



BRENTWOOD



2nd July 2025



Dear Applicant,

Invitation to Apply: Headteacher, Brentwood School and Community College

On behalf of the Governing Bodies of Brentwood School and Community College, we are delighted to invite applications for the post of **Headteacher**, following the early retirement of our highly respected Headteacher, who has provided exceptional leadership and care to our community over years.

Brentwood is a vibrant, inclusive and highly regarded special school and specialist FE college, catering for children and young adults with a wide range of complex special educational needs and disabilities, including autism, severe and profound learning difficulties, physical, sensory and complex needs. Our students are extraordinary individuals, each with their own talents and challenges, and we are deeply committed to enabling every one of them to thrive.

This is a unique and exciting opportunity for a compassionate and visionary leader who shares our values and aspirations. As Headteacher, you will lead a skilled and dedicated team, working closely with families, professionals, and our wider community to provide personalised, high-quality education and support that prepares students for life.

We are seeking someone who:

- Has the passion, resilience and strategic vision to lead in a complex, evolving educational landscape;
- Understands and celebrates the potential of young people with SEND;
- Has the experience and confidence to lead both school-age and post-19 provision, shaping curriculum, outcomes and transitions to adulthood;
- Will build on our strong foundations while taking the school and college forward with creativity, integrity and ambition.

In return, we offer supportive governing bodies, a committed and talented staff team, and a wonderful group of learners who inspire us every day.

If you believe you have the qualities to lead our school and college through the next phase of its journey, we warmly encourage you to apply.

Visits to Brentwood are highly encouraged and can be arranged by contacting the Headteacher, Jude Lomas:
jlomas@brentwood.trafford.sch.uk

Thank you for your interest in this important role. We look forward to receiving your application.

Yours sincerely,

Sarah Parkin

Chair of Brentwood School Governors

Mick McHugh

Chair of Brentwood College Governors



Headteacher

Brentwood School and Community College

Salary: Leadership Scale L24-L30 (£87,651-£101,533)

Full time, permanent position

To commence January 2026

Brentwood is a friendly, safe and inclusive school and college where students are valued and feel a sense of belonging. It is a place where students' needs are met with care, empathy and understanding. Our ethos is for all our students to gain the social, emotional and academic skills to facilitate optimum independence and happiness, and to reach their full potential as valued members of the community.

"Students love attending this school. Their smiles fill the corridors with joy. From when they arrive in Year 7, until they leave the sixth form, students are supported and cared for by staff who understand their varied needs and abilities exceptionally well. Students thrive here" – **Brentwood School Ofsted February 2025**


"College pathways help students to become as independent as possible in all aspects of daily living. Staff support students who have more complex needs skillfully to develop their communication skills. They enable them to demonstrate choice and control" – **Brentwood Community College Ofsted June 2022**

As soon as you enter Brentwood school and college you know you are somewhere wonderful.

We are a special school and specialist FE college for young people with SLD, PMLD, autism and complex needs. We pride ourselves in being a caring, friendly organisation with high aspirations for all of our students.

Brentwood School is an 11-19 maintained special school which will have 190 students on roll in September 2025. Brentwood College is a post 19 independent specialist provider which will have 26 students on role in September 2025. In the Autumn Term we will open our new extension which will provide additional learning spaces and allow further expansion of our student intake. Students attend Brentwood from across Trafford and neighbouring local authorities. All of our students have an EHC plan and currently 42% of school students have free school meals.

We aim to support all students to develop skills and learning for life. We follow an individualised approach and students are supported through a range of personalised strategies. Our staff are highly trained and skilled in specialisms to support students, and our vision is for all students to gain the social, emotional and academic skills to support them into adulthood.



The school and college are co-located on the Brentwood site which provides state-of-the-art provision. This includes purpose-built classrooms, a hydrotherapy pool, light room, soft play area, music and drama studio, PMLD Hub, sensory garden, food technology room, life-skills room, bike track with adapted bikes and extensive outdoor areas. Students also benefit from accessing our Forest School and horticulture areas. From September 2025 we will also offer a specialist unit for our highest need students.

