



# BLACKDOWN EDUCATION PARTNERSHIP

BELIEF IN EVERY CHILD



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## **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 is a high performing, values driven Trust created by the merger of two founding trusts which shared important values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to enact our core values of:

- Equity
- Opportunity
- Community

and create schools in which all our pupils thrive and achieve.

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 pupils. 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 training which ranges from the full suite of NPQs to some more bespoke leadership programmes run through our outstanding network of partners.

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.

Recruiting a Headteacher is the most important thing we will ever do as an organisation. Our Headteachers lead their schools with passion, optimism and an absolute commitment to their communities. Leading a school is both a great privilege and a great responsibility. Our job is to support Headteachers to deliver on our shared vision for brilliant schools where children flourish.

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**





Welcome to Isambard Kingdom Brunel Primary School (IKB). IKB opened in September 2020 as a brand-new school on the recently built Longforth Farm development in Wellington. The school was built to cater to the growing numbers of families moving into the Wellington area, and particularly for this development. In 2020 IKB welcomed its first cohort of Reception children. Since then, the school has grown organically, one year group at a time to its current size of primary aged children from Reception to Year 5, inclusive of its thriving IKB Bright Sparks nursery provision.

IKB is a very special place. The team are absolutely and unwaveringly committed to the mission that Every Child Belongs, Participates and Achieves. The ambitious and inclusive community ethos of the school is evident through its height of standards and expectations which are modelled daily by leaders, staff, children and throughout the IKB community. Early Years provision forms the bedrock of the children's education and personal development, and IKB place great emphasis on this. Children leave Reception with a strong belief about themselves as learners and individuals, as well as a strength of belonging to their school and local community. Through the strong EYFS curriculum children move on to the next stage in their educational journey with a wider local, national, and global understanding of their place in the world which sets them up for their transition to the primary curriculum.



The IKB primary curriculum has been designed by the teaching team alongside leaders who have planned a broad and ambitious curriculum for every child, mapping the curriculum from EYFS to the end of Key Stage 2. The team strongly believe in teachers coming together to use their skill sets and creativity to plan, develop and nurture a curriculum that they are invested in, passionate about and that is specifically tailored to the children and community they serve. A bespoke curriculum that is sequenced to allow children opportunities to revisit and embed knowledge so that over time they are learning more and remembering more. Evidence of the success of the curriculum can be seen across all key stages where children are articulating and demonstrating a depth of knowledge and a

thirst for more across all subjects.

You will find a committed staff team who are all invested in the IKB approach to education for all children, but particularly those who are disadvantaged or have special educational needs. Early identification of need is a priority of the school so that all children can receive effective adaptations to their learning when they need it and ensure that they are learning alongside



their peers. All staff are committed to providing an education from the age of two that removes all barriers to learning. The teaching profile of the school is a strong one across all key stages and amongst IKB's growing staff there is an ambition for further development and seizing opportunities to do so.

Parents and carers are wholeheartedly committed to the school and, like the staff within the school, are totally invested in the curriculum model that their children receive. Many parents describe staff as 'going above and beyond' to provide a school where their children 'flourish'. The school is supported by its 'Friends and Community' group (IKBFC), further strengthening home-school links as well as the governing body who are adept at providing a balance of challenge and support.



Enrichment and extra-curricular activities sit at the heart of IKB with a commitment to get every child involved and participating. Alongside the general before and after school wrap-around care are a variety of clubs inclusive of sports, performing arts, crafts, STEM and music. All clubs are run by staff members or local volunteers, further demonstrating the commitment to the Wellington community. School trips and visits, residentials and outdoor learning all form part of the curriculum offer and ensure that every child is receiving the opportunity to increase their cultural capital.

Above all else, IKB is a happy place where every member of its community feels that they belong and can be themselves. I strongly urge you to visit IKB prior to submitting an application, but I also understand if this is not possible and I would not want it to be a barrier to applying. I am setting up three school tour sessions in the coming weeks that I hope you will be able to attend:

- Friday 1<sup>st</sup> May at 16:00
- Tuesday 5<sup>th</sup> May at 17:15
- Wednesday 13<sup>th</sup> May 16:30

To book a visit, please contact the IKB school office team at [office@ikb.bep.ac](mailto:office@ikb.bep.ac)

For a telephone conversation with myself about the position, please email [rhealey@bep.ac](mailto:rhealey@bep.ac) with your contact details.

