



Assistant Head Teacher

Recruitment Pack

Watling Meadows Primary School

Central England Academy Trust

Welcome

Thank you for your interest in the role of Assistant Head Teacher at Watling Meadows Primary School. This pack outlines our Trust context, the vision for our brand-new school, and comprehensive details of the role, responsibilities and person specification.

About Central England Academy Trust

Central England Academy Trust (CEAT) is a collaborative family of schools serving communities across the heart of England. We are committed to high expectations, inclusion and professional generosity, enabling every pupil and colleague to flourish.

- Strong culture of professional development and evidence-informed practice.
- Trust-wide networks
- Commitment to staff wellbeing and fair workload.

About Watling Meadows Primary School

Watling Meadows Primary School is a new, growing school. Opening brings a rare opportunity to shape culture, routines and a curriculum that meets local needs from the outset.

- Our first cohort will be Reception in September 2026, expanding year-on-year.
- High-quality learning environments with a strong emphasis on early language, communication and reading.
- A values-led culture that is warm, ambitious and inclusive.

Role Purpose

The Assistant Head Teacher is a key member of the Senior Leadership Team (SLT), leading Early Years and the whole-school reading and phonics strategy, acting as Deputy Designated Safeguarding Lead (DDSL), and deputising for the Head Teacher. The postholder will model excellent teaching, secure high standards, and help establish the systems, culture and curriculum of a new and growing school. As the school is growing, we will be sharing the workload, in terms of additional responsibilities, but these will be redistributed as more staff are recruited.

In addition to the above we will require.

- Designated Teacher
- Attendance Champion
- Pupil Premium Champion
- Educational Visits Co-Ordinator
- Transition Lead

These can be negotiated subject to candidate's strengths and experience.

Key Responsibilities

1) Strategic Leadership & School Development

- Contribute to the whole-school vision, values and strategic plan; translate strategy into clear implementation milestones and measurable outcomes.

- Lead on allocated School Development Plan (SDP) priorities; evaluate impact through robust self-evaluation (SEF) and termly reports to SLT/governors.
- Use data insight (attendance, attainment, progress, behaviour, safeguarding) to inform improvement and allocate resources proportionately.
- Line-manage identified staff, set objectives, and conduct performance reviews with developmental feedback and coaching.

2) Leadership of Early Years (EYFS)

- Lead the design and delivery of a language-rich EYFS curriculum with strong routines and continuous provision that progressively builds knowledge and skills.
- Ensure high-quality teaching, assessment and moderation across Nursery/Reception; triangulate planning, environment walks and pupil voice.
- Oversee EYFS assessment (baseline/on-entry, observational assessment, internal tracking) and use it to plan next steps and targeted interventions.
- Develop enabling environments indoors and outdoors; ensure effective provision for SEND and disadvantaged pupils.
- Coach and mentor EYFS staff; plan CPD, model practice, and ensure consistency of adult interaction and vocabulary development.
- Develop effective links with the Early Years 0-4 provision on site to ensure continuity of approach, regular meetings and seamless transition into school.
- Manage the initial first year of wraparound care for our first Reception Cohort. Develop staff to run this independently from Year Two onwards.

3) Whole-School Reading & Phonics Lead

- Lead a systematic synthetic phonics (SSP) programme with fidelity; secure consistent daily phonics teaching and regular reading practice sessions.
- Ensure decodable texts are closely matched to pupils' secure code knowledge; oversee book-banding/decodable schemes and home reading systems.
- Establish assessment cycles (e.g., half-termly checks, fluency measures) to track grapheme-phoneme correspondence mastery, blending and segmenting.
- Identify pupils falling behind promptly; implement keep-up and catch-up interventions; monitor fidelity, dosage and impact.
- Develop a reading-for-pleasure culture: library provision, read-aloud spine, author events, parental engagement and community partnerships.
- Provide staff training, coaching and team-teaching to secure high-quality practice in phonics, early reading and comprehension across the curriculum.

4) Deputy Designated Safeguarding Lead (DDSL)

- Work with the Designated Safeguarding Lead to maintain robust safeguarding culture, policy and practice, including record-keeping and referrals.
- Triage and respond to concerns; liaise with children's services and external agencies; ensure timely, accurate chronology and case management.
- Oversee safeguarding training and induction; ensure all staff understand their responsibilities, including safer working practices and reporting lines.
- Support attendance, behaviour and inclusion work where vulnerabilities overlap; ensure early help is offered and reviewed.

5) Deputising for the Head Teacher

- Assume day-to-day operational leadership in the Head Teacher's absence, including safeguarding, health & safety and communication with stakeholders.
- Lead daily briefings, manage short-term staffing, and respond to incidents; ensure continuity of provision and calm, visible leadership.

