



SELF-SUFFICIENT

ORIGINAL

ATTITUDE

RESILIENCE



# MANOR PARK PRIMARY SCHOOL

*Soar to Success*

**Assistant Headteacher  
Application Pack**

**March 2026**



Ulverscroft Road, Coventry, CV3 5EZ

[www.manorpark.coventry.sch.uk](http://www.manorpark.coventry.sch.uk)

Tel: 02476 501736

# A MESSAGE FROM THE GOVERNING BOARD



**WELCOME TO OUR SCHOOL**

“Manor Park Primary School is a wonderfully warm, happy and welcoming place. Staff have pupils’ best interests at the core of all they do. They help pupils to achieve academically and flourish as unique individuals. Their dedication, compassion and genuine care helps pupils to learn and keeps them safe.”  
- Ofsted Report 2023

Thank you so much for your interest in joining Manor Park Primary School. Our vibrant, thriving and successful school is a well-established part of the community with a strong inclusive ethos. Our core mission is to offer all our children outstanding teaching and learning experiences which go well beyond the classroom.

We aim to provide a safe, nurturing and inspiring environment for every child in order to foster a life-long love of learning.

We are a strong and supportive governing board that strive to help all our pupils achieve their very best and grow in our SOAR values.

The successful candidate will share our values and have the vision and leadership qualities in order to help all our children SOAR to success.



**Self-sufficient** I evaluate my learning, I ask "What can I give?", I think of new ways to do things, I ask lots of questions, I give my best effort, I 'tune-out' distractions and concentrate on everything I do, I show independence.

**Original** I push myself and soar to success, I take risks in my learning, I respect myself and others, I have fun working hard, I accept praise and constructive criticism.

**Attitude** I act on my ideas, Cooperation is key, I keep practising and concentrating even when I am good at something, I never give up, I use my imagination and creativity and I take risks.

**Resilient** I can work through conflict with others in my team.

# WHO WE ARE LOOKING FOR



## KEY FACTS AT A GLANCE

**Location:** Cheylesmore, Coventry

**Ofsted Rating:** Good, March 2023

**NOR:** 723 (including Nursery)

**EAL:** 51%

**Pupil Premium:** 13%

At Manor Park School we are looking for an exceptional individual to join our leadership team who is:

- Passionate, committed and hardworking.
- A strategic leader who can motivate and inspire an experienced team
- Child centred in their approach, putting the children, their well-being and ability to achieve their potential at the heart of everything they do
- Promote and maintain excellent relationships with parents, carers and the wider school community



If you believe you're the person we're looking for and have the qualities to be part of leadership team at our school, then we'd be delighted to hear from you.

- Salary Range: L8-L12

- Start Date: September 2026

Interested candidates are encouraged to contact the school to arrange a visit and meet our Headteacher.

Email: [admin@manorpark.coventry.sch.uk](mailto:admin@manorpark.coventry.sch.uk)

Tel no: 02476 501736





## Our Facilities

Manor Park was built in 1950 and is a 3-form entry school catering to just over 700 children aged from 3-11. The school itself is large and spacious and is set in extensive, pleasant grounds with 2 playgrounds, an outdoor classroom, very large fields and a sizeable and well equipped forest school area. The Reception playground has very recently been refurbished and is an excellent outdoor learning environment. We also have a double decker red London bus which serves as our school library alongside 2 beautiful wooden reading caravans that the children access regularly.

## Our Team

Alongside our Headteacher, we have an experienced, established and supportive senior leadership team and middle leadership team. We have a large group of teachers and support staff who have a wealth of experience and skills.

In addition to our classroom-based staff we have an excellent inclusion and mentoring team who work with our vulnerable groups and individual children as needed to provide nurture and support.



Manor Park is the second best performing primary school in Coventry, with 83% of pupils achieving the expected standard.

[Coventry Telegraph](#)

“The love of reading is promoted well through the curriculum, regular story times and the school environment. Pupils make the most of this impressive learning environment, including the reading bus and reading caravans.”

- Ofsted 2023



# OUR SCHOOL



## Our School Community

We are a very diverse school with over 90 languages spoken by our pupils either as a first or second language. Pupils' voices are very important to us and we have a strong Junior Leadership team consisting of 2 pupils from every class (Y1-Y6) voted for by the pupils. We also provide lots of other opportunities for children to get involved in the life of the school by joining the Eco council, as House Captains, as well as applying for jobs in our job centre. We have a supportive PTA and links with many outside providers who help us provide learning opportunities for all our children. We recognise that partnership with parents is important and provide many opportunities for them to support their children's education.

Our governing body are an enthusiastic group of people who work closely with the Headteacher to make key decisions, vital to the successful running of the school. Our governors are visible and actively support and challenge school leadership in order to make sure Manor Park continues to be an excellent school in the city and deliver the best provision for our children.