What we need from a Headteacher:

We are looking for a caring, passionate, enthusiastic leader who is committed to the development of young people to be the best they can be.

What we are offering a Headteacher:

Brentwood offers a state-of-the-art purpose-built school and college, highly skilled and committed staff, a dynamic senior leadership team, a superb community of parents and carers, highly supportive governors and, most importantly, our wonderful students.

If you are ready for a new challenge providing the best outcomes for Brentwood students, please consider applying for the post.

If you require further information, please refer to our main website, which will link you to both the school and college websites: www.brentwoodschoolandcollege.co.uk

Visits to the school and college can be arranged by contacting Jude Lomas by email: jlomas@brentwood.trafford.sch.uk

Brentwood is committed to safeguarding and promoting the welfare of children and adults and we expect all staff to share this commitment. The post you have applied for is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

The post is also subject to satisfactory references, proof of right to work in the UK in accordance with the Asylum and Immigration Act 1996 and other pre-employment checks where applicable.

Closing date for applications: 8th September 2025, 9am

Shortlisting: 10th September 2025

Interviews: 18th and 19th September 2025

Please send applications via email to jane.bryan@trafford.gov.uk





Job Description

This job description reflects the Headteachers' Standards (2020). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment of the Headteacher at Brentwood School and Community College is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education. In carrying out their duties, the Headteacher shall consult, where appropriate, with the Local Authority, the governing bodies of the school and college, the staff, students and the parents and carers of Brentwood's students.

A. The Core Purpose of the Headteacher

At Brentwood the Headteacher is the prime mover in creating and inspiring the ethos and core values of the school and college, securing these with all members of the Brentwood community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the Local Authority, and the college. This will promote a secure foundation from which to achieve high standards in all areas of the school and college's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning, and using personalised learning to realise the potential of all students. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all students.

The Headteacher is the leading professional in the school and college. Accountable to the governing bodies, the Headteacher provides vision, leadership and direction for the school and college and ensures that the organisation is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school and college's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school and college's aims and objectives and for the day-to-day management, organisation and administration of the school and college.

The Headteacher, working with and through others, secures the commitment of the wider community to the school and college by developing and maintaining effective partnerships with, for example: other schools and colleges, other services and agencies for children and vulnerable adults, the Local Authority and FE institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally. Drawing on the support provided by members of the school and college community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all students.



B. The Three Domains of Headship

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which will be expected of the Headteacher.

The standards in section C cover interlinked domains of the Headteacher's role, all underpinned by the governance and accountability domain.

Culture and ethos

- school and college culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school and college improvement
- working in partnership

C. Ethics and professional conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The Headteacher will uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

The Headteacher will be expected to uphold public trust in school and college leadership and maintain high standards of ethics and behaviour. Both within and outside school and college, the Headteacher will:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position

- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead students to break the law

As the leader of the school and college community and profession, the Headteacher will:

- serve in the best interests of the school and college's students
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

D. Headteachers' standards

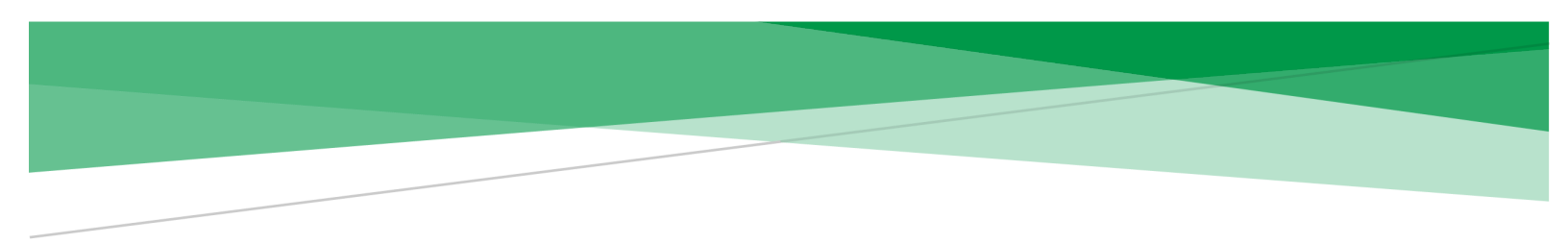
The Headteacher will meet the Headteachers' standards outlined below:

