



Primary Teacher (KS2)

Maternity Cover

Recruitment Pack

Main Pay Scale



Cornwall
Education
Learning Trust

Exceptional Educational Experience



Dan Morrow
Trust Leader



Rich Baker
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.

A handwritten signature of Dan Morrow in a teal color, written in a cursive style.

Dan Morrow
Trust Leader

EXCEPTIONAL
EDUCATIONAL
EXPERIENCE

100%





Welcome from our 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



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



Purpose of the role

To be responsible for the learning and achievement of all pupils within their class, ensuring equality of opportunity for every student. They will be accountable for maintaining the highest possible standards of work and professional conduct, treating pupils with dignity and fostering relationships rooted in mutual respect while upholding appropriate professional boundaries. The role requires proactive and effective collaboration with learners, parents/carers, governors, colleagues, and external agencies to promote the best interests of pupils.

Culture

The postholder will demonstrate and promote the values of Cornwall Education Learning Trust at all times. They will work with professionalism and in line with the Trust's Code of Conduct. They will also be aware of, and comply with, safeguarding, health and safety, confidentiality and data protection policies.

The postholder will raise any safeguarding concerns appropriately and in line with school procedures. They will show patience, empathy and discretion when dealing with sensitive information.

They will contribute positively to the school environment by being adaptable and willing to support wider school life where needed.

Strategic purpose

The postholder is responsible for the learning and achievement of all pupils in their class or classes. They must ensure equality of opportunity for all pupils and be accountable for achieving the highest possible standards in pupils' work and conduct.

The postholder must treat pupils with dignity and build positive relationships based on mutual respect. They must maintain appropriate professional boundaries at all times, in line with their role as a teacher.

The postholder will work proactively and effectively with pupils, parents and carers, governors, colleagues and external agencies. This work must always be carried out in the best interests of pupils.

The postholder will act within the statutory frameworks that set out teachers' professional duties and responsibilities. This includes working in line with the current School Teachers' Pay and Conditions Document and the Teachers' Standards.

The postholder will take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Teaching

The postholder will deliver the curriculum as relevant to the age, ability, subject and needs of the pupils they teach. They will be responsible for preparing and developing teaching materials, teaching programmes and pastoral arrangements where appropriate.



Job Description

The postholder will be accountable for the attainment, progress and outcomes of the pupils they teach. They will use knowledge of pupils' capabilities, prior learning and individual needs to plan teaching that builds on what pupils already know and can do.

The postholder will plan and adapt teaching appropriately to support all pupils, including those with special educational needs, pupils with disabilities, pupils with English as an additional language, and pupils who are working at greater depth. They will use and evaluate a range of teaching approaches to engage and support pupils effectively.

The postholder will promote high standards of literacy, including the accurate use of spoken and written English, regardless of their specialist subject. Where they are teaching early reading, they will demonstrate a clear understanding of appropriate teaching strategies, including systematic synthetic phonics.

The postholder will use a suitable range of observation, assessment, monitoring and recording strategies to inform teaching. They will set challenging learning objectives for pupils of all backgrounds, abilities and dispositions, and monitor pupils' progress and attainment over time. The postholder will make accurate and productive use of assessment to secure pupils' progress. They will provide pupils with regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback, reflect on their progress and take responsibility for their own work and study.

The postholder will use relevant data to monitor progress, set targets and plan future lessons. They will set homework and plan appropriate out-of-class activities to consolidate and extend pupils' knowledge and understanding where appropriate.

The postholder will participate in arrangements for examinations and assessments within the remit of the current School Teachers' Pay and Conditions Document.

Behaviour and safety

The postholder will establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect. They will create and maintain a clear framework for behaviour, using praise, sanctions and rewards consistently and fairly.

The postholder will manage classes effectively, using approaches that are appropriate to pupils' needs. They will aim to inspire, motivate and challenge pupils through positive relationships, clear expectations and consistent routines.

The postholder will maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary. They will be a positive role model and consistently demonstrate the attitudes, values and behaviour expected of pupils.

The postholder will have high expectations of behaviour and will promote self-control and independence in all learners.



Job Description

The postholder will carry out playground and other duties as directed, within the remit of the current School Teachers' Pay and Conditions Document.

The postholder will be responsible for promoting and safeguarding the welfare of children and young people within the school. They will raise any concerns in line with school protocols and procedures.

Team working and collaboration

The postholder will participate in relevant meetings and professional development opportunities within the school. This includes activities relating to pupils, the curriculum, pastoral arrangements, assemblies and the wider organisation of the school.

The postholder will work effectively as a member of a team. They will identify opportunities to work with colleagues and share effective practice.

The postholder will contribute, where appropriate, to the selection, induction and professional development of other teachers and support staff. This may include supporting new teachers, teachers serving induction periods and, where relevant, contributing to threshold assessment processes.

The postholder will ensure that colleagues working with them are appropriately involved in supporting pupils' learning. They will make sure colleagues understand the roles they are expected to fulfil.

The postholder will take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

The postholder will cover for absent colleagues where required, within the remit of the current School Teachers' Pay and Conditions Document.

Wider professional responsibilities

The postholder will work collaboratively with others to develop effective professional relationships across the school. They will deploy support staff effectively, where appropriate, to support pupils' learning, progress and wellbeing.

