



Learning & Progress Application Pack

Thank you for your interest in working with the Raedwald Trust.

This information pack should contain everything you need to know about working with us and the post of **Learning & Progress** at the Raedwald Trust.

The Raedwald Trust is a partnership of Alternative Provisions and bespoke pathways serving children and young people requiring a different route to success. The Trust is established to deliver its core purpose devolved by parliament: the advancement of education in the public interest. Committed to the 7 Principles of Public Life (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership), the Raedwald Trust uses compliance to drive a culture of ethics and probity. Through this approach, the Raedwald Trust is able to unleash greatness by enabling bold, imaginative and innovative learning.

You can find further information about the Raedwald Trust on our [website](#).

We always welcome visits from potential applicants. Please get in touch with Laura Leeder, Trust PA (email: lleder@raedwaldtrust.org, tel: 01473 550472) if you would like to arrange a visit or need any further information.

The closing date for applications is 23rd October 2026

Interviews will be held w/c 2nd November 2026
(please note you may be invited to interview before the closing date)

Included in this pack is:

- A welcome from Angela Ransby, CEO of the Raedwald Trust
- A job description
- A person specification
- The Raedwald Trust Safer Recruitment & Selection Process

Welcome from our CEO

Thank you for your interest in applying to work for the Raedwald Trust.

The Raedwald Trust is a thriving, inspirational Trust situated in the heart of communities across Suffolk and delivers exceptional education to pupils of all ages who require personalised bespoke education pathways.

I have a genuine interest and enthusiasm for learning and I am passionate about education and working with young people. Making a difference in the lives of young people is what brought me into this profession. It is my belief that all pupils should be successful in schools and that schools should serve the needs of their communities. Staff, governors and trustees at the Raedwald Trust are ambitious for every pupil, and this is evident in the day-to-day life of the Trust.

Learning and Teaching is at the heart of all we do. We believe that the Raedwald Trust should be a centre of excellence with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

The Raedwald Trust values its staff as professionals and we provide them with access to a wide range of CPD and training opportunities. We are committed to safeguarding and promoting the welfare of children and we expect all of our staff to share this commitment.

Job Description: Learning & Progress Support	
Post title:	Learning & Progression (essential car user)
Pay Range:	20 – 24
Reporting to:	Head Teacher
Key purpose of the post:	
Learning & Progress postholders work within an agreed system of supervision to support the education of children and young people at the Raedwald Trust.	
Specific roles/responsibilities of the post:	
Supporting the pupil • Take responsibility for helping pupils make progress in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present, by: • Undertaking activities with individuals, groups or a class of pupils in order to facilitate their physical, emotional and educational development within a safe environment • Carrying out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the pupil's understanding • Encouraging acceptance and inclusion of the pupil with special needs to support achievement and development • Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development • Attending planning meetings and under the overall direction and guidance of the teacher, contributing to the short, medium and long term planning and preparation of lessons • Preparing and delivering lessons, under the direction of the teacher, including delivery of specific interventions to pupils • Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress • Contributing to the maintenance of pupils records • Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests. • Liaise with the class teacher to devise complementary learning activities. • Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures. • If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies. Supporting the teacher by: • Monitoring, assessing and recording pupils' work as directed by the teacher. • Supporting the school by: • Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate • Carrying out the duties of a Learning and Progress staff as required or directed • Contributing to behaviour management of pupils in accordance with the school policy and guidance • Working within the framework of the Trust's agreed policies and procedures	
Duties and responsibilities:	
1. Professional Values & Practice	• Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development. • Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners. • Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work. • Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning.

	• Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. • Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed. • Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff. • Have a proper and professional regard for the ethos, policies and practices of the Raedwald Trust and maintain high standards in personal attendance and punctuality • Observe at all times the proper boundaries appropriate to the context in which you work • Work to break down barriers associated to learning with both pupils and parents when relevant
2. Knowledge & Understanding	• Know and understand the key factors that can affect the way pupils learn and make academic and social progress. • Contribute to effective personalised provision by taking practical account of diversity. • Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation. • Have sufficient understanding to support pupils' development, learning and progress within my areas of expertise and acquire further knowledge to contribute effectively and with confidence to the learning activities in which you involved. • Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy. • Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities. • Be familiar with the statutory and non-statutory frameworks in the school curriculum and the age-related expectations in the subjects and ability ranges of the learners you support. • Understand the objectives, content and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme. • Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities. • Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
3. Professional Skills:	Planning and Expectations • Contribute effectively to planning and preparation of learning activities and resources as required. • Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour. • Promote and support the inclusion of all pupils in the learning activities • Working within a framework of supervision, and plan and prepare clearly structured learning activities that will interest and motivate learners and advance their learning as required. • Plan how to will meet the diversity of pupils' needs and interests. • Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. Monitoring and Assessment • Support the evaluation of pupils' progress using a range of assessment activities and techniques. • Monitor pupils' responses to learning tasks and modify my approach accordingly.

	• Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers. • Contribute to maintaining and analysing records of pupils' progress. • Review and report back on pupils' social and emotional progress. Teaching and Learning Activities • Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment. • Communicate effectively and sensitively with pupils to support their learning. • Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. • Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher. • Where relevant, guide the work of other adults supporting teaching and learning in the classroom. • Organise and manage safely the learning activities, the physical teaching space and resources for which you are given responsibility in line with school policies and agreed practices.
1. Generic tasks	The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do. This is not intended to be an exclusive or exhaustive list: <i>Recording & monitoring absences</i> <i>Classroom display</i> <i>Administering teaching cover & work experience</i> <i>Invigilating examinations & processing exam results</i> <i>ICT trouble shooting and minor repairs</i> <i>Stocktaking & ordering supplies and equipment;</i> <i>Cataloguing, preparing, issuing and maintaining equipment and materials</i> <i>Inputting & managing pupil data, and collating pupil reports</i> <i>Photocopying</i>
In addition to the specific responsibilities outlined above, the staff are expected to	
▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the Headteacher ▪ Build strong links with parents and carers ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend and where appropriate lead team, SLT and staff meetings ▪ Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools ▪ Take appropriate responsibility for own health, safety and welfare	

Person Specification: Raedwald Trust (RT) Learning & Progress	
Training & Qualifications	
A-C / 4-9 GCSE (or equivalent) in Maths & English	Essential
Access to personal transport	Essential
Evidence in participation in recent CPD and commitment to further professional development relating to curriculum/learning and teaching	Desirable
Skills	
Ability to inspire and motivate children	Essential
Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs	Essential
Ability to promote disciplined behavior throughout the class and school; and to have a positive approach to behavior management	Essential
Strong inter-personal skills to develop pupil and parental relationships	Essential
Work effectively as a member of a team	Essential
Excellent communication skills with the ability to communicate effectively (both orally and in writing) to a variety of audiences	Essential
Use ICT to enhance children's learning as well as for planning, developing the curriculum and communicating	Essential
Ability to identify own learning needs	Essential
Excellent organisational skills	Essential
Ability to prioritise, work under pressure and to meet strict deadlines	Essential
Show evidence of commitment to taking an active part in school life, including out of school hours activities	Desirable
Knowledge	
An understanding of a range of special needs incl SEMH, ASD, ADHD	Desirable
An up to date knowledge of specialised curriculum for young people with SEMH	Essential
An understanding of disadvantage and working in challenging settings	Essential
The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection	Desirable
Experience	
Experience of and ability to assess, collate and report on complex cases relating to pupils' educational needs	Desirable
Experience of multi-agency and partnership working	Desirable
Broad experience of working on issues relating to vulnerable children and young people with SEMH and complex learning needs	Desirable
Effective and systematic behavior management – experience of using de-escalation techniques in an educational setting; experience of maintaining clear boundaries	Desirable
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs	Essential
Knowledge of SEND processes including Education, Health and Care Plans and annual review process	Essential
Understanding the positive links necessary within a school, and in turn with all its stakeholders	Desirable
Experience of working effectively in partnership with parents	Desirable
Aptitude & Attitude	
Commitment to safeguarding and protecting the welfare of children	Essential
Ability to work independently on own initiative and also to contribute as part of a management team	Essential
Willingness and ability to be flexible in duties and hours worked	Essential

Ability to get on well with a wide variety of people, be tactful and ensure confidentiality	Essential
An interest in issues relating to teaching & learning	Essential
Smart and professional appearance	Essential

Raedwald Trust Safer Recruitment and Selection

The Raedwald Trust is fully committed to safeguarding and promoting the welfare of children and young people. Safeguarding children is the first priority of the Raedwald Trust and its academies.

Please read our Safeguarding and Child Protection Policy on our [website here](#).

We implement robust recruitment procedures to ensure the highest standards of safer recruitment are met. We carry out checks when appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

Shortlisting

Only those candidates meeting the essential criteria set out in the person specification will be considered for interview. As part of our safer recruitment and selection process, we operate a strict pre-employment checking procedure which successful applicants will be required to undergo. These include:

- Disclosure - all RT employees will be required to undertake an enhanced DBS check before they start.
- Qualification – all applicants will be required to bring original certificates for any qualifications that are specific to the role that they are applying for.
- References – applications are required to provide a minimum of two references, one of whom must be your most recent/current employer. References must cover all employment and/or voluntary work in the past five year period.
- Eligibility to work in the UK – RT has a legal obligation to check documentation to confirm that all potential employees are eligible to work in the UK.
- Medical questionnaire – all RT employees are required to complete a medical questionnaire.
- Online searches (social media)

As an equal opportunities employer, the Raedwald Trust is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join the Raedwald Trust.

Our Job Applicants Privacy Notice can be found on our [website here](#).