

The Friary School

Headteacher Candidate Pack



Welcome from the CEO

Dear Applicant,

Thank you for your interest in becoming the Headteacher of The Friary School. I hope that this recruitment pack proves to be valuable in helping you apply for this exciting and unique opportunity and in helping you understand what it means to work as a Headteacher within Primitas Learning Partnership.

Primitas Learning Partnership opened in September 2021, as a cross-phase Multi-Academy Trust founded by Erasmus Darwin Academy and Highfields Primary Academy. A year later, Holly Grove Primary School and Ridgeway Primary School joined us, before a merger with Greywood Multi-School Trust in September 2023 led to The Friary School, Queen's Croft High School and Henry Chadwick Primary School joining the Primitas family.

During 2024, Chasetown Community School entered into due diligence with us and they are on track to join Primitas in January 2026. Also in 2024, we were successful in our bid to open our first Free School in Lichfield, which we subsequently named Greywood Primary Academy and which will welcome its first cohort of pupils in September 2026.

We are extremely proud of the fact that we are a cross-phase Multi-Academy Trust which incorporates both mainstream and special schools. This reinforces the fact that inclusivity is our norm and it also provides us with an incredibly rich and diverse pool of expertise which we can harness and utilise for the benefit of our schools, via our ambitious and collegiate School Improvement Strategy.

We also have the capacity to support the school improvement needs of educational settings beyond our Trust, in the wider education system. This is an extremely satisfying and rewarding position to be in and it brings immense professional development benefits to the Primitas staff who engage in this vital, system-wide work.

Overall, it's fair to say that we have experienced a very eventful, exciting and successful start to our life as a Multi-Academy Trust, with actual and projected growth exceeding expectations. And our future looks bright.

However, we are absolutely determined to make sure that our continued growth and ambition does not cause us to compromise our vision, mission or values, which are fundamentally important to our organisation and which you can read about on the following pages.

Hopefully, our vision, mission and values will resonate with you and the prospect of leading, The Friary School will excite you. Should this be the case and you decide to apply, I genuinely look forward to reading your application.



Mark Maydew

Chief Executive Officer



Our Vision

Our vision is to be, first and foremost, an educational venture and not a business enterprise. We therefore have an unashamedly educational mission which provides a clear focus as we work to fulfil our vision on a daily basis: **“To empower and enable schools to work together to provide the kind of education that every child needs and deserves.”**

And, as we continue to grow, develop and focus on our mission, we will remain true to our origins and will never forget the lessons learned during that unprecedented period in history when our Trust was formed; In the midst of a global pandemic when we were forced to confront the reality that humanity is our most precious commodity, life is a team pursuit and that we need each other to survive, thrive and succeed. These vital truths have become part of our DNA and so Primitas Learning Partnership will always put people first and ensure that we are:

- Unequivocally child-centred, being prepared to go the extra mile when meeting the needs and aspirations of our children and young people.
- Absolutely committed to staff wellbeing, so that Primitas employees feel cared for, valued, listened to and equipped to thrive in the workplace.
- Mindful that every school and every individual has something unique and valuable to contribute to our mission.

We will also seek to live up to our name, as it clearly encapsulates the kind of organisation we aspire to be. This means that we will always give due regard to:

- The Latin words which we combined to form our name and summarise our approach; Primiceria-tus, which means leadership, guidance, direction. Bonitas which means goodness, kindness, integrity, love.
- The Latin prefix Primi at the start of our name. This is the plural form of the Latin word Primus, which means No.1, the leader, of prime importance. Primitas, therefore, means a place where everyone is of prime importance and where all can be counted upon to provide leadership to each other.
- The uniqueness of our name. We are the only Primitas in the country and we want to be different from other MATs in the way that we operate and behave. In particular, we want to retain our ‘close-knit family of schools’ mindset, pursue consistency and improvement through true collaboration and resist the urge to ‘direct from the centre’.
- The fact we call ourselves a Learning Partnership to convey our absolute commitment to education and collaboration.
- The fact that our name does not mention any particular setting as a lead school with enhanced status, influence or privilege. All of our schools are equally important in their own way.

At Primitas Learning Partnership, we are acutely aware that children only have one chance at a school-based education and so they need and deserve the best. Therefore, we are passionate about making this happen by doing the right things in the right way...by being a truly collaborative educational venture, where everyone is of prime importance and where we believe all can show leadership, with integrity and kindness, to help others improve.

