



**BRIGSHAW**  
LEARNING PARTNERSHIP



# Headteacher

***Methley Primary School***

---

*Our mission is to provide a cradle-to-career education that allows our children to enjoy lives of choice and opportunity.*

*By the age of 18, we want every child to have the option of university or a high-quality alternative.*

## **Our Strategic Anchors**



### **Building Belonging**

As a community anchor, providing calm, orderly schools, underpinned by strong relationships and nurturing partnerships that support children and families.



### **Cradle to Career Curriculum**

A Cradle to Career Curriculum that is coherent, knowledge-rich and builds cultural capital from nursery, through to A level



### **Growing Our People**

High impact professional development, coaching and organisational culture that makes our trust a great place to work and learn



### **Effective Operations**

Allow school leaders to focus on improving the quality of education in their schools



**Stay Connected**

[www.brigshawpartnership.com](http://www.brigshawpartnership.com)



**@Brigshawpartnership**



**@BrigshawTrust**



**The Brigshaw Learning Partnership**



**BRIGSHAW**  
LEARNING PARTNERSHIP

# Background

## Brigshaw Learning Partnership

**We serve communities in Outer East Leeds and have, for over a decade, collaborated to ensure all children can enjoy lives of choice and opportunity.**

In 2010, the schools formed a co-operative trust, committing themselves to working with and for each other. In 2016 our schools cemented this collaboration through the formation of the BLP, a Multi-Academy Trust of 7 schools educating over 3000 children in East Leeds.

---

*We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to play an anchor role in our community.*

---

We are immensely proud of our reputation for being a highly inclusive Trust. We believe that with the right combination of love, structure and high expectations, all children can achieve, regardless of their socio-economic status, background or any barriers they may face.

## Our Values

### EQUALITY

We are one team with one goal.

**We are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio-economic status. We work with each other and for each other.**

### RESILIENCE

We give 100% effort.

**We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.**

### INTEGRITY

We do the right thing, well.

**We are open about our successes and areas for growth, and take responsibility to become better, every day.**



BRIGSHAW  
LEARNING PARTNERSHIP

# Welcome

from Aidan Sadgrove, CEO

Dear Applicant,

Thank you for your interest in the post of **Headteacher at Methley Primary School**. It's an exciting time to join us on our journey to raise standards of education in the communities we serve.

We serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other, and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high-quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Our mission is to provide a cradle-to-career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high-quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource and we will only be able to deliver on our promise of 'success and respect for all' by attracting and developing the very best.

Our work is underpinned by our core values of Equality, Integrity and Resilience. In our schools, teachers spend time ensuring that each child is known and cared for. We aim to create environments where our children are happy, inspired and eager to attend each day. We aim for every child, no matter what their background, to be given the ambition, and the practical tools, to succeed academically and personally, giving them the basis from which any career or academic goal is achievable.

I hope this pack gives you a flavour of the BLP MAT. I very much look forward to meeting you and working with you to ensure that we provide a transformational education for the young people in our care.

Please do get in touch to arrange a visit or to have an informal conversation about the role.

Aidan  
Sadgrove  
CEO



# Our Schools

***Our seven schools are based in the East Leeds and Castleford area.***

**We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to become valued members of their community.**

For over a decade, our schools have collaborated to ensure all children have access to high standards of education, guidance and support. In 2016, our schools cemented this collaboration further through the formation of The Brigshaw Learning Partnership (BLP), a Multi-Academy Trust.

## **Methley Primary School**

**460 pupils** serving the central part of the village of Kippax.

<https://www.methleyprimaryschool.co.uk>

## ***Our Schools***

Click the school link below to view their website:

- ***Brigshaw High School (Including Sixth Form)***
- ***Allerton Bywater Primary School***
- ***Kippax Ash Tree Primary School***
- ***Kippax Greenfield Primary School***
- ***Kippax North Primary School***
- ***Methley Primary School***
- ***Swillington Primary School***

*Two local church schools are associate members of the BLP, ensuring all children within our community have access to the same offer, whichever school they attend.*





**BRIGSHAW**  
LEARNING PARTNERSHIP

June 2026

Dear Applicant,

***Re: Headteacher at Methley Primary School***

Thank you for showing an interest in the Headship at Methley Primary School.