6) Quality of Education, Assessment & Curriculum

- Contribute to curriculum design and sequencing aligned with the Trust's frameworks; ensure coherence from EYFS into KS1.
- Lead cycles of monitoring (learning walks, book looks, lesson visits, planning reviews) with developmental feedback and follow-up.
- Oversee assessment schedules; ensure teacher judgements are moderated and used to adapt teaching and interventions.
- Report on outcomes for groups (SEND, disadvantaged, EAL, most-able) with actions to address gaps and accelerate progress.

7) Behaviour, Culture & Inclusion

- Model and embed a warm-strict culture with clear routines, praise and restorative responses.
- Oversee behaviour data to identify patterns and plan proactive responses; support staff with consistent implementation.
- Champion inclusion; work closely with the SENCO to ensure graduated response, high-quality teaching adaptations and targeted support.

8) People Development & ECF/Induction

- Plan and deliver CPD based on need; provide instructional coaching and facilitate professional learning communities.
- Mentor ECTs/trainees where required; ensure induction for new colleagues aligns with Trust policies and school routines.

9) Start-Up & Growth Operations

- Support admissions, transition and community engagement as pupil numbers grow year-on-year.
- Contribute to procurement, resource planning and classroom setup for new cohorts; maintain inventories for books and phonics resources.
- Assist with risk assessments, timetabling and duty rotas suited to a growing site.

10) Compliance & Communication

- Uphold Trust and statutory policies (safeguarding, H&S, GDPR/data protection, equality, attendance).
- Draft and update policies within areas of responsibility; prepare reports for governors and Trust as required.
- Communicate clearly with staff, families and stakeholders; model professional conduct at all times.

Person Specification – Assistant Head Teacher

Area	Criteria	Essential	Desirable	Assessed By (A/I/T/R)
Qualifications & Training				
	Qualified Teacher Status (QTS)	✓		A/I/T/R
	Honours degree or equivalent	✓		A/I/T/R
	Evidence of sustained CPD relevant to Early Years	✓		A/I/T/R
	Evidence of sustained CPD relevant to reading leadership	✓		
	NPQ (e.g., NPQSL/NPQLT/NPQEYL) or working towards		✓	A/I/T/R
Experience				
	Proven highly effective classroom practice with excellent pupil outcomes	✓		A/I/T/R
	Substantial experience in EYFS, including curriculum, assessment and environment design	✓		A/I/T/R
	Successful leadership of reading and phonics with measurable impact on progress and attainment	✓		A/I/T/R
	Experience coaching/mentoring colleagues and leading CPD	✓		A/I/T/R
	Experience serving as DSL/DDSL or active member of a safeguarding team		✓	A/I/T/R
	Experience of start-up, school growth or significant school improvement work		✓	A/I/T/R
Knowledge & Skills				
	Deep understanding of SSP principles and early reading pedagogy	✓		A/I/T/R

	Strong grasp of EYFS pedagogy, assessment and moderation	✓		A/I/T/R
	Ability to analyse data, evaluate impact and plan targeted interventions	✓		A/I/T/R
	Knowledge of statutory safeguarding requirements and safer working practice	✓		A/I/T/R
	Understanding of inclusive practice and the graduated response for SEND	✓		A/I/T/R
	Excellent communication, organisation and time-management skills	✓		A/I/T/R
Personal Attributes				
	A credible, visible, values-led leader who inspires trust and motivates others	✓		A/I/T/R
	Commitment to high expectations, equality and safeguarding	✓		A/I/T/R
	Resilient, reflective and solution-focused, with a positive outlook	✓		A/I/T/R
	Able to work flexibly in a growing school, adapting to changing priorities	✓		A/I/T/R

Key: A = Application, I = Interview, T = Task/Observation, R = References

Safeguarding Statement

Central England Academy Trust and Watling Meadows Primary School are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. The successful candidate will be required to undertake an enhanced DBS check and, where appropriate, an online search in line with safer recruitment guidance. We actively promote safer working practice, ongoing training and a culture of vigilance.

Equal Opportunities Statement

We are proud to be an equal opportunities employer. We welcome applications from all suitably qualified candidates and do not discriminate on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Adjustments for applicants with a disability are available throughout the recruitment process.

How to Apply

Please submit a completed application form and supporting statement outlining how your experience meets the person specification.

Darren Barrow, Head Teacher will be available at the model classroom and base set up at Higham Lane North Academy, Upper Farm Drive, Nuneaton, CV11 6YN on Monday 23rd February from 4:00-6:00pm and all day Wednesday 25th February. We would strongly encourage you arrange an appointment to discuss this career-defining opportunity further. Please email headteacher@watlingmeadows.co.uk to book your slot.

Closing date: 2.3.26

Shortlisting: w/c 2.3.26

Interviews: w/c 16.3.26