



Blenheim

Head of Art & Design

April or September 2026

Salary Negotiable



www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim High School underwent a successful Ofsted inspection in November 2024, has been oversubscribed since 2020 and achieved several record levels of GCSE attainment in 2025. The school's ethos revolves around a Growth Mindset of wanting 'to improve' and the Headteacher, Mr A A Bodell, continues his long-term commitment to Blenheim.

Blenheim has a dynamic and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1380 students on roll including over 190 in the Sixth Form. Blenheim is a mixed comprehensive and its reputation in the community is excellent. The intake comprises students from all surrounding areas with ability levels being favourable; over 40% of students have high prior attainment at the end of Key Stage 2. The school's popularity has grown significantly in recent years.

As a Single Academy Trust Blenheim benefits from:

- Being oversubscribed in all year groups.
- A 36-week academic year with a fortnight October half term break and a 7-week summer holiday.
- A significant financial reserve which, as a Single Academy Trust, Blenheim has complete autonomy to invest.
- A strategic goal prioritising staff well-being, led by the senior whole school well-being lead.
- Formative assessment being embedded across the curriculum ensuring that students know their 'next steps'.
- Modern buildings and infrastructure, that have benefitted from c.£4.6 million of investment since 2022.
- A comprehensive Co-curricular programme prioritising the development of the whole student.
- A Chelsea FC Blenheim Girls' Football Academy that competes in the National Youth Football League.
- A 'Blenheim Ambition' Dance Academy.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and 13 students with complimentary biscuits, squash and pizza.

Blenheim's most recent [Ofsted inspection \(Nov 2024\)](#) was successful with the school being praised in several areas:

- 'Pupils rise to teachers' high expectations & therefore achieve well, both in school and in public examinations'.
- 'The school's high expectations for behaviour mean that pupils' conduct is excellent in lessons and social time'.
- 'Pupils produce work of a high standard, including disadvantaged students and those with SEND'
- 'Overwhelmingly, staff feel valued and are confident that their welfare and workload are taken seriously. They are proud to work at the school.'
- 'The school provides a raft of inclusive and ambitious experiences to help all students achieve their potential'

Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, a recently refurbished floodlit AstroTurf and hard-court area, bespoke sixth form facilities, new audio-visual teaching screens throughout and a fully refurbished staff room. Together with a very supportive and well qualified governing body the school continues to prosper. Visitors often comment on the calm, purposeful learning environment that pervades and is a consistent feature of the School.

As Blenheim students prepare to take up their place in society, they are actively encouraged to become independent learners. Part of this process involves the use of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable, and iPad ownership helps ensure that students develop attributes that allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school, whilst Bespoke Blenheim exercise books continue to be the primary medium for student work.

Blenheim sets high standards in terms of uniform with several 'non-negotiables' and there are strict expectations regarding behaviour and conduct, both in and out of the classroom. Students can be given up to 1 hour detention on any given day without 24 hours' notice. Ofsted described Blenheim as 'calm, orderly and purposeful' and our students as 'respectful, kind and courteous', which is what those of us who work at Blenheim see every day. The Headteacher has little sympathy for poor standards of student behaviour.

BLenheim GCSE RESULTS 2025

Blenheim's 2025 GCSE and A Level results broke several school attainment records. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well-timed interventions and consistent monitoring of student performance, coupled with an extended day for Years 11 & 13 students, informed this achievement.

Headline Figures

GCSE Grade 9 - 7

	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 7 incl. Maths & English	15%*	10%	10%	4%
English Language 9 - 7	23%	24%*	22%	9%
English Literature 9 - 7	20%	30%*	24%	12%
Maths & English only 9 - 7	16%*	11%	14%	8%
Combined Science 9 - 7	27%	28%*	27%	14%
Maths 9 - 7	20%	16%	18%	21%*
Total 9 - 7	25%*	25%*	23%	17%
School Record *				

GCSE Grade 9 - 5

	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 5 incl. Maths & English	44%	46%*	43%	41%
English Language 9 - 5	59%*	56%	59%*	53%
English Literature 9 - 5	63%*	58%	62%	53%
Maths & English only 9 - 5	47%	48%	49%*	49%*
Combined Science 9 - 5	59%	66%*	65%	45%
Maths 9 - 5	51%	55%	52%	58%*
Total 9 - 5	59%*	57%	55%	53%
School Record *				

GCSE Grade 9 - 4

	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 4 incl. Maths & English	66%*	64%	66%*	65%
English Language 9 - 4	76%	72%	76%	77%*
English Literature 9 - 4	78%*	77%	75%	74%
Maths & English only 9 - 4	70%	69%	70%	72%*
Combined Science 9 - 4	81%	80%	83%*	62%
Maths 9 - 4	74%	74%	75%	78%*
Total 9 - 4	78%*	76%	70%	69%
School Record *				

