



**GREATFIELDS SCHOOL**

*Kindness Aspiration Action*



**HEADTEACHER**

**RECRUITMENT PACK**

**SPRING 2026**



# GREATFIELDS SCHOOL

*Kindness Aspiration Action*

## Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in the post of Headteacher at Greatfields School. This is an exceptional opportunity to take on the leadership of a successful school at a significant stage in its development and growth. The current vacancy arises from the school's founding headteacher leaving to take on a new role as a MAT CEO after nine years in post.

Greatfields opened as a brand-new 11-18 school in September 2016, located in central Barking, East London, at the heart of the redeveloped Weavers Quarter, in purpose-built new accommodation.

The school has quickly established a positive reputation with parents and the local community and is known for excellent behaviour and the high ambitions it has for its young people. Greatfields currently has approximately 1,260 pupils on roll, including its growing Sixth Form which opened in September 2022.



Greatfields believes that its young people can compete with any other child in the country, despite the many challenges they face, and does everything it can to ensure that they have the widest possible opportunities. It is incumbent upon us to provide our pupils with high quality teaching and learning; a broad, engaging and challenging curriculum; and access to a wide range of activities, trips and clubs outside of the classroom to develop their cultural capital.

We passionately believe in ensuring our young people feel safe and happy in school. This is done through the establishment of high expectations and clear routines and by taking a positive approach to behaviour at all times. We understand the importance of mutual respect at all levels of the school.

We care deeply about and understand the responsibility we have towards our local community - this is a school embedded in the community and we are proud to serve it.

### Our Vision

#### Kindness

We show kindness, empathy, and respect to ourselves and others. We create a safe, inclusive environment where everyone feels valued and supported.

#### Aspiration

We believe our students can compete with any other student in the country. We believe in our potential and strive for personal and academic excellence.

#### Action

We take responsibility, make positive choices, and lead by example. We turn our values into action—making a difference in our school, our community, and the world.



The school shares a campus with Greatfields Primary School, which opened in September 2024 and currently has pupils in Reception and Year 1 as well as hosting a Nursery provision. The two schools – primary and secondary – are separate entities with their own headteachers but operate under our shared governing body and work closely together.

Greatfields has established a strong track record – achieving Ofsted ‘Good’ in 2019 with its first inspection after opening, and having this grade confirmed in its most recent inspection, in 2024.

Thank you for your interest and good luck with your application which we look forward to receiving.

*Jane Hadlow*

Jane Hadlow  
Chair of Governors



## Partnership Learning

### The Trust – Welcome from the CEO

Greatfields School is an academy and part of a multi-academy trust – Partnership Learning.

Partnership Learning currently supports 20 schools – secondary, primary, all-through, special and University Technical College – across five local authorities (Hillingdon, Barking and Dagenham, Havering, Waltham Forest and Southend) serving around 15,000 pupils. The Trust also encompasses Partnership London SCITT – a successful Initial Teacher Training provider which gives access to high quality Early Career Teachers.

Current Trust Ofsted Grades: Outstanding 3, Good 13, Requires Improvement 1, Inadequate 0, No grade yet (new schools) 3

### Trust Philosophy

Partnership Learning believes that Headteachers, working with their governing board, generally know best what their schools need – developing their identity, ethos and priorities for innovation.

Headteachers in Partnership Learning schools have similar levels of autonomy to those leading local authority schools or stand-alone academies – including driving school vision and strategy, curriculum design, teaching and learning strategies, behaviour policy, staff structure and recruitment, appraisal and budget-setting - under the oversight of their Local Governing Board.

The Trust believes that this is the most effective approach – fostering a strong sense of ownership and responsibility and encouraging innovation – and most likely to attract and retain strong school leaders.

This approach is carried through in Partnership Learning's financial model. The Trust believes in keeping the maximum amount of money with schools – core central costs are covered by a top slice of only 2% of school budgets.

