

Cheshire Academies Trust

Be part of our Tribe



Trust Specialist Support Lead

Recruitment Pack

April 2026



Cheshire Academies Trust
Inspiring hearts and minds

Be around the light bringers,
the magic makers, the world shifters.
They challenge you, break you open
uplift and expand you.
They don't let you play small with your life.
These heartbeats are your people.
These people are your
tribe.

Be part of our Tribe.



Welcome from the CEO

On behalf of Cheshire Academies Trust, I am delighted to extend a warm welcome to you as you consider the role of Trust Specialist Support Lead.

Cheshire Academies Trust currently comprises of twelve primary academies and one special school. Our Trust will likely continue beyond that. Our schools are exceptionally strong with experienced leaders spearheading a continued drive to push the boundaries of excellence within our current primary and special settings. Our vision has been built to inspire the hearts and minds of all our staff so that our pupils can contribute to a better world. Our lens for disadvantaged and SEND allow us to see a truth about the effectiveness of our provision. It is through these that we will judge our impact, our capability, our capacity to make a difference, beyond that which may be attributed to advantage or need.

Our trust is supported by a dedicated team of educational professionals and leaders who are truly passionate about our schools. This team includes not only educational experts but also strategic and operational leaders who together foster a nurturing and ambitious environment for both our staff and pupils.

This is a one-year fixed-term role at 0.4 FTE (two days per week). In your role as Trust Specialist Support Lead, you will work closely with the SEND Director to further our vision of building a unique primary/special Trust and your contribution will be pivotal in supporting our mainstream schools to strengthen inclusive practice, build staff confidence and enhance the quality of provision for pupils with SEND.

We are seeking an experienced and compassionate SEND practitioner who embodies our culture and builds strong, credible relationships with staff at every level. You should bring a proven track record of supporting pupils with higher levels of SEND to thrive in mainstream classrooms, secure knowledge across the four areas of need, and the ability to coach and build the confidence of teachers and support staff. Warmth, professional humility, and the self-drive to work flexibly across multiple schools will be essential to your success in this role.

Thank you for considering this post with Cheshire Academies Trust. This is a wonderful place to learn and work and we look forward to the possibility of you bringing your expertise and enthusiasm to our team.

Warm regards,

A handwritten signature in black ink that reads "Steve Ellis".

