

HEADTEACHER

KENILWORTH SCHOOL AND SIXTH FORM
Recruitment Pack



ASPIRING TO EXCELLENCE THROUGH QUALITY, AMBITION AND INDEPENDENCE



Kenilworth Multi Academy Trust

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WELCOME FROM THE CHAIR OF THE TRUST BOARD



Dear Applicant,

Thank you for your interest in this exciting opportunity to become Headteacher of the Kenilworth School and Sixth Form. As an exceptional educational practitioner, we hope you are inspired to apply for this position.

We are an ambitious Multi Academy Trust currently comprising just two secondary schools of which Kenilworth School and Sixth Form is the larger. The strength of our Trust is the role our schools play in their respective communities and the ability to share best practice across the two schools, supported by a central team of dedicated professionals within the trust.

The Trust Board will be looking to the new Headteacher of Kenilworth School and Sixth Form to:

- Capitalise on and enhance the excellent outcomes achieved by students through the experienced and highly skilled teachers, senior leaders and staff.
- Welcome support and challenge from the Local Governing Board on the quality of education.
- Work collaboratively with the CEO of the Trust on school improvement.
- Address any pastoral, behavioural and safeguarding challenges that may present themselves in a large and expanding school with a passion to create a fully inclusive community of learners.
- Maintain and develop the position of Kenilworth School and Sixth Form within the expanding community.

We hope you will recognise the significant opportunity that this represents to a capable and ambitious candidate. We look forward to receiving your application.

Yours sincerely,

Malcolm Graham
Chair,
Kenilworth Multi Academy Trust (KMAT)



WELCOME FROM THE CEO

Dear Applicant,

Thank you for your interest in the post of Headteacher of Kenilworth School and Sixth Form. I am delighted to welcome you to a school at the heart of the town and to the family of the Kenilworth Multi Academy Trust (KMAT).

Kenilworth School and Sixth Form is on the threshold of exciting change, building on its proud legacy of success and looking ahead with confidence. Our purpose-built campus provides extensive teaching and sporting facilities and a vibrant environment in which students can thrive. The school is popular and consistently oversubscribed, a reflection of the high regard in which it is held by families locally and beyond.

The 5 Rs of Reasoning, Resourcefulness, Reflection, Responsibility and Resilience are the anchor of the pastoral system and students are rewarded appropriately for developing these important values. The partnership with parents is positive and active and links with local primaries are strong features that, together, make this a school with a genuine sense of place and purpose.

If appointed, you will be leading a committed and talented staff body who are proud of their school. The new Headteacher will be able to articulate a vision that is inclusive of all, committed to the implementation of an adaptive curriculum enabling all students, regardless of their abilities, to achieve their full potential. The new Headteacher will understand the changing needs of the school and the demographic profile of the town. The new Headteacher will also motivate staff members to provide the best education for young people by imparting their own passion for teaching and learning in a school that values innovation and excellent professional development as central to educational transformation.

The two secondary schools within KMAT are united in our ambition to 'Aspire to Excellence through Quality, Ambition and Independence' and this encapsulates our approach. Our staff members recognise that working in a Trust means that pooling the resources and expertise of the community is central to realising our ambition to provide a world-class education for all. The new Headteacher must, therefore, articulate with confidence what is needed for this school in its unique context and be keen to work in close partnership with other key stakeholders in leadership and governance, with others within the Trust. The new Headteacher will be fully committed to promoting and sharing the unique contributions that staff members and students make, regardless of their usual place of work, across the Trust to add value in the spirit of true equity and belonging.

As CEO I am very much looking forward to working with the new Headteacher to develop your strategic priorities in line with the overall vision for the Trust. The KMAT central team provides an excellent easily accessible service, staffed by friendly and efficient specialists in finance, HR, IT, estates, health and safety and school improvement including careers, to enable you to focus on the core function of headship, with a reduced administrative burden to maintain a healthy work-life balance.

If you are keen to make a difference to Kenilworth School and Sixth Form as the next Headteacher in this exciting phase of its development, we will be delighted to receive an application from you.

