



**BROOKFIELDS  
PRIMARY SCHOOL**



## Headteacher Recruitment

July 2026





## A New Chapter for Brookfields – An Invitation to Lead, Grow and Transform

Dear potential candidates,

I want to speak to you candidly.

You may have seen the Headteacher role at **Brookfields Primary School** advertised before — and it would be right to ask why.

I will be joining the organisation as CEO in September 2026, and with that comes a clear commitment: to create something different. Something stronger. Something that lasts - for Brookfields, its staff, its children, and its community.

This is not simply about appointing a Headteacher.

This is about finding **the right person**; someone with the **values, conviction, and drive to create long-lasting change**. Someone who believes deeply that education transforms lives, and who is ready to lead that change for the children and families we serve.

Brookfields sits at the **heart of its community**.

It is more than a school - it is a place of belonging, aspiration, and opportunity for the children and families who rely on it every day.

And it deserves the very best leadership.

We are now at a pivotal moment; the start of Brookfields' **next chapter**.

A genuine reset.

An opportunity to build a school that is not only high-performing, but deeply rooted in its community and outward-looking in its ambition.

Together, we will establish a culture of:

- **Uncompromising high expectations** for every child and every adult
- **Authentic collaboration across our Trust**, ensuring Brookfields is supported, connected, and strengthened by others
- A school that is **proudly rooted in its community**, while being ambitious and outward-facing
- A shared moral purpose centred on **changing lives and creating futures**


Our Trust strategy is simple but powerful: we go further **together**.

You will not lead Brookfields alone. You will be part of a **truly collaborative Trust**, where:

- Leaders work alongside one another with trust and honesty
- Expertise is shared openly
- Success is collective
- And every leader is both supported and challenged to be their best

But at the heart of this is you.





We are deeply committed to developing leaders through **coaching, support, and stretch** - helping you discover strengths and capabilities you may not yet realise you possess. We want to develop leaders who not only succeed in their schools, but who grow into individuals who **shape others, build capacity, and influence beyond their own context**.

This is a role for someone ready to take a **leap of faith**.

A leap into a school full of potential.

A leap into an organisation at the beginning of something bold:  
a **new start, a new direction, and a shared journey** built on ambition and purpose.

This will be a **magnificent journey**; one that will transform:

- Your life as a leader
- The lives of the staff you lead and develop
- And most importantly, the lives of the children and families at the heart of the Brookfields community

My ambition is to build an organisation where leaders choose to stay; not because they have to, but because they **cannot imagine working anywhere else**.

Brookfields deserves a leader who believes in its community, believes in its children, and is determined to create something exceptional.

If that is you, I would very much welcome a conversation.

Yours sincerely,

*Jo Harrison*

Incoming Chief Executive Officer (from September 2026)  
**Create Partnership Trust**



## 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.



## Our schools

There are 4 schools in the Create Partnership Trust Family; Brookfields Primary, Conway Primary, Greet Primary and Hodge Hill Primary.



The schools work closely together - developing policies, sharing good practice and supporting and challenging each other. All our schools are committed to ensuring that every child receives a broad and balanced education, that they're happy, safe and well prepared for moving on to the next stage of their education.

Our schools have joined the Trust with different experiences and legacies. Each school serves its unique community and has the freedom to interpret the needs of that community and identify appropriate solutions. The Trust provides the value added – the support structure, the back-office systems and the opportunities for collaboration and shared endeavour.

## Headteacher

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

*Permanent and full time*

**Headteacher Required January 2027**

**This isn't just another Headteacher role — it's a chance to transform a school and shape its future.**

Brookfields Primary is entering an exciting new chapter, with a new CEO joining in September 2026 and a clear vision to build a thriving, values-driven culture.

We're looking for an ambitious and purpose-led Headteacher to lead this journey.

### Why join us?

- Lead a genuine reset and create a lasting legacy
- Build a culture of high expectations and belonging
- Work within a collaborative Trust where leaders are supported and developed
- Make a real difference to pupils, staff, and the wider community

### What makes this role unique?

- A strong commitment to leadership growth through coaching and support
- Genuine collaboration — no silos, no isolation
- A culture where success is shared and people thrive

### Who we're looking for

A driven and values-led leader who:

- Is committed to improving life chances for every child
- Has the ambition to transform a school and influence a community
- Wants to grow as a leader within a bold and supportive Trust

### This is your moment

This role is challenging — but deeply meaningful. If you're ready to lead change, build something exceptional, and be part of an ambitious organisation, we want to hear from you.

### How to Apply:


For further information, including the job description, person specification, and details of the application process, please refer to the attached pack.

If you would like to discuss the role or the application process in more detail, please contact Collette O'Connell (People Lead) at [collette.oconnell@createpartnershiptrust.org.uk](mailto:collette.oconnell@createpartnershiptrust.org.uk).

Prospective applicants are also encouraged to arrange an informal conversation or visit prior to applying. To do so, please contact either Collette O'Connell [collette.oconnell@createpartnershiptrust.org.uk](mailto:collette.oconnell@createpartnershiptrust.org.uk) or Joanne Harrison, CEO (from September 2026), at [jo.harrison@create.org.uk](mailto:jo.harrison@create.org.uk).

**CLOSING DATE: 11<sup>th</sup> September 2026 9.00am INTERVIEWS: 22<sup>nd</sup> and 23<sup>rd</sup> September 2026**


*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.

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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](http://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

### EDUCATION AND PROFESSIONAL QUALIFICATIONS

Qualified Teacher Status

Essential

Good honours degree

Essential

CPD/leadership-related accredited study

Essential

Safeguarding & safer recruitment training

Essential

National leadership designation (NLE/LLE/SLE)

Desirable

NPQH

Desirable

Higher degree

Desirable

### Experience and Knowledge

Outstanding leadership with whole school impact

Essential

Proven change management

Essential

Outstanding teaching and leadership in primary education

Essential

Experience across varied school contexts

Essential

Strong understanding of the wider education landscape

Essential

Ability to build and lead high impact teams

Essential

Knowledge of effective learning environments

Essential

Experience working with governance/trust boards

Essential

Successful primary headship

Desirable

Leading schools through challenge or significant change

Desirable

Positive Ofsted leadership, including improvement or sustained Outstanding

Desirable

Senior leadership within a MAT

Desirable

Cross school or outward facing leadership roles

Desirable

### SKILLS

Strategic planning, prioritisation and delegation

Essential

Clear educational vision aligned to Trust values

Essential

Strong pedagogical expertise and use of assessment

Essential

Data analysis, target setting and monitoring

Essential

Leading and managing performance, including underperformance

Essential

Building collaborative teams and systems

Essential

Inspiring, motivating and influencing stakeholders

Essential

Confident use of technology to enhance learning

Essential

Effective consultation and negotiation

Essential

### PROFESSIONAL AND PERSONAL ATTRIBUTES

Collaborative, partnership-focused leadership

Essential

Inspiring, empowering leadership style

Essential

Strong commitment to excellence and continuous school improvement

Essential