



**BROOKFIELDS
PRIMARY SCHOOL**



Headteacher Recruitment

March 2026



Dear Prospective Applicant,

It is a pleasure to welcome you, in my role as Interim CEO of Create Partnership Trust, and to introduce what is truly an exciting opportunity to join a Trust dedicated to developing exceptional teachers and leaders.

We are recruiting a substantive Headteacher for Brookfields Primary School—a truly wonderful school rated *Good* in all areas by Ofsted. As a DfE Attendance and Behaviour Hub for the region, Brookfields has attendance above the national average, exceptionally low persistent absence, and minimal behaviour concerns. The school benefits from a talented staff team and fantastic children. Outcomes at the end of Key Stage 2 are above the national average in Reading and Writing and in line with national performance in Maths. We are seeking candidates with the passion, ambition, and expertise to continue moving this thriving school forward.

At Create Partnership Trust, our values—innovation, collaboration, aspiration, and integrity—guide everything we do. They underpin our vision to change the world... one child at a time. Serving communities facing significant deprivation, we understand the transformative impact of an exceptional Headteacher who embodies these values and inspires others to do the same.

We are fortunate to have an exceptionally experienced and supportive Trust Board, committed to ensuring that strong governance, ethical leadership, and high expectations shape every decision we make. You will also benefit from the expertise of our high-performing Central Team, who are always on hand to provide robust support across HR, Estates, Health & Safety, and Finance. Their role is to remove operational burdens, enabling you to focus your energy where it matters most: teaching and learning, community relationships, and the wellbeing of pupils and staff.

Collaboration is central to life at Create. We believe that strong relationships and shared expertise drive the highest outcomes for children. As Headteacher, you will be pivotal in nurturing partnerships with staff, families, the community, and colleagues across the Trust, fostering a culture of collective responsibility and support. At Create, we truly operate as one family—our Headteachers champion and uplift each other.

True to our name, creativity and innovation are integral to our approach. We encourage pupils to explore their talents, express themselves, and develop a love for learning. The Arts at Brookfields are particularly well established and celebrated, enriching the curriculum and school culture.

Finally, integrity sits at the heart of our Trust. We believe in doing what is right—even when it is not the easy choice. As Headteacher, you will model the highest standards of professionalism, honesty, and kindness, setting the tone for a respectful and nurturing school environment.

This is a significant and rewarding leadership opportunity within a dynamic and forward-thinking Trust. I warmly encourage you to apply, and I look forward to the possibility of working together to secure the very best education and life chances for our children.

Yours sincerely,



A handwritten signature in black ink, reading "Chris Dyson", is written over a light blue rectangular background. The signature is cursive and includes a long horizontal flourish extending to the right.

Chris Dyson – Interim CEO

About The Trust

Create Partnership Trust was founded in Birmingham in September 2016 and is made up of four primary schools across the city. Greet Primary and Conway Primary—federated in 2009—were the first schools to form the Trust. Hodge Hill Primary joined in January 2017, followed by Brookfields Primary in November 2018.

While each school has its own unique identity, the Trust celebrates these differences and works collaboratively to share best practice, address common challenges, and move forward as a collective. At the heart of all our work is a commitment to ensuring that children's opportunities, experiences, and outcomes remain our highest priority.

Our mission is based on an innovative approach to supporting schools:

- To create the **best opportunities for our children**
- To create the **best education**
- To create the **best teachers**
- To create the **best leaders**

Our aim is to create the best possible education for children in Birmingham, by:

- Creating ambitious schools with aspirational outcomes for children
- Creating a culture of integrity between the Trust and the schools where every person is valued; people work with kindness and a moral purpose and each school's unique character is celebrated
- Creating a collaborative approach to school improvement with a strong partnership between the Trust and the schools and between the school staff across the Trust
- Creating an innovative central team with capacity to support school leaders with all aspects of school improvement and school leadership



Benefits offered by the Trust

Commitment to family

- We are a family friendly employer – we always give proper consideration of requests to visit family special occasions
- Staff have access to tax free childcare voucher scheme

