



LIGHTHOUSE
SCHOOLS PARTNERSHIP



High Down Schools

Believing | Achieving | Learning for life

Application Pack
March 2025

Executive Headteacher

High Down Schools Federation

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HIGH DOWN SCHOOLS

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High Down Schools
Believing | Achieving | Learning for life



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Welcome from Gary Lewis, Chief Executive

Dear Applicant,

Thank you for your interest in the role of Executive Headteacher at the High Down Schools Federation. High Down Schools have a strong reputation for being a very caring and high attaining school which provides a rich and inspiring education.


After consultation with the school community, Governors and Trustees are looking for a leader who:

- has a proven track record of navigating change while encouraging and enabling a culture of partnership, support and collaboration
- will be an approachable and understanding school leader, who seeks to build meaningful connections with both children and adults in our community
- will be ambitious for our school's future and the future of every child
- is supportive of and committed to the schools' values-led approach
- has a creative and imaginative approach to education and wants to inspire children to be original thinkers and independent, lifelong learners
- values the wider curriculum through creative arts, learning outdoors and celebrating through music and drama
- will support our continued journey in excellence with a focus on maintaining and developing our pedagogical practice
- brings a track record of success in enabling all pupils to reach their potential, including priority pupils and children with SEND
- has the knowledge and qualities needed to support colleagues in their personal and professional development so that they achieve the highest standards of teaching and learning
- demonstrates an authentic personal commitment to inclusion and diversity with experience in embedding and supporting whole school practice
- sees value and opportunity in collaborating with schools across our MAT and beyond

I hope that you are interested and decide to apply. We would invite you to speak to the Director of School Improvement prior to making an application to understand more about the school and how Lighthouse Schools Partnership (LSP) supports Headteachers to be the leader of their school, please contact [Neil Lankester, Director of School Improvement](#).

Applications should be submitted via our online eRecruitment system here: [job search \(webitrent.com\)](#)
Deadlines for applications, addressing the person specification, are to be submitted by 12noon Thursday 8 May 2025.
Proposed interview dates are 22 and 23 May 2025.

Dr Gary Lewis, Chief Executive

A photograph of two young boys sitting at a table in a library, reading a book together. The background shows shelves filled with books. A semi-transparent blue box is overlaid on the bottom left of the image, containing white text.

Lighthouse Schools Partnership:
'A mature partnership dedicated to the flourishing of our pupils, our colleagues and our whole communities.'



Trust Vision and Values



We believe that:





Believing
Achieving
Learning for Life



High Down Schools

Believing | Achieving | Learning for life

Welcome from Chair of Governors

We're delighted to introduce you to High Down Infant and Junior Schools and we thank you for your interest in the post of Executive Headteacher. Due to the impending retirement of our Executive Headteacher, we are looking to appoint a permanent Headteacher for January 2026.

High Down Schools is a federation of infant and junior schools on the same large site in Portishead, benefitting from beautiful views and plenty of green and natural play space. Federated in 2015, High Down has been serving the community of Portishead for nearly 60 years. Connected to local care homes and community organisations, the school provides plenty of opportunities for children to support and contribute to their local community through creative, cultural, sporting and other activities.

We are a values-led school with a strong reputation for being a happy, caring place where children are inspired to do their best. Our ethos focuses on nurturing children to be well-rounded people who are curious, actively involved in their own learning and have the confidence and self-belief to achieve their ambitions. Our children are encouraged to see themselves as having unique value as individuals, to take on meaningful responsibility and to become life-long learners in the process.

We see education as a deeply collaborative undertaking and value the strong and open relationships between our staff and leaders, who work in partnership with parents and carers to provide children with a secure foundation for learning and preparation for their transition to secondary school and beyond. The school benefits from an excellent executive leadership team, each with their own key expertise, and an experienced and dedicated staff committed to the school values and the principles of Nurture UK which are being embedded across the school. Staff say, 'Each staff member is deeply committed to making sure that every child has opportunities to succeed and reaches their highest potential,' and parent and staff comments often emphasise this family-feel and caring approach at the school.

