



# **Deputy Headteacher Application Pack**



**Respect. Honesty. Kindness.**

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# Dollis Primary School

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[www.dollisprimary.com](http://www.dollisprimary.com)  
Headteacher: Rosetta Dyer  
Deputy Headteacher: Steve Lee

## Welcome from our Headteacher

March 2021

Dear Colleague,

Many thanks for your interest in the position of Deputy Headteacher at Dollis Primary School. I hope that you will find this information pack a useful introduction to the role and that it will encourage you to apply for this exciting opportunity to join the leadership of our school.

Dollis is a welcoming two form entry community school (transitioning from three- form) with a rich curriculum. It was formed in April 2019 by the amalgamation of separate, long-standing Infant and junior schools sharing a site in Mill Hill, Barnet.

I joined at the start of this academic year as Headteacher having sixteen years experience of headship. I was enticed by the prospect of making a real difference to a school needing to forge a new, unified culture while addressing pupil outcomes, which do not match the expectations of governors. We are now in the final stages of implementing a new staffing structure reflecting the combined impact of amalgamation, reduction of the roll, and financial pressures.

What has particularly delighted me since my arrival has been the willingness of colleagues to embrace change, and their unswerving dedication to the children entrusted to us.

We are looking for an exceptional leader to replace one of our long-serving Deputy Headteachers (and SENDCo) in order to accelerate demonstrable and sustainable improvements in attainments. High EAL, deprivation and SEN numbers are significant in assessing those ambitions, but not as excuses for underperformance.

We have determined that a structure of two Deputy Headteachers (one leading on Maths and Assessment, the other on English and SEND) is the most effective path to success. The challenging and supportive Governing Body will be committed to your continuing professional development and recognise that you will see this as the key stepping-stone to your own headship.

I strongly encourage you to visit the school, where you will see first-hand our inclusive ethos and the great potential of our pupils. Our Deputy Head, Steve Lee, will be your guide, and I would most certainly be delighted to meet you informally and answer any questions related to the role and the school community. Please call Judith Wadsworth on 020 8959 8881 ext 108 to arrange a convenient time.

I very much look forward to receiving your application.

Rosetta Dyer  
Headteacher



# Advert

**Start date:** September 2021 (or earlier)

**Contract type:** Full Time

**Salary:** Leadership Scale 9 to 13 (£54,750 - £60,073)

**Contract term:** Permanent

**Roll:** 495

## Dollis Primary School Deputy Headteacher

If your next step on your leadership journey is to accelerate the transformation of a school under an experienced and inspirational leader, then we are just what you're looking for.

Dollis Primary was created by the merger in April 2019 of Infant and Junior schools that have shared a site for decades. You will be the cross-school English Lead and SENDCo while working alongside our new Head to forge a single-school culture which can rise to the challenge set by governors to deliver sustainably improved pupil outcomes as rapidly as possible.

Following the resignation of one of our two deputy heads, the Governing Body reassessed the leadership needs of our school and determined that a continuation of the structure of having one Headteacher working together with two Deputy Headteachers would deliver strength in depth at the top, while injecting new thinking and fresh ideas.

This is *the* role for a Deputy Headteacher who hungers for greater responsibility and enduring impacts. You must share the Headteacher's philosophy that our duty to pupils to ensure they achieve their full potential is sacrosanct. Dollis Primary has a challenging intake with high EAL levels and significant deprivation. Despite the legacy of Covid-19, we are totally committed to the ambition that, when children leave our school, they are primed for the next stage of their learning, having grown within a nurturing, supportive community.

We can offer you high quality professional development, well-being support and health days, and fantastic pupils with a thirst for knowledge. So, if you possess the NASCO training award and can demonstrate experience of school improvement in English at KS1 and KS2, this is the school for you!

Candidates who wish to visit our school are most welcome to do so. We have set aside a morning and afternoon session on 29<sup>th</sup> March, 31<sup>st</sup> March and 21<sup>st</sup> April so that everyone has the opportunity to see our school in action. This will include an informal chat with our Headteacher, Rosetta Dyer. Please email our School Business Manager, Judith Wadsworth on [sbm@dollisprimary.com](mailto:sbm@dollisprimary.com) to organise a time to visit.