The postholder will communicate effectively with parents and carers about pupils' achievements, progress and wellbeing. They will use the school's systems and processes appropriately when doing so. They will communicate and co-operate with relevant external bodies, where this is required to support pupils and the work of the school.

The postholder will make a positive contribution to the wider life and ethos of the school.



Administration

The postholder will register the attendance of pupils and supervise learners before, during or after school sessions, as appropriate. They will participate in, and carry out, administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

The postholder will take responsibility for their own professional development and engage critically with relevant education research. They will continue to develop their ICT skills, including the use of Word, Excel, PowerPoint and management information systems such as SIMS and ParentPay.

The postholder will gain experience in producing high-quality documents and correspondence, under supervision where appropriate. They will develop strong organisational and time management skills within a busy school environment.

The postholder will continue to learn, train and adapt to new systems, processes and ways of working.

Other responsibilities

The postholder will have professional regard for the ethos, policies and practices of the school in which they teach. They will maintain high standards in their own attendance and punctuality.

The postholder will carry out any other reasonable duties as requested by the Headteacher.

General responsibilities applicable to all staff

All staff are expected to uphold and actively promote the values and ethos of Cornwall Education Learning Trust and Newquay Junior Academy in all aspects of their work. They must conduct themselves with integrity and professionalism in line with the Trust's Code of Conduct and contribute positively to a welcoming, inclusive and safe academy environment.

Staff are required to take responsibility for their own professional development, engaging fully with training and development opportunities provided by the Trust and academy. They must attend and contribute to staff meetings, training sessions and Trust-wide INSET as directed.

All staff must be familiar with and adhere to Trust and academy policies and procedures, including those relating to safeguarding and child protection, health and safety, confidentiality, data protection and security. Vigilance is essential, and any concerns relating to the welfare or safety of pupils must be reported promptly through the appropriate channels in line with statutory requirements and Trust guidance.

Staff are expected to work collaboratively as part of a team while also demonstrating initiative and independence in their role, maintaining high standards of organisation, communication and professionalism at all times.



Note

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.

The postholder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job. This job description may be amended at any time in consultation with the postholder.

Special Conditions of Employment

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

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 a Disclosure and Barring Service (DBS) check.



Qualifications and Professional Development

| Essential | Desirable |
|--------------------------|--------------------------------|
| Qualified Teacher Status | Further academic qualification |
| Relevant degree | |

Experience

| Essential | Desirable |
|---|--|
| Teaching experience | Used a variety of resources to extend learning; |
| Ability to create a stimulating and safe learning environment | Organised their groups in a variety of learning structures including whole class, groups and individually; |
| Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach | A track record of successful teaching to students of a wide range of abilities. |
| Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress | |
| To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers | |
| Ability to successfully deploy a wide range of effective behaviour management strategies | |
| High level of oral and written communication skills and an ability to work in partnership with other staff | |
| Excellent ICT Skills and ability to use ICT to advance pupils' learning | |
| A passion for Outdoor Learning and a Child Led Curriculum | |

Knowledge and Skills

| Essential | Desirable |
|--|---|
| Have a proven track record as a successful classroom practitioner, securing high outcomes for students | Knowledge of current education and professional developments and an understanding of their application in a whole school context. |
| Effective communication, presentation and interpersonal skills | Self-motivated and ability to use own initiative |
| Ability to communicate a vision and inspire others | Ability to be flexible and adaptable |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve | |

Knowledge of Safeguarding

| Essential | Desirable |
|---|-----------|
| Demonstrate an awareness understanding and commitment to the protection and safeguarding of children and young people | |
| Demonstrate an awareness, understanding and commitment to equality and inclusion | |



Applying to CELT

We welcome applications via My New Term in the CELT Careers section of our website: www.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 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.

For more information about this role, please contact Tania Findlay at tfindlay@nja.celtrust.org

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.



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

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

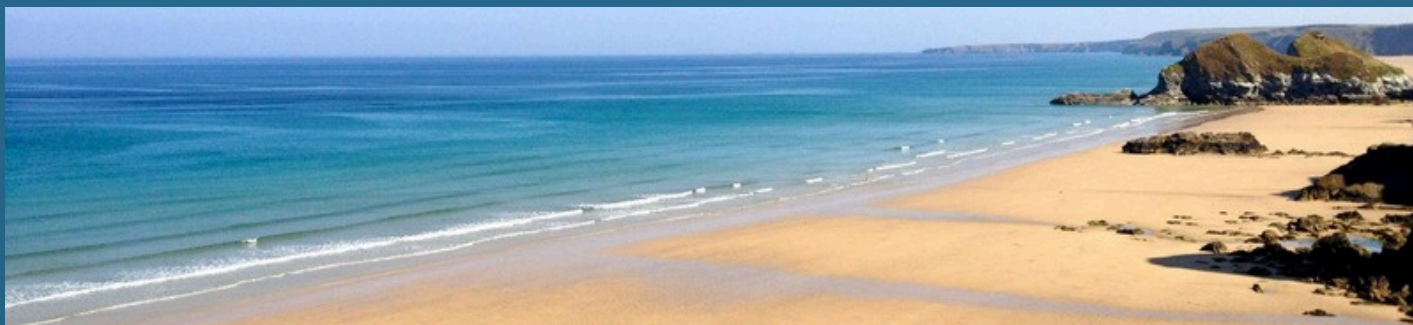
Hayley Bissenden
Director of the
Centre of Excellence





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.