Yours sincerely,

Hayden Abbott
CEO, Kenilworth Multi Academy Trust



WELCOME FROM THE CHAIR OF THE LOCAL GOVERNING BOARD



Dear Applicant

Having read about Kenilworth School and Sixth Form, I hope you feel you are the right candidate for the role as our Headteacher. We are a truly inclusive school and are looking for an exceptional leader who will continue to inspire and motivate all our students to achieve the very best they can. Our most recent Ofsted report commented that, "This school is a centre of excellence for the community of Kenilworth, The passion that pupils show for their learning is admirable." There is a calm and purposeful culture here. Leaders are determined to ensure that pupils receive an education that supports both their academic and personal growth. This is really important to us.

Our new Headteacher will continue to drive our ambitious curriculum, to ensure that pupils have the important knowledge they need now and for the future, whilst proactively assessing and embedding the changes identified in the school development plan. Members of the Local Governing Body (LGB) will provide high levels of support and challenge through school visits, regular meetings and one-to-one conversations with the Chair of the Local Board. Opportunities to engage with Trustees are provided through participation in the Kenilworth Multi Academy Trust (KMAT) Education and Standards meeting.

We hope you are inspired to apply for this position and be part of the future of Kenilworth School and Sixth Form.

Yours sincerely

Nigel Orton
Chair, Local Governing Board
Kenilworth School & Sixth Form



ABOUT OUR SCHOOL

Mission Statement

Kenilworth School and Sixth Form aims to be an excellent school at the heart of the community. We motivate all our young people to achieve more than they ever thought possible and awaken a curiosity and passion for learning so that they can play a full part as adults in shaping the society of the future. Our students are proud of their achievements and are encouraged to make an active contribution to the school, the community and to society at large through a range of opportunities which develop leadership, flexibility and a strong work ethic.



We are committed to inspiring all our young people to enjoy their learning, think for themselves and develop a range of character traits that will enable them to succeed in life and make an active contribution to society. We reward our students when they develop five important character traits, the 5Rs of reasoning, resourcefulness, reflectiveness, responsibility, and resilience, demonstrated in lessons, enrichment activities, extracurricular activities and outside of school. We do this because we believe that they are key to acquiring the 'etiquette for success' in their future studies or in employment.



At Kenilworth School and Sixth Form we pride ourselves on providing opportunities for young people to excel both in and outside of the classroom. We emphasise the development of skills such as team building, effort, responsibility, healthy competition, and leadership. Our students achieve their best because of the range of experiences that we provide in an environment that is positive, supportive and forward-thinking. We have achieved an Inclusion Quality Mark (Flagship level). We are proud of the school being a new entry in 'The Good Schools Guide', one of a small minority of state secondary schools. We are also proud of the outstanding exam results of our students, recognised in the listings of top state schools in 'The Sunday Times' 2025.

“

A fantastic place to learn with so many opportunities to try something new.

-Year 7 Student

”



ABOUT OUR SCHOOL

Our former pupils have progressed into many diverse and successful roles, most having moved through further and higher education. Students regularly achieve excellent academic results, well above the national average, and the Sixth Form is very successful in providing a transition to higher education. We have an excellent track record of supporting students in successful applications to Oxbridge and the Russell Group of Universities with the majority of our students gaining access to their first choice. The school offers a vibrant and well supported set of extra-curricular events. Our students have access to impartial careers advice, enabling many of them to progress to apprenticeships in a range of vocational areas.

“ I just wanted to say how much I have appreciated having such an excellent local secondary school for my children to attend. My daughters have now come to an end of their schooling and have both achieved wonderful results both at GCSE and A Level.

- Year 11 and 13 Parent



We combine high aspirations with a care for individual students. Our students are happy and confident individuals who enjoy good relationships with their fellow students and the staff. We are a friendly, orderly school with a well-earned reputation for academic, sporting and personal achievement. In this environment students are given every chance to grow and achieve success. We have always promoted equality and diversity, and this year, to drive more rapid change, it is a key target of our school development plan. We regularly value

and reward the good work taking place in school to promote diversity and we recognise students for 'Act(s) of Kindness', alongside the 5Rs, within our Behaviour for Learning system. Student leadership has always been, and continues to be, a strong driver for change in school.



KEY INFORMATION

Status	Multi Academy Trust
Last Ofsted	November 2023
Ofsted Judgment	Outstanding
Forms of Entry	330 PAN with 11 form entry
Type of School	Mixed Comprehensive
Age Range	11-18
Number of Students on Roll	1930
Number of Students in Sixth Form	425
% of Students on SEND register % of students with EHCP	22.86% (440 students) 2.12% (41 students)
% of EAL Students	11.2% (217 students)
% of FSM Students	9% (174 students)
% of Pupil Premium Students	9.9% (191 students)
School Website	www.ksn.org.uk



WHAT OUR STUDENTS AND PARENTS SAY ABOUT US



“After nine years, our family’s association with Kenilworth School has finally come to an end. We just wanted to say thank you for what your staff have done to help our two daughters succeed.”

