

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



Application pack

ASSISTANT PROGRESS LEADER (NON-TEACHING)

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY

ripleystthomas.com
Ashton Road, Lancaster LA1 4RS



01524 64496
admin@ripley.lancs.sch.uk

August 2026

Dear Applicant,

Thank you for your interest in the position of Safeguarding Assistant for Looked After and Previously Looked After Children (Non-Teaching). We hope the information provided will be helpful to you in deciding whether to apply for the post.

Ripley is a dynamic and ambitious Church of England Academy. Our Christian purpose and ethos is at the heart of all we do in developing our young people into confident and mature adults, who we hope will be able to make a positive contribution to society. This means we offer a broad and rich curriculum, alongside a huge range of co-curricular opportunities, so that each young person can discover where their God-given gifts and talents lie. We live out our Christian distinctiveness through regular acts of worship as well as through our Christian values which influence how we treat each member of our school community.

Ripley became an academy in 2011 and, more recently, formed a MAT, 'The Bay Learning Trust'. The Trust is growing rapidly with five local secondary schools and one primary school currently members. The vision of the Trust is to build a family of schools in the local area that work together to provide the best education possible for our young people.

The school serves a very wide community with pupils coming from around 60 primary schools. As the lead school in our MAT, The Bay Learning Trust, we work closely with other local schools to provide the best educational opportunities for children in the Lancaster and Morecambe area.

Ripley is a very large community with c1750 pupils (c380 in the sixth form) and 180 staff. The academy is situated in beautiful grounds with a great heritage, having been the gift of Julia and Thomas Ripley to the young people of Lancaster in 1864. We try to blend the best of the old with the best of the new to give our young people an education which develops them in body, mind and spirit. We are privileged to work with wonderful young people who are keen to learn and eager to achieve.

One of our most unusual features is our school farm. Pupils in Key Stage 3 all enjoy Agriculture and Horticulture lessons and it is a real pleasure to see our sheep and horses in the school paddock when we arrive at school!

We are proud to be one of the highest performing non-selective schools in Lancashire. Our GCSE results are consistently amongst the best in the country, averaging around 85% 9-4 in English and Maths. We also have one of the largest school sixth forms in the area, offering a wide range of courses and welcoming students both from Ripley and from other local secondary schools.

Ofsted and Church School inspectors have all said we were 'outstanding' in our inspections and our teacher training provision was equally graded 'outstanding'. This success has been the result of very hard work, of attention to detail and of great team work by the whole school community.

An education for life

**Co-Headteachers
Chair of Governors**

Mrs H. Best and Ms A. Barnes
Mrs J. Hodgson

The Bay Learning Trust.
Company number: 07588464
Registered in England & Wales



We promote a culture of excellence here and we expect the highest standards from our young people. We want pupils from all backgrounds and from all starting points to do well and we believe that the best way to achieve this is through excellent teaching, strong discipline and hard work.

Ripley is a very welcoming and close knit community – we often talk about The Ripley Family – and it is a great place to work! If you would like to visit the academy prior to making an application, please contact the Co-Headteachers, Mrs Best and Ms Barnes, via the following email address: head@ripley.lancs.sch.uk. Please do take a look at our school website to learn more about who we are. We would particularly recommend the video for Open Evening which will show you our magnificent grounds.

If you would like to make an application, please complete the form (and write a letter (no longer than 2 sides of A4 – font Tahoma 11) outlining how your skills and experience fit you for the post and how you will contribute to Ripley.

At Ripley, we are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments made are subject to satisfactory references and to an enhanced Disclosure and Barring Service check.

Yours sincerely

Handwritten signatures of Ms A Barnes and Mrs H Best in black ink.

