

# HEADTEACHER

THE WESTWOOD ACADEMY

Recruitment Pack



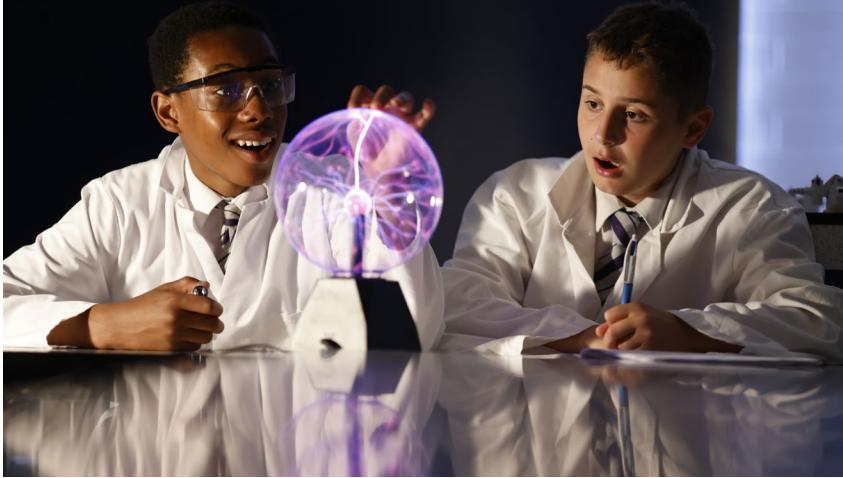
**ASPIRING TO EXCELLENCE THROUGH QUALITY, AMBITION AND INDEPENDENCE**



**Kenilworth Multi Academy Trust**

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**'Better Never Stops'**

# WELCOME FROM THE CHAIR OF THE KENILWORTH MULTI ACADEMY TRUST

Dear Applicant,

Thank you for your interest in this exciting opportunity to become Headteacher of The Westwood Academy. As an exceptional educational practitioner, we hope you are inspired to apply for this position.

The Westwood Academy is an important partner school in the Kenilworth Multi Academy Trust, an ambitious trust currently comprising just two secondary schools. 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 The Westwood Academy 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 a recently re-instated 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.
- Build upon the recent successes of The Westwood Academy and its rapidly improving profile and reputation within the local 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

'Better Never Stops'

Thank you for your interest in the vacancy for the position of Headteacher of The Westwood Academy, an important partner school in the Kenilworth Multi Academy Trust. I warmly welcome you to the school and Trust.

We are looking for a new Headteacher to lead this strong and rapidly improving school which has high aspirations for continued excellence in everything that it does to secure the best outcomes for all of our young people.

Our new Headteacher will be someone special who is a confident and credible senior leader with a successful track record of leadership, ideally in an inner-city school; someone who will build upon the considerable successes of the outgoing Head, and who is fully committed to inclusion knowing that each and every child, regardless of their needs, abilities and background, can achieve their full potential. The belief that 'Better Never Stops' is central to the ethos that everyone can be the best version of themselves, be ambitious and show kindness and respect to others. The Headteacher will model these virtues and be able to articulate a vision that is inclusive of all, committed to school and families working in tandem. They will inspire students to engage fully in school and will 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'. 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. United by our commitment to inclusion, staff and students value diversity and collaboration, broadening perspectives and inspiring pupils to develop a lifelong passion for learning and a drive to contribute to a more inclusive society.

The new Headteacher will be fully accountable for the standards within the school and will have the flexibility and autonomy to develop a vision that aligns with the overall direction of the Trust, enabling Westwood to develop its own unique strengths to continue to add value and diversity to the Kenilworth Multi Academy Trust. 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 to enrich the experience for all young people.

