

# Bowhill Primary School



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# Bowhill Primary School



## Headteacher Recruitment Pack

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## Letter from the chair

Dear Applicant,

Thank you very much for your enquiry regarding the post of Headteacher at Bowhill Primary School.

Our current Head, Caren Brooks, is retiring at the end of the Autumn Term. She has successfully led and guided the school for the last 8 years and this was recognised in their most recent Ofsted inspection in November 2019 so this will be a significant change for the school.

Bowhill is a welcoming and happy school with an ethos of aspiration and achievement. We have a large, friendly staff team with several experienced phase leaders, SENDCO and Deputy Headteacher. The school sits within the heart of its community and we really value the role the school has in supporting our local area. We have a parent running group, let the school to a wide range of community groups and work diligently in supporting our more vulnerable families. As part of the Exeter Learning Academy Trust, Bowhill works closely and collaboratively with its partner schools and the Headteachers are a strong team. The school provides a wide, exciting curriculum and makes good use of the amazing city, moors and coasts we have on our doorstep.

Further details about visits to the school and the deadlines for applications etc can be found at the end of this booklet.

We hope that you are the kind of person who will enjoy working in this interesting and attractive City, with friendly and confident pupils. Thank you for your interest in the post and we look forward to receiving your completed application form.

Yours faithfully,

*Dominic Brendell*

Chair of Bowhill Local Governing Body



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## About Exeter



Exeter is a vibrant city, full of historic buildings, cultural attractions and contemporary restaurants. The city has a real sense of individuality, its varied cultural scene is embraced by proud locals, and the diverse mix of eateries means it is renowned as one of the foodie capitals of the South West. Head to the West Quarter or the cobbled Gandy Street to discover a great mix of independent shops and boutiques, cafes and bars.

When it comes to culture, Exeter is renowned in the south west for its independent arts scene. It is also firmly on the map as a destination for top sporting events and music. A good mix of independent venues such as the Exeter Phoenix, and large venues such as nearby Powderham Castle play host to a packed calendar of events and festivals throughout the year.



Exeter's unique location also makes it ideal for pursuing many leisure activities including moor walking, mountain biking, caving, rock climbing, white water kayaking and sea related sports/activities. Devon's many beautiful beaches and coastlines are just a short drive away.



With an airport and strong rail and road transport links, it is also a city that can open doors to many other places within the UK and further afield.



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## About Bowhill Primary School

At Bowhill Primary School are values of Community, Aspiration, Responsibility and Environment (CARE) underpin all that we do.

We aim for our school to have the highest standards of education which is supported by our close-knit links with our community.

We want our curriculum to enable all young people to become:

- successful learners who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society.

We expect our teaching to offer:

- High quality education in a safe, happy and nurturing environment.
- Teachers and support staff who are committed and dedicated.
- Opportunities for each child to develop their talents and full potential.
- A broad, balanced and varied curriculum which ensures continuity of progression and equality of opportunity.
- Enriching programme of experiences to encourage a love for lifelong learning.

And we provide:

- Well-resourced and attractive classrooms.
- Opportunities to learn outside the classroom.
- A strong focus on cross curricular learning
- A wide range of high-quality P.E. opportunities
- Access to specialist instrumental tuition for all children at KS2
- Information Communication Technology across the curriculum.
- Enrichment opportunities for all pupils.
- Learning support programmes.
- Visits and visitors.



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## Key School Information

<b>Number of children on roll</b>	<b>489</b>			
<b>Average class size</b>	28.7 children			
<b>% of children on SEN register</b>	17% 74 children + 10 Children with EHCP			
<b>% of children eligible for Pupil Premium</b>	15% (72 children)			
<b>Attendance</b>	Average attendance 95.25%			
<b>Last Ofsted Inspection</b>	November 2019 <b>Good</b>			
<b>EYFS 2019</b>	62% GLD			
<b>Year 1 phonics 2019</b>	87%			
<b>Key Stage 1 results 2019</b>	<b>EXS</b>			
<b>Cohort 67</b>	Reading	76%		
	Writing	65%		
	Maths	74%		
	R, W & M	58%		
<b>Key Stage 2 results 2019</b>		<b>EXS</b>	<b>GD</b>	<b>Disadvantaged</b>
<b>Cohort 57</b>	Reading	79	30	56
	Writing	66	20	61
	Grammar	73	24	61
	Maths	76	24	61
	R,W & M	57		45
<b>KS2 Progress Score 2019</b>	Reading +1.6 Writing -1.0 Maths +0.3			
<b>Finance</b>				
<b>Total Income for 2020-21</b>	£2,286,496			
<b>Total Expenditure for 2020-21</b>	£2,306,176			
<b>Total staff costs</b>	£1,909,124			
<b>Staff costs as a proportion of total expense</b>	83%			
<b>FTE Teaching</b>	20.1			
<b>FTE Support</b>	30.5			



