



**Brighter Futures Learning  
Partnership Trust**  
**APPLICATION INFORMATION**

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## Job Description

**JOB TITLE: Headteacher, based at West Road Primary Academy, for Brighter Futures Learning Partnership Trust**

**SALARY: Leadership Scale L17 to L21**

**RESPONSIBLE TO: BFLPT, Trust CEO and West Road Primary Academy Governing Board**

### Key Purpose

West Road Primary Academy is a welcoming and inclusive school with a strong ethos of *“to learn, to grow, together,”* where positive relationships between staff and pupils create a calm and purposeful learning environment. The school was judged Good by Ofsted in February 2025, recognising the strong leadership, improving curriculum and high expectations that underpin pupils’ success. Teaching is supported by strong subject knowledge and a well-structured curriculum that helps pupils build and retain knowledge effectively, with reading identified as a particular strength. Pupils with SEND are well supported and the school places strong emphasis on pupils’ personal development through enrichment opportunities, leadership roles and close partnership with families to promote positive behaviour and strong attendance.

The Headteacher will take overall responsibility for the leadership and management of every aspect of the school within the context of the Brighter Futures Learning Partnership Trust. The school has secured favourable outcomes and will lead an ambitious staff with the desire to improve student outcomes even further. The successful candidate will lead the school into its next phase of development, working closely with the CEO, Deputy CEO and Headteachers across the Trust to secure outstanding practice across all areas of the school.

The appointee will establish a culture of excellence through high quality teaching and learning, strong behaviour management, an ethos of high expectations and inclusive culture where all young people thrive and are safe. The overall purpose of the post is to ensure an exceptional quality of education and support staff and students to be the best they can be.

Although you will work as part of a Trust, it is expected that the successful candidate will contribute to developing the best practice, supporting the Headteacher Board to develop highly effective strategies to raise standards for all groups of pupils.

### Primary Focused Responsibilities and Accountabilities

#### Core Purpose

To provide strong and nurturing leadership for all staff and pupils, ensuring the highest quality of education and care across the primary phase, including EYFS. The Headteacher is specifically accountable for:

- Ensuring all pupils including the most vulnerable, those with SEND, additional needs, and the most able receive an excellent, developmentally appropriate education.

- Leading curriculum, teaching, learning and assessment across EYFS, KS1 and KS2.
- Ensuring staffing and resources are deployed effectively and sustainably.
- Promoting pupils' personal development, behaviour, and attitudes, and ensuring rigorous safeguarding practice.
- Promoting and modelling the Trust's vision and values.
- Being ambitious for all children, demonstrating successful senior leadership experience and a strong track record of securing positive outcomes.
- Working confidently with internal and external stakeholders including trustees, local governors, colleagues, pupils, parents, visitors, and the wider community.

### **Leadership and Management**

- Work closely with the CEO, Director of School Improvement and the Local Governing Board to shape a strategic vision for the school that meets the needs of the local community and reflects national developments in primary and early years education.
- Collaborate with Trust primary and secondary headteachers to contribute to a connected, high quality 5–19 education pathway, ensuring smooth transitions and shared best practice.
- Lead and manage staff recruitment to ensure the school appoints and retains high quality teachers, support staff, and early years practitioners.
- Model and uphold exceptional professionalism across the staff team.
- Establish and maintain an ethos of high expectations for behaviour, academic progress, and personal development for all pupils.
- Lead and oversee professional development and training that reflects the needs of primary teaching, early years pedagogy, and whole school priorities.
- Lead the school's strategic development and ensure this is reflected in the Schools Development Plan (SDP).
- Build strong working relationships with parents, carers, local organisations, agencies, and the Local Governing Board.
- Work with the Trust CEO to ensure safeguarding policies and procedures are fully compliant with national guidance and embedded in practice; ensure all staff receive appropriate training and understand their responsibilities.

### **Curriculum, Teaching, Learning and Assessment**

- Lead (through others) the continued development and consistent implementation of the Trust's teaching and learning 'Principles of Excellence' so that learning is well sequenced, engaging and age appropriate across EYFS, KS1 and KS2.