Together, we will seek to flourish, succeed and exceed expectations as we improve the lives of children and young people.

Our Mission

Inspired by our vision and shaped by our values, our mission is clear and simple yet exciting:

“To empower and enable schools to work together to provide the kind of education that every child needs and deserves.”

And we have a very clear view of what constitutes an education that every child needs and deserves; It is an education which maintains an unswerving focus on four Cs:

Curriculum provision which leads to an inspiring learning journey, sustained progress and impressive outcomes.

Cultural capital, which helps children and young people develop into aspirational, well-rounded, employable and productive citizens in modern Britain.

Climate for learning, whereby the school environment is conducive to children:

- being safe and happy
- thriving physically, mentally, emotionally and socially
- attending regularly and punctually

Community engagement, whereby community resources are fully utilised and the community is served in life-affirming and vibrant ways.

Our Values

Primitas Learning Partnership is built on the following core values, which inform our decision-making and shape our behaviour as we work to fulfil our vision:

- **Collaboration.** Life is not a solo activity but a team pursuit, where we need each other in order to thrive and succeed. Therefore, exemplary, reciprocal working relationships, which take full account of the viewpoints and feelings of others, are actively promoted and always expected.
- **Inclusivity.** Everyone associated with the Trust is equally valued and respected as a unique individual with enormous potential, who has something precious and worthwhile to contribute.
- **Empowerment.** Individuals and teams are encouraged and supported to enjoy ownership, take responsibility, demonstrate a 'can-do' attitude, make decisions and believe that they can achieve great things.
- **Innovation.** We are always prepared to ask searching questions, 'think outside of the box,' try new things and take calculated risks in order to bring about improvements.
- **Resilience.** Trying and failing should be seen as a learning experience and we should expect to deal with challenging circumstances as an integral part of life.
- **Integrity.** We are acutely aware that we are using public funds in order to deliver a high quality education for the public benefit. Therefore, in everything that we do, we aim to operate in the most responsible ethical, trustworthy and authentic way possible.
- **Excellence.** Everyone associated with Primitas has the potential to reach the very highest of standards in everything that they do. Therefore, we benchmark with the best, never settle for mediocrity and seek to make 'being exceptional' and 'exceeding expectations' the norm.

Our Strategic Direction

Our strategic direction is shaped and guided by our strategic plan 2024-2027. The following extract from the plan summarises our Key Performance Areas (KPA's) together with the main strategic objection for each of these areas. This should give you a flavour of the direction that we are travelling into over the next two years. If you would like to read the full plan this can be requested by emailing HR@Primitas.co.uk

KPA 1: High Quality, Inclusive Education



Objective: To improve the inclusivity of educational provision across the Trust

Context/Rationale: We have a simple yet exciting mission statement which reminds us of why Primitas exists: "To empower and enable schools to work together to provide the kind of education that every child needs and deserves." And the word "every" is particularly important to us; Every child needs and deserves the best education possible and yet every child is different, with bespoke needs. The fact that Primitas is cross-phase, includes a strong Special School and employs a part-time SEND Professional and full-Time Behaviour Specialist puts us in a strong position to when it comes to developing inclusive practice.

KPA2 Sustainable School Improvement



Objective: To embed a systematic approach for delivering sustainable, continuous school improvement within and beyond Primitas

Context/Rationale: In line with our vision and values, when it comes to our core purpose of delivering school improvement within and beyond our Trust, our preferred approach is to achieve this through meaningful collaboration and reciprocity. This means building capacity by harnessing, utilising and mobilising resources and expertise from within our trust and developing effective partnerships with external individuals and organisations. And, as we continue to grow, we recognize the essential need for a tightly structured PLAN...DO...REVIEW approach, so that our School Improvement Model, which continues to meet the expectation laid out in the Trust Quality Framework, can be sustained.

KPA 3: Workforce Wellbeing & Development



Objective: To improve the recruitment and retention of teaching and associate staff in all academies.

Context/Rationale: In accordance with our vision and values, we believe that humanity is our most precious commodity, life is a team pursuit and that we need each other to survive, thrive and succeed. These vital truths are part of our DNA and so we will always put people first and ensure that we are absolutely committed to staff wellbeing. In essence, we want: 1. All Primitas employees to feel cared for, valued, listened to and professionally equipped to do their jobs to the highest standard 2. Primitas to gain a reputation for being an organisation which people want to work for.