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## Events throughout the year

<u>September</u> Home visits to new children New children in school Theatre Alibi National Poetry day Cross country – Barton Fields (KS2)	<u>October</u> Harvest Assembly KS2 Harvest open afternoons (Reception/Year 1/2) School photographs Apple Day Parent meetings Reception phonics meeting	<u>November</u> Anti-Bullying week Children in Need Remembrance ceremony KS2 – Cinema visits Reception & KS1 visits to St Thomas library commence	<u>December</u> Christmas fayre Reception Nativity KS1 Christmas show KS2 Carol Concert Choir sing to Isabel Court Christmas Raffle and draw (PTFA)
<u>January</u> First meetings with parents for residentials. Reception reading and writing meeting.	<u>February</u> F/Stage with Devon Wildlife Trust planting at Barton Fields Red Nose Day/Sports Relief	<u>March</u> World Book Day Reception bedtime story experience. Yr 5 to West Exe for theatre experience Parents evening	School disco Easter egg raffle
	<u>May</u> Year 6 Residential to London STEM week	<u>June</u> Summer Fayre Dartmoor trip for Year 4 Sports Week Swimming for KS2 Yr6 Bikeability KS2 Exe Valley Challenge	<u>July</u> New reception visits Parent's evening/final reports. Yr 6 Performance Yr6 Awards ceremony

The children also have the opportunity to take part in many school trips, residentials and sporting events.



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What the children want?

**What sort of headteacher would you like at Bowhill?**

*Keeps us safe*

Someone who sets a good example for all of us

**Someone who likes sport and the outdoors**

*Likes animals*

*Someone who is fair and who can be strict when they need to be*

We want a headteacher who loves Bowhill Primary School!

*Someone who will visit us in our classrooms and the playground*

*Someone who takes children and staff ideas on board*

*Someone who is intelligent*

**Someone who cares for the environment and will look after our school grounds and buildings**

*Someone who is happy, fun, joyful, polite and has a good sense of humour*

*Someone who will make sure we get to do the subjects we like such as drama, history, PE etc*

**Someone who enjoys school trips**

*Someone who promotes wellbeing and mental health across school*

*Someone who is already good and successful at their job*



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## What the staff want

- ✓ A Leader who can create a strong vision for Bowhill and clearly show us how we will achieve it
- ✓ A strong and motivating communicator
- ✓ A leader who is empathetic and inclusive
- ✓ A leader who is passionate about ensuring that no child gets left behind
- ✓ A leader who can make the best use of educational technology to enhance learning
- ✓ A leader who can act decisively but still take everyone with them
- ✓ A leader who understands pedagogy and is innovative in their approach
- ✓ A leader who has the highest of aspirations for us, our children and our community
- ✓ A leader who can support us in making things better but also respects what we already do that is good and makes us Bowhill
- ✓ A leader with excellent behaviour management skills
- ✓ A leader who can work well with the community
- ✓ A leader who helps staff to be the best they can be in their roles
- ✓ A leader who is a good listener and really hears what is said

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## An Academy Leader

Taking on this role is not only about becoming the Headteacher at Bowhill Primary School, there must also be an equal level of commitment to becoming a member of the leadership team of Exeter Learning Academy Trust. You need to be focused on raising standards and improving outcomes in your own school whilst also working together and supporting all the schools in the academy in achieving the same goals. Within the Academy we work closely together and provide the opportunity for our staff to benefit from the sharing of good practice.

Our academy is dynamic, and we are all highly motivated to work creatively to provide excellence in education. Whilst each school retains their own individuality to ensure they meet the needs of their community, there are also aspects of work that the Team have chosen to standardise such as assessment, appraisal and safeguarding.