We would like to invite prospective candidates to visit our schools prior to application. School visits will be led by the Executive Deputy Headteacher at the following times: Wednesday 23rd April at 9:30 am, Monday 28th April at 9:30 am and Wednesday 30th April at 1:30 pm. To arrange to attend please contact the school office on office@highdownschools.org or 01275 843969.

Thank you for reading our application pack. We hope it makes you as excited about our lovely schools as we are and that you're eager to apply.

Dr Sarah Glover, Chair of Governors



High Down Schools

Believing | Achieving | Learning for life

Our pupils say they would like...

- Someone who is kind, thoughtful and generous
- Someone who is supportive, helpful and keeps us safe
- Someone who is creative and values creativity, arts and culture
- A cheerful, approachable, and fun headteacher who will be visible in the playground, spend time in class and get to know us
- Someone who checks in to make sure children are happy at school and has time to talk to us
- Someone who is firm but fair
- Someone who is resourceful, hardworking and knows how to do the job

We can offer you...

- Happy, caring, and confident pupils who are ready to learn
- The opportunity to lead a lovely school community which staff and parents alike refer to as a family
- A supportive parent body and an active PSA
- A culture of transparency with good relationships across our school and wider community and the opportunity to grow and develop these
- A large school site with outdoor learning and nature areas where children can be active and learn about the environment and the opportunity to consider and develop the site use as a whole. The school also has a fantastic library, well-resourced IT suites and a fully functioning pottery kiln.
- The support of a capable and engaged local governing body and a positive and transparent relationship. We have been described as benchmark by Trust leaders, noted for our contributions to Trust strategy and are often first adopters for solutions and improvements
- The chance to lead a welcoming, supportive, dedicated and experienced staff team that is focused on inclusion and every child's individual success
- Opportunities to grow and develop as a leader
- The opportunity to lead a period of significant consultation across the school community as we review our vision, values and aims over the next 2 years
- A commitment to wellbeing and work-life balance
- Significant opportunities for collaboration and professional development within the Lighthouse Schools Partnership Trust



School Context

High Down is a happy three-form entry infant and junior school which is currently reducing to two-form year by year (from September 2025 the school will be 2 form from Year 3 and below). The schools have a strong reputation for being a very caring and high attaining schools which provide a rich and inspiring education. Our dedicated staff have the highest aspirations for our children and are committed to nurturing and developing children's learning. Each child is valued for their own talents, strengths and personality and we encourage the children to succeed and reach their potential, to have high self-esteem and a belief that they can achieve. Parents are the first educators of their children and are welcomed to work closely in partnership with the schools to support their child's learning and development.

The Infant and Junior Schools federated in January 2015 and the schools are working very closely together under the direction of one executive leadership team to deliver the best provision for all of the children across both schools. In 2016, High Down Schools became a founder member of the Lighthouse Schools Partnership (LSP). Working together in partnership with local schools, which include Gordano School, is an opportunity that we relish. We believe that by working together we can deliver more fully the aims to which we were committed as individual schools. Our Trust values excellence and collaboration but the real identity of each school remains its own and LSP does not seek to standardise the culture of its schools.

