



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 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.

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 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 Bishops Hull Primary School – we are a happy and successful village school on the edge of Taunton, and our dedicated and hardworking staff provide each pupil with the highest standard of education. We are regularly oversubscribed, and this is testament to our warm and friendly culture alongside high academic and behavioural expectations for all children.

Bishops Hull is a single form entry school with one class for each year group: we currently have 216 pupils from Year R to Year 6. There is also a separate nursery and pre-school on the school site. We are delighted to be a school of choice in our community and work closely with our neighbouring secondary, The Castle School which is also in the Trust.

### **A special place**

Whilst we aim to ensure every child reaches their full potential academically, they are also taught that they can be successful in many different ways. Every child is unique and at Bishops Hull, we work hard to ensure that every child is nurtured and supported along their individual learning journey with us. We want to evoke curiosity and a love of learning and as we prepare our learners for the next stage of their educational journey, we want them to know more, remember more and do more.

### **Why Bishops Hull Primary School?**

Bishops Hull Primary School is first and foremost a school where children feel safe, happy, confident and enthusiastic to learn. Our dedicated staff team work hard to ensure that both academic and pastoral care needs are at the heart of every decision made at Bishops Hull.

As a school we believe that both children and adults learn new things every day, building upon and retaining their existing knowledge.

We are committed to ensuring that all children including those from disadvantaged backgrounds and those living with identified special needs are equipped for their next stage of their education.

We maintain that learning should be a rewarding and enjoyable experience for everyone and that it should be fun and memorable. Through delivering coherently planned and sequenced, high quality learning opportunities we endeavour to equip children with skills, knowledge and understanding necessary to be able to make informed choices as they progress in their educational journey through Bishop's Hull primary School.

**Richard Healey**

**Executive Primary Lead for The Blackdown Education Partnership (BEP)**



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# Role

**Class Teacher - Bishops Hull Primary School**

**Full time, Permanent**

**Teachers' pay scale M1 – M4**

**Start Date: 1<sup>st</sup> September 2025**

**We are looking for an inspirational class teacher who:**

- Has outstanding classroom practice
- Will inspire children to develop a lifelong love of learning
- Is creative with high expectations of behaviour and achievement.
- Has a positive approach to behaviour management
- Is enthusiastic and dedicated with high expectations of themselves and others



**What Bishop Hull Primary School offers:**

- Enthusiastic and eager children ready to learn
- A hardworking, friendly, supportive and caring staff
- A commitment to professional development
- A nurturing and caring ethos across the school that focuses on nurturing the whole child, including high expectations for academic performance

If you are interested in this role and would like to book a visit, please email the school office at [office.school@bishopshull.bep.ac](mailto:office.school@bishopshull.bep.ac)

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: 9am Friday 16<sup>th</sup> May**

**Interview: Wednesday 21<sup>st</sup> May**



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## Job Specification

**Job Title:** Class Teacher, Bishops Hull Primary School

**Location:** Bishops Hull, Taunton, Somerset

**Responsible to:** Headteacher

**Salary Grade:** Teachers' pay scale M1 to M4

**Working time:** Full time, Permanent

### General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

### Teaching

- Set high expectations which inspire, motivate and challenge pupils by:
  - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
  - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
  - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Promote good progress and outcomes for pupils by:
  - Being accountable for pupils' attainment, progress and outcomes.
  - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
  - Guiding pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
  - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.



- Demonstrate good subject and curriculum knowledge by:
  - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
  - Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.
  - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- Plan and teach well-structured lessons by:
  - Imparting knowledge and developing understanding through effective use of lesson time.
  - Promoting a love of learning and children's intellectual curiosity.
  - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
  - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
  - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
  - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
  - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
  - Making use of formative and summative assessment to monitor pupils' progress.
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons.





- Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
  - Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour for Learning Policy.
  - Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
  - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
  - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
  - Making a positive contribution to the wider life and ethos of the school.
  - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
  - Deploying support staff effectively.
  - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
  - Communicating effectively with parents with regard to pupils' achievements and wellbeing.
  - Taking a subject leadership role across the school

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
  - Showing tolerance of and respect for the rights of others.
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
  - Ensuring that personal beliefs are not expressed in ways which exploit



pupils' vulnerability or might lead them to break the law.

