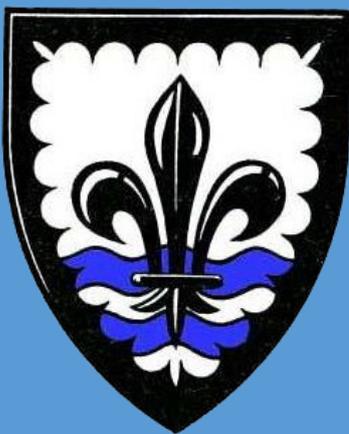




Bluecoat C of E Primary School and Early Years Teaching Centre

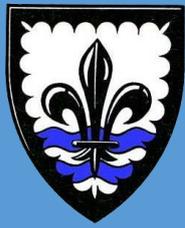
Great Torrington

Candidate
Pack



“At the heart of the educational process lies the child”





Bluecoat Candidate Pack

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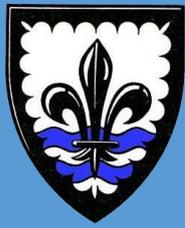
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Bluecoat Candidate Pack

Welcome from our Chairs of Governors

Thank you for your interest in the post of Headteacher at Bluecoat C of E Primary School, Great Torrington.

As a vibrant and innovative school we are seeking an experienced leader to join our team, who has a forward looking and creative approach. We cater for pupils from 2 - 11 years and we are looking for a Headteacher who has a sound understanding of early years principles and practice alongside ambitious aspirations for our pupils throughout their primary education and beyond.

Bluecoat is an inclusive school and our aim is to provide the highest quality education for all the children in our care within a supportive and positive environment. We believe that appropriate teaching and learning experiences help children and adults lead happy and rewarding lives.

We have a supportive school community and a highly motivated, dedicated staff. The successful applicant should be committed to providing a culture where both pupils and staff are empowered to succeed. We will expect our new Headteacher to champion the school's Church of England ethos and values.

This will be a new and exciting chapter and there will be opportunities for the successful candidate to work with us to explore new partnerships and options for the future direction of the school.

We very much welcome informal visits to the school and look forward to receiving your application.

Jackie Furseman & Louise Hunter

Safeguarding

Bluecoat C of E Primary School is committed to safeguarding and promoting the well-being of children and young people. We expect all governors, staff, students and volunteers to share this responsibility.

The protection of children within our care is our first responsibility and will supersede all other considerations.



Designated Safeguarding Officer (DSL): Angela Fleming

Governor for Safeguarding & Children in Care: Ian Ashelford

Email: safeguarding@bluecoat-learn.org

“This is an inclusive and caring school at the heart of the community. Pupils feel safe and know they can speak to any adult if they have a concern.”

September 2023, OFSTED



Bluecoat Candidate Pack

Our School

We are a local authority, voluntary controlled primary school catering for pupils from 2 - 11 years of age. Our school nursery has capacity for up to 39 FTE pupils, including 'rising 3s' and we are currently consulting on the development of an additional 12 FTE spaces for 2 year olds. We host Nursery Plus and provide Early Years support on request to a range of settings through our Early Years Teaching Centre.

We have provided specialist provision for up to twelve KS2 pupils in our Bluecoat Group Resource Base since September 2017 and we are currently consulting on formalising and extending this provision to include places for eight Reception and KS1 pupils. We have a dedicated Forest School on site. We provide Breakfast, After School and Holiday Club provision through our dedicated Family Project, which is run by school staff and highly valued by our families.

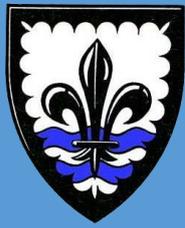
Our school ethos is centred around the Fruit of the Spirit and the philosophy that "At the heart of the education process lies the child". Our provision is child-centred, creative and innovative, fostering curiosity and a love of learning. It is accessible to all because we ensure all children are empowered to think for themselves and have the skills they need to engage with their learning at every level. The emphasis we place on metacognition helps us to prepare our children to be resilient, reflective learners able to adapt and thrive in an ever-changing world. Our approach to 'Building Learning Power' is deeply embedded across the school.

