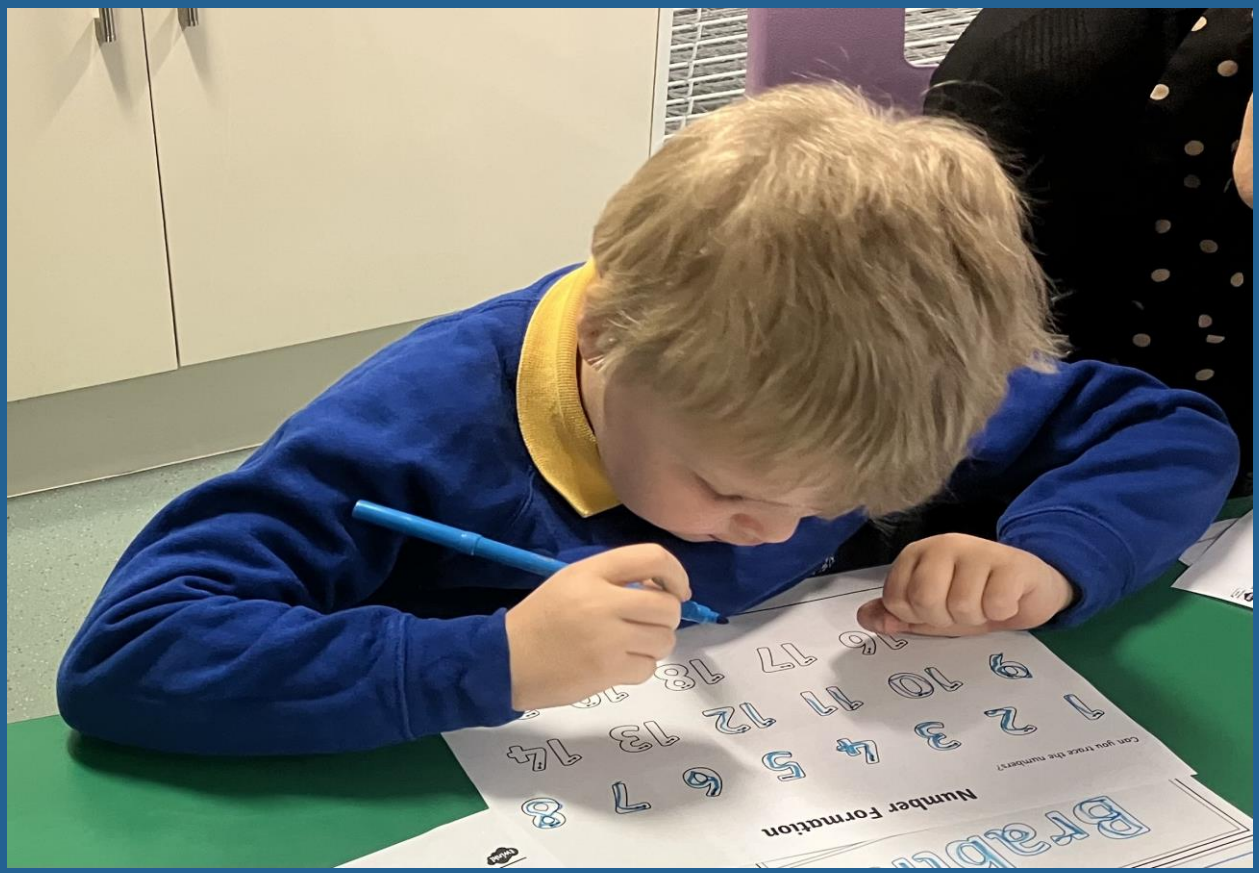
Forwards Centre

Believe Inspire Transform

# Primary Teacher

## APPLICATION PACK



Dear Applicant,

Thank you for showing an interest in joining The Bolton Impact Trust.

