



## Headteacher Candidate Information



**COMMUNITY**  
ACADEMIES TRUST





# Letter from Philip Hamilton OBE

Chief Executive Officer



Dear Applicant

Thank you for taking the time to read about this exciting opportunity to lead, Millfield Primary School. I hope you find the information in this pack helpful.

Millfield Primary School is an important member of our family of community schools. Our trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. The trust has grown since 2012 and now comprises three secondary schools and 14 primary schools in Warwickshire, Staffordshire and Telford.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. Millfield Primary School is in our North Warwickshire and East Staffordshire Hub that consists of six further primary schools and two secondary schools.

Our trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. Our trust has a track record of improving schools and if successful you will be an important leader and significantly influential on the journey of school improvement.

You will also be a school leader in a professional family that values partnership and collaboration. Schools in our trust are:

- Focussed on achieving excellent academic, personal and social outcomes for the children
- Committed to the moral imperative of community school improvement and shared system leadership
- Mutually supportive, not in competition with each other but fiercely loyal to each other
- Equal partners with all other schools irrespective of their phase, size or successes
- Multi academy trust minded – our schools celebrate the success of others as well as themselves and share accountabilities
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensures the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

“As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand, and threw it into the waves to safety “it makes a difference to this one” he said.



The main message from this story is clear – children and staff thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our professionals' working environment and for the young people in our care. All of us at our trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development. As an essential part of our team of Headteachers you will be trained as a professional coach so that you can work with and benefit from coaching another Headteacher. Your professional development is very important to us and we also have the capacity through our professional networks and the trust wide Institute of Education to support you in your work and career.

More information about our trust is available on our website at: [www.communityacademiestrust.org](http://www.communityacademiestrust.org)

Good luck with your application.

Yours sincerely



Philip Hamilton OBE  
Chief Executive Officer





# Letter from Philip Thompson

Acting Chair of Governors



Dear Applicant

Thank you very much for taking the time to read this pack, and for your interest in applying to be headteacher at Millfield Primary School.

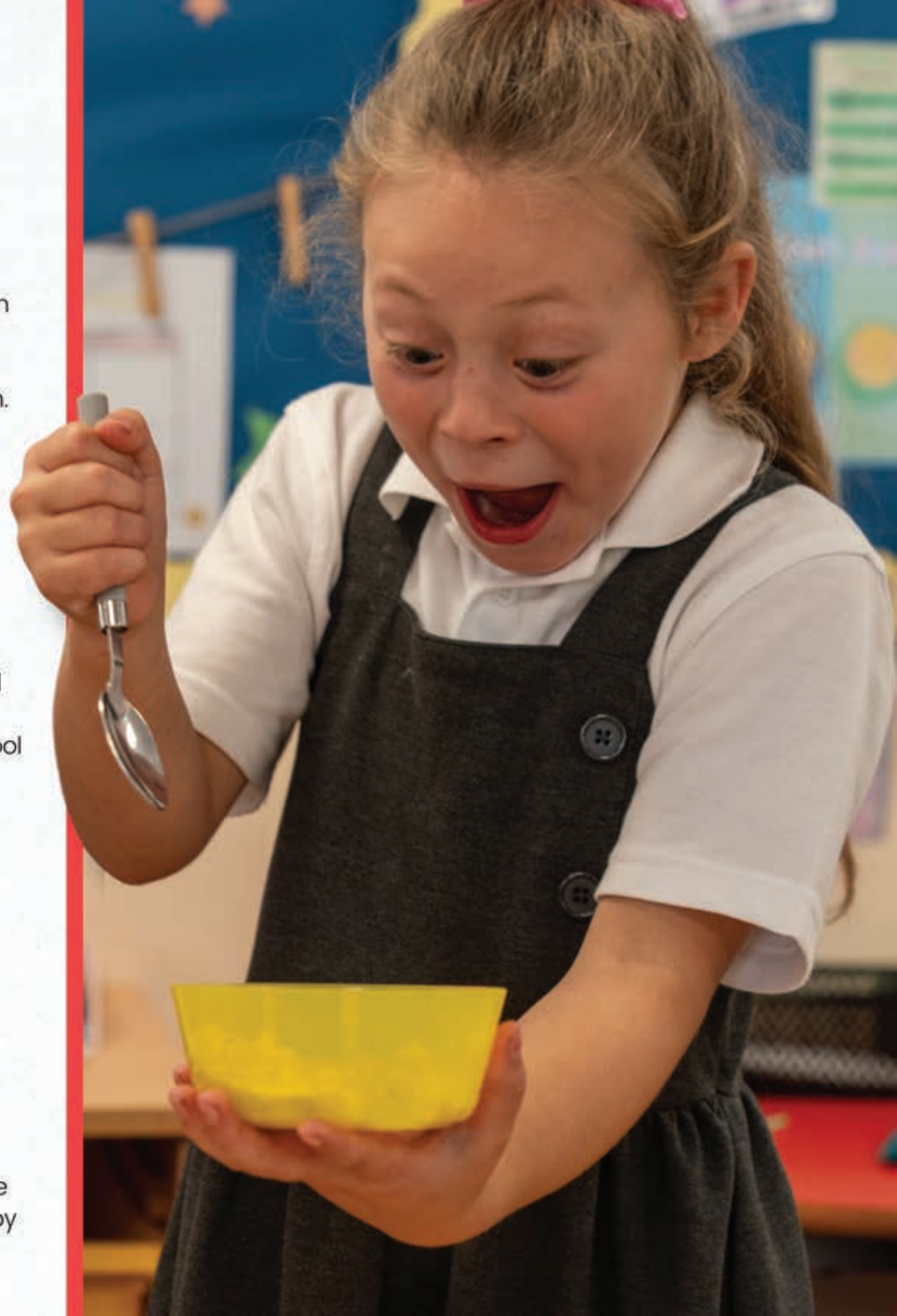
The school is located in the town of Fazeley which is on the outskirts of Tamworth. The school premises are made up of a main building and a number of mobile classrooms, the school has expanded over a number of years. It is a two-form entry school that caters for children from EYFS to Year 6 and currently has 370 children. The school is mainly English speaking with a small number of EAL children, with the proportion of disadvantaged children well below the national average. This also applies to those requiring additional support for special educational needs and disabilities (SEND).

