



# 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 an established trust created by the merger of two highly successful 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.

As we have grown, we have taken the opportunity to think carefully about how best to support schools to provide an excellent education in an inclusive and nurturing environment where children thrive and feel valued. This has enabled us to put together a small team of outstanding professionals whose individual and collective expertise bring additional value to the work of our school leaders. The drive for improvement, to continually and relentlessly seek to overperform is shared by the whole team and through their hard work, our reputation as a high-quality Trust is also growing.

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

We take staff wellbeing seriously 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**





Welcome to Orchard Grove Primary School – on 6 September 2023, Orchard Grove opened its doors for the first time to its original Reception cohort and now it is the thriving setting for year groups Reception, 1 and 2, as well as a Nursery for children aged 2-4. The school will grow organically, one year group at a time, until it reaches capacity. Orchard Grove is the first carbon neutral school in the south-west of England and being a sustainable, forward thinking, community-based school is at the heart of everything we do.

Orchard Grove is based on the Orchard Grove development and children have the added advantage of the school being part of the Blackdown Education Partnership. For more information on the Trust, please visit: [Blackdown Education Partnership - BEP](#).

## **A Special Place**

We strive to ensure that every single child in our care benefits from our three values: Every child belongs; Every child participates; Every child achieves. We pride ourselves on early identification of barriers to learning so we can work hard to remove them, or adapt to them, and ensure that every child can progress socially, emotionally and academically alongside their peers. It is important to us that every child is excited to attend school, engaged in the opportunities provided to them and with a thirst for bettering themselves, It is equally important that children leave each day feeling successful and with a sense of achievement.



Building strong relationships and knowing our children and families well is essential to the work that we do. We place strong significance on the partnership and triangulation between the child, the family and the school and we know that when all three are aligned it provides excellent foundations for every child to thrive in school and out in their community.



Early Years provision forms the bedrock of our children's strong education and personal development. Children leave the EYFS with a sense of themselves as both individuals, and as part of their own community, taking this with them into Key Stage 1.

Kindling interest and igniting the sparks of enthusiasm and engagement is the key to engendering real learning. Securing children's commitment to their own learning is a vital part of our vision and comes through our curriculum. One that is astutely designed, deep-rooted in knowledge and skills development, purposefully sequenced to build upon prior learning, adapted to meet the needs of all learners, and delivered through high-quality and consistent, evidence-informed pedagogical approaches.

## **Why Orchard Grove?**

We place strong emphasis on English and mathematics because achieving in these areas are crucial to the life chances of all pupils, however this is not to the detriment of the rest of the curriculum. We champion and provide extensive learning opportunities within science, the arts, humanities and sport. At Orchard Grove there is a strong emphasis on developing competency and mastery of foundational skills in English and Mathematics, as well as personal development through PSHE and citizenship. We achieve this through carefully planned learning environments, by placing an emphasis on the strength of high-quality interactions between staff and children, and through specific and sustained CPD opportunities which are linked to our collective priority areas.

Evidence shows that around 85% of the future careers for this current generation will be strongly embedded in STEM (Science, Technology, Engineering and Mathematics) fields. We prioritise that through our curriculum so that our children will be strongly equipped for their future. Not only to make positive impact and change within the communities they are growing up in, but also to confidently safeguard themselves and others. Alongside developing learners for the future, there are also important, more traditional expectations that we hold true:

- Safeguarding is the responsibility of EVERYONE at Orchard Grove and our routines, policy, training and practice ensures this.
- All children reading every day from real books, physically turning the pages, getting lost in the adventures. Every class has reading lessons and whole class reading time every day. Every child is expected to read for 10 minutes at home each day, to/ with an adult.
- Strong attendance, because showing up and working hard matters. 97%+ attendance is our whole school and individual pupil targets, and we work closely with all families to strive to achieve this.
- Kindness, respect and tolerance being key to the positive behaviour demonstrated by everyone throughout the school community.
- Hands on learning, and seizing opportunities to learn outdoors.
- Handwriting, presentation and taking care in everything we do, from letter formation to cursive handwriting, right through to taking pride in how we wear our school uniform.



If the above information has intrigued and excited you in equal measure and you would like to take a look at Orchard Grove for yourself then we recommend joining us for a tour. We are setting up school tour sessions in the coming weeks that we hope you will be able to attend:

- 16:15 on Friday 6<sup>th</sup> February
- 17:15 on Wednesday 11<sup>th</sup> February
- 16:45 on Tuesday 24<sup>th</sup> February
- 16:15 on Monday 2<sup>nd</sup> March

To book a visit, please contact Clare Strange, School Business Manager - [cstrange@orchardgrove.bep.ac](mailto:cstrange@orchardgrove.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 for The Blackdown Education Partnership (BEP)**



# Role

## Headteacher – Orchard Grove Primary School

**Full time, Permanent**

**Leadership scale L11 - 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 Orchard Grove 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 a 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. They are fully aligned in what it means to be 'Team Orchard Grove' and what 'going the extra mile' looks like. 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.



This post comes at a crucial point in the timeline for Orchard Grove and we are looking for an individual who can build on the strong foundations the team have put in place and take the school forwards on the next phase of its journey. This post will involve 2 days per week of classroom teaching initially, at this early stage in the development of the school. Over time the position will grow with the school to become a non-teaching headteacher position. It is essential that any candidate is an exceptional classroom teacher as the teachers and support staff this headteacher will be leading are exactly that.



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:** 9<sup>th</sup> March 2026

**Interviews:** Wednesday 25<sup>th</sup> and Thursday 26<sup>th</sup> March  
at Orchard Grove Primary School



# Job Specification

**Job Title:** Headteacher, Orchard Grove Primary School  
**Location:** Taunton, Somerset  
**Responsible to:** Director of Primary Education  
**Salary Grade:** Leadership scale L11 – 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. Engage 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 Chief Financial Officer/ School Business Manager, 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		
<b>Personal Qualities</b>		
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.**





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 12 school MAT of 6 primaries, 6 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.





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.

#### **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.



# In numbers

1325  
NURSERY & PRIMARY  
AGED STUDENTS

5954  
SECONDARY &  
6TH FORM  
AGED STUDENTS

1  
SIXTH FORM

6  
PRIMARIES

6  
SECONDARIES

5  
PRE-SCHOOLS

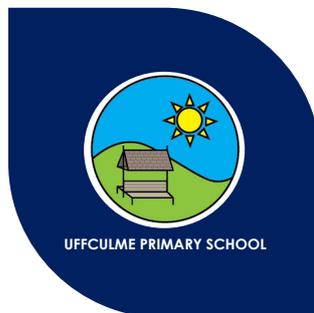
12  
SCHOOL MAT

7279  
STUDENTS

110  
TRUSTEES AND  
GOVERNORS

1229  
STAFF

# 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.





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