I look forward to meeting you,

**Richard Healey**

**Director of Primary Education, Blackdown Education Partnership (BEP)**



# Role

## **Headteacher – IKB Primary School**

**Full time, Permanent**

**Leadership scale L13 - L17**

**Start Date: September 2026**

We are seeking to recruit an outstanding leader and teacher, with a track record of successful leadership, to become the Headteacher of IKB Primary School from September 2026. We are looking for an individual who has a strong knowledge of curriculum, who has experience in safeguarding and who can deliver excellent learning opportunities alongside achievement and progress outcomes for all children across the Primary and Early Years key stages.

You will be responsible for the strategic leadership of the school in respect of all areas relating to quality of education, behaviour and attitudes and personal development, as well as being the Designated Safeguarding Lead (DSL) for the school.

You will be joining an ambitious, talented and hardworking team of staff who offer incredible support, both in an academic and pastoral sense, and are relentless in their drive to make a genuine difference to and lasting impact on our young people, families and the wider community. We are looking for a leader who aligns with this, shares these beliefs and can further galvanise our existing team whilst growing it further.

You will also join our team of fantastic primary and secondary Headteachers who lead our other BEP schools, and you will have a unique opportunity to help shape the future of education in Somerset and Devon.

For a telephone conversation with myself about the position, please email [rhealey@bep.ac](mailto:rhealey@bep.ac) with your contact details.

CVs are not accepted, please complete the application form in full. If you can meet the requirements of this role, we would love to hear from you. All applications should be made by completing the online application form via E-teach available at [www.bep.ac/vacancies](http://www.bep.ac/vacancies) and include evidence of how you meet the person specification for the role. For full details of the role, please see the job description and person specification.

**Closing date: Monday 18<sup>th</sup> May at 9:00am**

**Interviews: Week Commencing 1<sup>st</sup> June, dates TBC**



# Job Specification

**Job Title:** Headteacher, IKB Primary School  
**Location:** Wellington, Somerset  
**Responsible to:** Director of Primary Education  
**Salary Grade:** Leadership scale L13 – L17  
**Working time:** Full time, Permanent

## Key Purpose of the Job

1. Ensure that the school provides an excellent quality of education for all pupils at the school.
2. Ensure that effective safeguarding is at the heart of all decision making.
3. Communicate the school's vision to all stakeholders and drive the school improvement strategy empowering all pupils and staff to excel.
4. Set targets for pupil achievement and progress which reflect an ambition for what all pupils can achieve, and through which disadvantaged pupils are enabled to achieve in line with their peers.
5. Monitor, evaluate and review school practice and use an evidence-based approach to developing strategy.
6. Establish a creative, responsive and effective approach to teaching and learning and be relentless in its implementation and monitoring impact.
7. Implement effective change management when change is necessary, leading change and ensuring buy in from all key stakeholders.
8. Build effective relationships and make a positive contribution to the collective work of the Trust.
9. Ensure compliance in terms of all statutory and legal duties.
10. Deliver financial sustainability.
11. Manage all staff, ensuring they are working consistently and effectively across the school.
12. Develop a transparent and positive relationship with all stakeholders.



## **Main Duties and Responsibilities**

### **Delivering High Quality Education**

1. Lead the improvement and development of the school on the basis of evidence about effective practice and promote a strong culture of continuous professional development.
2. Demonstrate astuteness in promoting the best interests of the school in the context of Trust core objectives, translating opportunities arising for local and national policy into the school context.
3. Ensure that developments within the school are consistent with our core objectives and further seek to serve our local community.
4. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equity, instilling a shared sense of accountability in staff for the impact of their work on pupil outcomes.
5. Maintain and secure outstanding teaching for all pupils through an understanding of the features of successful classroom practice and curriculum design.
6. Ensure that a commitment to a fully inclusive approach permeates all decision making.
7. Seek to create and sustain a highly ambitious culture which secures excellence both in and outside of the classroom.