We value pupil voice and have a wide range of citizenship roles in place which support and encourage pupil participation in the life of the school, including Pupil Councillors, Arts Ambassadors, Eco Warriors, ICT Ambassadors, Librarians, House Captains, Ethos Ambassadors and Peer Mediators.

Key Facts

Type of School	Church of England Voluntary Controlled Primary		
Age Range	2-11 Years	Ofsted Inspection	19 September 2023
Number on Roll	476	SIAMS Inspection	21 September 2023
Number of Teaching Staff	25	Attendance	94.5%
% Pupils with SEND	32%	% Pupils with EHCP	5%
% Pupil Premium	24%	% Pupils with EAL	9%
% Pupils Transferring to GTS	94%	<i>Data as at January Census 2024</i>	

"Leaders are aware of the rich opportunities and geographical challenges of the school's rural setting. The curricular and extra-curricular offer is shaped to respond to this. Priority is given to stretching pupils' horizons, locally, regionally and nationally."



Bluecoat Candidate Pack

Our Vision & Ethos

We are a spiritually vibrant and inclusive school, actively welcoming pupils and families from all religions and denominations and empowering them to excel. As a Church of England School, a Christian ethos influences all of our activities and experiences. Through this we seek to promote the 'Fruit of the Spirit' which are, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control. All members of the Bluecoat community are appreciated and valued and emphasis is placed on recognising the contribution of each individual to the school as a whole.

We aim to provide a secure, caring and happy environment, which supports families and children from two to eleven years, and sets a firm foundation for future learning. We strive to provide the highest possible quality teaching and learning which focuses on equipping children with the confidence, skills, knowledge and understanding necessary to make informed choices about the issues they face in every area of their lives. We create a learning environment in which they can safely challenge their limitations and explore the opportunities the world has to offer. We believe that appropriate teaching and learning experiences help adults and children lead happy and rewarding lives.



Our School Values

Guided by the Holy Spirit, we embrace the true attributes of a Christian life:

**Love, joy, peace, patience, kindness, goodness,
faithfulness, gentleness and self-control**

- Inspired by Galatians 5:22-23

Our last SIAMS Inspection, which took place in September 2023 celebrated the strong Christian vision which flows through every aspect of the life of our school.

"The sense that everyone matters to God pervades the school, creating a community in which all are welcome, known and valued"

September 2023, SIAMS



"The school recognises the contribution of each pupil through its ethos of promoting the 'fruit of the spirit'. The school has a strong focus on building pupils' personal development."

September 2023, OFSTED



Bluecoat Candidate Pack

School Improvement

Our school is on a continuous journey of improvement to achieve the best experiences and most successful outcomes for our children. We are outward looking and forward thinking. We have benefitted from a long period of stability in recent years but are equally conscious of the value of change. We work as a team, within a culture of collective responsibility and are looking for a Headteacher who will actively embrace this approach, recognising, promoting and valuing the contributions of all.

Following our most recent Ofsted inspection, our current areas of focus are to:

- ⇒ ensure that the key knowledge pupils need to remember is identified clearly in all subjects
- ⇒ support teachers to use assessment information to adapt the curriculum effectively to ensure pupils know and remember essential knowledge
- ⇒ ensure that staff across the school have equally high expectations of learning behaviour

Our Curriculum

At Bluecoat C of E Primary School we aim to provide a rich, vibrant curriculum which inspires all our pupils to excel. In order to achieve this we are designing a dynamic and innovative, knowledge rich curriculum which meets our statutory obligations and engages and excites our learners. This new curriculum, which is still early in its development, is built around the Cornerstones Curriculum Maestro resource and is underpinned by an active focus on oracy and reading across all subject areas. We place emphasis on the characteristics of effective learning throughout all areas of our provision and use White Rose Maths and Jane Considine's 'The Write Stuff' approach to writing in our school.

Our curriculum drivers are areas that all stakeholders involved with the school value; they give focus to learning opportunities and make them meaningful. They help to develop and shape the child as a whole, stimulating interest in the world in which we live and promoting an aptitude and enthusiasm for lifelong learning.

