



BLACKDOWN  
EDUCATION  
PARTNERSHIP



BELIEF IN EVERY CHILD



## WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership was created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development and we run regular networks and collaborative groups to allow colleagues to share best practice across the Trust. We also offer some more bespoke leadership programmes run through our outstanding network of partners.

We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and subscribe to Carefirst. We also allow employees personal days to enable everyone to enjoy some flexibility over attendance and participation in events that they might not otherwise be able to.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

**LORRAINE HEATH, OBE**  
**CHIEF EXECUTIVE OFFICER**





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**HEADTEACHER:**

MR ROBERT CROCKER

**WELCOME TO AXE VALLEY ACADEMY**

Dear Applicant,

Thank you for your interest in this exciting and vital post.

Axe Valley is an ambitious school where a staff body of dedicated and motivated professionals continue to work hard to support its community, It is a school that we are immensely proud of because it is a real community. We are a completely comprehensive school offering high quality educational opportunities to students of all abilities and aptitudes. I am looking for a dedicated Head of Year (with teaching responsibilities) who shares our commitment to ensuring that the young people we serve receive the best possible standard of education because the progress of each individual student matters to us regardless of their starting points and despite their barriers. You will join a supportive, positive and committed team who share a vision of driving Axe Valley to be exceptional.

We are a school that staff and students are proud to be a part of and who enjoy working together. We aim to develop well rounded young people equipped to deliver positive social change in their school and wider communities. We believe that students need a broad education, one that nurtures specific positive character traits and virtues. We also pride ourselves on our pastoral care. Being a smaller school has some significant advantages and one of those is being able to know every student as an individual; to recognise and nurture their strengths; to teach kindness explicitly and to be as kind as we can.

Our beliefs as a school community are straightforward – teachers are here to teach and students are here to learn. There is no escaping that a huge part of the purpose of education is to equip children with the examination results that they need to give them as many options as possible. We must be in the business of opening doors for the young people in our care. We demand the highest possible standards and expect students to engage with their learning no matter what and we don't apologise for this.

If this vision matches on your own, we would be delighted to hear from you.

**Rob Crocker**

**Headteacher**



# The Opportunity



## **Head of Year (with Teaching Responsibilities) - From September 2025**

**Full time Permanent**

**Pay Scale MPS/UPS plus TL2D £8,279**

### **Main Job Purpose**

We are looking to appoint a high quality, enthusiastic Head of Year to join our Pastoral Team, the role would include teaching responsibilities and applications from all specialisms can be considered. If you have the desire to make a real difference to the lives of young people and want to join a team of highly dedicated staff, then we would love to hear from you.

This role would be suitable for an experienced teacher looking to advance their teaching career within a MAT which provides lots of opportunities as well as working within a supportive department

**See the Job Description for a full breakdown of the role and responsibilities.**

**The closing date for this post is 8am on Monday 28<sup>th</sup> April 2025**

**Interview date to be confirmed**

**PLEASE APPLY AS SOON AS POSSIBLE AS APPLICATIONS MAY CLOSE EARLY**

# Job Description



<b>Job Title:</b>	Head of Year (with teaching responsibilities)
<b>Location:</b>	Axe Valley Academy
<b>Pay Grade</b>	MPS/UPS plus TLR 2D £8,279
<b>Actual salary</b>	Dependant on experience
<b>Hours of Work:</b>	Full time
<b>Responsible For:</b>	Leadership of a Year Group within KS3/4
<b>Reporting to:</b>	Deputy Headteacher (Pastoral)
<b>Key Purpose of job:</b>	Providing leadership to tutor team and pastoral and behavioural support in addition to teaching responsibilities