1. School and college culture

- establish and sustain the school and college's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school and college community
- create a culture where students have a positive and enriching experience at Brentwood.
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school and college community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines and student need
- ensure effective use is made of formative assessment



3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught to meet the specific needs of the students at Brentwood.
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise for students with SEND, with access to professional networks and communities
- ensure that students are supported to learn to read through the provision of evidence-informed approaches to reading, including the use of systematic synthetic phonics and other strategies specific to the needs of the students
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum and progress towards outcomes for adulthood.

4. Behaviour

- establish and sustain high expectations of behaviour appropriate for students with SEND, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student behaviour and courteous conduct in accordance with Brentwood's behaviour policy
- implement consistent, fair and respectful behaviour management strategies
- ensure that adults within the school and college model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure that school and college hold ambitious expectations for all students
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively considering their SEND needs.
- ensure the school and college works effectively in partnership with parents, carers and professionals, to identify and support the additional needs and special educational needs and disabilities of students.
- ensure the school and college fulfils their statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole school and college improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school and college, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school and college to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school and college improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school and college effectiveness, and identify priority areas for improvement
- develop appropriate evidence informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to Brentwood's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school and college improvement over time

9. Working in partnership

- forge constructive relationships beyond the school and college, working in partnership with parents, carers and the local community
- commit their school and college to work successfully with other schools and colleges and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance of the school and college
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school and college effectively and efficiently operate within the required regulatory frameworks and meets all statutory duties

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.



Person Specification

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview process (I), certificate checking (CC) and references (R).

A: Qualifications	Essential	Desirable	Source
Qualified teacher status.	✓		A/CC
Degree.	✓		A/CC
NPQH or relevant leadership qualification.		✓	A/CC
Postgraduate qualification appropriate to the leadership role at Brentwood.		✓	A/CC
B: Professional Development	Essential	Desirable	Source
Evidence of recent and appropriate professional development for the role of Headteacher at Brentwood.	✓		A
Evidence of recent leadership and management professional development.	✓		A
Actively encourages a culture of learning for other teachers and staff.	✓		A/I
Has an up-to-date knowledge of current educational research, policy & best practice especially in SEND education.	✓		A/I
Recent professional development on curriculum innovation for complex students.	✓		A/I
C: Leadership and Management Knowledge and Experience	Essential	Desirable	Source
Successful leadership as a Headteacher.		✓	A
Successful senior leadership in a special or inclusive school.	✓		A
Knowledge of both school and post-19 college structures and systems.	✓		A/I
Evidence of successfully leading school and college improvement linked to robust self-evaluation.	✓		A/I