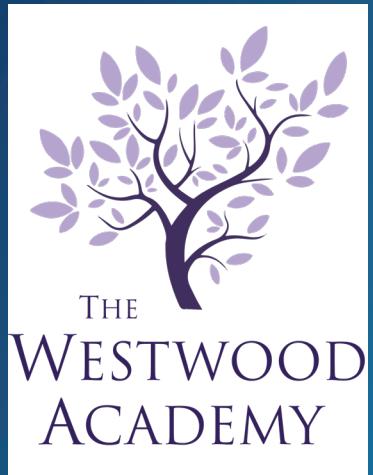
As CEO I am very much looking forward to working with the new Headteacher to develop your strategic priorities in line with the overall vision for the Trust. The KMAT central team provides an excellent easily accessible service, staffed by friendly and efficient specialists in finance, HR, IT, estates, 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 The Westwood Academy 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



**'Better Never Stops'**

Dear Applicant

Having read about The Westwood Academy, 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, "Pupils and sixth-form students at The Westwood Academy readily embrace its motto, 'Better never stops'. They want to succeed, so they study hard in lessons. Pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, achieve well." 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 embedding the changes that are anticipated following the recent Curriculum and Assessment review. 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 The Westwood Academy.

Yours sincerely

Sue Casey  
Chair, Local Governing Board  
The Westwood Academy

# ABOUT OUR SCHOOL

## Mission Statement

The Westwood Academy is a truly inclusive place of learning that is driven by the core belief that “Better Never Stops.” High academic achievement is central to our vision, ensuring that all our pupils and staff harbour the highest aspirations—for themselves, for others, and for the school community as a whole.



In living our values, pupils demonstrate:

- Ambition in their learning, understanding that hard work is consistently rewarded.
- Resilience, possessing the ability not just to bounce back from adversity, but to bounce forward with renewed purpose.
- Kindness in how they interact with others and themselves, embracing all opportunities offered inside and outside the classroom.
- Reflectiveness in their studies, constantly seeking ways to improve, both academically and personally.
- Respect in all they do, even when nobody is watching—a demonstration of true integrity.



## Our Values and Vision

Our school culture is built upon our shared core values of Ambition, Respect, Resilience, Reflectiveness, and Kindness. These values are the bedrock of everything we do and fundamentally shape how we develop our pupils. They align directly with our Trust, ‘Aspiring to Excellence Through Quality, Ambition and Independence,’ and are encapsulated in our “Westwood Way.”

We know that a values-based, high-quality education is the key to unlocking doors for our pupils. Our aspiration is for all pupils to flourish, not only during their time at Westwood, but throughout their lives. We actively prepare our pupils to be successful, confident, and contributing members of British Society and the wider world. Our pupils are happy and confident, positive relationships are important to them and therefore paramount at Westwood where they foster a supportive and collaborative environment. These positive relationships are consistently seen across the school and support the orderly atmosphere you will find at The Westwood Academy.

*The school has an ambitious curriculum that gives pupils the important knowledge they need for the future*

OFSTED, 2025



# Teaching, Learning, and Professional Development

We deliver a rich and varied curriculum, taught by well-qualified staff who are highly skilled in adapting their practice to suit the needs of the children in their class. Delivering high-quality and engaging teaching and learning opportunities is non-negotiable. We operate a bespoke teaching approach supported by our own dedicated Teaching and Learning framework. This framework establishes a common language, expresses our core values, and ensures effective teaching that fully engages our pupils. The model is evidence-informed, drawing on significant educational research to identify the requirements for teachers and pupils to gain the best possible learning outcomes.

The commitment of our staff is unrivalled. We inspire the best teaching through a high-quality, bespoke professional development programme, which is tailored to individual, departmental and whole school priorities and takes into account staff well-being.

Driving the curriculum choices and ambitions from Year Seven through to Year Thirteen is an intelligent and bespoke careers strategy. By working alongside their peers and staff, pupils develop into well-rounded individuals who regularly demonstrate the qualities essential for success in higher education and the workplace. Our pupils have access to impartial careers advice, enabling many of them to progress to apprenticeships in a range of vocational areas. We combine high aspirations with a care for individual pupils. The school is recognised as to having the 'Gold Standard' careers mark.

*“Teachers use their strong subject expertise well, they set high standards for students”*

-OFSTED 2025



A diverse range of opportunities ensures that pupils can explore their interests both within and outside of the classroom. Pupil leadership opportunities are central to our pupil development. Pupils are actively encouraged to get involved in the various opportunities across the school, ranging from interviewing prospective staff and leading the full School Council to contributing to learning through the Teaching and Learning pupil leadership team. This hands-on experience prepares our pupils robustly for their future studies or employment.



We maintain high expectations of our pupils and highly value our parent community, actively engaging with parents and carers to ensure pupils excel in all they do. We recognise and appreciate the vital input parents provide into their child's education and are committed to continue to work collaboratively with our community.