### **Leadership and Management**

1. Promote the sharing of best practice across the school between teachers and a culture where less than good practice is challenged and improved.
2. Create an ethos within which all staff are motivated and supported to develop their own skills and support each other.
3. Ensure high levels of staff morale and well-being.
4. Engagement in the effective recruitment, induction and retention of high-quality staff.
5. Identify emerging talents at all levels, coaching and encouraging aspiring leaders in a climate of excellence, leading to good succession planning.
6. Hold all staff accountable for professional conduct and practice.
7. Ensure that systems, organisation and processes are all effective, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
8. Provide a safe, calm and well-ordered environment for all pupils and staff with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
9. Enable effective curriculum delivery through appropriate sharing of teaching expertise.
10. Establish and implement rigorous systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
11. Monitor, evaluate and review school practice and promote school improvement strategies.
12. Welcome strong governance and actively support the local governing body and Trustees to deliver their functions, producing relevant reports and key information as required.



13. Ensure that all leaders within the school are supported and challenged to undertake their leadership responsibilities and seek to create effective teams of developing leaders at all levels in the school.
14. Uphold and model the highest personal and professional standards including integrity, honesty, diligence and respect for others at all times when executing duties in line with the post and taking a tough principled stand where necessary.

### **Wider engagement and contribution**

1. Develop the capacity for the school to work across the Blackdown Education Partnership and improve outcomes for all pupils.
2. Develop effective relationships with other services to improve academic and social outcomes for all pupils.
3. Support the Director of Primary Education to create a centre of good practice in initial and continuing teacher education.
4. Work effectively with other Headteachers across the Trust to share best practice and create effective Trust-wide systems where appropriate.
5. Inspire and influence others, within and beyond the Trust, to believe in the fundamental importance of education.
6. Engage positively with parents/ carers, governors and community members to maintain strong relationships and partnerships, and safeguard the reputation of the school at all times.
7. Maintain a presence in local and national professional networks and through these and other means ensure a current overview of relevant policies and developments.

### **General**

1. Ensure compliance in terms of all statutory and legal duties - that the school is compliant in terms of statutory and legal obligations, such as H&S, Fire Management and Safeguarding, and ensure that policies, systems and processes are integrated, consistent and working effectively.
2. With the support of the School Operations Lead / Chief Financial Officer, lead on strategic financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupil outcomes and the sustainability of the school.
3. Prepare policy review papers as required and requested.
4. Maintain strong relationships with the School's Local Governing Committee and provide them with accurate, timely and relevant information to enable them to discharge the duties that have been delegated to them by the Trust Board.
5. Contribute to the safeguarding and promotion of the welfare and safety of children and young people with regard to the relevant documents published by the Department of Education, within any School within Blackdown Education Partnership.

### **Other Duties**

1. To undertake additional duties as required, commensurate with the level of the post.
2. To participate in induction training, staff review processes and professional development opportunities.



3. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.

### **Special Factors**

1. This role will involve traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of your home school, will be as per the Trust's travel policy.
2. There will be a requirement to work beyond school hours particularly in supporting and attending school and Trust-based events.
3. Working patterns will be aligned with school term dates and holidays must be taken during school closure periods.
4. The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility as required.
5. The post-holder is expected to familiarise themselves with and adhere to all relevant BEP Policies and Procedures.
6. 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.
7. To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
8. To comply with the Trust's ICT Acceptable Use and Confidentiality Agreement for Staff.
9. To comply with the Trust's Health & Safety policy, procedures, and statutory requirements.



## Person Specification

Qualifications	Essential	Desirable
Minimum of degree level qualification or equivalent	Y	
Qualified Teacher Status	Y	
NPQH		Y
Advanced (Level 3) safeguarding training		Y
Relevant post graduate management qualification or equivalent		Y
Completion of other recognised leadership development qualification		Y
Knowledge and Experience		
A proven track record of senior level strategic leadership and management in a similar setting	Y	
Knowledge of the wider educational developments and policy	Y	
A comprehensive understanding of curriculum development, pedagogy, innovation and delivery to a high standard	Y	
Awareness of regulatory and inspection frameworks	Y	
Secure knowledge of DfE publications and guidance which regulate safer working practices and approaches to vulnerable children and young people.	Y	
Effective management of student behaviour in order to drive aspirations and success	Y	
Effective management of people to maximise their performance	Y	
Experience of working with a range of early years providers to ensure an effective transition into primary education		Y
Experience of working with and reporting to a Board or Governing Body		Y
Experience of managing budgets combined with a proven track record of maintaining robust financial management systems		Y
Experience of developing successful partnerships with a wide range of external stakeholders including local authorities, employers, businesses, educational institutions, professional organisations and government agencies		Y
Ability to establish a positive ethos with a focus on high achievement for all	Y	
Clear knowledge and understanding of an excellent EYFS and primary curriculum	Y	
Strategic vision and the ability to articulate and implement the strategy	Y	
Excellent written and verbal communication skills, including	Y	