"All pupils benefit from an expansive and diverse curriculum that extends far beyond the academic."

- Ofsted 2023

## Our Provision

We are particularly proud of our Manor Park University (MPU) which all children take part in on Friday afternoons, showcasing the very best talents of our Manor Park staff and including several outside providers. All our children have access to amazing courses ranging from astrophysics at a local university to pottery, sign language, music, graffiti, drama, swimming, circus skills to name a few.

We also have a thriving Nursey catering for children from age 3 and parents can book their sessions in a bespoke way suitable to their work schedule.

CHAMPS is our wraparound care and provides a much-needed service for our school community and is always well attended.



**Job Title:** Assistant Headteacher (EYFS Phase Leader & Phonics/Early Reading Lead)

**Location:** Manor Park Primary School, Coventry

**Hours:** Full time

**Contract Type:** Permanent

**Salary:** L8-L12

**Responsible to:** The Headteacher & Deputy Headteachers

## **Main Purpose of the Role:**

The Assistant Headteacher will provide strategic and operational leadership for the Early Years Foundation Stage (Nursery and Reception) and lead the school's approach to phonics and early reading across EYFS and Key Stage 1.

The role includes responsibility for securing high-quality teaching, strong outcomes in early language and reading, and a consistent, ambitious provision in Early Years. The Assistant Headteacher will contribute to whole-school leadership and improvement as a member of the Senior Leadership Team, supporting the Headteacher & Deputy Headteachers in delivering the school's vision and priorities.

## **Teaching Commitment**

The role includes a teaching commitment, proportionate to whole-school leadership responsibilities and determined annually in line with school priorities.

## **Key Responsibilities:**

- Lead and develop the Early Years phase (including Nursery and Reception), ensuring consistently high standards of provision, teaching and outcomes.
- Provide strategic leadership for phonics and early reading across EYFS and KS1, ensuring fidelity to the school's chosen phonics programme.
- Contribute to the school's self-evaluation and improvement planning, particularly in relation to early years, phonics and reading outcomes.
- Model and secure excellent classroom practice through coaching, monitoring and professional development.
- Work collaboratively with the Headteacher, Deputy Headteachers and other leaders to shape the school's vision, culture and standards.
- Develop and maintain strong relationships with pupils, staff, governors, parents and external partners.
- Ensure safeguarding practices within Early Years are rigorous and fully compliant with statutory requirements.

The Assistant Headteacher will fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

## **Qualities**

The Assistant Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics and professional conduct.
- Demonstrate a deep understanding of child development and early literacy.
- Build positive and respectful relationships across the school community.
- Have high expectations for all pupils, particularly the most vulnerable and those with SEND.
- Serve in the best interests of the school's pupils at all times.



## **Duties and responsibilities**

### **School culture and behaviour**

Under the direction of the Headteacher & Deputy Headteachers, the Assistant Headteacher will:

- Lead the Early Years team in creating a nurturing, ambitious and language-rich environment.
- Establish consistent routines and expectations across Nursery and Reception.
- Promote high standards of behaviour, independence and engagement from the earliest stages.
- Ensure strong transition processes into Nursery, Reception and Year 1.
- Contribute to a whole-school culture of professionalism and high expectations.

### **Teaching, curriculum and assessment**

Under the direction of the Headteacher and Deputy Headteachers, the Assistant Headteacher will:

- Lead the design, implementation and evaluation of a high-quality EYFS curriculum that is ambitious, well-sequenced and rooted in child development.
- Ensure strong provision across all areas of learning, with particular strength in communication and language, early reading and early mathematics.
- Establish and sustain consistent, high-quality phonics and early reading practice across EYFS and KS1, securing fidelity, coherence and measurable impact.
- Ensure robust assessment systems in EYFS and phonics that are valid, proportionate and inform teaching.
- Drive improvements in phonics screening outcomes and early reading attainment.
- Support subject leaders in embedding early literacy across the wider curriculum.
- Model exemplary practice in teaching.

### **Additional and special educational needs (SEN) and disabilities**

Under the direction of the Headteacher and Deputy Headteachers, the Assistant Headteacher will:

- Ensure inclusive and adaptive practice within Early Years.
- Work closely with the SENCo to secure early identification and appropriate intervention.
- Ensure effective provision for pupils with SEND within EYFS and early reading.
- Promote ambitious expectations for all pupils, including disadvantaged learners.

