

Impact  
Education



**BERRY BROW**  
Infant & Nursery Academy

**Where Hearts & Minds Connect**

# **Headteacher Recruitment Pack**

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West Yorkshire  
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# Welcome Message

**Mick Kay-** *Chief Executive Officer & Accounting Officer*

Thank you for your interest in Impact Education Multi Academy Trust.

Our vision is to be a Trust where hearts and minds connect; values-driven partners who work collaboratively to provide a high-quality and inclusive education that impacts positively on our young people. We are on a mission to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills, and qualities to be successful in learning, life, and work.

Our people are empowered to create, explore, share, and learn from each other and the wider system through agile professional learning communities. They have access to high quality professional development through our Institute of Learning. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected, and happy in their work.

Our values of Heart, Mind and Connect underpin everything we do, and our core principles articulate how we will live these out across our academies.

# Welcome Message

**David Fann** - *Chair of Governors*



Dear Applicant,

Thank you for your interest in the position of Headteacher at Berry Brow Infant Academy. I am very pleased that you are considering applying for the role of a leader in our school. As Chair of Governors, I am delighted to share a little about our school and what makes this such an exciting opportunity.

We are an infant school where the children are truly at the heart of everything we do. We are pleased to be part of Impact Education Multi-Academy Trust. The vision is to be a Trust where hearts and minds connect to improve the life chances of our pupils by challenging social disadvantaged and championing inclusion.

We are incredibly fortunate to have such wonderful children and supportive families who are fully engaged in school life. The support, encouragement, and commitment to education are key to the strong sense of partnership that defines our school community. The children who attend our school are curious, kind, and full of potential! Together, they make our school a joyful and fantastic place to be.

I am personally really proud to be a part of our Governing Body which is made up of committed and dedicated members who work closely with the SLT and staff to move the school forward. We are passionate about ensuring that our school continues to grow as a place of warmth, aspiration, and high achievement.

The person specification provides a more comprehensive list of the qualities we are looking for. However, in essence, we would like to appoint a Headteacher who will share our values and commitment to providing a high-quality education for all children. Someone who will contribute to our nurturing ethos while also helping to drive continuous improvement, innovation, and excellence in teaching and learning. If you are a leader who wants to make a real difference, who values community, and who believes that children thrive when they feel valued and inspired, we would be delighted to hear from you.

Thank you once again for your interest in joining our school. I look forward to hearing from you and receiving your application.

# Berry Brow Infant and Nursery Academy Vision

Our vision is to make our school a place where children thrive and feel a sense of belonging. We want our children to experience a wide range of opportunities and develop into resilient members of our community.



*Central to our vision are the following key drivers which underpin the curriculum, the way we behave and our expectations.*



Our School Promise that everyone aims to be 'Ready, Respectful and Safe'. Our promise is designed to promote a positive climate and learning culture within our school, provide a safe environment for all and help children enjoy positive experiences and relationships in school.



High aspirations – Raising aspirations and aiming to be the very best that we can be. Challenging ourselves to dream, believe and achieve across a wide range of activities, we value what we measure.



Knowledge and skills – Developing language and providing knowledge in order to apply a range of skills in different contexts is fundamental to our curriculum. We want children to have knowledge and skills that can be used to support their community and beyond.



Personal Development – We strive to give children as many opportunities as possible. This is because children's personal development is crucial to becoming a happy learner.



Post	Headteacher
Salary	L11-17
Start date	13 <sup>th</sup> April 2026
Closing date	Monday 19th January 2026 9.00am
Interviews	27 <sup>th</sup> and 28 <sup>th</sup> January 2026

**Position:** Headteacher

**Commencement:** April 2026

**Salary:** L11–L17 (£66,368 – £76,772 per annum, full time)

Following the decision to join Impact Multi Academy Trust, Berry Brow's improvement journey has focused on strengthening provision, raising expectations and securing greater consistency. Much has been achieved, and the Academy is now excited to embark on the next phase of its journey with the appointment of a permanent Headteacher.

Berry Brow is situated in a semi-rural area, south of Huddersfield in the Holme Valley and has recently celebrated its 150th birthday. With a proud history Berry Brow is a small infant and nursery school rooted in the local area. Our children are extremely well-behaved, enthusiastic and eager to learn. We strongly value the partnership between school and home and work closely with parents to ensure every child is supported to reach their full potential. We are seeking a dedicated, adventurous and creative individual with the flexibility, drive and ambition to lead our school forward. Someone who is passionate about providing a safe, caring and well-organised environment where children can thrive and learn.

Prospective candidates will be eager to join our family of schools and will enjoy working in a collaborative way where everyone is encouraged to grow and develop within their role.

We are looking for a dynamic, reflective and personable leader who:

- Enjoys working collaboratively and can form positive relationships quickly.
- Leads in a supportive, strong and effective manner.
- Can recognise and rise to the challenges of leading a small school.
- Can inspire and motivate both staff and pupils.
- Can champion inclusion, showing resilience and a quiet determination.
- Demonstrate excellent communication and interpersonal skills.