At Millfield we aim to create a safe and nurturing environment that empowers all children to embrace learning, excel in their achievements and be inspired to continue learning into the future. This can be seen everyday throughout the school in workbooks and also through the extracurricular activities after school, with children representing the school in sports and other activities.

Our school code of conduct developed with the children, staff and governors respects our key values and provides an outline of expected behaviours and responsibilities for children, staff, and the entire school community, aiming to create a respectful, safe, and positive learning environment.

The code of conduct underpins everything we do in school and is important throughout school daily life. It is supported and promoted through Pupil Voice, assemblies, lessons and wider school life, giving our pupils a great foundation when moving on to secondary school.

Millfield Primary School is a fantastic place to be a Headteacher. Our children are well behaved, polite and love to learn. They are proud of their work and are happy to be at school which is reflected in the good levels of attendance.





Children look after each other and work with staff to make sure the school is the best it can be. Our school council is an amazing group of children who show maturity and enthusiasm in representing the views of the other children. They work closely with the Headteacher and other staff to take forward their ideas to make the school a better place. We also get great support from parents and the community and are fortunate to have an active FOMS (Friends of Millfield School) group.

The School Standards Committee (SSC) is passionate in its support of the school. All members bring their various skills, talents and interests to the meetings to create a group of people dedicated to providing the best possible education for all our children. While academic achievement is the goal by which this is measured, we all believe that no matter how great the pressure is to achieve; we must never lose sight of the individual. Every child in our care has skills and talents ready to be encouraged, developed and nurtured.

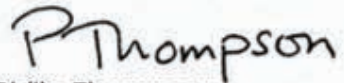
Governors are approachable and are supportive of the Headteacher and staff, whilst also maintaining a welcome challenge, ensuring the school is innovative and moving progressively forward.

Our school joined the Community Academies Trust in July 2024. We are strongly supported in our work by the trust through their Finance, HR and Estate teams, and we also benefit from regular training, joint working in hubs and frequent and valued professional support for the Headteacher and their work.

We are seeking to appoint an inspirational educator and leader, who shares our ethos, vision and values to take on the role of Headteacher at our school. As well as a warmth and compassion, our new Headteacher will need to be resilient and demonstrate a desire to make a difference and impact on the lives of all the children in our school.

We hope you would like to see our school for yourself and we would welcome the opportunity to show you around and meet with some of our staff and children.

Yours sincerely



Philip Thompson  
Acting Chair of Governors





## Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, pupils will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our schools.

**“Education is for  
improving lives and  
for leaving your  
community and  
world better than  
you found it”**







## Our Values and Vision

We value three main types of achievement for our young people, and the vision for our schools is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement — Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy (learn what to do when they don't know what to do) so that they gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition — ambition not only for themselves but for the communities in which they live and work.