- Implement and refine the Trust's assessment and Target Setting policy, ensuring it reflects primary specific practice (e.g. formative assessment, phonics tracking, early writing/maths development).
- Use assessment information to monitor progress, identify strengths and gaps, set targets, and support staff in responding effectively.
- Maintain clear and positive communication with parents regarding progress, behaviour, rewards, and all other key information.
- Work with senior leaders to shape the primary curriculum, teaching and learning policy, and annual timetable.
- Ensure staff use the Trust's agreed tracking systems effectively to monitor pupil progress across all primary year groups.
- Oversee the production of regular, meaningful progress reports for pupils and their families.
- Provide data analysis and information in line with the self-evaluation cycle and the reporting requirements of the Trust and Local Governing Board.

### Culture and Ethos

- Maintain a warm, nurturing and inclusive primary school community where pupils feel safe, valued and ready to learn, underpinned by consistent routines, respectful relationships and positive behaviour.
- Foster a school culture rooted in high aspirations for all children and staff, ensuring every pupil is encouraged to develop academically, socially and emotionally through an ambitious primary curriculum.
- Coach, mentor and motivate staff to build a cohesive primary team that shares high expectations, strong commitment and a collective drive for excellence across EYFS, KS1 and KS2.
- Develop strong, trusting partnerships with parents and carers, promoting regular communication and encouraging them to take an active role in their child's early education.
- Use Trust resources effectively to support teacher and support staff workload, nurturing a culture of collaboration, shared practice and teamwork across all year groups.

### Operations and Resourcing

- Oversee the day-to-day management of the school site, including classrooms, outdoor learning areas, EYFS environments and shared spaces, ensuring they are safe, well maintained and conducive to high quality teaching and learning.
- Work closely with Trust Executive Leaders and colleagues to manage school finance, facilities, catering, IT systems and other operational resources in a way that supports pupils' learning and wellbeing.

- Ensure that operational systems are robust, efficient and aligned with Trust policies, including safeguarding, health and safety, attendance and administrative procedures.
- Oversee sustainable staffing deployment using curriculum led financial planning, ensuring the effective use of teachers, teaching assistants, early years practitioners and support staff across all phases.
- Ensure continuity of learning and daily routines during any maintenance or building work so that disruption for children and staff is minimised.

### Supporting the Work of the Multi-Academy Trust (MAT)

- Embed the Trust's ethos and values so they permeate every aspect of school life, including the curriculum, pastoral care, relationships and whole school decision making.
- Build positive relationships with colleagues across all Trust schools and contribute actively to collaboration, shared professional development and school improvement activities.
- Model and promote high standards of personal and professional conduct, demonstrating integrity and consistently reflecting the Trust Employee Code of Conduct.
- Ensure full compliance with all Trust policies and procedures, including safeguarding, financial regulations, health and safety, confidentiality and data protection (GDPR).
- Contribute to the wider vision and strategic direction of the Trust, taking part in meetings, initiatives and development work as required.
- Value and support the role of other professionals, including external agencies, specialists and Trust wide teams.
- Work effectively as part of the Trust team, attending relevant meetings and contributing constructively to cross school priorities.
- Remain flexible and willing to work across different Trust sites when necessary.
- Undertake other reasonable duties commensurate with the role as directed by the CEO/Director of School Improvement.

**These duties and responsibilities should be regarded as neither exhaustive nor exclusive, as the postholder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post, without changing the general character of the post. Dependant on need, you may be deployed across the Trust.**