KPA 4: Business and Financial Management



Objective: To increase the capacity and efficiency of our central function to meet the finance and business needs of Trust growth

Rationale: Although we strive to be an unequivocally educational venture, we recognize that we need a strong, efficient finance and business infrastructure to sustain educational improvement that ensure that tax-payers' money is spent with probity. Since we formed, we have worked hard to ensure that the management of our Finance and HR function has embedded and scaled up successfully during a period of significant growth. We now need to increase central capacity and efficiency by 1. Bolstering IT & Estates Management 2. Utilising financial grants to supplement SCA funding 3. Implementing AI functionality 4. Embedding a systematic approach to internal scrutiny

KPA5 Leadership and Governance At All Levels



Objective: To improve the development of leadership and governance

Rationale: As a MAT we are absolutely committed to maintaining highly effective leadership and governance at all levels of the organisation. This is because we recognise the vital role that leadership and governance plays in: 1. Guaranteeing a clear vision and effective collaboration in the pursuit of educational excellence in all of our constituent academies. 2. Ensuring the ongoing, sustainable development of the MAT in terms of numerical growth and expansion/strengthening of our central function. Therefore, we are passionate about growing and developing our own leaders and governance, and recruiting the highest-calibre, external candidates where necessary.

KPA 6: Responsible Trust Growth



Objective: To become a Trust of at least 10 academies by pursuing the three main forms of Trust growth across all educational phases.

Context/Rationale: Primitas is a truly collaborative, educational venture and not a ruthless business enterprise. Therefore, we do not have an aggressive growth strategy which seeks to acquire new schools at any cost. Instead, we seek to do the right things, in the right way for the right reasons as we fulfil our educational mission for the benefit of Primitas academies and the wider education system. However, we also recognise that numerical growth is essential if we are to gain the increased capacity that we need, in order to maximise our impact. Therefore, we do seek to grow...but in a careful and measured way without causing detriment to our current academies.

Benefits of Working for a Primitas Academy

In Primitas, we are committed to ensuring that all of our employees feel valued, cared for, listened to, supported and equipped to thrive. And we are committed to doing this in a robust and well-rounded way. That’s why we ensure that wellbeing initiatives in all of our academies align with four distinct categories of wellness, thus creating and sustaining a well-rounded, ‘wrap-around’ approach to wellbeing provision.

And these four categories can be seen below, with some examples of the core employee benefits which all academies subscribe to:



Work Benefits

Supportive Leadership

Open-door policy ensuring approachability and a people- centred culture.

Induction & Development

Comprehensive induction and high-quality CPD, including leadership programs, apprenticeships and cross-MAT collaboration.

Recognition & Feel-Good initiatives

Regular staff praise and activities to build a positive, life affirming sense of community.

Workload Management

Policies and initiatives to support healthy work-life balance. E.g. support for work- from-home flexibility.



Health Benefits

Healthcare & Fitness

Discounted healthcare plans, free gym access, and virtual workout platforms.

Mental Well-being & Occupational Support

Free access to confidential support services, resources for menopause and men's health and access to occupational health professionals.

Vision & Physiotherapy Support

Reimbursement for eye tests and discounted physiotherapy services.



Financial & Social Benefits

Pension Scheme

Automatic enrolment to Local Government or Teachers’ Pension scheme

Expense Reimbursement

Coverage for business mileage and travel costs between sites

Financial Advice

Access to free mortgage consultations, pensions advice and will-writing services.



Lifestyle Benefits

Leisure and Retail Discounts

Access to discounts on a wide range of hospitality, entertainment and leisure products/services.

Car Parking

Free parking at all sites

Generous Leave Policies

Support for time off due to personal or family responsibilities, plus a substantial annual leave allowance.

Welcome from the Governors

Thank you for showing an interest in applying for the Headteacher post at The Friary School.

We have an active and collaborative board of Governors bringing a wide range of skills and experience from inside and outside education. We are proud of the progress that the school has made over the last decade. We are also proud of the integrated Governor links that we nurture.

We look forward to working with someone who can continue to build upon the excellence and inclusivity that we promote and support.