Methley Primary School is at the heart of the local community and provides an excellent start to education for over 400 pupils. The school is proud of its drive for excellence in academic achievement alongside being committed to supporting a bespoke enrichment programme that supports our pupils' to 'Find their thing' and be provided the opportunity to experience both the learning and skills to thrive in life, from cradle-to-career.

As Headteacher of Methley Primary School, The Brigshaw Learning Partnership will both support and challenge you as a leader to be the best you can be for the community of the school. Our schools and leaders work closely with each other to maximise collaboration and effective use of resources, but each of our schools remains unique to meet the requirements of its community.

We are looking for a leader to take Methley Primary School on to the next step of its journey. Our present Headteacher retires leaving our school in a strong position and ready for the next leader to take the school on a journey of excellence and beyond. We therefore seek an ambitious leader with a strong track record of achieving excellence for all learners including those who face disadvantage. It is a great opportunity to develop as a leader and drive excellence in a school while working with a forward thinking Trust who will support and challenge you to be your best.

Please complete the online application form that can be found on our website.

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for an interview.

The closing date for applications is **Sunday, 5th July 2026** and interviews will be held week commencing Monday, 13th July 2026. If you would like an informal discussion about the role or to register for a visit to the school please contact [hr@brigshawtrust.com](mailto:hr@brigshawtrust.com). Visits will take place on Wednesday 1st July 2026 at 10am or 4:30pm.

Unfortunately, although we appreciate the time you have spent completing the application form, it is not possible for us to respond to all unsuccessful applicants. Therefore, if you do not receive a response to your application within four weeks of the closing date, please assume that on this occasion, your application has been unsuccessful, however I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours sincerely

**Mr Jack Sowter**

**Director of Primary**



BRIGSHAW  
LEARNING PARTNERSHIP

# The Advert

**We are looking to appoint an ambitious and talented leader to join our successful team from January 2027.**

Brigshaw Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

---

## **Headteacher**

**Salary: L16-L22**

**This is a full-time and permanent position**

**Start: January 2027**

---

**Closing Date: Sunday, 5th July 2026**

**Interview Date: W/C Monday, 13th July 2026**

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.**

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

*Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.*



# The Role

## ***Job Title: Headteacher***

**Salary: L16-L22**

**Responsible to:** Director of Primary

---

### ***Overall purpose of the post***

To provide highly effective professional and expert leadership and management of Methley Primary School.

### **To achieve success, the Headteacher will:**

- provide clarity of the Trust vision, ethical leadership and certainty of direction for all
- communicate passion for learning and moral purpose
- create a safe and productive learning environment which is engaging and fulfilling for all students
- be able to lead and influence young people of this age group
- effectively lead teaching and learning
- promote excellence, equality and high expectations of all students
- contribute to the evaluation of the school's performance and identify priorities for continuous improvement
- secure the support and commitment of parents and the wider community
- believe whole-heartedly that all learning barriers are surmountable



## **Main duties and responsibilities**

### **Empowered to lead**

- Work with the Director of Primary, LSC Members and other key stakeholders to ensure the school vision is clearly articulated, shared, understood and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans which will lead to securing the very best outcomes for learners
- Demonstrate the vision and values in everyday work and practice and inspire others to play a role in the leadership of them
- Support the production and implementation of clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including staff, governors and parents
- Deploy the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Work collaboratively with the other BLP Headteachers to provide the very best educational experience for our students

### **High expectations**

- Develop a positive climate and a school ethos of high autonomy, high challenge and high accountability
- Develop a common culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcome
- Demonstrate and articulate high expectations and set stretching targets for the whole school community through the performance management cycle
- Ensure challenge and support in equal measure so all are inspired to be the best they can be
- Ensure a consistent and continuous school-wide focus on achievement, where all teachers take responsibility for using data and expecting every student to achieve outcomes above the national average
- Implement strategies that secure high standards of student conduct and attendance
- Provide a challenging curriculum, both formal and informal which allows students to be well prepared for KS3



### **Values-driven**

- Ensure credibility by constantly leading by example, maintaining high visibility and approachability
- Demonstrate integrity and treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Ensure that a climate of hard work and ambition is fully embedded
- Work to safeguard and protect children, in collaboration with other agencies as appropriate

