



Co-Headteacher Candidate pack



Welcome from the Chair

Dear candidate,

Thank you for your interest in the position of Co-Headteacher at Spon Gate Primary School. This is an exciting and unique opportunity to work in close collaboration with our existing part time Headteacher.

In this role, the successful applicant will be Deputy Headteacher for three days each week and Headteacher for two days each week. We believe that this is an ideal role for an existing school leader who is ready to take their first steps into headship.

Spon Gate Primary School is situated in the heart of Coventry. We are proud of our inclusive and caring ethos, and work with children and families from all over the world.

Spon Gate is a one-form entry primary school serving pupils aged 3-11. In its most recent Ofsted inspection in April 2023, the school was judged to be good in all areas. The school is currently in the middle of a significant building programme, with a brand-new school scheduled for 2027.

We are seeking to appoint an inspirational Co-Headteacher who will be instrumental in continuing our journey to excellence. We firmly believe that all children deserve the very best opportunities to learn and develop to become their best selves.

We welcome you to book a visit to see our school in action. Please contact Mo Ali, School Business Manager, to arrange a visit on 02476 226031 or admin@spongate.coventry.sch.uk for one of the dates below:

- Tuesday 24th February at 10am
- Tuesday 24th February at 2pm
- Wednesday 25th February at 4pm

We thank you again for your interest in our school and look forward to receiving your application.

Kind regards,

Ian Horrabin
Chair of Governors

Vision and Values

Learning for Life

Our vision

We strive to challenge and support children to achieve excellence in a happy, safe, tolerant and caring environment, in order for them to reach their personal best.

We are committed to seeking the highest possible outcomes for each of our children, and to enabling them to set high standards for themselves.

Our values

- Aspiration
- Co-operation
- Courage
- Perseverance
- Respect
- Responsibility



School information

Spon Gate is proud to serve a diverse community and embraces the advantages this brings to the culture of the school. The school serves a highly transient community of children from a wide range of faiths, speaking an extensive range of languages, and often living in poverty. Many children have complex and layered learning needs related to their linguistic needs, educational history and sometimes limited experiences.

Our pupil community

- 56% of pupils are entitled to Pupil Premium
- 68% have English as an additional language, with more than 40 languages spoken
- 21% of children have an identified special educational need
- The pupil base deprivation indicator is well above average
- The stability of the school is well below average

There are currently 203 children across Reception to Year 6. The school also operates a 26 place Nursery (mornings only). In addition, the school has developed an adaptive provision for children with complex needs.

Staffing

The staffing of the school is very stable.

Leadership team

FTE Headteacher

FTE Deputy Headteacher

0.6 Assistant Headteacher

Teaching and learning

The school currently employs 8.5 FTE teachers and 13 FTE teaching assistants. We also have a fulltime learning mentor and fulltime sports coach.

Key data

Attendance for 2024/25 was 94.8% - close to the national average. However, persistent absence was significantly above the national average.

The vast majority of children joining the school are working significantly below the expected level for their age. From their starting points, children make good progress as a result of effective teaching, assessment and targeted interventions. However, overall attainment is below national in all areas.

2024/25

GLD 55.2% (upward trend)

Y1 phonics 70% (broadly stable)

KS2 RWM 46.4% (upward trend)

Job description – Co-Headteacher

Job details

Salary:	0.6 Deputy Headteacher L10-14 (£64,691 - £71,330 FTE) 0.4 Headteacher L15-21 (£73,105 - £84,699 FTE)
Contract type:	Full time, permanent
Reporting to:	Board of Governors

In partnership with the existing Headteacher:

Main purpose

The Co-Headteacher will:

- › Provide strategic and operational leadership that ensures all children receive an outstanding education
- › Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- › Establish and oversee systems, processes and policies so the school can operate effectively
- › Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- › Make sure these school improvement strategies are effectively implemented
- › Monitor progress towards achieving the school's aims and objectives
- › Allocate financial resources appropriately, efficiently and effectively

Qualities

The Co-Headteacher will:

- › Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- › Build positive and respectful relationships across the school community
- › Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

The Co-Headteacher will:

- › Maintain a culture where pupils experience a positive and enriching school life
- › Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- › Ensure a culture of staff professionalism
- › Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- › Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

- › Champion inclusive practice, challenge prejudice and promote equality

Teaching, curriculum and assessment

The Co-Headteacher will:

- › Sustain high-quality teaching across all subjects and phases, based on evidence
- › Ensure teaching is underpinned by subject expertise
- › Effectively use summative and formative assessment to inform strategy and decisions
- › Ensure the teaching of a broad, structured and coherent curriculum
- › Sustain curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- › Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- › Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

The Co-Headteacher will:

- › Promote a culture and practices that enables all pupils to access the curriculum
- › Have ambitious expectations for all pupils with SEN and disabilities
- › Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- › Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Managing the school

The Co-Headteacher will:

- › Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- › Manage staff well with due attention to workload and wellbeing
- › Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

The Co-Headteacher will:

- › Ensure staff have access to appropriate, high standard professional development opportunities
- › Keep up to date with developments in education
- › Ensure training and continuing professional development is effectively planned, delivered and evaluated
- › Make sure professional development opportunities draw on experts both within, and beyond the school
- › Seek training and continuing professional development to meet the needs of all staff members

Governance, accountability and working in partnership

The Co-Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Person Specification – Co-Headteacher

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Evidence of recent, relevant professional development and training • Headship National Professional Qualification or a commitment to complete this qualification
Experience	<ul style="list-style-type: none"> • Successful senior leadership and management experience in a primary school • Involvement in planning, executing and evaluating school improvement planning based on rigorous self-evaluation • Demonstrable experience of successful line management and staff development • Evidence of implementing effective whole school safeguarding policies and practices • Experience of working collaboratively with vulnerable children and families
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Knowledge of the Common Inspection Framework
Personal qualities	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the Nolan principles) at all times • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • Excellent interpersonal skills and the ability to interact, inspire, challenge and support all stakeholders

Headteachers' Standards

Ethics and professional conduct

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Uphold and demonstrate the 7 principles of public life	<ul style="list-style-type: none"> • Demonstrating consistently high standards of principled and professional conduct • Upholding and demonstrating the principles of: <ul style="list-style-type: none"> • Selflessness • Integrity • Objectivity • Accountability • Openness • Honesty • Leadership
Uphold public trust in school leadership and maintain high standards of ethics and behaviour	<ul style="list-style-type: none"> • Building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position • Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain • Upholding fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law
Are effective leaders of their school community and profession	<ul style="list-style-type: none"> • Serving in the best interests of the school's pupils • Conducting 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 • Upholding their obligation to give account and accept responsibility • Knowing, understanding and acting within the statutory frameworks which set out their professional duties and responsibilities • Taking responsibility for their own continued professional development, engaging critically with educational research • Making a positive contribution to the wider education system

Standard 1: School culture

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	<ul style="list-style-type: none"> • Creating a shared vision for their school • Establishing clear agendas and goals with partners
Create a culture where pupils experience a positive and enriching school life	<ul style="list-style-type: none"> • Demonstrating an uncompromising and highly successful drive to improve achievement and progress for all pupils over a sustained period of time • Providing experiences beyond the school gate
Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	<ul style="list-style-type: none"> • Working to improve learning for all pupils by identifying and addressing issues related to particular circumstances • Working to improve teaching, enthusing staff and channelling efforts to good effect so that teaching is outstanding or at least consistently good
Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	<ul style="list-style-type: none"> • Ensuring positive and respectful relationships with everyone • Modelling respect for all by showing the importance of behaving as you wish to be treated • Giving equal attention to all in the school community
Ensure a culture of high staff professionalism	<ul style="list-style-type: none"> • Sharing best practice and promoting a culture of learning • Establishing high aspiration for themselves and others • Using action research to improve teaching and learning • Holding all staff to account through rigorous appraisal systems

Standard 2: Teaching

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	<ul style="list-style-type: none"> • Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school • Ensuring all staff know what effective teaching looks like • Sharing best practice across the school
Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	<ul style="list-style-type: none"> • Providing high-quality continuing professional development for staff targeted on identified needs of individuals and groups • Identifying outstanding pedagogy and using it as an example for others
Ensure effective use is made of formative assessment	<ul style="list-style-type: none"> • Identifying and recording the impact of changes made as a result of formative assessment

	<ul style="list-style-type: none"> • Reviewing any changes made and drawing useful conclusions
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Standard 3: Curriculum and assessment

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	<ul style="list-style-type: none"> • Working with colleagues to fulfil curriculum requirements and ensure communication across subjects • Reviewing the curriculum and ensuring it still meets pupils' needs
Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	<ul style="list-style-type: none"> • Sharing best practice and promoting a culture of learning • Using action research to improve teaching and learning
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	<ul style="list-style-type: none"> • Recording pupil progress milestones and ensuring teachers are supported through effective line management • Establishing non-negotiables for pupil and staff performance and having high expectations for all
Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	<ul style="list-style-type: none"> • Ensuring appropriate assessments are used to gather the required information • Using a mixed approach to assessment to allow for fair evaluation