The Friary School Governors



Key Information

Status	Academy
Last Ofsted	March 2024
Ofsted Judgement	Good
Admissions Policy	Non-Selective
Type of School	Mixed 11-18
Number of Pupils on Roll	1,232
Percentage of SEND Pupils	9.3%
Percentage of EAL Pupils	7.3%
Percentage of Pupil Premium Pupils	18.2%
School Website	www.friaryschool.co.uk

About The Friary School



The Friary School is a well-established academy, heavily over-subscribed, and nationally amongst the highest performing schools of its type. This status has very much been achieved over the last decade and our recent ungraded [OFSTED Inspection Report](#) (March 2024) stated that:

- *A culture of high expectations permeates throughout, and pupils rise to this high bar willingly.
- *Pupils achieve extremely well.
- *Pupils' behaviour and conduct are excellent.
- *Parents and carers are [overwhelmingly positive](#) about the school.
- *The school's curriculum is highly ambitious.
- *Pupils with special educational needs and/or disabilities (SEND) are supported extremely well.
- *The wider development of pupils is exceptionally strong.
- *The school's careers programme is rich and varied.
- *There is a plethora of opportunities for pupils to extend their learning beyond the classroom.
- *The local governing body members have a strong understanding of the school.

The school places a strong emphasis on ensuring all students - whatever or wherever their starting point - achieve well, and though our cohorts enter the school slightly above national averages ability-wise, their subsequent outcomes consistently far outstrip this. This was reflected in our most recent DfE validated outcomes for September 2024:

A8	57.6	P8	+0.86	P8 English	+0.78
P8 Maths	+0.36	P8 EBacc	+0.62	P8 Open	+1.51
VA Science	+0.33	VA MFL	+0.35	VA Humanities	+1.06
P8 Disadvantaged	+0.46	P8 SEND	+0.99	PP EAL	+0.86
P8 HAPs	+0.63	P8 MAPs	+0.82	P8 LAPs	+1.35
P8 Boys	+0.84	P8 Girls	+0.89	P8 Non-Mobile	+0.87
EBacc Entry	64.6%	EBacc 5+	34.0%	EBacc 4+	59.7%

Elsewhere, our Sixth Form A-Level attainment scores are above national average - with B against B- - and are the joint highest in Staffordshire, alongside selective and independent settings. Likewise, our vocational outcomes are superb with a Distinction+ average comparing to the national average of a Merit+.

Whilst there is no Progress 8 data for Key Stage Four in Summer 2025, it is expected that attainment levels will remain as impressive as they have been for many years. In terms of 16-18 we are on track to reach similar levels of attainment.

Our school curriculum is rich and varied and has been reviewed by external assessors resulting in a string of curriculum awards; including our 360 Online Safety Award, ArtsMark, SMSC Quality Mark, Holocaust Beacon School, Dyslexia Friendly Award and Eco-School Status. These awards very much reflect on the extensive provision across the school; whether it be speaking at national conference on e-safety; running copious musical and dramatic performances in our state-of-the-art theatre and our local cathedral; bringing wide-ranging and at times deliberately bizarre Focus Weeks to engender a sense of fun across the school; bringing in guest speakers from the Holocaust Trust or Rwanda; or making sure the learning of our dyslexic youngsters is tip-top across their timetable. The 2025-2026 academic year will see a heavy focus on environmental awareness and will very much ensure our students are aware of their planet's vulnerability and their sustainable place on it.

There is so much more that can be shared at interview, but as some quick-fire headlines: we are confident and pro-active within our wider Trust; we are fully staffed and have a stable HR model; we have a talented and experienced senior team; our school systems are well-embedded; our finances are secure; there are exciting projects in the pipeline; and our school is very much attuned to developing, progressing and moving forward. We are not a school that stands still, or rests on any laurels, and we are all committed to continually looking to improve our offer. This Headteacher post grants a wonderful opportunity to continue our upward trajectory.

The Friary Ethic

We are very much a school that talks with and listens to our students. At times every teacher needs to tell, even direct, but there are also plenty occasions when they need to pin back their ears and take on board a lesson from their students too.



Not so long ago we sat down with our students and talked about what priorities should be central to our school. We thought about what qualities, skills, attitudes and foci we shared a duty to build in ourselves and to help foster within one another.