The Headteacher at Bowhill Primary School will work in collaboration with other school leaders and be accountable to the CEO and Trust Board. As Headteacher of Bowhill Primary School, you will be responsible for the strategic running of your school, liaising with stakeholders, developing the curriculum, raising standards and improving the quality of teaching and learning. The CEO will support in setting the strategic direction for the school and monitor overall performance. Currently, the management of many business functions remains at school level but the Trust is reviewing this as we wish to support Headteachers by enabling them to have access to more specialist support, particularly in HR, Health and Safety, Premises and GDPR.



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## About Exeter Learning Academy Trust

Exeter Learning Academy Trust was formed in January 2017 from four schools working within the West Exe Learning Community. We work closely with Exeter Consortium and Teaching School Alliance and other schools and MATs within Exeter and beyond. The Trust has a clerk, CFO and CEO who all work across the Trust Schools.

### Academy Governance

Trust Governance has been reviewed this year and recruitment for a board of Trustees who sit independently from the Trust Schools has been ongoing. The Trust Board has a good range of skills and expertise and both the chair and CEO sit on other MAT boards to bring greater experience to ELAT.

Each school has a Local Governing Body comprised of parent, staff and community representatives. The Chair of the LGB is expected to have regular communication with the school leader to both support and challenge local decisions. Local Governors are given many delegated functions by the Trust Board and their role is to:

- provide advice to the Trustees on the functioning of their Academy;
- act as a key link between the Trust, parents and the Academy community;
- provide challenge and support to the Headteacher and other senior leaders regarding the quality of education and standards of attainment and achievement;
- oversee the financial performance of the Academy and make sure money is well spent, ensuring that the funds allocated are used only in accordance with the law, the Trust's Articles of Association, the academy Funding Agreement and the ESFA's Academies Financial Handbook;
- continually review the overall impact of the Academy; and
- assist with monitoring the implementation of statutory academy policies.

The Chairs of the LGBs meet at least termly to ensure strong communication between the different layers of governance and both the CEO and CFO attend LGB meetings periodically.

### Academy Leadership

The Academy Leadership Team consists of the CEO, Headteachers and CFO and usually meets weekly. School leaders have started to take on leadership roles within the group, such as Pupil Premium, and this is something we would like to develop more in the future. The leadership team are asked to provide input into decisions made at Trust level and often help to construct the approach that will be used.



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## Academy Finance

School funding is a constant challenge within Devon but despite this, ELAT finances remain in a secure position and the Trust is able to maintain reserves at one month of operating costs (Approx. £503k). Due to the size of the Trust, we are required to submit bids for capital work and we are waiting to hear from the ESFA to see if we have been successful this year. Schools are expected to produce a balanced budget each year and these are monitored on a monthly basis by the Local Governors, Trustees and CFO. Currently all Trust schools use iTrent for payroll and subscribe to Devon HR One services for personnel advice and support.

## The future of the Academy

ELAT has undergone some changes in the last 10 months with the appointment of a new CEO and the recruitment of a new Trust Board. Historically, standards across the Trust have been varied and we want the outcomes for our children to be more secure moving ahead. The Trust obviously needs to prioritise dealing with the most pressing issue of responding to the educational deficit that Covid19 will have created. Longer term, the Trust is keen to continue to work with other schools and MATs and believe that our ethos of valuing staff and pupils will lead to other schools wanting to work with us.

# Bowhill Primary School



## Job Description

### HEADTEACHER—SALARY RANGE: 18-23

**RESPONSIBLE TO: CEO, Trust Board and Local Governors**

#### MAIN PURPOSE OF THE JOB

The Headteacher is accountable to the local governing body and Trustees will provide; vision, leadership and direction for the school, ensuring that it is managed and organised to meet its aims and targets. They will promote a secure foundation from which to achieve high standards in all areas of the school's work.

