



LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

JOB APPLICATION PACK

NEWQUAY TRETHERRAS

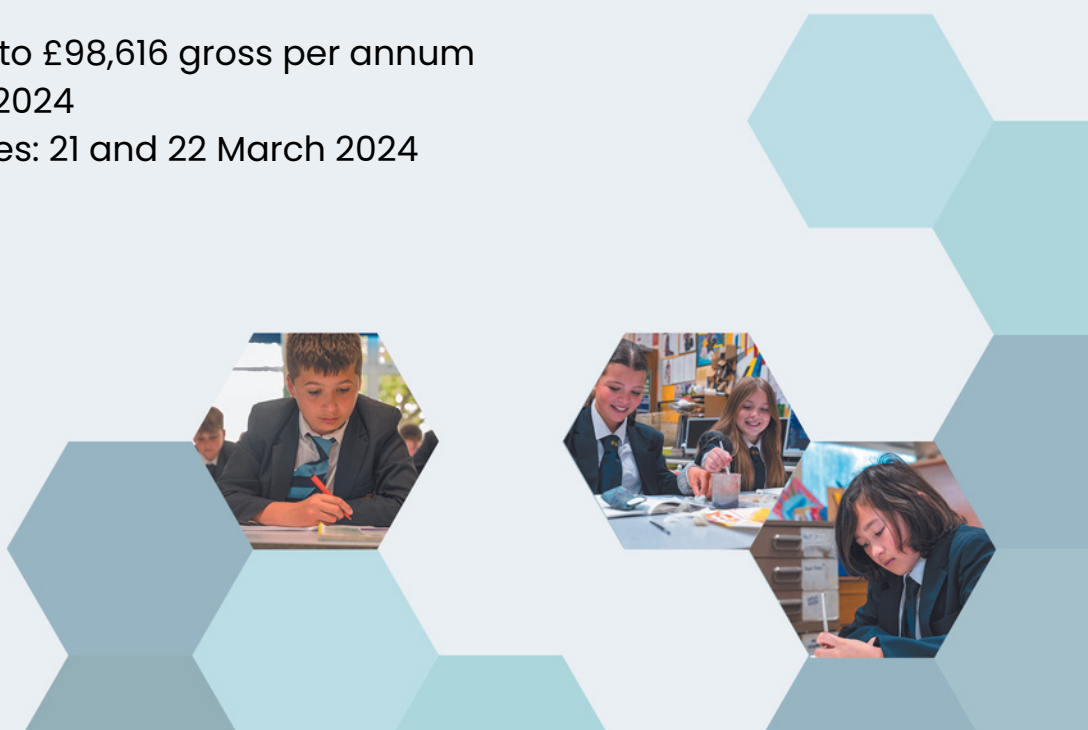
Head of School (11 – 16)

Salary: L25 – 31, £85,146 to £98,616 gross per annum

Closing date: 13 March 2024

Proposed Interview dates: 21 and 22 March 2024

COLLABORATE
EMPOWER
LEAD
TRANSFORM
#WeAreCELT



Welcome from our Trust Lead

CELT academies have a shared belief that through learning together, we can ensure that every child achieves more.

There is no limit to what every child can achieve, and every child deserves the chance to fulfil their potential. We are committed to ensuring that each child, in each of our academies, in each of the communities we serve is healthy, safe, engaged, supported, and challenged.

Our approach is simple.

Pupil learning is at the centre of everything we do, and we are focused above all on making teaching in our academies as good as it can be.

How do we do this?

The key word in our mission statement is “together”. Our approach is less about hierarchy and more about partnership: we support our family of academies, building on collective strengths, resources and the very best innovative practice so that, together, we achieve rapid educational transformation.

We want to wake children up to the creativity that’s inside them; creating a thirst for knowledge and learning.

It has long been recognised that there is a pressing need to change educational paradigms. The world is changing. With the advance of the digital age, cultures are crossing over, boundaries are blurring, and ideas are interconnecting more than ever before.

As CELT Trust Lead, I am committed to working with colleagues across our trust to create a vision, a strategic direction and a pedagogical model for education in the 21st century which will enable every child in our family of academies to flourish – regardless of their background or starting point.

