



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 trust 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 enact our core values of:

- Equity
- Opportunity
- Community

and provide educational experiences and opportunities that enable our pupils to thrive and achieve in our school.

We are currently reimagining our strategic plan which will shape the work of the Trust over the next 2-5 years. This will focus on 4 key strategic drivers to deliver an ambitious vision for the next stage of our improvement journey. One of these is an intentional approach to inclusion and equity.

This post, which is new to the Trust is a key part of this strategy. We are in the process of developing specialist provision at 2 of our secondaries and we have on site AP in a number of the other schools. We are aware that this will be an area of development over the coming months and years and are looking for an individual who can support our school leaders to develop high quality inclusive spaces that better meet the needs of some of our most vulnerable pupils.

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.

If you are keen to find out more about the role, our CEO will be holding a series of information sessions over Teams where she will outline the key requirements of the post and be available to answer any questions. You can book into one of these slots by contacting Paula Gibson: gibsonp@bep.ac

Times available are;

- Monday 23rd March – 4.30 – 5.00pm
- Wednesday 25th March - 10.00 - 10.30am
- Tuesday 31st March – 1.30 - 2.00pm

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.

Closing date: Monday 20th April 2026

Interviews: Thursday 23rd April 2026 (first stage interviews – online)

Tuesday 28th April 2026 (second stage interviews – Orchard Grove Primary School)

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER



Role

Trust Leader of Specialist and Alternative Provision

Full time, Permanent

Leadership scale 13 - 20 (£69,596 - £82,654)

Start Date: September 2026

(Salary negotiable dependent on skills and experience)

Job Purpose

To support schools to develop and implement effective strategy and provision to pupils with SEMH needs and ensure that interventions are evidence informed, therapeutic and impactful.

To work with schools to create accessible spaces for pupils that are:

- Safe
- Fair
- Relational
- Sustainable
- Focused on reconnecting with learning

so that children engage with learning, build long term resilience and ultimately thrive in our schools and are ready for their next steps.



Key Responsibilities

Develop and Lead on School and Trust Wide SEMH Strategy

- Design and implement a trust wide strategy for better meeting the needs of pupils with internalising and externalising social and emotional needs and for whom full time mainstream education is proving too challenging
- Lead the strategic development of high-quality Alternative Provision including Specialist and Inclusion bases across BEP to ensure provision aligns with the Trust's vision, values and priorities
- Use data, evidence and national guidance to inform strategic planning, provision design, and high-quality resourcing
- Contribute to policy development, including behaviour, inclusion, SEND, and safeguarding strategies
- Ensure there is a consistent pathway in and out of AP which enables staff to welcome pupils successfully back into mainstream.

System Leadership and workforce development

- Work with key partners inside and outside of the Trust to build capacity, expertise and skill in the identification and management of vulnerable pupils in our schools
- Develop positive relationships with LA commissioning officers to ensure that there is a close match between provision and need
- Develop a strategy and rationale for commissioning external AP and monitor the impact of all off-site provision
- Maintain a central directory of external APs and oversee the initial QA
- Provide expert advice, modelling, coaching, and professional development to leaders and staff across BEP
- Lead BEP AP training, guidance, and CPD programmes for all staff and targeted training for staff working in Inclusion Bases.

Curriculum and Pedagogy

- Oversee the design and delivery of personalised curriculum pathways that meet the needs of learners in AP, ensuring ambitious academic, vocational, and personal development outcomes
- Ensure that AP provision provides curriculum continuity and minimises the impact of lost learning
- Support AP settings to implement high-quality teaching, therapeutic support, and reintegration programmes
- Champion inclusive practice across BEP to improve the capacity of mainstream schools to meet diverse needs
- Where appropriate explore and develop virtual school options.

Safeguarding and Inclusion

- Ensure the highest safeguarding standards across all AP placements, working closely with DSLs and external agencies

- Oversee the implementation of effective risk assessments, pastoral systems, behaviour support plans, and attendance procedures
 - Promote the wellbeing, safety, and holistic development of all pupils accessing AP including supporting schools to explore and implement work experience options alongside AP packages for KS4 pupils
 - Support schools with early help/identification to prevent escalation to higher cost AP / interventions
 - Support school leaders to review part time timetables and review the impact of universal and targeted provision.