Ms A Barnes and Mrs H Best
Co-Headteachers



Ms A Barnes



Mrs H Best

RIPLEY ST THOMAS CHURCH OF ENGLAND ACADEMY

Ripley was founded in 1864 by Julia and Thomas Ripley. Their gift to the city of Lancaster was our school with its beautiful buildings and grounds. The Ripley spirit of faith, hard work and service is still at the core of what we do now, over 150 years later. Today, Ripley is a school family made up of over 1700 children and young people and 180 members of staff. We continue the Ripley story by offering the best possible education to all our young people, firmly grounded in our Christian faith.

About us:

- Our pupils and students are fantastic—they are highly motivated and engaged young people with supportive and caring parents.
- As a Church of England school, we aim to maintain a distinctly Christian ethos while being genuinely welcoming and inclusive.
- We have over 1750 pupils and students, including 300 in our large sixth form
- The school admits 290 children into year 7, and is heavily oversubscribed.
- Our long tradition of academic excellence places us among the highest achieving, non-selective schools in the country.
- Our Christian foundation is central to what we do and what we are.
- We offer a rich co-curricular provision, including music, drama and sport. We believe this gives our pupils and students essential participation in the work of the school.
- We have one of the largest school sixth form in the area and we offer a very wide range of subjects. Our purpose built sixth form centre gives us a modern area in which to work and study. It allows us to have a distinctive sixth form which is still closely linked to the main school.
- One of our most unusual features is our working farm. All children in KS3 study Agriculture and Horticulture, and can opt to continue this study at KS4 and in the sixth form.
- We offer an academic curriculum and value hard work and high standards of teaching and learning.
- Pupils make excellent progress with us with results consistently above the national average. In 2024 (last published P8 figure) our progress score at GCSE was +0.62.
- Religious Education is a core subject and is compulsory for all students at KS4. We are developing our core RE programme at KS5.
- We have very little “in year mobility”. This stable population means that we can get to know every child and young person very well.
- We invest heavily in our pastoral system with teachers and support staff working as progress leaders in every year group.
- We are a lead school within the Bay Learning Trust. The Trust is growing fast and currently has four local schools working together. This gives colleagues the opportunity to work collaboratively with people in different contexts and is a way in which we promote career progression and CPD.
- We have a successful SCITT and we regularly recruit teachers we have trained.
- Ripley has a beautiful school chapel and the presence of a full time Chaplain. The Chaplaincy at Ripley offers distinctive support within our Church of England Academy.
- We have a highly successful DofE scheme, offered at Bronze, Silver and Gold level, and a Combined Cadet Force.

ABOUT RIPLEY

Introduction:

Ripley St Thomas Academy started life as the Ripley Hospital, a charitable foundation endowed in 1864 by Julia Ripley in accordance with her late husband's wishes. Thomas Ripley was a local man who had made a fortune trading out of Liverpool and as he and Julia were childless they wished to spend their fortune in accordance with their Christian beliefs to benefit their home town. The Ripley Hospital originally provided for orphaned children in Lancaster and Liverpool. The buildings and the grounds were endowed by Julia Ripley and included a farm to ensure the children grew up well nourished. The farm still thrives and is one of our many unique features. The work of the Hospital continued until the outbreak of World War II when the building was requisitioned by the army. For three years after the war it was used as an emergency Teachers' Training College. After the trainee teachers left, the building became a National School, then a boys' secondary modern school. In 1966 the Boys' School amalgamated with St. Thomas Girls' School to become Ripley St. Thomas Church of England School. We became an academy in 2011, and set up the Bay Learning Trust in 2016 to ensure the school continued to serve its local area. The Bay Learning Trust now has six schools working in collaboration with a vision to ensure that all young people in the area have the opportunity to receive an excellent education.

OUR VISION

We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness.

'I have come in order that you might have life – life in all its fullness.' (John 10:10)

How we realise our vision

At Ripley, we realise our vision through our Christian values of faith, hope, love and service. Our commitment to the Christian faith and these values helps create our harmonious, kind and considerate school.