Purpose of job	<ul style="list-style-type: none"><li>• Secure high achievement for all students. Take swift and rigorous action to narrow gaps in achievement between groups, especially Pupil Premium.</li><li>• Develop a strong ethos of high-aspiration, achievement and participation that all students buy-in to.</li><li>• Set the highest standards for student behaviour and secure excellent attendance</li><li>• Ensure that the Year groups operate effectively and efficiently on a day-to-day basis, including highly effective programme of tutoring</li><li>• Ensure that the Academy's homework policy is fully implemented across the year groups</li><li>• Provide a high level of support and guidance to students, especially vulnerable groups</li><li>• Build strong and sustainable partnerships between staff, students and parents/carers as well as outside agencies</li></ul>
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	<ul style="list-style-type: none"> <li>• Through effective transition, ensure that all students are confident and prepared for the next stage of their education</li> </ul>
Summary of specific responsibilities and duties	<ul style="list-style-type: none"> <li>• Monitor attainment and progress</li> <li>• Manage intervention programmes</li> <li>• Implementing ambitious development plan for Year Groups</li> <li>• Ethos and culture</li> <li>• Behaviour and attendance</li> <li>• Implementation of Homework Policy</li> <li>• Day-to-day running of the Year Groups and College</li> <li>• Support students with additional needs</li> <li>• Support and guidance</li> <li>• Partnerships, especially parents</li> <li>• Transition</li> </ul>
Directly accountable for	<ul style="list-style-type: none"> <li>• Meeting agreed attainment and progress targets</li> <li>• Closing the gap between underperforming student groups</li> <li>• Meeting agreed behaviour and attendance targets</li> </ul>
Line Manages	<ul style="list-style-type: none"> <li>• Tutors (non-appraisal)</li> </ul>
Points to note	<ul style="list-style-type: none"> <li>• To comply with any reasonable request from Headteacher that is not specified in this job description</li> <li>• Be highly visible around the Academy, taking part in general supervision, detention and on-call</li> </ul>

## JOB DESCRIPTION

SPECIFIC TO POST	
Monitor attainment and progress	<ul style="list-style-type: none"> <li>• Monitor year groups performance data</li> <li>• Evaluate year groups performance annually against Academy development plan targets</li> <li>• Provide quarterly reports to staff and governors on Year groups' progress</li> </ul>
Manage Intervention programmes	<ul style="list-style-type: none"> <li>• Identify underperformers and communicate this clearly to students, staff and parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Rapidly design and implement intervention programmes to boost student performance</li> <li>• Monitor and evaluate impact through learning walks and other methods: report findings to staff and governors at end of cycle</li> </ul>
Implementing ambitious development plan for year groups	<ul style="list-style-type: none"> <li>• Working with DHT, use a range of evidence (eg attainment/progress, behaviour, attendance , learning walks)to evaluate year group and identify priorities for improvement</li> <li>• Taking account of evaluation and Academy development plan targets, design and implement an ambitious development plan; monitor and evaluate the impact</li> <li>•</li> </ul>
Ethos and culture	<ul style="list-style-type: none"> <li>• Working with the DHT, translate the Academy's core values into tangible goals for students; uses assemblies, tutorials, rewards and celebration assemblies to achieve this</li> <li>• Ensure that Celebration Assemblies and Prize Days are high quality, inspirational events</li> <li>• Through every day interactions and other forms of communication, actively promote the ethos</li> </ul>
Behaviour and attendance	<ul style="list-style-type: none"> <li>• Monitor behaviour data</li> <li>• Implement the Academy's behaviour policy</li> <li>• Put in place targeted support to improve behaviour at student class level</li> <li>• Work closely with pastoral support team to provide intensive support</li> <li>• Oversee Behaviour Support Plans</li> <li>• With DHT, support implementation and monitoring of pastoral support plans</li> <li>• With DHT and PASCOSs, agree appropriate sanctions for breaches of behaviour policy</li> <li>• With DHT, monitor attendance on a weekly basis</li> <li>• Work with DHT, Attendance Officer, EWO, and Tutors tackle persistent absentees</li> </ul>

Implementation of Homework Policy	<ul style="list-style-type: none"> <li>• Monitor quality of student homework</li> <li>• Participate in whole college reviews</li> <li>• Tackle students that do not comply with expectations</li> </ul>
Day-to-day running of the Year Groups of the Academy	<ul style="list-style-type: none"> <li>• Undertake a weekly lunchtime detention</li> <li>• Undertake a fortnightly After School Detention</li> <li>• Deliver a high quality year group assembly per week</li> <li>• Ensure a high quality programme of tutoring is consistently delivered by tutor teams</li> <li>• Regularly visit tutor bases</li> <li>• Ensure tutor teams, students and parents are effectively briefed about events and activities (eg exams PSHE days)</li> </ul>
Support students with additional needs	<ul style="list-style-type: none"> <li>• Support the Learning Support department and SEND</li> </ul>
Support and Guidance	<ul style="list-style-type: none"> <li>• Provide a high level of support to all students as required</li> <li>• Ensure that tutors provide effective support and guidance to tutees</li> <li>• Ensure that all students are aware of the forms of support and guidance available to them and how these can be accessed (eg school nurse, support with homework, careers advice)</li> <li>• Rigorously tackle bullying , providing effective support for the victims of bullying</li> <li>• Working with DHT, tutors, teachers and other members of staff, act quickly to provide the highest level of support to students identified at risk because of child-protection related issues; ensure that at any time this support is delivered and that all steps are taken to ensure the safety and well-being of students</li> <li>• As directed by the DHT, work with a range of outside agencies to provide the highest level of support for vulnerable students (eg social services, police, YSMART)</li> </ul>