### Trust Support

Partnership Learning has highly effective Finance, Estates, HR, ICT and School Improvement teams which are able to provide timely and responsive support to Headteachers. In addition, there is a culture of school-to-school support amongst Trust schools which provides an additional layer of collaborative assistance. The Trust also encourages its schools to maintain the widest range of external networks – for instance with other local schools and with organisations such as Challenge Partners.

### *Roger Leighton*

Roger Leighton OBE  
CEO, Partnership Learning

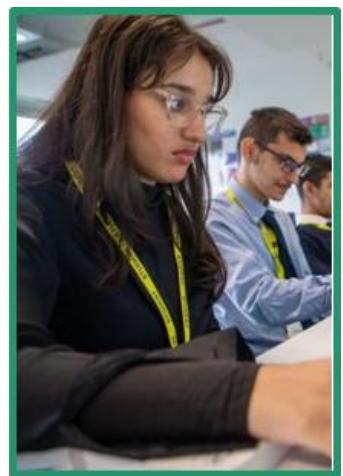


## The Role

This is an exciting opportunity for an enthusiastic, committed school leader with a strong track record in secondary school leadership. It will provide excellent scope for further widening and deepening professional skills and experience.

We are seeking an exceptional new Headteacher to lead Greatfields into its next chapter. This is a key appointment for the future of Greatfields, and we are looking for a leader who:

- Believes deeply in inclusion and diversity, ensuring that every child feels seen, respected, and empowered
- Understands the vital role a school plays in its local community, and is committed to strengthening those relationships
- Has a clear vision for educational excellence, combined with the ability to inspire and motivate staff, pupils, and families to achieve it
- Is passionate about improving life chances for children in disadvantaged areas, and can lead with empathy, resilience, and ambition



This role is suitable for:

- A talented senior leader ready for their first headship, with the drive and capability to make a lasting impact

or

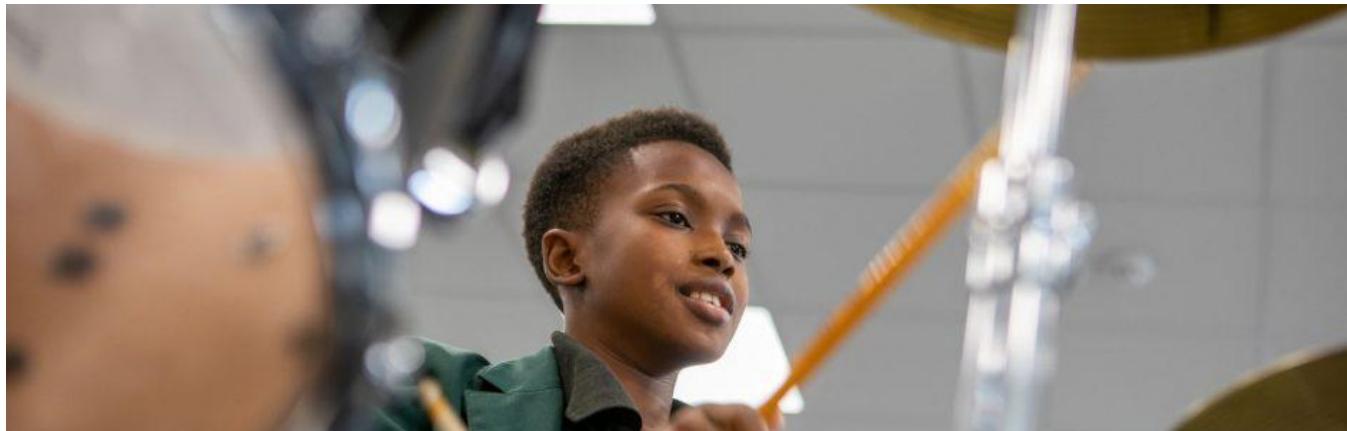
- An existing Headteacher seeking a new challenge

We are looking for someone who not only has the vision and professional qualities you would expect, but who is also approachable, empathetic and takes a genuine interest in ensuring positive outcomes for all our students.