Bolton Impact Trust schools have been delivering high-quality education to pupils in Greater Manchester and Lancashire for over 20 years, and we are proud of our track record of making a real difference to children's lives in our area.

We aim to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential. Developing self-esteem, confidence and resilience are major goals for us and complement our comprehensive curriculum menu. Preparing our pupils to enjoy worthwhile and fulfilling lives back in their communities after attending Impact Trust Academies is a crucial part of our work.

We think that our Trust is a very special place where we respect individuality, diversity and difference. Every child who joins us is afforded a personalised curriculum, and every adult who joins our team is encouraged to contribute. Staff Wellbeing is extremely important to us, and we offer attractive support packages including Employee Assistance Programmes, Wellbeing Credits and enhanced CPD opportunities.

We are now looking to appoint a Primary Teacher at our Forwards Centre Academy. If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people, and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

Yours faithfully

Paul Hodgkinson



CEO – Bolton Impact Trust

# WELL-BEING AT THE BOLTON IMPACT TRUST

The Bolton Impact Trust recognises that staff are our most important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the well-being of our staff and the quality of provision that we offer to our pupils, so we wish to promote a consistent trust-wide approach to well-being for our staff. We want our staff to thrive, come to work happy and leave work happy.

Our whole Trust vision is for all staff to enjoy successes at work and to develop their experience and skills to become excellent at what they do. Our wellbeing mission and aims are built into our culture rather than as a set of stand-alone wellbeing activities. We believe that well-being is a constant state of botheredness for all.

**Our well-being pledges**

- We demonstrate compassionate leadership at all times
- We promote the concept of 'it's nice to be nice'
- We challenge any instances of non-compassionate leadership
- We create a constantly open 'support window' for staff
- We survey staff regularly
- We recognise outstanding staff performance regularly (praise culture)
- We offer high-quality CPD
- We consistently apply Trust policies
- We ensure that scrutiny leads to support, not judgment
- We look to create better environments for staff to work in
- We put resources aside for wellbeing activities
- We create Leadership Spaces for staff to work without external interference
- We provide opportunities for staff to collaborate with colleagues from across the trust and from external networks

**Some examples of wellbeing activities include:**

- Workload reduction strategies are being reviewed regularly
- Making adjustments to working conditions for staff when required
- Clear email expectations – we do not expect our staff to read or respond to emails outside of working hours unless they want to
- Providing free refreshments each day
- Access to 'wellbeing' credits, which allow agreed time off work
- Access to free counselling and Occupational Health
- Providing pastoral drop-ins and confidential supervision sessions for staff
- Fresh water dispensers on all sites
- Providing creative opportunities for connecting with staff and promoting their wellbeing (e.g., breakfast meetings, shared lunches)
- Employee Assistance programme
- Menopause support
- Men's Health promotions
- Extensive opportunities for staff development (CPD programme)
- Equality Champions
- Wellbeing Champions

# ADVERT – PRIMARY TEACHER

We are seeking a dedicated and compassionate Primary Teacher to join our Forwards Centre Academy as soon as possible. If you are passionate about inclusive education and building positive relationships with a commitment to helping every child achieve their full potential. And you're ready to spark a love of learning through creative and adaptable lessons while fostering a safe and nurturing environment that promotes engagement, resilience and confidence in the next generation, we want to hear from you.

The Forwards Centre is an alternative educational academy for primary-aged pupils with social, emotional and mental health (SEMH) needs.

The centre's values and ethos are built on the values of Believe, Inspire and Transform. We believe that all children, regardless of their prior experiences, can achieve success. We aim to reconnect children with a love of learning and transform that into long-lasting success.
The post offers

The children at the Forwards Centre are looking for a class teacher who is caring, fun, trustworthy, patient and good at listening.

They have asked for someone who can spot when they are having a bad day, is consistent, fair and has rules. They would like someone who teaches interesting lessons and does their best to understand them.

