

Bowhill Primary School



Community * Aspiration * Responsibility * Environment

Bowhill Primary School



Deputy Headteacher Recruitment Pack

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Letter from the chair

Dear Applicant,

Thank you very much for your enquiry regarding the post of Deputy Headteacher at Bowhill Primary School. This is a rare opportunity for a non-teaching deputy Headteacher in a large primary school to further develop their leadership career with our new and experienced Headteacher as they take the school forward to become a hub of excellence within our local community.

Bowhill is a welcoming and happy school with an ethos of aspiration and achievement. We have a large, friendly staff with our leadership team consisting of our Headteacher, a Deputy Headteacher and three phase leaders and our SENDCO. The school sits within the heart of its community and we really value the role the school has in supporting our local area. We 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 which are all very local to each other. The school provides a wide, exciting curriculum and makes good use of the amazing city, moors and coasts we have on our doorstep.

We are looking for a driven individual who will be an integral member of the senior leadership team to help support in the delivery of improving the quality of teaching and learning across the school as well as its overall standards, taking the school on its next exciting stage of development.

Further details about visits to the school and the deadlines for applications 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,

Gemma Stuart

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 we 'care for our future together' through our shared values of Community, Aspiration, Responsibility and Environment (CARE) underpinning 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

Number of children on roll	489			
Average class size	28.7 children			
% of children on SEN register	17% 74 children + 14 Children with EHCP			
% of children eligible for Pupil Premium	16% (78 children)			
Attendance	Average attendance 95.25%			
Last Ofsted Inspection	November 2019 Good			
EYFS 2019	62% GLD			
Year 1 phonics 2019	87%			
Key Stage 1 results 2019	EXS			
Cohort 67	Reading	76%		
	Writing	65%		
	Maths	74%		
	R, W & M	58%		
Key Stage 2 results 2019		EXS	GD	Disadvantaged
Cohort 57	Reading	79	30	56
	Writing	66	20	61
	Grammar	73	24	61
	Maths	76	24	61
	R,W & M	57		45
KS2 Progress Score 2019	Reading +1.6 Writing -1.0 Maths +0.3			
Finance				
Total Income for 2020-21	£2,286,496			
Total Expenditure for 2020-21	£2,306,176			
Total staff costs	£1,909,124			
Staff costs as a proportion of total expense	83%			
FTE Teaching	20.1			
FTE Support	30.5			



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Events throughout the year

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

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 Deputy 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 will visit us in our classrooms and the playground

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

We want a Deputy Headteacher who loves Bowhill Primary School!

Someone who takes children and staff ideas on board

Someone who is intelligent

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

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 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

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

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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.

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 Leadership Team have chosen to standardise such as assessment, appraisal and safeguarding.

Academy Governance

The Trust Board has recruited a number of new members over the last 12 months and they bring a strong range of skills and expertise to the group. Several Trustees sit on other boards, including the chair and CEO, which brings 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.



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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 Incremental coaching 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.

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 18 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.



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Job Description

Deputy Headteacher SALARY RANGE: L 6 - 9

RESPONSIBLE TO: Headteacher

MAIN PURPOSE OF THE JOB

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Provide strategic leadership for teaching, learning and curriculum

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the board of Trustees.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a principal, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Like all staff, the Deputy Headteacher must be responsible for promoting and safeguarding the welfare of children and young people. Staff must adhere to and ensure compliance with the relevant ELAT Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, staff identify any instance that a child is suffering or likely to suffer significant harm either at school or at home, they must report any concerns to the Designated Safeguarding Lead/Headteacher or to the CEO so that a referral can be made accordingly to the relevant third party services.

KEY RESPONSIBILITIES AND DUTIES

Qualities and knowledge

Under the direction of the Headteacher:

- Communicate the school's vision compellingly and support strategic leadership



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- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Support with the day-to-day management of the school
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs
- Ensure good liaison with parents to maximise the achievement of the pupils

Pupils and staff

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on student outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Lead the Middle Leadership Team to ensure they create a positive ethos and contribute towards the policies, plans and aspirations of the School

Systems and processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding students and developing exemplary behaviour
- Address underperformance of staff and support them to improve and value excellent practice



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- Work with the local governing board as appropriate
- Ensure effective use of budgets and resources
- Monitor the effectiveness of the curriculum in ensuring it meets the needs of all pupils
- Support distribution of leadership throughout the school

The self-improving school system

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Other areas of responsibility

- Leading on curriculum development and assessment
- Supporting the safeguarding role as a Deputy Safeguarding Lead
- Overseeing the organisation of timetabling across the school

This job description does not form part of the contract of employment. It describes the way in which the post holder is expected and required to perform and complete the particular duties as set out above and will be reviewed on an annual basis (or as need arises) and following consultation with you, may be changed to reflect changes in the job requirements.

