

Cornwall
Education
Learning Trust

Future Headteacher

Headteacher Development
Programme (Secondary)
L20 - L24



Cornwall
Education
Learning Trust

Exceptional Educational Experience



Dan Morrow
Trust Leader



Clare Ridehalgh
Deputy Trust Lead



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.

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
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.



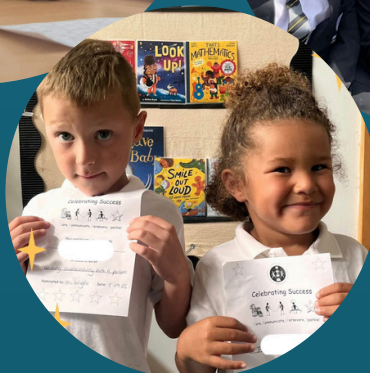
9000
LEARNERS



1200
CELT STAFF



16
SCHOOLS



Headteacher Development Programme - Future Headteacher

Cornwall Education Learning Trust (CELT) is launching an innovative, sector-leading development opportunity for an aspiring headteacher who is ready to take the next decisive step in their leadership journey. This is an exceptional opportunity to join our family of 16 schools and prepare to become a Headteacher within one of our secondary academies from September 2027.

Rooted in our 100% mindset, that every learner, in every classroom, in every school deserves the very best, this programme will invest deeply in your growth as a leader. You will serve as a Senior Trust Deputy Headteacher, working closely with CELT Headteachers, Trust Leaders and the Centre of Excellence to build the knowledge, skills and confidence required to lead a school with ambition, integrity and impact.

This programme offers the opportunity to lead at Trust level, working alongside CELT Headteachers on strategic projects, school improvement initiatives and cross-Trust leadership priorities. Participants will contribute to raising behaviour standards, strengthening attendance, improving teaching and learning, enhancing inclusion and supporting disadvantaged learners. Alongside this, they will hold responsibility for Trust-wide initiatives that build breadth of experience, deepen expertise and nurture system leadership capability.

Rooted in the Headteachers' Standards (2020) and shaped by CELT's values, the programme provides structured professional development across the full spectrum of Headship. This includes strategic leadership and vision; curriculum, assessment and pedagogy; safeguarding and inclusion; school culture, behaviour and wellbeing; HR leadership, talent management and workforce development; finance, resource management and governance; and community engagement and reputation building. Through gradually increasing responsibility at both school and Trust level, participants will be prepared to step into full headship with confidence, clarity and impact.

We are seeking ambitious, reflective and values-driven senior leaders who can demonstrate success as a Deputy Headteacher or equivalent role and a proven capacity to improve outcomes and standards. Candidates will bring a deep commitment to inclusion, equity and the success of every learner, along with strong understanding of pastoral leadership, curriculum, pedagogy and assessment. The ability to build professional trust, inspire colleagues and collaborate effectively will be essential, alongside resilience, emotional intelligence and an unwavering moral purpose. Ultimately, we seek leaders with the aspiration and potential to head a CELT secondary school from 2027.



Lucy Gambier
Director of Secondary
Education



A handwritten signature of Lucy Gambier in blue ink.

Lucy Gambier
Director of Secondary Education

Future Headteacher (Secondary)

Purpose of the role

To provide professional leadership and management of a CELT school that will promote a secure foundation from which to achieve high standards in all areas of the school's work and ensure the Trust's strategic direction, vision and values are achieved.

Culture

- Provide vision and dynamic and professional leadership for the school community to ensure high quality, inclusive and comprehensive education for all learners.
- Promote excellence, equality and high expectations of all pupils and be ambitious for their futures.
- Provide professional leadership and management to the school that will promote a secure foundation for the school's improvement journey.
- Inspire, challenge, motivate and empower all members of the school community to contribute to carry the school and the Trust's mission, vision and values forward.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of professional learning and highly effective staff training and development.
- Cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- Work collaboratively alongside headteachers and colleagues across Cornwall Education Learning Trust to provide effective and collaborative school improvement to impact positively on the outcomes for young people and to close the opportunity gap.