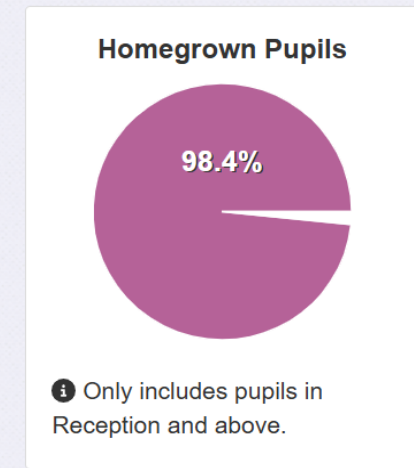
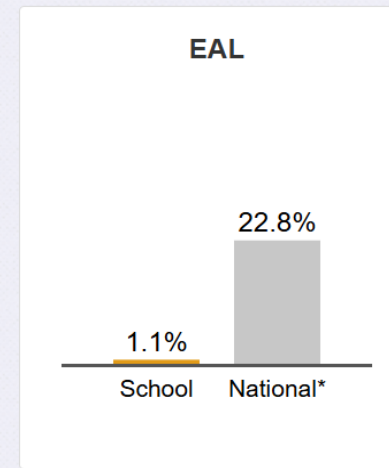
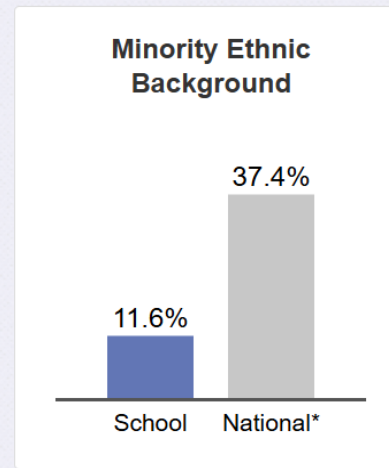
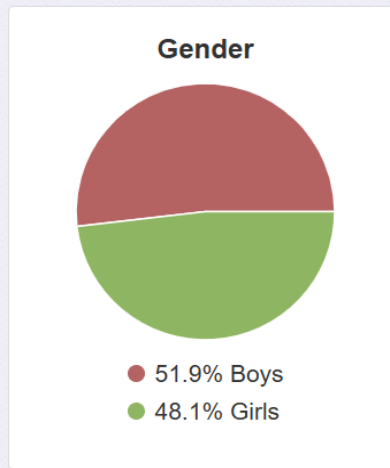
High Down Schools' motto is Believing, Achieving, Learning for Life. We want our pupils to be inquisitive and develop a passion for learning that lasts for the rest of their lives. Our role is to help them blossom and grow: learning new skills, having new opportunities and challenges. When they transfer to secondary school, we want our pupils to be well-prepared, responsible, confident, mature and have the happiest memories of their time with us.

Both schools are currently graded as good and levels of achievement are consistently above National Averages across both the infant and junior schools.



School Context

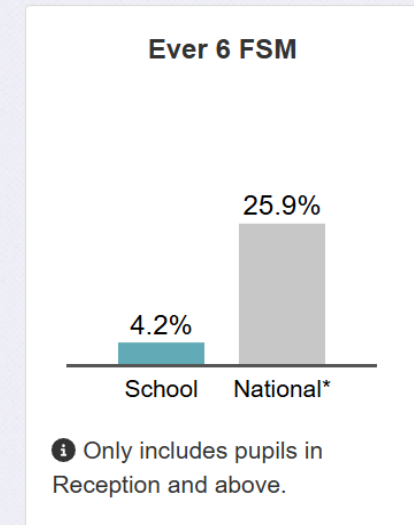
High Down Infants Key Data at March 2025