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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
Qualifications and experience	Essential <ol style="list-style-type: none"> 1. Relevant leadership experience 2. Teaching qualification (BEd, PGCE, GTP, Teach First) 3. Relevant recent professional development that prepares the applicant for this post 4. Record of successful class teaching with at least three years teaching experience in a United Kingdom primary school
	Desirable <ol style="list-style-type: none"> 1. NPQML/NPQSL qualification
Strategic direction and shaping the future	Essential <ol style="list-style-type: none"> 1. Experience of successful delivery against agreed action or strategic plans 2. Ability to articulate clear visions for a team within a school
Leadership	Essential <ol style="list-style-type: none"> 1. Track record of providing strong leadership within a team of staff 2. Track record of leading by example to promote the school's vision and values 3. Track record of providing a collaborative style of leadership
Learning and Teaching	Essential <ol style="list-style-type: none"> 1. Well-developed understanding of how children learn and effective teaching methods 2. Track record of assessing, monitoring and evaluating the quality of teaching standards and the delivery of a curriculum area across a school 3. Evidence of using data, benchmarks and feedback to monitor progress in children's learning 4. Evidence of a sound knowledge of the current major curriculum issues and legislative change
Staff	Essential



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management and development	<p>Ability to build and motivate a strong team that enables:</p> <ol style="list-style-type: none"> 1. Supporting all members to carry out their respective roles to the highest standard 2. Supporting members to work effectively together to deliver improvement within a school 3. Some experience of recruiting, managing and developing staff 4. Supporting continuing professional development and providing opportunities for growth and development of a team 5. Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews, holding others to account when necessary.
Organisation	<p>Essential</p> <ol style="list-style-type: none"> 1. Experience of effectively managing a curriculum or other budget, including setting priorities for expenditure, allocating funds and cost control 2. Ability to demonstrate effective previous use and integration of a range of technologies to promote learning to support curriculum development and pupil progress
Accountability	<p>Essential</p> <ol style="list-style-type: none"> 1. Experience of supporting the academic, spiritual, moral, social, emotional and cultural development of pupils 1. An understanding of the statutory framework for education and the ability to make accurate judgements against agreed criteria 2. Ability to put in place effective communication mechanisms to ensure that stakeholders within a school community are provided with the information they need to meet their responsibilities
Community	<p>Essential</p> <ol style="list-style-type: none"> 1. Clear about the contribution that they can make to achieving the schools' targets for improvement 2. Well informed about the curriculum and pupil attainment and progress 3. Evidence of supporting effective links with communities in order to support learning 4. Actively draws on the richness and diversity within the school communities to enhance learning opportunities
Safeguarding and Equal Opportunities	<p>Essential</p> <ol style="list-style-type: none"> 1. Evidence of a commitment to promoting the welfare and safeguarding of children 2. Evidence of promoting, implementing and monitoring equal opportunities across all



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

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.

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The Application Process

Application form:

The application form can be found on the Exeter Learning Academy Trust website www.exeterlearningacademytrust.co.uk, our school website or you can 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 Headteacher, Jo Dentith either by email (jdentith@bowhill.devon.sch.uk) or by phone on 01392 206585 to discuss this further.

Closing Date:

Please send completed applications by email to hwhaites@elatschools.com by **midday on Monday 20th April 2021** or post your application to Mrs H Whaites, HR Manager, Bowhill Primary School, Buddle Lane, Exeter, Devon. EX4 1JT. 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 **Friday 23rd April 2021**. The Headteacher will arrange a visit with you following this to your own school if possible and adhering to social distancing measures. References will be taken up and proof of identity and qualifications will be required.

Interviews:

Interviews will take place on **Wednesday 5th May** and **Thursday 6th May** 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



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