We are writing to say what a brilliant experience our daughters have had at Kenilworth School and Sixth Form. We are very sad that one daughter’s time has come to an end but are extremely pleased that our other daughter will continue into Sixth Form.

We would like to thank the school for the hard work that the staff have put in to making it such a safe, inspiring and welcoming environment. We are so pleased with how our two children have been cared for and nurtured whilst at school.

- Y9 and Y13 Parent



“I have really enjoyed starting at Kenilworth School this year. I have made new friends; been taught subjects I didn’t do in primary school and taken part in new extra-curricular activities.”

-Year 7 Student



“I just wanted you to know that I think all of your staff did brilliantly in such difficult circumstances. You managed to educate and look after our children despite the challenges of the pandemic. My family and I are so very grateful.”

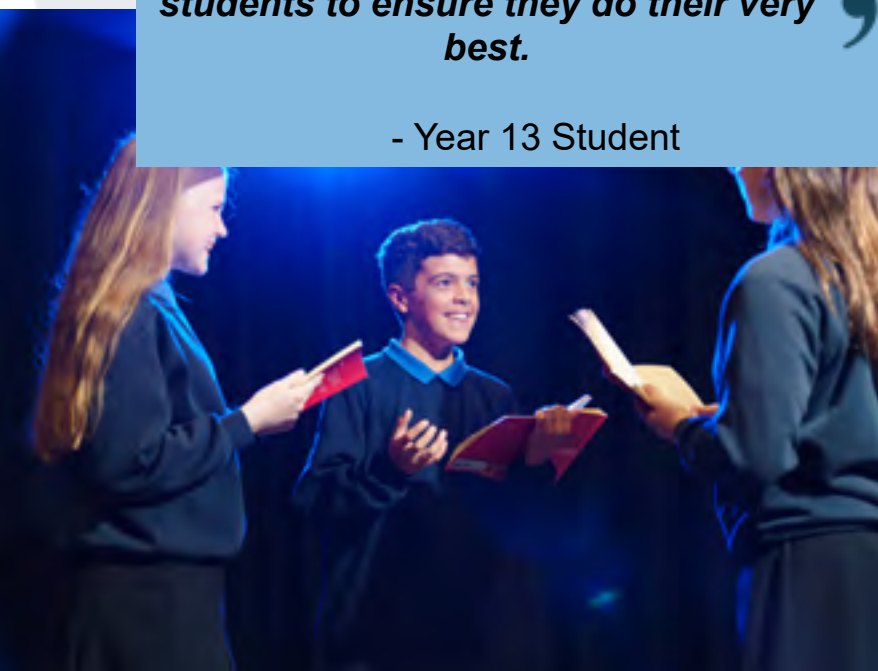
-Parent

WHAT OUR STUDENTS AND PARENTS SAY ABOUT US



“ Over the past 7 years Kenilworth School has not only been a place of learning but a place of development. The teaching staff are second to none in encouraging and persisting with all students to ensure they do their very best. ”

- Year 13 Student



“ From our initial informal visit in the library to the Leavers Prom, I have been very impressed with how approachable and dedicated the staff are at Kenilworth School. The excellent leadership and inspirational staff have played a major role in shaping our son into the mature young man he is today. ”

- Year 11 Parent



“ Kenilworth School is really good, I love how there is such a diversity of clubs and activities. I feel safe and comfortable here. ”

- Year 7 Student

OUR SITE

Our state-of-the-art, bespoke school building on Glasshouse Lane opened in 2023, marking a new era for Kenilworth School and Sixth Form. This £48 million development brings together our entire community — students from Key Stages 3, 4, and 5 — on one exceptional campus for the first time.