Pupils with SEND

	# Pupils	% Pupils	National*
SEN Support	5	2.6%	14.1%
EHC Plan	3	1.6%	3.0%

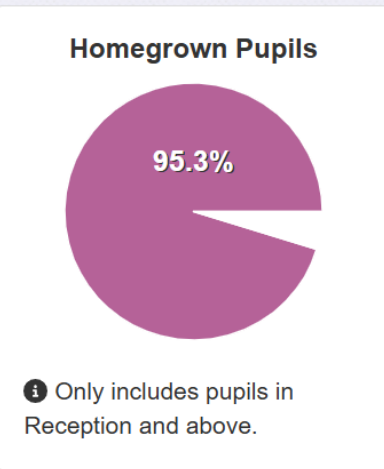
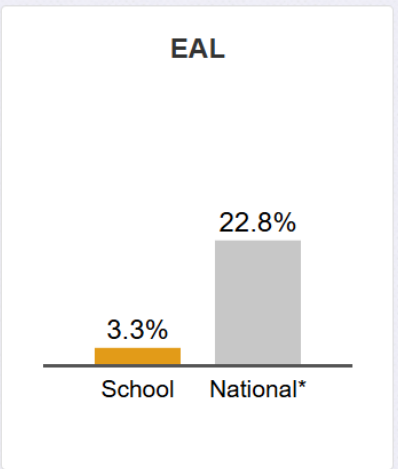
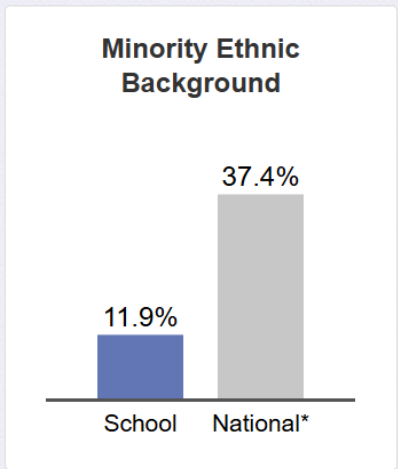
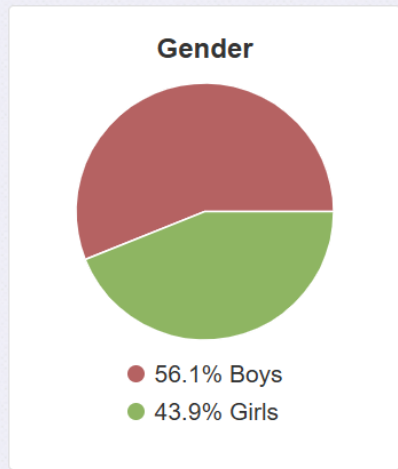
Category	Percentage
School	4.2%
National*	17.1%





School Context

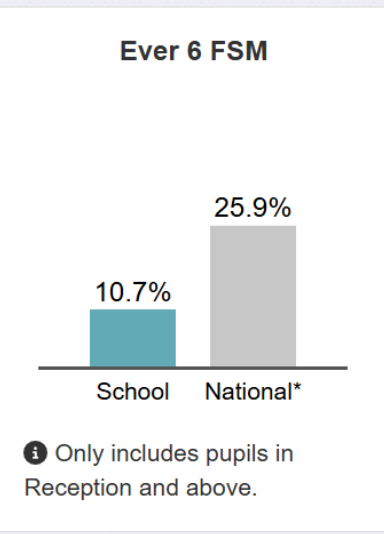
High Down Juniors Key Data at March 2025



Pupils with SEND

	# Pupils	% Pupils	National*
SEN Support	26	7.7%	14.1%
EHC Plan	9	2.7%	3.0%

Category	Percentage
School	10.4%
National*	17.1%





School Vision and Values

“Believing, Achieving, Learning for Life.”

We are a values-led school and the values of care and kindness, creativity, optimism and hopefulness, respect and trust and honesty inform our ethos which infuses everything we do at High Down. Each term has a particular value as a focus and children are encouraged to develop and notice these characteristics in themselves and others.

Our mission statement underpins everything we do. We believe that every child is entitled to a rich and inspiring high-quality education. We will nurture them as well-rounded individuals with the self-belief and confidence to achieve their ambitions, and the values and passion to make our community and the wider world a better place.

In addition to excellent and engaging learning experiences, High Down is committed to offering a welcoming, safe and nurturing environment. Our school benefits from the expertise and support of two full time Learning Mentors who provide holistic, consistent well-being support to children, their families and our staff team.

Pupil voice is valued, encouraged and acted upon. Children’s ideas are elicited through a range of responsibilities such as school council, sports leaders, and wellbeing and antibullying ambassadors. The eco club and trash mob play an active role in keeping our beautiful grounds clean and pleasant for all to enjoy. Children say they feel safe and happy at school, supported by caring staff.

Learning Powers

Our children are taught the power of perseverance, resilience and the power of “yet” through the PBEST Learning Powers which begin with our “Learnasaurus” in the Infant School: Tryatops (Perseverance), Bestadactyl (Ethic of excellence), Speakosaurus & Listenoraptor (Speaking & listening), Icanosaur (Belief in myself) and Thinkasaurus Rex (Thinking flexibly). Once embedded, these then form a strong foundation for the children to flourish as resilient, independent learners as they progress into KS2.



