

Trust Director of Inclusion Leadership 24-28

Dear colleague

Thank you for your interest in this post.

We want to appoint a knowledgeable, experienced school leader who shares our values and commitment to ambition, excellence and community for all our young people – and staff – to lead and drive the trust's strategy for inclusion across our (currently) 5 very different secondaries and 5 primaries.

This is a senior leadership role in a growing trust. You will be working directly with schools, with a base in the trust's central office at Cranmer House on the Blue Coat site. You will be a member of the trust's Strategic Leadership with the CEO, a Director of Standards, headteachers (several of whom act as exec headteachers and/or lead trust improvement networks), senior trust officers and the Director of Teacher Training and Development. You will report to the CEO, to trust board and its committees as needed, and advise local governing bodies about priorities and progress in the schools for which they have responsibility.

Each of our schools has slightly different inclusion priorities and is at a different stage of development. There is a huge amount of knowledge, insight and experience to draw on. The focus of this leadership role is to sharpen our practice at individual school and collective trust level, by being able to clarify and exemplify what our schools and systems need to look like to provide better experiences and outcomes for children and young people who have gaps in or barriers to learning – and to work effectively, with professional respect and challenge, with headteachers and school leaders, understanding their context and their challenges. The post requires the specialist professional skills of analysis, planning, implementation, evaluation, judgement, with the equally professional and also very human skills of communicating, influencing, building relationships of commitment, high expectations and mutual support, coaching and mentoring.

1. Special Educational Needs

- 1.1 Special Educational Needs is a major part of Inclusion, and will be a key area of the role, particularly for the first 2-3 years. We are in the process of opening 3 Inclusion bases in [Blue Coat](#) (MLD, SLC), and [St Anne's](#) and [Brian Clarke](#) (Communication and Interaction) each for 25 pupils in total. We want these first 3 Inclusion bases to be exemplars for the whole trust and a model that both other secondary and primaries can follow and adopt.
The bases will be the named school in the pupils' EHCP, and will operate on a 80:20 end of the continuum, i.e. 80% integration in mainstream and 20% specialist and targeted support in the base.
- 1.2 The host schools will be responsible for the operation of the base, with a staffing establishment that will grow over the next 5 years, and its oversight and integration into whole-school improvement priorities through a named member of SLT. The Inclusion Director's focus will be on strategic leadership, initially building the relationships with the LAs

and SEN Officers, ensuring that the places are allocated to those young people who will benefit most, ensuring that the provision is properly funded and staffed.

- 1.3 The actual building plans will be well underway and will be led and managed by School Business Managers. The Inclusion Director will oversee to ensure the space is best organised to fulfil the educational need, and that best practice and approaches are shared. The Inclusion Director will be responsible for ensuring the trust, starting with our inclusion bases, has the right multiagency support, developing the budget and SLAs with the trust's Finance Director and his team, and leading and managing the deployment of other professionals.

The Inclusion Director will lead and oversee evaluation, impact and quality assurance of the bases, and how mainstream practice and culture follows up the pedagogic approaches and systems development in the bases so that the whole school culture is inclusive to its core.

- 1.4 To lead strategically and operationally establish these bases successfully it is essential that the new Director has significant experience of leadership/oversight of SEN provision in a big school, is NASEN/NPQSN qualified (or in the process of completing this) and ideally has experience of Resource bases (now Inclusion bases).

2. Inclusion is more than SEN

There are many barriers to our pupils not learning, progressing or engaging with their school and education, and all apply in varying degrees across our estate, including barriers of language, learning, participation, independence, arising from gaps in knowledge, language development, attendance, confidence, previous experience of learning and SEN. The role of the Inclusion Director will be to develop, lead and implement the trust-wide Inclusion strategy in line with our vision, values and strategic priorities working with school leaders to ensure inclusion is intrinsic to school culture and improvement, where the universal offer of the classroom is the foundation, raising standards of achievement, attendance, participation, wellbeing and outcomes and destinations for all our disadvantaged and vulnerable children and young people across all our schools.

3. Staff Training and Development

Cramer Education Trust runs East Manchester Teaching School Hub which provides teacher training and development, including the ECF and NPQs, across Oldham, Tameside and beyond across Greater Manchester and West Yorkshire, working with our strategic partner, University College London. We also run Manchester Nexus SCITT training 50-60 new teachers each year. Through Cranmer Institute we also accredit and train Specialist Leaders of Education to lead our trust leadership networks and communities, support individual schools in CET, and lead local networks which are LA-commissioned. There is therefore an infrastructure for training and development which supports and supplements staff development and CPD in schools. The Inclusion Director must work with the Director of TTD to establish the most effective approaches to training and development which harvest, share and spread best practice at trust level, and supplement/enhance what schools themselves provide.

The Inclusion Director will be expected to coach and mentor SENDCOs across our schools, develop and facilitate trust network at primary and secondary level, and lead induction and development programmes for new inclusion leaders, with a careful eye out for succession planning, talent spotting, and building collaboration.

4. Research and development

The Inclusion Director must keep abreast of national developments in the whole area of inclusion. Being at the centre of the teaching school hub is a key benefit here; the Director has to be proactive and connected, able to bring research and national initiatives in and work with schools in implementation, and to represent CET at local, regional and national forums.

5. Evaluation and Quality Assurance

CET works closely with experienced school leaders/inspectors in West Yorkshire, and with Learn Sheffield, to secure independent evaluation and reviews for our schools.

We need to build this capacity within our trust to develop effective peer review, both for evaluative and developmental purposes, and at key points including an independent specialist perspective.

Building these systems, and ensuring they work well, bring coherence and add value to our collective purpose will be part of the Inclusion Director's role.

6 Working with partners

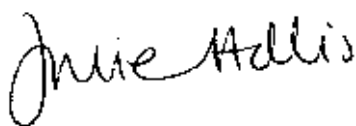
Cranmer Education Trust is committed to working in partnership with other agencies and professionals to ensure our young people can flourish and achieve. National thinking about, for example, the role of schools on Safeguarding Boards is changing. The Inclusion Director must develop effective partnerships with LAs, NHS services, Social Care, AP Providers, SEND organisations, parent and carer groups, external agencies and professionals, not replacing the relationships and operational arrangements that schools must have, but providing context, trust culture, strategic thinking and systems that support good communication and effective collaboration in the interests of young people.

If this role intrigues you and inspires you, applications are by via our [Careers Page](#). Please set out your vision for inclusion as a trust leader, and evidence of your leadership and impact, in the context of the person specification for this post. We would love to hear from you.

Informal confidential discussions can be arranged – contact Heather Johnson (hr@cranmeredt.org / [0161 785 5082](tel:01617855082) ext 2295).

Applications close on 05 October 2026 at 12.00pm. Interviews will be held w/b 12 October.

Yours sincerely



Julie Hollis
CEO
Cranmer Education Trust