### **Organisational management and school improvement**

Under the direction of the Headteacher and Deputy Headteachers, the Assistant Headteacher will:

- Contribute to the school's strategic direction and improvement priorities.
- Lead action plans relating to Early Years and phonics/early reading.
- Analyse performance data and identify trends, strengths and next steps.
- Manage EYFS staff effectively, including performance management and professional development.
- Ensure statutory compliance within Early Years (including welfare requirements).
- Monitor resources and deployment within the phase to ensure efficiency and impact.



### **Professional development**

Under the direction of the Headteacher and Deputy Headteachers, the Assistant Headteacher will:

- Lead and coordinate professional development across the Early Years phase, ensuring it is aligned to school improvement priorities and statutory requirements.
- Evaluate the impact of EYFS and early reading CPD on teaching quality and pupil outcomes.
- Work collaboratively with the Headteacher and Deputy Headteachers to plan, sequence and evaluate EYFS-related CPD.
- Identify training needs within Nursery and Reception through monitoring, coaching and performance management.
- Deliver high-quality professional development in phonics, early reading, child development and effective early years pedagogy.
- Ensure new staff and early career teachers within EYFS receive appropriate induction and instructional support.
- Promote a culture of continuous professional growth and reflective practice within the phase.
- Keep up to date with national developments in Early Years and early literacy and disseminate relevant research and guidance to staff.

### **Governance, accountability and working in partnership**

Under the direction of the Headteacher and Deputy Headteachers, the Assistant Headteacher will:

- Contribute to governor reports relating to EYFS and phonics.
- Ensure accountability for standards and outcomes within the phase.
- Work in partnership with parents to support early language and reading at home.
- Develop links with external agencies and early years providers to support transition and continuity.

### **Notes:**

This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to undertake other duties appropriate to the level of the role.

This job description may be amended at any time in consultation with the postholder.

Manor Park School's governing body 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

# PERSON SPECIFICATION



	Essential	Desirable
<b>Qualifications/Experience</b>		
Qualified Teacher Status	✓	
Evidence of consistently strong classroom practice, particularly within EYFS or KS1	✓	
Successful leadership experience within a phase or subject	✓	
Experience of improving pupil outcomes in early literacy	✓	
Experience of leading and developing other adults	✓	
Experience of working in a larger than average primary setting		✓
Successful leadership experience within Early Years and/or phonics/early reading		✓
<b>Providing Vision and Strategic Direction</b>		
Clear understanding of effective Early Years curriculum design and provision	✓	
Strong knowledge of systematic synthetic phonics and early reading development	✓	
Experience contributing to school self-evaluation and improvement planning	✓	
Ability to use assessment and performance data to inform strategic decisions	✓	
Experience of leading change within a defined area of school improvement		✓
<b>Leadership</b>		
Ability to inspire and develop staff through modelling, coaching and feedback	✓	
Proven success in raising standards	✓	
Ability to hold others to account while maintaining positive professional relationships	✓	
Commitment to building a collaborative and high-performing team culture	✓	
Experience of performance management		✓



Learning and Teaching		
Demonstrates deep understanding of child development and early learning, including the characteristics of effective learning	✓	
Strong subject knowledge in systematic synthetic phonics and early reading pedagogy	✓	
Proven track record of improving outcomes (e.g. EYFS GLD, phonics screening)	✓	
Ability to design, implement and evaluate an ambitious, well-sequenced EYFS curriculum	✓	
Evidence of securing high-quality teaching through coaching, modelling and feedback	✓	
Strong understanding of assessment in EYFS and early reading, including how to use data to drive improvement	✓	
Commitment to inclusive practice and adaptive teaching to meet the needs of all learners	✓	
Experience of leading the implementation and ongoing development of a recognised systematic synthetic phonics programme across a phase or key stage		✓
Engagement with educational research to inform classroom practice		✓
Additional Skills		
Demonstrates a collaborative leadership style, working effectively with the Headteacher, Deputy Headteachers and wider SLT to drive cohesive whole-school improvement	✓	
Excellent communication and organisational skills	✓	
High expectations of pupils' attainment and behaviour	✓	
References		
Strong professional references	✓	



### ARE YOU WHO WE'RE LOOKING FOR?

#### Application Process

Applications for this post will only be accepted using the application form provided – this must be completed in full and submitted to the online portal.

Please use the 'personal statement' section of the application form to explain how your knowledge, skills and experience meet the demands of the person specification above.

There is no word limit for the personal statement, but we would ask candidates to work to a guide of two sides of A4.

Closing date for applications: 18<sup>th</sup> March 2026 at midnight

Shortlisting: 19<sup>th</sup> March 2026

Shortlisted candidates need to be available for interview on 23<sup>rd</sup> March 2026.

Visits to the school and to meet the Headteacher can be by contacting the school by emailing [admin@manorpark.Coventry.sch.uk](mailto:admin@manorpark.Coventry.sch.uk) or calling the school office.