School Vision and Values

Our aim is to nurture children to be kind, caring, compassionate, and respectful. Children are encouraged to show tolerance and respect for all, and 'difference' is seen as a positive and valued. Equality of opportunity for all children is paramount. Through values-driven assemblies and our PSHE programme, children are taught about personal responsibility, choices and aspirations.

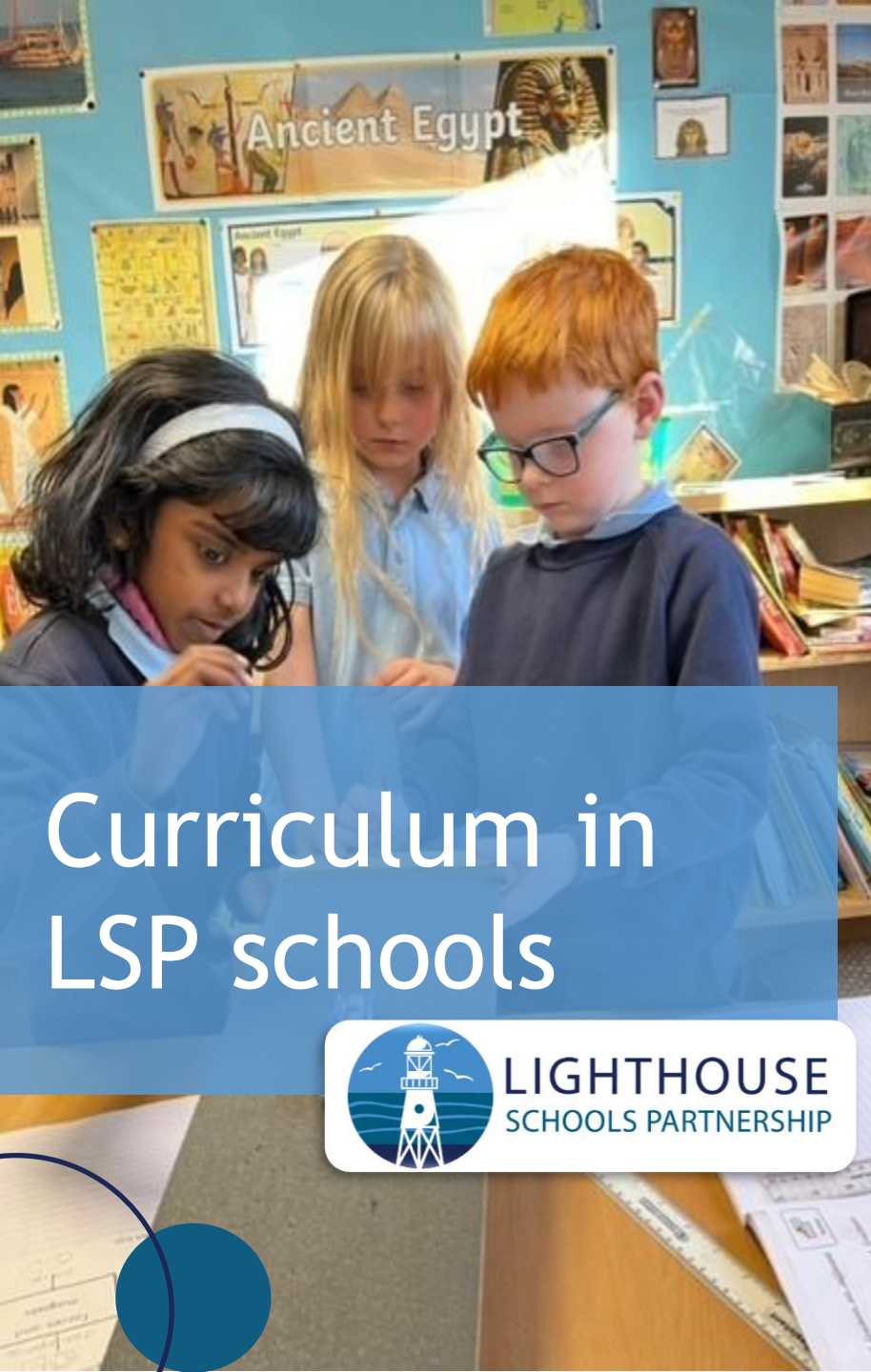
Our values weave through our curriculum and the school day. We have high expectations of our children, expect them to be positive ambassadors for our school and to make a positive contribution to our community.

