

Central England
Academy Trust
SERVING THE HEART OF ENGLAND

HEADTEACHER DESIGNATE: RECRUITMENT INFORMATION

New 2-form entry Primary School
on Callendar Farm Nuneaton

Opening September 2026



CENTRAL ENGLAND ACADEMY TRUST
'Serving the Heart of England.'

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Welcome from the CEO at Central England Academy Trust

Thank you for your interest in becoming the founding Headteacher of our brand new two-form entry primary school, opening in the growing community of Callendar Farm, Nuneaton. This is a unique opportunity to shape the vision, culture, and curriculum of a brand-new school from the ground up.

Our growing Trust currently consists of a diverse family of 5 schools in the Nuneaton area: a primary special school, a secondary special school and two mainstream secondary schools and a large junior school. We have a sixth school – a primary special school in Birmingham - joining us later this year. Our vision for Trust growth is centred around our mantra of ‘the right schools for the right reasons’. We are extremely proud of our family of schools and the work they do to serve our communities.

We excited to recruit a dynamic and visionary leader who can bring our core values to life, and provide outstanding opportunities and education from the very first day.

Our Trust values are:



Collaboration: working together and with others to achieve the very best for the staff, pupils and families that we serve.



Equity: recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



Aspiration: to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.

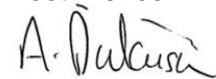


Trust: ensuring that everyone in our MAT feels safe and supported in all that they do.

We look forward to welcoming applications from experienced, inspirational leaders who are passionate about early years and primary education, and who thrive on collaboration and innovation and making a difference to the life chances of the young people who we serve.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes



Andrew Dickinson
Chief Executive Officer



Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.

We have a number of core benefits which include:

Professional Development

- ✓ We support all our schools and services to offer professional development that is **rooted in the evidence** of what improves teaching and learning.
- ✓ We listen to what your **career aspirations** are and how we can **support you** within your role.
- ✓ We provide **Trust-wide CPD** in key areas, including SEND, behaviour and teaching and learning.
- ✓ We support staff in **accessing a wide range of qualifications**, including Diplomas, Masters and National Professional Qualifications (NPQs).

Appraisal

- ✓ Our staff appraisal focuses on **supporting our employees** to be the very best they can be. There is **no performance-related pay** in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- ✓ As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to **offer a wide range of apprenticeships** to both new and existing staff.

Pension Schemes

- ✓ A contributory **pension scheme relevant to your role**: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- ✓ Subsidised eye care for extended VDU users
- ✓ A Gym Membership Scheme
- ✓ A Cycle to Work Scheme
- ✓ An Employee Assistance Programme, providing practical and emotional support.
- ✓ An Employee Benefits Scheme, offering discounts on everyday essentials
- ✓ A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more



Key information about the school

- **Location:** Callendar Farm, Nuneaton



- **Opening:** September 2026
- **Pupil Places:** 420 (Two-Form Entry)
- **SEND Provision:** Specialist Resource Provision (SRP) for 14 children with communication and interaction needs (Incremental admission numbers that increase with the PAN)
- **Part of a Local Multi-Academy Trust:** Strong collaborative culture, shared professional development, and strategic support
- **School Group:** 3
- **Salary Scale:** Leadership Pay Range L17 – L23
- **Headteacher Designate Start Date:** January or April 2026

Further information is available on our Trust website:

<https://centralengland.co.uk/new-primary-school/>

Our vision for the school

This new school will serve as a vibrant, inclusive and aspirational hub for the local community. We are committed to:

- Delivering **exceptional education** for every child, with a strong foundation in EYFS and primary curriculum excellence.
- Embedding a **culture of high expectations**, curiosity, creativity and kindness.
- Establishing a school that is **outward facing and collaborative**, actively working with local schools and the wider MAT.
- Creating an inclusive environment where vulnerable pupils, including those **SEND and additional needs, are supported with care, expertise and ambition.**

The Role of the Founding Headteacher

This is a career-defining role to:

- Lead the strategic planning and operational setup of a new school.
- Recruit and build a talented team aligned with the Trust's values.
- Design and implement a rich, relevant and engaging curriculum from EYFS through to Year 6.
- Champion inclusion and provide strategic leadership for the SEND resource provision.
- Build partnerships with families, the local community and key stakeholders.
- Collaborate closely with MAT leaders and fellow headteachers to drive innovation and continuous improvement.