Candidate packs can be downloaded at [www.dollisprimary.com/vacancies](http://www.dollisprimary.com/vacancies) and completed forms should be returned by noon on Thursday 22<sup>nd</sup> April.

Interviews: 6<sup>th</sup> and 7<sup>th</sup> May.

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.



As an equal opportunities' employer, we welcome applications from all sections of the community, including persons with disabilities, regardless of age, gender, ethnicity or religion. The successful candidate will have to meet the requirements of the Person Specification in order to be offered the post and will be subject to an enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including an enhanced Disclosure Check will be undertaken on all applicants.

CVs will NOT be accepted.



# Key facts

## Some core data

- Number of children on roll: **495**
- Children with SEN: **17%**
- Attendance: **96.3%**
- Pupil Premium: **26%**
- Children on FSM: **16%**
- Children with EAL: **85%**

## Results 2019

### *Early Years Foundation Stage*

**76.5%** of pupils in Reception attained a Good Level of Development against the Early Years Framework. This is above the 2019 local authority average of **74.2%** and the national average of **71.8%**. The trend over 3 years is also up by 16%.

### *Year One Phonic Screening*

**83%** of pupils in Year One attained the expected standard in the Phonic Screening test. This is above the 2019 national average (**82%**) and just below the 2019 local authority average (**86%**).

### *Key stages*

Our key stage data follows on the next page, comparing Dollis' performance both with national averages and, more significantly, with borough averages. Governors are particularly focused on these last comparators as they provide more relevant cohort-specificity.



**Key Stage 1**

		% EXS+	% GDS
<b>Reading</b>	<b>Dollis</b>	<b>66%</b>	<b>22%</b>
	Barnet	79.1%	26.6%
	National	74.9	25%
<b>Writing</b>	<b>Dollis</b>	<b>57%</b>	<b>5%</b>
	Barnet	73.5%	15.8%
	National	69.2%	14.7%
<b>Maths</b>	<b>Dollis</b>	<b>67%</b>	<b>15%</b>
	Barnet	79.5%	24.2%
	National	75.6%	21.7%
<b>Science</b>	<b>Dollis</b>	<b>79.3%</b>	n/a
	Barnet	84.9%	n/a
	National	82.3%	n/a
<b>RWM</b>	<b>Dollis</b>	<b>51.2%</b>	<b>4.9%</b>
	Barnet	69.4%	11.9%
	National	64.9%	11.2%

**Key Stage 2**

		% EXS+	% GDS
<b>RWM</b>	<b>Dollis</b>	<b>56%</b>	<b>7.1%</b>
	Barnet	71.8%	14.5%
	National	65%	10.5%
<b>Reading</b>	<b>Dollis</b>	<b>61%</b>	<b>14%</b>
	Barnet	78.8%	34%
	National	73.1%	26.9%
<b>Writing</b>	<b>Dollis</b>	<b>80%</b>	<b>18%</b>
	Barnet	80.7%	21.4%
	National	78.4%	20.1%
<b>Maths</b>	<b>Dollis</b>	<b>77%</b>	<b>19%</b>
	Barnet	85.3%	36.4%
	National	78.6%	26.6%
<b>GPS</b>	<b>Dollis</b>	<b>75%</b>	<b>22%</b>
	Barnet	83.9%	46.3%
	National	78%	35.6%

**Average Scaled Scores (KS2)**

<b>Reading</b>	<b>Dollis</b>	<b>101.2</b>
	Barnet	106.1
	National	104.4
<b>Maths</b>	<b>Dollis</b>	<b>102.1</b>
	Barnet	107.1
	National	105.0
<b>GPS</b>	<b>Dollis</b>	<b>104.3</b>
	Barnet	108.5
	National	106.3

**Progress Measures (KS1 – KS2)**

Reading: -2.99

Writing: -0.24

Maths: -2.66

# About our school

## **Educational overview**

Dollis Primary is a diverse and friendly school with lots going on. Our aim is for our children to be happy, confident, motivated and independent learners, and we support them in every way to be the best they can be. We have high expectations and aspirations for all our children and encourage them to recognise that they have many talents and strengths and to have a 'can do' attitude to new challenges and experiences.