Lisa Mannall



Lisa Mannall
TRUST LEAD



Clare Ridehalgh
DEPUTY TRUST LEAD



Rich Baker
DEPUTY TRUST LEAD - SCHOOL
IMPROVEMENT





Welcome from our Chair of Trustees



Geoff Brown
CHAIR OF TRUSTEES

It has been my great privilege to lead CELT since its inception and work with a dedicated team of trustees and highly professional staff to ensure that every child can reach their full potential. During the evolution of CELT it has been extremely rewarding to hear, time and again, from our schools that they value and greatly appreciate the wrap around support that the CELT family offers. In so doing, we can use our most effective staff to enhance education in all our schools and also build a strong and confident team.

The priority for everyone is to deliver the very best education for every child in our care in a safe and welcoming environment. Parents play a key role in our schools, and we are keen to build positive relationships with the local community.

Geoff Brown

Our Members and Trustees

Our Members and Trustees act collectively to govern our trust and take strategic decisions. They understand the communities we serve and they are committed to 'giving something back'; to having a measurable impact on education and positively influencing the lives of children and young people in Cornwall.



Our Vision and Values

Vision
Learning together to help every child achieve more

Values

Collaboration moves beyond the power of one to the power of team.

Empowerment is about sharing information, rewards, and power so that everyone can take initiative and make decisions to solve problems and improve performance.

Leadership is about vision, having a clear idea of where we need to go, how to get there and what success looks like.

Transformation is about embracing creative disruption in order to deliver a vision for change that takes us to a new level of effectiveness.

“We want our leaders, teachers, and staff to feel good about who they work for and why they are here. It is about having a shared purpose. It is about asking the question, “Why do we get up every morning and come to work?” and having everyone feel connected to the answer.”



Our Journey



November 2019
CELT formed



September 2020
Pondhu Primary
School



September 2021
First free school
opens: Newquay
Primary
Academy



May 2023
Port Isaac CP
School



June 2023
Bodmin College



September 2023
CELT HUB

“ We don’t just talk about our values, we lead by example and create a culture where every team member is inspired to live those values day-to-day.”

Clare Ridehalgh - Deputy Trust Lead



CELT in Numbers



HE establishment



Sixth forms



Secondary schools



Primary schools



Junior school



CELT HUB



Total number of students



Total number of employees

7% KS2 pupils across the Trust achieved **7% above the national average** in their reading, writing and maths SATS.

CELT has an overall P8 score of 0.26

Penrice Academy is the **top performing** secondary school in Cornwall, for the second year running with the **highest Progress 8 Score in Cornwall (+0.55)**

Poltair School has the 5th highest results in Cornwall

CELT has **3 of the top 8** secondary schools in Cornwall

Science results at Penrice Academy put them in the **top 6%** of the country

10% Newquay Tretherras is in the top 10% of schools nationally for progress made in Key Stage 5

Three – Year Strategic Plan

Cornwall Education Learning Trust has experienced significant growth since its creation in 2019. It is now time to set out what the near-future of CELT looks like; our aims for students and staff, and our place in the communities that support us.

Key Priorities

01

The health of the organisation – as an educational charity, CELT has an obligation to be a high performing organisation that delivers its core objective to the best possible standard. CELT will continue to focus on the academic achievements of all pupils, irrespective of their starting points. While all students will progress at a different pace and to a different level, our focus will remain on supporting every student to achieve their full potential across all subjects.

02

Advance education for public benefit as a core charitable objective – to make sure that students are leaving education with the skills that will set them up for success, address employer demands and ensure they understand the valuable roles they can play within society. Safeguarding every adult and child remains CELT's highest priority.

03

The health of the communities that CELT serves – due to the challenges facing public services in many communities, CELT recognises the role it must play in adding capacity and resource. This involves working in partnership with organisations and companies to share and enhance the promotion of social mobility and use the curriculum and partnerships to enhance local economic opportunities and improve social conditions in a sustainable way.

04

The effectiveness of governance – and being compliant, robust and transparent. CELT is recognised as a reliable and trustworthy educational charity, working with key stakeholders within the Trust to ensure that we deliver the very best teaching and learning, support, and resource for all those within our school communities.