Steve Ellis
CEO



Cheshire Academies Trust
Inspiring hearts and minds

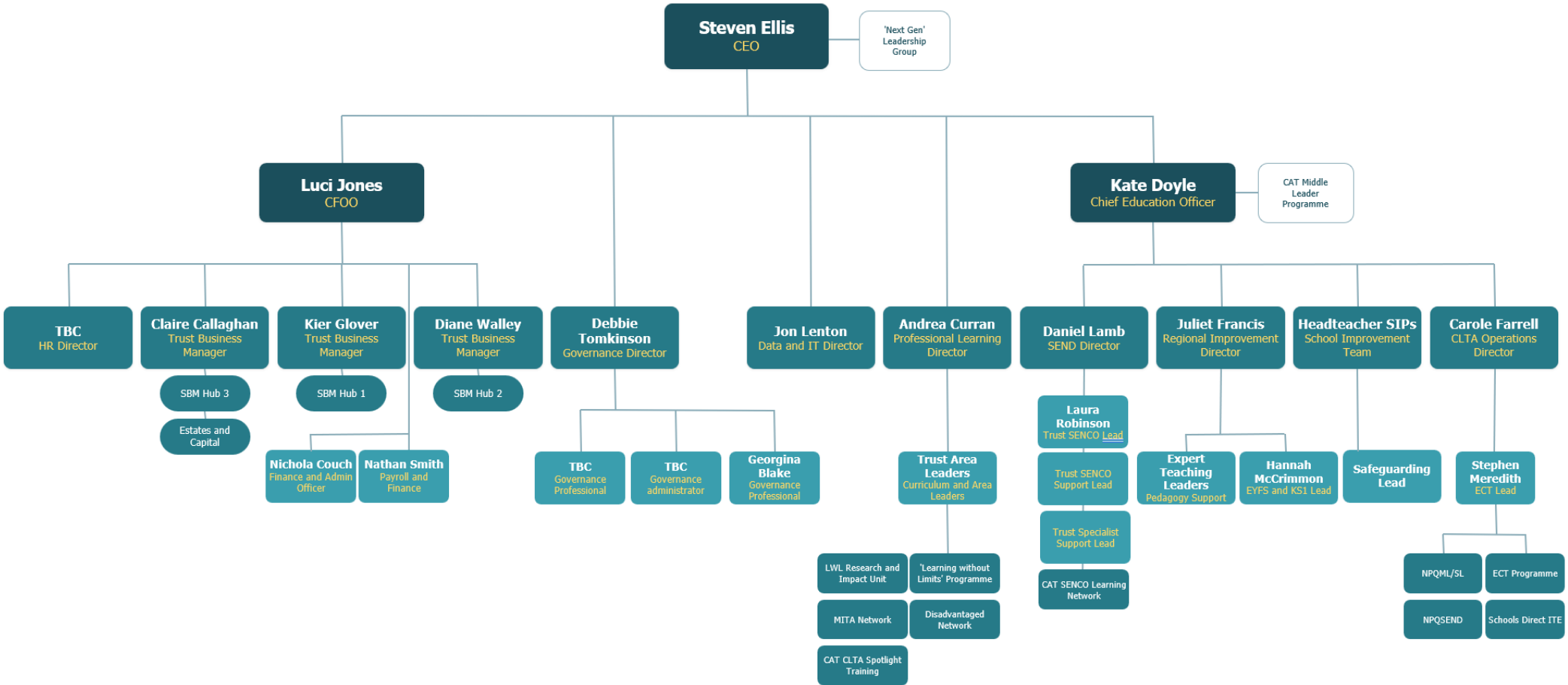


Our Schools and Teaching School (CLTA):



Our Central Team(September 2026)

Organisational Structure





Trust Specialist Support Lead Vacancy

Cheshire Academies Trust is seeking to appoint an experienced and compassionate Trust Specialist Support Lead on a one-year fixed-term basis at 0.4 FTE (two days per week). This is a pivotal Trust-wide outreach role working under the direction of the SEND Director, with a primary focus on supporting staff across our mainstream schools to meet the needs of pupils with higher levels of SEND within inclusive classroom environments. The successful candidate will play a critical role in helping teachers and one-to-one support staff develop effective approaches, adaptations, resources and provision that enable pupils with SEND to thrive. This position involves working closely with the SEND Director, school leaders, teachers, support staff and SENCOs to strengthen day-to-day classroom practice, build staff confidence and develop greater consistency of inclusive approaches across the Trust's schools and four local authorities.

Key Responsibilities:

- **Outreach support for inclusive practice:** Work directly with mainstream schools to support teachers, one-to-one staff and wider teams in meeting the needs of pupils with higher levels of SEND in classroom contexts.
- **Advice, adaptation and resources:** Offer practical advice, develop resources and recommend appropriate adaptations, programmes and strategies that help pupils access learning and participate successfully in mainstream environments.
- **Four areas of need:** Provide informed guidance across all four areas of need within the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and physical and sensory needs.
- **Assessment and problem-solving:** Observe pupils, unpick barriers beneath how a child may initially present, and work with staff to identify the why, the need and the most effective next steps.
- **Quality first teaching and consistency:** Champion quality first teaching and inclusive classroom environments as the starting point, while working with the SEND Director to develop greater consistency in approaches, routines and support systems across schools.