Join Us – Be a Founder. Be a Leader. Be the Difference.

This is a rare opportunity to create something truly special. We look forward to hearing from passionate leaders ready to take the next step in their career.



Key Dates

- **Application Deadline:** 9am on Monday 6th October
- **Shortlisting:** Week commencing 6th October 2025
- **Interviews:** Thursday 16th and Friday 17th October 2025
- **Start Date:** January or April 2026
- **School Opens to Pupils:** September 2026

Contact Us

For an informal conversation about the role with our CEO - Andrew Dickinson, please contact:

Vicky McKay

PA to the CEO,

vmckay@centralengland.co.uk

How to Apply

The closing date for applications is: **9:00am, Monday 6th October.**

(If you encounter a problem in meeting this deadline, please contact the Trust).

If you are interested in applying for this post, please click on this link

<https://centralenglandacademytrust.face-ed.co.uk/vacancies> and select the

Headteacher Designate position. Alternatively, you can contact Vicky McKay, PA to the CEO at vmckay@centralengland.co.uk to request an application pack.

As part of your application, please attach a supporting statement (no more than 2 pages) outlining your vision for the new school as well as your leadership experience and strengths.

We really look forward to reading your application!

Safeguarding

Please note our clear expectations regarding personal and professional conduct of staff and the safeguarding of students:

- To have total regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

All successful applicants will be subject to an enhanced DBS check and will also be taken through the school's vetting procedure. Candidates should be aware that online searches will also be carried out, in line with KCSIE expectations.

Data Protection

Central England Academy Trust is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the Trust website, describes why and how we collect and use personal data and provides information about individuals' rights.



Job Description

THE ROLE

Headteacher Designate – Primary School on Callendar Farm

Job Summary

To provide outstanding leadership and management of the school and designated aspects of the Trust's work to secure sustainable success and ensure the highest standards of curriculum experience, teaching and learning, behaviour, attendance, safeguarding and personal development for its pupils.

To meet the expectations of the prevailing Headteachers' Standards (currently Headteachers' Standards 2020). These standards underpin best practice and will shape the professional and personal development of the Headteacher Designate to raise standards and support the successful implementation of whole school initiatives and priorities.

Key responsibilities and accountabilities

1. Strategic direction and development

1.1. Strategic direction and development of the new school including project management in collaboration with the CEO and his executive team.

1.2. Principal lead for teaching, learning and the curriculum across the school.

1.3. Designated Safeguarding Lead and Child Protection Co-ordinator including overview of the Single Central Record and completion of related whole school documentation.

1.4. Provide strategic leadership and direction of the school and in keeping with the vision of the Trust.

1.5. Act as a *Trust* Headteacher responsible for agreed areas of responsibility linked to MAT school improvement central services.

1.6. Work in partnership with the Trust, Local Governing Body, pupils, staff, parents/carers and other stakeholders to instil the ethos and values, which underpin all activities within the school.

1.7. Create and implement strategic development plans underpinned by sound financial planning, which identify short, medium and long-term priorities and targets for achieving and sustaining excellence.

1.8. Principal lead and co-ordinator for school development and evaluation procedures including quality assurance.

1.9. Co-ordinate the development and implementation of whole school policies. Implement the Trust's policy on equal opportunities for all the staff and pupils.

1.10. Ensure, in conjunction with relevant individuals, that the management, finances, organisation and administration of the school support its vision and aims.

