust to strengthen the relationships between families, schools, young people and the wider community, ensuring that children and families are able to access the support, resources and opportunities they need to overcome barriers to school attendance, engagement and learning. The postholders will provide targeted support to families, develop effective partnerships with community and statutory services, and work alongside school staff to ensure that appropriate support is identified and accessed at the earliest opportunity. The role will also have a strong focus on tracking, monitoring and evaluating the impact of support, ensuring that schools have a clear understanding of the progress of young people experiencing barriers to attendance, engagement or learning. The postholder will use data, casework and wider intelligence to provide school and Trust leaders with meaningful reports and insights that inform future strategy, provision and resource allocation. Maximise community resources and opportunities by developing strong links with local services, organisations and facilities to enhance the support available to families and young people, helping to remove barriers to school attendance, engagement and learning.			

Strengthen school staff knowledge and engagement by supporting staff to identify, access and effectively utilise community services and resources, ensuring colleagues are kept informed of available support, referral pathways and emerging opportunities.

Embed consistent tracking and monitoring across schools to ensure that the progress, attendance, engagement and outcomes of young people experiencing barriers to learning are effectively recorded, reviewed and used to inform targeted support and early intervention.

Provide meaningful insight to school and Trust leaders through regular reporting, analysis and identification of trends, highlighting key barriers, progress and areas of need to inform strategic planning, resource allocation and future approaches across the Trust.

Job Description:

Supporting Families and Young People

- Working directly with families to identify barriers affecting attendance, engagement, wellbeing and learning, and develop practical solutions and appropriate support.
- Develop, agree and implement Family Support Action Plans, working collaboratively with parents/carers and relevant professionals to establish clear actions, responsibilities and desired outcomes. Monitor and review agreed actions with families, adapting support where necessary to reflect changing needs and circumstances.
- Promote and facilitate parental/carer understanding of pupils' individual needs and how these may affect attendance, behaviour, engagement and learning.
- Conduct home visits where appropriate and in accordance with Trust policies and safeguarding procedures.
- Support parents/carers to understand and navigate key school policies and processes, including attendance, health and safety, transition and secondary transfer.
- Ensure that support is accessible to families with additional needs and to those for whom English is not their first language, working with appropriate services to overcome communication and accessibility barriers.

Removing Barriers to Attendance and Learning

- Work proactively with families, young people and school staff to identify and address barriers that may prevent regular school attendance, engagement or successful learning.
- Develop strong links with local community organisations, services and facilities to maximise the resources and opportunities available to families.
- Identify appropriate interventions, services and sources of support and make referrals or signpost families to these where necessary.
- Promote effective links between home, school, community and statutory services to ensure that children experiencing health, social, emotional, behavioural or other difficulties receive appropriate and coordinated support.
- Work closely with attendance, pastoral, safeguarding, SEND and other school-based teams to ensure that family circumstances and wider barriers are considered when planning support.
- Contribute to early intervention approaches, helping to prevent issues from escalating and ensuring families can access support at the earliest appropriate stage.
- Identify gaps in existing provision and work with schools and community partners to explore opportunities to strengthen support available to families.

Community and External Partnership

- Develop and maintain effective working relationships with local organisations, community groups, children's centres, housing services, social care, early intervention services, health services and other relevant statutory and voluntary agencies.

- Build and maintain a current directory of local organisations, services, support networks and advice available to families and young people.
- Ensure that schools, staff, pupils and families have access to accurate and up-to-date information about relevant community services and opportunities.
- Represent the Trust professionally when working with external partners and contribute to local partnership networks where appropriate.
- Identify opportunities to maximise community facilities, activities, enrichment and shared learning opportunities that can benefit pupils and families.

Parental Engagement and Family Learning

- Develop opportunities for parents/carers to engage positively with their child's school and education.
- Organise, support and deliver workshops, information sessions and family learning opportunities in response to identified needs.
- Identify areas where parents/carers would benefit from additional information, guidance or practical support and develop appropriate opportunities in response.
- Promote parental understanding of key areas such as attendance, learning, transition, behaviour, wellbeing, safeguarding and school expectations.
- Explore innovative approaches to engaging families who may traditionally experience barriers to accessing school-based support.
- Ensure opportunities are inclusive, accessible and responsive to the diverse needs of families across the Trust.