# KEY INFORMATION

Status	Multi Academy Trust
Last Ofsted	February 2025
Ofsted Judgment	Good
Forms of Entry	Currently 157 PAN with 6 forms of entry. Currently 3 year groups above this (9-11) with an additional class in each year group.
Type of School	Mixed Comprehensive
Age Range	11-18
Number of Students on Roll	870
Number of Students in Sixth Form	99
% of SEND Students	25.6% (217 students)
% of EAL Students	27.4% (232 students)
% of FSM Students	32.8% (278 students)
% of Pupil Premium Students	35.6% (267 students)
School Website	<a href="http://thewestwoodacademy.org.uk">thewestwoodacademy.org.uk</a>



“ Pupils and sixth-form students at The Westwood Academy readily embrace its motto, ‘Better never stops’. ”

-OFSTED 2025

# WHAT OUR STUDENTS AND PARENTS SAY ABOUT US

“  
My child has just finished Westwood and we are thrilled with his fantastic A Level grades and his GCSE grades before this. He has been very well supported by the staff and has also enjoyed the extra clubs offered”

-Parent



“  
Westwood taught me the importance of resilience, perseverance and the power of a positive mindset. You taught me to embrace failure as a stepping stone towards success and you showed me the value of hard work and determination. These are lessons that I will carry with me throughout my journey, for that, I am eternally grateful”.  
“

Year 11 student.



“  
The teachers at Westwood are so supportive. My child was struggling with mental health and anxiety and the way the staff helped was professional and caring. This helped them overcome and recognise triggers, thank you Westwood”  
Parent 2025  
“

# WHAT OUR STUDENTS AND PARENTS SAY ABOUT US



*“Being part of The Westwood Academy Sixth Form means being part of a community that believes in your potential. It's a place where ambition is celebrated, kindness is valued, and every challenge is an opportunity to grow. Students leave here not only with strong qualifications but with the confidence, resilience, and self-awareness to thrive in the future.*

*- Sixth Form Student*



*“My daughter has been in the school production each year. She has really enjoyed both the rehearsals and performances and I have seen them grow in confidence each year. The friendships they have made are really strong and they all support each other*

*- Parent*

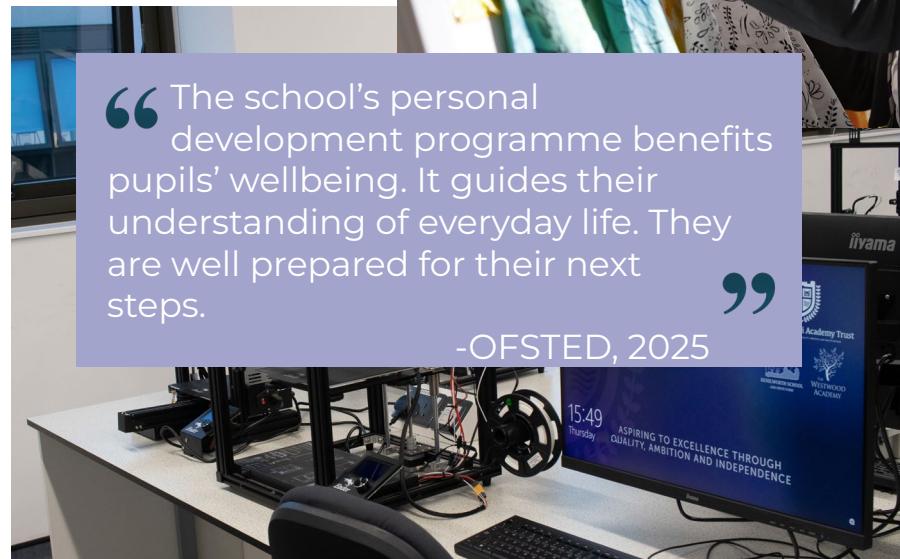


# OUR SITE

The Westwood Academy is situated in an attractive, spacious setting on the edge of Coventry, benefitting from large open grounds and a well-organised campus layout that creates a calm, welcoming atmosphere for students and staff. The site offers a blend of traditional buildings and modern learning environments, supporting both focused study and wider personal development.