## Employee Benefits

Partnership Learning's Terms and Conditions for teaching posts (including headteachers) adhere to the national School Teachers Pay and Conditions Document and any agreements negotiated and agreed between the local authority in which the school is located and the recognised teacher trade unions.

Benefits include membership of the Teachers' Pension Scheme, a Staff Wellbeing Service and a Cycle to Work Scheme.



## Next Steps

We hope that what you have read motivates you to apply for this post.

If you would like to visit the school, either before or after applying, please email Kamar El Ghabaoui, the Headteacher's PA at [kael@greatfieldsschool.com](mailto:kael@greatfieldsschool.com)

If you would like an informal discussion about the role with the Trust CEO, either before or after applying, please email [hrpayroll@partnershiplearning.com](mailto:hrpayroll@partnershiplearning.com)

Applications can be made online only, by application form available at [www.greatfieldsschool.com](http://www.greatfieldsschool.com)  
- CVs will not be accepted.

Your application's supporting statement should, of course, address **key** aspects of the person specification, although please note that you are not expected to evidence every single one of them.

Completed applications should be submitted by **12 Noon on Monday 2nd February 2026**.

*Please note – if you have not heard from us by Friday 6<sup>th</sup> February 2026 you should assume that you have not been successful on this occasion.*



## **Headteacher**

### **Job Description**

**Job Title:** Headteacher, Greatfields School

**Work Location:** Greatfields School, Net Street, Barking, IG11 7QG

**Salary Scale:** STPCD Inner London Leadership Spine

**Salary Range:** Points L33-39 Inner London Leadership Spine (£123,438 - £141,365)

**Start Date:** 1st September 2026

*This job description reflects the [Headteacher's Standards](#) issued in October 2020. These standards are built upon [The Teachers' Standards \(2011\)](#) which apply to all teachers, including Headteachers.*

*The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and to uphold the [Seven Principles of Public Life](#) at all times.*

### **Core Purpose and Key Responsibilities**

- To uphold all the Headteacher Standards at all times
- To ensure that the school's aims and priorities are realised through its people, policies, and practice and efficient use of resources
- To lead the school with vision, integrity, and purpose, providing ethical, strategic, instructional and operational leadership that secures excellent educational outcomes and life chances for all learners, including those who are disadvantaged or have SEND
- To secure the commitment of staff, students, and the wider community to the school's vision and values through a culture of high expectations, an ambitious curriculum, consistent behaviour, robust safeguarding, and sustainable resource management
- To build effective partnerships with governors, staff, students, families and the wider community and represent the school effectively with external partners such as the DfE, Local Authority and professional networks

## **Leadership and Management of Staff**

- Build a culture of professional trust, collaboration, respect and inclusivity
- Communicate the school vision clearly and consistently
- Keep the organisational structure under review to ensure it reflects values, needs, and financial sustainability
- Recruit, retain, and develop a high-quality staff team
- Provide tailored CPD opportunities for all career stages
- Implement rigorous performance management aligned with strategic goals
- Promote staff wellbeing and work-life balance across the organisation

## **Teaching and Learning**

- Continually improve the quality of teaching and learning across the school, maintaining a culture of high expectations
- Use data, benchmarks and feedback to monitor student progress and target support
- Evaluate and enhance the quality of curriculum design and delivery to maximise student outcomes, including for disadvantaged and SEND pupils
- Maintain and strengthen an inclusive learning environment where all students can succeed, ensuring the needs of SEND pupils are met
- Ensure curriculum and co-curricular provision effectively develops character, leadership, and ambition
- Encourage the active engagement of parents and carers in their child's learning