'And now these three remain: faith, hope and love. But the greatest of these is love.' (1 Corinthians 13:13)

A Church of England School

We take being a Church school seriously and expect all colleagues to support our ethos, whatever their own personal faith position may be. Our aim is simply to serve our local community through providing an outstanding education to children of all faiths and none. We emphasise our Christian distinctiveness through regular acts of worship, but more importantly by valuing and caring for every member of our community.

SCITT

Ripley is a School Centred ITT provider. We work in collaboration with other schools in the area to provide high quality training for new teachers.

Leadership

The Senior Leadership team comprises two Co-Headteachers, one Deputy Headteacher, one Acting Deputy Headteachers, three Assistant Headteachers, four Associate Assistant Headteachers, Deputy SENDCo, Director of Operations and School Business Manager. We regularly offer internships to the Senior Leadership Team to give aspiring senior leaders opportunities for development.



Curriculum

Ripley aims to provide a challenging and broad curriculum from ages 11 - 18. Subjects are taught in line with the National Curriculum and a wide range of teaching and learning styles are used to ensure that pupils are actively engaged in their lessons. We operate a two year KS4. In Years 10 and 11 all pupils follow a core curriculum of English, Mathematics, Science, RE, PSHE/RSE and PE. In addition, pupils select 3 option courses from a wide-ranging choice of GCSE subjects. We give our pupils the opportunity to take the EBacc suite of qualifications, with the most able following single science courses. The curriculum is based on five 60 minute periods per day, organised as a two week timetable.

Sixth Form

Ripley Sixth Form is incredibly popular and one of the largest school sixth forms in the area.. Our post-16 provision offers a wide choice of A Level courses, as well as a small number of BTECs. Students study three A Level subjects, alongside a tutorial and enrichment programme to complement their studies.

Pastoral care and academic guidance

The Progress Leaders, Assistant Progress Leaders and Progress Tutors have responsibility for the welfare, academic progress and discipline of the pupils in their care. The tutors in each year group team have a particularly important role since they look after the same group of children as they move through the school. Time is set aside each day for a programme of activities designed to promote the pupils' social and learning skills, support literacy, and to enable tutors to get to know each pupil as an individual. Pupil Voice is important at Ripley and we have an active School Council and Year Group Councils. The Chaplaincy at Ripley offers a pastoral role, with the presence of a full time Chaplain.

Links between home and school

We aim to develop strong links between home and school. We hold consultative evening meetings between staff and parents to discuss any concerns, acknowledge successes and agree targets for further improvement.

Parents also receive termly monitoring reports and are provided with regular communications about developments in school.

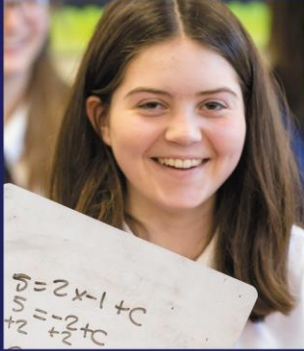
In addition, we publish newsletters and organise information evenings for parents at key points in their children's education, together with prize evenings to celebrate the success of pupils at different Key Stages.

Special educational needs and disabilities

At Ripley we place equal value on the education of all pupils. Those with special educational needs or disabilities are encouraged to achieve their potential within each curriculum area. Teaching assistants also offer additional individual support. Some pupils are withdrawn from lessons for brief periods to work with specialist staff.

Co-curricular activities

A wide variety of out-of-school clubs and activities are available to pupils. These vary across the academic year but might include cookery club, drama club, eco club, farm club and many others. There is a wide range of opportunities in physical education



with hundreds of children involved in sports team practices every evening. The school enjoys a national reputation for music; we have school bands and choirs, and a large number of musical functions are held annually. The school was chosen as the best school music department in the country, and we have a strong choral tradition. There are also excellent opportunities for pupils to begin or continue instrumental tuition as well as to participate in the annual school musical production. Educational visits and exchanges all appear in our annual programme. Enrichment activities are vital to the development of our pupils and we continue to seek new and exciting educational opportunities to develop each individual.