**Why you?**

- You are enthusiastic and passionate about working in an SEMH environment and alternative education, with a commitment to pupil achievement and well-being
- You are highly organised and an effective communicator.
- You are proficient at delivering high-quality teaching and learning.

The successful candidate will be responsible for delivering engaging and high-quality lessons across the primary curriculum, fostering a love for learning and encouraging critical thinking.

**Why choose us?**

- At BIT, we value all members of staff. We have a strong focus on staff wellbeing, providing access to wellbeing support services via a dedicated wellbeing charter
- We are a growing Multi Academy Trust (MAT)
- Guidance of a supportive and experienced executive leadership team who invest in the development of their teams and the Trust
- Encouragement of further and continued professional development
- Competitive salary
- Teacher Pension Scheme

**This role is a Permanent Contract**

**Applications should be submitted by midnight Sunday, 3rd January 2027, to** Debbie Smith, School Business Manager, at: **SmithD1@boltonimpacttrust.org.uk**

Applicants must have the legal right to work in the UK at the time of application, as we are unable to offer Skilled Worker visa sponsorship for this role.

Visits to the School are welcome and should be arranged by contacting the Headteacher at **BerryN@boltonimpacttrust.org.uk**

**Interviews will be held the week commencing 1st February 2027.**

Candidates should ensure that they and their referees are easily contactable, with the correct phone number and email address and able to reply promptly if references are requested.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed. Following shortlisting, we will also undertake an online search on all applicants to confirm a candidate's eligibility, and to identify any potential safeguarding concerns or risks to the Trust's reputation.

**This post is subject to an enhanced DBS check.**

***Bolton Impact Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.***

# Job Description

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| **Job Title** | Primary Teacher |
| **Salary** | Teachers' Pay Scale Salary MPS/UPS £34,069-£52,835<br><br>SEN 1 Allowance £2,885 |
| **Location** | Forwards Centre<br>Rosow Fold<br>Stephens Street<br>Bolton<br>BL2 5DX |
| **Hours of Work** | 1.0FTE |
| **Contract** | Permanent |
| **Responsible to** | Headteacher |

**Professional responsibilities:**

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate to his/her career stage, and will be required to exercise his/her professional skills and judgement to carry out, collaboratively, the professional duties set out below. This post is covered by the School Teachers' Pay and Conditions Document (STPCD) and the Burgundy Book Conditions of Service for School Teachers in England and Wales.

**Main Responsibilities:**
The duties and responsibilities listed below are indicative of what a Teacher at the Forwards Centre Academy will perform and are not intended to be an exhaustive list. The Post holder will be expected to take on additional responsibilities appropriate to the role as directed by the headteacher.

**Teaching & Learning**

- Deliver high-quality, engaging lessons that meet the individual needs, abilities, and interests of all pupils.
- Plan and prepare lessons and schemes of work that contribute to a broad and balanced curriculum.
- Use a range of effective teaching strategies and pedagogical approaches to stimulate learning and support pupil progress.
- Provide clear, purposeful feedback that deepens pupils' understanding and enables them to make sustained progress.

- Maintain effective behaviour management in line with school procedures, promoting positive conduct, punctuality, independent study and high standards of work.

- Embed literacy and numeracy within teaching to support wider learning.

**Assessment, Progress & Reporting**

- Use AfL principles and school procedures to assess, monitor and record pupils' progress, development and attainment.

- Maintain accurate, high-quality pupil records and use assessment data to inform teaching.

- Report progress to pupils, parents/carers and colleagues through written and oral feedback as required.

- Monitor both academic and pastoral progress to support pupils' social, emotional and behavioural development.

**Curriculum Contribution & Development**

- Contribute to the planning, development and ongoing review of the curriculum to ensure its relevance and alignment with school and Trust priorities.

- Support curriculum innovation and improvement to meet the needs of pupils and external awarding bodies.

- Share good practice and collaborate with colleagues to enhance teaching and learning across the school.

