

Candidate Application Pack



ATTIGO
ACADEMY TRUST
BELONG · GROW · ACHIEVE

Headteacher

Merryhills Primary School
March 2026



www.attigoacademytrust.co.uk
www.merryhills.net

Dear Candidate,

Thank you for your interest in the position of Headteacher at Merryhills Primary School.

When applying please take account of the following:

Supporting Information:

The supporting information section of your application should clearly evidence your ability to meet the requirements we have outlined in the person specification. The information supplied will be used to shortlist applicants for this role.

References:

When completing your application, please provide 2 employment references.

Visits to the school are strongly encouraged. To arrange a visit and experience our unique school for yourself please contact our CEO, Catherine Lane via email: hr@attigoacademytrust.co.uk to make an appointment.

Salary: L19 – L25 (Outer London)
Hours: Full time
Contract type: Permanent
Start Date: September 2026

Application forms should be submitted to hr@attigoacademytrust.co.uk by the closing date.

Closing Date: Thursday 2nd April 2026 at 9am (*applications received after this time will not be accepted*)
Shortlisting: Thursday 9th April 2026
Interview date: Tuesday 14th April 2026

We look forward to hearing from you.

Catherine Lane
CEO
Attigo Academy Trust

PLEASE NOTE WE DO NOT ACCEPT CVs



Attigo Academy Trust

Purpose and Values

Attigo Academy Trust was created for member schools to work collaboratively whilst maintaining their agency and unique qualities. We celebrate the diversity and individuality of each community. We founded our trust based on shared values – we wanted to protect the community schools we led and to ensure that children were at the heart of everything we do. Our aim being, that together we are greater than the sum of our parts.

Attigo's vision is about building from a secure foundation and will grow with care. We believe that our leaders need agency to make decisions for their children, parents and staff and the trust role is to support and enable this.



BELONG: we promote diversity and inclusivity in our communities, creating environments where everyone feels respected, listened to and has a sense of belonging.

GROW: we empower individuals by valuing them as part of our trust so they can learn, expand their skills and thrive now and in the future.

ACHIEVE: we are ambitious for every individual and encourage them to strive for excellence, embracing challenge and valuing all achievements.

The school

Things we're proud of...

Development of our Pedagogy

- Drafted our Pedagogy Practice document
- Recent review reflected most consistent pedagogy practice
- Training by Alex Quigley - much of this rooted in our current practice
- All subject leaders use research as a basis of any new initiatives
- Continuous training

Implementation of Nurture

- Nurture Class is now operating in second year
- Positive feedback from Julia Hide
- Staff have engaged in wider Nurture training
- Inclusion Manager has made links with Houndsfield regarding Nurture UK certification
- Positive feedback from Parents of the first two cohorts

Rich Curriculum

- Trips/ workshops woven into the curriculum
- Curriculum is sequential with linked learning where appropriate
- Learning is purposeful and brought to life
- Strong knowledge in foundation lessons
- POP tasks
- DYT and shape coding used across the curriculum
- Academically excellent results

Things we are working on...

School Lunchtimes

We are proud to have restructured lunch times to mean that lunchtimes are spread over less time to provide targeted staffing. Children are now all fed within the designated time, and lunchtime never overruns. All year groups have allocated zones to play in and new equipment has been purchased. Transition times at lunchtimes have been improved. Less time has meant less behavioural incidents.

Next we need to...

- promote healthy eating habits in the canteen
- embed key routines in the canteen
- continue to embed routines to support children as they return to class.

Nurture Principles

Following the implementation of the Nurture Classroom, we are now keen to expand this work across the whole school. We have had Enfield Nurture Lead training to all staff twice and have revised our behaviour policy to ensure it reflects the Nurture Principles we believe in. Nurture principles have been embedded into our appraisal process for all staff.

Next we need to...

- Consider working towards the Nurture UK Quality Mark
- Ensure all classrooms reflect the Nurture Principles as the Nurture Class does so well
- Work to train the wider staff team - e.g. lunchtime staff.

Foundational Skills

Since September we have been embedding the Writing Framework a key part of this has been our work on foundational skills for the lowest 20% of children. We have had success in implementing Shape Coding, and have introduced a Foundational Skills tracker into EYFS. All staff have had training on our handwriting programme and all year groups have key skills as a priority in their planning.

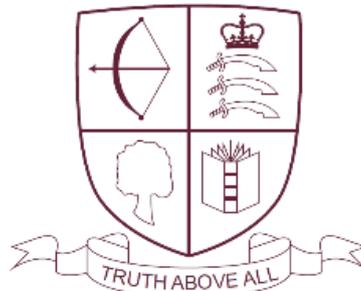
Next we need to....

- Ensure the Foundational Skills Tracker is used as a working document.
- Trial the tracker in other year groups
- Implement a robust system for monitoring key skills in children's books.