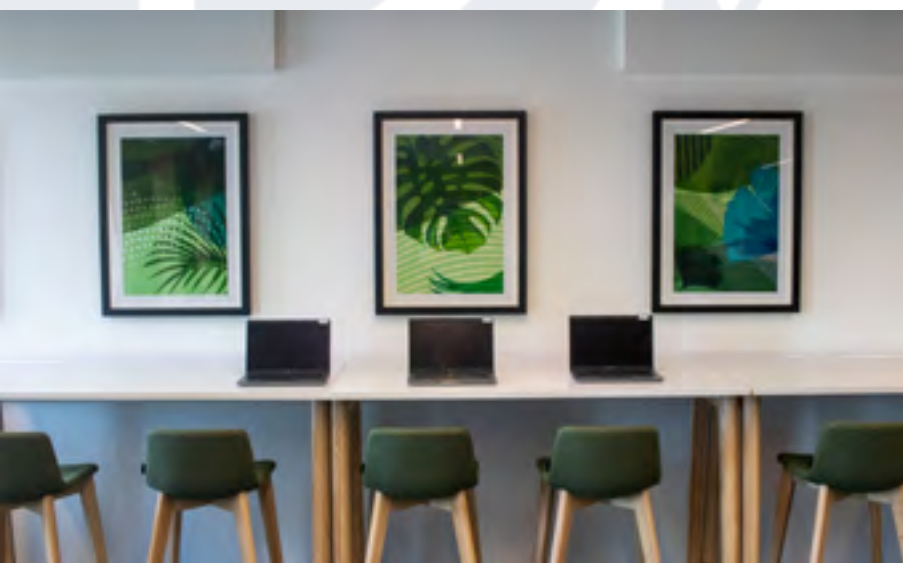
Designed collaboratively by staff, students, and architects, the site reflects our shared vision for an inspiring, modern learning environment. The facilities include specialist science laboratories, cutting-edge design and technology workshops, dedicated performing arts spaces, extensive sports facilities, and welcoming social and study areas for our Sixth Form.

Set within over 36 acres in the historic town of Kenilworth, the building is organised into five wings across three floors, every aspect of the building has been thoughtfully created to support academic excellence, creativity, and wellbeing. As a comprehensive school at the heart of the community, Kenilworth School and Sixth Form is proud to provide a truly outstanding environment for our students to learn, grow, and thrive.



“ This school is a centre of excellence for the community of Kenilworth. ”

- Ofsted, November 2023



PERSON SPECIFICATION



	CRITERIA	Essential / Desirable		Where assessed
		E	D	
A	EDUCATION AND QUALIFICATIONS			
1	A good honours degree.	✓		A, C
2	Qualified Teacher Status (QTS).	✓		A
3	Relevant higher degree and / or NPQH.		✓	A,C
4	Evidence of recent continuing professional development at Headteacher or Deputy Head level.	✓		A
5	Substantial experience of successful teaching in an 11-18 secondary school.	✓		A
B	PROFESSIONAL QUALITIES , KNOWLEDGE AND EXPERIENCE			
6	At least three years' experience as a Headteacher, Head of School or Deputy Headteacher in a good or outstanding 11-18 secondary school. Applicants with Headship experience of 11-16 schools, must also have had prior successful experience as a Deputy in an 11-18 school.	✓		A,I,R
7	Ability to articulate and share a vision of an outstanding secondary education and evidence of having successfully translated vision into reality at whole-school level.	✓		I,R
8	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.	✓		I,R
9	Understanding and leadership of change management programmes.	✓		I,R
10	Ability to analyse data, develop strategic plans, set targets and monitor/evaluate individual and whole school performance.	✓		I,R
11	Understanding of the strategic role of the local Governing Body in a multi academy trust and evidence of successful collaboration with governors.	✓		A,I,R

PERSON SPECIFICATION



	CRITERIA	Essential / Desirable			Where assessed
		E	D		
12	Knowledge of the characteristics of effective schools and strategies for maintaining very high standards and achievement of all students.	✓			A,I,R
13	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding and Prevent.	✓			I
14	Knowledge and understanding of the key legal issues relating to equality and diversity, disability, employment, health and safety and public relations.	✓			I
15	Be able to relate empathetically to parents/carers, staff and the wider community and be an excellent role model for staff balancing the requirement to provide support and effective challenge, when required.	✓			I
16	Experience of leading collaborative partnerships outside of school in the local community, working closely with external partners.	✓			A,I,R
17	Experience of collaboration with external parties such as business and employers, local authorities, NHS professionals and social care.		✓		A,I,R
18	Ability to inspire and motivate staff, students, parents and governors to achieve the aims of the school and the KMAT.	✓			I
C STUDENTS AND STAFF					
19	Outstanding classroom practitioner with an excellent understanding of how students learn and the core features of successful classroom practice.	✓			A,I,R
20	Demand ambitious standards for all students including those with SEND, overcoming disadvantage and advancing equality.	✓			A,I
21	Provide inspirational leadership which challenges, motivates and empowers students, staff, and parents to carry the school's vision forward.	✓			I,R
22	Successful experience of curriculum development from 11-18 and assessment to maximise student outcomes and provide a personalised curriculum.	✓			I