We also promote reflection so that the children learn to identify areas they need to work on and improve. We believe that exposure to a variety of topics, people and adventures all contribute to a fulfilling school experience and we provide them with a range of stimulating and fun activities. Our school is a caring environment and we pride ourselves on our values-based approach which has created a school which is nurturing, positive and always welcoming. Our core values of 'respect, honesty and kindness' underpin everything we do, with relationships built and developed on mutual respect.

We are fortunate to have a dedicated team of staff who provide a stimulating, engaging and creative curriculum. We also have a spacious learning environment with plenty of outdoor space for the children to learn in. We enjoy working closely with our families and are always looking for ways to enhance those relationships. Dollis Primary encourages its families to take on an active role in the school and we recognise the need to work together to help each child reach their potential.

## **Operational overview**

The school, which is single-storey with ample accommodation, consists of two main wings: East (built in 1952) and West (built in 1935). It has a separate, self-contained building which houses a pre-school for two year olds, with 16 places. There is also a nursery which takes up to 52 children and we offer a number of 30-hour places for our working families. Wrap-around care is provided by the school during term time from 7.30am to 6pm, through the provision of a breakfast club and after-school club.

There are nine classrooms within the West building and fifteen within the East (there are also four outside huts). The school has dedicated art therapy and music bases. Stockroom and resources space is generous. We have two libraries, two nurture rooms, instrumental music room, class music room as well as rooms for 1:1 and group teaching. There are two large playgrounds and a large field. The school is adjacent to a designated nature reserve and a paved, covered seating area where lessons are sometimes held on fine weather days. There is also a pond area, outside garden and allotment area. There are two separate dining rooms and two halls (used for assemblies, PE, concerts and other events).





The school has two 17 seater minibuses. Within walking distance is the Allianz Stadium (used for sports events and Sports Day) and Copthall Swimming pool (used for swimming lessons for years 3 & 4). The school owns the kitchen and dining facilities.

### **The school roll**

The data explaining our roll can be found under 'Key Facts' (previous section). Dollis Primary draws from a wide multi-cultural cross section. Typical London Suburban semi-detached housing abounds in this area along with larger estates and housing association areas.

### **Staffing**

On the 31<sup>st</sup> December 2020 we successfully completed phase 1 of a restructuring process, allowing us to address the challenges of role duplication post-amalgamation, the reduction from three-form entry to two, and long term funding pressures. The significant changes in support and office staffing, amongst other areas, have allowed us to create a structure which well equips our school for the future. Phase 2 of this process will be completed on the 31<sup>st</sup> August 2021 and will involve the deletion of our Assistant Headteacher posts, as we put in a leadership structure that reflects both our size and our ambitions.

### **The curriculum**

The school is committed to an exciting and creative curriculum. In line with the new Ofsted Framework, it is currently being reviewed and revised. Thorough long, medium and short-term planning is overseen by Year Leaders, subject co-ordinators and a whole school curriculum co-ordinator.

Our statement of Intent reads:

At the end of their Key Stage 2 experience, the Dollis child will have the skills and knowledge to be an exceptional citizen and succeed in life. Alongside British Values, our values of kindness, honesty and respect, permeate the teaching of every subject area and underpin the inclusive nature of our broad and rich curriculum.

Our school, based in the heart of Barnet, has a curriculum that recognises the history of our locality and the diversity of its community, acknowledges the school's vast grounds and rich opportunities for outdoor learning; embraces new technology and challenges global issues.

We will structure our curriculum through a long-term map that demonstrates the sequential progression of knowledge and skills. It will be a spiral curriculum that builds on prior knowledge and gives opportunities for children to distil, crystallise and consolidate their learning.

The Dollis curriculum will prepare children well for their future through equipping them with the essential skills of collaboration, communication, investigation, motivation, self-management and problem solving.