- ◆ Creativity & Innovation
- ◆ Enterprise, Sustainability & The Real World
- ◆ Being Part of a Global Community

“Pupils learn about the world beyond their community. They enjoy writing to their pen pals in Germany. In addition, pupils have the opportunity to participate in exchange visits.”



Bluecoat Candidate Pack

Inclusion

We recognise that every child matters and we aim to respond to every child's needs, taking into consideration their cultural background, life experiences, strengths and difficulties, emotional, developmental and physical needs.

We actively encourage pupils to show tolerance and to respect one another. We recognise that bullying can occur and we are continuously vigilant. When a problem arises we will address it.

We encourage all pupils to develop a responsible attitude and take ownership of their behaviour and we value the support of parents and carers in achieving this. We provide focused intervention programmes for pupils who have been identified as requiring additional support.

We also place emphasis on recognising and nurturing more able pupils by providing enhanced opportunities for them to develop their particular talents within the context of a broad and balanced curriculum.



Equality & Diversity

We aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- ⇒ Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- ⇒ Advance equality of opportunity between people who share a protected characteristic* and people who do not share it
- ⇒ Foster good relations across all characteristics – between people who share a protected characteristic* and people who do not share it



Protected Characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

“The school has high expectations for pupils with special educational needs and/or disabilities (SEND). Staff have detailed knowledge of pupils with SEND and adapt teaching appropriately for pupils with additional needs.”



Bluecoat Candidate Pack

The Bluecoat Chapter Structure

At Bluecoat C of E Primary School we place emphasis on providing continuity for our pupils both through curriculum progression and pastoral support. One way of doing this has been through the introduction of our chapter structure in the Autumn of 2016. Our aspirations for all our pupils are high and as they progress through the Chapters we place great emphasis on ensuring continuity of experience which contributes to a happy and rewarding school life.

CHAPTER ONE embraces the philosophy of the Foundation Stage and includes Nursery (FS1), Reception (FS2) and Year One (FS3) cohorts. All follow the Early Years curriculum with bespoke provision which covers the National Curriculum for Year One through the prime and specific areas.

The Characteristics of Effective Learning are embedded in our approach to building children's learning power, ensuring that from the earliest opportunity our pupils develop a positive attitude to their education and are empowered to excel. Children receive continuity of provision and support from the whole Chapter One team until they transition through to Chapter Two.

CHAPTER TWO builds on the high quality provision in Chapter One and includes our Year Two and Year Three cohorts, thus bridging the KS1-KS2 divide. Many schools have found that pupils struggle with the transition to KS2 and their progress dips. At Bluecoat, pupils across Chapter Two have the opportunity to work and celebrate their learning together, for example, through the Creative Writing Project. PSHE is also a particular focus across Chapter Two as children begin to become more aware of their own wellbeing and their influence on others. The Chapter Two team champion our focus on celebrating diversity and developing a culture of kindness across the school.

The strong provision in previous Chapters ensures that as our pupils move onto **CHAPTER THREE**, which includes our Year Four, Year Five and Year Six cohorts, they are well prepared to challenge their limitations and explore all the opportunities available to them. Pupils in Chapter Three act as role models and provide support to their younger peers both informally and through a variety of leadership roles including:

- House Captains
- Pupil Councillors
- ICT Monitors
- Peer Mediators
- Ethos Ambassadors
- Librarians
- Eco Warriors
- Arts Ambassadors

“Staff are proud to work at the school. They feel supported by school leaders and governors. There is a shared ambitious vision for pupils.”



Bluecoat Candidate Pack

Job Description

School Name	Great Torrington Bluecoat C of E Primary School
Job Description	Headteacher
Pay Range	L14 - L20 (£65,010 - £75,331)
Responsible to	The Governing Body, The Local Authority and the Diocese

Main Purposes of the Job

- ◆ To provide a clear vision and outstanding professional leadership which secures a high quality education, inspiring and motivating its pupils.
- ◆ To promote high standards of academic achievement ensuring that all pupils are supported to reach their full potential.
- ◆ To ensure provision across the school is rigorously monitored and evaluated, proactively addressing outcomes as appropriate.
- ◆ To work with others, to foster a culture of continuous improvement through coaching, mentoring and collaboration.
- ◆ To be responsible for the leadership, internal organisation and management of the school, consulting appropriately with stakeholders.
- ◆ To create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to.
- ◆ To promote and safeguard the welfare of all children and young people the Headteacher is responsible for, or comes into contact with.