Commitment to wellbeing

- We provide Employee Assistance for all staff and family with access to a 24 hour helpline including GP assistance; one to one face-to-face counselling and online health portal
- We provide all relevant staff (Headteachers, Designated Safeguarding Leads and other leaders) with regular, free psycho-dynamic supervision
- We are committed to considering flexible working requests
- We offer all staff access to Trust Occupational Health

Commitment to Health

- We provide a contribution to cost of eye tests
- We provide access to Birmingham Hospital Saturday Fund

Commitment to working ethically

- We contribute to the Teacher and Local Government Pension scheme
- We are committed to national pay scales and terms of conditions
- We are a living wage employer
- We offer generous annual leave for support staff
- We are committed to supporting the cost of living pay rises each year

Commitment to continuous professional development

- We provide all staff with a CPD pathway with relevant, accredited training or apprenticeship



The Central Team

Our schools are supported by create central, a growing team of specialists building the MAT's infrastructure. The Create Executive Team offers support in the following areas:

- Finance
- HR
- Estates Management
- Marketing and Policy Compliance
- Health & Safety

The Trustees

The Board of Trustees comprises highly skilled professionals with extensive experience across education, governance, finance, HR, estates and commercial operations. Collectively, they bring:

Educational Leadership & School Improvement

- Senior leaders from multi-academy trusts, including former headteachers, regional directors and trust executives.
- Strong track record in delivering school improvement, quality assurance and curriculum development.

High-Quality Governance

- National governance leaders, including former Chairs of Governors, National Leaders of Governance and senior figures from the National Governance Association.
- Significant experience in trust governance, interim executive boards and supporting governance in complex or challenging contexts.

HR, Workforce & Safeguarding Expertise

- Specialist knowledge in employee relations, workforce reform, recruitment and performance management.
- Board-level safeguarding leadership and experience in leading executive appraisal processes.

Finance, Procurement & Commercial Skills

- Professionals with deep procurement, contract management and commercial expertise from large, regulated industries.
- Experience overseeing high-value projects, budget assurance and audit processes.

Estates, Facilities & Health and Safety

- Senior estates leaders from education and higher education sectors with expertise in compliance, maintenance, capital planning and health and safety.

Policy, Advocacy & Sector Influence

- Trustees with national-level policy, advocacy and advisory experience, bringing insight into governance best practice and regulatory expectations.

Commitment to Inclusion & Community

- Strong focus on ethical leadership, equality, diversity, inclusion and community engagement, ensuring decisions support positive outcomes for all children.
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Headteacher

Leadership Scale from L11-L24 (£66,368 - £90,255) dependent on experience.

Permanent and full time

Headteacher Required for September 2026

Are you an excellent and ambitious leader with a proven track record of impact?

The Board of Trustees is seeking to appoint a Headteacher for Brookfields Primary School within Create Partnership Trust. This role presents an excellent opportunity for an ambitious and capable leader with high expectations and strong curriculum expertise. You will work closely with the school's senior leadership team and the Trust to guide Brookfields through its next phase of development and continue to build on the school's successes

Could you work in collaboration with the Trust to further develop the vision, direction and leadership of the school?

You will have a proven record of:

- Dedication to influencing and leading high-quality teaching and learning (as a teacher and senior leader), resulting in high levels of pupil engagement and achievement across the primary age-range
- Identifying, implementing and sustaining school improvement priorities and strategies
- Leading by example, embedding excellent practice and making a difference to individual pupils and the wider school community
- Outward-facing leadership and collaboration with others

The successful candidate will

- Be Skilled in implementing a school's strategic direction and its operational management
- Able to demonstrate the character and interpersonal skills to work in close partnership with all stakeholders
- An outstanding practitioner who can lead by example and support the further development of our committed team
- Self-motivated and dynamic with the ability to provide both challenge and support for colleagues and pupils through coaching and mentoring
- Capable of inspiring and empowering others
- Have the skills, knowledge and experience to make the most of the school's resources in a challenging financial environment

For more information about the role and to arrange a visit please contact Chris Dyson interim CEO
chris.dyson@createpartnership.org.uk

CLOSING DATE: Tuesday 24th March, Midday.