### Outside links

We have very good support from parents, who are kept in touch with all that is going on through a weekly newsletter. The PTA (Friends of Dollis) plays an important role in school life, organising many events and raising money for the school. The Governors are an integral part of the school team. Our school aspires to ever stronger links with neighbouring primary and secondary schools, and local businesses and organisations.



# OFSTED

Applicants are reminded that the school became an all-through primary in April 2019 so no Ofsted for Dollis Primary School yet exists.

The link below is to the most recent inspection of Dollis Infant School:

<https://files.ofsted.gov.uk/v1/file/2761225>

And this takes you the latest inspection of Dollis Junior School:

<https://files.ofsted.gov.uk/v1/file/2451272>



# About Mill Hill and Barnet

Barnet, one of the largest and most attractive of the 32 London Boroughs, covers an area of 35 square miles. It has a population of over 300,000 and is served by a network of fast roads, including the M1.

It lies on the northern edge of Greater London and offers a semi-rural environment with pleasant residential areas. There are good tube, bus and rail services, bringing central London and the countryside within easy reach.

Attractive parks, open spaces and green belt land provide opportunities for a wide variety of sports. Next door to Dollis Primary School are the Powerleague Soccer Centre, Copthall Swimming Pool and Allianz Park rugby and athletics stadium, all of which are used by the school.

The borough stretches from Barnet and Edgware in the north, to Finchley, Hendon and Golders Green in the south. Shopping is excellent. There are many busy local shopping centres as well as the nationally attractive indoor complex at Brent Cross. Oxford Street is only 30 minutes by Underground.

The school is situated in Mill Hill on the 221 bus route and within walking distance of Mill Hill East Station (Northern Line underground) and Mill Hill Broadway (overground).





# Person specification

The criteria below are our optimal position and are all regarded as essential, unless otherwise stated. They will form the basis for the short-listing and interview process.

Methods of assessment/verification:

A = application; I = interview; T = task; R= reference; D = due diligence

QUALIFICATIONS	How this might be assessed
1. Educated to degree level	A/D
2. Qualified teacher status	A/D
3. Evidence of leading INSET activities as a provider	A/D
4. NASCO training award (National Award for SEN Coordinators)	A/D
EXPERIENCE	
1. Teaching across the primary phase and providing or leading educational needs across the full ability range, including those with additional needs	A/I/R
2. Strategic responsibilities in school leadership and management	A/I/R
3. School development and improvement planning.	A/I/R
4. Leading and managing staff successfully	A/I/T
5. Working with Governors	A/I
In addition, the Deputy Headteacher might have experience of:	
1. Working in a variety of different schools	A/I
2. Active membership of the school management team	A/I/R
3. Leading an aspect of school improvement	A/I/R
4. Membership of the governing body as teacher representative	A/I
5. Working as a English Subject Leader in a Primary School	A/I
PROFESSIONAL KNOWLEDGE & UNDERSTANDING	
1. The school's role in effectively providing for the needs of all pupils, including those with SEND and additional needs	A/I/R
2. Effective strategies that raise standards in a core curriculum area	A/I/T
3. The role of the leadership group within the school	A/I/R/T
4. The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum	A/I
5. Current statutory safeguarding responsibilities of schools	A/I/R/T
6. The OFSTED Inspection Framework	A/I
7. The process and importance of school self-evaluation.	A/I/T
8. Whole-school issues and their implications for financial management	A/I
9. The principles and practice of community education	A/I
In addition, the Deputy Headteacher should have knowledge and understanding of:	