## **Safeguarding, Attendance and Behaviour**

- Promote a whole-school safeguarding culture with clear roles, training, safer recruitment and robust online safety practices, in line with Keeping Children Safe in Education
- Lead an effective attendance culture—with clear responsibilities, effective use of data, proactive engagement with families and timely interventions
- Establish and sustain high expectations and standards of behaviour for all students, built upon positive relationships, rules and routines, which are understood by staff, students and parents/carers
- Ensure that adults within the school model high standards of mutual respect and good behaviour

## **School Improvement and Accountability**

- Embed a culture of accountability and continuous improvement
- Lead a rigorous improvement cycle, including an accurate self-evaluation; a focused, costed School Improvement Plan; termly data reviews; and Quality Assurance that links classroom practice to outcomes and behaviour, attendance, SEND and PP impact.
- Effectively prepare the school for external accountability processes, including Ofsted and other inspection/audit processes

- Ensure statutory policies are reviewed, published and enacted
- Provide timely, transparent reports to governors on performance, safeguarding, finance, risk and compliance

### **Managing Systems and Resources**

- Work with governors and the Trust's Finance Team to plan and manage budgets effectively
- Ensure the school estate, facilities, and IT infrastructure are well maintained and meet curriculum needs
- Oversee HR practices that support staff well-being, recruitment, and retention

### **Community and Partnerships**

- Build and sustain partnerships with local schools, curriculum networks and community organisations
- Develop strong relationships with parents, local businesses, and the wider community
- Represent the school positively to a range of audiences, including governors, trustees, and the media
- Ensure parents and students are well informed about the school's direction, priorities, and achievements

### **Additional Information**

Greatfields School and Partnership Learning are committed to **safeguarding and promoting the welfare of children and young people**, and expect all staff and volunteers to share this commitment. They are also committed to equality of opportunity and will make reasonable adjustments to ensure accessibility in accordance with the **Equality Act 2010**.

This job description will be reviewed regularly and may be amended, following consultation, to reflect changes in priorities or responsibilities.



## **Headteacher**

### **Person Specification**

#### **Qualifications, Knowledge and Experience**

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|---|
| Degree and qualified teacher status   |
| Appropriate training for senior leadership  |
| Recent experience of senior leadership in a secondary setting with a proven track record of continuous improvement and effective impact |
| Thorough understanding of Child Protection and safeguarding and commitment to safeguarding as part of the duty of care                  |

#### **School Culture**

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| Demonstrates an awareness of the wider educational and policy context  |
| Ability to articulate a clear vision for the future and provide strategic direction for staff, students, and the community |
| Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships                |
| Ensures a culture of high staff professionalism, holding others to account   |
| Upholds ambitious educational standards for all students   |

#### **Teaching, Curriculum & Assessment**

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| Demonstrates the ability to lead curriculum development and teaching and learning; understanding the core features of effective teaching and of giving feedback to colleagues in order to maximise outcomes for all students, including SEND and disadvantaged students |
| Demonstrates a clear desire to ensure that every student can access the education they need, attain high academic outcomes and develop as a whole person, regardless of their backgrounds or starting points  |
| Demonstrates the ability to lead effective positive behaviour management strategies and a student-focused, inclusive and effective learning environment   |
| Demonstrates the ability to lead effective strategies to maximise pupil attendance  |

#### **Professional Development**

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| Evidence of appropriate continuing professional development  |
| Demonstrates the ability to lead the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school |
| Successful track record of developing staff through effective performance management   |

## **Organisational Management/Continuous School Improvement**

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| Experience in strategically planning staff development and a commitment to training, including building capacity through staff recruitment and induction, rewarding staff and identifying emerging talent using coaching and other methods to professionally develop staff |
| Demonstrates the ability to lead systematic, rigorous school self-evaluation, combined with external evaluation, to inform school improvement planning to raise educational standards  |
| Have had responsibility for whole-school policy development and implementation   |
| Proven track record in leading, monitoring and managing staff including delegating effectively and implementing change   |
| Experience and understanding of the key legal issues relating to the leadership of a school including: equal opportunities, race relations, disability/SEND, employment, health and safety and public relations  |
| An understanding of the opportunities and challenges presented by digital technology, and embracing its use to support the school's objectives   |