05

Being a good employer of people – providing quality CPD for all and dynamic Talent Management within the Trust. CELT enables everyone to achieve and sustain excellence in all areas of organisational activity. CelT is an exciting place to work, with a positive reputation, resulting in successful recruitment and retention for all posts where everyone understands and values their role.

About our school

Newquay Tretherras is a large and popular secondary academy that serves the coastal town of Newquay. It has approximately 1,700 students on roll, making it the second largest secondary school in Cornwall.

The academy sets high expectations for its students and offers a broad curriculum incorporating an academic curricular, pastoral curricular, careers and ambitions curricular and extra-curricular.

Newquay Tretherras' Character Programme seeks to provide activities and challenges to help KS3 students develop seven character traits: empathy, self-awareness, ambition, responsibility, collaboration, resilience, and curiosity.

In 2023, Newquay Tretherras was one of only ten schools in Cornwall to achieve a positive Progress-8 score and is continuing to work hard to close the disadvantage gap. The academy's Attainment 8 score is above the national average with 82% Grade 4 or above and 26% at Grade 7 or above.

Newquay Tretherras has a highly successful branch of the newly-formed CELT Sixth Form provision. A high percentage of students stay at Newquay Tretherras after their GCSEs to study at the academy's CELT Sixth Form campus. Results are in the top 10% of sixth forms in the country with 88% of A-Level results B or higher.

The academy was judged to be Good in its last full Ofsted inspection in 2013 and subsequent short inspection in 2018. The pastoral system was highlighted as one of Newquay Tretherras's strengths and leaders go to considerable lengths to provide support for students.

Neighbourhoods in Newquay differ in levels of deprivation, with 16.1% of students eligible for Free School Meals, but the academy strives to provide the best possible education to its students and improve education opportunities for all.

If you require further information about the school or the role please contact Rich Baker, Deputy Trust Lead (School Improvement) rbaker@celtrust.org.



Job description

Purpose of the role:

To provide professional leadership and management of the school (11-16) 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 its pupils.
- 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 pupils.
- Overall accountability for positive outcomes and to ensure positive pupil 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 pupils, 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 pupils 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, lesson observations, and 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 pupils, 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 pupils' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and well-being of pupils and staff by taking ultimate responsibility for safeguarding and promoting the health, safety and welfare of pupils providing a secure and inclusive culture where all pupils 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 pupils.
- 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 pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils 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 pupils, 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 pupils.
- 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 pupils 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.

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.



Person specification

Selection Criteria	Essential	Desirable	How Assessed
Education and Training	<ul style="list-style-type: none"> · Qualified Teacher Status · Relevant degree 	Post graduate study in education or leadership, e.g. NPQH	Application Form Interview Certificates
Skills and Experience	<ul style="list-style-type: none"> · Experience in 11-16 provision · Experience of successful secondary school(s) senior leadership · Ability to communicate a vision to motivate and inspire others to improve practice · A proven track record of raising standards in learning and teaching and improving outcomes for pupils · Experience of school strategic development planning and self-evaluation · Experience of safeguarding and promoting the welfare and well-being of all pupils · Experience of effective management of people and financial resources · Ability to analyse data and to use data · Ability to work under pressure and prioritise effectively 	<ul style="list-style-type: none"> · Experience of Ofsted inspections · Experience of launching initiatives and seeing them through successfully · Experience in more than one school 	Application Form Interview Certificates



Selection Criteria	Essential	Desirable	How Assessed
Specialist Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which schools operate • Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential • Understand and commit to the protection and safeguarding of children and young people • Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school • Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on students' attainment • Ability to delegate appropriately and to empower others • Ability to develop and maintain key relationships with all stakeholders 	<ul style="list-style-type: none"> • Evidence of significant strategic impact • Evidence of successful change management • Evidence of both supporting and challenging students and colleagues to raise standards • Knowledge and understanding of school finances and financial management 	Application Form Interview References
Values Related Qualities	<ul style="list-style-type: none"> • Collaborate – ability to work effectively as a team • Empower – ability to take initiative and problem solve in order to improve performance • Leadership – To lead by example and achieve shared goals • Transformation – ability to recognise a need for change and adapt accordingly 	Post graduate study in education or leadership, e.g. NPQH	Application Form Interview References

People Strategy

A Trust's success ultimately relies on its people and so by developing a people-centred strategic approach, Cornwall Education Learning Trust is setting out clear expectations for the current and future workforce. This collaborative and values-based approach has ignited a progressive and engaging culture within the Trust, something that staff highlighted as the most positive aspect of being part of CELT in a recent wellbeing survey. We understand the importance of everyone feeling valued and where everyone feels they can make a real difference.