<ol style="list-style-type: none"> <li>1. The interpretation of value-added information, to assist class teachers in pupil progress</li> <li>2. DfE data and other assessment tracking system</li> <li>3. Benchmarking test results on a local and national basis</li> </ol>	A/I/T A/I A/I/T
<b>SKILLS</b>	
<ol style="list-style-type: none"> <li>1. Model outstanding teaching</li> <li>2. Demonstrate personal enthusiasm for and commitment to the learning process</li> <li>3. Show evidence of vision, initiative and leadership in managing change to enhance and raise standards</li> <li>4. Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management</li> <li>5. Involve staff, parents, governors and other stakeholders in the process of establishing a clear set of shared aims, objectives and values for the school</li> <li>6. Listen and communicate effectively (both orally and in writing) to a variety of audiences</li> <li>7. Work effectively as a member of the leadership team</li> <li>8. Show strong interpersonal skills, responding appropriately to both adults and children</li> <li>9. Have a calm approach and positive attitude to behaviour management</li> </ol>	I/T  I  A/I/R  I/R  A/I  A/I/T I/R  A/I/R A/I/R/T
<b>PHILOSOPHY AND COMMITMENT</b>	
<ol style="list-style-type: none"> <li>1. High expectations and an ambition for excellence</li> <li>2. A commitment to pupil development and the development of inclusive practice for all members of the school community</li> <li>3. A desire to engage and work collaboratively with parents/carers</li> <li>4. The ability to understand, value and make positive use of the rich social and cultural diversity within the school and the surrounding community</li> <li>5. A willingness to be approachable and accessible to all members of the school community, and listen to their opinions and ideas</li> <li>6. A commitment to collaborative ways of working through a team approach</li> <li>7. A commitment to continuous professional development for self and other staff</li> <li>8. A commitment to safeguarding children, and ensuring all members of the school community share that commitment</li> </ol>	A/I  A/I A/I  A/I  A/I A/i  A/i/R  A/I/R
<b>PERSONAL QUALITIES</b>	
<ol style="list-style-type: none"> <li>1. Manage change sensitively</li> <li>2. Work calmly under pressure, meet deadlines and prioritise effectively</li> <li>3. Maintain confidentiality at all times</li> <li>4. Be committed to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</li> <li>5. Organise and motivate themselves and others</li> <li>6. Demonstrate initiative</li> </ol>	A/I I/R R A/I/R  A/I/R A/I/R

# Job description

## OVERVIEW

To support the Headteacher and other Deputy Headteacher in providing professional leadership for Dollis Primary School, which strives for outstanding achievements and continuous improvement ensuring a high quality education for every pupil.

The Deputy Headteacher will work alongside the Headteacher and other Deputy Headteacher and they will carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and Conditions Document and Teacher's standards including the conditions for employing a Deputy Headteacher.

## MAIN PURPOSE OF THE ROLE

1. Assist the Headteacher and other Deputy Headteacher in the strategic direction, organisation, management and development of the school
2. Lead both the core curriculum area of English and our Special Educational Needs and Disabilities provision
3. Fulfil teaching duties as required
4. Assume the responsibility of the Headteacher in the absence of the Headteacher
5. Demonstrate a commitment to the aims, policies and ethos of the school, and strive to maintain these through personal conduct and effective relationships with colleagues and pupils
6. Line-manage and appraise identified teaching and support staff

## A. SHAPING THE FUTURE

1. Promote the agreed vision of Dollis Primary School
2. Lead the strategic direction of the school, with a particular focus on English (Reading, Writing and Phonics), SEND and Inclusion (all pupil groups including EAL, DA, PP Sports Premium, More Able and FSM)
3. Actively participate in the whole school improvement planning process
4. Contribute to the school's self-evaluation process, including devising and monitoring action plans and other policy development
5. Lead by example especially when implementing change and improvements in standards
6. Promote a culture of inclusion within the school community
7. Develop constructive and harmonious interactions with all governors and build a mutually-respectful and open relationship with the Chair.

## **B. STRATEGIC LEADERSHIP**

1. Hold and articulate clear values and moral purpose, focusing on providing excellent education for all pupils
2. Take a leading role in the collection and analysis of specific qualitative and quantitative data in order to inform whole school evaluation (SEF Document) and strategic planning (School Improvement Plan - SIP)
3. Use assessment and tracking data, local and national data to evaluate learners' achievements and progress and identify priorities for development as a result
4. Promote and protect the health, safety, safeguarding and welfare of pupils and staff
5. Contribute to the development and implementation of school policies in order to secure high achievement and effective teaching and learning
6. Contribute to the leadership, management and reporting of Safeguarding in the school and be the Deputy Designated Safeguarding Lead (DDSL)
7. Support the Senior Leadership Team in developing positive working relationships with and between all staff