School uniform

We set high standards of personal appearance. Pupils are expected to dress smartly for a learning environment. School uniform is compulsory for all pupils in Years 7 to 11.

ICT resources

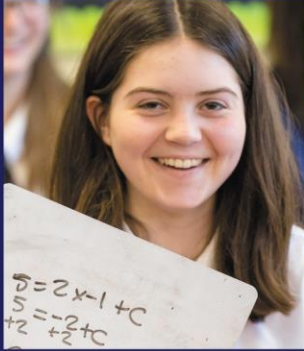
In recent years the school has invested heavily to develop our ICT provision and we have a state of the art wifi system and an excellent Virtual Learning Environment. Every teacher has a laptop for personal use, and a PC in their classroom.

Ripley active in the community

Pupils and students at Ripley are encouraged to learn from the expertise, experience and information available within the local community. The school in return aims to provide a significant contribution to the community through the high-quality education, guidance and care we provide for our young people and through participation in fundraising and community service. We give the opportunity to children in local primary schools to join us for enrichment activities and to take part in a range of programmes. Ripley is active in its support of charities and we organise a number of fundraising activities. We are also committed to sustaining and extending our links with local businesses, both to enrich the curriculum and to encourage sponsorship and financial support for the work of the school.

Our local area

Despite being a university city and home to 138,000 people, over two thirds of Lancaster is classed as rural area. Surrounded by many pretty villages, it is a very pleasant place to live. Lancaster benefits from excellent rail and road links, indeed the school is easily accessed from the M6 motorway. The city offers the usual attractions of a vibrant place to live, but also has some beautiful areas of outstanding natural beauty on the doorstep. The coast is easily accessed; Blackpool, the beautiful Fylde Coast and Morecambe Bay are within 40 minutes' drive. The Lake District is 30 minutes away. Liverpool and Manchester are less than 1 hour away. London is less than 3 hours away by train, with Lancaster being a mainline west coast station, giving easy access to Scotland.



The Historic City



Lancaster Castle



Crook O' Lune



Williamson Park

WHY WORK FOR US?

- A bespoke CPD programme for all staff, exciting career opportunities
- Access to a range of Middle and Senior Leadership Programmes.
- Visible and high profile Senior Leadership Team
- Collaborative planning with centralised, shared schemes of learning and resources
- Close working relationship with colleagues across our multi-academy Trust

Employees can benefit from:

- Competitive salary
- Pension scheme
- Family-friendly leave, pay and working arrangements
- Free on-site parking
- Use of the school fitness suite, running track and pool
- Use of the school chapel for quiet reflection and prayer
- Relevant CPD opportunities
- An enthusiastic and highly professional staff team
- A professional working environment in which all staff are valued, listened to and encouraged to use their gifts and talents
- The opportunity to teach A Level in our purpose built Sixth Form centre

**“
Staff are extremely proud to work at the school**

” Ofsted

**“
Pupils and students benefit from an extremely high-quality education, including an aspirational curriculum**

” Ofsted

**“
The behaviour of pupils and students is exemplary**

” Ofsted

**“
Pupils and students are highly articulate, self-motivated and determined to succeed**

” Ofsted

**“
Outstanding in every aspect**

” Ofsted



ABOUT THE BAY LEARNING TRUST

The Bay Learning Trust is a community of like-minded schools. We serve our community to enable pupils to flourish and achieve excellence.

The Trust was set up by Ripley St Thomas Church of England Academy in 2016. In 2018 we were delighted to welcome Carnforth High School into our Trust family, and then Morecambe Bay Academy and Central Lancaster High School in 2019, followed by Longridge High School in 2023. On the 1st February 2024, The Bay Learning Trust further expanded by welcoming Barnacre Road Primary School into the Trust family.

OUR VISION AND VALUES

As the founding school, Ripley's Christian ethos sits at the heart of the ethos of our Multi Academy Trust.