Prospective candidates are warmly encouraged to visit, and this can be arranged at a mutually convenient time by contacting Lesley Heathcote Executive Headteacher on: [lheathcote@i-mat.org.uk](mailto:lheathcote@i-mat.org.uk)

Interested candidates are also invited to explore our school further by visiting the school and Trust websites.

# Our Trust, Our Family

## **The Halifax Academy**



Our purpose is to provide young people with a voice to help them change the world.

## **Castle Hall Academy**



Our vision is to achieve Academic excellence, develop character and raise aspirations.

## **Warley Road Academy**



At Warley Road we want our children to have a bright future, able to contribute as successful individuals to the community & world.

## **The Whitley AP Academy**



Our Mission is to Enrich, Inspire and Motivate pupils to achieve their full potential.

## **Old Bank Academy**



Our vision is for children to grow and thrive to be the best that they can.

# Our Trust, Our Family



## Hill View Academy

At Hill View Academy, we want our children to thrive, achieve and to have a successful future.



## Newsome Academy

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress.



## Lee Mount Academy

Our vision is to help children to be skilled, confident and articulate. We teach this through insisting on the '4R's' (Respect, Resilience, Responsibility and Reflection) in all that we do.



## Newsome Junior Academy

We work hard to provide a happy, stimulating and caring environment in which all children are valued.



## Berry Brow Infant and Nursery Academy

We pride ourselves on our warm and friendly atmosphere and hope that new parents and children will quickly feel part of our school family.

# Core Principles

## Value Driven



Impact Academies are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students.



## Collaborative Leadership

Impact Academies provide clarity of vision which will enable us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust.



## Effective Relationships

Impact Academies place the development of effective relationships at the heart of their work. How we connect with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge.



## High Expectations

Impact Academies have high expectations of all students. Ambitious academic and personal development targets are set to ensure each student makes outstanding progress. Academies reinforce positive attitudes to learning, reasoning, resilience, responsibility, reflection and respect are key learning characteristics cultivated in our academies.



## Developmental Opportunities

Impact Academies invest in the personal development of students and professional development of staff. Impact Academies provide all students with opportunities to make a contribution to their communities and beyond.

# Job Description

Post	Headteacher
Academy	Berry Brow Infant & Nursery Academy
Pay Range	L11-17
MAT name	Impact Education Multi Academy Trust
Reporting to	Primary Executive Headteacher
Accountable to	Chief Executive Officer
<b>Core Purpose:</b>	
<ul style="list-style-type: none"><li>· Within the 'core principles' of the Trust, provide inspirational and effective leadership and management that ensures students make outstanding academic and personal progress</li><li>· As a member of the Trust's Leadership Team, champion the Trust mission, vision and values and actively contribute to shaping and the delivery of its strategic priorities</li></ul>	
<b>Qualities and knowledge</b>	
<ul style="list-style-type: none"><li>· Holds and articulates clear values and moral purpose, focused on providing a world-class education for the students of the Academy</li><li>· Demonstrates optimistic personal behaviours, positive relationships and attitudes towards students and staff, and towards parents, trustees and members of the local community</li><li>· Leads by example, with integrity, creativity, resilience and clarity, drawing on their own scholarship, expertise and skills, and that of those around them</li><li>· Models and demands ethical leadership and behaviours</li><li>· Sustains broad, current knowledge and understanding of education and school systems locally, nationally and globally, and pursues continuous professional development</li><li>· Works with political and financial astuteness, within a clear set of principles centred on the Trust's vision, ably translating local and national policy into the academy's context</li><li>· Communicates a compelling vision for the academy and empowering leaders to support all students and staff to excel</li></ul>	

## **Students and staff**

- Demands ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- Secures excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and increasing students' well-being
- Establishes an educational culture of 'open classrooms' as a basis for sharing best practice within the academy, drawing on and conducting relevant research and robust data analysis
- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identifies emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning and Trust sustainability
- Holds all staff to account for their professional conduct and practice

## **Systems and process**

- Ensures that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity
- Accurately evaluates the performance of the academy, translating this into precise actions that impact positively on key priorities
- Provides a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in the academy and in wider society
- Ensure the academy's systems and measures for managing the performance of staff are implemented robustly, addressing any under-performance and supporting staff to improve valuing excellent practice

## **The self-improving school system**

- Creates an outward-facing academy which works proactively with Trust leaders, teachers and staff to maximise the opportunity MAT status affords
- Works with other schools/academies and organisations (both within and beyond the MAT), in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for all students in the Trust
- Develops effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students
- Challenges educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- Shapes the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Models entrepreneurial and innovative approaches to school improvement and leadership, confident of the vital contribution of internal and external accountability
- Inspires and influences others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education