**Achievement — 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our schools planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement — relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school's community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.



# Job Description

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# Primary Headteacher – Millfield Primary School, Staffordshire

Group Size 3

Headteacher range L18 – L24, (£78,702—£91,158 per annum)  
(Depending on experience and subject to pay award from 01/09/26)

Additional £5,450 per annum (subject to 01/09/26 pay award), in recognition of your role as a Professional Peer Coach  
Membership of Teachers' Pension Scheme

**Start Date: Flexible**

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**Purpose:**

To lead the school so that it provides excellent schooling for the families who live in the community it serves  
To be an advocate for the children and the wider Millfield community  
To contribute to the trust wide approach to school improvement as a peer coach

**Responsible to:**

The children, parents and wider local community, the local School Standards Committee,  
Community Academies Trust Trustees

**Responsible for:**

Overall responsibility for leading, developing and growing Millfield Primary School  
Working with Community Academies Trust Trustees, CAT senior leadership team and the  
local School Standards Committee to build a firm ethos that will ensure success  
Ensuring full adherence to all current statutory requirements, local and national policies and guidance on safeguarding  
and the promotion of the wellbeing of children



## Strategic Direction

Drawing on experience and best practice the Headteacher will work with our trust, the School Standards Committee and senior leaders to build a strong strategic direction and focussed and aspirational learning plan which:

- Identifies priorities and targets that support high standards enabling pupils to make progress and maximise achievement
- Supports continuous improvement in the school environment and teachers' effectiveness and secures continuing school improvement
- Ensures the management, finances, organisation and administration of the school and supports its vision and aims is underpinned by sound financial planning
- Contributes positively to school collaboration
- Encourages all those involved in the school to be committed to its aims, to be motivated to achieve them and involved in establishing the short, medium and long term objectives and targets which will secure educational success
- Stipulates that policies and practices take account of national, local and school guidelines and reflect best practice
- Monitors, evaluates and reviews the effectiveness of the school's policies, priorities and targets.







## Strategic Direction

The Headteacher will:

- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own knowledge, expertise and skills, and that of those around them
- Be highly visible and approachable to all members of the community
- Demonstrate those leadership behaviours which positively impact relationships and attitudes towards pupils, staff, parents, governors and members of the community
- Hold and articulate clear values and moral purpose
- Champion the relationship with children, parents and the wider local community, the local School Standards Committee and Community Academies Trust Trustees
- Be an active and collaborative leader within the local Community Academies Trust hub of schools
- Develop, inspire, and lead a highly effective team with enthusiasm and a continuous drive towards excellence
- Identify and nurture talent to enable effective leadership development and succession planning
- Maximise the contribution of staff and ensure effective working relationships are in place throughout the school
- Implement and sustain effective systems for management of staff performance, incorporating the trusts' approach of 'growing great people' for all staff, ensuring those for classroom staff relate to pupil achievement
- Develop successful links with local schools and academies and consider other opportunities to ensure the school's reputation for excellence and best practice
- Act as a peer coach for Headteacher colleagues from other CAT schools.



# Strategic Direction

The Headteacher will:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning
- Work with others to develop a rich curriculum that engages all children and sustains effective teaching and learning throughout the school
- Routinely assess, monitor and evaluate in order to identify effective teaching and ensure it is evidenced across the full curriculum with a comprehensive programme of monitoring, evaluation and continuous assessment in place
- Will spend time in classrooms to model good practice
- Monitor and evaluate the standards of learning and achievement of all pupils across the school, in order to set challenging and realistic targets for achievement
- Use benchmarks and evidence based best practice to set targets for service delivery and improvement
- Develop and maintain effective links with wider education institutions and the local community, to extend and enhance the curriculum with economic, social, moral, and cultural experiences
- Establish effective partnerships with parents and carers that support and encourage pupil achievement, personal development and the closing of attainment gaps in specific groups
- Recruit staff of the highest quality, complying at all times with best and safer recruitment practices
- Ensure quality, complying at all times with best and safer recruitment practices
- Create an effective staff structure to facilitate the development of high quality education
- Set appropriate parameters for expenditure and the allocation of funds in order to safeguard effective administration and control in line with the Academies Financial Handbook to meet the short, medium and long term plans of the school
- Set and review budgets that maximise pupils' potential for learning and achievement
- Organise the school environment efficiently and effectively to ensure the needs of the curriculum and statutory requirements are met at all times
- Analyse data in order to formulate education objectives, benchmarking the school's performance
- Provide information, objective advice and support to the multi academy trust and School Standards Committee to ensure it effectively meets its responsibilities for securing excellence in teaching and learning and the highest standards of achievement, efficiency and value for money
- Guarantee the compilation, maintenance and auditing of accurate and up-to-date records to satisfy legal, operational and strategic governance requirements including those relating to safeguarding
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Make certain that pupils and parents/carers are well informed about the curriculum, attainment and progress and also the contribution they make to the school's achievements.