### **Choice and commitment**

- Ensure the vision and values of the school are articulated so that there is full buy-in from students, staff and parents
- Build a collaborative learning culture within the school and actively engage with other BLP schools to build an effective learning community
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Manage own workload and that of others to allow an appropriate work/life balance
- Create and maintain an effective three-way partnership with students, parents and carers to support and improve students' achievement and personal development

### **Highly professionalised staff**

- Recruit and retain staff fully aligned to the vision and the values of the school
- Develop and maintain effective strategies and procedures for staff induction and continuous professional development
- Ensure individual staff accountability is clearly defined, understood and agreed and is subject to rigorous review and evaluation
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Regularly review own practice and set personal targets, taking responsibility for own personal development

### **Relentless focus on learning**

- Ensure that a passion for learning is at the centre of strategic planning and resource management.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Ensure that the range, quality and use of all available resources improve the quality of education for all





## Person Specification - Headteacher

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	Qualified Teacher Status	AF/C	D1	NPQH or similar qualification	AF/C
	E2	Further professional development at senior leadership level	AF/C	D2		AF/C
Experience & Knowledge	E3	Experience at senior leadership level within Primary stage	AF/R	D3	Experience of Deputy Headship	AF/I/R
	E4	Teaching across the primary age range	AF/I/R	D4		
	E5	Experience of successful leadership, including monitoring, evaluating and target setting	AF/I/R	D5		
	E6	Experience of working well in partnership with staff, governors, children, parents and the wider community	AF/I/R	D6		
	E7	Experience of dealing with and a knowledge of the safeguarding arrangements for children	AF/I/R	D7		
		Experience of Assistant Headship	AF/I/R	D8		
		Experience of the performance management process and the role of reviewer	AF/I/R	D9		
Skills	E8	Exemplary classroom practitioner and role model for excellent teaching and learning	AF/I/R	D10	Has a good understanding of project management	AF/R
	E9	Able to analyse and interpret data, identify trends and develop and deliver appropriate support and intervention strategies for improvement	AF/I			
	E10		AF/I/R			

### The Key

**AF:** Application Form    **C:** Certificates    **I:** Interview    **R:** References    **D:** Disclosure



## Person Specification - Headteacher

		ESSENTIAL		DESIRABLE		
			Identified	No.		
<b>Skills</b>	E11	Has a good working understanding of assessment and tracking	AF/I			
	E12	Has a sound understanding of strategies to enhance teaching and learning opportunities, particularly for pupils with additional needs	AF/I/R			
	E13	Has a good understanding of school self-evaluation and improvement planning	AF/R			
	E14	Has a good understanding of current educational initiatives and relevant legislation	AF/I			
		Competent in the use of ICT	AF/I			
	E15	Has the relevant skills and experience to coach and mentor staff of all stages of development				
		Communicates well orally and in writing at all levels	AF/I			
	E16	Able to plan, organise and prioritise	AF/R			
E17	Proven leadership qualities to motivate and inspire others	I/R				
<b>Personal Attributes</b>	E18	Fully supportive of the ethos and values of the school	AF/I/R	D10	Able to demonstrate innovation in school leadership	AF/R
	E19	Embraces change well	I/R			
	E20	Deals with difficult situations effectively	I/R			
	E21	Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	AF/I/R			
			AF/I			
E22						
<b>Special Requirements</b>	E23	Suitability to work with children	D			

### The Key

**AF:** Application Form    **C:** Certificates    **I:** Interview    **R:** References    **D:** Disclosure



## **Terms and Conditions of Employment**

<b>Salary Grade</b>	L16-L22
<b>Working Hours</b>	You will be expected to work the hours to meet the demands of the post in accordance with STPCD. It is recognised there will be fluctuations with this work especially during school term time.
<b>Payment</b>	Staff are paid monthly in arrears by credit transfer.
<b>Notice</b>	Your notice period will be in line with the provisions of the Burgundy Book for Headteachers' notice periods.
<b>Pension</b>	You will be automatically enrolled on to the Teachers' Pension Scheme, unless you choose to opt out.
<b>Collective Agreements</b>	The conditions applicable to your post are those contained in the School Teachers' Pay and Conditions Document and the conditions of service for school teachers in England and Wales ('The Burgundy Book') and in other relevant documents which are issued nationally from time to time.
<b>General</b>	<p>The successful candidate will be required to complete a medical form.</p> <p>The successful candidate will be required to provide proof of eligibility to work in the UK in accordance with the Asylum and Immigration Act 1996, before employment may commence.</p> <p>An enhanced disclosure from the Disclosure and Barring Service will be requested in the event of a successful application.</p>

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the Headteachers or Trust Board may determine.