Excellence, Integrity and Service sit at the heart of all we do and underpin how we work together within our schools and our wider community.

Our Vision:

Our vision is to build a family of like-minded primary and secondary schools in the geographical area of Morecambe Bay who work and learn together to secure an excellent education for all our young people.

Our Values:

- Reciprocity: every school contributes to our learning
- Generosity: we are all concerned about all our schools and support each other willingly
- Honesty: we acknowledge both our strengths and weaknesses
- Humility: we recognise that we all have much to learn

OUR PRINCIPLES AND AIMS

Our Principles:

- Our young people always come first
- Our young people should have opportunities to develop in body, mind and spirit
- Our young people can all be successful

Our Aims:

- Improve and sustain high levels of school performance
- Develop a self-sustaining community that learns from each other and from the best available external practice
- Allow schools to focus on teaching and learning through a central team that supports them with finance, buildings and staffing
- To ensure that our schools remain financially sustainable
- Develop our premises to create the best possible learning environment



JOB DESCRIPTION – NON-TEACHING SAFEGUARDING ASSISTANT FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

Responsible to:	Designated Safeguarding Lead
Job Purpose:	To promote a culture of safeguarding across the school with a particular focus on being an advocate for Looked After Children & Previously Looked After Children to ensure that they are able to live life in all its fullness academically, spiritually and personally
Pay scale:	NJC Pay Scale Grade 7 Points 20-25 Actual Salary Range: £27,564 - £30,748 (FTE 32,597 - £36,363 FTE) The position is full time (37 hours), term time only (38 working weeks, 44.09 paid weeks, pro rata holiday weeks 6.09)
Working hours	Monday to Thursday: 8.15 am – 4.15 pm (including 30 minutes unpaid lunch break). Friday: 8.15am – 3.45pm (including 30 mins unpaid lunch break)
Working hours	8.15 am – 4.15 pm (including 30 minutes unpaid lunch break). The position is full time (37 hours), term time only (38 working weeks, 44.09 paid weeks, pro rata holiday weeks 6.09)
Start Date:	As soon as possible

Vision

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At Ripley, we realise our vision through our Christian values of faith, hope, love and service. Our commitment to the Christian faith and these values helps create our harmonious, kind and considerate school.

***'And now these three remain: faith, hope and love. But the greatest of these is love.'* (1 Corinthians 13:13)**

Our Aims

1. We aim to follow the examples and teaching of Jesus Christ.
2. We draw inspiration from the vision of Julia and Thomas Ripley by continuing their work of providing care and education for all.
3. We strive for a culture of excellence in all we do and we are ambitious for all members of our community.
4. We provide a rich curriculum and co-curriculum which develops pupils in body, mind and spirit.
5. We love and care for one another, treating each other with kindness, dignity and respect.
6. We understand that the wellbeing of our pupils and staff is the key to flourishing.
7. We have a commitment to creation and the stewardship of our planet, as well as service to our community.

All staff are expected to model the following values, behaviours and attitudes:

- Actively supporting, articulating and promoting the Christian values and ethos of this Church of England Academy
- Putting pupils first and being positive about young people
- Committing fully to the safeguarding of pupils
- Having a commitment to excellence and high standards in everything we do
- Having, and communicating, the highest expectations of young people academically and personally

- Having a commitment to social justice and equality of opportunity
- Being committed to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility
- Behaving in a professional manner with staff and pupils at all times, treating all members of the school community with dignity and respect
- Contributing to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams
- A willingness to contribute to school life beyond the curriculum

Specific responsibilities:

- To support, and work alongside, the designated safeguarding lead to:
 - develop and review Ripley St Thomas' safeguarding and child protection policies and procedures
 - ensure that the policies and procedures are implemented correctly; ensuring that all safeguarding and child protection concerns raised are responded to appropriately
 - ensure that all members of the school community who are employed, or volunteer at the school, including Governors, understand the safeguarding and child protection policy and procedures and they know what action to take if they have a concern about a child's welfare
 - work alongside all stakeholders around a child, including external agencies, parents, staff in school, to ensure that a child is safe and supported
 - communicate with a range of external agencies regarding the safeguarding of children e.g., police, CSC, MASH, CFW, etc.
 - ensure that accurate records of safeguarding concerns are kept and associated actions are detailed on CPOMS
 - run regular reports regarding CPOMS to look for short-term and long-term patterns and trends to support the safeguarding of children individually and as a collective
 - make referrals to statutory, and non-statutory, organisations to support with safeguarding and child protection issues
 - liaise with members of the Senior Leadership Team regularly in regards to safeguarding of pupils
 - liaise with and pass on information to external agencies, including the local authority, when required
 - ensure that records relating to safeguarding and child protection issues are stored and retained in line with legal requirements
 - ensure that all members of the school community receive up-to-date training in the area of safeguarding
 - to gather information around the local, contextual safeguarding concerns
 - when required lead, meetings with internal and external professionals in regards to safeguarding
- To be the initial contact and central point of contact with the school for looked after children and previously looked after children.
- To promote and take an active leadership role in promoting the educational achievement, personal development, and emotion and wellbeing of the looked-after and previously looked-after children on the school's roll.
- To take a lead in ensuring that everyone in the school community understands variables that impact on the development of looked after and previously looked after children and ensure the school community works together to support the educational achievement and wellbeing of this cohort. This means that everyone:
 - Has high expectations of looked after and previously looked after children and sets targets to accelerate progress
 - Have an awareness of the emotional, psychological and social effects of loss and separation from birth families and that some children may find it more difficult to establish trust with adults due to their previous experience and this may impact their behaviour.

- Understands the importance of seeing looked after and previously looked after children as individuals rather than a cohort, not publicly treat them differently from their peers, and show sensitivity around their circumstance
 - Appreciate the importance of the looked after child's PEP in helping to create a shared understanding between key people including teachers, pastoral staff, carers, social workers, and most importantly the child
 - Has the level of understanding they need of the role of different individuals including social workers, virtual schools, carers and how the function of the PEPs fit into the wider planning and care of the individual
 - For previously looked after children understand the importance of involving the child's parents/guardians in decisions impacting their education, and be a contact for parents/guardians who want advice or have concerns about their child's progress at school
- To have a direct and day-to-day role in promoting the educational achievement and wellbeing of looked after and previously looked after children, either directly or through delegation. This could be through:
 - Contributing to the development and review of policies and procedures to ensure that they are not disadvantaged
 - The induction of looked after and previously looked after children into school to ensure a smooth transition into school and onto their next steps
 - Ensuring that looked after and previously looked after children receive high quality careers advice and guidance, information about further and higher education, financial planning, and personal development
 - Ensuring there are no barriers to looked after and previously looked after children accessing the entirety of the school experience e.g. cocurricular activities, trips and enrichment opportunities, etc
- To promote a culture in which looked after and previously looked after children:
 - Are able to discuss their progress and involved in the setting of their targets, have their views taken seriously, and are supporting in taking responsibility for their own learning
 - Are prioritised in selection of pupils who would benefit from one-to-one tuition or additional academic study
 - Are encouraged to participate in school activities
 - Believe they can succeed and aspire to further education or highly skilled jobs
 - Can discuss challenging issues (such as SEND, bullying, attendance) in a honest and open manner with a sympathetic and empathetic adult
- To be a source of advice for everyone in the school community in regards to:
 - Reasonable adjustments or teaching strategies for individuals who are looked after and previously looked after children
 - Measuring progress to enable the effective setting of short-term and medium-term and long-term target setting.
- To work directly with looked after and previously looked after children and their carers, parents or guardians to:
 - Promote good home-school communication links
 - Support progress by paying particular attention to effective communication with parents, carers and guardians
 - Ensure carers, parents or guardians understand the potential of one-to-one tuition and supports its engagement, as well as how the school teaches key skills such as numeracy and literacy
 - Encourage high expectations and aspirations when working with the child to plan for their future aims, success and fulfilment
- To take a lead for the development and implementation of looked after PEP within school in partnership with others as necessary

- To work closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding looked after and previously looked after children are quickly and effectively responded to.