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

### **Organisation**

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

### **Additional duties**

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks as reasonable expected under the direction of the headteacher.

### **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 your home school, 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.

## Person Specification

Qualifications and training	Essential	Desirable
Qualified Teacher Status	✓	
A 2:1 or above degree in their subject area or a related subject	✓	
A postgraduate qualification, e.g. a master's degree		✓
A first aid certificate		✓
Skills and experience		
At least two years of experience teaching within a school environment or, for early career teachers, work or voluntary experience in a comparable environment	✓	
Organising and participating in extracurricular activities	✓	
Conducting assessments, keeping records and producing reports on pupils	✓	
Implementing safeguarding procedures in schools	✓	
Experience teaching their subject within a school environment		✓
Experience teaching key stage 1 or 2 pupils		✓
Knowledge		
A clear understanding of the subject's curriculum and examination specifications across key stage 1 and 2	✓	
Sufficient knowledge to answer subject-related questions raised by pupils	✓	
An ability to use different teaching methods and adapt to cater for pupils' different needs	✓	
Knowledge of effective intervention strategies to improve the quality of teaching and learning	✓	
An understanding of relevant legislation and educational developments		✓
An understanding of how assessment and attainment		✓



information can be used to improve practice		
Skills in effective resource management and deployment		✓
<b>Personal Qualities</b>		
<p>The successful candidate will be</p> <ul style="list-style-type: none"> <li>• Punctual, with a good attendance record.</li> <li>• An excellent communicator, verbally and in writing.</li> <li>• Organised.</li> <li>• An excellent time manager.</li> <li>• Hardworking, with high expectations of themselves and their professional standards.</li> <li>• Committed to CPD.</li> <li>• Able to work both independently and as part of a team.</li> <li>• Able to maintain successful working relationships with other colleagues.</li> <li>• Able to plan and resource effective interventions to meet curricular objectives.</li> <li>• Driven and energetic.</li> </ul> <p>The successful candidate may also be</p> <ul style="list-style-type: none"> <li>• Committed to the value and promotion of their subject.</li> <li>• Dedicated to promoting their professional development, and that of others.</li> <li>• Able to promote good behaviour consistently.</li> <li>• Able to plan and take control of situations.</li> <li>• Committed to contributing to the wider school and its community.</li> <li>• Able to effectively promote the school's ethos and vision.</li> <li>• Capable of handling a demanding workload and successfully prioritising work.</li> <li>• Professionally assertive and clear thinking.</li> <li>• Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</li> </ul>		

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.**



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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.





## About Us

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.





# Our Strategy

## **INVEST**

- Generate greater central capacity alongside organisational and financial resilience to support schools to grow and retain consistently high standards across the Trust
- Invest in excellent nursery and early years provision in every primary school
- Develop our capacity for outreach within our local communities to strengthen support for families and children
- Invest in infrastructure and the school estate to ensure that children are able to learn in positive and safe environments.

## **BUILD AND GROW**

- Build a people strategy that delivers on our promise to be an employer of choice across the South West
- Expand our offer to include church schools in Devon and Somerset
- Ensure growth both brings capacity and supports underperforming schools.

## **DELIVER**

- Deliver the best outcomes for disadvantaged and vulnerable pupils in the South West
- Be a beacon for academic excellence
- Secure highly effective governance at all levels.