BLenheim GCSE RESULTS 2025

10 Highest Achieving GCSE Students.

Name	GCSE			
	Grade 9	Grade 8	Grade 7	Grade 6
Student 1	8	1		
Student 2	7	2		
Student 3	6	3		
Student 4	6	3		
Student 5	6	2		1
Student 6	4	4	1	
Student 7	5	2	1	1
Student 8	4	3	2	
Student 9	3	4	2	
Student 10	3	4	2	

BLenheim A LEVEL RESULTS 2025

A Level Outcomes

	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
A* - A	21%	25%*	23%	16%
A* - B	49%	47%	50%*	41%
A* - C	73%	71%	76%*	71%

School Record *

L3 BTEC Outcomes

	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
D*	21%*	15%*	13%	6%
D* - D	42%	62%*	52%	25%
D - M	75%	93%*	80%	50%

School Record *

10 Highest Achieving A Level Students.

Student	Grades	Qualification 1	Qualification 2	Qualification 3 & 4	Destination
1	A* A* A	English Lit	Graphics	Media	Durham – Marketing and Management
2	A* A* A* B	Maths	Further Maths	Physics & Drama	Oxford – Mathematics
3	A* A A	Maths	Further Maths	Physics	Loughborough – Mechanical Engineering
4	A* A A	Biology	Chemistry	Physics	Liverpool – Veterinary Science
5	A* A A A	Chemistry	Maths	Further Maths & Physics	Bath – Chemical Engineering
6	A* A A B	Maths	Further Maths	Physics & Chemistry	Surrey – Aerospace Engineering
7	D* D* D*	Sport BTEC Double		Sports Coaching	Chelsea FC
8	A A A	Biology	Maths	Physics	Loughborough – Automotive Engineering
9	A* A B	Graphics	Media	Business	Loughborough – Graphic Design
10	D* D* D*	Sport BTEC Double		Sports Coaching	Iowa, USA – Football Scholarship

In Recent years several students have also embarked upon Degree Apprenticeships with such initiations as Pfizer and Unilver.

JOB PROFILE



The Aim

To ensure that students make maximum academic progress. The successful candidate will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement.

Accountable to

- A member of the Leadership team.

Supporting roles

- The Head of Department will be supported by other members of the department, the school secretariat and teaching assistants.

Job Purpose

To ensure that the department:

- delivers engaging, differentiated and well-planned lessons guided by Blenheim's 10 Typical best practices;
- is supported and challenged as necessary thus ensuring that the student experience and progress is maximised;
- achieves high standards of student attainment and progress in public examinations;
- is effectively led and managed so protocols are consistently followed e.g. deadlines are met, feedback to students is prioritised, students' have challenging starter activities, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc;
- follows schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT feedback;
- develops a culture of shared practice where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly;
- is visible, welcoming and a point of contact for students;
- keeps abreast of national developments in specifications, examination requirements and teaching processes;

- encourages students improve their Cultural Capital so that their life chances are improved;
- regularly reviews the specifications taught, initiating and leading change as required, thereby ensuring that students within the Department follow the appropriate specification and schemes of work meeting legal requirements and providing challenge to enable students to fulfil their potential;
- ensures students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life;
- maximises student attendance through the delivery of creative, innovative and rewarding lessons;
- role models excellent practices, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible;
- supports and challenges Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons;
- communicates with parents on a range of issues, particularly where students are underachieving;
- communicates appropriate information to teaching and support staff;
- contributes to a confidential record of issues affecting the educational progress of students;
- reinforces consistently the school's 10 school uniform non-negotiables.

Safeguarding

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key responsibilities

- Support and challenge members of the department rigorously and consistently.
- Champion the department advocating its place in the curriculum and the benefits it will provide students once they leave school.
- Ensure all students succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Lead department meetings.
- Communicate effectively and purposefully with parents so they are well informed about the department's procedures, expectations and upcoming events.
- Analyse student data and intervene swiftly, as necessary, communicating with parents of underachieving students on a regular basis.
- Produce internal and external reports as necessary.
- Work within school systems to inform teaching and non-teaching staff about students' progress.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure students with unique needs are effectively catered for.
- Uphold and promote the values and ethos of the school.

Person Specification

- A willingness to embrace a growth mindset.
- A commitment to help students improve Cultural Capital so that their chances of success in the world are enhanced.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good' and playing a full part in #TeamBlenheim.
- Strong interpersonal and communication skills both orally and in writing.

- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to motivate students to achieve their academic and non-academic potential.
- Commitment to provide a supporting and challenging environment for vulnerable students.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- Show solidarity by supporting school policy, and the Leadership team, publicly.
- Challenge school policy, and the Leadership team, privately.



THE APPLICATION PROCESS

Please either click on 'Quick Apply' or complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

If choosing to complete the school's application form then please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 2nd February 2026** with interviews scheduled for later that week. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