1.11. Co-ordinate the recruitment of new staff including induction and mentoring of ECTs.



1.12. Have an overview of risk assessments and relevant documentation related to staff and pupils. Expect and ensure that these documents are consistently implemented, monitored, evaluated and update in line with prevailing policies.

2. Teaching and Learning

2.1. Create and maintain an ethos of excellence and endeavour that promotes and secures outstanding teaching, excellent learning and the highest standards of achievement, including for those pupils with special educational needs and those who are disadvantaged.

2.2. Organise, implement and monitor the curriculum and its assessment and ensure that it is broad and balanced and provides a focus on appropriate academic knowledge, skills and understanding for all pupils which leads to outstanding achievement by all pupils, regardless of prior ability, needs or disadvantage.

2.3. Ensure that the highest standards in literacy, numeracy and ICT are achieved by all pupils, including those with special educational needs and those who are disadvantaged.

2.4. Determine, organise and implement a programme for pupil personal development and character education, including the personal, spiritual, social, moral and cultural development of pupils.

2.5. Monitor and evaluate the quality of teaching, and standards of learning and achievement of all pupils in the school.

2.6. Determine and implement policies and procedures which promote:

2.6.1. Character development, self-discipline and commitment to British values, the rule of law and active citizenship.

2.6.2. Outstanding conduct and behaviour and the development of exemplary citizens with outstanding values.

2.6.3. Positive strategies for developing excellent understanding of and respect for other faiths, cultures, traditions and communities.

2.7. Create and sustain an effective partnership with parents/carers to support and improve pupils' achievement and personal development.

2.8. Develop effective links with the community, including voluntary organisations, businesses and enterprises, to extend the curriculum and enhance teaching and learning.

2.9. Actively promote extra-curricular activities to support personal development and new skills.

3. Leading and managing staff

3.1. Provide supportive, developmental, effective and regular operational leadership and management of senior and middle leaders with delegation of responsibilities, strong two-way communication, regular oversight and feedback.

3.2. Lead in the recruitment and selection of teaching and non-teaching staff.

3.3. Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear and appropriate delegation of tasks and devolution of responsibilities. individuals, ensuring clear and appropriate delegation of tasks and devolution of responsibilities.



- 3.4. Implement and sustain effective systems for the management of staff performance including the development and maintenance of a culture of high trust, high expectations of self and of others, taking appropriate action when performance is below expectation.
- 3.5. Lead, co-ordinate and monitor the continuing professional development of staff and ECTs.
- 3.6. Ensure that professional duties are fulfilled.
- 3.7. Arrange for the Deputy Headteacher or suitable other persons, to assume responsibility for the discharge of the Headteacher's responsibilities at any time when absent from school.
- 3.8. Develop excellent working relationships with staff, pupils, parents/carers, governors, the community and other stakeholders within and beyond the Trust.
- 3.9. Lead staff INSET and develop a staff training programme.
- 3.10. Lead CPD across the school so that all staff receive training that is appropriate and high quality. Map out and cost training plans, ensuring fairness of opportunity for staff and that training is directly related to the School Development.

4. Efficient and effective deployment of staff and resources

- 4.1. Lead the development of school-level policies and procedures concerning the school's resource and asset management.
- 4.2. In conjunction with the Trust CFO, set appropriate priorities for expenditure, allocation of funds and effective administration and control by:
 - 4.2.1. Effective management of the school's budget.
 - 4.2.2. Rational allocation and monitoring of time, space and material resources.
 - 4.2.3. Ensuring effective and safe arrangements for the situating and storage of material and equipment.
- 4.3. Use financial opportunities to manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations.
- 4.4. Make arrangements for the security and effective supervision of the school buildings and site, their contents and the grounds.
- 4.5. Ensure that any lack of maintenance, repairs or modification, including breaches of health and safety legislation, is acted upon promptly and in accordance with the delegation arrangements of the Trust.
- 4.6. Ensure effective working relationships with external agencies and services contracted to the school and the Trust.
- 4.7. Work with the Trust to recruit and retain staff of the highest quality and assist in their professional development.

