

Headteacher Application Pack

Spring 2026



Letter from the Chair of Governors

Dear Applicant,

We are seeking a Headteacher who will love our children, love our staff and love our community!

This is what the governors, staff and children of Gosford Park Primary School are looking for in a new Headteacher. Our school is at heart of our local community, and we want a leader for our school who can embrace our ethos of 'One community, many cultures, growing and learning together'.

We are looking for an experienced, enthusiastic and empathetic leader who will build on the current progress and who will nurture and inspire the children and staff to be "the best they possibly can be". Our new, dynamic and inclusive leader will strive for excellence in all areas of school life and work to enhance our reputation in the local community. They will also understand the challenges that a multi-cultural community like ours face.

Gosford Park Primary School is a two-form entry school with Nursery provision and excellent wraparound facilities. The heart of Gosford is the children and its dedicated, loyal and highly professional staff. We pride ourselves on the strength and warmth of these relationships.

The first time I came to Gosford Park was as a pupil in the Nursery. Gosford Park was where I first found my passion for learning and exploring the world. It is a great honour to be back here as a governor. Our children deserve the very best and we all want a leader who is ambitious for our whole community.

We are committed to providing a broad curriculum which is exciting, creative and stimulating for all children, enabling them to develop a love of learning in a warm and positive environment where they are safe, valued and challenged. The successful candidate should be prepared to work in a context where we need to tackle the OFSTED identified shortcomings and be open to support from outside school to help overcome our challenges. We are now a part of the RISE programme and are working closely with the Department for Education. Our excellent modern facilities and broad educational provision mean that children have a wide range of opportunities both within the school day and as part of our extracurricular offering. The successful candidate can be assured they will be leading a dedicated and aspirational staff team, supported by a committed governing board. As governors we passionately believe that our children come first and that to achieve success for our children we must create the right environment for our staff to flourish and engage.

We encourage applications from candidates who know that they have the experience, drive and commitment to lead our staff and inspire our children. The successful candidate will share our commitment to a child-centred approach and share our beliefs that, everyone has a right to feel safe, everyone has a right to learn and that everyone has a right to be treated with respect. You will be able to lead the school with passion and dedication and be able to communicate this at all levels; to achieve excellence in teaching and learning and continue to develop positive relationships between, staff, pupils, parents and the wider community.

If this opportunity excites you, you share our beliefs and have the necessary skills and qualities to lead our fantastic school, we will warmly welcome your application.

We look forward to hearing from you.

Dave Toulson
Chair of Governors

An introduction to Gosford Park Primary School

“One community, many cultures; growing and learning together.”

Gosford Park is a two-form entry school, situated in the east of the city, on Humber Road and close to the city centre; we serve many families from the local community. The school has circa 429 pupils on roll and a 29 place Nursery provision. Our fantastic children, supportive parent community and the genuine warmth of relationships mean that our school has a real family and community ethos.

We have a rich curriculum, providing every child with exciting and engaging learning experiences both within the classroom and beyond, enabling all pupils to achieve. We do all we can to provide exciting extracurricular activities, school trips, visitors and residential visits to give our children as many opportunities as possible. We strive to ensure that all children feel valued, happy and cared for. Inclusion is a priority for the school, and the pastoral care our children receive is excellent.

Our school environment is a vibrant, inspiring place to be. We place our children into four houses (North, East, South and West) where they stay throughout their time with us. This fosters a sense of belonging, teamwork and healthy competition. Our children also experience a unique playtime provision, OPAL (Outdoor Play and Learning). This enables us to treat play as a vital part of our curriculum, where children can let loose their imagination, improve their social skills and have fun. We are also proud to be part of the 'My Happy Mind' community, a whole school approach to positive mental wellbeing. We believe that these two unique provisions are a real point of difference for us.



As a Governing Board, we are an inclusive and proactive team who aim to be supportive through, spending time in school, engaging with children, staff and parents and finding ways to improving our school offering.

There are 15 classes (including nursery) in total across the school.

- Staffing - There are currently 20 class teachers (12 full and 8 part-time), the leadership team, 17 TAs, 4 HLTAs, a Family Support Worker and an Attendance & Inclusion Assistant.
- The Senior Leadership Team consists of Headteacher (Acting), Deputy Headteacher (Maternity Leave), and 3 Assistant Headteachers (Fixed Term) who have responsibility for EYFS, Y123 and Y456 respectively. We also have dedicated SENCo support for our 82 SEND children (12 have an EHCP).
- We employ a specialist IT Technician and one of our teachers leads our sports curriculum.
- Subject Leadership has been a huge focus this year with significant CPD opportunities for our staff



team to enhance their skills as leaders within their curriculum area.