the ability to carry out effective negotiation and difficult professional communication		
Personal Qualities		
Empathy with the needs and aspirations of all pupils	Y	
An excellent communicator, able to take the lead in promoting the school and BEP to the wider community and larger audiences	Y	
A passionate commitment to the raising of standards of achievement, particularly for the most disadvantaged pupils	Y	
High standards of personal and professional integrity	Y	
A personal commitment to the principles of equality and diversity	Y	
A willingness to contribute to system leadership and to support the development and improvement of other schools within and outside of BEP	Y	
A sense of humour and the ability to bounce back when things don't work out as hoped for	Y	
Appreciation of work life balance	Y	
Willingness to ask for help and support if necessary	Y	

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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.

You have a duty of care for your own health and safety at work and that of others who may be affected by your actions at work.

**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.**





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 a Wellbeing service. 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.

#### **WHAT YOU CAN EXPECT FROM US:**

- Eligibility to join excellent pension scheme
- Option to make additional voluntary contributions to pension for local government pension scheme members which can help boost retirement benefits
- Access to a range of continuous professional development opportunities
- Trust wide charity events designed to encourage our people to participate in meaningful activities
- Access to wellbeing provision which offers information and advice on a range of workplace and personal issues
- Flexible working opportunities
- Enhanced special leave provision, including additional time off as part of our 'Personal Day' entitlement which supports employees to achieve a better work/life balance
- Free car parking
- On site catering facilities, all of which provide healthy and nutritious meals at a low cost
- Gym membership. Many of our schools have on-site gyms, the use of which is available to employees at a discounted rate
- Cycle to work scheme which enables employees to purchase a bike and accessories for their commute to work
- Free tea and coffee.





The Blackdown Education Partnership was formed in 2023 from the merger of two founding trusts: The Castle Partnership Trust and Uffculme Academy Trust. This merger brought together 5 primary and 5 secondary schools in Devon and Somerset. Since that time we continue to grow and are currently a 13 school MAT of 6 primaries, 7 secondaries, 5 pre-schools and one sixth form.

We are also a strategic partner for SWiFT and run the mid-Devon ITT hub on their behalf where we recruit and train the teachers of the future.

We believe that education is transformative: it changes lives; and that schools are uniquely placed to engineer social change through powerfully addressing disadvantage in all its forms. The trust that is placed in us to nurture and support our pupils into flourishing and confident young people is one which we are committed to justifying.

We serve a diverse range of communities in Devon and Somerset and are dedicated to working in partnership with everyone invested in these communities to enrich our children's lives and empower them to carve out positive futures for themselves.

### **LEADERSHIP**

Our Senior Leadership Team brings together both the Education and Business Functions of the Trust – we continually strive to deliver student and business related outcome in line with our strategic plan.

Working in partnership with our support functions we aim to harness the power of deep collaboration to ensure that through our collective endeavours all Headteachers are enabled to deliver on our mission.

### **WORKING IN PARTNERSHIP**

We recognise the potential in collaboration, networking and sharing the of best practice to harness our collective energies for the benefit of our families and communities.

We run a number of Professional networks and School reviews which bring positive contributions to our staff and secures powerful professional learning for those taking part.



# In numbers

1370  
NURSERY & PRIMARY  
AGED STUDENTS

7009  
SECONDARY &  
6TH FORM  
AGED STUDENTS

1  
SIXTH FORM

6  
PRIMARIES

7  
SECONDARIES

5  
PRE-SCHOOLS

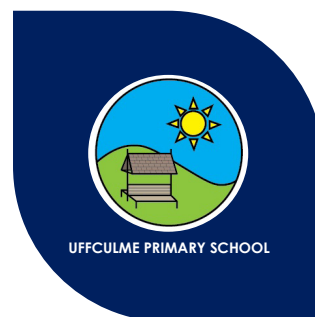
13  
SCHOOL MAT

8379  
STUDENTS

122  
TRUSTEES AND  
GOVERNORS

1262  
STAFF

# Our Schools



BELIEF IN EVERY CHILD

## 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.





[www.bep.ac/bepmanifesto](http://www.bep.ac/bepmanifesto)