Ofsted 2018

Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good
Leadership & Management	Good
Early Years	Good

Merryhills



Statutory Data 2025

Rec GLD 84%, Y1 Phonics screening 88%

Y 4 Multiplication check: 23.42

Y6 KS2: Reading 98%, Writing 91%, Maths 91%

RWM combined 90%

Resilience



Respect



Kindness



Responsibility



Collaboration



Curiosity



Headteacher Job Description

Main purpose:

- The Headteacher will lead on establishing and driving the ethos, vision and values of the school, ensuring they reflect those of Attigo Academy Trust.
- The Headteacher will take overall responsibility for the organisation, management and conduct of the school in accordance with the Trust's Articles of Association and policies and in consultation with the Local Governing Board and its Scheme of Delegation.
- The Headteacher will work with staff, governors, parents/carers, the Attigo Academy Trust Executive Board and wider good practice to build on the strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.
- The Headteacher will ensure equality, safety and respect is central to the aims and ethos of the school and these will be reflected in all aspects of the Headteacher's work.
- The Headteacher will fully understand the current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and young people, and will ensure that all requirements are met in full.
- The Headteacher will work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.

In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- School policies and procedures on other matters
- Attigo Academy Trust policies and procedures
- National Professional Standards for Teachers
- The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment
- Common core of skills and knowledge for the children's workforce.

1. Strategic Direction and Development of the School

- 1.1 Drawing on experience and best practice, work together with the Local Governing Board and Senior Leadership Team, CEO and Headteacher for School Improvement to build a strong strategic direction and ethos of continuous improvement.
- 1.2 Maintain and further develop the school's ethos and provide educational vision and direction for the school which secures:
 - Effective teaching
 - Successful learning and outstanding pupil achievement
 - Sustainable high standards in pupil's spiritual, moral, cultural, social and physical development, preparing them for life's opportunities and experiences.
- 1.3 Draft and implement the school's improvement plan, including school improvement and management of resources, including:
 - Identifying priorities and targets that support high standards enabling pupils to make progress and maximize achievement
 - Supporting continuous improvement in teachers' effectiveness
 - Is underpinned by sound financial planning and business processes and systems.
- 1.4 Ensure all those involved in the school are committed to its aims, are motivated to achieve them and are involved in setting and meeting the long, medium and short term objectives and targets which will secure the educational success of the school.
- 1.5 Ensure that the management, organisation and administration, including finance, of the school support its vision and aims.
- 1.6 Ensure policies and practices take account of national, local and school data and inspection and research findings and reflect best practice.
- 1.7 Use whole school quality assurance strategies to monitor, evaluate and review the effects of the

school's policies, priorities and targets and take action as necessary.

- 1.8 Ensure that the school plays an active role in the development of Attigo Academy Trust, supporting the ongoing growth and impact of the organisation.
- 1.9 Ensure the ethos, vision, values and principles of the Attigo Academy Trust are reflected in those of the school.
- 1.10 Encourage innovation, creativity and flexibility in the change process, enabling collective responsibility

2. Teaching and Learning

- 2.1 Work with the Local Governing Board and Central Team to sustain effective teaching and learning throughout the school.
- 2.2 Use benchmarks and evidence based best practice to set targets for service delivery and improvement.
- 2.3 Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.
- 2.4 Work with the Local Governing Board and Central Team to determine, organise and implement the curriculum and its assessment; routinely monitoring and evaluating in order to identify and share good practice and act on areas for improvement.
- 2.5 Ensure effective teaching is evidenced across the full curriculum building on and extending pupils' cultural capital, with a comprehensive programme of monitoring in place.
- 2.6 Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school, ensuring equality of access for those with special educational needs and disabilities, in order to set and meet challenging, realistic targets for achievement.
- 2.7 Develop and maintain effective links across the Trust and with the wider educational and local community, including business and industry, to extend the curriculum and enhance teaching and learning.
- 2.8 Maintain and further develop the school's effective partnership with parents/carers and the wider community to support and improve pupil's achievement, personal development and the closing of attainment gaps in specific groups.

3. Leadership

- 3.1 Maximise the contribution of all staff to improving the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school.
- 3.2 Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- 3.3 Implement and sustain effective systems for staff induction and management of performance, incorporating appraisal and targets, ensuring those for classroom staff relate to pupil achievement.
- 3.4 Hold all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- 3.5 Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development.
- 3.6 Identify and nurture talent to enable effective leadership development in a climate where excellence is the standard, leading to clear succession planning.
- 3.7 Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- 3.8 Sustain motivation of self and other staff and have a duty of care regarding staff welfare.
- 3.9 Ensure professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Headteacher.
- 3.10 Lead by example, demonstrate and ensure the continuous commitment by all staff to help keep the children in the care of the school safe.

