

MERIDEN CE PRIMARY SCHOOL

Headteacher Application Pack



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A Message from the Governing Body

Thank you for your interest in the Headteacher role at Meriden CE Primary School. This position offers a wonderful opportunity to join a warm, inclusive and supportive school community. As a committed and proactive Governing Board, we are seeking an outstanding and inspiring leader—someone who can bring clear vision, empathy and strong strategic direction as the school moves confidently into its next stage of development.

At Meriden CE Primary School, we are proud of our hardworking staff, enthusiastic children and supportive, nurturing ethos. We are seeking to appoint a Headteacher who is able to uphold and promote the Christian ethos and values of the school and build on the strengths that our outgoing Headteacher and the staff have achieved, but also to bring fresh ideas to continue our drive forward. Our new Headteacher should be a strong, approachable, compassionate and supportive leader who is passionate and knowledgeable about the pursuit of teaching, is focused on SEND inclusion and learning in schools. You will need both a vision for the future and enthusiasm for the ethos and values that have ensured the success of our school. You will be committed to monitoring and improving the quality of teaching and learning as well as having a keen insight into the effective management and budgeting of the school finances. In addition, you will be someone who can maintain strong links within the community and engage well within the school and with parents.

We hope this information pack provides a helpful insight into our school, our values and the qualities we hope to find in our next Headteacher. We warmly encourage you to come and visit, meet our team and pupils, and see our school site. Visits to the school will be available up until the interview days, excluding school holidays. To arrange a visit, please contact the school office. During your visit, you will be welcomed by our headteacher and staff, who will be happy to discuss the school and leadership role with you.

Thank you once again for your interest. We look forward to hearing from you.

Rosie Weaver, BEM
Chair of Governors



Our school

Our school is a truly special place. Our Christian foundation is central to who we are and brings a unique and valued dimension to our community. We proudly serve the village of Meriden and its surrounding areas within the Diocese of Coventry and Solihull Local Authority.

Inclusion sits at the heart of our school's philosophy, and we work hard to ensure every child feels a genuine sense of belonging. Our staff—many of whom have been part of our school for many years—are deeply committed, passionate, and consistently go above and beyond for the children in their care.

We established a nurture group for children who struggle with self-regulation or experience high levels of anxiety requiring support at the start of the day. This intervention has demonstrated considerable impact, enabling participating pupils to join their peers for learning for parts, or in many cases, all of the school day.

The school's profile differs markedly from neighbouring schools and those within the collaborative partnership. Indeed, Solihull Local Authority has identified Meriden as requiring a Family Hub due to the area 'being geographically isolated and emerging complexities associated with parenting issues and deprivation' (Children's Public Health, SMBC). In September 2025, a new Solihull Family Hub Outreach hub was opened, providing enhanced support for families in and around Meriden.

The school was judged 'Good' by Ofsted in November 2022 and received a 'Good' judgement in its Statutory Inspection of Anglican and Methodist Schools (SIAMS) in March 2023. In 2021-2022, Meriden achieved International Cross of Nails (ICON) School status in recognition of its work on peace, reconciliation, anti-bullying, diversity and inclusion. The school received a nomination for a financial education award in 2024 and achieved the National Nurturing Schools Award in 2026.



Our vision:

An inspiring education centred on Friends, Faith and Lifelong Learning.

5 Because you have these blessings, do all you can to add to your life these things: to your faith add goodness; to your goodness add knowledge; 6 to your knowledge add self-control; to your self-control add patience; to your patience add devotion to God; 7 to your devotion add kindness toward your brothers and sisters in Christ, and to this kindness add love. 8 If all these things are in you and growing, you will never fail to be useful to God. You will produce the kind of fruit that should come from your knowledge of our Lord Jesus Christ. 2 Peter 1:5-8

Friends...

- To encourage positive relationships that are characterised by care and empathy, building respect for themselves and others in a diverse society
- To help build a happy, safe and interconnected community that celebrates life within the school family and the wider village context

Faith...

- To value all as a gift from God where each individual, within the school family, has the opportunity to explore their own potential and purpose
- To offer an education that has its foundations in the Christian faith that seeks to bring life to all we do

Life-long learning...

- To encourage a love of learning through a vibrant and inclusive curriculum which actively enables all children to reach their full potential
- To equip all pupils with the skills required to succeed in life

Our Values

At Meriden C of E Primary School, our values are rooted in respect—respect for God, for our environment, for others and for ourselves.

Our six core values—kindness, ambition, determination, pride, teamwork and responsibility—were chosen through consultation with all members of our school community, including pupils, parents, staff and governors. These values are woven through our daily life, guiding our decisions, relationships and learning. They reflect and support our school vision: an inspiring education centred on friends, faith and lifelong learning.