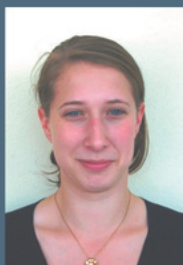
Leanne Randall
People Services Lead



Hayley Bissenden, ECT Lead

"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 students thrive."

Hayley Bissenden
ECT Lead



Heidi Hill, Exams Officer

Whilst working at Bodmin College I completed a Level 3 Diploma in Business and Administration. I am now the Academic Exams Officer with responsibility for the school census and timetabling. Bodmin College is a fantastic school, and I've felt supported to progress both personally and professionally.



Rebecca Blizzard,
Assistant Headteacher

From gaining valuable leadership experience as Head of Science, I felt ready to become Assistant Headteacher this year. Through my involvement in SW100 I've met some fantastic leaders and I'm excited to see the impact of this work across CELT.



Supporting Our Staff

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 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 or future roles.

Cornwall Education Learning Trust recognises that people are vital to our vision, to ensure that every child achieves more at a CELT academy and is therefore committed to creating a supportive culture that is inclusive, positive and fair, where opportunities are open to all.

We consider the current and future needs of our students, the curriculum, and community in order to effectively plan how to recruit, develop, and retain good people who can meet those needs. In addition, the Trust understands that people often look for new opportunities to either enhance their existing skillset or to broaden their career experience, or sometimes they may just want a change of environment after a period of long service.

CELT can offer a diverse range of settings and experiences, supported by quality CPD that allows us to train and retain great staff. It enables people to have the opportunity to work across a variety of educational settings and communities and most importantly, continue to support the young people attending CELT academies.

Staff Benefits

All CELT staff have access to a range of fantastic benefits, including:

- Internal training opportunities.
- External training opportunities.
- Cycle to Work scheme.
- Electric car scheme.
- Discounts for Teachers -Education discount scheme.
- Gym discounts.
- Employee Assistance programme.
- Eye care vouchers.

All staff are automatically enrolled into the relevant pension scheme, PGPS for support staff and Teachers' Pension for teaching staff.





Working at CELT



Callum Patmore, Maths ECT

I decided that I wanted to become a Maths Teacher when I was 14 years old. I was a student within a CELT academy and two teachers in particular really inspired me to want to make a difference. Through working as a Teaching Assistant I was able to gain useful classroom experience and am really pleased to have secured a Maths position in a CELT secondary school. It's a huge privilege to be able to help students become more confident in Maths. CELT's ECT programme is incredibly supportive and I really appreciate the collaborative community I'm now part of.



Claire White, Head of School

I feel humbled and privileged to have been part of SW100's Cohort 2, which gave me the opportunity to spend a year working with like-minded school leaders from across the South West. We visited some incredible schools and learnt from inspirational educators in the UK and the USA. 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. SW100 has reinforced my belief that teaching truly is the best job in the world.



Andy Gasiorowski, IT Manager

I joined Brannel School in 2011 as an apprentice in the Network Support Team where I gained valuable experience in all aspects of IT support. After completing my apprenticeship, I progressed to become Technician and Helpdesk Manager at Newquay Tretherras. I now manage the Information Services Team at Poltair School and help to support the next generation of apprentices. Working at CELT has enabled me to progress professionally and has provided opportunities for me to work on strategic projects across the Trust.



Amy Daniels
Safeguarding Lead

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 children.

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

Pre-Employment Checks

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.

How to apply

All CELT vacancies are advertised on www.celtvacancies.co.uk as well as the option to express your interest in future roles.

Click on the **'Apply Now'** button and follow the instructions to create an account on our Recruitment platform – Every.

Once your account is created you will be taken to the online application form, if you have any questions or difficulties completing the form, please contact the Recruitment team here – recruitment@celtrust.org.

The closing date for all applications: 13 March 2024

Interviews will take place: 21 and 22 March 2024

To discuss this role further, contact Rich Baker, Deputy Trust Lead: rbaker@celtrust.org