## **GOVERNANCE**

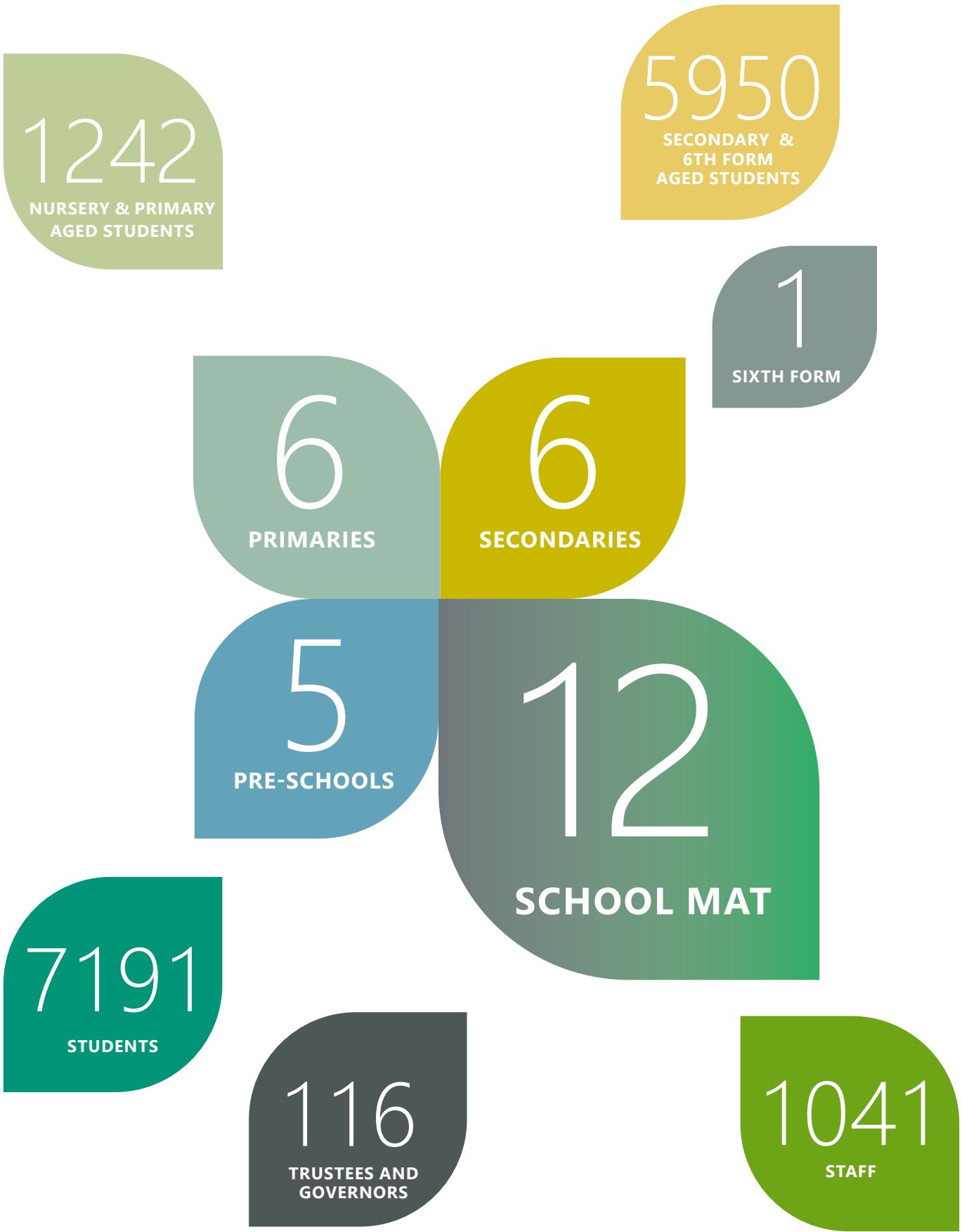
Blackdown Education Partnership is governed by Members and Trustees. Members oversee the work of the Trust and are responsible for overarching decisions, and our Trustees are responsible for:

- determining the vision for the Trust and ensuring that its achievement underpins all strategic planning and decision making
- development, review and take ownership of the Trust's strategic and financial plan and monitor its implementation
- ensuring that all schools / academies within the Trust attain high standards and demonstrate at least good progress against national indicators
- ensuring the Trust maintains its vision and values and delivers the outcomes which it has defined for pupils and the Trust.





# In numbers



# 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.