INTERVIEWS: Wednesday 15th April 2026.

To apply please visit my new term

<https://mynewterm.com/jobs/146437/EDV-2026-BPS-79072>

Create Partnership Trust is committed to safeguarding and protecting our children and young people. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks. Our safeguarding system is underpinned by policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the [DBS filtering guide](#).

This post is covered by part 7 of the immigration act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement of this role.

Online searches are carried out on all shortlisted candidates for positions at Create Partnership Trust. The searches are carried out to identify any incidents or issues that have happened, and are publicly available online, which the Trust might want to explore with the candidate at interview. Please find a link to our safeguarding policy <https://www.create.org.uk/policies-documents> you are encouraged to read this policy prior to applying to work with us.

Job Description

Introduction and context

The role is permanent and full-time.

*The main focus of the work is on the leadership of the school with some wider contribution to the work of the Trust. **Headteacher appraisal objectives** will be focused on the leadership of the school.*

*The job description should be read in conjunction with the **National Standards of Excellence for Headteachers** (2020) which define high standards within a self-improving school system. These standards are not duties and responsibilities but intended as guidance to underpin best practice.*

The Trust is accountable for the school. The Headteacher is appointed centrally and is therefore expected to work fully within Trust guidelines.

1. Core Purpose

LEADERSHIP OF THE SCHOOL

- To be accountable for the performance and educational success of the school as determined by the Board and the Chief Executive Officer (CEO)
- To be accountable for the pastoral welfare of all pupils including behaviour, attendance, safeguarding and personal/social development
- To be accountable for high quality teaching across the whole curriculum, effective use of resources and improved standards of learning and achievement for all pupils
- To provide professional and inspirational leadership for the school, ensuring that it is managed and organised to meet its statutory requirements, aims and targets
- To plan strategically for a culture of school improvement
- To promote the aims, principles values and policies of Create Partnership Trust within the context of the school

LEADERSHIP CONTRIBUTION TO THE TRUST

- To develop, articulate, promote and uphold the agreed vision, values, ethos, principles and expectations of the Trust
- To work collaboratively with the CEO and other Headteachers in Trust schools, contributing to the sustainability of a cohesive family of schools with greater consistency of systems, policies and practices and improving achievement for its pupils
- To take a lead across the Trust in a specialist area of expertise

2. Duties and Responsibilities

LEADERSHIP OF THE SCHOOL

General – school-focused

- Act in accordance with the requirements of the School Teachers' Pay and Conditions Document 2019, paragraphs 43-52: the Contractual Framework.
- Act in accordance with other legislation and local and national guidance affecting the conduct of the school, particularly in relation to child safeguarding, health, safety and security matters, data and financial management, confidentiality, equalities and employment rights.
- Ensure the safeguarding, security and safety of all pupils and staff with a focus on maintaining best policy and practice.

- Report to the CEO, Board and Local governing Body (LGB) - as required under the Trust's Scheme of Delegation.
- Be responsible for all day-to-day leadership of the school, implementing its aims and strategic plan in line with the Trust's requirements and expectations.

Strategic direction – school focused

- Work with the CEO, the Board, LGB and staff to define and implement the school's strategic direction.
- Work with all stakeholders to create a shared vision and strategic plan which is responsive to the school's community and inspires everyone to achieve well.
- Work with the Leadership Group (LG) and staff to translate the vision into agreed objectives and operational plans to drive forward school improvement.
- Demonstrate the vision, values and principles of the Trust in everyday work and practice.
- Motivate all staff to create a shared culture, positive ethos and high ambition so that they are engaged and professionally fulfilled.
- Ensure the development of a culture and ethos which respects and celebrates equality, diversity and inclusion.
- Lead and manage change effectively and efficiently, ensuring that stakeholder views are represented.
- Ensure the school is prepared for external review and that effective practice and impact are demonstrated in all areas.
- Ensure that the school's performance targets are realistic and achievable but also challenging.