# Person Specification

Key Competencies		Essential (E)	Application (A)
Qualifications, Experience and Personal Qualities		Desirable (D)	Interview Process (I)
Qualifications and training			
1	Honours degree or equivalent	E	A
2	Qualified Teacher Status	E	A
3	Relevant higher degree or equivalent	D	A
4	Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning	E/D	A
5	A relevant qualification in coaching	D	A





## Shaping the future

1	Substantial, successful teaching experience	E	A/I
2	Successful recent strategic leadership experience likely to have been gained as a Senior Leader of an ‘outstanding’ primary school	D	A/I
3	Successful experience of raising standards for all with measurable outcomes	E	A/I
4	Proven track record of managing successful school self-evaluation and accountability and the school improvement process	E	A/I
5	Proven track record in leading and managing staff including building and developing a successful team, delegating effectively and implementing and managing change	E	A/I
6	Has experience of creating staffing models which build the organisation, and encourage individual staff to grow and realise the potential for all pupils	E	A
7	Experience of working in collaboration and/or partnership with local and hub governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives	E	A/I
8	Proven track record of establishing effective communication mechanisms to enable the School Standards Committee to fulfil their statutory responsibilities at the highest level	E	A/I
9	Experience of effective leadership in aspects of collaborative work with parents and families	E	A/I
10	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues	E	A/I
11	Successful experience of effective strategic financial and resource management including setting priorities for expenditure, allocating funds and controlling costs	E	A
12	Proven track record of financial management against an agreed strategic plan in which educational priorities are met and value for money is ensured	E	A/I
13	Evidence of highly developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues	E	A/I
14	In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures which promote emotional health and well-being	E	A
15	A commitment to and evidence of promoting diversity and equal opportunities within the school curriculum and employment practices	E	A
16	An understanding of the requirements and a willingness to provide for pupils with particular special educational needs and or disability	E	A/I
17	Good ICT skills	E	A
18	Experience of using coaching as a successful method in improving the practice of all staff	E	A



Leading teaching and learning			
1	A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice	E	A/I
2	Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies	E	A/I
3	Successful experience of positive behaviour management, through the implementation of student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	E	A/I
4	Experience of sustaining positive outcomes and improved life chances for all pupils	E	A
5	Successful experience of outstanding curriculum development	E	A/I
6	Successful involvement in staff recruitment, appointment, induction and retaining staff	D	A/I
7	Experience of delivering excellence through a broad and balanced curriculum within a primary setting	E	A/I
Personal Qualities			
1	Is passionate about creating a rich inclusive learning environment where every individual member of the school community is known and valued	E	A/I
2	Is committed to leading the development of a distinctive community school	E	A/I
3	Is able to demonstrate creative and innovative thinking with evidence of recent success	E	A/I
4	Has high expectations and personal integrity with the ability to promote and sustain the values culture and ethos of Community Academies Trust	E	I
5	Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing	E	I
6	Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectations	E	I
7	Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure	E	I



# Application Process

We actively encourage candidates to have a conversation about the role before making a formal application, you can arrange this with our Director of Schools (Primary), Allyson Brown, by emailing Rebecca Shakespeare [rshakespeare@catschools.uk](mailto:rshakespeare@catschools.uk). Visits to the school are highly recommended and you will be warmly welcomed. These can be arranged with Rebecca following your conversation with Allyson.

Completed applications are to be submitted by no later than 12.00pm on Sunday 4th January 2026.

Candidates shortlisted for interview will be asked to undertake a series of selection tasks and activities over two days. The proposed dates for our interview process are Tuesday 20th and Wednesday 21st January 2026.

More information on the format and any preparation needed will follow after shortlisting.

It is our normal policy to take up two references for Headteacher appointments. In the case of applicants who are currently employed as a Headteacher we expect these to be from:

- The Local Authority or Academy Trust where you are currently employed
- Your Chair of Governors.

In the case of applicants who are not currently employed as a Headteacher, we expect referees to be:

- The Headteacher in your current or most recent school, or if you are not currently employed in a school, your current line manager
- Another referee who can attest to your professional skills, including leadership and management skills.



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