Note: This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment after consultation with the postholder.

General:

- To work within school policies and procedures.
- To contribute to the provision of an effective environment for learning.
- To attend skill training and participate in personal/performance development as required.
- To take care for their own and other people's health and safety.
- To be aware of the confidential nature of issues.
- Other duties at the same responsibility level may be interchanged / added to at the discretion of the CEO, Bay Learning Trust

Your duties should be discharged in such a manner as to maintain and develop the vision, principles and values of the school.

The Bay Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All post-holders will be required to have an Enhanced Disclosure from the Disclosure & Barring Service (DBS).

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our Health and Safety policy.

PERSON SPECIFICATION

Education / Qualifications	Essential/ Desirable
High levels of literacy and numeracy	E
NVQ level 3 / A Level or equivalent qualification – appropriate to the post	D
GCSE Grade C or above (or equivalent) in English and Mathematics	D
Level 2 safeguarding training	D
SIMS training	D

Experience	Essential/ Desirable
Proven experience of working with young people aged 11-16 in a voluntary or other professional capacity	E
Experience of working in a school or local government environment	E
Experience of working with families and agencies such as Children's Social Care	D
Experience of child protection and safeguarding	D

Knowledge and Understanding	Essential/ Desirable
Understanding of multi-agency work	D
Knowledge of DfE guidance on the designated teacher for looked after and previously looked after children	D
Understanding of the impact that previous experiences of looked after and previously looked after children can have on their educational achievement and wellbeing	D
Involvement in PEP meetings by contribution or target setting	D
Understanding of how to break down barriers to learning that may be faced by looked-after and previously looked-after children	D

Skills	Essential/ Desirable
High quality people skills to deal with difficult problems and potential conflict	E
Ability to use initiative to respond to and resolve problems in the short term	E
General administrative/ICT skills especially in the use of a range of IT software (Word, Excel, E-mail)	E
Proven organisational and time management skills	E
Ability to build effective relationships and work sensitively and effectively with parents/carers, pupils, staff and outside agencies	E
Ability to promote a positive ethos and have a 'can do' attitude	E
Knowledge of SIMS	D
Experience of working in an area of deprivation	D

Personal Attributes	Essential/ Desirable
Professional appearance and conduct	E
A committed life-long learner, willing to undertake further training	E
Good communication skills, flexible approach with tact and diplomacy	E
Self-motivating and ability to work as part of a team	E
Ability to ensure confidentiality	E

Special Working Conditions	Essential/ Desirable
Willingness to work outside of normal school hours	E
Legally entitled to work in the UK	E
Hold a current driving licence and have access to a car for work	D

APPOINTMENT PROCESS

Application	Interview Activities	Formal Interview
Through your application form and letter, we are looking for: • What positive impact you could have on our school • Your personality, attitude and what makes you unique • Why you want to work at Ripley St Thomas	Shortlisted candidates may be asked to undertake the following activities as part of the interview process: • Deliver an intervention • Pupil panel • Written task They will also have the opportunity to: • Have a tour of the school • Meet with department staff	The interview panel may be comprised of some/all of the following: • Co-Headteacher • Governor(s) • Senior staff

In line with our safeguarding policies, we are unable to accept CVs. To apply for this post you must complete the application form.

KEY DATES

Deadline for receipt of applications: 12 noon on Monday 7 September 2026

Start Date: As soon as possible

Applications should be submitted by email to recruitment@ripley.lancs.sch.uk

Ripley St Thomas CE Academy and the Bay Learning Trust are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments are subject to an Enhanced Disclosure & Barring Service check. Further details will be sent to shortlisted candidates. It is an offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children.