“Teachers use forest school well to help pupils develop skills beyond the academic. Pupils learn about nature and den building. They learn about risk and keeping themselves safe.”



Bluecoat Candidate Pack

Job Description

Qualities and Knowledge

- ◆ Articulate and promote the school's Christian distinctiveness and ethos by working with governors and school staff to identify, affirm and develop the school's vision.
- ◆ Model exemplary professional behaviour towards pupils, staff, governors and others in the school community in terms of attitude, relationships, integrity and continual professional development.
- ◆ Keep up-to-date with any proposed or actual changes in legislation, guidance and research that is relevant to the school.
- ◆ Keep staff and governors informed of trends in education theory, research and opinion and how these impact on the school's vision and improvement priorities.
- ◆ Engage parents effectively in the education and development of their children.
- ◆ To liaise effectively with other agencies and the wider school community to safeguard children and families.
- ◆ Demonstrate an up-to-date understanding of how school leaders make use of public money, the processes that underpin this and how accountability is assured.
- ◆ To accurately evaluate the school's performance and take appropriate action to bring about improvement.



“Pupils in the school are polite and well mannered. Staff and pupils treat each other with respect.”

September 2023, OFSTED



Bluecoat Candidate Pack

Job Description

Pupils and Staff

- ◆ Promote high standards of wellbeing and achievement for all pupils.
- ◆ Track and report on the attainment of all pupils within the school, including disadvantaged individuals and groups.
- ◆ Benchmark the school's performance against other schools, both locally and nationally.
- ◆ Ensure the delivery of a broad and balanced curriculum, where all statutory duties are met, with ambitious standards of achievement.
- ◆ Ensure that appropriate pastoral care, guidance and support is available to all pupils, including the most vulnerable and those with special needs or disabilities.
- ◆ Recognise and address barriers to inclusion and adopt a positive, constructive approach to ensuring the needs of all pupils are appropriately met.
- ◆ Secure excellent teaching through identifying and sharing best practice and appropriate staff development.
- ◆ Empower and inspire colleagues by creating an open culture where success is celebrated and weaknesses are challenged supportively.
- ◆ Use formal systems such as Performance Management and informal knowledge of staff aspirations to offer opportunities for wider responsibility in ways that are transparent and equitable to all staff.
- ◆ Oversee and report on a system of performance management that is proportionate to the roles undertaken, but supportive of improving outcomes for children.

“The school focuses on building strong relationships as the key to helping pupils to improve their behaviour.”



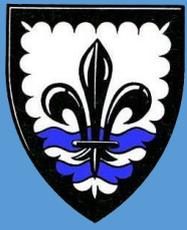
Bluecoat Candidate Pack

Job Description

Systems and Processes

- ◆ Ensure that key policies are current, accessible and understood by relevant staff and governors, taking action to address any oversights or weaknesses where these occur.
- ◆ Deploy staff effectively, having regard for personnel policies and equality of opportunity.
- ◆ Create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to.
- ◆ Seek views and consider feedback from children, staff and families.
- ◆ Hold all staff to account for their professional conduct and practice or establish systems for other senior leaders to do so.
- ◆ Respond positively to appropriate challenge and support from governors, providing timely, accurate and transparent information to enable them to carry out their strategic role.
- ◆ Provide, in turn, appropriate support and challenge to governors to enable them to fulfil their strategic role.
- ◆ Be accountable for pupils' progress and achievement.
- ◆ Balance the long term needs of the school with the priorities in the current improvement plan.
- ◆ Adhere to the Schools Financial Value Standard (SFVS) in deployment of budgets and resources, both human and material.
- ◆ Demonstrate strategic leadership in agreeing improvement priorities and effective management in executing the agreed plans.
- ◆ Encourage a culture and develop systems that make roles and responsibilities clear and manageable, whilst holding all staff to account for the expected outcomes.
- ◆ Delegate staff responsibilities to optimum effect.