5. Accountability

- 5.1. Create and develop an organisation in which all staff are enthused by, are fully committed to and recognise that they are accountable for the success of the school.
- 5.2. Present a coherent and accurate account of the school's performance in a form appropriate



to a range of audiences, including the Trust, governors, staff, parents/carers, the local community, OFSTED, and others to enable them to play their part effectively.

5.3. Ensure that parents/carers and pupils are well-informed about the curriculum, attainment, behaviour, attendance, safeguarding and progress, and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.

5.4. Maintain such records of the school as are appropriate to communicate its development, improvements and achievements.

5.5. Carry out any other such duties as may be reasonably required by the Trust.

6. Other responsibilities

6.1. Promote the Trust's vision.

6.2. Champion the Trust's values.

6.3. Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.

6.4. Carry out any such duties as may be reasonably required by the CEO.

This job description covers the overall areas of responsibility; however, further specific tasks and responsibilities will be determined through consultation and discussions with the CEO. The job description may be amended at any time following appropriate consultation between the CEO and member of staff and will be reviewed annually.



Person Specification

Ref	Criteria	Essential (E) / Desirable (D)	Application form	Interview/Other task
Qualifications and Training				
Q1	Qualified Teacher Status.	E	√	√
Q2	A degree level qualification or equivalent.	E	√	√
Q3	Further relevant professional or academic study and evidence of continuous professional development (CPD).	E	√	√
Q4	Evidence of commitment to CPD, including leadership training.	E	√	√
Q5	Knowledge of current issues in education.	E	√	√
Q6	A relevant leadership qualification such as NPQH and/or NPQEL or other relevant qualification.	D	√	
Safeguarding				
S1	Experience of nurturing the safeguarding culture within a school so it is embodied by all staff and everyone is kept safe and committed to safeguarding and inclusion.	E	√	√
S2	A clear understanding of and commitment to promoting safeguarding of all pupils and working with parents and carers and relevant agencies.	E	√	√
Experience				
E1	Extensive experience of proven, strong, successful senior leadership and management.	D	√	√
E2	Experience of implementing, managing, and evaluating change in a collaborative way.	E	√	√

E3	Significant experience of using data to plan and improve pupils' outcomes, identifying barriers and strategies to overcome them and to establish benchmarks and set targets for improvement.	E	√	√
E4	Experience of making effective use of funding and resources, managing delegated organisational budgets and other external funding sources.	E	√	√
E5	Demonstrable experience of successful, supportive line management, staff development and performance management.	E	√	√
E6	Experience of working with a governing board and fulfilling commitments arising from accountability to it.	E	√	√
E7	Senior Leadership Team experience through successful Ofsted inspection.	E	√	√
E8	Experience in successfully recruiting and inducting staff.	E	√	√
E9	Experience of successful partnership working.	D	√	√
Knowledge, Understanding and Skills				
K1	A clear understanding of leadership styles and practices, and their effects in different contexts within and across schools.	E	√	√
K2	A clear understanding of what makes outstanding teaching and educational provision through a deep understanding of how pupils learn and thrive; the ability to develop and sustain a culture where each teacher and member of support staff has a professional obligation to improve their practice and you being able to model this to others.	E	√	√
K3	A clear understanding of the characteristics of and strategies for developing effective student personal development, developing outstanding citizens with exemplary character.	E	√	√
K4	A clear understanding of how to create whole school accountability systems, implementing them with the support of SLT and middle leaders, combining data from a	E	√	√