Strategic purpose

- Ensure high quality of education, behaviour and attitudes and personal development for all learners.
- Overall accountability for positive outcomes and to ensure positive learner progress and attainment.
- To ensure strategies are in place which support good pupil attendance and welfare.
- Review the curriculum intent for the school and ensure the curriculum is judicious, ambitious and well matched to both the needs of pupils and the demands of external assessment.
- Ensure that 'British values' are promoted and that there is a coherent PSHE strand throughout the curriculum.
- Overall accountability for the day-to-day management of the school. To establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Manage the school's resources effectively and creatively.
- Produce and 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.
- Ensure there is a proactive culture of safeguarding within the school to protect all children and adults.
- Build the reputation of the school and form positive relationships within the local community.



Work collaboratively with CELT headteachers and staff to implement and embed the CELT 'In Sync' strategy to improve learning outcomes for all learners, with a particular focus on the disadvantaged, alongside opportunities for staff to work collaboratively on school improvement priorities across subject disciplines.

Teaching and learning

This role will have overall accountability for the quality of teaching and learning and will establish and sustain high-quality, expert teaching across all subjects and phases. This will be built on research evidence and informed understanding of effective teaching and how students learn.

- Ensure effective use is made of formative assessment, data and information. Agree and articulate high expectations and ambitious targets for the whole community.
- Monitor the effectiveness of teaching and learning through teachers' curriculum planning, work sampling and learning walks, supporting quality assurance and performance management reviews.
- Promote models of excellent classroom practice using coaching, mentoring and supported self-evaluation for teaching and learning staff.
- Ensure teaching is underpinned by high levels of subject expertise and approaches, supported by a high-quality professional development programme.

Curriculum and assessment

- Develop and implement an ambitious, rich, judicious and well-sequenced curriculum to meet statutory requirements and have regard to the needs, experience, interests and aptitudes of all learners, providing a routinely good education for all, every day.
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant subject expertise with access to professional networks and communities.
- Ensure valid, reliable and proportionate approaches are used when assessing learners' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and wellbeing of learners and staff by taking ultimate responsibility for safeguarding and promoting the health, safety and welfare of learners providing a secure and inclusive culture where all learners feel safe, valued and secure.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and learners.
- Promote an environment characterised by outstanding behaviour for learning where pupils take pride in their school, have respect for others - both within the school and out - and respond positively to the high standards expected of them.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour in line with our Trust values.



SEND and additional needs

- Ensure the school holds ambitious expectations for all learners with SEND and additional needs.
- Establish and sustain culture and practices that enable learners with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of learners, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

Management of staff and resources

- Lead, manage and develop staff members, including completion of the Trust's performance management cycle.
- Organise and deploy resources within the school. Recruit new staff to the school as required.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote collaboration and sharing of good practice amongst staff.

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole school and Trust improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with research informed best practice.
- Ensure that professional development opportunities draw on expert provision internally, locally and nationally.
- Identify talent and play a mentoring role in developing leadership across both the Trust and the school to support succession planning.
- Take responsibility for their own CPD, engaging critically with education research.

Communication and working with others

- Collaborate and work with colleagues in the Trust and other relevant professionals beyond the school including relevant external agencies and bodies.
- Forge strong and constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works successfully with other schools and organisations in a culture of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all learners.
- Ensure that staff know and understand their professional responsibilities in line with Trust policies and procedures.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour. Serve in the best interests of the school's learners and staff and ensure all practices are inclusive for all.
- Make a positive contribution to the Trust and wider education system.



General responsibilities applicable to all staff

- To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
- To work with professionalism in line with the Trust's Code of Conduct.
- To take responsibility for their own CPD
- To attend staff meetings and Trust-based INSET as required.
- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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.