Leadership and management – school focused

- Lead by example, providing inspirational and purposeful leadership for all stakeholders.
- Demonstrate excellent leadership skills; for example, in terms of delegation, prioritising, influencing, decision-making and holding to account.
- Be responsible for the consultation, production and sharing of the School Improvement Plan (SIP) in line with overall Trust policy and guidance, ensuring that it is underpinned by sound data analysis and financial planning.
- Be responsible for the consultation, production and sharing of the School Self-Evaluation (SSE), in line with overall Trust policy and guidance, ensuring it is accurate and robust.
- Ensure that school policies and practices take account of national, local and school data including research evidence, inspection outcomes and the findings of the school's own self-evaluation.
- Monitor and evaluate the performance of the school as a whole and the impact of its policies and practices, reporting at least termly to the CEO, the Board and the LGB as required.
- Ensure that whole school communications systems are compliant, robust and effective including the school website and other information for staff, parents/carers and pupils.
- Identify spending priorities in accordance with Trust policy and guidance with the main focus on improving the quality of education for pupils and ensuring value for money.
- Manage the delegated budget in accordance with the Trust's scheme of financial delegation and financial management guidelines.
- Recruit, deploy and retain staff to achieve the school's aims and vision and ensure that high quality training and robust appraisal and accountability processes are in place.
- Ensure that the physical environment is of the highest quality, makes a strong contribution to pupils' learning and is fit for purpose in terms of its safety, security, organisation and good order.

Teaching and learning – school focused

- Be accountable and responsible for high quality teaching and learning across the school, focusing on optimum achievement for pupils in terms of their standards, progress and personal development.
- Create a culture which focuses on securing and sustaining outstanding teaching and learning.
- Ensure that barriers to learning are removed for vulnerable groups of children and track and monitor their progress regularly.
- Lead the monitoring and evaluation of pupils' academic standards and progress.
- Lead the monitoring and evaluation of pupils' personal, social and spiritual growth and development.

- Implement strategies which secure high standards of pupils' behaviour and attendance.
- Implement a rich curriculum and an effective assessment framework.
- Ensure personal knowledge of the strengths and weaknesses in teaching and learning and take appropriate and rapid action if concerns are raised.
- Ensure that personal, spiritual, moral, social and cultural education are integral to the curriculum.
- Ensure that curriculum guidance takes account of higher national expectations but also has the flexibility to accommodate community needs or changing circumstances.
- Have a strong pedagogical understanding of teaching and learning based on well-founded research and know how to put it into operation.

Securing accountability – school focused

- Account for the efficiency, effectiveness and educational success of the school to all its stakeholders.
- Account for the implementation and embedding of agreed Trust values, vision, principles and policies in the school.
- Ensure that individual and collective staff and leader accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.
- Challenge underperformance at all levels, ensuring rapid corrective action and follow-up through coaching, mentoring and robust appraisal.
- Implement timely procedures to manage concerns about staff performance or attendance.
- Develop and present a coherent and accurate account of the school's performance to a range of stakeholders including the CEO, DCEO, the Board and the LGB as required.

Working with communities – school-focused

- Create and maintain effective partnerships with parents/carers and Local Advisers to support and improve pupils' achievement and personal development.
- Support the LGB with high quality accurate reporting and the provision of opportunities to see the school during the working day.
- Seek opportunities to bring community or business role models into the school to enhance and enrich the curriculum and widen pupils' aspirations.
- Build a school community and culture which takes account of equality, diversity and inclusion, enabling pupils to see their own lives reflected in the curriculum as well as giving them broader, new experiences.
- Emphasise the benefits of a diverse school population, strongly opposing any form of racism or prejudice and ensure equality of opportunity in terms of all protected characteristics and in the context of promoting British and universal values.
- Maintain strong professional relationships with all stakeholders to ensure high level consultation, engagement and the opportunity to contribute to school practice.
- Ensure that opportunities are developed for parents/carers to be engaged in school activities which promote their ability to support pupils' learning and achievement.
- Ensure excellent communication and partnership with parents/carers via curriculum newsletters, personal contacts and visibility and management of the school website.
- Ensure personal visibility to the school community at key points of the day and at main school events.
- Ensure regular opportunities for parents/carers to give feedback.