# Person Specification

Criteria: E – Essential D – Desirable I – Identification: A – Application form I – Interview R – Reference

Qualifications and training	E	D	I
Qualified teacher status.			A
General evidence of relevant CPD activities for Headship.			A
NPQH			A
Good honours degree (at least 2:2) in a relevant discipline.			A
Experience	E	D	I
Evidence of sustained impact as a Senior Leader in the primary sector			A/I/ R
Experience of coaching/mentoring/performance management/supporting colleagues which has led to improvements in performance.			A/I/ R
Examples of involvement in successful collaborative partnerships which have led to improved student outcomes.			A/I/ R
Proven track record in leading and managing staff including building successful teams.			A/I/ R
Experience of improvement planning and of monitoring, evaluating and reviewing the impact of plans.			A/I/ R
Experience of monitoring standards and developing curriculum delivery with successful target setting and tracking which has raised standards of attainment and progress.			A/I/ R
Experience of analysing/evaluating performance data in contributing to improvement strategies.			A/I/ R
Experience in policy development and review.			A/I/ R
Experience of parental involvement schemes to enhance student outcomes.			A/I/ R
Experience of presenting high quality, strategic information to Governors and supporting their role as a 'critical friend'.			A/I/ R
Knowledge and skills	E	D	I
Up to date knowledge including pedagogy, safeguarding, Ofsted framework and research findings.			A/I/ R
Excellent interpersonal and presentation skills across the spectrum of stakeholders.			A/I/ R

	E	D	I
Knowledge of current and emerging priorities for the education sector.			A/I/ R
Ability to manage and prioritise workload and, where appropriate, delegate to others.			A/I/ R
Ability to develop and maintain appropriate relationships and establish effective stakeholder partnerships within and beyond the academy.			A/I/ R
Awareness and commitment to safeguarding and promoting the welfare of children including the expectation that all staff will share this approach.			A/I/ R
DSL trained.			A
Ability to use data and a range of sources of evidence to make judgements and identify priorities.			A/I/ R
Knowledge of self-evaluation and planning for improvement.			A/I/ R
Excellent influencing skills and the ability to engage others in new ideas.			I
Able to inspire, challenge and motivate others.			A/I/ R
A high level of self-awareness – knows strengths and preferences and can relate to different personality types well.			I
An outstanding classroom practitioner			R
Experience of setting and monitoring whole school budgets			A
Initiative	E	D	I
Ability to self-motivate, has excellent organisational skills, able to work under pressure and re-prioritise workload.			A/I/ R
Ability to demonstrate readiness to accept and implement change with an openness and willingness to learn.			A/I/ R
Ability to work flexibly within a team and lead by example.			A/I/ R
Other			
Have a sense of perspective and a great sense of humour.			A/I/ R
Uncompromisingly ambitious for students and their life chances.			A/I/ R
Willingness to support MAT development including work as directed by CEO.			A/I/ R

# Employee Benefits

All colleagues receive a planned induction to ensure the best start possible. We are also very proud of the professional learning opportunities across our Trust which are part of our Canopy offering. Canopy means professional learning for everybody across Impact trust – whatever your school, whatever your role and whatever your interest.

A place which inspires us all to grow and develop and pushes us all to be our professional best. These opportunities vary from ITT Training, NPQ's, HLTA, SEND

TA , Wellbeing Champion Apprenticeships and many more. Early Career teachers are supported through a range of networks and have access to fully trained mentors and coaching opportunities.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform 'Smart Hive', which gives access to a range of benefits:



# What our colleagues say

*It's a great place to work- I enjoy being part of a trust where genuinely support is always available.*

*Our canopy offer and opportunities for all employees to take part in learning is great.*

*I feel fulfilled in my role and enjoy being part of a wonderful school.*

*Take great pride in the way the Trust has developed from its inception. The work taking place in our Academies is magical.*

# Application Process

To arrange a visit to Berry Brow Academy or to find out more about the role, please contact Lesley Heathcote Executive Headteacher on: [lheathcote@i-mat.org.uk](mailto:lheathcote@i-mat.org.uk)

To find out more about our Trust please have a look at our website or check out individual Academy websites.

You will find the central Trust by clicking on the link: <https://i-mat.org.uk>

Click on the link for the latest Ofsted: <https://files.ofsted.gov.uk/v1/file/50228835>

Impact Multi Academy Trust is committed to the welfare and safety of all our pupils, and as such rigorous DBS and employment checks will be carried out.

Please apply via the MyNewTerm Portal at the following link:  
<https://mynewterm.com/jobs/150568/EDV-2025-BBIANA-39241>

## Key Dates

Closing date: Monday 19<sup>th</sup> January 2026 9.00am

Shortlisting: Week commencing 19<sup>th</sup> January 2026

Interview date: 27<sup>th</sup> & 28<sup>th</sup> January 2026

Start date: 13<sup>th</sup> April 2026

Where hearts and  
minds connect  
**CLICK HERE**