## Person Specification

**JOB TITLE: Headteacher, based at West Road Primary Academy, for Brighter Futures Learning Partnership Trust**

**SALARY: Leadership Scale L17 to L21**

**RESPONSIBLE TO: BFLPT, Trust CEO and West Road Primary Academy Governing Board**

<b>Qualifications and Experience</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>➤ Qualified Teacher Status.</li> <li>➤ Evidence of significant and relevant continued professional learning.</li> <li>➤ Has completed training in preparation for a senior leadership and management role.</li> <li>➤ Has substantial experience across the range of leadership areas as a Deputy Headteacher or Headteacher</li> <li>➤ Has achieved on is enrolled on NPQH.</li> <li>➤ Full driving licence and access to own vehicle (with business insurance)</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	✓
<b>Shaping the Future</b>		
<ul style="list-style-type: none"> <li>➤ Is able to articulate a strong, clear vision for high quality secondary and cross phase education which maximises the potential of the school.</li> <li>➤ Can articulate ways of building, communicating, and implementing a shared vision.</li> <li>➤ Has experience of school self-evaluation and can describe effective strategies for undertaking this.</li> <li>➤ Demonstrates understanding of the strategic planning process.</li> <li>➤ Has experience at senior level of leading significant change which has impacted upon student outcomes.</li> <li>➤ Has first-hand experience and involvement in school improvement planning.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	
<b>Leading Teaching and Learning</b>		
<ul style="list-style-type: none"> <li>➤ Demonstrates personal enthusiasm for teaching and learning.</li> <li>➤ Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard.</li> <li>➤ Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress.</li> <li>➤ Can articulate strategies for improving the quality of teaching of colleagues.</li> </ul>	✓ ✓ ✓ ✓	



<ul style="list-style-type: none"> <li>➤ Ability to identify, establish and sustain appropriate leadership structures and systems.</li> <li>➤ Displays the ability to think creatively to anticipate and solve problems.</li> <li>➤ Has experience of project management for planning and implementing change.</li> <li>➤ Has successfully developed, implemented, monitored and evaluated school policies.</li> <li>➤ Has experience of implementing the performance management process.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	
<b>Strengthening Community Links</b>		
<ul style="list-style-type: none"> <li>➤ Has successfully used a range of strategies to encourage parents to support their students' learning and realise the school's vision.</li> <li>➤ Shows a commitment to a multi-agency approach for the well-being of pupils and their families.</li> <li>➤ Can build partnerships in the community.</li> <li>➤ Is able to listen to, reflect and act on feedback from stakeholders as appropriate.</li> <li>➤ Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community.</li> <li>➤ Has experience of working collaboratively with other schools or communities to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	
<b>Personal Skills and Attributes</b>		
<ul style="list-style-type: none"> <li>➤ Demonstrates a genuine empathy with children.</li> <li>➤ Is able to communicate effectively and concisely.</li> <li>➤ Is a good listener.</li> <li>➤ Is flexible and consistent with strength of character and impeccable integrity.</li> <li>➤ Is capable of making reasoned judgements.</li> <li>➤ Is approachable.</li> <li>➤ Has a presence that inspires confidence and trust.</li> <li>➤ Is able to motivate and inspire.</li> <li>➤ Is able and willing to delegate appropriate responsibilities.</li> <li>➤ Has confidence in others to take a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	
<b>Securing Accountability</b>		
<ul style="list-style-type: none"> <li>➤ Has worked within or demonstrates a reasonable understanding of the accountability/delegated responsibility framework of a Multi Academy Trust.</li> <li>➤ Has a good understanding of the role of governance.</li> <li>➤ Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school.</li> <li>➤ Has previous experience of challenging and supporting others in order to achieve specific targets.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>

➤ Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes.	✓	
➤ Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting and improvement planning.	✓	
➤ Has experience of reporting attainment and progress to a range of audiences.		✓
➤ Has led a school through a recent OFSTED inspection/been in a key senior leadership position through OFSTED.		✓
➤ Has an understanding of school financial management.		✓

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## How to Apply

Thank you for considering joining our trust. Further details and application forms are available by visiting our website at [brighterfutureslpt.com](http://brighterfutureslpt.com). If you feel you are the person we are looking for, please complete a Brighter Futures Learning Partnership Trust application form (**CV's will not be accepted for this post**) and add a concise letter of no more than two sides of A4 addressing the following:

- Why you are applying for this position.
- How your experience to date will enable you to successfully take on the role.
- What you see as the barriers to success and how you will overcome these.

## Good luck with your application.