



# Deputy Headteacher - Inclusion vacancy

**Recruitment Pack**

Grade L18 - L22)  
£78,702 - £86,803



Exceptional Educational Experience



Dan Morrow  
Trust Leader



Clare Ridehalgh  
Deputy Trust Lead

# Welcome

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience**. One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every school, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.

Joining CELT means becoming part of a values-driven trust where collaboration, innovation, and care for people are at the heart of all we do. If you share our 100% mindset, are passionate about education, and want to make a tangible difference to learners and communities across Cornwall, we would be delighted to welcome you to CELT.

*Dan Morrow*

Dan Morrow  
Trust Leader



Rich Baker  
Deputy Trust Lead

EXCEPTIONAL  
EDUCATIONAL  
EXPERIENCE

100%





## Welcome from our Chair of Trustees



Sally Foard  
Chair of Trustees

Our values are at the heart of everything we do. We believe in the power of **Collaboration**, building strong relationships and working together as one team to achieve our collective goals. We are committed to **Empowerment**, creating a culture where initiative, innovation and trust flourish, and where every individual feels valued, respected and motivated.

As a Trust, we are grounded in promoting **Leadership**, sharing a moral and ethical purpose to improve the lives of others and make a lasting difference for our learners and communities. And we embrace **Transformation**, approaching change positively so that we can all become our best selves and do our best work.

These values guide every decision we make and every action we take. They are the foundation of our Trust and the reason we can offer such exceptional opportunities for our learners and staff. If you choose to join CELT, you will be part of a values-driven organisation where people are supported to grow, contribute, and thrive.

*Sally Foard*

Sally Foard  
Chair of Trustees





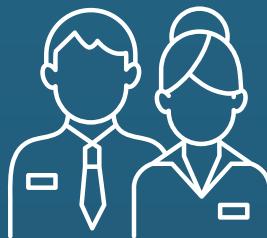
# Cornwall Education Learning Trust

Our Family of Schools

Our family of schools have the privilege of educating 9000 learners across mid-Cornwall. We are passionate about collaborating and ensuring 100% of our learners have an exceptional educational experience.



**9000**  
LEARNERS



**1200**  
CELT STAFF



**16**  
SCHOOLS



## DEPUTY HEADTEACHER - INCLUSION JOB DESCRIPTION

### Purpose of the Role

The Deputy Headteacher for Inclusion will provide strategic leadership and operational oversight of inclusion across the whole school (11-18 and Area Resource Base), ensuring that all students, particularly those with SEND, EHCPs and other vulnerabilities, achieve exceptional outcomes academically, socially, and emotionally. At the heart of this role, is the strategic leadership of our Area Resource Base where every student needs to have an exceptional educational experience, receiving a personalised yet ambitious curriculum with as many opportunities as possible to integrate with the wider school.

The post-holder will be responsible for shaping and embedding an inclusive culture across the whole 11-18 school where high expectations, equity, and personalised support enable all students to thrive academically, socially, and emotionally. They will need to be skilled at developing policies, practice and working effectively with multi-agencies to ensure that we become systems leaders in inclusive practice.

### Key Responsibilities

- Strategic leadership of inclusion and SEND
- Strategic leadership of the Area Resource Base
- Strategic leadership of 16-18 pathways for students with an EHCP
- Ensuring statutory compliance with SEND Code of Practice
- Leadership of inclusive teaching and curriculum access
- Oversight of behaviour, attendance and pastoral systems
- Staff leadership and professional development
- External agency and parental engagement
- Whole-school senior leadership responsibilities

### 1. Strategic Leadership and Vision for Inclusion

- Lead the strategic development of inclusion across the school.
- Develop, implement, and evaluate the Inclusion Strategy and SEND Development Plan.
- Contribute to whole-school strategic planning and self-evaluation.
- Ensure inclusion is embedded across teaching, learning, curriculum, behaviour, and pastoral systems.
- Design and implement effective systems for assessing the progress made of students with an EHCP so that the curriculum is suitably matched and remains ambitious for all.
- Implement improvement plans and policies that benefit the development of the school and the Trust.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.



- Promote and maintain very high standards of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
- Build the reputation of the school and form positive relationships within the local community, particularly for parents and carers with students on the SEND Record of Need

## **2. SEND Leadership and Statutory Responsibilities**

- Provide strategic oversight of SEND provision across mainstream and specialist settings.
- Design and implement relevant policies and procedures for students on the SEND Record of Need.
- Lead effective processes for the Assess, Plan, Do, Review cycle so that all students are able to fully access an exceptional education.
- Act as Designated Senior Leader for SEND.
- Ensure compliance with the SEND Code of Practice and Equality Act 2010.
- Oversee EHCP implementation and reviews.
- Lead the school to achieve the Inclusion Quality Mark

## **3. Area Resource Base (ARB) / Specialist Provision**

- Strategic leadership of the ARB and line management of the SENDCO and operational leaders.
- Ensure high-quality specialist provision aligned to EHCP outcomes for every student.
- Lead the design of the curriculum, staffing, timetable and transitions.
- Ensure effective integration with mainstream provision, enabling students to experience the best of what we offer

## **4. Teaching, Learning, and Curriculum Access**

- Ensure inclusive and adaptive teaching is embedded across the school.
- Promote evidence-informed practice for students with SEND.
- Work effectively with the wider Quality of Education team to develop teaching and learning so that it is highly effective and inclusive
- Oversee reasonable adjustments, access arrangements, and assistive technology.
- Quality assure teaching and interventions.