What we can offer

- Delightful, engaged children who are proud of their school, eager to learn and make progress.
- Extremely hardworking, talented and enthusiastic staff who support each other and are entirely focussed on providing the very best education for our children. We have a mix of experienced staff and those newer to the profession who are eager to build their knowledge. We also seek to offer development opportunities such as apprenticeships.
- Well-developed relationships with external colleagues who help us to moderate and improve our practice.
- An exciting opportunity to develop our new and enthusiastic Senior Leadership Team.
- A creative and welcoming environment with a focus on a rounded education for our children.
- A committed Governing Board; a mixture of new members alongside members with years of experience offering an excellent mix of support, encouragement and challenge.
- Strong relationships with parents through active engagement with them on a daily basis. Links to local educational networks and a fantastic opportunity to continue to strengthen our place within the local community.
- A broad curriculum with a focus on wellbeing, alongside outdoor learning.



Our school ethos and beliefs

At Gosford we ensure that our children have a fully rounded education – we strive for excellence academically whilst ensuring we create a safe place for every child to enable them to reach their potential and embed their love of learning.

Our school ethos and beliefs are incredibly important to us – they underpin the way we teach, lead and communicate with each other, our children, parents and other stakeholders.

One community, many cultures; growing and learning together

- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone has the right to be treated with respect

These beliefs are underpinned by our **Values**

Curious

We nurture an inquisitive spirit, encouraging children to explore the world, ask big questions, and seek out new knowledge

Ambitious

We inspire our pupils to dream boldly, set high expectations for themselves, and reach their full potential

Resilient

We empower our learners to approach challenges with confidence, view mistakes as opportunities, and persist in the face of adversity

Our code of conduct follows the P.A.C.E approach developed by Dr Dan Hughes. This aims to promote an environment in which everyone feels happy, safe and secure. This approach is underpinned by four core principles:

- Playfulness – being spontaneous, light-hearted in the moment, using a sing song voice
- Acceptance – children feel accepted and wanted at school
- Curiosity – avoiding judgement and being open to discovering what a child is thinking
- Empathy – we assure children that we are listening and that we are doing our best to understand



What our children say

This is how our children describe our school and what skills and characteristics they would like to see in their new Headteacher:

About our school:

- it is safe, respectful and the best
- challenging, exciting and cheerful
- diverse, colourful and unique
- multicultural
- feels like family and supportive

We'd like our new Headteacher to:

- be a friendly, calm person who smiles lots
- be brilliant at explaining things
- play with us and spend time with us
- be fun and positive around school
- be kind to all
- help us when we fall or have questions
- be respectful and responsible



What our staff say

The Governors have asked us for our thoughts about what we would want to see from the school's next Headteacher and the following list gives a flavour of the things we think are important, therefore we are seeking someone who:

- Will take the time to understand us, our community, our beliefs and the journey that we are on to make Gosford great
- Will recognise our strengths (like our inclusive culture and implemented SEND provision) and build on them
- Values the importance of wellbeing and the supportive impact this has on children's social and emotional health
- Is a visible presence in school – at the gate, on the playground, in corridors and classrooms and really gets to know our children
- Brings knowledge, experience and skills across the whole primary age range
- Is dynamic, consistent and organised, demonstrating great communication to share their vision and drive the school forward
- Is approachable, supportive and nurturing while also being realistic and firm but fair
- Values staff wellbeing and morale and the importance of work-life balance
- Knows the importance of investing in high quality professional development for all
- Will build on our links with parents and the local community, as well as with other schools and organisations

What Ofsted says

Following our inspection in November 2024, Gosford Park Primary School was judged in four of the five categories to be a 'requires improvement' school.

Whilst we were disappointed with the overall outcomes, we were encouraged that the inspectors saw a strong and caring ethos. They also noted that the school has developed a curriculum that is suitably ambitious for pupils and that pupils benefit from a well-structured personal, social and health education curriculum. They also commented on how committed Governors, leadership and teachers are to pupils and the school.

We do however have some key issues to address and Governors, the Senior Leadership Team and staff are committed to and working hard to address these issues. We are now also part of the RISE programme with associated support and funding. A summary of the issues identified is:

- The school is not sufficiently robust enough in identifying the impact of the curriculum on pupil's learning
- High-quality and regular support for pupils at the early stages of reading is too variable. Some pupils are not learning to read as well as they should
- The school has not sufficiently identified gaps in pupil's knowledge
- Some pupil's absence is too high. Although inspectors did acknowledge that the right actions are being taken which should bring improvement
- The activities and resources that are provided to children in early years lack focus and consequently children may not be learning as well as they should



Gosford Park job description

Job title: Headteacher

Salary: Leadership scale L18-24

Responsible to: The Board of Governors of Gosford Park Primary School

Responsible for: The Leadership and Management of all staff at Gosford Park Primary School.