LEADERSHIP CONTRIBUTION TO THE TRUST

- Make a strong contribution to the Trust's executive leadership, ensuring that shared policy and practice is implemented consistently, equitably and robustly.
- Act as an advocate, ambassador and the public face of the Trust to further its partnership working, external relationships and future growth.

- Work collaboratively with other Trust leaders, learning from the experience of successful schools, in order to improve own school systems, processes and performance.
- Develop the skills and capacity of school staff, particularly senior leaders, to support the Trust more widely.
- Take opportunities to learn from research and best practice in other schools for the benefit of the Trust.
- Support the due diligence of any school joining the Trust, including those to be sponsored.
- Develop and lead a specialist area of expertise related to the leadership of people, which will contribute to the building of a networked professional learning community across all schools in the Trust.

PERSONAL AND PROFESSIONAL GROWTH

Personal commitment as a leader

- Demonstrate high level interpersonal and communication skills in order to develop successful, motivated teams.
- Demonstrate high level leadership skills including the ability to challenge and hold others to account.
- Be well-organised and achieve deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance.
- Demonstrate the ability to critically reflect and self-evaluate.
- Be an excellent role model in terms of professional conduct, time management, personal presentation and leadership behaviours.
- Demonstrate personal resilience and perseverance in the face of challenging circumstances.
- Present as an excellent role model for personal punctuality and attendance.
- Make a commitment to attendance during some school holidays and ensure that senior leaders do the same so that all preparations are in place for the start of a school year, term or half-term.
- Demonstrate working to the National Standards of Excellence for Headteachers.

Professional development

- Participate in professional development opportunities which support the role of Headteacher and particularly, those which contribute to the knowledge, skills and understanding of the Trust as a whole.
- Keep abreast of educational developments and best practice in leadership and management in order to implement appropriate innovation.

Other

- Undertake such duties at the discretion of the CEO, the Board and the LGB as may reasonably be required by the changing needs of the school and the Trust.
- Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves.
- Attend identified Board and Scrutiny Committee meetings as contributor (non-voting) and observer.
- Attend LAB meetings as ex-officio voting member.

Accountability and Reporting

- Accountable for all elements outlined in the job description
- Reporting to the CEO, the Board and the LGB
- Line managed by the CEO
- Appraisal outcomes to be reported to the Board and the LGB
- Subject to performance-related pay in line with the Trust's pay policy

Line Management Responsibility

- Direct line management responsibility (including appraisal) of senior leaders – Deputy Headteacher and Assistant Headteachers
- Direct appraisal of other staff as per the school's context, including any staff subject to Informal Support Plans or the Capability Procedure. Shared leadership of the appraisal of the Senior Leader for School Improvement (SLSI) with the CEO and another Trust Headteacher.

SPECIAL CONDITIONS OF EMPLOYMENT

Rehabilitation of Offenders Act 1974

- This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- Appointment is subject to an enhanced DBS (Disclosure and Barring Service) disclosure and any relevant convictions, cautions and reprimands being considered.
- The jobholder must disclose any convictions, cautions or reprimands which have been acquired after DBS clearance has taken place. If this does not occur, the jobholder may be managed in accordance with the Trust's Disciplinary Procedure.
- Further information about the Disclosure and Barring Service is available from www.homeoffice.gov.uk/dbs.

Health and safety, Equality and inclusion

- The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).
- The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

Safeguarding

- The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that s/he might have regarding any child's welfare to the appropriate person.

Staff code of conduct

- The jobholder is expected to observe the staff code of conduct and be a role model for others.

Security of information

- The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

Right to work

- The jobholder must have permission to live and work in the UK.