## **5. Behaviour, Attendance, and Pastoral Inclusion**

- Strategic oversight of inclusive behaviour and pastoral systems.
- Line management of behaviour and attendance lead.
- Oversee attendance strategies for vulnerable students.
- Lead reintegration meetings and plans, internal Trust transfers, and alternative provision pathways.
- Ensure safeguarding practice is robust for students with additional vulnerabilities.



## **6. Leadership of Staff and Teams**

- Provide visionary and dynamic leadership for the school community (11-18 and Area Resource Base) to ensure high quality, inclusive and comprehensive education for all learners
- Lead inclusion and line manager key leaders for inclusion both within mainstream and the ARB and their teams
- Design and lead exceptional professional development for staff in understanding inclusion, adaptive curriculum design and adjusted teaching.
- Oversee recruitment, deployment, and development of staff.
- Work collaboratively with other SENDCOs and senior leaders across the Trust to learn from and share the most effective practice so that all students benefit from an exceptional educational experience.
- Promote collaboration, accountability, and staff wellbeing.

## **7. Professional Development**

- Lead by example through evidence informed, research driven practice
- Lead CPD on SEND, inclusion, and adaptive teaching for teaching and non-teaching staff.
- Build staff capacity and confidence in inclusive practice.

## **8. Partnerships and External Agencies**

- Act as senior contact for parents/carers of students with SEND.
- Build partnerships with the LA, health, and external agencies.
- Represent the school at panels, reviews, and professional networks.

## **9. Monitoring, Evaluation, and Accountability**

- Use data and qualitative evidence to evaluate impact, identifying challenges and practical solutions to overcome them.
- Report to the Headteacher and Governors/Trustees.
- Contribute to self-evaluation and improvement planning.

## **10. Safeguarding, Equality, and Professional Conduct**

- Uphold safeguarding and child protection standards.
- Promote equality and inclusive values.
- Model professional and ethical leadership.

## **11. Wider Leadership Responsibilities**

- Deputise for the Headteacher as required.
- Undertake additional leadership duties commensurate with the role.
- Support leadership development across the school.



## Qualifications and Professional Development

Essential	Desirable
Qualified Teacher Status (QTS)	National Professional Qualification (NPQSL or NPQH)
Postgraduate qualification in SEND (achieved or ongoing)	
Evidence of ongoing professional development in leadership and SEND/inclusion	

## Leadership & Experience

Essential	Desirable
Successful leadership experience at senior or middle leadership level in a secondary school	Experience as a Deputy or Assistant Headteacher
Significant experience leading SEND and inclusion in a secondary context	Experience of leading an Area Resource Base (ARB)
Experience of working with students with EHCPs and complex needs (e.g. ASD, SEMH)	Experience within a large secondary school or multi-academy trust
Experience of improving outcomes for vulnerable and disadvantaged students	

## Knowledge and Understanding

Essential	Desirable
In-depth knowledge of the SEND Code of Practice and statutory requirements	Detailed understanding of Ofsted frameworks with regard to SEND and inclusion
Strong understanding of inclusive teaching, adaptive practice, and curriculum access	Knowledge of current national SEND reforms and best practice
Knowledge of safeguarding, behaviour, attendance, and pastoral systems	
Understanding of multi-agency working and local authority processes	



## Skills & Abilities

Essential	Desirable
Strategic leadership skills with the ability to translate vision into practice	Experience of budget management related to SEND or specialist provision
Strong line-management and team leadership skills	Experience of leading whole-school CPD programmes
Excellent communication skills with staff, students, parents, and external agencies	
Ability to analyse data to drive improvement and evaluate impact	
Strong organisational and problem-solving skills	

## Personal Qualities

Essential	Desirable
Commitment to high expectations and equity for all students	Experience of contributing to whole-school strategic planning
Passionate advocate for inclusive education	Ability to deputise confidently for the Headteacher
Resilient, calm, and emotionally intelligent leader	
Values collaboration, professional learning, and continuous improvement	
Strong organisational and problem-solving skills	





## Applying to CELT

We welcome applications via My New Term in the CELT Careers section of our website: [www.celtrust.org](http://www.celtrust.org).

If you would like to arrange a visit or discuss the role further, please contact Claire White at [cwhite@bodmin.celtrust.org](mailto:cwhite@bodmin.celtrust.org)

We want every candidate to know exactly what to expect from our recruitment process. All CELT application packs clearly set out key information : salary, interview dates, and application deadlines. All line managers involved in recruitment are trained to recognise and reduce bias, ensuring a fair and consistent experience for every applicant.

More information about our approach can be found in our Recruitment and Selection Policy via the trust website.



## Safeguarding

Safeguarding is the golden thread through CELT - safeguarding is everyone's responsibility. We promote an open culture of learning and development where good practice is celebrated and mistakes are used to learn and improve practice and therefore outcomes for our learners.