Our values are also deeply aligned with the biblical message found in 2 Peter 1:5–8, which encourages us to grow in faith, goodness, knowledge, perseverance and love—qualities we aim to nurture in all our children as they develop into thoughtful, resilient and compassionate individuals.



The Diocesan Board of Education (DBE)

The DBE seeks to serve and equip the church school family in a variety of ways. The Diocesan Director of Education, Rev'd April Gold, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:



- ✚ 'be there' for our church school family and act as a central reference point supporting pastorally and professionally
- ✚ facilitate creative and flexible networking between schools;
- ✚ promote excellence and distinctiveness within the family of church schools/academies and beyond
- ✚ share best practice collectively
- ✚ provide professional development: for staff at all stages of their careers and for governors
- ✚ facilitate collaborative school improvement partnerships through the growth of our six CofE majority MATs
- ✚ support the process of academy conversion
- ✚ promote the establishment of new church schools
- ✚ represent church schools to the wider church, to diocesan groups, in the press, and in public and community debate
- ✚ champion inclusion and equality including advising on admissions policies and managing appeals
- ✚ protect the status of church schools and promote the importance and the continuance of the voluntary sector.

As a Diocese, our 76 Church of England schools serve more than 18,500 children, and their families. The 2000 members of staff and all the volunteers who support, as governors, directors, and other contributors, are seeking to offer both an excellent education and ensure that all our young people have the opportunity to live life to the full. We aim to do this by living, telling and sharing the values of Jesus Christ. Thank you for being willing to share in this journey with us.

Message from Bishop Sophie

Thank you for considering the possibility of offering yourself to lead one of our church schools. Since becoming Bishop of Coventry, I have been delighted to discover a vibrant, engaged and dedicated community of schools across the diocese with a team of professionals who are wholeheartedly committed to the flourishing of the children and young people in their care. I know that in spite of all the current challenges, particularly around resourcing and support for education at present, you will find an exceptional group of colleagues, among whom you could have real impact for good. Our schools have sought to rise to these challenges with creativity, offering an inspiring and compassionate response.

The Diocese of Coventry is in a new season as we seek to develop a refreshed vision and strategy for the years ahead. Children and young people are at the heart of that vision as we seek to 'Grow a Diocese: Reconciled to God, With each other, For the world.' With our rich history of reconciliation emerging from the story of our cathedral, our schools are a vital part of our community of reconcilers, with many visiting the cathedral and reflecting on the themes of peace and reconciliation at home and at school, all paramount in today's world.



Please be assured of our prayers as you discern your next steps.
With every blessing, ✚ Sophie

The Role of Headteacher

Start Date: January 2027

Contract: Full-time, Permanent

The Headteacher will be responsible for shaping the school's strategic direction, embedding high standards, leading a committed staff team, and ensuring strong outcomes and pastoral care for every child. The postholder will ensure that the school continues to deliver high-quality education within a Christian ethos reflecting fairness, equality of opportunity and the values of the Church of England.

This is an exciting opportunity for a forward-thinking, emotionally intelligent leader who is passionate about inclusive primary education and community engagement.

What We Offer

- Motivated, polite, and enthusiastic children
- A skilled, caring and committed staff team
- A supportive, proactive and well-established Governing Board
- A strong community presence and parental engagement
- A culture of inclusion, creativity, and continuous improvement
- A school that values wellbeing and professional growth

What We're Looking For

- An inspirational and strong leader who can share a vision and proactively engage with all stakeholders.
- Have senior leadership experience in a primary school as a Headteacher or Senior Leader with evidence of leading improvement with impact.
- Be an excellent teacher who can share their love of learning with staff and children and successfully adopt and lead a range of teaching and learning strategies to enhance outcomes for all groups of children.
- Lead curriculum development and inspire improvement in teaching and learning.
- Be a warm, inclusive teacher who champions belonging for every child and who will nurture exceptional support for pupils in our school.
- Have high expectations of behaviour for all children rooted in respectful and positive relationships.
- Be a motivating, empowering and supportive leader of staff ensuring that professional development is a significant driver of improvement.
- Be a confident communicator with very effective interpersonal skills that will build positive working relationships with our diverse community of pupils, staff, parents and governors.
- Be knowledgeable and proactive with regards to safeguarding the children in our school community.
- Be a visible and approachable leader to all members of our school community.
- Manage resources effectively to meet the needs of all children and the whole school community through use of excellent managerial and financial skills including the ability to interpret and act upon data.