#### KEY RESPONSIBILITIES:

##### Shaping the future

- Can create a shared vision and ambitious strategic plan, which inspires and motivates; pupils, staff, governors and all members of the school community
- Works with the school community to translate the vision into agreed objectives and plans based on whole school priorities that are in turn based on robust self-evaluation
- Demonstrates the vision and values in everyday work and practice
- Motivates and works with others to create a shared culture and positive climate
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensures that strategic planning takes account of the diversity, values and experience of the school, Academy and community at large

#### Leading Teaching and Learning

- Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensures that learning is at the centre of strategic planning and resource management
- Establishes creative, responsive and effective approaches to learning and teaching
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrates and articulates high expectations and sets stretching targets for the whole school community
- Demonstrates excellent classroom practice and ensures best-practice teaching is shared across the school and within the Academy



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- Implements strategies which secure high standards of behaviour and attendance
- Supports the development of a diverse, flexible curriculum and implements the Academy's assessment framework
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies
- Challenges underperformance at all levels and ensures effective corrective action and follow-up

## Developing Self and Working with Others

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Builds a collaborative learning culture within the school and actively engages with other schools in the Academy and beyond
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals
- Ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams
- Develops and maintains a culture of high expectations for self and for others and is responsible for taking appropriate action when performance is unsatisfactory
- Regularly reviews and takes responsibility for own practice, sets personal targets for own personal development
- Manages own workload and that of others to allow an appropriate work/life balance

## Managing the Organisation

- Supports the creation of an organisational structure which reflects the school's and Academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Co-produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensures that, within the Academy structure, policies and practices take account of national and local circumstances, policies and initiatives
- Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruits and retains staff appropriately and manages their workload to achieve the vision and goals of the school
- Implements successful performance management processes with all staff
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, takes responsibility for reporting health and safety concerns to the Health and Safety coordinator.



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- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Uses and integrates a range of technologies effectively and efficiently to manage the school

## Securing Accountability

- Fulfils commitments arising from contractual accountability to the Trustees of Exeter Learning Academy Trust
- Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Works with the local Governing Body and Trustees (providing information, objective advice and support) to enable it to meet its responsibilities
- Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including Local Governors, Trustees, parents and carers
- Works in collaboration with the Academy Leadership Team and supports the development of core principles
- Reflects on personal contribution to school achievements and takes account of feedback from others

## Safeguarding

- Responsible for promoting the welfare of all children and young people
- Creates an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations
- Works effectively and proactively with outside agencies to ensure the needs of vulnerable children and their families are fully met
- Is held to account by the Chief Executive Officer and safeguarding Governor to ensure all safeguarding procedures are adhered to
- Is the named Designated Safeguarding Lead

## Strengthening Community

- Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities whilst being part of the wider Academy
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensures learning experiences for pupils are linked into and integrated with the wider community
- Enhances the existing range of community-based learning experiences that have placed the school at the heart of the community
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families



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- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives within the MAT and beyond
- Co-operates and works with relevant agencies to protect children

*NOTE: The content of the job description may be amended at any time following discussions between the Local Governing Body, Executive Principal, Directors and the Headteacher, and will be reviewed on an annual basis.*

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## Person Specification

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

Factors	Criteria
<b>Qualifications and experience</b>	<b>Essential</b> <ol style="list-style-type: none"> <li>1. Substantial and relevant senior leadership experience (at least 3 years)</li> <li>2. Teaching qualification (BEd, PGCE, GTP, Teach First)</li> <li>3. Relevant recent professional development that prepares the applicant for this post</li> <li>4. Record of successful class teaching with at least three years teaching experience in a United Kingdom primary school</li> <li>5. Working collaboratively with other schools and local community</li> </ol>
	<b>Desirable</b> <ol style="list-style-type: none"> <li>1. Substantial and relevant experience at Headteacher level in primary education</li> <li>2. NPQH qualification</li> </ol>
<b>Strategic direction and shaping the future</b>	<b>Essential</b> <ol style="list-style-type: none"> <li>1. Experience of successful delivery against agreed strategic plans</li> <li>2. Ability to articulate clear visions for the school and the Academy and their development over the next three years</li> </ol>
<b>Leadership</b>	<b>Essential</b> <ol style="list-style-type: none"> <li>1. Track record of providing inspiration and strong leadership to all staff</li> <li>2. Track record of leading by example to promote the school's vision and values for the pupils, staff, Governors and parents of the school</li> <li>3. Track record of providing a collaborative style of leadership</li> </ol>