Through our personal development curriculum, we equip children with good communication and social skills, enabling them to work independently and collaboratively and develop the personal characteristics and qualities they require to succeed in life. High Down has various community outreach programmes including Paint Pals (supporting residents of a local care home) and the Mini Police initiative with Avon and Somerset Police which enables our children to put these skills into practice.

The school's vision and values are given the highest priority so that all children are nurtured to learn how to live successful and happy lives where they are informed, courageous advocates of the things that matter to them.

The school has an excellent reputation for sports and the performing arts. The children take part in local and regional sporting events, various art competitions and musical activities across North Somerset. Many children participate in the school choir or learn an instrument and confidently demonstrate a range of talents.

The curriculum is also designed to provide opportunities for children to take on responsibilities for example School Council, House Captains, Digital Leaders, Eco Committee, Trash Mob, wellbeing ambassadors, anti-bullying ambassadors, reading ambassadors and lunchtime buddies. We encourage all children to participate in these groups and undertake additional responsibilities. Junior OFSTED (Nov 24) noted that these leadership roles ensured the children were able to 'make a tangible difference to the life of the school'. The school takes pride in providing an inclusive environment where learners demonstrate high levels of enjoyment and can demonstrate positive attainment and talents within a range of subject areas.



Curriculum in LSP schools



‘Excellent curriculum’ in the primary phase at Lighthouse Schools Partnership

At Lighthouse Schools Partnership we believe that an excellent curriculum arises as the result of deep partnership between subject leaders across our family of schools because we recognise that primary teachers cannot be specialists in every subject that they teach.

Our shared curriculum means that pupils will experience the same sequence of learning regardless of which school they attend because long and medium-term planning is agreed at across the Trust with an option for schools to also use Trust-wide short term planning and resources.

Trust curriculum planning defines and sequences substantive concepts and disciplinary knowledge vertically through each subject so that new knowledge in each unit of work builds on secure foundations as pupils move through the curriculum.

Curriculum commonality allows us to:

- have a mutual understanding of what we want pupils to know and achieve in each area of our curriculum
- work collaboratively to share and learn from our best practice at scale
- share planning and support workload
- grow our leadership capacity and benchmark our expectations of pupil achievement.

LSP schools retain their uniqueness in their communities under the stewardship of their Headteacher. So whilst the sequencing and much of the content is defined, the implementation will be aligned to the school’s individual vision and ethos. This means that short term planning is defined at a school level.



Teaching and learning

The teaching team, across both schools, is highly experienced.

Subject leaders in both schools work closely together to ensure clear progression and continuity for the children. Staff are involved in LSP led professional development based upon Rosenshine's principles, Teaching WalkThrus and recent Teach Like a Champion (TLAC) training has provided clear professional development linked to shared modelling and precision teaching.

Staff ensure children are engaged with their learning and use checking for understanding strategies, effective questioning and incisive feedback to move learning forward. The teaching for mastery approach ensures that staff consider small steps explicit teaching, enabling the children to have a depth of understanding that supports them to apply their skills in different contexts.

Enjoyment of the curriculum promotes achievement, confidence and good learning behaviours. It is important for the school to offer a wide and varied curriculum to ensure all children can excel as individuals. Children at High Down have high aspirations for the future and are well prepared for their next stage of education. It is our aim to ensure that children have 'the self-belief and confidence to achieve their ambitions; and the values and passion to make our community and the wider world a better place'.