Standard 4: Behaviour

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	<ul style="list-style-type: none"> • Publishing and reviewing a behaviour policy and working with staff to implement any required changes • Monitoring how consistently the behaviour policy is applied across the school • Reviewing the effectiveness of the behaviour policy • Engaging the whole school community to make sure the policy is clear and unambiguous
Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	<ul style="list-style-type: none"> • Demonstrating the positive attitudes and behaviour expected of pupils • Rewarding good behaviour in appropriate ways
Implement consistent, fair and respectful approaches to managing behaviour	<ul style="list-style-type: none"> • Involving the student body in monitoring and review of the behaviour policy • Involving staff and other stakeholders in monitoring and review of the behaviour policy
Ensure that adults within the school model and teach the behaviour of a good citizen	<ul style="list-style-type: none"> • Being a role model for children and adults • Exemplifying the school's aims, principles and policies

Standard 5: Additional and special educational needs and disabilities

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	<ul style="list-style-type: none"> • Being up to date with education initiatives, and actively and visibly planning and implementing any necessary changes in the school as a result • Ensuring all staff consider pupils with additional and special needs, both in curriculum planning and teaching • Ensuring that the progress of pupils with SEND is monitored and any necessary actions taken
Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	<ul style="list-style-type: none"> • Leading a mutually supportive and highly effective whole-school community • Ensuring there is fully inclusive and accessible delivery of the curriculum
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	<ul style="list-style-type: none"> • Consulting with parents and community members • Ensuring pupils have a way of providing feedback about their school experience • Demonstrating an uncompromising and highly successful drive to improve achievement for all pupils
Ensure the school fulfils its statutory duties with regard to the SEND code of practice	<ul style="list-style-type: none"> • Keeping everyone informed of relevant local and national policy changes • Monitoring the implementation of the SEND code of practice and immediately acting to correct any areas of non-compliance

Standard 6: Professional development

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	<ul style="list-style-type: none"> • Providing high-quality continuing professional development for staff • Taking an active part in whole-school professional development • Ensuring professional development is matched to the school's needs and development plan
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	<ul style="list-style-type: none"> • Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school • Using the summation of appraisals to programme whole school and individual 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	<ul style="list-style-type: none"> • Being prepared to trial new ideas and do things differently • Finding opportunities to highlight good practice from all levels of the school • Encouraging in-class action research

Standard 7: Organisational management

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	<ul style="list-style-type: none"> Establishing a risk assessment approach to all activities of the school
Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	<ul style="list-style-type: none"> Financially planning for the school in collaboration with governors and school leaders Checking that use of funds is efficient, effective and economic Checking that use of funds is well targeted to meet the school's priorities
Ensure staff are deployed and managed well with due attention paid to workload	<ul style="list-style-type: none"> Co-ordinating the work that needs to be done through the allocation of roles and delegation of responsibility Monitoring the scheduling of the agreed curriculum model
Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	<ul style="list-style-type: none"> Ensuring governors regularly receive and understand data that illustrates key performance indicators (such as progress, attendance and quality of teaching) Building on and embedding new structures and systems to support governors
Ensure rigorous approaches to identifying, managing and mitigating risk	<ul style="list-style-type: none"> Applying a risk assessment approach to school activities and the control measures recommended

Standard 8: Continuous school improvement

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
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	<ul style="list-style-type: none"> Drawing on all in the school community to carry out a prioritising of school needs Identifying the school's priorities with senior colleagues and governors and constructing a strategic plan
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	<ul style="list-style-type: none"> Pulling together the identified priorities mapped against the vision and external evaluations of the school Making judgements of what is critical and vital against time, resources and outcome required
Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	<ul style="list-style-type: none"> Regularly monitoring progress of the school plan with input from senior colleagues

Standard 9: Working in partnership

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	<ul style="list-style-type: none"> Finding ways to draw in new school partners from the community Providing training for staff from other schools

Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	<ul style="list-style-type: none"> • Establishing clear agendas and goals with partners
Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	<ul style="list-style-type: none"> • Offering your own skills and knowledge to other professionals and colleagues • Inspiring commitment and giving direction, where appropriate, to colleagues in partner schools

Standard 10: Governance and accountability

HEADTEACHERS:	HEADTEACHERS MEET THE STANDARD BY:
Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	<ul style="list-style-type: none"> • Ensuring governors regularly receive and understand data that illustrates key performance indicators (such as progress, attendance and quality of teaching)
Establish and sustain professional working relationship with those responsible for governance	<ul style="list-style-type: none"> • Building on and embedding new structures and systems to support governors • Providing your professional opinion and guidance to the governing board • Ensuring sub committees are well serviced by senior management
Ensure that staff know and understand their professional responsibilities and are held to account	<ul style="list-style-type: none"> • Implementing rigorous appraisal systems • Recognising that support and encouragement are needed for everyone to produce their best
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	<ul style="list-style-type: none"> • Sharing best practice and promoting a culture of learning • Publishing school policies as required • Publishing financial information as required