In recent years, the school has invested significantly in upgrading its facilities including brand new changing rooms for sports and refurbished toilets for students and further works are planned over the next two years to expand the site with the creation of an 'Enhanced Resource Provision' to reinforce our priority for inclusive education. With these changes, other improvements to the site are envisaged which will improve opportunities for learning and a new reception area. The school has also recently invested specialised engineering equipment that enhances both curriculum delivery and enrichment opportunities, enabling students to gain practical experience using industry-relevant tools and technologies. These improvements sit alongside well-resourced classrooms, dedicated arts and sports spaces, and a sixth-form area designed to support independent study and aspirational progression.

The site continues to evolve as part of the school's commitment to providing an environment that inspires 'ambition, innovation and creativity', and reflects the needs of a dynamic and forward-looking community.



“ The school's personal development programme benefits pupils' wellbeing. It guides their understanding of everyday life. They are well prepared for their next steps.

-OFSTED, 2025

# PERSON SPECIFICATION



	CRITERIA	Essential / Desirable		Where assessed
		E	D	
<b>A EDUCATION AND QUALIFICATIONS</b>				
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 Senior Leader level	✓		A
5	Substantial experience of successful teaching in an 11-18 secondary school.	✓		A
<b>B PROFESSIONAL QUALITIES , KNOWLEDGE AND EXPERIENCE</b>				
6	At least two 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.	✓		A,I,R
8	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	✓		A,I,R
9	Understanding and leadership of change management programmes.	✓		A,R,I
10	Ability to analyse data, develop strategic plans, set targets and monitor/evaluate individual and whole school performance	✓		A,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
<b>C STUDENTS AND STAFF</b>				
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.	✓		A,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.	✓		A,I
25	Leadership of staff recruitment, appointment and induction.	✓		A,I
26	Experience in promoting and developing extracurricular activities in order to educate the whole child.	✓		A,I
<b>D ACCOUNTABILITY</b>				
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.	✓		A,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	✓		A,I

# PERSON SPECIFICATION



	CRITERIA	Essential / Desirable		Where assessed
		E	D	
<b>E PERSONAL QUALITIES SKILLS AND ATTRIBUTES</b>				
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	✓		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.	✓		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.	✓		I

**L Letter I Interview and assessment tasks R References C Certificates**

# HEADTEACHER JOB DESCRIPTION



<b>JOB TITLE:</b>	Headteacher
<b>SALARY:</b>	L27 - L31 (2025/26 - £98,106 - £108,202)
<b>CONTRACT TYPE:</b>	Full time / Permanent
<b>REPORTING TO:</b>	Chief Executive Officer
<b>RESPONSIBLE FOR/</b>	
<b>LINE MANAGEMENT OF:</b>	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 Heads 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 Head 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 COVENTRY



Coventry is a vibrant, diverse and forward-looking city in the heart of the West Midlands, located around 20 miles south-east of Birmingham and well connected to the wider region. Known for its rich history and resilience, Coventry was the UK City of Culture in 2021 and is home to a unique blend of heritage landmarks, modern developments and cultural attractions. Iconic sites such as Coventry Cathedral, the Herbert Art Gallery & Museum and the historic medieval streets offer a strong sense of identity and community pride.

Transport links are excellent, with the M6, M40, M42 and A45 close by, and frequent direct trains to Birmingham, Leamington Spa and London. Birmingham Airport is just 20 minutes away. Coventry's expanding city centre features a wide range of shops, restaurants, cafés and entertainment venues, with the nearby retail and leisure parks offering further choice.

The city has extensive green spaces, including the popular War Memorial Park, Coombe Abbey Park and a network of nature reserves, cycle routes and leisure facilities. Coventry is also a sporting hub, with rugby, football, athletics, swimming and a wide variety of community sports clubs available to all ages.



With two universities, a strong business and innovation sector, and a growing cultural scene, Coventry offers a dynamic place to live and work. Its diverse neighbourhoods, welcoming communities and excellent amenities make it an appealing location for individuals and families seeking both convenience and opportunity.





# 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 Wednesday 21st 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](mailto:L.Midwinter@kmat.org.uk)

Closing date for applications is 28th January 2026.

Shortlisting will take place on 2nd February 2026.

Interviews will be held on: Wednesday 11th February for shortlisted candidates and Thursday 12th February 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