Issues arising from references will be taken up at interview, The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject

to a successful DBS clearance (certificate of disclosure from the Disclosure and Barring service) and pre-employment checks will be undertaken before an appointment is confirmed.

This job description may be amended at any time in consultation with the postholder.



## Recruitment Process – Key Dates

<b>Closing Date</b>	05.07.2026
<b>Interview Date</b>	W/C 13.07.2026

THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE.

## Requirements of The Asylum and Immigration Act 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed, the photocopy of the document confirming your identity will be placed on your personal file.

**The documents that you may use are listed below:**

- United Kingdom passport
- European Economic Area passport
- National Identity Card
- United Kingdom residence permit

**OR**

An official document with a National Insurance Number

**PLUS**

**One of the following:**

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
- A letter from the Home Office
- An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied



## **Application Process and Safeguarding Requirements**

<b><i>Making an Application</i></b>	<b><i>Interview and Selection Process</i></b>
<p><b>Application form</b></p> <p>If you wish to be considered for this post, please complete the online application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed, etc). The person specification, provided with the details of the post, lists the essential and desirable criteria against which each application will be assessed at each stage of the Recruitment and Selection Process.</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are <b>not</b> accepted as part of the application process.</p> <p><b>Supporting information</b></p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p>	<p>Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <hr/> <p><b><i>Induction and Continuous Professional Development</i></b></p> <hr/> <p>The Headteacher and Local School Committee are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>



<b>Pre-employment checks</b>	<b>School Policies</b>
<p><b>References</b></p> <p>If you are short listed, we will normally take up references <b>before</b> the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.</p> <p>Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.</p> <p><b>DBS &amp; Disqualification checks</b></p> <p>Employment at this school is subject to an enhanced check with children’s barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.</p> <p>Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.</p> <p><b>Prohibition checks (Teaching posts only)</b></p> <p>Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might</p>	<p><b>Child Protection</b></p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.</p> <p><b>Whistle Blowing</b></p> <p>We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.</p> <p><b>Code of Conduct and Personal Behaviour</b></p> <p>The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.</p> <p>The Headteacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children.</p> <p><b>Equal Opportunities</b></p> <p>We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.</p> <p>We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.</p>

prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

**Full details of all these policies are available in school.**

**Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

**Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at the interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

**Medical Assessment**

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

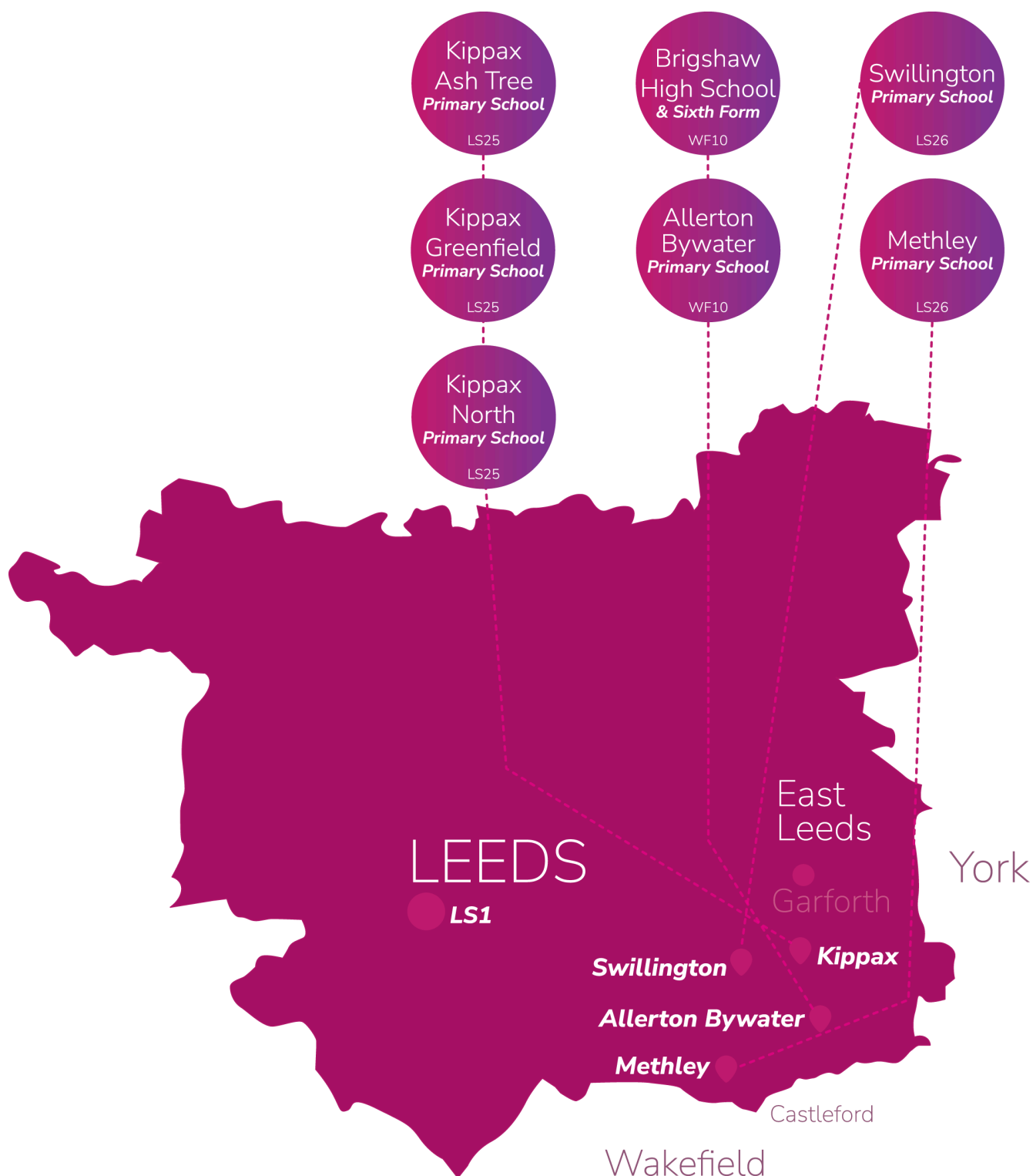
---

THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE.



**BRIGSHAW**  
LEARNING PARTNERSHIP

# The Location of Our Schools



*Creating exceptional educational opportunities for East Leeds*



**Critical Questions | Answers**

**Why do we exist?**

Our mission is to provide a cradle-to-career education that allows our children to enjoy lives of choice and opportunity.

**How do we behave?**

Our shared ambition is underpinned by a commitment to our values of equality, integrity and resilience.

**Integrity:**

- We always do what is right, and do it well
- We do what we say we will do.
- We are open about our successes and areas for growth and take responsibility to become better, every day.
- We have a shared moral purpose that enables us to deliver on our commitments.

**Resilience:**

- We give 100% effort.
- We don't make excuses or give up when it's hard
- We embrace challenges as opportunities for growth.
- We know success is achieved incrementally.
- We are unapologetically ambitious for all and work hard so that every child can achieve, regardless of their background or socio economic status.

**Equality:**

- We are one team with one goal.
- We know that together we are greater than the sum of our parts.
- We work together to overcome difficulties. When one of us succeeds, we all do.
- We consider our impact on others and treat every interaction as an opportunity.
- We stand shoulder to shoulder.

**What do we do?**

We play an anchor role in our community by establishing great schools that develop knowledge, character and cultural capital to prepare children for lives of choice and opportunity.

**How will we succeed?**



**Building Belonging**

As a community anchor, providing calm, orderly schools, underpinned by strong relationships and nurturing partnerships that support children and families.



**Cradle to Career Curriculum**

A Cradle to Career Curriculum that is coherent, knowledge-rich and builds cultural capital from nursery, through to A level



**Growing Our People**

High impact professional development, coaching and organisational culture that makes our trust a great place to work and learn



**Effective Operations**

Allow school leaders to focus on improving the quality of education in their schools