A determination to improve outcomes for all students across the school and college.	✓		I
Experience of curriculum leadership and development.	✓		A/I
Experience of monitoring staff performance.	✓		A/I
Experience of effective budget management and financial analysis.	✓		A/I
An understanding of school and FE college governance roles and support structures.	✓		A/I
Report clearly to both Governing Bodies to enable them to meet their responsibilities and secure accountability.	✓		A/I
An understanding of strategic financial planning in relation to its contribution to school and college improvement and student achievement within a complex funding structure.		✓	A/I
To have had experience of guiding, coaching, mentoring or training individuals or teams.	✓		A/I
Experience of tribunals and panels.		✓	I
Demonstrates flexibility to managing change effectively and sensitively, in a complex and high needs environment.	✓		A/I
D: Experience and knowledge of teaching, learning and curriculum	Essential	Desirable	Source
Successful teaching of students in the primary, secondary or FE college phase.	✓		A/R
Understanding of curriculum design for a diverse and complex range of SEND needs.	✓		A/I
Promotes inclusive teaching across a wide age and ability range.	✓		A/I
Promotes student voice and understands adapted communication methods.	✓		I
Commitment to ensuring inclusion and addressing diversity positively.	✓		A/I
A sound understanding of how students learn and how teachers can better teach to improve outcomes for all.	✓		A/I/R
E: Professional Attributes	Essential	Desirable	Source
Visible, values-led leadership style.	✓		A/I/R
An ability to create a positive school and college environment based on well-established values where staff and students thrive.	✓		A/R
Commitment to diversity, equity, and anti-ableism.	✓		A/I
An ability to actively listen and communicate effectively, both orally and in writing, with a range of audiences.	✓		A/I

To be an effective and inspirational leader of learning, demonstrating, promoting and encouraging excellent practice.	✓		A/I/R
A commitment to professional development for all staff, and self.	✓		A
The ability to effectively plan, prioritise and organise self and others	✓		A/R
Experience working collaboratively with health, social care, education professionals and other multi-agency teams.	✓		A/I
Provides challenge and promotes innovation to established ways of working to support the school and college to evolve.	✓		A/I
F: Personal Qualities	Essential	Desirable	Source
A caring, enthusiastic and considerate attitude towards children and young people, with a passion for achieving the very best outcomes for all.	✓		I/R
Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.	✓		A/I
An ability to establish effective working relationships with all stakeholders.	✓		A/I/R
The ability to build, create and then communicate a clear vision for the school and college.	✓		I
Think analytically and creatively and demonstrate initiative in solving problems.	✓		A/I/R
Be aware of their own strengths and areas for development.	✓		A/I
High levels of emotional intelligence, self-awareness, empathy,	✓		I
The ability to manage emotions in challenging situations to make solution focused decisions.	✓		A/I
Able to manage themselves and their wellbeing to ensure they can give their best to the role of Headteacher.	✓		A/I
G: Community Engagement	Essential	Desirable	Source
Building strong, collaborative partnerships with families.	✓		A/I/R
Ability to engage and work collaboratively with empathy and respect for the lived experience of families of students in the school and college.	✓		I/R
Commitment to co-production in planning and review processes.	✓		A/I
Has contributed or led professional development initiatives beyond their own school and/or college (e.g. local authority networks / training delivery)		✓	
Engages with external research bodies / professional associations or academic associations to enhance educational practice.	✓		A/I
Experience of multi-agency reviews.	✓		A/I
Demonstrate ability to lead, inspire and motivate staff, students and wider school and college community.	✓		A/I

H: Safeguarding	Essential	Desirable	Source
Leadership of whole-school and college safeguarding culture.	✓		A/I
Displays commitment to, and prioritises the protection and safeguarding of all students.	✓		A/I/R
The ability to form and maintain appropriate relationships and personal boundaries with young people.	✓		A/I/R
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and vulnerable adults.	✓		A/I/R
Drive awareness with staff and families of how to keep students safe in an ever-changing technological environment at Brentwood and at home.	✓		A/I
Will co-operate and work with relevant agencies to protect young people.	✓		A/I/R
Has completed DSL training.		✓	A
Has completed safer recruitment training.		✓	A

I: Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers Standards 2020 which also form the basis of the Job Description for a Headteacher in a LA school.

Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Brentwood School and College.

In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

Candidates are therefore asked to structure their supporting statement under the above headings.

J: Application Form and Supporting Statement

*The current relevant Brentwood application form must be fully completed and legible. The supporting statement **should not exceed 1500 words** in length, be clear, concise and related to the post and setting applied for following the guidance outlined in section I above. Where typed Arial font, size 11 should be used.*



Brentwood School and College,
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