A whole-school approach to safeguarding means listening to the voices of everyone in the school community. This includes learners as well as parents, carers and school staff.



Amy Daniels  
Director of Inclusion

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and an Enhanced Disclosure and Barring Service (DBS) check.



## People Services

Our vision is to build and nurture a talented, diverse team who are proud to deliver exceptional education across our Trust.

We believe in working together, treating everyone fairly, and always learning and growing. We are committed to creating a safe, inclusive, and supportive workplace where every colleague feels valued and inspired to do their best.

By investing in and caring for our people, we unlock their potential – enabling them to make a real difference to our schools, our learners and the communities we serve.

CELT is committed to developing and empowering staff by ensuring that every colleague has the opportunity to thrive in their current role while being prepared for future opportunities.



Lea Randall  
People Services Lead



Lea Randall  
People Services Lead

**Empowering  
our people to  
support, teach  
and lead**



*Claire White*  
Headteacher

I feel privileged to have been part of SW100's cohort 2. I finished the year a different leader to the one I was 12 months before and I've never been more committed to change in our system. It reinforced my belief that teaching truly is the best job in the world.



*Andrew Gasiorowski*  
IS Manager

I joined Brannel School as an apprentice and now manage the information services team at Poltair School. Working at CELT has enabled me to progress professionally and has provided opportunities for me to work on strategic projects across the Trust.



*Rebecca Blizzard*  
Assistant Headteacher

From gaining valuable leadership experience as Head of Science I felt ready and supported to become an Assistant Headteacher. I value the range leadership opportunities at CELT and the strong collaboration amongst colleagues and our family of schools.

# Staff Entitlement

As a Trust we understand that we have a responsibility to create a future-focused team that is ready for change and able to support our development. Part of this future planning involves succession planning and dynamic talent management.

Talent management is crucial at both a strategic and an individual level. It is about the value that every individual brings to Cornwall Education Learning Trust. By understanding people's strengths and unique contributions, we can ensure that they receive the development they need to have the maximum impact in their current and future roles.



## Personal Growth & Inspiration:

- Exceptional development opportunities through training, mentoring, and networking.
- Complimentary access to Inspiring the South West conferences to fuel your ambition.



## Health & Wellbeing:

- Free annual flu jabs, health screenings, and eye tests to keep you feeling your best.
- Discounted gym and leisure centre memberships to support your fitness goals.
- Wisdom app access for mental health support, mindfulness, and resilience.
- Confidential helpline and counselling through Health Assured, available 24/7.



## Family & Flexibility:

- Up to 5 days paid emergency leave for dependants when life throws a curveball.
- Family-friendly policies and flexible working arrangements to help you balance work and home.



## Perks & Extras:

- Cycle to Work scheme to promote greener commuting and save on bike purchases.
- Generous public sector pension scheme to invest in your future.



## CELT CENTRE OF EXCELLENCE

At CELT, we believe inspiration should flow through our staff as much as our students. Great teaching comes from colleagues who are curious, ambitious and continually developing their practice. Professional learning isn't an add-on – it's part of who we are.

The CELT Centre of Excellence at Penrice Academy brings this vision to life. It offers a place to reflect, learn and plan next steps, supporting colleagues at every stage of their career. Through programmes such as Future Leaders, New and Aspiring Leaders, and the upcoming Flourishing Programme, the Centre provides clarity, connection and opportunity for all roles across CELT.

Our aim is simple: to help every colleague grow, feel valued and thrive. By investing in ourselves, we strengthen our culture and keep inspiration at the heart of our classrooms.

**CLICK HERE** 

"CELT is where teaching talent takes flight, and connection becomes the fuel that propels us forward. With comprehensive support, collaborative communities, mentoring, research-informed practice, and an unwavering focus on equity, CELT creates an environment where both teachers and learners thrive."



*Hayley Bissenden*

**Hayley Bissenden**  
Director of the  
Centre of Excellence





## Living and Working in Cornwall

### A Life That Feels Different—in the Best Way



Cornwall offers a rare blend of meaningful work, breathtaking surroundings and an exceptional quality of life. Our schools sit at the heart of proud, supportive communities where relationships matter and staff quickly feel part of something bigger.

#### Community

Cornwall's towns and villages are close-knit, welcoming and full of character. Families are deeply invested in their local schools, and the strong partnership between home and school is a defining feature of life here. When you join us, you're joining a place where people genuinely look out for one another.

#### Lifestyle

From beaches and rugged coastline to moorland and open countryside, Cornwall's natural beauty is always within easy reach. Shorter commutes and access to the outdoors help create a healthy balance between work and life—and the space to truly recharge.



#### Infrastructure

Cornwall is ambitious about its future. From major road improvements such as the upgraded A30 to enhanced digital connectivity and the convenience of Cornwall Airport Newquay, the region continues to invest to keep people connected and moving.

#### Families

Safe communities, excellent schools, and a huge range of activities make Cornwall an exceptional place to raise children. Whether it's beach days, outdoor adventures or creative arts, there's always something to inspire young minds.