



Part of the  
**Ted  
Wragg** TRUST

# Queen Elizabeth's School Learning Coach

*"Queen Elizabeth's is an ambitious school, dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom."*

**Paula Smith,  
Headteacher**



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# Key Details

## Salary

Grade C

## Location

QE School

## Hours

19.5 hours (3 days) per week, over 39 weeks

## Interviews

TBC

## Closing date

9am Monday 30 March

## Required from

May 2026

Our vision is for Queen Elizabeth's to be an exceptional school which enables our young people to flourish in life and make a positive difference to their community. We will achieve this by providing an excellent education that develops knowledge, character, contribution, and wisdom.

At Queen Elizabeth's we champion the characteristics we know our young people need to lead a successful and fulfilled life. Ambition, a sense of community and kindness are essential for human flourishing and are at the core of what we do as a school.

Ambition: we work hard to be the best we can be so that we flourish in life.

Community: we take part in opportunities to make a positive difference to ourselves, each other and our wider community. We honour being together and are proud to be part of our school.

Kindness: we act with kindness so that others feel respected, valued and cared for.

# How to apply

For an informal conversation about the position please contact Anna Field at [anna.field@qe.devon.sch.uk](mailto:anna.field@qe.devon.sch.uk)

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button





Dear Applicant,

Thank you for your interest in this post at Queen Elizabeth's School. The school currently has 1100 students on roll of whom 100 are in the Sixth Form. The majority of our students are drawn from our partner primary schools across mid Devon and the greater Exeter area.

Founded in the 16th century, our school is set in the market town of Crediton, just 7 miles from Exeter. We are an ambitious school dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. Our Year 7 and 8 students are taught on our Lower School site and Years 9-13 at our Upper School site on Western Road.

At Queen Elizabeth's our coaching programme supports all colleagues to continuously improve their classroom and leadership practice. We were delighted to be judged as Good in the most recent Ofsted report in May 2022, which recognised our high-quality curriculum and continued improvement in achieving positive outcomes for all students. Through high quality teaching and a broad range of extra-curricular activities ensure that our students and staff live out our values of ambition, community and kindness.

Our pillars of staff culture support all of our interactions as a school. This means being better every day, putting the team before the individual and demonstrating kindness by being both warm and strict.

By actively committing to these values and behaviours, staff will contribute to creating a school culture where everyone flourishes.

This recruitment pack outlines the key duties and accountabilities of the post.

The successful applicant will:

- have a clear, well communicated understanding of the most effective teaching and learning techniques that lead to strong student progress.
- possess the skills and determination to make a positive difference to the lives of our students.
- be relentless in encouraging all students to build their knowledge and actively contribute to school life within our community so that they develop a sense of pride and belonging.

Yours sincerely

**Paula Smith – Headteacher**

# A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Moira Marder, OBE**

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**.

This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values



How we will succeed



# Job Description

- To ensure that students with additional needs are supported to remove their barriers to learning so that they achieve at least in line with their expected levels of progress. Queen Elizabeth's is a large School based across two campuses, the post holder will work flexibly across both sites.
- To have a measurably positive impact and be accountable for the interventions delivered and wellbeing of students by acting as an advocate or enabler to them accessing and succeeding in all parts of their mainstream education.
- To work flexibly to deliver targeted support according to the prevailing needs of the school; this may be in area of pre-existing expertise or an expertise which is developed over time and with training.
- To support the effective management of student behaviour at the start of the school day to ensure safety and wellbeing.
- List Key Duties and accountabilities of the post
- 
- To deliver in class support as applicable.
- To coach identified students to support the removal of barriers to learning.
- To deliver 1:1 and small group targeted provision.
- To deliver out of class support in areas such as study skills or specific area of support where appropriate. This may include support at student social times.
- To produce resources to support a student in lessons and with organisational skills.
- To coach students to enable them to become independent and resilient learners.
- To coach students in other wider skills including social skills to ensure other barriers to school and learning are removed.
- To liaise with teachers to support learning.
- To liaise with agencies / parents / colleagues regularly and effectively to support learning.
- To be a keyworker and advocate for the students identified.
- Keep up to date with all communication using appropriate systems.
- To support students before and after school and during break and lunchtimes (according to hours) as requested.
- Attend all appropriate meetings, training as directed by Team Leader/SENDCO.
- To monitor progress of key students and take proactive actions to remedy the barriers preventing progress.
- To become an expert in a targeted area (as defined by the needs of the school) to deliver outstanding intervention as well as advice to colleagues and parents which enable other people supporting the student to do so effectively.
- To measure and evaluate the impact of the provision you deliver including maintaining records/logs of student interventions you undertake..
- Supporting students, the curriculum and the school by:
- Establishing productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning.
- Providing support for emotional wellbeing.
- Promoting the inclusion and acceptance of all students within the classroom/school.
- Supporting students with transitions both to and from the school.
- Supporting students consistently whilst recognising and responding to their individual needs.
- Assisting students with personal self-care.
- Encouraging students to interact and work co-operatively with others and engaging all students in activities.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.