School Leadership within Lighthouse Schools Partnership



Working as a Headteacher within Lighthouse Schools Partnership (LSP) offers advantages that contribute to both professional growth and personal well-being. LSP is a well-established multi-academy trust comprising 33 primary and secondary schools across North Somerset, Bristol, Bath and North East Somerset, serving nearly 13,000 students and 1600 staff. This expansive network provides a dynamic and supportive environment for our Headteachers.

Collaborative Leadership and School Improvement

Within LSP school improvement is a collaborative and strategic endeavour, placing headteachers at the core of self-evaluation and shared learning among schools. This approach fosters a culture where best practices are disseminated, and innovative strategies are developed collectively. As a headteacher, you are empowered to lead your school while benefiting from the collective wisdom and support of a broad network of educational leaders.

Supportive Community and Governance

Being part of LSP means joining a supportive and active governing body, along with encouraging and involved parents. This community fosters a positive atmosphere where headteachers can thrive, knowing they have a robust support system. The partnership's commitment to safeguarding and promoting the welfare of children and young people ensures that headteachers operate within a framework that prioritises student well-being.

Commitment to Equality and Inclusion

The partnership is deeply committed to equity, striving to ensure that all pupils achieve their full potential. This commitment involves prioritising the experience and progress of disadvantaged pupils and vulnerable learners. As a headteacher within LSP, you have the opportunity to implement and influence policies that break down barriers and create inclusive educational environments, thereby making a significant impact on students' lives. We have a Director of Inclusion and our SEND and Inclusion Team who work closely with our school leaders



School Leadership within Lighthouse Schools Partnership



Professional Development Opportunities

LSP places a strong emphasis on continual professional learning, delivered through Lighthouse Learning. Headteachers have access to meaningful Continuing Professional Development (CPD) programmes, mentorship, coaching and training opportunities designed to enhance leadership skills and educational expertise. This focus on professional growth ensures that you remain at the forefront of educational best practices and leadership strategies.

Comprehensive Employee Benefits

Understanding the importance of staff wellbeing LSP offers a comprehensive benefits package. This includes:

- Access to a 24-hour confidential Employee Assistance phoneline
- Healthcare Cash Plan
- Cycle to work discounts
- Retail discounts

These benefits are designed to support the personal and professional wellbeing of staff, allowing them to focus on their pivotal role in education.

Staff surveys show our school leaders are supported by the Trust and value the opportunities to work collaboratively across our schools. Most are eager to stay within our Trust and take advantages of the career development we offer.



Job Description

Job Description

Purpose of the post:

To provide professional leadership of the school, securing its continuing success and improvement ensuring high quality education for all its pupils and excellent standards of learning, progress and achievement.

Reporting to:

The Chief Executive of Lighthouse Schools Partnership (LSP) (or nominated designate) and the School's Local Governing Body.

Line Managed by:

A member of the LSP Education Team and accountable to the School's Local Governing Body.

Headteacher Responsibilities:

This job description reflects and references the DfE Headteacher Standards 2020.

Ethics and Behaviour

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit the position, students' vulnerability or might lead students to break the law.

As the head of the school community and the leading professional:

- serve in the best interests of the pupils
- conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen
- uphold the obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

continued....



Job Description

continued....

School Culture

- strengthen and sustain the school vision and ethos in partnership with the Local Governing Body and through consultation with the school community
- continue to create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for the next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- work with Governors and LSP to ensure that Winford is the school of choice within its local community
- be ambitious for the school's future and lead its growth and development

Teaching

- establish and sustain high-quality, expert teaching across all subjects and key stages
- built on an evidence- informed understanding of effective teaching and how students learn
- ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged students and other vulnerable groups
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment to shape and develop the curriculum

Curriculum and Assessment

- ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, dependable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair, and respectful approaches to managing behaviour ensure that adults within the school model and teach the behaviour of a good citizen

continued....



Job Description

continued....

Additional and Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND code of practice

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately in line with the School Improvement Plan, ensuring efficiency, effectiveness, and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing, and mitigating risk

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

continued....



Job Description

continued....