	range of sources to maximise the achievement of pupils, monitor progress and identify weaknesses and strategies to overcome them.			
K5	Knowledge and understanding of how to manage the school's environment effectively and efficiently to ensure it meets the needs of all pupils and staff and meets the needs of the curriculum and all health and safety regulations.	E	√	√
K6	An understanding of how to empower pupils to thrive, achieve success and be actively engaged in their own learning. Setting high expectations for all and preparing all pupils from all backgrounds for the next phase of their education or training.	E	√	√
K7	Understand how a school can fulfil its statutory duties regarding the SEND Code of Practice.	E	√	√
K8	Knowledge and understanding of developing and maintaining effective strategies and procedures for staff induction, continuing professional development and performance review.	E	√	√
K9	Excellent communication skills and proven ability to communicate effectively with, listen to, reflect and work with the whole school community and other stakeholders.	E	√	√
K10	Knowledge and understanding of statutory frameworks which set out professional duties and responsibilities, including personal accountability.	E	√	√
K11	Understand how to ensure effective planning, collaborative support and evaluate work undertaken by staff.	E	√	√
K12	Able to determine, organise, resource and implement a challenging and ambitious broad and balanced curriculum, underpinned by an effective, intelligent assessment and reporting framework.	E	√	√
K13	Knowledge and experience of effective people management, strategies and practice and understanding of personal accountability.	E	√	√
K14	Knowledge of proven strategies that secure high standards of behaviour and attendance.	E	√	√

K15	Knowledge of national and local issues including educational issues and their impact on the school.	E	√	√
K16	Knowledge of the current Ofsted inspection framework	E	√	√
K17	Knowledge of how new technologies may both support and enhance teaching and learning and how they may support and assist the management of the school.	D	√	√
K18	Knowledge of employment law, equal opportunities legislation and personnel matters.	D	√	√
K19	Understanding of the requirements and features of successful post-16 provision.	E	√	√
Personal Qualities				
P1	Ability and passion to create, and secure commitment to a clear vision for an effective and high-achieving school.	E	√	√
P2	Commitment to a dynamic, broad and balanced curriculum, rigorous assessment and the highest standards of achievement.	E	√	√
P3	Commitment to continuous improvement through accurate self-evaluation, an acute sense of accountability and a commitment to transparency.	E	√	√
P4	Be committed to building positive relationships, demonstrating optimistic and enthusiastic personal behaviour, rooted in mutual respect. Treating pupils, staff, parents, governors and the wider community equitably and with dignity, respect, honesty and kindness, ensuring a safe and healthy environment.	E	√	√
P5	Have a commitment to valuing and supporting and encouraging the professional development of all staff, building, motivating and nurturing a strong, collaborative team culture to deliver school improvement.	E	√	√

P6	Willingness to foster an open, transparent culture and deal with difficult conversations, including challenging under-performance and conflict with integrity at every level.	E	√	√
P7	Showing tolerance and respect for the rights of others, recognising and valuing differences and cultural diversity, promoting social cohesion in a multicultural setting, and upholding the fundamental British values. Ensuring personal beliefs are not expressed in any way that may exploit the position.	E	√	√
P8	Commitment to uphold the 7 principles of public life (Nolan principles) at all times.	E	√	√
P9	Ability to prioritise and manage one's own time effectively and work under pressure and to deadlines, remaining resilient.	E	√	√
P10	Be able to manage one's own workload and that of others to allow for an appropriate home/work balance and model this to others.	E	√	√
P11	Able to review and reflect on one's own practice, set one's own targets, take responsibility for one's own CPD and take into account feedback from others.	E	√	√
P9	A drive and commitment to getting the best outcomes for all students whilst monitoring, evaluating and reflecting resources to ensure they are improving the quality of education for all pupils and that they provide value for money.	E	√	√
P10	Commitment to seeking the best provision and outcomes for vulnerable students and those with special educational needs and disabilities.	E	√	√
P11	Willingness to engage in high quality research, sharing good practice, celebrating success and accepting responsibility for outcomes.	E	√	√
P12	A sense of optimism, enthusiasm and humour.	E	√	√