Tracking, Monitoring and Evaluation

- Work with schools to ensure that young people experiencing barriers to attendance, engagement or learning are consistently identified, tracked and monitored.
- Support schools to establish clear measures of progress and ensure that interventions and family support are linked to identifiable outcomes.
- Monitor the effectiveness of support provided to families and young people, using attendance, engagement, progress and wider outcome data alongside qualitative information and casework evidence.
- Maintain accurate and timely records of family support, interventions, referrals and outcomes in accordance with Trust policies and procedures.
- Maintain appropriate records on CPOMS, including case notes, actions, outcomes and relevant case studies.
- Develop and maintain case studies that demonstrate the impact of family and community support and highlight effective practice.
- Work with school teams to identify patterns, trends and recurring barriers affecting attendance, engagement and learning.
- Evaluate whether interventions are having the intended impact and make recommendations for changes or additional support where required.
- Ensure that information gathered through casework is used constructively to improve provision and inform wider Trust approaches.

Reporting and Strategic Insight

- Provide regular reports to school and Trust leaders on the reach, effectiveness and impact of family support and community engagement activity.
- Present key findings, trends and insights relating to attendance, engagement, barriers to learning and family support.
- Use data and qualitative evidence to identify emerging needs, gaps in provision and opportunities for improvement.
- Provide school and Trust leaders with actionable intelligence that can inform future strategy, resource allocation, intervention planning and service development.

Communication and Information Sharing

- Develop effective methods of communicating information about available support to families and young people, including through letters, newsletters, noticeboards, social media, school websites and other appropriate channels.
- Ensure information provided to families is clear, accessible, inclusive and regularly updated.
- Work with schools to promote awareness of local organisations, support services, activities and opportunities.
- Ensure communication is adapted where necessary to meet the needs of families with additional needs or where English is not their first language.
- Promote a culture in which families feel able to seek support early and view schools as accessible, supportive and collaborative partners.

General responsibilities

- Attend relevant training and events as and when necessary, in order to secure the most up-to date knowledge and skills to carry out the duties of the post.
- To be committed to own continued professional development.
- To comply with all policies and procedures relating to child protection and safeguarding
- Maintain positive working relationships with all staff, parents, children, governors and visitors.
- Attend and participate in meetings required.
- Accompany staff and pupils on visits, trip and out of school activities as required.
- Follow relevant school and Trust procedures and ensure confidentiality at all times.
- Manage demands and timings of the different roles outlined; by prioritising the workloads in accordance with the needs ensuring all times tasks are duly completed.
- Understand and support the role of colleagues and respond, as appropriately as required, to the needs of teaching staff, non-teaching staff and pupils with regard to the above duties.

All staff at the Bishop Fraser Trust will:

- Seek to be positive and build up the common good through their own individual contribution to the life of their school.
- Offer ideas and suggestions for making things better.
- Engage actively in the appraisal and performance review process.
- Seek to develop a better work/life balance.
- Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.
- Work within the Trust and individual school's Health & Safety Policies to ensure a safe working environment for all staff and pupils.
- Follow any reasonable request to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

If appointed, the successful applicant must be aware that the principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.

This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to

be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

Last Updated:	September 2026
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Person Specification – Trust Family Inclusion Officer

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
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
Able to work early mornings and late evenings	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
Visionary and strategic thinker, able to balance operational detail with long-term planning.	E
Strong communicator and collaborator with a coaching leadership style.	E
Highly organised, resilient, and focused on delivering high standards.	E
Committed to safeguarding, inclusivity, and the Trust's educational mission.	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	
5 A*-C GCSEs including English & Maths	E
Relevant qualifications in education, social care, youth work, counselling, safeguarding, or family support (Degree preferred)	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

APPLICATION PACK TRUST FAMILY INCLUSION OFFICER

Categories	Essential / Desirable
Experience	
Experience of working with children, young people, and families in an educational, pastoral or community setting	E
Experience of supporting vulnerable students and families facing social, emotional, behaviour or attendance challenges	E
Experience of multi-agency working and liaising with external services and professional	E
Experience maintaining confidential and accurate records	E
Experience completing referrals such as MASH/CAMHS	D
Experience using CPOMS or similar safeguarding systems	D
Skills and Knowledge	
Good understanding of safeguarding, child protection and Keeping Children Safe in Education	E
Understanding of the challenges facing families and young people, including mental health and wellbeing needs	E
Knowledge of confidentiality, data protection and professional boundaries	E
Excellent communication and interpersonal skills with the ability to build positive relationships with pupils, parents/carers	E
Strong organisational skills and ability to prioritise workload effectively	E
Ability to work independently and as part of a wider safeguarding and pastoral team	E
Ability to complete written reports, referrals and maintain accurate records	E
Competent ICT skills including Microsoft Office and safeguarding systems	E
Knowledge of local community services and support agencies	D
Ability to deliver workshops and parental engagement activities	D
Ability to contribute to newsletters, social media and school communications	D
Safeguarding of Children and Young People	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E