Professional Relationships

- Develop strong relationships with staff inside and outside of the Trust including CAMHS workers, Educational Psychologists, family workers and healthcare professionals. Facilitate the sharing of best practice across all Trust settings
- Bring together a network of SEND specialist leaders who oversee provision across the Trust to secure consistency of approach, solution focused collaboration and high-quality partnerships
- Build quality relationships with specialist settings.

Quality Assurance

- Ensure that on and off-site alternative provision is high quality, meets the Trust criteria for successful Alternative Provision and is focused on CYP accessing the curriculum as far as they are able
- Monitor and evidence the impact of AP by analysing progress, attendance, reintegration success, wellbeing indicators etc.

Equality and equity

- Ensure that the Trust reflects a vibrant and inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and supports all pupils to become successful integrated learners
- Actively challenge and address all forms of discrimination
- Ensure a continual focus on equity as measured by pupil outcomes.



Other Duties

- To participate in induction training, staff review processes and professional development opportunities
- Support schools with Ofsted preparation
- To undertake additional duties as required, commensurate with the level of the role
- All staff must commit to Equal Opportunities and Anti-Discriminatory Practice
- 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

- 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 the central Trust office, will be as per the Trust's travel policy
- There will be a requirement to work beyond school hours particularly in supporting and attending school and Trust based events
- Working patterns will be aligned with school term dates and holidays must be taken during school closure periods
- 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
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures
- 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
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
- To comply with the Trust's ICT Acceptable Use and Confidentiality Agreement for Staff
- To comply with the Trust's Health & Safety policy, procedures, and statutory requirements
- 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 duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Key Relationships

Reports to: Director of Student Support

Work alongside:

- Trust SENDCos
- Trust Specialist Teacher
- Director of Secondary Education
- Director of Primary Education
- Trust Pastoral Lead
- Headteachers
- School SENDCos



Person Specification

Ideally candidates would meet the majority of the following criteria	Assessed through
Good hons degree (2:2 or higher)	Application
NPQH, NPQSL, NPQSEND or similar relevant professional qualification	Application
Recent experience of pastoral and/or SEND leadership at whole school level or with significant numbers of children and young people. Or recent experience of advisory work relating to safeguarding behaviour, attendance and or the achievement and progress of SEND pupils with tangible success.	Application
Recent experience of leading internal or external resource bases or AP provision within a mainstream or specialist setting	Application
A practising DSL or DDSL with recent advanced safeguarding training in an educational setting	Application
Recent experience of leading training with a professional team	Application/interview
Experience of working across more than one school and/or both primary and secondary phases	Application/interview
A mindset that is firmly rooted in a belief that adults can successfully have a significantly positive impact on the behaviour and attitudes of young people.	Interview
A deep understanding of the factors that influence poor outcomes for children and a solution focused approach to overcoming them	Interview
An unrelenting desire to make things better for children and young people	Interview
The ability to work effectively with other adults and influence their behaviour to enact positive change	Interview
Excellent interpersonal skills	Letter/references/interview
Excellent ICT skills	Letter/references
Excellent organisational and time management skills and a meticulous approach to record keeping	Application/letter/interview
Excellent relationships with colleagues	References
Ability to communicate effectively at all levels	Letter/References/interview

Infectious enthusiasm and relentless positivity	Interview
Creativity, imagination and ideas	Letter/interview
Flexibility	Letter/interview





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

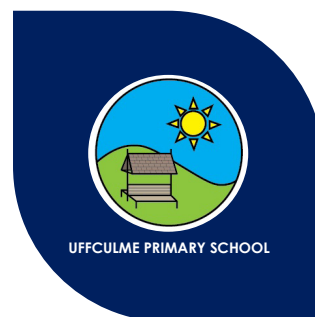
13
SCHOOL MAT

8379
STUDENTS

122
TRUSTEES AND
GOVERNORS

1262
STAFF

Our Schools



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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