The Ideal Candidate Will Possess:

- A strong and credible track record of successfully supporting pupils with higher levels of SEND, including helping them thrive within mainstream classrooms.
- Secure knowledge and practical experience across all four areas of SEND need, with the ability to advise staff on effective provision, adaptations and support.
- The ability to coach, mentor and build the confidence of teachers and one-to-one support staff in meeting SEND need alongside the needs of the wider class.
- Strong understanding of inclusive practice, quality first teaching and how to balance individual support with effective whole-class teaching.
- The ability to analyse presentation, behaviour and barriers to learning thoughtfully, and then recommend realistic, evidence-informed alternatives and next steps.
- Strong communication and interpersonal skills, with the ability to build trust, work collaboratively and handle sensitive situations with professionalism and compassion.
- The self-drive, organisation and initiative needed to work across multiple schools, manage competing priorities and follow through on agreed actions.
- An understanding of how to build greater consistency of classroom practice and inclusive approaches across schools working within different local authority systems.

We Offer:

- The opportunity to build an overall educational experience for pupils which is world-leading
- A supportive, committed Trust community
- A culture that values and nurtures leadership, professional growth and career opportunity
- A one-year fixed-term contract at 0.4 FTE (two days per week), subject to a successful 3-month probationary period
- Membership of the Teacher Pension Scheme
- An annual flu vaccination
- Access to our 'green schemes' including cycle to work, electric cars and white goods

Job Description

Job Purpose

Post:

Trust Specialist
Support Lead

Salary:

To be
confirmed
Dependent on
experience
(pro rata for
0.4 FTE)

Location:

Hybrid: Trust
schools/
Home working/
Central Trust
locations

Reports to:

SEND Director

- Work under the strategic direction of the SEND Director to strengthen inclusive classroom practice and support for pupils with SEND across Cheshire Academies Trust mainstream schools;
- Provide outreach support, advice and modelling for teachers, one-to-one support staff and wider school teams working with pupils with higher levels of SEND;
- Support schools to develop effective adaptations, reasonable adjustments, resources and targeted approaches that enable pupils with SEND to access and thrive within mainstream environments;
- Offer guidance on practical strategies and programmes that can be used within class teaching or as carefully considered interventions, always rooted in pupil need;
- Support staff across all four areas of need within the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and physical and sensory needs;
- Observe pupils thoughtfully, look beyond initial presentation, unpick barriers to learning and behaviour, and help staff identify effective next steps and supportive responses;
- Champion quality first teaching and inclusive classroom environments as the starting point before introducing individualised provision for a specific pupil;
- Contribute to the development, creation and sharing of practical resources, visuals, guidance and strategies that can be used effectively by schools and individual pupils;
- Build strong relationships with Headteachers, SENCOs, teachers, support staff, families and external professionals, modelling high expectations and solution-focused practice;
- Work with the SEND Director to develop greater consistency in classroom approaches, inclusive practice and support systems across the Trust's schools and four local authorities;
- Maintain up-to-date knowledge of SEND legislation, evidence-informed practice, inclusive pedagogy and approaches that improve outcomes for pupils with SEND.



Person Specification

No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1.	Degree educated or equivalent relevant professional experience;	E	✓	
2.	Qualified Teacher Status or recognised equivalent teaching/specialist practitioner experience;	D	✓	
3.	Relevant SEND training or professional development;	E	✓	✓
4.	Qualified to work in the UK;	E	✓	
Experience				
5.	Strong track record of supporting pupils with higher levels of SEND to make progress and thrive;	E	✓	✓
6.	Experience of supporting staff, families and pupils through tailored SEND provision and graduated responses;	E	✓	✓
7.	Experience of coaching, supporting or mentoring teachers and/or teaching assistants to improve inclusive practice;	E	✓	✓
8.	Experience of developing or adapting resources, approaches or programmes for pupils with SEND;	E	✓	✓
9.	Experience of working in a special school, outreach role or across a range of SEND contexts;	D	✓	✓
Abilities, Skills and Knowledge				
10.	Self-driven, organised and proactive, while working under the direction of the SEND Director;	E	✓	✓
11.	Builds trust with Headteachers, SENCOs, teachers, support staff, families and external professionals;	E	✓	✓
12.	Excellent knowledge of the SEND Code of Practice, inclusive practice, reasonable adjustments and the four areas of need;	E	✓	✓
13.	Knowledge of quality first teaching, inclusive classroom environments, SEND interventions and support programmes;	E	✓	✓
14.	Able to observe pupils carefully, interpret barriers to learning and behaviour, and identify realistic next steps;	E	✓	✓
15.	Able to develop practical resources, visuals, guidance and approaches that staff can use consistently;	E	✓	✓
16.	Able to ask supportive but challenging questions that help staff reflect, adapt practice and improve outcomes;	E	✓	✓
17.	Works accurately with attention to detail and follows through on agreed actions and support;	E	✓	✓
18.	Builds strong working relationships with the SEND Director, central team and school staff at all levels;	E	✓	✓
19.	Prioritises effectively, works accurately under pressure and uses own initiative;	E	✓	✓
20.	Commitment to safeguarding and promoting the welfare of children and young people;	E	✓	✓
21.	Able to travel independently between Trust schools across the four local authorities;	E	✓	✓