4. Resource Management

- 4.1 Work with the Central Team to recruit staff of the highest quality, complying at all times with best and safer recruitment practice.
- 4.2 Recruit, retain and deploy high calibre staff effectively in order to ensure the highest quality of education provided.
- 4.3 Set appropriate priorities for expenditure, allocating funds and ensuring effective administration and control in line with the school's policies and Attigo Academy Trust financial guidelines.
- 4.4 Manage and organise accommodation efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are met at all times.
- 4.5 Manage, monitor and review the range, quality, quantity and use of all available resources in order to maximise the quality of education and pupil achievement, ensuring at all times a focus on efficiency and value for money.
- 4.6 Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- 4.7 Work with the Central Team supporting the strategic plan and growth of the school and Trust with effective planning for the maintenance and development of the school estate.

5. Accountability

- 5.1 Provide information, objective advice and support to the Local Governing Board and Board of Trustees in meeting their responsibilities for securing effective teaching and learning, and the highest standards of achievement, efficiency and value for money.
- 5.2 Ensure the school operates as an organisation in which all staff recognise that they are accountable for its success and are clear as to how they contribute to this.
- 5.3 Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including the Local Governing Board, pupils, parents/carers, Attigo Academy Trust, the local community, OFSTED and others.
- 5.4 Ensure pupils and parents/carers are well informed about the curriculum, attainment and progress and about the contribution they make to the school's achievements.
- 5.5 Ensure that an appropriately trained individual is named as the Designated Safeguarding Lead and is held accountable for all elements of this role.
- 5.6 Ensure accurate and up-to-date records are compiled, maintained and audited to satisfy legal, operational and strategic governance requirements including those relating to safeguarding.

All teachers have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with. As the Trust grows, and the nature of primary education leadership evolves, it is likely that the post holder's role will evolve to reflect this and this job description will be reviewed accordingly by the CEO and the Chair of Governors/Trust to ensure it reflects the changing role.

This position is subject to a Disclosure and Barring Service enhanced check, satisfactory references, and proof of qualifications and the right to work in the UK.

Headteacher Person Specification

We are seeking to appoint an innovative and professional individual who will make a significant contribution to the development of the school. The selection panel will be looking for evidence in your application form and supporting statement of your strengths and abilities in relation to the criteria set out in this person specification.

1	Qualifications	Essential/ desirable
1.1	DFE qualified teacher status	E
1.2	Good honours degree or equivalent	E
1.3	National Professional Qualification for Headteachers	D
1.4	Post-graduate qualification in Education, Education Management or a related discipline	D
2	Knowledge	Essential/ desirable
2.1	Sound knowledge and understanding of recent education legislation and its impact on schools and the ability to anticipate future trends	E
2.2	Can demonstrate the principles and practice of effective teaching and learning for pupils with varying learning abilities, including assessment for Learning and personalised learning	E
2.3	Sound knowledge of the National Curriculum	E
2.4	Sound knowledge of the statutory, financial and budgetary processes required in the management of a school including best value measures	E
2.5	A substantial knowledge, experience and enthusiasm for curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils	E
2.6	Sound knowledge of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management/appraisal	E
2.7	Sound knowledge and understanding of safeguarding legislation and best practice	E
3	Skills and Abilities	Essential/ desirable
3.1	Proven ability to develop and articulate a coherent vision and formulate a plan (that sets high standards for every pupil) for the school, addressing the needs and aspirations of the school, Trust and the community in order to achieve excellence	E
3.2	Proven ability to develop and sustain an effective staffing structure for the school and to delegate tasks appropriately, monitoring their implementation	E
3.3	The skills to ensure the successful management and implementation of change through the systematic and rigorous self-evaluation of the work of the school	E
3.4	Proven ability and confidence to lead, manage, inspire, challenge and motivate the whole school workforce in order to ensure effective team working	E
3.5	Proven ability to acknowledge excellence and challenge poor performance across the school	E
3.6	Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services to enhance the education of all pupils	E
3.7	Proven ability to prioritise, plan and organise yourself and others	E
3.8	Effective communication skills, including the ability to negotiate and influence, and to maintain effective working relationships	E

3.9	Proven ability to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils	E
3.10	Proven ability to identify and support own training needs and those of staff	E
3.11	Proven ability to appreciate new technology and understand its usefulness within an educational environment	E
3.12	Proven ability to think creatively to anticipate and identify problems/needs and construct solutions	E
3.13	Proven ability to collect and use a rich set of data to understand the strengths and weaknesses of the work of the school	E

4	Training	Essential/ desirable
4.1	Evidence of extensive participation in in-service training including appropriate management development programmes or activities	E

5	Commitment to and awareness of Equal Opportunities issues	Essential/ desirable
5.1	Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access, inclusion and diversity and opportunity for both staff and children, to overcoming obstacles/barriers to this and to removing practices which are counter to it	E

6	Commitment to the promotion of Health and Safety at Work	Essential/ desirable
6.1	Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils	E
6.2	Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action	E

SAFEGUARDING CHILDREN

Attigo Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and uphold all relevant procedures.