Partnerships	<ul style="list-style-type: none"> <li>• Develop robust Home/Academy partnerships through effective communication and engagement</li> <li>• Ensure that there is high attendance at Parents' Evening;</li> <li>• Ensure that high quality displays are available in corridors</li> <li>• Respond promptly and professionally to enquiries from parents</li> <li>• Work professionally and effectively with outside agencies (eg home education services, Education Welfare services, health and social services)</li> <li>• Attends range of internal and external team meetings as required</li> <li>• Fosters excellent communication between all partners, both internal and external;</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Lead the transition arrangements into subsequent stages</li> </ul>

# Person Specification



## PERSON SPECIFICATION

	Essential / Desirable (D)
Education	<ul style="list-style-type: none"> <li>• Good Honours degree</li> <li>• Qualified Teacher Status</li> <li>• Masters (D)</li> <li>• Accredited middle leadership course (D)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Track record of committed tutoring</li> <li>• Good and Outstanding teaching</li> <li>• Securing high achievement of students</li> <li>• High level of engagement in own professional development</li> <li>• Leading a year-based activity (D)</li> </ul>
Knows about	<ul style="list-style-type: none"> <li>• Planning processes</li> <li>• Strategies for communication both within and beyond the school</li> <li>• Leading change</li> <li>• Strategies for raising achievement and achieving excellence</li> <li>• Principles of effective teaching and assessment for learning</li> <li>• Models of behaviour management</li> <li>• Strategies for ensuring inclusion, diversity and access</li> <li>• The principles and practice of monitoring, evaluation and review</li> <li>• The work of other agencies and opportunities for collaboration</li> </ul>
Able to	<ul style="list-style-type: none"> <li>• Think strategically, build and communicate a coherent vision</li> <li>• Inspire, challenge, motivate and empower others to carry the vision forward</li> <li>• Model the values and vision of the Academy</li> <li>• Access, analyse and interpret information</li> <li>• Acknowledge excellence and challenge poor performance across the Academy</li> <li>• Develop, empower and sustain individuals and teams</li> <li>• Collaborate and network with others within and beyond the Academy</li> <li>• Establish and sustain appropriate structures and systems</li> <li>• Manage the Academy efficiently and effectively on a day-to-day basis</li> <li>• Delegate management tasks and monitor their implementation</li> <li>• Prioritise, plan and organise themselves and others</li> <li>• Think creatively to anticipate and solve problems</li> <li>• Collect and use a rich set of data to understand the strengths and weaknesses of the Academy</li> </ul>

Committed to	<ul style="list-style-type: none"> <li>• A collaborative Academy vision of excellence and equity that sets high standards for every student</li> <li>• The setting and achieving of ambitious, challenging goals and targets</li> <li>• Inclusion and the ability and right of all to be the best they can be</li> <li>• The raising standards for all in the pursuit of excellence</li> <li>• The continuing learning of all members of the school community</li> <li>• Distributed leadership and management</li> <li>• The sustaining of personal motivation and that of all staff</li> <li>• The developing and sustaining of a safe, secure and healthy Academy environment</li> <li>• Collaborating with others in order to strengthen the Academy's organisational capacity and contribute to the development of capacity in other schools</li> <li>• Individual, team and whole-Academy accountability for student performance</li> <li>• Effective team work within the Academy and with external partners</li> <li>• Involvement of parents and the community in supporting the learning of children and in defining and realising the Academy vision</li> </ul>
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## **Special Factors**

### **Safeguarding**

- Attend all safeguarding training as directed.
- Follow Trust procedures and report all concerns to the designated safeguarding lead.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

### **Data Protection**

- Ensure that legislation and Trust policies and procedures relating to confidentiality and data protection are adhered to.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

***The Trust 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 satisfactory Disclosure and Barring Service (DBS) Enhanced Disclosure Certificate.***

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.



We believe in the potential of every child

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**BELIEF IN EVERY CHILD**

## **OUR MISSION**

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

# Our Schools





## LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