Person Specification

Categories		Essential or Desirable	App Form	Interview or Task
Personal Qualities				
22.	Commitment to inclusive schools where pupils with SEND are well understood, well supported and able to thrive;	E	✓	✓
23.	Adaptive and responsive to change across different schools, pupils and local authority systems;	E	✓	✓
24.	Holds and articulates the Trust guiding principles, leading with moral purpose and integrity;	E	✓	✓
25.	Flexible; thrives on change, works at pace and responds to changing school and pupil needs;	E	✓	✓
26.	Integrity, confidentiality and professional judgement, aligned with the Nolan principles of public office;	E	✓	✓
27.	Resilient, persistent and optimistic, with a positive mindset and strong work ethic;	E	✓	✓
28.	Willingness to travel to Trust schools and work flexibly to meet deadlines;	E	✓	✓
29.	Have compassion and care above all things.	E	✓	✓

Application Process:

Interested candidates are invited to speak to the SEND Director and/or arrange a school visit ahead of submitting an application on MyNewTerm.

Join us in shaping an ethical, courageous and innovative future at Cheshire Academies Trust.

Cheshire Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS check and satisfactory references.

Candidates will be expected to outline their suitability for the role, aligned to both the job description and person specification via their letter of application. The interview process will be designed to offer candidates further opportunities to share and expand on their skills and experience. Shortlisted candidates will be required to provide evidence of their qualifications at interview and any offer of employment will be on receipt of acceptable references. The school may choose to make social media checks on shortlisted candidates, in line with Keeping Children Safe in Education 2023 (KCSiE 23) guidance.

How to apply

If you believe you are the ideal candidate for our Trust Specialist Support Lead position and would like more information or to have an informal discussion with the SEND Director, please email Carole Farrell at carolefarrell@cheshirelta.co.uk.

To apply, kindly complete the application form via the MyNewTerm website and submit it highlighting your skills, qualifications, and experience relevant to the job description and person specification. All applications will be dealt with via the online applicant tracking system.

Note that we do not accept CVs and applications that include a CV will not be considered.

Cheshire Academies Trust is fully committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and third parties to share this commitment. The recruitment process will involve safer recruitment practices, pre-employment background checks, and is subject to the receipt of satisfactory references prior to interview. Shortlisted candidates must provide proof of qualifications at the interview. An enhanced DBS check is also required and will be conducted before final confirmation of appointment.

We welcome applications from all suitably qualified candidates. Please be advised that we are unable to provide feedback on the shortlisting process. If you have not heard from us within four weeks of the closing date, please consider your application unsuccessful on this occasion.

Post Start Date:

1st September 2026. One-year fixed-term contract, 0.4 FTE (two days per week).

Informal discussions and school visits can be arranged by request.

This post might be suitable for those interested in a seconded / or additional role to their current employment.

Closing Date: 5pm 14th May 2026

Shortlisting: 15th May 2026

School based task: 18th May 2026

Interviews: 20th May 2026

We reserve the right to close advertisements early.