The Headteacher will have overall responsibility for the organisation and management of the whole school. The Headteacher will deliver vision, leadership and strategic direction to secure the overall effectiveness and continued improvement of the school.

The Headteacher is accountable to the Board of Governors. The current School Teachers' Pay and Conditions Document sets out the range of duties and responsibilities of a Head Teacher, and therefore this job description is aligned to this document.

Core Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To succeed, the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a safe culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school, accountable to the Governing Board. The Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet the aims and objectives.

The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, will secure the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools, other services and agencies for children and families, community organisations, the local authority and higher education institutions. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

The current School Teachers' Pay and Conditions Document sets out the range of duties and responsibilities of a Head Teacher, and therefore this job description is aligned to this document.

Leadership

- Embraces the vision and values as set out by the Governors and ensures that these underpin all activities and inform all relationships
- Defines and implements the school's vision and strategy so that it is understood, agreed and acted upon across the school community including staff, parents and pupils
- Identifies priorities and targets for ensuring that pupils achieve high standards and make good progress, increases teachers' effectiveness and secures continuous school improvement
- Strategically plans for future needs and the further development of the school
- Challenges, supports, motivates and develops all staff to raise their performance by setting effective performance objectives
- Leads by example, is personally visible and observably committed to the school. Demonstrates a leadership approach which is focused, flexible, caring and inclusive.
- Engages, develops and nurtures all staff.

Teaching and Learning

- Develops and agrees a curriculum policy to meet statutory and pupil requirements that supports the school's aims and needs
- Implements highly effective strategies to support and challenge teachers to achieve outstanding teaching and learning outcomes
- Operates systems for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using data and setting targets for achievement of all pupils, with extra care for those in vulnerable group
- Promotes excellence in teaching and learning, using the latest evidence base, ensuring a continuous focus on pupils' achievement and the development of the whole child
- Ensures that learning is enjoyable as well as challenging
- Ensures that a varied and rich educational experience is available for all pupils, including a variety of extra-curricular opportunities
- Ensures effective and appropriate pastoral support is available to pupils and families
- Ensures there are systems for and appropriate action in relation to individual pupil progress and achievement, maintaining high ambitions for all pupils
- Through measurement and analysis, identifies and acts on areas of development in relation to all aspects of school improvement

Relationships

- Demonstrates inclusiveness and respect in dealings with pupils, staff and others within the school community
- Promotes personal responsibility, rewards excellence and deals appropriately with underperformance
- Ensures a high standard of professional development for all staff
- Demonstrates personal resilience and self-awareness
- Creates conditions for pupils, staff and the school community to speak up and be heard if they have concerns or ideas for improvement
- Demonstrates the personal capability to coach for high performance and develop coaching within school management as standard
- Demonstrates relevant consultation and cooperation around change affecting the school

School Improvement

- Demonstrates a constant drive for school improvement
- Is aware of and responsive to developments in educational policy, techniques, leadership and management practice
- Ensures the successful delivery of the values, vision, ethos, strategy and objectives
- Creates school systems and structures in support of outcomes and priorities
- Monitors the performance of school policies and amends as appropriate to support school improvement or compliance with laws, regulations or educational policies
- Uses data to create insights for the governing board, staff and parents/carers as to how to support school improvement
- Promotes collaboration and the exchange of ideas within school and across the local authority
- Creates, implements and monitors school improvement plans

Management

- Works with the school leadership team and the Board of Governors to set an annual budget consistent with school priorities
- Recruits, develops and retains staff of the highest quality
- Plans for and deploys all staff effectively to improve the quality of outcomes
- Monitors and manages school budgets to secure the long-term future of the school
- Ensures the school sets and maintains high standards for health, safety and well-being
- Reports openly and honestly to the Board of Governors on the performance of the school
- Manages the effective application of the school pay and performance policy
- Works collaboratively with unions or other employee representatives where required to do so
- Works in partnership with the local education authority, local schools and other agencies
- Upholds the school's obligations for safeguarding pupils
- Ensures the school operates best value principles in purchasing goods and services and the allocation of school capital expenditure

Community

- Promotes community engagement including pupils, staff, parents/carers, local residents and community organisations
- Creates and maintains an effective partnership with parents/carers using a range of approaches and media
- Promotes an honest and positive image of the school, supporting parent choice and providing information through the school website as well as developing our social media presence
- Maintains positive relationships with other schools, particularly nursery and secondary schools to support the smooth transitions of pupils
- Develops the school as an integral part of the local community by engaging in community celebrations and other events as appropriate

Gosford Park Primary School Board of Governors is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.