Job Description

Post title:	Headteacher
Salary Range:	L14 – L20
Responsible to:	The Governing Body
Responsible for:	All school staff (teachers and support staff)

Ethics and professional conduct

The headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The headteacher must uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

The headteacher must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, they will:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of their school community and a leader within their profession, the headteacher will:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Headteachers' standards

1. School Culture. The headteacher will:
 - establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
 - create a culture where pupils experience a positive and enriching school life
 - uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
 - promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
 - ensure a culture of high staff professionalism
2. Teaching. The headteacher will:
 - establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils 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
3. Curriculum and assessment. The headteacher will:
 - 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 pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
 - ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4. Behaviour. The headteacher will:
 - establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
 - ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
 - implement consistent, fair and respectful approaches to managing behaviour
 - ensure that adults within the school model and teach the behaviour of a good citizen
5. Additional and special educational needs and disabilities. The headteacher will:
 - ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
 - establish and sustain culture and practices that enable pupils 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 pupils, providing support and adaptation where appropriate
 - ensure the school fulfils its statutory duties with regard to the SEND code of practice
6. Professional development. The headteacher will:
 - 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

7. Organisational management. The headteacher will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement. The headteacher will:

- 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, 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

9. Working in partnership. The headteacher will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability. The headteacher will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship 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



Person Specification

Category	Specification	Essential (E)/ Desirable (D)	Assessment Method*
Qualifications	• DfE recognised teaching qualification	E	A
	• Evidence of professional development relating to school leadership and curriculum development	E	A
	• Up-to-date safeguarding training at DSL level	D	A
	• NPQH	D	A
Relevant Experience and Knowledge	• Be an excellent teacher with recent experience.	E	A I R
	• Have substantial senior leadership experience in a primary school including leadership/ management of a team.	E	A R
	• Have an understanding of the SIAMs inspection framework and how to lead the school through that lens alongside OFSTED	E	A I R
	• Demonstrate successful experience of planning, implementing and evaluating school improvement.	E	A I R
	• Have secure knowledge of primary curriculum including EYFS, KS1 and KS2 and of statutory requirements relating to curriculum and assessment.	E	A I R
	• Have knowledge and experience of a range of successful learning strategies to meet needs of all pupils.	E	A I R
	• Understand assessment strategies and their use to inform next stages of learning.	E	A I
	• Understand and show evidence of promoting an effective learning environment including successful behaviour management.	E	A I R
	• Have current knowledge of safeguarding requirements and ability to put these in place.	E	A I R
	• Demonstrate experience of leading the professional development of others	E	A R
	• Experience of leading church schools	D	A
	• Show successful experience of delivering performance management.	D	A I
	• Show knowledge and understanding of school finance and budgetary control.	D	A
	• Show evidence of working with governors.	D	A
	• Demonstrate commitment to developing links and working with other schools and organisations	D	A
	• Experience of working with a range of external accountability processes, including inspection, and securing improvement for feedback	E	A I
• Have a commitment to inclusive practice and the ability to champion high quality provision for pupils with complex needs	E	A I	

Category	Specification	Essential (E)/ Desirable (D)	Assessment Method *
Competencies and Attributes	<ul style="list-style-type: none"> • Able to uphold and promote the Christian ethos and values of the school 	E	A I
	<ul style="list-style-type: none"> • Able to inspire and innovate by sharing and articulating a clear vision to all members of the school community. 	E	A I R
	<ul style="list-style-type: none"> • Communicate effectively orally and in writing to a range of audiences in a diverse community. 	E	A I
	<ul style="list-style-type: none"> • Able to motivate, empower and support staff to drive improvement. 	E	A I R
	<ul style="list-style-type: none"> • Demonstrate effective interpersonal skills which will build positive relationships within the school's diverse community. 	E	A I R
	<ul style="list-style-type: none"> • Be a visible and approachable leader to all members of our community. 	E	A I R
	<ul style="list-style-type: none"> • Use data to identify areas for improvement, set targets and take action to address them. 	E	A I R
Other Requirements	<ul style="list-style-type: none"> • Unequivocal recommendation in professional references. 	E	R
	<ul style="list-style-type: none"> • Satisfactory enhanced Disclosing and Barring Service Check and Online check 	E	AR

*A = Application, I = Interview Process, R = Reference



How to apply

Applications will only be accepted if completed in full and on the application form provided.

Please submit your application form alongside a separate personal statement, outlining in no more than 2 sides of A4 (11pt), your vision for the school, your experience to date and how this will help shape the next stage of the school's development.

Applications should be submitted by 3pm on **Friday 12th June 2026** to the school office for the attention of the Chair of Governors, Rosie Weaver - office@meriden.solihull.sch.uk

Shortlisting will take place on 15th June 2026
Interviews will be held on 25th and 26th June 2026

Meriden CE Primary School is committed to safeguarding and promoting the welfare of all children and expects all staff to share the commitment. Online searches are now undertaken on all shortlisted candidates, for safeguarding suitability, as part of the due diligence. References are obtained which include specific enquiries about the applicant's background in relation to safeguarding. The successful applicant will be required to undertake pre-employment checks including an Enhanced Disclosure via the Disclosure and Barring Service.

We are committed to equality and diversity.