“Specialist SEND provision in ‘Bluecoat’ and ‘Nest’ is particularly effective. Pupils with SEND develop important skills for learning and social interactions.”



Bluecoat Candidate Pack

Job Description

The Culture of Continuous Improvement

- ◆ Make use of external benchmarking or partners to evaluate any innovation and to moderate the school's own methods.
- ◆ Identify and develop future leaders.
- ◆ Participate in and contribute to local and national leadership improvement opportunities.
- ◆ Create systems that allow the school to engage effectively with agencies and bodies such as: other schools; social care; health authorities and businesses.
- ◆ Model, develop and disseminate exemplary practice.

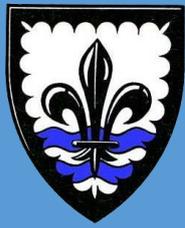
The Christian Character of the School

- ◆ Ensure that the Christian ethos and vision of this Church of England school is clearly articulated, shared, understood and acted upon effectively by all.
- ◆ Demonstrate Christian vision and values in everyday work and practice.
- ◆ Ensure the school operates within agreed Local Authority and Diocesan guidelines and that effective liaison exists between the school, the Local Authority and the Diocese of Exeter.
- ◆ Promote the school and develop effective relationships with the wider community, including our parish church and other local faith groups.



“A well-structured web of pupil ambassadors encourages pupils’ development and advocacy. They have a deepening understanding of the active part they can play in local and global issues such as climate change. They are confident and persistent in speaking up about injustice.”

SIAMS, September 2023



Bluecoat Candidate Pack

Job Specification

The Governing Body of Bluecoat C of E Primary School is focused on ensuring that the school provides an excellent and empowering environment for learning. We have very high aspirations and are looking for a Headteacher that can both deliver and further develop our vision for a high quality, inclusive education for all.

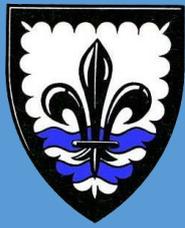
The successful applicant will have the following characteristics:

QUALIFICATIONS AND TRAINING	Essential	Desirable
Qualified Teacher Status	✓	
Degree	✓	
Senior Leadership Development (e.g. National Professional Qualification for Headship (NPQH) or similar)		✓
Up to date safeguarding training (e.g. DSL and safer recruitment training)	✓	

QUALITIES AND KNOWLEDGE	Essential	Desirable
Hold and be able to articulate clear values and moral purpose, focused on providing an outstanding education for all pupils	✓	
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.	✓	
Lead by example - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise and skills, and that of those around them.	✓	
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	✓	
Work with careful judgement and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	✓	
Communicate compellingly the school's vision and drive the strategic leadership of that vision, empowering all pupils and staff to excel.	✓	
Knowledge and understanding of the Early Years curriculum	✓	
Knowledge and understanding of SEND, and experience of inclusive practice	✓	

“We honestly couldn’t have been more impressed with the provision on offer...you must be very proud of what’s been achieved at Great Torrington and the SEND children you have been able to support”.

Parent speaking about Bluecoat Group provision, April 2024



Bluecoat Candidate Pack

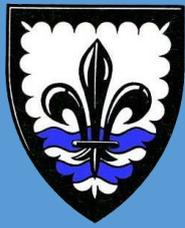
Job Specification

PUPILS AND STAFF	Essential	Desirable
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	✓	
Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	✓	
Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	✓	
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	✓	
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	✓	
Hold all staff to account for their professional conduct and practice.	✓	



"I can't thank you all enough for all the understanding, time, support, opportunities and care you give my son. An absolutely amazing school".