## **C. LEADING TEACHING AND LEARNING**

1. Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community, with a particular focus on meeting the needs of children with SEND
2. Conduct action research internally and externally to raise standards and improve pupil outcomes
3. Monitor the quality of teaching and learning through detailed work scrutiny, planning and pupil conferencing and provide diagnostic feedback to individual staff to improve the quality of teaching
4. Work with the Headteacher and other Deputy Headteacher to raise standards through staff performance management, as outlined in the school's staffing structure
5. Lead and organise the provision of training and support for staff in all areas of English and Inclusion
6. Be responsible with Headteacher and other Deputy Headteacher for the process involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, statistical analysis and target setting
7. Be responsible for ensuring that all children with specific needs are appropriately supported to access the curriculum
8. Lead the school council and pupil voice programmes
9. Take whole school assemblies

## **D. DEVELOPING SELF AND LEADING OTHERS**

1. Deliver demonstration lessons, modelling excellent and innovative pedagogical practice
2. Observe staff and team teach with staff in order to improve the quality of teaching and learning in English
3. Participate and organise paired observations and learning walks with LA representatives, SLT and governors in order to improve teaching and learning
4. Work with other senior leaders to update policies and develop staff training to ensure that staff have the skills and confidence to deliver high quality teaching
5. Provide internal professional development through mentoring, modelling and team teaching alongside staff
6. Lead one to one coaching programmes in order to develop staff



7. Support and challenge underperforming teachers ensuring clear measurable targets for their development
8. Participate as required in the selection and appointment of teaching and non-teaching staff, particularly when linked to Inclusion
9. Manage the timetables and allocation of support across the school in respect of Inclusion
10. Manage the school's inclusion team including any external provision
11. Manage intervention provision for targeted pupils
12. Work with subject leaders to ensure the development of English in other subject areas
13. Coach, support and advise other colleagues in relation to safeguarding
14. Lead the professional development and appraisal of Teaching Support Staff in school

## **E. STRENGTHENING THE COMMUNITY**

1. Uphold public trust in school leadership and maintain high standards of ethos, behaviour and professional conduct
2. Support the development of collaborative approaches to learning within the school and beyond
3. Contribute to the day-to-day effective organisation and running of the school, particularly pick-up and drop-off times, and lunchtimes. This includes being responsible in the absence of the Headteacher
4. Provide effective communication to parents and the local community through coffee mornings, writing articles for the newsletter, and coordinating presentations by external agencies
5. Together with the Headteacher and leadership team, develop the policies and practice, which promote inclusion, equality and the extended services that the school offers
6. Maintain contact with all specialist support services
7. Manage and develop the access of extended services for all children
8. Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
9. Promote relationships and work with colleagues in other schools and external agencies

## **F. ACCOUNTABILITY**

1. Be accountable to the Headteacher, Governors and parents, for progress and improvement within English and SEND
2. Ensure that staff and governing body fulfil their responsibilities with regard to inclusion, SEND and English
3. Contribute to the reporting of the school's performance to the school's community and partners
4. Lead in the appointment of staff as requested by the Headteacher

## **G. PROFESSIONAL BEHAVIOUR**

1. Maintain high standards of professional behaviour towards colleagues and pupils
2. Lead by example and to follow the school's dress code and code of conduct
3. Carry out duties in a friendly, helpful and professional manner
4. Have a flexible approach and to be prepared for the unusual

# Application process

- School visits: **Monday 29<sup>th</sup> March at 1.30pm, Wednesday 31<sup>st</sup> March at 11am and Wednesday 21<sup>st</sup> April at 10am.**
- Application forms can be downloaded here: <https://www.dollisprimary.com/vacancies/>
- Application Deadline: **Thursday 22<sup>nd</sup> April at noon**
- Applications to be emailed accompanied by a letter (maximum two pages in 10pt) to [sbm@dollisprimary.com](mailto:sbm@dollisprimary.com).
- Interviews will take place on **6<sup>th</sup> May** and (if necessary) **7<sup>th</sup> May**. The make-up of the panel will notified to those candidates invited to interview.