This journey took us to our FRIARY Ethic:

- * F is for... Friendship
- * R is for... Responsibility
- * I is for... Independence
- * A is for... Aspiration
- * R is for... Resilience
- * Y is for... You

We understood the value of friendship. The availability of others to turn to, to laugh with, and to thrive with. We pictured the dangers that loneliness can bring and how the need to talk, learn and grow together was critical in our personal growth. We saw we had a duty to offer warm companionship to others whether it be in school, in our locale, or online.

We recognised that we have a responsibility for others - our classmates, our colleagues, our peers, our families and our community. We also saw a responsibility to ourselves so that we make sure our lives are full, fruitful, and lived to the maximum. The requirement to give our best, to fulfil our potential, and to enable others to do the same, had to be integral.

We realised we needed to have the strength to be independent when those around us could not be there to carry us. This might be in our study, our social time, when facing a challenge, or raising a victory. We appreciated that at times in life we are on our own, but that this is not a time to fear, but more a time to be strong and deliver.

We visualised our aspirations - our hopes, our dreams and our goals - and the steps we would need to take to achieve them. We saw the difference between wild dreams and focused intentions and identified that we could reach the former if we plotted the steps of the latter. We have watched many of our peers achieve great things and we knew we had the same opportunities in school.

We gritted our teeth as we reflected on the need for resilience – the readiness to not give up, to soldier on, and to keep going even when that going got tough. We discussed the challenges of life - whether academic, social or personal – and we saw there was always a way if we could make sure we kept putting one foot in front of the other and bought into the support around us.

Finally, we looked at ourselves and saw that ‘You’ were important. Firstly, the ‘You’ being the person in the mirror and the need to take care of oneself, to negotiate the tribulations of life, to look after our own well-being, and to value the support around us. Secondly, the ‘You’ as in everyone else: the teacher looking to open minds, fellow students offering challenge or support whilst on the same lap of life, and the families at home who were there at the start and end of each day.

There are certain principles and values we all need to build within our lives to give us the character, the nature, and the values, to grow into adulthood. The Friary Ethic helps to establish that inner morality and to ensure that the foundations are in place for when our students grow into the workplace, wider society, and even parenthood, where they will need to instil that moral compass into their own children as the cycle begins again.

You will see our FRIARY Ethic written large across our buildings, and in our assemblies, our tutor times, our lessons, and our extra-curricular clubs. However, most importantly we want you to see it in our students, because actions always speak louder than words, and success should be judged by what is shown rather than the page of a website.

This is the Ethic we seek to maintain in The Friary and we hope it is one that resonates with you as a child, parent, colleague or wider community member.

Job Description



Salary:	L28 - 35 (£96,673 - £114,759)	Date:	September 2025
Hours of work:	Monday to Friday		
Responsible to:	School Governors		

Statement of Purpose

The Headteacher's core purpose is to provide high quality, effective, professional leadership and management for the school. This will promote a secure foundation from which to further improve and sustain high standards in all areas of the school's work.

To gain success a Headteacher will be able to :

- Provide vision, leadership and direction
- Promote excellence, equality and high expectation for all students
- Lead and manage teaching and learning effectively
- Evaluate school performance and identify priorities for continuous improvement
- Create a safe and productive learning environment which is engaging, motivating and secures the best outcomes for all students
- Work effectively with the school's Governing Body
- Secure the commitment of the wider community
- Deploy resources to achieve the school's aims
- Carry out day-to-day management, organisation and administration

VISION, STRATEGIC LEADERSHIP & DEVELOPMENT

The Headteacher will work with the governing body, staff, parents and students to create a shared vision and strategic plan for the school, which inspires and motivates staff, students and other members of the school community and develops the ethos of the school linked to its core aims and values. In so doing the Headteacher will be:

- Providing strategic leadership that secures the delivery of high standards of attainment and personal development for all students and staff
- Working with the governing body in formulating, updating and reviewing the school's educational aims and policies for implementation
- Leading strategic change and organisational development in order to develop and support the stated vision for our school
- Managing effectively all aspects of the organisation and change processes
- Providing leadership in the development of innovative teaching and learning and extended community activities
- Working with other schools, academies, Further and Higher Education providers, partners and organisations in the public, private, business and voluntary sectors for the benefit of our school, using entrepreneurial skills



- Advising Governors on developments in educational thinking and national initiatives that might benefit our school
- Ensuring the school's management structure, finances, resources and administration clearly support its vision and the objectives outlined in the School Improvement Plan (SIP)
- Motivating and inspiring staff and students recognising all as individuals
- Monitoring, evaluating and reporting on the school's academic achievements
- Producing and regularly updating the Self-Evaluation Form (SEF) by ensuring the collection of a rich set of data to review and understand the strengths and weaknesses of the school
- Ensuring all statutory requirements are met.