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Factors	Criteria
<b>Learning and Teaching</b>	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Sound understanding of how children learn and effective teaching methods</li> <li>2. Track record of assessing, monitoring and evaluating the quality of teaching standards and the delivery of the curriculum across the board</li> <li>3. Evidence of using data, benchmarks and feedback to monitor progress in children's learning</li> <li>4. Evidence of a sound knowledge of the current major curriculum issues, legislative changes and their significance for the management and leadership of a primary school</li> </ol>
<b>Staff management and development</b>	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Ability to build and motivate strong teams that enable:</li> <li>2. All staff to carry out their respective roles to the highest standard</li> <li>3. All staff to work effectively together to deliver improvement within the schools and across the Academy</li> <li>4. Experience of recruiting, managing and developing all staff</li> <li>5. Supportive of continuing professional development and providing opportunities for growth and development of all staff</li> <li>6. Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews</li> </ol>
<b>Organisation</b>	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Experience of effectively managing budgets, including setting priorities for expenditure, allocating funds and cost control</li> <li>2. Ability to demonstrate effective previous use and integration of a range of technologies to promote learning</li> <li>3. 4. Experience of using ICT effectively for school management, curriculum development and pupil progress</li> </ol> <p>Desirable</p> <ol style="list-style-type: none"> <li>1. Effective track record in management of financial and human resources to achieve educational goals</li> </ol>

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Factors	Criteria
<b>Accountability</b>	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Ability to use monitoring and evaluation to improve the academic, spiritual, moral, social, emotional and cultural development of all pupils, and to make accurate judgements against agreed criteria</li> <li>2. Thorough understanding of the statutory framework for education and the legal framework that underpins school management and the ability to make accurate judgements against agreed criteria</li> <li>3. Ability to put in place effective communication mechanisms to ensure that Governors and Directors are provided with the information they need to meet their responsibilities</li> </ol>
<b>Community</b>	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Ability to create and implement a parent involvement strategy that will ensure parents are:</li> <li>2. Involved with the schools and have confidence in the schools and the leadership</li> <li>3. Well informed about the curriculum and pupil attainment and progress</li> <li>4. Clear about the contribution that they can make to achieving the schools' targets for improvement</li> <li>5. Track record of effective links with communities in order to support learning</li> <li>6. Actively draws on the richness and diversity within the school communities to enhance learning opportunities</li> </ol>
<b>Safeguarding and Equal Opportunities</b>	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Evidence of a commitment to promoting the welfare and safeguarding of children</li> <li>2. Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school</li> </ol>

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Factors	Criteria
Person attributes	<p>Essential</p> <ol style="list-style-type: none"> <li>1. Demonstrates emotional intelligence</li> <li>2. Communicates effectively with self-awareness and social perception</li> <li>3. Adaptable to changing circumstances and new ideas</li> <li>4. Approachable and enjoys being highly visible to children and parents</li> <li>5. Demonstrates personal impact and presence</li> <li>6. Demonstrates creativity and imagination to anticipate and solve problems</li> <li>7. Demonstrates good judgement</li> <li>8. Demonstrates commitment, reliability and integrity</li> <li>9. Demonstrates the ability to be resilient, robust and calm under pressure</li> </ol>

***The Local Governing Body and Trust Board are committed to safeguarding and promoting the welfare of children and young person and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced DBS.***



# Bowhill Primary School



## The Application Process

### Application forms:

Application forms and the recruitment pack are available from the school website (News/vacancies) or you can contact the school directly via phone or email.

### School Visits:

We would like to try and organise school visits where candidates request them, but we will need to take appropriate safety measures due to Covid 19. These will therefore need to take place after school and on an individual basis where social distancing can be adhered to. Please contact the CEO, Rachel Shaw ([rshaw@elatschools.com](mailto:rshaw@elatschools.com)) to discuss this further.

### Closing Date:

Please send completed applications by email to [rshaw@elatschools.com](mailto:rshaw@elatschools.com) by **midday on Monday 6<sup>th</sup> July**. Applications received after this time will not be considered.

### Shortlisted candidates invited for interview:

Shortlisted candidates will be notified if they are being invited for interview on **Monday 6<sup>th</sup> July**. The CEO will arrange a visit with you during that week. References will be taken up and proof of identity and qualifications will be required.

### Interviews:

Interviews will take place on **Tuesday 14<sup>th</sup> and Wednesday 15<sup>th</sup> July** and further details about the arrangements for this will be given closer to the date taking into account health protection guidance.

## Contact details

**Bowhill Primary School**  
**Buddle Lane**  
**Exeter**  
**EX4 1JT**  
**01392 206585**



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