Working time

- The jobholder is paid on the Leadership Scale and therefore does not operate a time bound contract and is not subject to working time provisions which apply to other teachers. For this reason, the jobholder should be available for work beyond 195 days per year in order to ensure good team preparation for the start of a school year, term or half-term.
- The jobholder is entitled to a break of reasonable length in the course of each school day and must arrange for a suitable person to assume responsibility during that break

Headteacher signature:	CEO signature:
Date:	Date:

Person Specification

Assessment focus: - blue shading

1 Written application

2 Documentary evidence

3 Interview process

4 References

EDUCATION AND PROFESSIONAL QUALIFICATIONS	Essential/Desirable	Assessment focus			
		1	2	3	4
Qualified teacher status	Essential				
Good honours degree	Essential				
Continuing professional development and/or accredited study relating to school leadership	Essential				
Up-to-date training for child safeguarding and safer recruitment	Essential				
NLE/LLE/SLE designation	Desirable				
National Professional Qualification for Headship (NPQH)	Desirable				
Higher degree in relevant discipline	Desirable				
EXPERIENCE AND KNOWLEDGE					
Outstanding leader with evidence of positive impact on whole school performance	Essential				
High quality and rapid change management	Essential				
Track record of outstanding teaching and leadership across the primary age range.	Essential				
Sustained and successful leadership in a variety of contexts	Essential				
Good knowledge and understanding of the wider educational landscape	Essential				
Development of successful teams for rapid impact	Essential				
Understanding of the characteristics of an effective learning environment	Essential				
Successful primary headship	Desirable				
Leadership of a school through a period of change and challenge	Desirable				
Leadership of a school through an Ofsted inspection with good outcomes	Desirable				
Leadership of a school to an improved Ofsted category	Desirable				
Maintenance of the performance of a school designated as outstanding	Desirable				
Successful senior leadership within a multi-academy trust	Desirable				
Successful working across more than one school or in an outward-facing role	Desirable				
Successful working with local governance and/or a board of trustees	Desirable				
SKILLS					
Ability to:					
Plan strategically, prioritise and delegate for rapid school improvement	Essential				
Articulate and share a vision of primary education to meet the Trust's aims and values	Essential				
Use excellent knowledge of primary pedagogy to accelerate pupils' progress	Essential				
Develop teams and systems for effective collaborative working and positive impact	Essential				
Inspire and motivate all stakeholders for raised aspirations and expectations	Essential				
Tackle challenging or critical situations and make difficult decisions, conveying outcomes with clarity and sensitivity	Essential				
Embrace the use of new technology and understand its potential for the future of teaching and learning	Essential				
Analyse data, set targets and monitor/evaluate progress	Essential				
Use robust appraisal processes to challenge underperformance at all levels and ensure rapid, corrective action	Essential				
Lead assessment strategies securely	Essential				
Consult and negotiate	Essential				
Lead an area of specialism across the Trust's schools	Essential				
PROFESSIONAL AND PERSONAL ATTRIBUTES					
Outstanding leader with commitment to collaboration and partnership working	Essential				
Leadership style which encourages, inspires, motivates and empowers others	Essential				
Commitment to excellence in all aspects of work	Essential				
Strong commitment to school improvement and raising achievement for all pupils	Essential				

Ability to inspire and motivate all stakeholders to achieve the aims and demonstrate the values of the school and the Trust	Essential				
Self-aware, reflective, adaptable and emotionally intelligent	Essential				
Commitment to best practice in safeguarding and health and safety	Essential				
Strong presence and visibility as a senior leader, demonstrating optimism, perseverance and resilience	Essential				
Commitment to equalities and diversity in policy and practice	Essential				
Commitment to an inclusive school where pupils' personal, social and spiritual development is highly valued	Essential				
High quality communication skills – adapting to diverse audiences	Essential				
Acceptance of responsibility for outcomes	Essential				
High standards and expectations in terms of school organisation and good order, including the protection of Trust resources and assets and the management of pupils' behaviour	Essential				
Commitment to ensuring all children within the Trust are safeguarded	Essential				
Passion for pupils' learning and the provision of a broad, inspirational curriculum	Essential				
Preparedness to adapt roles and responsibilities as the Trust grows and develops	Essential				
Aspiration to develop an executive headship role in line with Trust growth	Desirable				