**Operational Responsibilities & Quality Assurance**

- Support the development and use of appropriate resources, teaching materials and marking approaches.

- Participate in whole-school planning, quality assurance processes and development activities.

- Contribute to pastoral and enrichment initiatives that enhance pupils' educational experience.

**Professional Development & Working with Others**

- Actively engage in the school's CPD programme and take responsibility for your own professional learning.

- Participate in the Appraisal process and use feedback to improve practice.

- Work effectively as part of a team, deploying classroom support staff appropriately to enhance pupil learning.

- Maintain positive working relationships with colleagues and contribute to a supportive, collaborative culture.

**Communication & Stakeholder Engagement**

- Communicate effectively with parents/carers regarding pupils' progress, well-being and achievements.
- Work constructively with external agencies and networks, including Trust hubs, where appropriate.
- Follow all school communication policies and uphold professional standards at all times.

**Care, Guidance & Support**

- Promote the welfare, well-being and safety of all pupils.
- Implement and support behaviour strategies in collaboration with key staff.
- Identify concerns affecting pupils and escalate appropriately to the relevant pastoral or safeguarding staff.

**General Duties**

- Contribute fully to the life and ethos of the school, modelling its values and supporting a positive culture.
- Comply with all school and Trust policies, including safeguarding, Health & Safety, and risk assessment requirements.
- Carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document.
- Uphold the Trust's commitment to high expectations and the belief that all pupils can achieve excellent progress.

***Bolton Impact Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so***

| Person Specification | |
|---|---|
| **Essential** | **Desirable** |
| **Qualifications & Training** | |
| Professional Teaching Qualification (PGCE, QTS). | |
| Educated to Degree Level. | |
| Evidence of Continuous Professional development. | |
| **Experience** | |
| Expertise and experience in delivering the primary curriculum. | Have experience with EHCP and the Annual Review Process. |
| Experience in driving an impactful SEN strategy in the classroom. | Successful teaching experience in a Special/alternative provision setting. |
| Experience in implementing pastoral and behavioural support programmes for pupils who require additional support. | Experience of working with pupils with SEMH and complex needs. |
| Experience of using ICT and other technologies to maximise learning outcomes. | Experience of leading a subject in a school. |
| **Knowledge, Skills and Abilities** | |
| To have a detailed knowledge of the requirements of the primary curriculum. | |
| The ability to accurately assess the quality of the work of pupils against national standards. | |
| Knowledge of behaviour management techniques for groups and individuals (including de-escalation strategy). | |
| Set high expectations for pupil behaviour and establish a clear framework for classroom discipline, promoting self-control and independence whilst managing pupils' behaviour constructively. | |
| The ability to promote the social, moral, spiritual and cultural development of pupils through high-quality mentoring and support. | |
| The ability to promote literacy, reading, | |

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| spelling and numeracy skills through excellent pedagogical practice. | |
| Excellent communication skills, both written and oral, with staff, pupils, and parents. | |
| **Personal Qualities** | |
| Clear dedication to teaching pupils with complex needs. | |
| Flexibility and an ability to respond creatively to the challenges of working in an alternative education setting. | |
| Committed to the development and values of the Trust. | |
| Willingness to work across the Trust and share good practice. | |
| All-year-round commitment to performance management and CPD. | |
| The highest expectations of yourself, colleagues, and pupils. | |
| Work effectively as part of a team, developing positive relationships with colleagues, pupils, parents/carers, and other agencies, as appropriate. | |
| Comfortable working with young people and families with challenging behaviours. | |
| Commitment to impactful networking and research activity. | |
| Resilient and adaptable, with the ability to manage change effectively. | |
| Committed to impactful and effective communication. | |
| Creative and willing to embrace innovative ideas and methodologies. | |
| Reflective practitioner with a commitment to continuous improvement. | |
| Enthusiasm, commitment, determination. | |
| Committed to the well-being of yourself and others. | |