Parent, March 2024



Bluecoat Candidate Pack

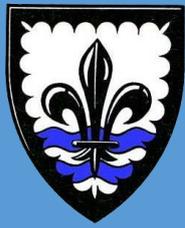
Job Specification

SYSTEMS AND PROCESSES	Essential	Desirable
Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	✓	
Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	✓	
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	✓	
Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions in relation to the school's improvement strategy and holding the Headteacher to account for pupil, staff and financial performance.	✓	
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	✓	
Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.		✓



"It's not an overstatement to say that we've learnt more in two days at your wonderful school than in two one week teachers courses...Your emphasis of the children's wellbeing also made an inspiring impression on us".

Headteacher from our partner school in Germany, June 2022



Bluecoat Candidate Pack

Job Specification

THE CULTURE OF CONTINUED IMPROVEMENT	Essential	Desirable
Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.	✓	
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.		✓
Question educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research.		✓
Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.	✓	
Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.		✓
Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.	✓	
Specifically incorporate an emphasis on environmental issues into all decision making within the context of our school vision.	✓	

THE CHRISTIAN CHARACTER OF THE SCHOOL	Essential	Desirable
Know and understand the roles and responsibilities of the Headteacher and governors in a Voluntary Controlled School.	✓	
Understand the importance of the school within the context of the life of the church, fostering a clear Anglican ethos enabling children and staff to flourish.	✓	

“The school is strongly outward-facing. It offers generous support for other schools in challenging circumstances and makes a creative contribution to the wider life of the town.”

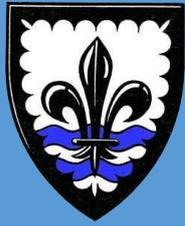


Bluecoat Candidate Pack

Guidance for Applicants

The Role Profile and Person Specification for this role are essential to the selection and recruitment process. They form the starting point for consideration of a candidate's eligibility for interview and guide the selection panel. It is important that you use both documents to prepare your application form. The Job Description sets out the role, tasks and responsibilities to be undertaken by the successful candidate. It is a written statement of what is expected by the post holder. It provides basic guidance on day-to-day tasks and responsibilities. It includes information about the way in which the role should be approached and what the role needs to be successful. The Person Specification sets out the criteria used to identify the most suitable candidate for the role. It specifies the particular experience, skills, knowledge and personal qualities required. The selection panel will use information from the application form to assess whether a candidate has met the criteria. We are committed to treating all our applicants fairly and with respect, irrespective of their actual or assumed background, disability or any other protected characteristic.

SHORTLISTING	REFERENCES
<p>The shortlisting process will allow sufficient time for a thorough review of all applications. A selection panel, the members of which will also make up the formal interview panel, will carry out shortlisting. Decisions about those shortlisted will be based on how well applicants meet the job description and the person specification criteria. As part of the shortlisting process, we will consider carrying out an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with applicants at interview.</p>	<p>References of shortlisted candidates will be requested before the interview. Referees will be contacted via email and, on occasion, may be contacted by telephone.</p> <p>At least one referee should be your current employer and a contact at your last post working with young people if not currently doing so.</p>
THE INTERVIEW PROCESS	
<p>There will be a two day interview with a panel of interviewers made up of senior staff and governors. At least one person on the panel will have undertaken Safer Recruitment Training. The interview is a two-way process and we will take every opportunity to explore if you are the right person for the role. Equally, it is your chance to find out more about the school and those who work here. We welcome visits to school beforehand if you are able. The Interview process will offer you a range of opportunities to demonstrate your potential to meet the requirements of the post, including the following:</p>	<ul style="list-style-type: none">• A tour of the school• A selection of job-related leadership tasks• An observation of teaching• A discussion with our pupil councillors• A discussion with our staff wellbeing team• A presentation to all stakeholders• A formal interview



Bluecoat Candidate Pack

How to Apply

An application form can be requested by contacting Sally Watts on 01392 287296 or emailing educationadminheadships@devon.gov.uk

Please send your completed application form in Word format to Sally Watts. Contact details as above.

Application Closing Date: Tuesday 21st May 2024 at 12:00pm

Interviews: Thursday 13th and Friday 14th June 2024

Start Date: January 2025

Shortlisting and interview procedure

Applicants selected for interview will be contacted as soon as possible after the short-listing meeting. If your application has been sent by email, you will be asked to sign your application on arrival at interview.