Qualifications and Professional Development

Essential	Desirable
Qualified Teacher Status (QTS) and degree.	National Professional Qualification for Headship (NPQH) or equivalent
Substantial evidence of continuing professional development, including leadership and management training.	Further postgraduate study in education or leadership.
Up-to-date knowledge of statutory requirements, including safeguarding, curriculum, and assessment.	

Experience

Essential	Desirable
Proven track record of senior leadership in a secondary school, with evidence of raising standards and securing improvement.	
Experience of leading and managing whole-school change and delivering sustained school improvement.	Experience of working within or alongside a multi-academy trust (MAT) or federated schools.
Evidence of building effective teams, developing middle and senior leaders, and holding others to account.	
Experience of working with governors, trustees, or an equivalent accountability body.	

Knowledge and Skills

Essential	Desirable
A deep understanding of the Headteachers' Standards (2020) and the ability to model these in practice.	Understanding of trust-wide leadership, system leadership, and the role of schools within their wider community and network.
Thorough knowledge of secondary curriculum, pedagogy, and assessment.	
Strong understanding of safeguarding and child protection legislation and practice.	
Knowledge of how to sustain and enhance an outstanding Ofsted judgement.	
Understanding of how to foster an inclusive school culture that meets the needs of all learners, including SEND and disadvantaged pupils.	

Leadership and Management Skills

Essential	Desirable
Capacity to articulate a clear vision, values, and moral purpose that inspire and motivate pupils, staff, and the wider community.	
Ability to set ambitious, achievable goals for staff and students, with systems for accountability and professional growth.	
Strong skills in financial and resource management, ensuring best value and sustainability.	
Proven ability to use data and evidence to inform decision-making.	
Highly developed communication and interpersonal skills, with the ability to influence, negotiate, and build partnerships.	
Ability to foster collaboration and collective responsibility while maintaining decisive leadership.	

Personal Qualities

Essential	Desirable
A relentless commitment to excellence and high expectations for all.	
Integrity, resilience, and emotional intelligence.	
A reflective practitioner who embraces feedback and continuous improvement.	
Commitment to equality, diversity, and inclusion.	
Dedication to pupil well-being, safety, and holistic development.	



Applying to CELT

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

If you would like to arrange a visit or discuss the role further, please contact Lucy Gambier (Director of Secondary Education) - lgambier@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.

CEL T 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 CEL T 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 CEL T 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

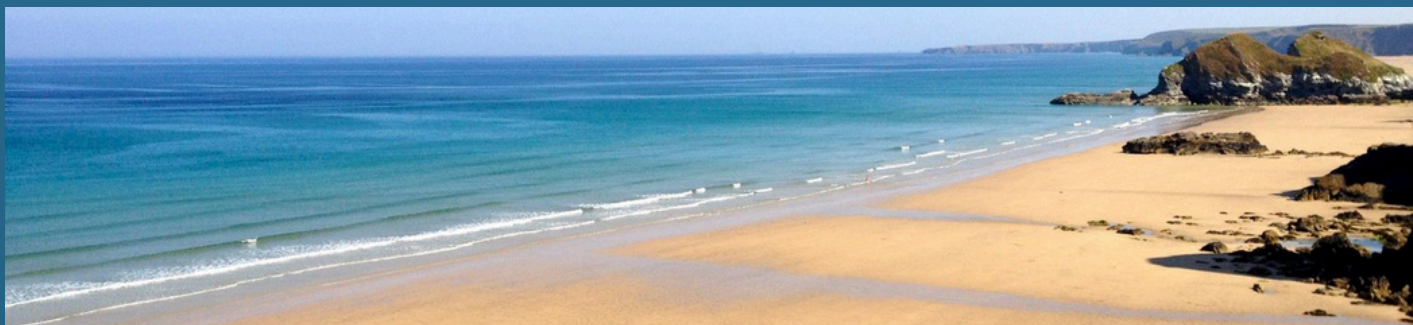
Hayley Bissenden
Director of the
Centre of Excellence





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.