LEADING LEARNING AND TEACHING

The Headteacher will be responsible for raising the quality of Teaching and Learning ensuring high expectations and standards in student achievement and progress within our school. Working with the governing body, the Headteacher will develop staff with the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people.

LEADERSHIP OF PEOPLE

The Headteacher is responsible for developing effective relationships and communication, which underpin a professional learning community that enables everyone in the school to achieve. This will involve building a successful organisation through effective collaboration with others.

MANAGING THE ORGANISATION AND ACCOUNTABILITY

The Headteacher is accountable to the governing body and is responsible for providing effective organisation and management of the school and seeking ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of students and the whole school community at the heart of its working practices.

Headteachers are required to carry out their professional duties in accordance with, and subject to the annual School Teachers' Pay and Conditions Document, which can be downloaded from www.teachernet.gov.uk.

The job description should be subject to annual review as part of the appraisal cycle.

Person Specification

Our person specification lays out the criteria for the application process and guides the interview panel in their decision-making:



Focus	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Good honours degree Qualified teacher status 	<ul style="list-style-type: none"> Relevant further / higher studies e.g. Master's Degree NPQH 	Letter Qualifications
Professional Development	<ul style="list-style-type: none"> Evidence of having undertaken recent and relevant professional development Up to date knowledge of latest developments in teaching and learning 	<ul style="list-style-type: none"> Accredited CPD in leadership and management Evidence of having developed others 	Letter Reference Interview
Experience	<ul style="list-style-type: none"> Successful record as a middle leader Proven and demonstrable excellence as a classroom teacher Developed and maintained high professional standards through 	<ul style="list-style-type: none"> Taken a leading role in a whole-school initiative Experience of partnership working A track record of innovation in teaching and learning 	Letter Reference Interview
Leadership Skills & Abilities	<ul style="list-style-type: none"> Motivate, inspire and promote effective working partnerships with all stakeholders Successfully initiate and manage change and improvement in pursuit of strategic objectives Raise standards and provide a role model for students and staff Devolve responsibilities, delegate tasks and monitor and evaluate effective implementation Take a lead in observing lessons and giving feedback Deal sensitively with people and resolve conflicts 	<ul style="list-style-type: none"> Evidence of exercising accountability effectively, efficiently and fairly Experience of building, supporting and working with high-performing teams Experience of and the ability to identify, access and manage external funding streams 	Letter Reference Interview

Person Specification



Decision-Making	<ul style="list-style-type: none"> • Make decisions based on analysis, interpretation and understanding of relevant information • Think creatively and imaginatively to anticipate and solve problems and identify opportunities 		Reference Interview
Communication	<ul style="list-style-type: none"> • Communicate effectively orally and in writing to a range of audiences • Negotiate and consult effectively • Manage good communications 		Reference Interview
Self-Management	<ul style="list-style-type: none"> • Prioritise and manage own time effectively • Work under pressure and to deadlines • Achieve challenging professional goals • Take responsibility for own professional development 		Reference Interview
Other Attributes	<ul style="list-style-type: none"> • A passion for learning and enabling students to develop as enthusiastic, independent learners • A concern for the pastoral and spiritual welfare of all students • Integrity and a commitment to collective responsibility as a member of a leadership team • Self-confidence, resilience, perseverance and stamina • Adaptability, flexibility and empathy 		Teaching Reference Interview

How to Apply

To apply for the position, please complete the application form and equality and diversity monitoring form and return to the School Manager, Mrs Lisa Pratt, either by post or email applications@friaryschool.co.uk by the closing date.



CVs will not be accepted.

For further information regarding our school and Primitas Learning Partnership, please visit our websites at: <https://friaryschool.co.uk/vacancies/> and www.primitas.co.uk

CLOSING DATE: Monday 8th September 2025, 12.00 noon

INTERVIEW DATE: Monday 15th September and Tuesday 16th September 2025.

Primitas Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to a 'disclosure' check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from schools or by visiting www.gov.uk/government/organisations/disclosure-and-barring-service