Only applicants meeting the essential criteria in the person specification will be short listed.

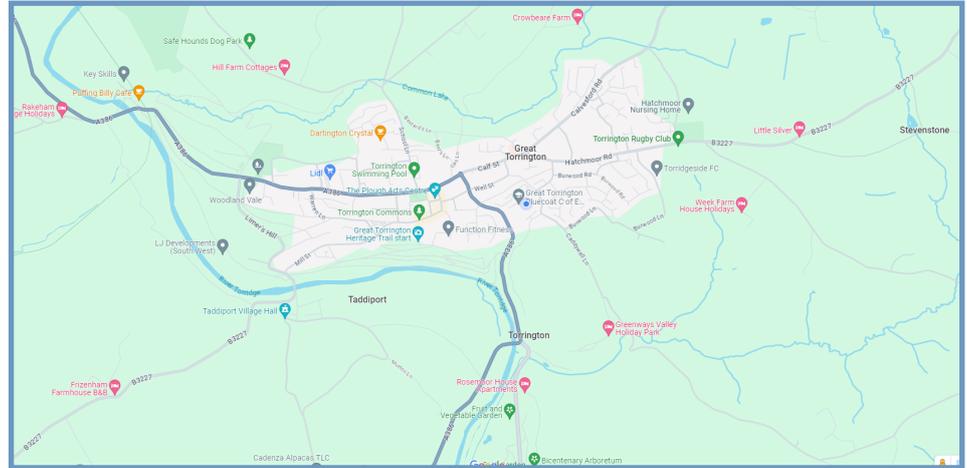
Please see the Important Information for Applicants document for terms, conditions and privacy notice



Bluecoat Candidate Pack

Our Location

Borough Road
Great Torrington
Devon
EX38 7NU



How to Find us

From Bideford (8 miles)

- Follow signs on A386 to Torrington, Okehampton
- Carry on through town until mini roundabout (Fire station to left), carry straight onto Calf Street (B3227) signposted Barnstaple
- At next roundabout take second exit onto Hatchmoor Road
- Shortly after, take right onto Borough Road
- Follow the road to the end and the School is in front of you

From Barnstaple (12 miles)

- Follow the A3125 signposted Bideford A39
- At Roundswell roundabout take second exit onto B3232 signposted Newton Tracey
- Carry on B3232 for approx 10 miles
- On entering Torrington take first left at first roundabout (Great Torrington School to left) onto Hatchmoor Road
- Shortly after, take right onto Borough Road
- Follow the road to the end and the School is in front if you

From South Molton (16 miles)

- Follow the B3227 signposted Torrington
- After 7 miles you arrive at T-junction with The Rising Sun Hotel in front of you. Turn right
- After approx half a mile turn left back on to the B3227 (signposted Torrington)
- Take the road straight through Atherington and then through High Bullen
- You will arrive in Torrington on Hatchmoor Road
- Continue down this road until you see Great Torrington School to your right and take the left turn into Borough Road
- Follow the road to the end and the School is in front of you

From Exeter (36 miles)

- Follow the signs to Crediton A377
- Keep on A377 through Coplestone until Morchard Road
- Turn left onto B3220 signposted Torrington, Bideford
- Stay on this road around Winkleigh and through Beaford
- After approx 34 miles you will come to a T-Junction
- Turn right, taking you into Torrington
- Continue up this road until you reach roundabout with the Fire Station in front of you. Turn right onto Calf Street
- At next roundabout take second exit onto Hatchmoor Road
- Shortly after, take right onto Borough Road
- Follow the road to the end and the School is in front of you

From Plymouth (51 miles)

- Follow the signs to Tavistock (A386)
- At Tavistock continue on A386 towards Okehampton
- Pass Okehampton through Folly Gate and around Hatherleigh
- Remain on the A386 through Meeth and Merton
- Continue on this road bringing you into Torrington
- You will reach a roundabout with the Fire Station in front of you. Turn right into Calf Street
- At the next roundabout take the second exit onto Hatchmoor Road
- Shortly after, take right onto Borough Road
- Follow the road to the end and the School is in front of you