Gosford Park person specification

Category	Requirements
Qualifications & Professional Development	<p>Qualified Teacher Status with an Honours degree or equivalent</p> <p>Demonstrates a focus on continuous professional development relating to school leadership and management and curriculum/teaching and learning.</p> <p>Someone who is passionate about the development of others and has experience of developing effective school leadership teams.</p>
Experience	<p>The successful candidate will have significant teaching experience, preferably leading one or more subject areas. We also require you to have substantial leadership experience, for example previous Headship, Deputy Headship or considerable senior leadership experience.</p> <p>Experience of working within a diverse and inclusive community.</p>

<p>Skills, qualities and abilities</p>	<p>As an experienced school leader, we know you already have strong teaching skills and high expectations of pupils' learning and attainment. For us, how you do things is as important as what you do.</p> <p>The future Headteacher of Gosford Park needs to be approachable with warmth and empathy towards others. They need the ability to build on our work raising standards across the school. These standards include progress and attainment, behaviour management and developing a culture of respect and openness.</p> <p>We want the school to be at the heart of the community. It is therefore imperative that the Headteacher can continue to raise our community presence by building and maintaining good relationships with children, staff and communities. Networking skills and the utilisation of technologies available to celebrate diversity and the achievements of children, staff and school is key. You will also need to use these skills to maximise revenue generation as managing the finances is a key role of the Headteacher.</p> <p>The Headteacher needs to have outstanding presence in the school and community, along with strong resilience, cohesive decision making and effective time management.</p>
<p>Teaching and Learning</p>	<p>At Gosford Park we value equality and inclusion in all aspects of school life, and we would expect the Headteacher to present these characteristics in their leadership and teaching methods. You will have detailed knowledge and experience of a range of successful teaching and learning strategies. This will help to ensure that we meet the needs of all pupils. You must have a secure understanding of assessment strategies, be able to help others and inform teaching and learning.</p> <p>Experience of effective monitoring and evaluation of teaching and learning as well as the ability to devise and implement subsequent improvement plans are imperative. We also need a Headteacher to have a clear understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. Added to this, the potential candidate will have secure knowledge of statutory requirements relating to the curriculum and assessment.</p>
<p>Leading and managing staff</p>	<p>As an experienced senior leader, you will already have experience of working in and leading teams, with a great ability to engage team members, delegate work, manage performance and encourage personal development.</p> <p>It is important that you have a strong vision and can communicate this clearly, with the ability to enthuse and motivate others. We need you to lead by example.</p>
	<p>Gosford Park has a very talented and committed teaching team. However, we want someone who can develop, inspire and empower others to be even better whilst generating a culture of recognition and inclusivity. Therefore, it is important that the Headteacher can build excellent relationships with all staff, ensuring that they have access to advice and training, appropriate to their needs.</p> <p>The successful applicant must have an ability to build good relationships with the Governors to enable them to fulfil whole-school responsibilities along with successful experience of effective budget planning and resource deployment.</p>

Accountability	<p>You will be accountable for providing clear information to a number of stakeholders, including staff, pupils, parents, Governors and the local community. You will therefore need to possess excellent communication skills.</p> <p>An individual who can balance challenges and support whilst ensuring successful improvement strategies and driving performance will excel in this role.</p>
Strategic leadership	<p>We will need to see evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. Along with this, you will present a strong ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these.</p> <p>You will also have knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils.</p> <p>You must also have a sound understanding of promoting and safeguarding the welfare of pupils and staff along with experience of, and commitment to, developing links with parents, other schools, agencies and the wider community. You must also ensure the health and safety of all children, staff, parents/carers and visitors.</p>
References	Unequivocal recommendation in personal references

Application process

Completed application forms should be submitted no later than **noon on Thursday 28th May** using the online application link provided. Applicants are asked to use the personal statement section of the application form to explain how their skills, knowledge and experience meet the requirements laid out in the person specification.

There also three further questions to address:

1. How would you approach the first 90 days in role?
2. How would you develop middle leaders to enable them to further build our curriculum offer?
3. Describe your leadership style, touching upon your strengths and development areas.

We would also ask applicants to complete the Equal Opportunities monitoring form.

A shortlist of candidates will be selected by **1st June** and invited to attend a selection process. This will take place over two days with a series of activities including a formal interview and presentation.

References will be sought prior to interview.

School visits are encouraged and can be arranged via the school office either by phone (024 7622 3281) or email (lbaldwin@gosfordpark.coventry.sch.uk). We have set aside time on both 20th & 21st May for visits where possible.

School Brochure - [Gosford-Park-Primary-School-Information-Brochure.pdf](#)