PERSON SPECIFICATION



	CRITERIA	Essential / Desirable		Where assessed
		E	D	
23	Successful experience of positive behaviour management and developing a student focussed, inclusive and effective learning environment.	✓		A,I
24	Appreciate the importance of a work life balance for all staff and self and develop them through continuing professional development.	✓		I
25	Leadership of staff recruitment, appointment and induction.	✓		A,I
26	Experience in promoting and developing extra-curricular activities in order to educate the whole child.	✓		I
D ACCOUNTABILITY				
27	Instilling a strong sense of accountability in staff for the impact of their work on student outcomes and well-being.	✓		A,I
28	Evidence of highly developed skills of robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to resolution.	✓		A,I
29	Experience of effective strategic financial and resource management to achieve educational priorities, ensure efficiency and value for money, working within the Scheme of Delegation for the KMAT.	✓		I,R
30	Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning and raise educational standards.	✓		A,I
31	Able to combine the outcomes of regular school self-review with external evaluations in order to develop the school further.	✓		I

PERSON SPECIFICATION



	CRITERIA	Essential / Desirable			Where assessed
		E	D		
E	PERSONAL QUALITIES SKILLS AND ATTRIBUTES				
32	Works to the Nolan Principles of Public Life.	✓			I
33	Ability to embrace, promote and demonstrate the school's 5R's: Reasoning, Resourcefulness, Reflection, Responsibility, Resilience.	✓			A,I,R
34	Approachable with outstanding communication and interpersonal skills across all media and with a range of audiences.	✓			I
35	Able to build and maintain good, respectful relationships with all stakeholders respecting the contribution that Governors, Trustees and parents make.	✓			A,I,R
36	Able to organise work, prioritise tasks, make decisions and manage time effectively.	✓			I,R
37	Has stamina, resilience, tenacity, is able to remain positive and enthusiastic whilst working under pressure.	✓			A,I

A Application <i>Including personal statement</i>	I Interview and assessment tasks	R References	C Certificates
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HEADTEACHER JOB DESCRIPTION



JOB TITLE:	Headteacher
SALARY:	L33 - L37 (2025/26 - £113,646 - £125,345)
CONTRACT TYPE:	Full time / Permanent
REPORTING TO:	Chief Executive Officer
RESPONSIBLE FOR/ LINE MANAGEMENT OF: :	Deputy Heads, Assistant Heads

Job Purpose

The Headteacher will:

- Secure its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care
- Sustain the school's ethos and strategic direction within the local community
- Formulate the aims and objectives of the school in line with the vision of the Trust and monitor progress towards achieving them
- Establish policies for achieving these aims and objectives and oversee systems and processes so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement, ensuring they are effectively implemented
- Oversee financial resources efficiently and appropriately in line with the Trust's Scheme of Delegation
- Manage staff and resources effectively
- Monitor the workload and well-being of self and staff
- Ensure inclusion, diversity and access
- Create an outward-facing school to work with other schools and be a role model for all in our community
- Lead by example, model best practice regarding professional conduct, and personal development

LEGAL REQUIREMENTS

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document sections 46 and 47, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STPCD.



School Culture

- Sustain the school's ethos, vision and strategic direction in partnership with the CEO and the school community
- Create a culture where students experience a positive and enriching school life
- Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff expectation
- Promote and support the well-being of students and staff
- Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
- Develop highly effective delegated leadership throughout the school
- Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness
- Identify a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from school
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced
- Carefully monitor and evaluate the effectiveness of school improvement strategies
- Prepare and lead strategies to maximise success in Ofsted inspections

Teaching

- Sustain high-quality, expert teaching across subjects and key stages, built on 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 or specialist domains
- Ensure effective use is made of formative assessment

Curriculum and Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all students are supported to achieve standards of literacy and numeracy that will enable them to enjoy maximum success both at school and in later life
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum



Behaviour

- Establish and sustain high expectations of behaviour and attendance for all students, built upon strong positive relationships, rules and routines, which are understood by all staff and students
- Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers
- Implement fair, consistent and respectful approaches to behaviour management
- Ensure that adults within the school model and teach the behaviour of a good citizen

Additional and Special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school 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, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care
- Ensure that there is a rolling programme of training for staff in the school in Safeguarding and Prevent to meet statutory requirements
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds in line with the KMAT Scheme of Delegation
- Ensure staff are deployed and managed well with due attention to workload
- Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk



Continuous School Improvement

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

Ambassadorial Role and Working in Partnership

- Liaise closely with the CEO to ensure that the values of the KMAT are embedded and strategic plans implemented in the school to widen opportunities and improve educational outcomes for students
- Work collaboratively with the CEO and the KMAT central team to ensure that resources are effectively deployed to enhance provision for young people
- Work collaboratively with the CEO and other Headteachers across KMAT schools to promote collaborative professional development, including mobility of staff to teach beyond their base school if required to enhance opportunities for all
- Strong appreciation of the need for clear policy and procedures that are communicated, understood, accepted and followed by all relevant staff.
- Forge constructive relationships beyond the school including local primary schools, working in partnership with parents, carers and the local community
- Commit to work successfully with other schools and organisations within and beyond the Trust in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all students
- Liaise with the press and media, as appropriate

Governance and Accountability

- Understand and welcome the role of effective governance, at different levels, upholding its obligation to hold the Headteacher to account and accept appropriate challenge in pursuit of achieving sustained school improvement and excellent outcomes for all students
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This job description is not an exhaustive list of responsibilities of the post. It may be subject to amendment from time to time as deemed necessary by the CEO and Trustees, in order to meet the changing needs of the school and as KMAT develops in the future.

LIVING AND WORKING IN KENILWORTH



Kenilworth itself is a charming, historic market town in Warwickshire, 6 miles south-west of Coventry, 5 miles north of Warwick and 90 miles north-west of London. Historic Stratford-upon-Avon is only 22 minutes (14 miles) south-west of Kenilworth. The town is famous for its impressive ruins of Kenilworth Castle and Kenilworth Abbey. The castle was built over several centuries ago, founded in the 1120s around a powerful Norman great tower. Near the centre of Kenilworth is Abbey Fields, a public park which covers 68 acres, within the valley of Finham Brook. Abbey Fields contains the ruins of the historic Kenilworth Abbey as well as St Nicholas Church. It contains public amenities such as a swimming pool, a lake, a children's play area and heritage trails.

Kenilworth boasts a thriving social scene with many boutique shops and excellent pubs and restaurants. The leading shopping area of Kenilworth is around Warwick Road, Abbey End and Talisman Square. Birmingham is half an hour by train and offers everything you would expect from a major vibrant city. With a packed calendar of events hosted by its many international venues, Birmingham is also first class for shopping, dining and nightlife.



There are numerous sports clubs and activities in Kenilworth, including a mature 18-hole parkland golf course, plus a small six-hole par 3 course, tennis, squash, rugby, football, cricket and croquet clubs. The Two Castles Run is a fun run held annually between Warwick Castle and Kenilworth Castle.

On the North side of Kenilworth sits the Old Town with a delightful mix of Tudor buildings and pubs, restaurants and tea shops that wind their way down to Little Virginia and Kenilworth Castle. KenFest is held each May with live bands, food stalls and other community events.

Both Birmingham Airport and the M6, M42 and M40 motorways are within 12 miles of the town. The A46 and A45 lie on the outskirts of the town giving quick commutes to Coventry and Warwickshire.





HOW TO APPLY

Your application should include:

- A fully completed application form including your personal statement of approximately 2 sides of A4 detailing how your knowledge, skills and experiences meet the criteria on the person specification.

Candidates are warmly encouraged to take an informal opportunity to visit the school on either 27th or 28th January, by prior arrangement. Please contact Laura Midwinter, KMAT Head of HR, if you wish to take up this opportunity on

L.Midwinter@kmat.org.uk

Closing date for applications is 10th February 2026.

Shortlisting will take place on 11th February 2026.

Interviews will be held on 24th February for shortlisted candidates and 25th February 2026 for those taken to the final stage of the process.

References will be taken up after shortlisting and prior to interview using the contact details you supply on your application form.

Applications should be completed on MyNewTerm.