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit the school to collaborate successfully with other schools and organisations within and beyond Lighthouse Schools Partnership in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

Governance and Accountability

- understand and welcome the role of effective governance, delivering leaders' obligations to give account and accept responsibility
- establish and sustain professional working relationship with the Local Governing Body and the Board of Trustees
- ensure that staff know and understand their professional responsibilities and are held to account ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

*This job description may not necessarily be a comprehensive definition of the post.
It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.*



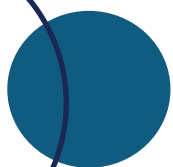
Person Specification

Essential Requirements		Form of Assessment
Qualifications and experience		
1	Qualified Teacher Status.	Application
2	Evidence of continuous professional development.	Application
3	At least three years of proven strong, successful leadership as a Deputy Headteacher or more senior role in a primary school.	Application, Reference & Interview/Assessment
Leadership		
4	Be fully supportive of and committed to the aims and ethos of a community school.	Application, Reference & Interview/Assessment
5	The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community.	Application, Reference & Interview/Assessment
6	Evidence of successfully implementing, managing and evaluating change.	Application, Reference & Interview/Assessment
7	The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement.	Application, Reference & Interview/Assessment
8	A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new research/approaches/technologies which are relevant to teaching and learning.	Application & Interview/Assessment
9	Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	Application, Reference & Interview/Assessment
10	Significant experience in evaluating and using data to plan and improve pupil experience and outcomes.	Interview/Assessment

Pupils and staff		
11	A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	Interview/Assessment
12	A commitment to valuing, supporting and encouraging the professional development of all staff members.	Application & Interview/Assessment
13	An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of pupils.	Interview/Assessment
14	Experience in financial planning and budget setting.	Application & Interview/Assessment
15	A clear understanding of and commitment to promoting and safeguarding the welfare of children.	Application, Reference & Interview/Assessment
Community		
16	Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	Application, Reference & Interview/Assessment
17	A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools.	Application, Reference & Interview/Assessment

Personal qualities		
18	Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	Interview/Assessment
19	Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents.	Application, Reference & Interview/Assessment
20	The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.	Application & Interview/Assessment
21	Knows how to set limits on working life and supports others in doing so.	Application, Reference & Interview/Assessment

Desirable experience		
1	NPQH or equivalent	Application
2	Relevant postgraduate qualification such as Master's degree	Application
3	Previous/current Headship experience	Application
4	Experience in budget setting, monitoring and review at whole school level	Application
5	Leadership of collaboration between schools	Application
6	Experience in leading CPD or shaping educational thought through publication or academic activity	Application





How to apply

Executive Headteacher

Start date: January 2026

Permanent full-time contract

Pay Scale: L20 – L25

Salary: £79,475 - £89,830 pro-rata per annum *

*reducing to L23 in 2028 due to a PAN reduction

We do hope to receive your application for this exciting opportunity.

Please find below a summary of the key information on applying for this position.

If you wish to discuss the role informally prior to making an application, please contact [Neil Lankester](#) Director of School Improvement or [Gary Lewis](#), Chief Executive to discuss this opportunity.

We would encourage prospective candidates to visit the school prior to application.

School visits will be led by the Executive Deputy Headteacher on:

- Wednesday 23rd April at 9:30 am
- Monday 28th April at 9:30 am
- Wednesday 30th April at 1:30 pm

To book to attend please contact the School Office via office@highdownschools.org or 01275 843969.

Applications should be submitted via our online eRecruitment system here: [job search \(webitrent.com\)](#).

You should also submit a cover letter detailing why you wish to apply for this position. This should be submitted online with your application form and should be no more than two sides A4.

Deadlines for applications, addressing the person specification, are to be submitted by **12noon on Thursday 8 May 2025**.

Proposed interview dates: Thursday 22 and Friday 23 May 2025.

Find out more about the school by [visiting their website](#).

Lighthouse Schools Partnership is committed to safeguarding and promoting the welfare of children.

All appointments will be subject to a satisfactory completion of safeguarding and reference checks.



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Lighthouse Schools Partnership, St Marys Road,
Portishead, Bristol ,BS20 7QR

01275 841396

www.lsp.org.uk