## **Working in Partnership/Governance & Accountability**

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| Experience of working effectively with stakeholders including parents, governors, school improvement partners, other schools and organisations to improve outcomes for students |
| Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility   |
| Demonstrates the ability to lead the management of school finances effectively, understanding their contribution to school development and student outcomes                     |
| Able to assimilate and manage financial and other data to achieve sound financial decision-making   |
| Possess the integrity to hold others to account, through clear communication and challenging conversation skills where required   |

## **Personal Qualities/Ethics & Professional Conduct**

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|---|
| Be a high-profile role model able to promote and uphold the vision, values and culture of the school with personal integrity and emotional intelligence   |
| Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential  |
| Evidence of inspiring leadership, building and communicating a clear vision, translated into strategic planning, which prioritises the progress of all students, in order to maximise their potential |
| Display outstanding communication skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies  |
| Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate  |
| Capacity for sustained hard work with energy and enthusiasm   |
| Be optimistic, self-motivated, hard-working and able to work under pressure   |
| Able to take a dynamic approach to the changing needs of the school population  |
| Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the 'Seven Principles of Public Life' at all times                          |
| Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs                             |

## Advertisement



# GREATFIELDS SCHOOL

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## Headteacher – Greatfields School

Start date: 1st September 2026  
Salary: L33–39 (Inner London Leadership Spine) (£123,438 - £141,365)  
Location: Barking, East London  
Deadline: Apply by noon on Monday 2nd February 2026  
Interviews: Tuesday 10th & Wednesday 11th February 2026

Greatfields School is seeking an inspiring and values-driven Headteacher to guide a thriving, ambitious and community-centred school into its next chapter.

Greatfields opened as a brand-new 11-18 school in 2016, located in central Barking, East London, at the heart of the redeveloped Weavers Quarter, in purpose-built accommodation. It currently has 1,260 pupils, including a growing Sixth Form. The school shares a campus with Greatfields Primary School, and the two schools, though separate entities, work closely together under a shared governing body.

The school has quickly established a positive reputation with parents and the local community and is known for excellent behaviour and the high ambitions it has for its young people. It achieved Ofsted 'Good' in 2019 at its first inspection and this grade was confirmed in 2024.

Greatfields is part of a multi-academy trust - Partnership Learning - which supports 20 schools. Headteachers in the Trust's schools have high levels of autonomy – similar to those leading local authority schools or stand-alone academies.

### About the School

Greatfields is a school where:

- High expectations and clear routines create a calm, purposeful environment.
- Students feel safe, respected and known.
- Staff are valued, supported and developed.
- Inclusion, diversity and community partnership are central to the school's identity.
- A broad, knowledge-rich curriculum is matched by a vibrant extended offer of clubs, trips and cultural experiences.

### The Role

As Headteacher you will provide ethical, strategic, instructional and operational leadership that secures excellent educational outcomes and life chances for all learners.

We are looking for a leader who:

- Believes deeply in inclusion and diversity
- Understands and is committed to the vital role a school plays in its local community
- Has a clear vision for educational excellence, combined with the ability to inspire and motivate staff, pupils, and families to achieve it
- Is passionate about improving life chances for children in disadvantaged areas, and can lead with empathy, resilience, and ambition.

Applications are welcomed from:

- Talented senior leaders ready for their first headship, with the capacity to make a lasting impact
- Existing Headteachers seeking a new challenge

## **Applications**

If you would like to visit the school, either before or after applying, please email Kamar El Ghabaoui, the Headteacher's PA at [kael@greatfieldsschool.com](mailto:kael@greatfieldsschool.com)

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- CVs will not be accepted. Your supporting statement should, of course, address **key** aspects of the person specification, although please do not feel that you need to evidence every single one of them.

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*Partnership Learning is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via DBS will be undertaken for the successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.*