- Providing feedback to students in relation to progress and achievement.
- Supporting students identified with additional arrangements for controlled assessments, trial and formal examinations.
- Attending additional training as directed by their team leader and being pro-active to take responsibility for their own professional development and also supporting the professional development of other colleagues.
- Delivering learning activities to students within agreed systems of supervision, adjusting activities according to student responses/needs
- Delivering local and national learning strategies and making effective use of opportunities provided by other learning activities to support the development of students' skills
- Using ICT effectively to support learning activities develop students' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aids/resources/ equipment.
- Supporting students on out of lesson activities as appropriate (for example school trips and experiences outside the normal classroom lesson as required).
- Being focused on student need; this will include showing a high degree of flexibility to support different kinds of students as needs change as well as supporting the whole learning support team to ensure student support remains the first priority in times of staff illness or during special events being held at school.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher/team leader, to support achievement and progress of pupils.
- Recognising own strengths and areas of expertise and using these to lead, advise and support others.
- Delivering out of school learning activities within guidelines established by the school. Also contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Other Duties
- To support the achievement of the school's objectives by working proactively with colleagues on activities outside direct area of responsibility as required.
- To report any potential Health and Safety issues promptly.
- To follow the school's ICT policy for safe use of ICT.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
- To work in compliance with the Codes of Conduct, Regulations and policies of the school and its commitment to equal opportunities.
- To comply with the school's Health & Safety policy, procedures and statutory requirements.





# Person Specification

Qualifications and Experience	Essential/Desirable
Minimum Level 2 qualifications (GCSE or equivalent, to include English and Maths)	Essential
Good numeracy/literacy skills.	Essential
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post.	Essential
Detailed knowledge of safe working practices in relation to the handling and usage of hazardous equipment and tools.	Essential
Experience of working with young people	Essential
Effective team player.	Essential
Vision aligned with Queen Elizabeth's high aspirations/expectations of self and others.	Essential
Genuine passion and a belief in the potential of every child.	Essential
Motivation to continually improve standards and achieve excellence.	Essential
Ability to use own initiative and to work independently and also to work as part of a team.	Essential
Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential.	Essential
Has good communication, planning and organisational skills.	Essential
Demonstrates resilience, motivation and commitment to driving up standards of achievement.	Essential
Acts as a role model to staff and children.	Essential
Excellent communicator who enjoys working as part of a team.	Essential
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.	Essential
Committed to equality of opportunity and the safeguarding and welfare of all pupils	Essential
Effective use of ICT packages e.g. Word, Excel or equivalent.	Essential
Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential
This post is subject to an enhanced DBS disclosure	Essential
Able to work effectively as a member of a team	Essential
Respect for all members of our community and able to model this respect	Essential
Understanding of safeguarding issues and able to promote the welfare of children and young people.	Essential
Suitability to work with children	Essential

# #lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at [www.tedwraggtrust.co.uk/workwith us](http://www.tedwraggtrust.co.uk/workwithus)



# The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute (TWI)** delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

## Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

## Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



### Sustained

Frequency is critical, not time span



### Practice-Based

Create new habits



### Domain-Specific

Create new habits



### External Expertise

Challenge the familiar & refresh ideas



### Professional Buy-In

Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



# Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

## Key Concept: Leadership



We believe that great leadership:



Fiercely educates



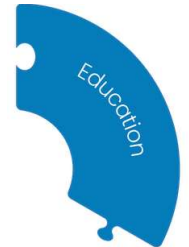
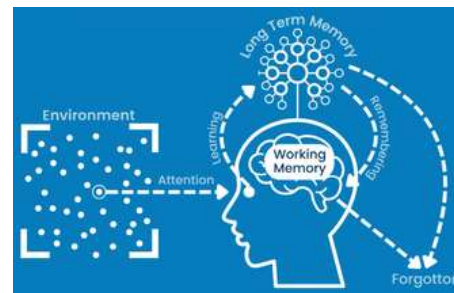
Thrives in a complex system



Is locally enabled

## Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



## Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

### Microsystem

#### Child

- sleep well
- eat breakfast
- follow school rules and routines
- attend school regularly

#### Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- support school policies
- Protect from dangers
- attend medical appointments
- ensure attendance is good

#### School

- Behaviour, Health and Safety
- Accessibility, Safeguarding Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

### Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

### Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

# Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

 <p>Exceptional development and networking opportunities</p>	 <p>Cost of blue light cards can be claimed through expenses</p>
 <p>Free annual flu jab, eye test and allowance for glasses</p>	 <p>Exclusive discounts, cashback and vouchers</p>
 <p>Free, confidential employee helpline. Available 24-7 through Health Assured</p>	 <p>Access to Wisdom app to support your mental health</p>
 <p>Up to 10% off all Pure Gyms</p>	 <p>up to the value of £2,000.</p>
 <p>Up to 2 days paid emergency time off for dependants</p>	 <p>Generous public sector pension schemes for all staff</p>
 <p>Timetabled instructional coaching for all teachers</p>	 <p>Family friendly policies and flexible working opportunities</p>



# Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.





Part of the  
**Ted  
Wragg** TRUST

Thank you for your  
interest in working for  
us!

